

Special Issue

Advances in Educational Interventions for Autistic Individuals

Message from the Guest Editors

Prevalence rates of Autism Spectrum Disorder (ASD) appear to continue to rise: moving from a 1978 estimate of 1 in 2,500 (Rutter, 1978) to an estimate of 1 in 88 children in 2012 (Department of Health and Human Services: Centers for Disease Control and Prevention, 2012). More recently, Fombonne, MacFarlane, and Salem (2021) concluded that epidemiological studies of ASD have expanded worldwide, and that a figure of 1 % is a conservative estimate of the median ASD population prevalence. Most individuals with ASD are expected to have ongoing needs across their lifespan. This is costly for the individuals concerned, their families, and society at large. Consequently, research to develop effective and efficient interventions targeting better outcomes for these individuals continues to proliferate. The for this Special Issue are inviting submissions of data-based review and empirical manuscripts from researchers at the forefront of innovative educational interventions for ASD.

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Deadline for manuscript submissions

closed (20 May 2023)



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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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