Special Issue

Learning Disabilities in Reading and Writing: Current Issues in Assessment and Intervention

Message from the Guest Editor

Learning disabilities (LDs), primarily affecting reading and writing, involve complex cognitive, neurobiological, and environmental factors. Research has improved identification methods and recognized different types of LDs based on cognitive strengths and weaknesses, impacting academic performance. The relationship between emotional adjustment and cognitive functioning in LDs is not fully understood, and the overlap with other disorders requires comprehensive assessment strategies. Future research may incorporate neurobiological, genetic, or behavioral indicators to enhance identification.Effective interventions should be holistic and multidisciplinary, focusing on targeted instruction and classroom strategies guided by the response to intervention (RTI) model. This Special Issue seeks to enhance knowledge of learning disabilities in reading and writing, focusing on current diagnostic and intervention approaches. We invite international research reviews and empirical studies, using both quantitative and qualitative methods, that explore innovative assessment techniques and evidence-based interventions for LD students across all educational levels.

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Message from the Editor-in-Chief

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