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OPEN PEER REVIEW

Evaluation of Conversational Skills in Children with Intellectual Disability and Their Mothers' Parenting Styles

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About this report

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1 Original submission

5 comments · 25 Sep 2022 – 15 Oct 2022

Referee 1 Reviewer

MAJOR REVISION 25 Sep 2022

Dear Associate-Editor

I have reviewed the manuscript titled "Pragmatic Skills in Children with Intellectual Disability, their mothers ...". I think that this manuscript needs major revisions. I have uploaded my comments in a Word file for consideration by the authors.

Kind regards.

atieh ashtari Reviewer

MAJOR REVISION 13 Oct 2022

Hi, Dear authors
Thank you for the opportunity to review this manuscript. This is a valuable manuscript, but there are some concerns about it. I put my comments in the manuscript file. best regard

Referee 2 Reviewer

MAJOR REVISION 14 Oct 2022

Dear author/s;
Thanks for submitting "Pragmatic Skills in Children with Intellectual Disability, their mothers' parenting styles and related factors" to the Middle East Journal of Rehabilitation and Health Studies. There are some concerns regarding your manuscript, and it is recommended that you carefully address and correct them.

Title:
1. Please reword the title.
2. In my opinion, the term pragmatic in the title is not very suitable. It is better to use conversational skills instead, because the pragmatic domain covers more skills than those assessed in the present study.
Abstract:
1. Please rewrite the background section of the abstract using better grammar.
2. Rephrase "Test of Language Development-Persian (TOLD-P):5" as "Test of Language Development-Persian: 5 (TOLD-P:5)".
3. Please indicate the type of statistical analysis used in this study in the methods section of the abstract.
4. Please insert the chronological age range of the 21 participants in the objectives or methods section of the abstract.
5. What do you mean by "simple sentences"? The percentage of simple sentences or the number of simple sentences?
Background & objectives:
1. Please replace the following text, "Based on parents' responsiveness and demandingness four parenting styles have been introduced: with high levels of both responsiveness and demandingness, the style will be Authoritative:, when low responsiveness and high demandingness appear during interaction the parental style will be Authoritarian:, (3) If parents are highly responsive but low demanding, they have Permissive style, and (4) when parents show low levels of both responsiveness and demandingness, they choose to be Uninvolved", with the suggested text as follows: "Based on parents' responsiveness and demandingness four parenting styles have been introduced: 1) Authoritative style with high levels of both responsiveness and

demandingness, 2) Authoritarian style with low levels of responsiveness but high levels of demandingness, 3) Permissive style with high levels of responsiveness but low levels of demandingness, and 4) Uninvolved style with low levels of both responsiveness and demandingness."
2. Please apply punctuation correctly in the article.
3. Please add more details about pragmatic problems specifically in patients with ID, based on a review of the literature, in the background section of the manuscript.
4. Please move the description and figure related to Fey's model from the objectives section to the background section of the manuscript.
5. Please insert figure 1 in the manuscript.
Methods:
1. Use typical parents instead of normal parents. The word normal can only be used for test results, not for humans.
2. Add a table including demographic information for the 21 participants, such as the mean ± SD of chronological age and mental age, maternal and paternal education, and the number of subjects by sex, sampling city, and grade in special needs schools, and so on.
3. Since you have considered mothers as an independent group for comparison with children with ID using the statistical tests T Test and U-Mann Whitney, you should provide some demographic information about the mothers in the above-mentioned table, including the mean ± SD of chronological age and maternal education.
4. Add more details related to the free-play language sampling context, including the setting, materials, and so on.
5. Please provide the reference for the Persian version of the Leiter test, as well as its psychometric properties.
6. Add the third-person singular s in the following sentence: "The TOLD-P:3 with six core subtests and three supplemental subtests evaluate different aspects of oral language."
7. Please mention the psychometric properties of the Persian version of the TOLD-P:3, as well as the possibility of converting raw scores to standard scores, language age, and percentile scores.
8. What is your reference for the reported cutoff points in the Persian Conversational Skills Rating Scale? Are there any Persian normative data or Persian research supporting these criteria? We are not allowed to use the cutoff points or normative data from tests in other languages.
9. Please provide the reference for the Persian version of the Vineland Social Growth Scale, as well as its psychometric properties and the possibility of converting raw scores to standard scores or other scores.
10. Change the title Winelend Social Growth Scale to Vineland Social Growth Scale.
11. Please insert a reference or a short operational definition in the appendix for each of the language indices used in the present study.
12. Please mention the ethical codes for both studies used.
13. In the statistical analysis section, clarify what is meant by the two groups that you compared with T Test and U-Mann Whitney.
Results:
1. Why did you not report the raw score, standard score, language age, and percentage score for all TOLD-P: 3 subtests and composite scores?
2. Please mention the mean ± SD of the Assertiveness and Responsiveness Subscales in table 1.
3. How did you report percentiles for the conversational skills rating scale in table 1? Are there any Persian normative data for this scale?
4. Why did you not present the percentage of simple sentences in comparison to the percentage of complex sentences? You report the number of simple sentences.
5. What do you mean by the final part of this sentence, shown here in bold? " Mean ± SD were 34 ± 18.72 for different words; MLU: 1.95 ± 0.88; TTR: 0.64 ± 0.16; the number of simple sentences: 14.38 ± 13.25, and the

percentage of complex sentences: 0.66 ± 1.76, and the number of simple and complex utterances have been presented."
6. Edit the following sentence: " The difference between mothers portion and children's portion was significant". Add the possessive s to mothers portion.
7. Why did you not report the mean and standard deviation of mothers' socio-conversational skills according to Fey's model for assertiveness and responsiveness, as well as their percentiles, as reported for children in table 2?
8. Please insert figure 2 in the manuscript.
9. Please add a table to show the pairwise relationships among the variables.
10. In general, it is suggested that you use a better way to display the results instead of reporting them narratively.
11. Please report the reliability of the language sample analysis.
12. It is suggested that you investigate the relationship between the results of the Conversational Skills Rating Scale & Scio-conversational Analysis of parent-child interaction, based on the categorization of children with ID.
Discussion:
1. You did not mention the age range of the students with ID in any part of the manuscript. For a better judgment of the participants' performance on the assessment tools, you should indicate the mean ± SD of the age variable.
2. Add the following statements: 1) authors' contributions, 2) data access statement, and 3) conflict of interest.

Best regards

Associate Editor

MAJOR REVISION 15 Oct 2022

Dear authors
Thank you for submitting the manuscript to MEJRH.
According to the reviewer's comments, the manuscript needs major revision.
Also, please provide the webpage for the ethical approval code.

Editor-in-Chief

MAJOR REVISION 15 Oct 2022

Dear Authors
Based on the reviewers' and associate editor's comments, your article requires major revision. Please respond to the reviewers' comments carefully and submit the required files.

2

Revision 1

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Dear Editor in Chief

Thank you very much for reviewing our manuscript entitled as “evaluation of conversational skills in children with ID …”. We are grateful for the comments and suggestions. We went through all comments point by point and answered them properly in tables below.

We hope the revised manuscript may satisfy you, the editorial board, and the respected reviewers.

We are more than happy to consider any further concerns regarding this manuscript through email or phone.

Kindest Regards

The Correspondence

First Reviewer

Answers highlighted with yellow	
Title: Please replace the title in a better wording. 2. In my idea the pragmatic term in the title is not very suitable. It is better to use the conversational skills instead of that, because pragmatic area covers more skills in comparison to the assessed ones in the present study.	Both done
Abstract: 1. Please rewrite the background section of abstract in a better grammar. 2. Rephrase "Test of Language Development-Persian (TOLD-P):5" into the "Test of Language Development-Persian: 5 (TOLD-P:5)". 3. Please indicate the type of statistical analysis used in this study, in the methods section of abstract. 4. Please insert the chronological age range of 21 participants in the objectives or the methods in the abstract. 5. What do you mean by saying "simple sentences"? the percentage of simple sentences or the number of simple sentences?	1- Done 2- Done 3- Done 4- Done 5- Corrected
Background & objectives: 1. Please rewrite the following sentences "Based on parents’ responsiveness and demandingness four parenting styles have been introduced: with high levels of both	1- Replaced by the suggested revision. 2- We did our best to have proper punctuation 3- Added 4- Done

responsiveness and demandingness, the style will be Authoritative:, when low responsiveness and high demandingness appear during interaction the parental style will be Authoritarian:, (3) If parents are highly responsive but low demanding, they have Permissive style, and (4) when parents show low levels of both responsiveness and demandingness, they choose to be Uninvolved" in the suggested ones as follows: "Based on parents' responsiveness and demandingness four parenting styles have been introduced: 1) Authoritative style with high levels of both responsiveness and demandingness, 2) Authoritarian style with low levels of responsiveness but high levels of demandingness, 3) Permissive style with high levels of responsiveness but low levels of demandingness, and 4) Uninvolved style with low levels of both responsiveness and demandingness." 2. Please apply punctuation correctly in the article. 3. Please add more details about pragmatic problems specifically in patients with ID according to literature review in the background section of the manuscript. 4. Please move the description and figure related to the Fey's model from the objectives section to the background section of the manuscript. 5. Please insert figure 1 in the manuscript.	5- Figure 1 has been taken out according to the journal's structure. You may find it as a separate file named "figures".
Methods: 1. Use typical parents instead of normal parents. The word normal can only be used for test results, not for humans. 2. Add a table including demographic information of the 21 participants such as: the mean ± SD of the chronological age, mental age, maternal education, and father education, and the number of subjects by sex, sampling city, and student's grade in special needs schools, and so on. 3. Since you have considered mothers as an independent group for comparison with children with ID with the help of statistical	1- I searched the whole text. We did not have "normal parents". We do appreciate if you give us a precise cue. 2- Added 3- We made a mistake, so we removed those unrelated sentences. Good point, thanks. 4- Added 5- Added 6- Added. 7- Added 8- We had a reference that was done as a thesis in Semnan University of Medical Sciences (Shakibi A,

tests: T Test and U-Mann Whitney, you should provide some demographic information of mothers in the above mentioned table, including the mean ± SD of the chronological age, maternal education. 4. Add more details related to the free play language sampling context including setting, materials, and so on. 5. Please insert the reference of the Persian version of the Leiter test, as well as its psychometric properties. 6. Add the third person singular s in the following sentence: The TOLD-P:3 with six core subtests and three supplemental subtests evaluate different aspects of oral language. 7. Please mention the psychometric properties of the Persian version of the TOLD-P:3, as well as the possibility of converting raw scores to standard scores, language age, and percentile scores. 8. What is your reference for reported cut-off points in the Persian Conversational Skills Rating Scale? Is there any Persian normative data or Persian research for this criteria? We are not allowed to use the cut-off points or normative data from tests in other languages. 9. Please insert the reference of the Persian version of the Vineland Social Growth Scale, as well as its psychometric properties, and the possibility of converting raw scores to standard scores or so on. 10. Edit the title of Winelend Social Growth Scale into Vineland Social Growth Scale. 11. Please insert a reference or a short operational definition in the appendix for each of language indices used in the present study. 12. Please mention ethical codes for both used studies. 13. In the statistical analysis section, clarify what is meant by the two groups that you compared with T Test and U-Mann Whitney?	Aslanifar (Malayjerdi) F. Translation, Cross-Cultural Adaptation and Psychometrics evaluation of the Persian Version of Assertiveness and Responsiveness Skills Rating Scale for Children Semnan. Semnan: Semnan University of Medical Sciences; 2019.). Its paper is in press by the journal of rehabilitation scinces and research. 9- Added. We did not implement the converting, we just calaculated the social age and quotient. 10- Done 11- Added. 12- Corrected. 13- We made a mistake and this part has been corrected. In fact, no need of the comparing statistical tests.
Results: 1. Why did you not report the raw score, standard score, language age and percentage score for all TOLD-P: 3 subtests and composite scores?	1- To save words, since the words in an MEJRH's article cannot exceed 3500. We provided these data as the supplementary file. 2- Added.

2. Please mention mean ± SD of Assertiveness and Responsiveness Subscales in table 1. 3. How did you report percentiles for conversational skills rating scale in table 1? Is there any Persian normative data for this scale? 4. Why did you not present the percentage of simple sentences in comparison to the percentage of complex sentences? You report the number of simple sentences. 5. What do you mean by saying the final part of this sentence as bolded here? " Mean ± SD were 34 ± 18.72 for different words; MLU: 1.95 ± 0.88; TTR: 0.64 ± 0.16; the number of simple sentences: 14.38 ± 13.25, and the percentage of complex sentences: 0.66 ± 1.76, and the number of simple and complex utterances have been presented." 6. Edit the following sentence: " The difference between mothers portion and children's portion was significant". Add possessive s for mothers portion. 7. Why did you not report The mean and standard deviation of mother's socio-conversational skills according to the Fey's model for assertiveness and responsiveness? And their percentiles as reported for children in the table 2? 8. Please insert figure 2 in the manuscript. 9. Please add a table to show the pairwise relationship of the variables. 10. In general, it is suggested to use a better way to display the results instead of narrative reporting them. 11. Please report the reliability of language sample analysis. 12. It is suggested that you investigate the relationship between the results of the Conversational Skills Rating Scale & Scio-conversational Analysis of parent-child interaction, based on categorizing children with ID.	3- Yes, there is, we had access to the thesis written by Malayjerdi & Shakibi, and we were able to compare our findings. 4- Changed to the percentage 5- We corrected this sentence and remove the unrelated part. 6- Added 7- Added 8- According to the journal's guideline we should have remove these figures from the text and upload them separately. I am not aware how you may access them. 9- A table has been provided in supplementary file. 10- We did our best to satisfy you. 11- Added 12- Reported.
Discussion: 1. You did not mention the age range of the	1- Added 2- Added

students with ID in any part of the manuscript. For a better judgment about the participants' function in the assessment tools, you should indicate the Mean ± SD of the age variable. 2. Add the following statements: 1) authors contributions, 2) data access statement, and 3) conflict of interest.	3- Added 4- Added

Second Reviewer

Highlighted with green	
Please be consistent in using capital letters in writing title.	Done
I think that you did not determine related factors. You determine the correlation between variables. Please consider this in writing your manuscript.	Removed
This information related to the methods section.	Shifted
Is this the version of the test?	Yes
“The”	It has been added in proper place
Please remove this sentence and write the statistical tests used for the analysis.	Done
Based on??	Added
Please insert space. Use proper spacing.	Done
It is better to focus the conclusions of your study. this sentence can be used in discussion section.	Removed
Please attach this paragraph to the previous paragraph.	Done
Can be removed	Removed
Please write the language areas.	Added
In the abstract you used speech-language therapist and in this section you used SLP. Please use consistent term in all sections of the manuscript.	Corrected in whole manuscript
What are the cities?	Added
Shahrood city.	Added
What was their chronological age?	Added to the result section
Is this information use in analysis?	No, so we removed that sentence
You should write the method section in such a	Revised and details have been added

way that your study can be repeated. In some parts such as procedure section, the method has flaws. Please check carefully.	
Where was this part of the study done?	Added
In several sections you mentioned 5. Please revise them.	Corrected in all manuscript
Reference	Reference added
Are	replaced
Punctuations	All punctuations were corrected according to the reviewers' comments
In result: Please revise the section.	Done
Discussion: You should revised this section and compare your results with more relevant studies.	Done
Please write more details about these studies.	Added as much as the word limit allowed us.
If possible add more studies in this section.	Added
A control or controls?	Controls, corrected
Limitation section should be moved before conclusion section.	Moved.
This section should be revised and should include the conclusions from all of your study objectives.	Revised accordingly

Third reviewer

Highlighted with blue	
please write your aims in the objective section then write your methodology	Done.
please write the mean score of the participants IQ	The ministry of education did not allow us to have that information.
please write the age range or grade of the participants	Added
defined or assessed?	Defined would work properly in here.
i recommend for removing SD from the abstract.	We just took out the SDs for ages, since for the other variables, according to the statistician's advice we must report the SDs.
please write the unit of your measurement (year)	Done
in iran, the most of mother of typically developing children have authoritarian parenting style because of Iranian culture. you don't have control group to compare their	Revised

mothers styles. so i think you can not get this conclusion.	
your keywords have to cover your research aims. parenting style is one important issue in your research	Added
this utterance is not moral please delete it.	Removed
another keyword is about language development	Added
please when you start new topic, separate it's paragraph from the previous paragraph. at the beginning you have written about pragmatic and then its role so about id and then about parenting styles so you should have separate paragraph for these different keywords.	Done
the interoduction or broblem statement section is incomplete. you didnot have any literature review, relationship between parental style and pragmatic development in typical and id children ,...	Done and added
This objective is ambiguous and is present in objective 3	1 & 3 have been merged.
Can a pediatrician determine the mental age by visiting a child?	corrected
How was the entry criteria met?	Added
Reference?	Added
reference?	Added
Reference?	Added
please write both numbers in letters or numbers	Done
this title in not acceptable please write it according your aims and in sentence format	Done
Please include the demographic information table of the subjects and their mothers in the article.	Done
what was the correlation between mother parenting styles and the participants conversation skills?	Such correlation was not in our aims, however, I added a table to clarify this subject.
Studies have indicated that language difficulties/disorders make children more responsive during the interactions. A situation that gives them passive position and changes the parental style. Studies	Revised to meet the reviewer’s satisfactory

have indicated that parents of children with ID did not have significant differences from parents of children with typical development during interactions with their children. Since we did not have a controls with normal intelligence, it would be difficult to say that who changed the other: the language difficulties gave parents “authoritative” style or the parents gave children passive position. Based on all language findings (TOLD-P3, language sample analysis, and general language indices) and the relationship between assertiveness and MLU, our participants had lack of language abilities to take the lead of the interaction and that might explain the style that their parents chose. We do not deny the effect of parenting style as two thirds of mothers had” I think this sentence is wrongly written, how language disorder makes children more responsible in conversation؟ You have not written anything about the prevailing parenting style in Iran parents or just mothers?	
your conclusion is not acceptable because you had only 21 participants and you didn't have control group	Revised
what about control group?	Added

2 Revision 1

4 comments · 9 Nov 2022 – 12 Nov 2022

Referee 3 Reviewer

ACCEPT 9 Nov 2022

HI Dear Editor
The authors have sufficiently improved their paper in response to the comments made.

Referee 2 Reviewer

ACCEPT 12 Nov 2022

Dear author/s,
I read your manuscript carefully. All my concerns were addressed. In my opinion, your manuscript is ready to be accepted by the MJRHS.
Best regards

Associate Editor

ACCEPT 12 Nov 2022

Thanks to the authors for revising the manuscript. The manuscript is ready for publication now.

Editor-in-Chief

ACCEPT 12 Nov 2022

Dear Authors
We are pleased to inform you that your article is accepted for publication in the MEJRHS. We hope to receive other high-quality articles from your group.