

Special Issue

Effects of Strengths-Based Interventions for Promoting Social and Emotional Wellbeing among Special Student Populations

Message from the Guest Editors

The focus of this Special Issue is on how "best practices" in strengths-based interventions can be applied in the home or school environment, or both, to enhance social and emotional wellbeing among special student populations. Contributions to this Special Issue should focus on:

- Strengths-based interventions, including the discussion of "best practices" in the home, school, or both.
- Social and emotional wellbeing promotion.
- Special student populations (e.g., gifted, P-3, and special needs).

Contributions to this Special Issue can include, but are not limited to:

- Conceptual and theoretical discussions.
- Empirical studies (quantitative, qualitative, or mixed-method).
- Reviews and meta-analyses.

We look forward to receiving your contributions.

Guest Editors

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Deadline for manuscript submissions

closed (1 March 2024)



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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.

Editor-in-Chief

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Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).