

## Special Issue

# Children and Adolescents with Neurodevelopmental Disabilities: Ecological Assessment Tools and Cognitive Analysis

### Message from the Guest Editors

I am pleased to invite you to submit articles to this Special Issue of *Children* on "Children and Adolescents with Neurodevelopmental Disabilities: Ecological Assessment Tools and Cognitive Analysis". Ecological assessments evaluate how well a tool reflects a child or adolescent's functioning in their real-world daily life. In the literature, performance-based ecological diagnoses are widely recognized as effective for cognitive assessment, particularly for evaluating executive functions. We seek papers on innovative ecological assessment tools, including their effectiveness, practical applications, interdisciplinary approaches, and evidence-based recommendations. This Special Issue aims to enhance our understanding and support for children and adolescents with neurodevelopmental disabilities by showcasing cutting-edge research and fostering a comprehensive discourse on novel strategies and interventions. We are particularly interested in original research articles, systematic reviews, meta-analyses, and case studies that contribute to this critical field. We look forward to your valuable contributions.

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### Guest Editors

Dr. Yael Fogel

Department of Occupational Therapy, School of Health Sciences, University of Ariel, Ariel, Israel

Prof. Dr. Naomi Josman

Department of Occupational Therapy, Faculty of Social Welfare & Health Sciences, University of Haifa, Haifa 3498838, Israel

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### Deadline for manuscript submissions

closed (10 August 2025)



# Children

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*Children*  
Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland  
Tel: +41 61 683 77 34  
[children@mdpi.com](mailto:children@mdpi.com)

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## About the Journal

### 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.

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### Editor-in-Chief

Prof. Dr. Paul R. Carney

Departments of Child Health and Neurology, University of Missouri, 400 Keene Street, Columbia, MO 65211, USA

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