





The Impact of Emotional Maturity and Social Problem-Solving Abilities on Neurobehavioral Outcomes in Autistic Adolescents

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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 introduction is comprehensive but would benefit from a more explicit statement of the study's hypothesis. Currently, the objectives are clear, but the hypothesis should be directly stated. For instance, "We hypothesize that higher levels of emotional maturity and problem-solving skills will be significantly associated with better neurobehavioral functioning in adolescents with ASD."

The section discussing Uzefovsky et al. (2019) could benefit from clarification. Specifically, how do variations in the oxytocin receptor gene influence emotional maturity in the context of ASD? Including a brief explanation of the mechanism would enhance understanding.

The Emotional Maturity Scale (EMS) description is thorough, but please provide information on its validity and reliability specific to adolescents with ASD, if available. For example, "The EMS has demonstrated strong reliability and validity in various studies, including those involving adolescents with ASD."

This section could be enhanced by explaining the implications of meeting these assumptions. For example, "Meeting these assumptions ensures that the results of the correlation and regression analyses are valid and reliable."

The regression results are well-presented, but the explanation in the text could be expanded. For instance, "The significant regression model ($F(2, 279) = 24.01, p < 0.001$) indicates that emotional maturity and problem-solving skills together explain 27% of the variance in neurobehavioral functioning, highlighting their substantial impact."

The discussion would benefit from a more detailed comparison with existing literature. For example, "Our findings are consistent with Baker et al. (2011), who also found that emotional maturity significantly impacts behavioral outcomes in adolescents with ASD. However, our study extends this understanding by quantifying the predictive value of emotional maturity and problem-solving skills."

The implications of the findings could be further explored. For instance, "These findings suggest that interventions aimed at enhancing emotional maturity and problem-solving skills may be particularly effective in improving neurobehavioral outcomes for adolescents with ASD."

The paragraph discussing genetic factors could be expanded to better connect to the study's findings. For example, "The genetic underpinnings of emotional maturity, as demonstrated by Uzefovsky et al. (2019), suggest that interventions could be tailored based on genetic profiles to enhance their effectiveness."

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

While the study design is described, the recruitment process for participants is not sufficiently detailed. Please elaborate on how participants were recruited, including any inclusion and exclusion criteria. For instance, "Participants were recruited through specialized educational institutions and support groups for individuals with ASD. Inclusion criteria included a formal diagnosis of ASD and an age range of 12-18 years. Exclusion criteria included..."

The description of the BASC-2 is detailed, but it would be helpful to include a sentence on how the scores are interpreted. For example, "Higher scores on the BASC-2 indicate more severe neurobehavioral issues."

The section on data analysis is well-written but would benefit from a brief explanation of why Pearson correlation and linear regression were chosen. For example, "Pearson correlation was used to determine the strength and direction of the relationship between variables, while linear regression was used to assess the predictive power of emotional maturity and problem-solving skills on neurobehavioral functioning."

The descriptive statistics in Table 1 are clear, but it would be helpful to include a brief interpretation in the text. For instance, "The mean scores suggest that participants generally have moderate levels of emotional maturity and problem-solving skills, with some variability as indicated by the standard deviations."

The mention of sleep studies is interesting but seems somewhat tangential. Clarify its relevance or integrate it more seamlessly with the discussion of emotional maturity and problem-solving skills. For example, "The interplay between sleep and neurobehavioral functioning underscores the importance of holistic approaches that consider multiple factors, including emotional maturity and problem-solving skills."

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.