Early Interventions for Children with Language Developmental Disabilities

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Message from the Guest Editors

Dear Colleagues,

Clinical and research data highlight the importance of early assessment of socio-cognitive and communicative–linguistic development for later learning. In particular, it seems important to identify, as early as possible, risk profiles and/or indicators and aspects that could be linked to specific neurodevelopmental disorders (e.g., autism spectrum disorders, learning or language disorders, etc.). Early and in-depth screening becomes even more functional in groups of children potentially at risk. Different intervention strategies, starting from a comprehensive assessment, are characterized by integrated, targeted, and multidisciplinary programs, according to the neuropsychological profile of the individual child.

This Special Issue seeks to explore the myriad of vulnerabilities and/or specific problems that may emerge in conjunction with or prior to the diagnosis of a neurodevelopmental disorder.

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Special Issue

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Message from the Editor-in-Chief

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