

PEER-REVIEW REPORT

Name of journal: *World Journal of Psychiatry*

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Title: Neurodevelopmental disorders: An innovative perspective *via* the response to intervention model

Reviewer's code: 03462998

Position: Peer Reviewer

Academic degree: PhD

Professional title: Associate Professor

Reviewer's Country/Territory: United States

Author's Country/Territory: Spain

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Reviewer chosen by: AI Technique

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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 Grade E: Do not publish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 type="checkbox"/> Minor revision <input checked="" type="checkbox"/> Major revision <input type="checkbox"/> Rejection
Re-review	<input checked="" 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

In this brief review article, the authors attempt to illustrate the potential advantages of utilizing the Response to Intervention (RtI) model for improving educational effectiveness for individuals with developmental disabilities such as Specific Learning Disability (SLD). Authors also broadly review the potential advantages of using virtual reality tools. Achieving the most effective education of the most vulnerable students, which includes those with developmental disabilities, is an extremely important topic and application of evidence based approaches will be critical for this endeavor. The authors effectively review the evidence that RtI and use of VR have distinct advantages in pursuing this goal. There are a few suggestions that could serve to improve the manuscript overall. The composition of the manuscript is awkward at times with incorrect word usage and phrasing. It does not rise to the level of precluding understanding and interpretation of the content, it will be distracting to native english speaking readers. The addition of a graphic or graphics of some sort would be helpful in improving visual appeal and appreciation for key concepts. Overall, there is a lack of specific detail that would help improve the impact of the article. For example, what genetic variations have been identified that are shared between students with difficulty reading, writing and math. Are there specific metrics to indicate that RtI is superior in improving outcomes? What other constructs are being implemented in contrast to RtI and how do they differ or how are they similar? What are the "promising initial results" favoring use of hypermedia systems. What challenges would need to be addressed in implementing the discussed approaches.