Contemporary Approaches to Autism: Where Are We Now—a Cross-National Perspective

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Message from the Guest Editors

Increased prevalence of Autism Spectrum Disorder (ASD) has been observed in the past few decades, estimated at 1.85% (1 in 54) children in the U.S. (Maenner et al., 2020) according to the Centers for Disease Control and Prevention (CDC). In 2021, the World Health Organization cited that about one in 160 children has an ASD (Mayada et al., 2012).

Around 50% of individuals with ASD have anxiety that affects their daily lives (Davis Iii et al., 2017), and updated research is needed to inform practices in education and early intervention.

This Special Issue of *Education Sciences* aims to reflect contemporary research trends in the field of intervention for autism. Potential topics include the following: current educational, familial, and clinical aspects of autism; co-related issues such as anxiety; professional areas of enquiry such as early intervention, teaching, and contemporary knowledge of intervention and prevention approaches, among others.

Other topics within the scope of this Special Issue will also be considered. Original articles and reviews are welcome. We look forward to receiving your contributions.

Special Issue

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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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