



An evidence review to inform the Welsh Government's guidance on support for trans children and young people in schools

STUDY AIM

The aim of this evidence review will be to draw together available evidence to inform the Welsh Government's guidance on support for trans children and young people in schools.

RESEARCH QUESTIONS

What are the wellbeing needs and outcomes (of interest) for trans children and young people in education settings?

What are the educational needs and outcomes (of interest) for trans children and young people in education settings?

What impact have policy and practice approaches to social transition in education settings had on trans children and young people in terms of their wellbeing and educational outcomes?

What are the education and wellbeing outcomes for peers of transgender children and young people from different policy and practices approaches to social transition of gender identity in education settings?

DESIGN

The review will be designed following the approach for rapid evidence reviews developed by Tricco et al, (2017) with scope to incorporate relevant grey literature. The review will follow a phased approach, which begins with a broad search strategy that is expanded with each round of searches. We will follow the preferred reporting items for systematic reviews and meta-analyses (PRISMA) statement to guide the review design and the reporting of the methods and findings.



SEARCH STRATEGY AND APPROACH

The first phase of the search strategy will be broad and we will run it on general databases such as Google Scholar and Web of Science. This will lead to the selection of a preliminary list of resources. These will be scanned for relevant key terms. These terms will be added to the search strategy and, after a series of subsequent exploratory searches, we will develop the final search strategy using PICOS. The preliminary search strategy can be found in Appendix 1.

We will run the final search strategy on the following databases:

MEDLINE: a popular health sciences database

PsycINFO: a popular psychology database

IDESR: International Database of Education Systematic Reviews

ERIC: Educational Resources Information Center

ProQuest Social Science: collection of articles from a wide range of social sciences.

Web of Science: a comprehensive database covering many academic subject areas, including details of conference proceedings.

DOCUMENTATION SELECTION

Retrieved reports and abstracts will be extracted and titles entered into Rayyan (software for team-based screening and article selection). We are recommending that two researchers review and score retrieved papers according to their relevance and the quality of evidence (two reviewers help to ensure reliability). Highly scored papers will be read fully and prioritised for attention by the wider team. The inclusion/exclusion criteria guiding document selection will be co-designed with relevant stakeholders at the beginning of the project, but initial criteria could include papers that explore:

- Literature published in the last 10 years.
- Peer reviewed literature will be prioritised, with scope for including grey literature in the form of research-informed reports.



- Research conducted in high-income countries with comparable education systems.
- Article identifies transgender people as a distinct community (transgender, gender queer, gender fluid, gender nonconforming, gender diverse, gender-variant, gender questioning, agender, and/or non-binary).
- Literature focused on trans youth and their peers* under 18 years of age.
- Article includes implications for educational settings or informs the practice of engaging with trans young people and their peers in educational settings.
- Article focus includes at least one of the following:
 - Social transition as defined by Turban et al, (2021) ‘the child adopting [a combination of] the name, pronouns, gender expression (e.g. clothes and haircut), and/or gender roles that match their gender identity’.
 - Wellbeing of trans youth and their peers*, including mental health, social, behavioural and emotional.
 - Educational outcomes of trans youth and their peers*, including attainment, academic progression, attendance.

During early stages of the project, we will have conversations with the relevant stakeholders in relation to any restrictions that might need to be made based on study location, date of publication or language.

DATA EXTRACTION AND SYNTHESIS

We propose to use REDCap software for data extraction to organise the review process. Data will be synthesised using framework analysis. The analysis will focus on developing themes that can provide an accurate representation of the data. The categories for the framework will be based on the research questions guiding the review as well as the information emerging from the documents.

QUALITY ASSESSMENT

We will use the Mixed Methods Appraisal Tool (MMAT) to assess the quality of the articles published in peer-reviewed journals and the AACODS checklist to assess the quality of grey literature. The team will consider the suitability of the Quality in



Qualitative Evaluation Framework for any articles that report findings from qualitative evaluations.

PROJECTED OUTPUTS FROM THE REVIEW

We will aim to develop the following outputs:

- 1) A protocol for internal review
- 2) A full report of the evidence review findings, including a summary page
- 3) Summary of emerging findings



REFERENCES

Tricco, A. C., Langlois, E., Straus, S. E., & World Health Organization. (2017). *Rapid reviews to strengthen health policy and systems: a practical guide*. World Health Organization.

Turban, J. L., King, D., Li, J. J., & Keuroghlian, A. S. (2021). Timing of social transition for transgender and gender diverse youth, K-12 harassment, and adult mental health outcomes. *Journal of Adolescent Health, 69*(6), 991-998.

APPENDIX 1

PICOS and preliminary search strategy*

P	Population	Trans children and young people
I	Intervention	Social transition
C	Comparison	N/A
O	Outcomes	Education and wellbeing outcomes
S	Setting	Schools, college