

Special Issue

Learning Disorders and Intervention

Message from the Guest Editors

Neurodevelopmental Disorders such as Attention-Deficit/Hyperactivity Disorder (ADHD) and Specific Learning Disorder are one of the most relevant difficulties in the children and adolescent population. The presence of this group of disorders, can affect the personal, social, academic, and familiar development of the children. For this reason, it is necessary to detect and intervene over the difficulties of this group of students even since the first years of school. In this sense, teachers and family's perspective have an important role in the detection and intervention processes. Also, the profile of the student must be studied in depth in order to implement the best practices of intervention. The goal of the Special Issue is to collect a review of different works in the topic of detection and intervention of Neurodevelopmental Disorders, considering the different environments implicated as the family and school context.

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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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