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Transition to school for children with autism spectrum disorder: A  
systematic review

Annabel Marsh, Vanessa Spagnol, Rachel Grove, Valsamma Eapen

**Abstract**

Aim: This review aimed to identify factors that promote a positive start to school for children with Autism Spectrum Disorder (ASD).

Methods: Web of Science, Medline, Scopus, and PsychINFO searches were conducted to identify literature published after 1991 and relevant to school transition processes in children with ASD. 20 studies were deemed eligible for inclusion. These studies evaluated a range of factors including school

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