When a family experiences a time of crisis, coping skills are severely tested. Often, there are feelings of anger, uncertainty, fear of the unknown, vulnerability, inadequacy, and being overwhelmed (Fox, 1988).

For the young child, a crisis is interference in the developmental process. The result of this interference can result in developmental suspension. In an effort to help them during a confusing and frightening time in their life, various steps of intervention are necessary. Intervention steps can encourage them to move through the stages of grief, and minimize any further negative impact in order to allow the child to successfully continue through their developmental stages (Fox, 1988).

Healthy Coping
There are three requisites to a successful intervention for those in crisis. First, there must be a realistic perception of the event (Fox, 1988). A child must have timely and honest information in a developmentally appropriate manner. This will significantly increase the chances of the child coping well with a crisis. Young children need to know they are not alone; their feelings are predictable and experienced by everyone.

The second requisite is an adequate situational support network (Fox, 1988). These are individuals currently or potentially able to assist with the various needs inevitable during and immediately following the crisis.

The final requisite for healthy coping is that of adequate coping mechanisms. Coping mechanisms are referred to by Fox (1988) as “well-functioning conscious and unconscious ways of dealing with the anxiety generated by challenging life events”. Naturally, children are not expected to have adequate coping mechanisms. “Because of their immaturity, young children will have difficulty dealing with potentially overwhelming life events; they will observe and often “borrow” (imitate) the coping-mechanisms of the adults around them. By doing so, they will begin to organize and integrate the information and experience” (Fox, 1988).

Defining Grief
Grief is intense sorrow, great sadness, especially as a result of death, loss, and/or change. It is intense, deep, and profound sorrow, especially due to a specific event or situation.

These events or situations are called “life transitions” and it can be anything that brings about a traumatic change; e.g. death, divorce, separation, marriage/remarriage, blending of families, moving, new environments/situations/people. Divorce is especially traumatic for children because in their mind, divorce means “I don’t love you anymore”.

Children, Trauma and Developmental Milestones
Children are aware when there is a great sadness and stress, especially as a result of marital problems, death, loss and/or change.

Children’s fear and anxiety are very real, even though they may seem exaggerated and unrealistic to adults. They are afraid of what is strange and unknown. When their fears are not validated by loving adults, they experience the real fear of being left alone.

Young children under the age of 10 years do not have the life experience nor a mature developmental stage in which successful grief processing has been learned. When it comes to young children and grief, the expectations of adults are often exaggerated and unrealistic.

According to Dr. J. W. Worden (1991), young children demonstrate various characteristics when experiencing grief.

Infants - 2 Years Old
- Will sense a loss
- Have a memory of the traumatic situation – smell, sights, sounds, feelings and perceptions
- Will pick up on grief of a parent or caretaker

Continued on page 4
Bleach and Water, Out!

Introducing:
The Barrington Company

Fred Lacock was 70 years old when he founded the Barrington Company in 1987 with the idea of serving child care centers and preschools exclusively. In 1995, Michael Bysina became one of Mr. Lacock’s vendors. Over the years, the two developed a great personal and business relationship. Sadly, Mr. Lacock passed away in February of 2005, at the age of 87 years old. Because of their close relationship, Bysina was asked to be a pallbearer at his funeral. Afterward, Mr. Lacock’s daughter approached Bysina. She felt her father would want Bysina to have the opportunity to purchase the Barrington Company and so she placed the offer before him.

As a result, Mike and Felicia Bysina purchased the Barrington Company in July of 2005. They decided to keep the company name in honor of Mr. Lacock.

After 22 years of service, the Barrington Company’s mission has not changed. They continue to provide quality disposable products at a price that will fit most budgets. The Barrington Company is dedicated to unparalleled customer service. They listen to each customer’s needs and desires and use this information to introduce new products.

The Barrington Company is a Christian based company with high principles and core values. Building trustworthy and long lasting relationships with customers is very important. They put effort into getting to know customers, learning their individual needs, and serving them well.

Probably one of the most important items sold through the Barrington Company is a product called Arena 891 Disinfectant. A bleach and water mixture alternative, it is a cleaner and disinfectant in one product. It is the only product currently on the market that is EPA registered to kill CA-MRSA! (According to the USHHS website, CA-MRSA is a type of staph that is resistant to antibiotics. The most serious form of CA-MRSA infection causes a severe, rapidly progressing and life-threatening skin infection.) This can be used on changing tables, tabletops, toys, playground equipment, and many other places; a great multi-use cleaner/disinfectant! It has a light mild fragrance, is color safe, remains viable for 1 month after it has been mixed with water and comes in goof-proof, pre-measured cartridges for mixing.

Other products supplied by the Barrington Company:

- **Diaper Rolls or Squares:** Smooth and sanitary paper to use when changing diapers; comes in rolls or sheets
- **Latex Gloves (Powder Free or Lightly Powdered):** Extra strong and form fitting
- **Vinyl Gloves (Powder Free / Latex Free):** Extra strong and relaxed form fit
- **Poly Gloves:** Great for diaper changing or food handling
- **Disposable Washcloths:** Extra strong lint free, soft, absorbent, and sanitary
- **Wall Mountable Baby Wipe Dispenser/Wipes:** Eliminates cross contamination, ideal for diaper changes, messy hands and faces; contains Aloe and Vitamin E
- **Disposable Bibs:** Clean and sanitary, easy to tie, wet resistant; some with crumb catchers
- **Shoe Covers:** Protects children’s areas from contaminants
- **Baking Pan Liners:** Full and half sheets; sanitary; replaces sprays and foils
- **White Poster Board:** Double sided, uncoated, and smooth
- **Foam Hand Soap or Sanitizer and Dispenser:** Economical and fun for young children
- **Spray Hand Sanitizer and Dispenser:** Economical, no-drip valve; gentle to skin
- **Tracing Paper:** White; great for crafts
- **Snack Mats:** More economical than using paper plates, paper towels, or napkins

Continued on page 4
Snack Time Nutrition

Having trouble coming up with new and creative snack ideas? Try some of these old favorites with a new twist.

Mini Muffins are always a favorite. Explore different flavors such as banana, blueberry, strawberry, raspberry, blackberry, pumpkin, peach, cranberry orange, zucchini, bran, lemon strawberry, lemon poppy seed or even jam filled!

Fresh fruit is one of the healthiest fast foods. Sliced fruit pieces are good, but try creating kebabs or smiley faces on bread.

Dried fruit can provide a lot of nutrition as well. Aside from the usual raisins, apples and strawberries, include blueberries, apricots, prunes and soft banana chips. Goji berries are a wonderful and tasty source of protein (4 grams per 1 ounce). Consider making fresh dried fruit as a group activity from time to time. What a delicious reward the children will have for their hard work!

What about hummus? There are lots of flavors and hummus goes well with veggies, bread/toast, tortillas, pita bread, English muffins, whole grain crackers and whole wheat mini bagels.

As an alternative to peanut butter, explore tahini or almond butter. Tahini is especially good when mixed with molasses. Almond butter is a nice option because it causes fewer allergic reactions than peanut butter. Either one goes well with any type of bread or cracker.

Thinking of veggies and dip? Try firm tomatoes, or soft cooked strips of peeled cucumbers, zucchini, squash, bell peppers, cauliflower and celery in addition to the usual carrots and broccoli. Add some extra fun by serving these with cooked noodles! Any dip is fine; it will be tasty and entertaining!

Fruit smoothies, fresh or frozen are wonderful anytime of year. By adding a bit of tofu or cabbage to a smoothie, you will add protein and nutrition, just be sure not to overpower the taste of the fruit!

Remember to include dry, bite-size, non-sugared cereals, rice or corn cakes. They go well with anything else.

With a little bit of planning and preparation, snack time can be an opportunity to provide additional nutrition. To be sustaining, snacks should consist of a protein, a carbohydrate, and a fruit or vegetable. Remember to offer water as an option along with the juice or milk being served.

Marketing Tips

Believe it or not, staff members can be your most powerful marketing tool. If they love their job and their employer, they tell other people how blessed they are to work for your center. Here are some ideas on how to make the most of this precious tool.

- Send each staff member a handwritten “Thank You” card. Ensure that it is personalized by thanking them for something specific they have done “above and beyond” to support your center’s mission recently.
- Be spontaneous with acts of helpfulness and demonstrations of gratitude. Help clean the toys or classroom; provide breakfast treats from time to time; give out flowers for Valentine’s Day; pray with and for them.

The Purposes of ACCN:

1. To affirm, encourage and empower all engaged in the weekday ministry to children. (On-going)
2. To provide opportunities for professional and spiritual growth. (On-going)
3. To provide networking opportunities for Seventh-day Adventist Child Development Centers. (On-going)
4. To set certification standards for child care providers. (In process)
5. To foster unity between all areas of child development within the Seventh-day Adventist Church. (In process)
6. To encourage the incorporation of Early Childhood Education in the nurture and outreach programs of the Seventh-day Adventist Church. (In process)
7. To foster working relationships with the world church, unions, conferences, local churches, and schools. (In process)
8. To encourage surveys and research in the area of Child Development and Early Childhood Education in cooperation with the North American Division. (In process)
9. To counsel with the North American Division and General Conference in the development and review of programs and strategies for Child Development. (In process)
10. To provide guidance and resources to training organizations, colleges, and universities. (In process)
11. To advocate the hiring of Early Childhood specialists at all organizational levels of the Seventh-day Adventist Church. (In process)
12. To develop working relationships with other Early Childhood Education organizations. (On-going)
13. To encourage child care centers to obtain national accreditation. (In process)

Join ACCN
Continued from page 2

**Place Mats:** Recyclable, biodegradable, sanitary barrier on tabletops / desks

**Arena 891 Disinfectant:** A bleach and water mixture alternative; a cleaner and disinfectant in one product

Please contact the Barrington Company. They would be more than happy to answer any questions, send samples and brochures absolutely free, or take an order.

The Barrington Company

800-828-2229

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**Children and Grief**

Continued from page 1

- May change eating, sleeping, toilet habits.

2 - 6 Years Old

- Takes language literally
- Becomes easily distracted, feel/act confused and disoriented; find it hard to concentrate

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**Ways to Commemorate**

- Say a prayer
- Blow bubbles
- Light a candle
- Send a balloon
- Make cookies or cake
- Plant a flower/tree/shrub
- Make a memory gift/book/bag
- Make a tape/video of memories
- Put up a plaque/picture/statue/bird bath
- Plays/imitates grown-ups
- Functions on day-to-day basis
- Cannot imagine life without mom or dad
- Picks up on nonverbal communication
- Magical thinking
- Egocentric
- “If you wish it, it happens”
- Connects things not related
- Physical symptoms
- No understanding of time or death
- Thinks dead people continue to do things
- Death brings confusion, guilt
- Death is reversible
- Death is sleep
- Fanciful thoughts can be suicidal ideology

**Ways to Express Feelings**

- Dolls/puppets
- Dramatic play
- Physical contact
- Clay and play dough
- Draw a picture or paint
- Large muscle movement
- Create a mural or collage
- Write a letter/poem/story/song
- Share experience(s) in group discussions

**Helping Children Through Life Transitions**

Intervention simply means that caring adults will help the young child straighten out the confusion about what has happened, why it happened, whether it will happen to me/mommy/daddy along with permission to feel and appropriately express feelings.

- Encourage parents and teachers to be honest about the situation and feelings
- Describe upcoming events
- Listen to the child and invite inclusion
- Encourage questions
- Allow the expression of feelings
- Be aware of comfort and curiosity level
- Keep routines and schedules
- Plan for purposeful one-on-one time
- Empathize
- Provide constructive and demonstrative ways to express angry and hurt feelings
- Talk with child
- Reassure the child of their importance
- Pray together