***Dimensions of Early Childhood***

**2023 Special Issue**

***Resilience, Reflections, and Pathways for the Future***

**Guest Editors: Karen Walker, Diane Bales and Dina Costa-Treff**

**Call for Manuscripts**

**Submissions due September 15, 2022**

Society has faced in recent years the challenge of a pandemic that is now ending. While other challenges emerge, it is time to reflect on the resilience of children, families, and early childhood practitioners, and how it contributed to overcoming a major societal challenge. Resilience, the ability to face and overcome difficult experiences (Masten 2014), serves as a coping factor when dealing with stressful and traumatic circumstances. Responsive efforts from early childhood educators are known to enhance children’s resilient behaviors (Erdman et al., 2019; Sorrels, 2015). The trauma from the recent pandemic experience along with many others that has impacted children, demands attention from early childhood educators

The special issue is aimed at exploring and reflecting on resilience during the early childhood years and how experiences and practices that contribute to support children’s holistic learning and development (Birth-age 8). We are seeking manuscripts with a reflective focus on resilience and considerations to its role in overcoming adversity during early childhood, on experiences to support its development, and on practices that support children and their families during times of conflict and challenge.

Possible topics include the following as well as other related ones:

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| *Protective factors during childhood* | *Teacher preparation and children’s resilience* |
| *Implications of resiliency during childhood years* | *Lessons learned about resilience from the pandemic* |
| *Role of early childhood educators* | *Social and emotional supports* |
| *Resilient behaviors and children’s wellbeing* | *Spirituality and children’s resilience* |
| *Diversity factors supporting resilience* | *Brain development and resilient behaviors* |
| *Responses to adverse children experiences* | *Trauma informed care practices* |
| *Ecological supports for resilience* | *Social disparities and supports for resilience* |
| *Interventions that support resilience* | *Reflections on practices supporting children and families’ resilience* |

**Send your manuscript to editor@seca.info**

References:

Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.

Erdman, S. Colker, L. & Winter, E. (2019). *Trauma and young children. Teaching strategies to support and empower*. National Association for the Education of Young Children.

Sorrels, B. (2015). *Reaching and teaching children exposed to trauma.* Gryphon House.