

Special Issue

Students with Special Educational Needs in Reading and Writing

Message from the Guest Editors

Reading and writing abilities have democratic value, and it is crucial that all students acquire functional reading and writing abilities before leaving school. Teaching students to read and write is essential for their academic success, communication, further education, work, and participation in society. However, some students struggle with reading and writing and may require additional support and interventions. These difficulties are experienced by both first- and second-language learners, as well as students with disabilities and other special needs. To help teachers enhance their knowledge and provide reading and writing education for students struggling, researchers are invited to share their knowledge and empirical studies on students with special educational needs in reading and writing education. This Special Issue aims to provide a platform for researchers to share their findings related to students (aged 5-15) with special educational needs in reading and writing education.

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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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