

Reviewer's Comment: 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.

Authors' Response:

Reviewer's Comment: Many rational reasons that the REBT approach would be beneficial are proposed but no new data is presented and no original findings are reported.

Authors' Response: The limitation of this review has been acknowledged. Also, Ugwoke et al, 2018 have shown that clinical cases of burnout and dysfunctional distress respond to REBT therapeutic treatment. To establish the finding of Ugwoke and colleagues, we compared their result with other works within the REBT framework which focused on the same areas (see Table 1). REBT therapeutic modalities have been widely implemented on managing occupational burnout, dysfunctional distress and related variables across the world. For instance, Ogbuanya et al, 2017 used REBT in reducing stress and increasing work-ability. Ugwoke et al 2017 investigated the effects on stress management and irrational beliefs among technical college teachers. REBT has also been used among special education teachers (Onuigbo et al, 2018) within Nigeria context. Further Study using this framework include Onyishi et al. 2019 which utilized ABCDE model in enhancing subjective well-being and work-ability of police officer. Ogbuanya, et al., 2018 in their study of the effect of Rational-Emotive Behavior Therapy Program on the Symptoms of Burnout Syndrome among Undergraduate Electronics Work Students in Nigeria also utilized ADCDE model.

Reviewer's Comment: 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.

Authors' Response: Solomon four-group is a research design planned to defeat the trouble associated with pre-test sensitization.^[45] In this design, the participants of the study are randomly assigned to four groups, including the groups that: 1) receive pretest; 2) do not receive pretest; 3) receive treatment; and 4) do not receive treatment.^[45]

Reviewer's Comment:

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.

Authors' Response

ABCDE therapeutic modalities follow a common procedure including: 1) create rapport, design the alliance, and structure subsequent meetings; 2) Collaborate with the clients to identify clients' sources of stress that stimulate negative reactions through goal-setting; 3) Guide the clients through Socratic questioning to identify the irrational/dysfunctional beliefs that clients hold about their situations; 4) Using strategic dialogue, help the clients notice negative emotions associated with their beliefs; 5) Dispute the irrational beliefs by unveiling more adaptive perspectives that are emotion-friendly; 6) Expose to, and encourage the clients to use better techniques through respectful dialogue. 7) Teach self-monitoring skills for future experiences through guided imagery.

Limitation of the Study: The present study is not without some shortcomings that could threaten the generalizability. Firstly, the study did not rely on any measurable data results. The authors are currently working on applying the same intervention model used in Ugwuoke, et al to confirm the applicability in clinical cases on burnout and distresses.

Reviewer's Comment: 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.

Authors' Response

Thanks for your comments

Reviewer's Comment: 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.

Authors' Response: Table has been included

Reviewer's Comment: 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.

Authors' Response: Table has been included

ABCDE therapeutic modalities follow a common procedure including: 1) create rapport, design the alliance, and structure subsequent meetings; 2) Collaborate with the clients to identify clients' sources of stress that stimulate negative reactions through goal-setting; 3) Guide the clients through Socratic questioning to identify the irrational/dysfunctional beliefs that clients hold about their situations; 4) Using strategic dialogue, help the clients notice negative emotions associated with their beliefs; 5) Dispute the irrational beliefs by unveiling more adaptive perspectives that are emotion-friendly; 6) Expose to, and encourage the clients to use better techniques through respectful dialogue. 7) Teach self-monitoring skills for future experiences through guided imagery. REBT interventions normally last between 10 weeks and 16 weeks of one or two sessions per week (See table 1).

Reviewer's Comment:

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.

Authors' Response: Reference list has been updated

See Reference list, numbers 32, 36, 37

Onyishi CN, Ede MO, Ossai OV, Ugwuanyi CS. Rational Emotive Occupational Health Coaching in the Management of Police Subjective Well-Being and Work Ability: a Case of Repeated Measures. *J Police Crim Psych* 2020. [DOI:10.1007/s11896-019-09357-y].

Tanhan F. An Analysis of Factors Affecting Teachers' Irrational Beliefs. *Educational Sciences: Theory and Practice*. 2014;14, 2: 465-70. [DOI: 10.12738/estp.2014.2.1724]

Chadha NJ, Turner MJ, Slater MJ. Investigating irrational beliefs, cognitive appraisals, challenge and threat, and affective states in golfers approaching competitive situations. *Front Psychol*. 2019;10:2295. [DOI: [10.3389/fpsyg.2019.02295](https://doi.org/10.3389/fpsyg.2019.02295)]

Ávila LA. Psychosomatic symptoms and the group mind. *Psychology and Psychotherapy: Theory, Research and Practice*. 2010 Sep;83; 3: 255-71. [DOI: [10.1348/147608309X481126](https://doi.org/10.1348/147608309X481126)]

Reviewer's Comment

Language quality: 1A and 2B. 3. Academic norms and rules: Review. "Conflict-of-Interest Disclosure Form", and "Copyright License Agreement" files are unqualified.

Authors' Response: Language editing conducted and the evidence attached. Conflict-of-Interest Disclosure Form and Copyright License Agreement duly filled out and uploaded.