

Special Issue

Identification and Intervention of Learning Disabilities in Early Childhood

Message from the Guest Editor

Early childhood is a critical period for cognitive and academic development. Learning disabilities, when unidentified or unaddressed during these formative years, can have long-lasting impacts on a child's educational journey and overall well-being. This Special Issue aims to explore the latest research, methodologies, and best practices in the early identification of and interventions for learning disabilities in young children. Key areas of interest include, but are not limited to, the following:

- Early indicators of specific learning disabilities (e.g., dyslexia, dyscalculia, dysgraphia);
- Neurodevelopmental perspectives on learning disabilities in early childhood;
- Cultural and linguistic considerations in identification and intervention;
- The role of technology in early screening and intervention;
- Family-centered approaches to supporting young children with learning disabilities;
- Longitudinal studies tracking the effectiveness of early interventions.

Guest Editor

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Editor-in-Chief

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