

Special Issue

Early Interventions for Children with Language Developmental Disabilities

Message from the Guest Editors

Clinical and research data highlight the importance of early assessment of socio-cognitive and communicative–linguistic development for later learning. In particular, it seems important to identify, as early as possible, risk profiles and/or indicators and aspects that could be linked to specific neurodevelopmental disorders (e.g., autism spectrum disorders, learning or language disorders, etc.). Early and in-depth screening becomes even more functional in groups of children potentially at risk. Different intervention strategies, starting from a comprehensive assessment, are characterized by integrated, targeted, and multidisciplinary programs, according to the neuropsychological profile of the individual child. This Special Issue seeks to explore the myriad of vulnerabilities and/or specific problems that may emerge in conjunction with or prior to the diagnosis of a neurodevelopmental disorder.

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Deadline for manuscript submissions

5 February 2025



Children

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Impact Factor 2.0
CiteScore 2.7
Indexed in PubMed



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Message from the Editor-in-Chief

You are invited to contribute a research article or comprehensive review for consideration and publication in *Children* (ISSN 2227-9067). *Children* is an open access journal—research articles, reviews, and other content are published online immediately after acceptance. The scientific community and the general public have unlimited free access to the content as soon as it is published. The journal focuses on sharing clinical, epidemiological, and translational science relevant to children's health. We would be pleased to welcome you as one of our authors.

Editor-in-Chief

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