INPLASY PROTOCOL

Systematic review of the measurement properties of tools used to measure school readiness skills among preschool and kindergarten children with autism spectrum disorder

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Support: Kovai medical center & hospital for providing database access.

Review Stage at time of this submission: Piloting of the study selection process.

Conflicts of interest: None declared.

Review question / Objective: Are there adequate evidence abased tools to assess school readiness skills for preschooler and kindergartener children with autism spectrum disorder?
Condition being studied: Preschooler and kindergartener with autism spectrum disorder.
Information sources: using electronic databases: Research gate PubMed, MEDLINE, EMBASE, PsycINFO, Google Scholar, Springer, Elsevier, Scopus and Cochrane for searching and downloading relevant articles.

INTRODUCTION

Review question / Objective: Are there adequate evidence abased tools to assess school readiness skills for preschooler and kindergartener children with autism spectrum disorder?

Rationale: Iam planning to review the psychometric properties of school readiness assessment tools used to measure progress and outcome in children with autism spectrum disorder. still know there is no similar studies in this field.

many of professional are using school readiness tools to assess the ability of the preschooler & kindergartener children. so, this study really helpful for teachers & professional to know the availability, feasibility, usability of school readiness tools.

Condition being studied: Preschooler and kindergartener with autism spectrum disorder.

METHODS

Search strategy: https://PubMed.ncbi.nlm.nih.gov/studies published in the electronic databases: Research gate PubMed, MEDLINE, EMBASE, PsycINFO, Google Scholar, Springer, Elsevier, Scopus and Cochrane important: Iam having institution access to download the studies.

Participant or population: Preschooler and kindergartener children with a diagnosis of autism spectrum disorder within an age of 3 to 6 years.

Intervention: To identify the outcome measure & properties of school readiness tools used to measure progress & outcomes in child with autism spectrum disorder

Comparator: Not relavent.

Study designs to be included: INCLUSION CRITERIA: Articles available in full text and written in English, Article with an appropriate study design for research question, Articles which use school readiness tools for preschooler and kindergartners with ASD in age group of 3 to5yrs 11m, Articles with sufficient information on school readiness tools

Eligibility criteria: EXCLUSION CRITERIA: Articles not related to the subject of the study, Articles that did not include results, Documents that were summaries of conference, Studies with no full text.

Information sources: Using electronic databases: Research gate PubMed,

MEDLINE, EMBASE, PsycINFO, Google Scholar, Springer, Elsevier, Scopus and Cochrane for searching and downloading relevant articles.

Main outcome(s): To identify the outcome measure & properties of school readiness tools used to measure progress & outcomes for preschooler and kindergartener children with autism spectrum disorder.

Additional outcome(s): To ascertain feasibility and usability of school readiness tools.

Data management: Rayyan software and Microsoft excel used to manage records and data.

Quality assessment / Risk of bias analysis: The "Consensus-based Standards for the selection of health Measurement Instruments" risk of Bias checklist was applied to evaluate the methodological quality of the included studies.

Strategy of data synthesis: Titles and/or abstracts of articles resulting from the search will be screened independently by two review authors to identify PROMs that meet the inclusion criteria. Screening of the titles and/or abstracts of potentially eligible studies will be conducted against predefined eligibility criteria. Articles will be retrieved and reviewed in full by two reviewers. Each step of the selection process will be outlined in a PRISMA-style flow chart using excel spread sheet.

Subgroup analysis: Not planned.

Sensitivity analysis: Narrative synthesis.

Language restriction: Only English.

Country(ies) involved: India.

Other relevant information: Iam planning to review the measurement properties of school readiness assessment tools used to measure progress and outcome in children with autism spectrum disorder. still know there is no similar studies in this field.

Contributions of each author:
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