

The Effect of Instructor-Led and Parent-Led Educational Interventions on Motor Proficiency and Social Skills in Children with Autism

Seyedeh Majedeh. Azhadi¹, Mehdi. Shahbazi^{2*}, Mahmoud. Sheikh²

¹ PhD student in Motor Behavior, Kish Campus, University of Tehran, Tehran, Iran

² Professor, Department of Behavioral and Cognitive Sports Sciences, Faculty of Sports and Health Sciences, University of Tehran, Tehran, Iran

* Corresponding author email address: shahbazimehdi@ut.ac.ir

E d i t o r	R e v i e w e r s
Izet Pehlić Full professor for Educational sciences, Islamic pedagogical faculty of the University of Zenica, Bosnia and Herzegovina izet.pehlic@unze.ba	Reviewer 1: Mohsen Golparvar Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran. mgolparvar@khuif.ac.ir Reviewer 2: Mahdi Khanjani Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran. Email: khanjani_m@atu.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The paragraph beginning with “Autism spectrum is a broad concept...” and the subsequent one defining ASD contain overlapping information. Consider streamlining these sections to avoid redundancy while maintaining the essential distinctions between different subtypes of ASD.

The assertion that “If parents learn how to communicate effectively with their children, the children will be better able to communicate” should be backed with citations from relevant studies that demonstrate a direct causal relationship between parental communication strategies and child communication outcomes.

The statement, “These findings confirm the effectiveness of both interventions in significantly improving quality of life,” should be compared with studies that reported mixed or null results in similar interventions to provide a balanced perspective.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The statement, “Recognizing deficits in social skills and fostering interaction are crucial factors in distinguishing children with autism from typically developing children,” should be supported by more recent empirical studies to strengthen the rationale for intervention.

In the paragraph referencing Liu et al. (2022), where it states, “After comparing the growth of fine and gross motor skills in children with autism and their typically developing peers...,” it would be helpful to specify the exact nature of these delays and any reported standard deviations or effect sizes.

In the paragraph explaining the use of ANCOVA, it is essential to mention whether homogeneity of regression slopes was tested, as this is a key assumption for valid ANCOVA results.

In Table 2, where the effect of the intervention on motor proficiency is described, it is stated that “ $\eta^2 = .50$.” This is a large effect size, which should be discussed in relation to prior studies to provide context for its significance.

The phrase, “Both intervention groups achieved significantly higher mean scores compared to the control group ($p < 0.05$),” could benefit from post-hoc tests to clarify which specific pairs of groups differ significantly.

Response: Revised and uploaded the manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.