



## Research Perspectives on Education for Students with Autism Disorders

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submissions:

**closed (30 September 2023)**

### Message from the Guest Editors

Dear Colleagues,

The aim of this Special Issue is to contribute with knowledge of how to enhance our understanding of teaching and learning for students with autism and/or developmental disorders. This Special Issue has a focus on classroom research, enhancing learning and education for students with autism and/or other developmental disorders, by the study of instruction both in inclusive and special schools. The invitation addresses both empirical and theoretical (review) papers, including a variety of theoretical frameworks and methodological designs. Focus is on education in pre-, primary and secondary school, as well as higher education. Papers on the implementation of, and testing different instructional designs, as well as tools to facilitate learning, are especially welcome.

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*Guest Editors*





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## Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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