

PEER-REVIEW REPORT

Name of journal: World Journal of Clinical Cases

Manuscript NO: 54292

Title: Clinical benefits of rational-emotive stress management therapy for job burnout and dysfunctional distress of special education teachers

Reviewer's code: 02714171

Position: Editorial Board

Academic degree: MD

Professional title: Associate Professor

Reviewer's Country/Territory: Italy

Author's Country/Territory: Nigeria

Manuscript submission date: 2020-01-18

Reviewer chosen by: Le Zhang

Reviewer accepted review: 2020-03-26 06:04

Reviewer performed review: 2020-03-26 17:52

Review time: 11 Hours

Scientific quality	<input type="checkbox"/> Grade A: Excellent <input checked="" type="checkbox"/> Grade B: Very good <input type="checkbox"/> Grade C: Good <input type="checkbox"/> Grade D: Fair <input type="checkbox"/> Grade E: Do not publish
Language quality	<input type="checkbox"/> Grade A: Priority publishing <input checked="" type="checkbox"/> Grade B: Minor language polishing <input type="checkbox"/> Grade C: A great deal of language polishing <input type="checkbox"/> Grade D: Rejection
Conclusion	<input type="checkbox"/> Accept (High priority) <input checked="" type="checkbox"/> Accept (General priority) <input type="checkbox"/> Minor revision <input type="checkbox"/> Major revision <input type="checkbox"/> Rejection
Re-review	<input type="checkbox"/> Yes <input type="checkbox"/> No
Peer-reviewer statements	Peer-Review: <input checked="" type="checkbox"/> Anonymous <input type="checkbox"/> Onymous Conflicts-of-Interest: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

SPECIFIC COMMENTS TO AUTHORS

The paper is suitable for publication

PEER-REVIEW REPORT

Name of journal: World Journal of Clinical Cases

Manuscript NO: 54292

Title: Clinical benefits of rational-emotive stress management therapy for job burnout and dysfunctional distress of special education teachers

Reviewer's code: 00174138

Position: Editor-in-Chief

Academic degree: FACC, FACP, FRACP, FRCP (Hon), MD, MRCP

Professional title: Professor

Reviewer's Country/Territory: United States

Author's Country/Territory: Nigeria

Manuscript submission date: 2020-01-18

Reviewer chosen by: Le Zhang

Reviewer accepted review: 2020-03-26 18:37

Reviewer performed review: 2020-03-26 21:20

Review time: 2 Hours

Scientific quality	<input type="checkbox"/> Grade A: Excellent <input type="checkbox"/> Grade B: Very good <input type="checkbox"/> Grade C: Good <input checked="" type="checkbox"/> Grade D: Fair <input type="checkbox"/> Grade E: Do not publish
Language quality	<input checked="" type="checkbox"/> Grade A: Priority publishing <input type="checkbox"/> Grade B: Minor language polishing <input type="checkbox"/> Grade C: A great deal of language polishing <input type="checkbox"/> Grade D: Rejection
Conclusion	<input type="checkbox"/> Accept (High priority) <input type="checkbox"/> Accept (General priority) <input type="checkbox"/> Minor revision <input checked="" type="checkbox"/> Major revision <input type="checkbox"/> Rejection
Re-review	<input type="checkbox"/> Yes <input type="checkbox"/> No
Peer-reviewer statements	Peer-Review: <input checked="" type="checkbox"/> Anonymous <input type="checkbox"/> Onymous Conflicts-of-Interest: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



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SPECIFIC COMMENTS TO AUTHORS

This paper emphasizes the importance of treatment for burnout and dysfunctional distress but is essentially a review of previous research in which applying rational-emotive behavioral therapy (REBT) to electric work undergraduates and teachers of special education students was somewhat helpful in reducing the symptoms. Many rational reasons that the REBT approach would be beneficial are proposed but no new data is presented and no original findings are reported. The paper would not be of general medical interest as much of the specific terminology, such as Solomon four-groups, without any further description, is clearly not meant for general medical readership. The problems of burnout are of general interest and the authors should either research some new specific application or explain, in more general terms, how to conduct such therapy. A new study with measurable results would be very acceptable.

PEER-REVIEW REPORT

Name of journal: World Journal of Clinical Cases

Manuscript NO: 54292

Title: Clinical benefits of rational-emotive stress management therapy for job burnout and dysfunctional distress of special education teachers

Reviewer's code: 03072151

Position: Editorial Board

Academic degree: MD, MSc

Professional title: Assistant Professor, Attending Doctor, Surgeon

Reviewer's Country/Territory: Taiwan

Author's Country/Territory: Nigeria

Manuscript submission date: 2020-01-18

Reviewer chosen by: Le Zhang

Reviewer accepted review: 2020-03-26 08:38

Reviewer performed review: 2020-03-31 06:44

Review time: 4 Days and 22 Hours

Scientific quality	<input type="checkbox"/> Grade A: Excellent <input type="checkbox"/> Grade B: Very good <input checked="" type="checkbox"/> Grade C: Good <input type="checkbox"/> Grade D: Fair <input type="checkbox"/> Grade E: Do not publish
Language quality	<input type="checkbox"/> Grade A: Priority publishing <input checked="" type="checkbox"/> Grade B: Minor language polishing <input type="checkbox"/> Grade C: A great deal of language polishing <input type="checkbox"/> Grade D: Rejection
Conclusion	<input type="checkbox"/> Accept (High priority) <input type="checkbox"/> Accept (General priority) <input checked="" type="checkbox"/> Minor revision <input type="checkbox"/> Major revision <input type="checkbox"/> Rejection
Re-review	<input type="checkbox"/> Yes <input type="checkbox"/> No
Peer-reviewer statements	Peer-Review: <input checked="" type="checkbox"/> Anonymous <input type="checkbox"/> Onymous Conflicts-of-Interest: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



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SPECIFIC COMMENTS TO AUTHORS

The authors aimed to review the clinical benefits and implications of conducting a rational-emotive stress management intervention for job burnout and dysfunctional distress in special education teachers. This review has a balanced, comprehensive and critical view of the research area though there are some minor linguistic problems. The manuscript selects a good view of this area and lists related studies' results especially that from reference 12. However, the review seems quite like a restatement of previous findings but lacks its own summary. A good review is expected to have a brief summary except a detailed literature review, for example, a table is always a great way to present the core information of this review. Please consider the comparison with other state-of-the-art studies in the field using tables to make the significance of your study more obvious. In addition, some of the references are outdated. Please update your reference list. I believe after the above-mentioned concerns are resolved, this manuscript should be accepted for publication.