Special Issue

Technology-Assisted Instruction in Special Education

Message from the Guest Editor

The Special Issue invites research exploring how technology addresses the diverse needs of students with disabilities, including autism, intellectual disabilities, and sensory impairments. These learners often face challenges with traditional instruction. The integration of assistive technologies, AI-based tutors, virtual and augmented reality, and adaptive learning systems enhances accessibility, engagement, and independence. We welcome studies on system design, technology-based teaching strategies, and technology-enhanced interventions that improve academic, social, and life skills, fostering evidence-based practices to advance equitable and effective education for all learners. The scope of technology-assisted instruction includes the use of computer-based learning programs, speech-generating devices, virtual and augmented reality environments, mobile applications, AI technology, inclusive technology, and adaptive learning systems. These tools are integrated into individualized education plans (IEPs) and support a wide range of instructional goals—from basic skill acquisition to complex social interaction training.

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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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