

Special Issue

Social Communication Disorders in Childhood: Interdisciplinary Approaches to Assessment and Intervention

Message from the Guest Editors

Social communication is a foundational component of children's cognitive and linguistic development. Social communication disorder (SCD), formally recognised in the DSM-5 in 2013, has emerged as a distinct diagnostic category that intersects the domains of speech–language pathology, developmental psychology, and education. Despite increasing recognition, the diagnosis, assessment, and treatment of SCD remain complex, particularly in culturally and linguistically diverse populations.

This Special Issue aims to advance knowledge on childhood social communication disorders through a multidisciplinary lens. It invites contributions that explore the cognitive, linguistic, behavioural, and contextual dimensions of SCD, including early identification, culturally responsive assessment tools, and innovations in therapy, particularly those that involve interdisciplinary or interprofessional practice.

We welcome original research, reviews, clinical case studies, and implementation science papers that investigate cutting-edge methods. Contributions from speech–language pathology, education, psychology, and paediatrics are particularly encouraged.

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About the Journal

Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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