

Special Issue

Early Intervention, Inclusive Education, and Children Development

Message from the Guest Editor

We invite you to take on this Special Issue entitled “Early Intervention, Inclusive Education, and Children Development”. This Special Issue aims to provide novel and creative research on early childhood intervention, gender equality, inclusion, and evidence-based research. Scientific reports, systematic revisions, clinical reports, and case reports on prematurity, autism, and motor, cognitive, or communicative delays/problems are welcome. We hope that gathering research on this topic will contribute to developing inclusive practices and support inclusive communities within schools. Evidence-based research on early education, child development, and inclusion can promote collaboration among researchers, educators/teachers, students, families, and health professionals to create communities where everyone feels valued and included.

Guest Editor

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Deadline for manuscript submissions

closed (25 October 2024)



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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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