






Effectiveness of Play Therapy-Based Interventions and Their Impact on Improving Socio-Emotional Skills in Children with Speech Disorders

Zahra. Soltani Pari^{1*}, Fatemeh. Ghatji², Somayeh. Mohammadi Moghadam³, Farah. Khalighi³, Soroush. Alimardani⁴




¹ Master of Personality Psychology, Department of Psychology, Karaj Branch, Islamic Azad University, Karaj, Iran

² Master of Clinical Psychology, Faculty of Psychology and Educational Sciences, Garmsar Branch, Islamic Azad University, Garmsar, Iran

³ Master of General Psychology, Faculty of Psychology and Educational Sciences, Tehran West Branch, Islamic Azad University, Tehran, Iran

⁴ Master of General Psychology, Faculty of Psychology and Educational Sciences, Neka Branch, Islamic Azad University, Neka, Iran

* Corresponding author email address: soltani_pr_zahra@yahoo.com

E d i t o r	R e v i e w e r s
Chara A Demetriou  Department of Psychology, University of Nicosia, Nicosia, Cyprus demetriou.cha@unic.ac.cy	Reviewer 1: Ali Akbar Soleymanian  Associate Professor of Counseling Department, Bojnord University, Iran. Email: Soleymanian@ub.ac.ir Reviewer 2: Meysam Sadeghi  Assistant Professor of Department of Cognitive Psychology, Higher Education Institute of Cognitive Sciences, Tehran, Iran. Email: m.sadeghi@icss.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The objective in the abstract is too broad. Revise the sentence: "This study aimed to determine the effectiveness of play therapy-based interventions..." by specifying the hypothesis or expected outcomes.

The description of the Miller Socio-Emotional Skills Questionnaire states it was validated in Iran, but no psychometric properties are reported. Include details on reliability and validity from the cited Iranian study.

The Kolmogorov-Smirnov test results are mentioned without values. Include the test statistics and p-values to verify the assumption of normality.

In Table 1, the "Total Score" should include a breakdown of its components to provide more granular insights into the intervention's effects.

The manuscript references Vygotsky's theory but does not connect it directly to the findings. Add examples of how specific observed outcomes support or refute Vygotsky's framework.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the Methods and Materials section, provide more justification for using purposive sampling. Why was this method chosen over random sampling, and how does it impact the study's generalizability?

The sample includes 32 boys aged 5–6 years, but no explanation is given for excluding girls. Add a justification for the gender-specific focus.

The play therapy intervention sessions are described well but lack a theoretical grounding. For example, explain how activities like "hopscotch with rhymes" align with developmental or psychological theories.

The results section states: "The differences from the post-test to the follow-up phase were not statistically significant ($p > .05$).” This finding should be discussed in terms of clinical significance and potential reasons for the stabilization of scores.

Expand the discussion on cultural influences. For instance, how might the Iranian context affect the applicability of these findings to other populations?

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.