



Training and Education in Children with Autism

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Message from the Guest Editors

In recent years, the significant increase in the prevalence estimates of autism spectrum disorders has highlighted the need to identify early and highly specialized training and educational interventions. Surely, the interventions must have as their main objective an increase in socially significant behaviors, the prevention and correction of problematic behaviors, and the development of autonomy consistent with chronological age. In this sense, key areas for intervention are social interaction and reciprocity, functional communication, behavior regulation, autonomy and the adaptive level, and finally, academic skills. Therefore, this Special Issue aims at proposing new and valid methods of educational and enabling intervention in the perspective of progress of international scientific literature. We welcome theoretical and/or empirical contributions that can broaden knowledge on intensive and early intervention models, special education procedures applied in institutional contexts, and modern approaches to parent training or other parent training (parent coaching).

