

## Special Issue

# The Research of Intelligence and Specific Developmental Disorders in Children

### Message from the Guest Editors

We would like to invite you to contribute to this Special Issue on intelligence and specific developmental disorders in children. The aim is to collect articles that focus on the following areas: (1) intelligence, (2) executive functions (including self-regulation of action and of affect/emotion), and (3) specific developmental disorders in child development. This Issue may include studies that focus on one of these areas or focus on links between the mentioned developmental domains. These may be clinical studies or studies that address the causes and consequences of specific developmental disorders, for example:

- IQ profiles (and executive functions) of children with learning disorders (or other developmental disorders);
- Executive functions and speech and language development;
- Self-regulation/executive function as predictor of academic achievement.

Our goal for this issue is to collect recent empirical studies to provide an up-to-date overview and an extension of the state of research. We therefore welcome studies that identify new approaches to the diagnosis, prevention, or intervention for children with specific developmental disorders.

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### Guest Editors

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### Deadline for manuscript submissions

closed (25 September 2022)



## Children

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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

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