

## Special Issue

# Cognitive and Linguistic Development in Children and Adolescents

### Message from the Guest Editors

We are pleased to invite you to contribute to this Special Issue of *Children* which is focused on the cognitive and linguistic development of children and adolescents. This Special Issue aims to present recent contributions to a more complete understanding of typical and atypical cognitive development, linguistic development (oral or written), and/or the relationship between these. This Special Issue will include research conducted with children at various stages of development and/or adolescents, as well as longitudinal studies. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following topics, addressing both typical and atypical conditions or trajectories:

- Oral language development;
- Cognitive development;
- Reading and writing development;
- Specific language impairment;
- Reading and/or writing disabilities;
- Executive functioning;
- Memory;
- Reasoning and problem solving;
- The intervention/promotion of cognitive or linguistic skills (oral or written).

We look forward to receiving your contributions.

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### Guest Editors

Dr. Irene Cadime

Dr. Iolanda Ribeiro

Dr. Maria Luisa Lorusso

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### Deadline for manuscript submissions

closed (5 July 2024)



## 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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