

ESPS PEER REVIEW REPORT

Name of journal: World Journal of Clinical Cases

ESPS manuscript NO: 10837

Title: Intensive Outpatient Comprehensive Behavioral Intervention for Tics (IOP CBIT):
A Case Series

Reviewer code: 02670220

Science editor: Ling-Ling Wen

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CLASSIFICATION	LANGUAGE EVALUATION	RECOMMENDATION	CONCLUSION
<input type="checkbox"/> Grade A: Excellent	<input type="checkbox"/> Grade A: Priority publishing	Google Search:	<input type="checkbox"/> Accept
<input type="checkbox"/> Grade B: Very good	<input type="checkbox"/> Grade B: Minor language polishing	<input type="checkbox"/> Existing	<input type="checkbox"/> High priority for publication
<input type="checkbox"/> Grade C: Good	<input type="checkbox"/> Grade C: A great deal of language polishing	<input type="checkbox"/> No records	<input type="checkbox"/> Rejection
<input type="checkbox"/> Grade D: Fair	<input type="checkbox"/> Grade D: Rejected	BPG Search:	<input type="checkbox"/> Minor revision
<input type="checkbox"/> Grade E: Poor		<input type="checkbox"/> Existing	<input type="checkbox"/> Major revision
		<input type="checkbox"/> No records	

COMMENTS TO AUTHORS

The authors describe an intensive outpatient program for tics utilizing Comprehensive Behavioral Intervention of Tics (CBIT). This novel approach is described in the therapy of two prepubertal males. This is a template for a valuable modification of the CBIT for those who desire thorough management in a short period of time. This represents a promising approach that merits confirmation by other investigators in other settings. If the manuscript is revised as suggested, it likely will merit publication. There are typographical errors in the manuscript. Carefully proof read the entire document. On page 8 in the first paragraph describe the properties of the Subjective Units of Distress Scale. What is the range of scores? Readers may be unfamiliar with this instrument. Please provide instructions about its use. On page 8 in the third paragraph please describe the exact instructions for each competing response. In other words what was the patient told to perform in place of the tic? This information will illustrate how to implement the construction of a competing response for each tic. On page 27 provide definitions for CR, F(x), OOSA, PRM, and Sx. On page 10 in the last paragraph please refer to Table 1.