Author's response to reviews

Title: Transitions in the Swedish school system and their impact on student's positive self-reported-health

Authors:

Malin Rising Holmström (malin.rising-holmstrom@miun.se)
Niclas Olofsson (niclas.olofoffson@lvn.se)
Kenneth Asplund (kenneth.asplund@miun.se)
Lisbeth Kristiansen (lisbeth.kristiansen@miun.se)

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Author's response to reviews:

Reviewer 2

Title: Transitions in the Swedish school system and their impact on student's positive self-reported-health
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Reviewer: Urban Janlert

Reviewer's report:
I am pleased to see that the manuscript now is much better than before -- partly due to that some technical problems has been corrected. Figure 1 as a major achievement!

Minor essential revisions
1. I cannot find that the explanation of the choice for dividing the classes into the specific group that is given as an explanation to point 4 is given in the text -- I think not only the reviewer but also the reader should be informed about this.

Thank you for your useful comment and we have changed the text accordingly. See page 5 directly before the aim.

Discretionary revisions
2. My question about "academic transition" was not a question about "transition" but one about "academic" (point 10). Is it OK to label the first years at school as "academic" studies? For me "academic" refers to more advanced studies.

We have changed academic transition to school transitions when referring to the lower grades in the school system.
3. As this is a web publication with no limits in space I would strongly recommend the authors to publish the questionnaire as an appendix. Or perhaps it is already planned? I remember I saw the questionnaire when I first read the manuscript.

We have attached the questionnaire in additional file 1.

4. The explanation regarding "good transition" point 11 (as a state) does not fit with

the definition of transition given in the introduction where it is explained as a process. However, I suppose the comment is only intended for me (and the editor) not for the reader.

You are quite right the comment was intended for the reviewer and the editor, but we have tried to clarify the answer accordingly.

All transitions could be seen as a process, a good transition follows when the school child experience school as a comfortable and secure environment in order to be able to engage in academic work to the fullest extent possible. A poor transition follows when the process is quite the opposite and the school child experience un-security and discomfort.

5. At last: I did not scrutinise the list of references last time. When now looking closer at the references I can see a number of shortcomings.

We are grateful for your work and we have changed the references accordingly.