

Design and Validation of an Emotional Intelligence Educational Package Based on Bar-On Theory Using Psychodrama for Adolescent Girls


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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence “Studies show that these adolescents face multiple barriers to emotional well-being...” the cited studies (Bashlideh & Ghorbanpour Lafmejani, 2023; Beshlideh & Ghorbanpour, 2023) are qualitative. The manuscript would benefit from triangulating these findings with quantitative prevalence data on psychological distress in foster care adolescents.

The statement “Systematic reviews have confirmed that psychodrama interventions can reduce internalizing and externalizing problems” is accurate, but the manuscript should briefly explain the mechanisms (e.g., role-play as corrective emotional experience) to connect the literature to the current study’s rationale.

The authors describe “role enactments in simulated contexts such as restaurants and workplaces”. Please clarify how cultural relevance was ensured—did experts adapt these contexts to the Iranian foster care environment?

The description “improvising as talking objects” is intriguing but underexplained. Briefly clarifying the therapeutic goal of this activity (externalization, projection, or stress relief) would help readers understand its theoretical grounding.

The statement “The practical advantages of this package distinguish it from other interventions” is strong but unsubstantiated. A comparison with at least one existing emotional intelligence intervention package in the region or internationally would strengthen this claim.

The claim “These findings align with Bar-On’s emphasis on intrapersonal competencies” is correct, but the paragraph could benefit from referencing developmental psychology theories (e.g., Erikson’s identity development) to deepen theoretical interpretation.

The authors write, “Finally, the intervention’s outcomes contribute to the growing recognition of the importance of culturally adapted and context-specific programs.” This is important but would benefit from discussing which specific cultural factors in Iran influenced adaptation (e.g., collectivism, gender roles, educational policies).

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The authors write, “The proposed package therefore incorporates structured debriefing and reflective discussions in each session to ensure sustained learning.” It would be useful to mention whether the structure of debriefing was standardized (e.g., guided questions, reflective writing) to enhance reproducibility.

The claim “Adolescents in foster care are in urgent need of such integrative interventions” is persuasive but would benefit from epidemiological evidence (e.g., prevalence of depression, anxiety, or social difficulties in Iranian foster care adolescents).

The table is clear but does not specify whether outcomes were measured per session or across sessions. Adding a column with observed behavioral outcomes or participant feedback themes would make the table more informative.

The sentence “The unanimous expert ratings of ‘essential’ across all components highlight the theoretical and practical soundness of the design” is accurate but could be challenged by potential confirmation bias. Please acknowledge this limitation.

The statement “The reflective and debriefing segments of each session allowed adolescents to consolidate their learning” is valuable but would be stronger if participant quotations were included to illustrate reflective integration.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.