



# Comparing the Effectiveness of Transdiagnostic Child Treatment with and Without Maternal Acceptance and Commitment Intervention on Children's Mindful Attention Indices and Mothers' Psychological Syndromes with Corona Anxiety

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E d i t o r	R e v i e w e r s
Khadijeh Abolmaali Alhosseini <sup>1</sup>  Professor, Department of Psychology, North Tehran Branch, Islamic Azad University, Tehran, Iran kh.abolmaali@iau-tnb.ac.ir	<b>Reviewer 1:</b> Ozra Etemadi <sup>1</sup>  Associate Professor, Faculty of Educational Sciences and Psychology, Isfahan University, Isfahan, Iran. Email: o.etemadi@edu.ui.ac.ir <b>Reviewer 2:</b> Hasan Amiri <sup>1</sup>  Assistant Professor, Department of Counseling, Faculty of Literature, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran. hasan.amiri@iau.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The introduction effectively sets the stage for the study but lacks a critical review of existing literature on the effectiveness of transdiagnostic treatments and ACT in isolation. Expanding this section to include a discussion on the gaps this study aims to fill would strengthen the rationale.

The theoretical underpinning of combining transdiagnostic treatments with ACT for both children and mothers needs more elaboration. Specifically, how these interventions are hypothesized to interact and produce synergistic effects could be more clearly articulated.

While the research design is generally well-described, more details on the selection and justification of the psychological measures used for assessing mindful attention and psychological syndromes would enhance the reader's understanding of the methodological approach.

The manuscript would benefit from a more detailed description of the interventions used in both experimental groups. Specifically, providing session-by-session content summaries could help in replicating the study and understanding the mechanisms at play.

The presentation of results is comprehensive but somewhat dense. Simplifying the presentation of statistical findings and using visual aids (e.g., tables, figures) to summarize key outcomes could improve readability and impact.

The discussion of the results' implications is intertwined with the results section. Separating these discussions would allow for a clearer presentation of findings followed by a nuanced interpretation.

The discussion should more critically engage with the findings in the context of existing literature. Specifically, areas where the study's findings confirm, extend, or diverge from previous research should be highlighted and explored in depth.

The limitations section is brief and could be expanded to include limitations related to the study's generalizability, potential biases in self-reported measures, and the absence of a long-term follow-up to assess the durability of treatment effects.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The manuscript is generally well-written but could benefit from minor adjustments for clarity. For instance, the transitions between sections and within the discussion could be smoothed out to enhance the narrative flow.

Some technical terms and concepts introduced in the manuscript might not be accessible to all readers. Providing brief definitions or explanations when such terms are first introduced could improve the manuscript's accessibility.

The discussion section effectively relates the study's findings to existing literature but could be enhanced by including more specific suggestions for future research directions based on the findings.

Incorporating a brief section on the practical implications of the study's findings for practitioners in clinical psychology could add value to the manuscript.

A thorough proofreading pass would help eliminate minor typographical and grammatical errors, enhancing the manuscript's overall quality.

Consistency in formatting references and in-text citations according to the journal's guidelines should be ensured.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.