



Psychology of Children and Adolescents with Intellectual or Developmental Disabilities

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Message from the Guest Editors

The field of intellectual and developmental disabilities (IDD) is evolving quickly. Childhood and adolescence are two critical stages in human development, especially for persons with IDD, because the physical, physiological, psychological, and social changes that characterize the transition between these stages, occur hand in hand with changes in the number and stability of the environments where children and adolescents participate. The goal of this special issue is to shed light, from the basic and applied fields of the different branches of psychology, on both the personal and environmental factors defining the experience of IDD, as well as advancing research on support needs assessment and planning, assessment and enhancement of quality of life, and assessment and access to and enjoyment of rights in children and adolescents with IDD, chief aspects that mark their development to their fullest potential. Original research articles, literature reviews and/or meta-analyses, and theoretical/discussion papers are welcomed, provided that they are original, novel, and high-quality works.

