

Special Issue

Creating Inclusive Learning Communities to Support Individuals on the Autism Spectrum

Message from the Guest Editor

This issue will focus on neurodiverse perspectives regarding the key elements that comprise inclusive learning communities across the lifespan and the factors that facilitate or inhibit the inclusion and agency of autistic and neurodivergent people within these communities. A particular aim will be to examine the ways that autistic community members and researchers can work together and draw on current research to enact meaningful community-based practice that empowers all its members as meaningful members and contributors within the community. Contributions are invited from a variety of disciplines and recognize the importance of both expertise derived through research or through lived experience. In addition, we invite contributions that examine a more wholistic view of learning communities both in and out of traditional education settings as they provide opportunities for growth and capacity building at different stages of life. Finally, we aim to explore the meaning of inclusive communities for individuals across the spectrum and invite contributions that reflect the perspectives and practices that support individuals with a range of strengths and support needs.

Guest Editor

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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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