

Special Issue

Behavioral Interventions in Special Education: Focus on Academic Skills

Message from the Guest Editor

The purpose of this Special Issue is to present research examining the effects of academic interventions based on applied behavior analysis for students with learning challenges in grades pre-K through 12. We welcome experimental research studies that examine the effects of behavioral interventions on the following student outcomes: reading (e.g., decoding, fluency, and comprehension), language arts, written expression, and mathematics. Examples of behavioral interventions for academic skills may include (but are not limited to) explicit instruction, systematic prompting, shaping, chaining, active student responding (choral responding or response cards), differential reinforcement, self-monitoring, self-management, group contingencies, token economies, matrix training, contingency contracting, peer-mediated instruction, technology mediated instruction, and precision teaching. We look forward to receiving submissions that advance the field, strengthen the bridge between research and practice, and extend current research.

Guest Editor

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About the Journal

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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