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ADMINISTRATIVE INFORMATION

Support - N/A.

Review Stage at time of this submission - Completed but not published.

Conflicts of interest - None declared.

INPLASY registration number: INPLASY202530025

Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 6 March 2025 and was last updated on 6 March 2025.

INTRODUCTION

Review question / Objective Does teaching sign language to children with autism bring about generalized benefits (decreased self-stimulatory behaviors, decreased echolalia, increased subject initiated interactions with others, increased spontaneous communication, verbal language production)?

Condition being studied Autism.

METHODS

Participant or population Patient with ASD.

Intervention Sign Language.

Comparator N/A.

Study designs to be included Case Reports.

Eligibility criteria ASD diagnosis.

Information sources Pubmed.

Main outcome(s) (1) an increase in natural, unprompted (spontaneous) language production, (2) improved behavior, including reduced self-stimulatory behaviors, decreased withdrawal, and increased socialization, and (3) an increase in verbal language use following sign language instruction.

Quality assessment / Risk of bias analysis A Risk of Bias (RoB) analysis was conducted to assess the quality and reliability of the studies included in this review. The analysis used the checklist provided by the Joanna Briggs Institute (JBI) Critical Appraisal Tool.

Strategy of data synthesis Upon review, the information extracted included the year of publication, number of participants, participant ages, study methods and specific techniques used, outcomes, and conclusions.

Subgroup analysis N/A.

Sensitivity analysis N/A.

Country(ies) involved United States.

Keywords Autism Spectrum Disorder; Sign language.

Contributions of each author

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Author 2 - David Elisha.

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