




# Exploring How Parental Encouragement Affects Self-Esteem Through Self-Advocacy in Adolescents with Disabilities




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E d i t o r	R e v i e w e r s
Seyed Hamid Atashpour  Associate Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran hamidatashpour@gmail.com	<b>Reviewer 1:</b> Sara Nejatifar  Department of Psychology and Education of People with Special Needs, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran. Email: s.nejatifar@edu.ui.ac.ir <b>Reviewer 2:</b> Kamdin. Parsakia  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the second paragraph of the Introduction, the sentence “Parents who foster autonomy, validate emotions, and provide consistent guidance serve as critical agents of empowerment” is conceptually rich. However, adding a citation to a foundational source on autonomy-supportive parenting (e.g., Deci & Ryan, 2000) would strengthen this claim.

The fourth paragraph of the Introduction includes the sentence, “Adolescents who perceive high levels of parental encouragement are more likely to internalize a sense of agency.” This would benefit from elaboration on the psychological mechanisms involved—such as internal working models or attributional style.

In the fifth paragraph of the Introduction, consider clarifying the statement “Self-advocacy, in turn, is closely tied to self-esteem.” A brief explanation or theoretical citation would help readers understand the causative rationale or directionality of this relationship.

The sentence “For the purposes of this study, subscales related to parental involvement and encouragement were emphasized” in the Parental Encouragement section is vague. Please specify which exact subscales were used and whether they were aggregated or analyzed separately.

In the Self-Advocacy section, the phrase “confirmed content validity and construct validity” should be supported by citing at least one validation study using the SAS-YD with adolescents in Europe or a comparable cultural context.

In the Data Analysis section, the authors state, “linearity was assessed through scatterplots.” Please clarify whether these scatterplots were examined visually or statistically (e.g., inclusion of linearity diagnostics like partial regression plots).

In the Discussion, the authors state, “This finding is aligned with the work of Silvani...” This should be reworded to clearly explain how it aligns—i.e., whether the magnitude or direction of the relationship is consistent.

In the Discussion, the sentence “This is supported by the findings of Virgiana...” would benefit from specifying whether the Virgiana study was correlational, longitudinal, or intervention-based, to better contextualize its comparability to the current findings.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The last paragraph of the Introduction states, “few studies have explored their interrelationships within a single mediational framework.” While this underscores the novelty of the study, the authors could enhance this claim by naming at least one existing study that used partial mediation in a similar adolescent disability population, and contrasting it with the present approach.

In “Study Design and Participants,” the sentence “the sample size determined based on the Morgan and Krejcie (1970) table” could be improved by indicating the population size that was used to determine that 421 was sufficient for power (e.g., population of adolescents with disabilities in Germany).

In the Measures section on self-esteem, the authors state that the RSES “has been validated extensively across various age groups and cultural settings.” Please provide a specific citation confirming the validity of RSES among German adolescents with disabilities, if available.

In the Findings section, the demographics paragraph would be more useful if it reported whether demographic variables (e.g., gender, type of disability) were tested for potential moderating effects on the mediation model. If not conducted, this should be noted as a limitation.

In Table 2 and its description, although the correlations are significant, it would be helpful to include confidence intervals for each correlation coefficient to provide a sense of estimate precision.

In Table 3, the authors present GFI and AGFI but do not discuss why these indices were chosen. Consider providing a rationale in the text for using multiple fit indices and explain what each represents in terms of model quality.

In Table 4, the term “Indirect: Parental Encouragement → Self-Advocacy → Self-Esteem” should be clarified. It would be clearer to include a note indicating that this value was calculated using bootstrapping or the Sobel test, and the number of resamples used if bootstrapping was employed.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.