

## Identification of Factors Influencing the Development of Sports for Children with Special Needs

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

This section successfully frames the study's importance but could benefit from referencing regional policy contexts (e.g., Iran's national inclusive education framework) to strengthen the local grounding of the problem statement.

The authors present global evidence but omit reference to Middle Eastern or Iranian empirical data. Including even one local citation or statistic on inclusion gaps in Iran's schools would reinforce contextual relevance.

The use of Braun and Clarke's six-step model is appropriate, but the authors should specify whether themes were inductive, deductive, or hybrid. This distinction affects interpretive depth.

Excellent use of Lincoln and Guba's framework. However, the authors should clarify whether triangulation (e.g., comparing data sources or researchers) was used, beyond member checking and peer debriefing.

Demographic data are well-presented, but the paper lacks a summary table of participants' pseudonyms, professions, and years of experience. This would enrich transparency for qualitative rigor.

The inclusion of direct quotations strengthens credibility. However, the analysis should link these quotes to broader institutional theory—e.g., concepts of policy fragmentation or governance deficits.

This evocative quote highlights stigma well. The authors could deepen analysis by interpreting why stigma persists—possibly linking it to religious or cultural narratives around disability.

The narrative identifies a crucial gap in teacher preparedness but doesn't explain why adaptive training is absent from teacher education curricula. A brief connection to national teacher training policies would add explanatory power.

This is an excellent summative statement, but the authors could consider proposing a concise conceptual model (perhaps Figure 1) illustrating how institutional, cultural, and psychological dimensions interact.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

Excellent conceptual connection, but the paragraph could better transition from international evidence to local justification—why this link is particularly relevant in Tehran's socio-cultural setting.

The aim is clearly stated but too broad. Suggest refining it to emphasize “institutional, educational, socio-cultural, and psychological dimensions” explicitly, matching the structure of the findings section.

While the composition is well-detailed, it would strengthen credibility to explain how theoretical saturation was determined (e.g., no new codes emerging after which interview?).

The authors note that interviews lasted between 45–75 minutes. It would improve transparency to specify how many interviews fell at each duration range or whether any data loss occurred due to recording issues.

Strong emotional insight, but the paragraph could benefit from cross-referencing developmental psychology frameworks (e.g., Bandura's self-efficacy theory) to interpret the behavioral outcomes more analytically.

The argument is well-supported by citations, but the authors could improve synthesis by integrating these references into a theoretical model or diagram summarizing how institutional gaps cascade into practice-level barriers.

The discussion explains cultural barriers but lacks critical analysis of how religion, gender norms, or urbanization in Tehran might shape parental attitudes—context-specific insights would enhance theoretical originality.

Well-developed paragraph, but a link to policy instruments—such as school accreditation standards or inclusion monitoring mechanisms—would make recommendations more actionable.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.