

Special Issue

Early Identification of Learning Disorder in Children

Message from the Guest Editors

The presence of learning disorders in childhood has a significant impact on the lives of individuals and families, posing a limitation to their inclusion in personal, academic and social life. The objective of this Special Issue is to invite researchers to disseminate their studies on processes, tools or techniques for the evaluation and detection of learning disorders in childhood and school-aged children. On numerous occasions, this diagnosis is usually postponed when the students are already advanced in their education timeline (around 9 or 10 years old), but current research may change this. The significant change in DSM 5 diagnostic criteria and new trends focused on intervention may be a milestone in the early detection of learning disorders. Also of interest are the socio-emotional and attributional consequences that children with learning disorders usually present. On many occasions, children with learning disorders begin to show deficits in oral and written language, and sometimes also in mathematics.

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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.

Editor-in-Chief

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