

## Preparing Early Childhood Teachers to Assist Children Who Are Caught in Disasters

*Guest Editor: Judit Szente*

*Volume 40 Issue 1*

The 2019 Special Issue of the *Journal of Early Childhood Teacher Education* (JECTE) will provide early childhood teacher educators with essential knowledge and skills to assist children who are caught in disasters.

Unfortunately, due to current world events, children and teachers often find themselves in a disaster situation (both human-made and environment-related). According to UNHCR, The UN Refugee Agency (2017), currently there are over 65 million people who have been forced to leave their homes. Out of these people, over 25 million are refugees and over 12 million are children. UNHCR (2017) estimates that in every minute 20 people are forcibly displaced in the world.

Besides human-made disasters, environment-related ones equally threaten the lives and education of young children. The year 2017 for example, has had an “above-normal” Atlantic hurricane season (National Oceanic and Atmospheric Administration, 2017) with major damages caused by storms such as Hurricanes Harvey, Irma, and Maria in various countries. During this year, over 100 significant earthquakes also impacted countries such as Mexico, Russia, Philippines, and Chile (United States Geological Survey, 2017).

These are just a few disasters out of the many that effect children’s lives, interrupt their education, and can have long-term effect on their development. Their impact can still be felt several years after they actually happen. Researchers such as Seyle, Widyatmoko, and Silver (2013) emphasize the significant role of schools and teachers in disaster situations. Studies suggest, however, that teachers often feel unprepared to support children’s needs after disasters (Alisic, 2012; Alisic et al., 2012; Reinke, Stormont, Herman, Puri, & Goel, 2011).

Based on the above, this JECTE issue will address **research-based practices** of early childhood teacher preparation programs that **assist early childhood teachers with addressing the social-emotional and academic needs of young children prior to, during, and after a disaster**. Such disasters include but are not limited to:

- hurricanes,
- earthquakes,
- tornadoes,
- wildfires,
- nuclear disasters,
- school and community shooting,
- war and terrorism, and
- global migration.

Researchers from around the world are encouraged to submit manuscripts. In addition to the content requirements stated above, all manuscripts are also required to meet the general JECTE Submission Guidelines.

**Timeline:**

Manuscript submission deadline:	September 1 <sup>st</sup> , 2018
First round of reviews completed by: 2018	October 10 <sup>th</sup> ,
Edited copies due back to the Guest Editor by:	November 10 <sup>th</sup> , 2018
Completed/Approved Manuscripts Submitted to the Publishing Company: 2018	December 1 <sup>st</sup> ,
Estimated 2019 JECTE Themed Issue Publication Date:	March 1 <sup>st</sup> , 2019

For more information, please contact the Guest Editor, Judit Szente, at [judit.szente@ucf.edu](mailto:judit.szente@ucf.edu).