

Special Issue

From Crisis to Resilience: Navigating Mental Health Challenges in Early Childhood Education

Message from the Guest Editor

This Special Issue is concerned with the latest research related to children's mental health, including, but not limited to, research, intervention, and prevention approaches that strengthen children's mental health; approaches to enhancing mental health support in educational policies amidst crisis; the roles of parents, early childhood educators, and schools in promoting children's mental health; and pedagogies, programs, or interventions in developing children's resilience and challenges encountered in the implementation of approaches to early childhood education. Below are the suggested themes: (i) The impact of mental health challenges on children in early childhood education settings; (ii) Building resilience in young children facing mental health challenges; (iii) The role of family processes in supporting children's mental health; (iv) Supporting educators in recognizing and addressing mental health needs in their students.

Guest Editor

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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.

Editor-in-Chief

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