




The Effectiveness of Dialectical Behavior Therapy on Self-Control and Attachment Security in Self-Injurious Adolescent Girls




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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase “self-injury serves as a communicative act” requires clarification. Is this based on a specific communication model, or is it metaphorical? Expanding the theoretical grounding would improve interpretive clarity.

You state that adolescents with self-injurious behaviors exhibit weaker communication skills. Consider citing empirical studies that directly compare social skills in self-injuring vs. non-self-injuring adolescents.

The sample selection via “consultation with school counselors” introduces potential selection bias. Please acknowledge this in the limitations or justify how this method ensured representativeness.

The session descriptions are well-detailed, but it would be helpful to indicate whether a manualized version of DBT was used or whether the protocol was adapted. This supports replicability.

The initial explanation of Table 1 could benefit from more commentary on trends, such as whether the posttest improvements were sustained in follow-up.

The section on skills training is strong, but it would be useful to explicitly connect each skill area (e.g., emotion regulation) to measured outcomes (e.g., improved attachment security).

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The sentence “Self-regulation has its roots in social-cognitive theories...” is informative, but a brief mention of Bandura or a foundational theory/model would help anchor the explanation more robustly.

The phrase “an adolescent who feels lonely and hopeless...” presents a narrative tone. For scientific rigor, consider rephrasing into an evidence-based generalization or supporting it with empirical references.

The transition from self-injury theory to dialectical behavior therapy (DBT) feels abrupt. A bridging sentence summarizing the need for targeted interventions could improve flow.

The statement “no study has specifically investigated...” needs clarification. Specify whether this refers to the Iranian population, middle school girls, or both, and indicate the scope of the database search.

Although you provide F-values and effect sizes, discussing the clinical significance (e.g., how meaningful are these changes in practical terms?) would strengthen the interpretation.

In Table 3, clarify what “Group” refers to in the last row under the self-regulation section. This could be misread as an intergroup comparison at one time point.

This paragraph mixes descriptive definitions (e.g., self-control) with inferential claims. Consider separating theoretical explanation from interpretation of your findings for clarity.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.