In our correspondence in October 2016 it was agreed that I prepare an article on the topic:

Before writing the article, I sent you an abstract which you approved (enclosed please find our correspondence). I tried hard to prepare a comprehensive overview of the topic, giving it much time and thought.

On ….. I received a letter from you rejecting the article. Reading the reviewers' comments, I realized that they found many strengths in the article. Their comments were substantial, but there is nothing that cannot be corrected.

The reviewers devoted a lot of thought to the article, and it is therefore important that the content be passed on to the readers.

In light of the relevance of the topic, and the importance of it being published in your journal, I ask that you give me the opportunity to correct the article and to resubmit it.

I have taken the liberty of contacting you, as I myself was once a reviewer for an article published in your journal.

It was found that teachers tend to focus on the weaknesses of these students

Three focal points, distinguished by their objectives, were identified in the interventions

How the teachers perceive them and the interventions they consider effective

During the course of the analysis it was found that the interventions teachers found effective could be classified according to three focal points that are distinguished by their objectives

As described in the chapter "Methodology," the participants of the study were asked to describe cases in which they had succeeded in assisting a student with his/her social integration. This category refers to the criteria according to which they consider the case a success when dealing with socially neglected pupils.