



**PEER-REVIEW REPORT**

**Name of journal:** World Journal of Clinical Pediatrics

**Manuscript NO:** 33885

**Title:** Transition from early intervention program to primary school in children with autism spectrum disorder

**Reviewer’s code:** 00503255

**Reviewer’s country:** Japan

**Science editor:** Fang-Fang Ji

**Date sent for review:** 2017-06-14

**Date reviewed:** 2017-06-14

CLASSIFICATION	LANGUAGE EVALUATION	SCIENTIFIC MISCONDUCT	CONCLUSION
<input type="checkbox"/> Grade A: Excellent	<input type="checkbox"/> Grade A: Priority publishing	Google Search:	<input type="checkbox"/> Accept
<input type="checkbox"/> Grade B: Very good	<input type="checkbox"/> Grade B: Minor language polishing	<input type="checkbox"/> The same title	<input type="checkbox"/> High priority for publication
<input type="checkbox"/> Grade C: Good	<input type="checkbox"/> Grade C: A great deal of language polishing	<input type="checkbox"/> Duplicate publication	<input type="checkbox"/> Rejection
<input type="checkbox"/> Grade D: Fair	<input type="checkbox"/> Grade D: Rejected	<input type="checkbox"/> Plagiarism	<input type="checkbox"/> Minor revision
<input type="checkbox"/> Grade E: Poor		[Y] No	<input type="checkbox"/> Major revision
		BPG Search:	
		<input type="checkbox"/> The same title	
		<input type="checkbox"/> Duplicate publication	
		<input type="checkbox"/> Plagiarism	
		[Y] No	

**COMMENTS TO AUTHORS**

The authors evaluated the relationship between child characteristics and school outcomes in 21 participants with autism spectrum disorders (ASD) transitioning from an early intervention program and showed that cognitive ability and adaptive behavior were associated with successful transition to school outcomes. 1. The paper is well-written and has interesting findings. However, as the authors describes in the text, a sample size is very small. Assertive representation may be avoided in conclusions. 2. page 5, line 1: “ASD” should be changed to “autism spectrum disorders (ASD)”. 3. PMID numbers and DOI names should be provided for references.



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## PEER-REVIEW REPORT

**Name of journal:** World Journal of Clinical Pediatrics

**Manuscript NO:** 33885

**Title:** Transition from early intervention program to primary school in children with autism spectrum disorder

**Reviewer's code:** 00646235

**Reviewer's country:** Egypt

**Science editor:** Fang-Fang Ji

**Date sent for review:** 2017-06-14

**Date reviewed:** 2017-06-17

CLASSIFICATION	LANGUAGE EVALUATION	SCIENTIFIC MISCONDUCT	CONCLUSION
<input type="checkbox"/> Grade A: Excellent	<input checked="" type="checkbox"/> Grade A: Priority publishing	Google Search:	<input checked="" type="checkbox"/> Accept
<input checked="" type="checkbox"/> Grade B: Very good	<input type="checkbox"/> Grade B: Minor language polishing	<input type="checkbox"/> The same title	<input type="checkbox"/> High priority for publication
<input type="checkbox"/> Grade C: Good	<input type="checkbox"/> Grade C: A great deal of language polishing	<input type="checkbox"/> Duplicate publication	<input type="checkbox"/> Rejection
<input type="checkbox"/> Grade D: Fair	<input type="checkbox"/> Grade D: Rejected	<input type="checkbox"/> Plagiarism	<input type="checkbox"/> Minor revision
<input type="checkbox"/> Grade E: Poor		[Y] No	<input type="checkbox"/> Major revision
		BPG Search:	
		<input type="checkbox"/> The same title	
		<input type="checkbox"/> Duplicate publication	
		<input type="checkbox"/> Plagiarism	
		[Y] No	

### COMMENTS TO AUTHORS

The study was two point cross sectional study evaluate the effect of early intervention on school outcomes for autistic children transformed from the pre-school to primary school. It also evaluating the characteristics associated with successful transition to school in Autistic children Well-designed study addressing important issue, that is rarely to be addressed Well written and recommend its rapid publication Only recommendation that i think will attract readers and probably discrete contents is title change to "Characteristics associated with successful transition to school in children with Autism Spectrum Disorder "



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## PEER-REVIEW REPORT

**Name of journal:** World Journal of Clinical Pediatrics

**Manuscript NO:** 33885

**Title:** Transition from early intervention program to primary school in children with autism spectrum disorder

**Reviewer's code:** 03011144

**Reviewer's country:** India

**Science editor:** Fang-Fang Ji

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**Date reviewed:** 2017-06-20

CLASSIFICATION	LANGUAGE EVALUATION	SCIENTIFIC MISCONDUCT	CONCLUSION
<input type="checkbox"/> Grade A: Excellent	<input checked="" type="checkbox"/> Grade A: Priority publishing	Google Search:	<input checked="" type="checkbox"/> Accept
<input checked="" type="checkbox"/> Grade B: Very good	<input type="checkbox"/> Grade B: Minor language polishing	<input type="checkbox"/> The same title	<input type="checkbox"/> High priority for publication
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<input type="checkbox"/> Grade E: Poor		BPG Search:	<input type="checkbox"/> Major revision
		<input type="checkbox"/> The same title	
		<input type="checkbox"/> Duplicate publication	
		<input type="checkbox"/> Plagiarism	
		<input checked="" type="checkbox"/> No	

### COMMENTS TO AUTHORS

Well planned and executed study with the limitation of sample size.