It was the first ever of its kind! Adventist early childhood teachers and directors all gathered for a day of training, networking and shopping. What an incredibly exciting and exhilarating day made possible by the Southeastern California Conference Office of Education.

The morning started with a combined worship and visionary outline for Adventist early childhood education and care (ECEC) centers by Christine Gillan. Miss Gillan summarized the mission of every Adventist program as expressed in their individual mission statements: “To proclaim the message of the three angels in Revelation 14 by first meeting the needs of our neighbors, befriending them and building bonds of trust.” Miss Gillan then went on to describe the distinctive nature of Adventist programs based on her observation of various centers throughout the North American Division.

- The most successful evangelistic outreach programs are those which purposefully develop relationships that will lend themselves to the sharing of the gospel. Most often, these relationships are being developed in small early childhood settings.
- Adventist early childhood teachers focus the curriculum on real and meaningful subjects. The information and training is intended to be useful to the child throughout their entire life.
- Adventist early childhood teachers use developmentally appropriate methods for imparting knowledge all across the curriculum.
- Adventist early childhood teachers plan their lessons with the full intention of bringing the children, families and themselves closer to Christ. Learning activities and classroom materials intentionally guide the children’s minds away from the enticements, fascinations, and excitement of the world.

In the end, Miss Gillan expressed her desire to initiate an organized system that will help teachers and directors accomplish their spiritual mission. Within the Pacific Union, there are several goals targeted for maturity within the Adventist early childhood educational system. For instance:

- The Pacific Union Conference (PUC) must maintain high expectations for teacher and administrator qualifications and provide ECEC professionals with certification options and standards.
- Developing certification options and standards, though, will require educational opportunities. Therefore, a means of readily accessible educational opportunities must be organized and approved to accommodate those desiring to accomplish the different levels of certification. The goal is to allow the ECEC professional to attain certification status without leaving their home or work site.
- Higher expectations and certification options would necessitate the development of a method of substantive evaluation according to the standards developed within the context of the Adventist early childhood setting. These evaluation protocols should lead directly into an Adventist accreditation option that will meet national accreditation provisions for faith-based programs.
- In addition, the Adventist early childhood community must identify effective leadership qualities for Adventist ECEC program administrators. In so doing, individuals wanting to become program administrators can be well trained for leadership positions both at the collegiate and local level.
- Finally, PUC will continue to develop our own set of Adventist ECEC organizational policies and procedures which are necessary for cohesiveness, including consistent pecuniary protocol.

During the remainder of the day, excellence within the Adventist ECEC program remained the theme. In-service components included training sessions on emergency preparedness for child care facilities by Larry Hernandez and a puppet show demonstration about special needs inclusion practices by Inclusion Partners of Riverside County.

Dr. Ivana Guthrie-Heater, most recently from Loma Linda University, presented a detailed workshop on working with challenging behaviors. This unique presentation not only gave solutions and strategies, but most importantly, Dr. Guthrie-Heater explained the developmental milestones of why such challenging behaviors often occur.

Continued on page 4
aren’t approved by the FDA. And because these supplements are formulated for adults, determining the appropriate dosage for a child is pure guesswork. Basing it on weight alone is insufficient, because a child’s liver, kidneys, and other vital organs are still developing.

‘Children process cold medications differently from adults, and it’s a good bet that the same is true for herbs and vitamins,’ says Kathi Kemper, M.D., professor in the departments of pediatrics, public health sciences, and family and community medicine at Wake Forest University, in Winston-Salem, North Carolina.

Despite this, herbs are commonly doled out to children to treat colds, fevers, teething pain, stomachaches, asthma, eczema, sleep troubles, and attention deficit hyperactivity disorder. Mega doses of vitamins are frequently given to kids as remedies for autism, cystic fibrosis, and cancer, as well as to prevent sniffles, coughs, and ear infections. While experts agree that kids’ multivitamins are safe, excessive intake of vitamin A can cause liver damage, and excessive doses of vitamins A, C, and E are thought to interfere with medical treatments. A number of botanicals can negate the effects of prescription drugs too: St. John’s wort reduces the effectiveness of asthma medication containing theophylline, and garlic can impede blood clotting, which makes it a no-no for children undergoing surgery.

**Herbal Do’s & Don’ts**

Chamomile is used to treat colic, nausea, hyperactivity, sleep problems, and colds. Safe for kids? Those with an allergy to ragweed could have a severe allergic reaction.

Echinacea is used to treat colds, flu, and ear infections. Safe for kids? Yes, though a recent study shows that it’s ineffective in treating colds.

Kava-Kava is used to treat hyperactivity and anxiety. Safe for kids? No—it can cause liver damage.

**Herbal Hazards**

While moms like Jennifer James say they’ve had success using herbal healers on their kids, there’s reason to proceed with caution. Unlike prescription and over-the-counter drugs, botanicals aren’t approved by the FDA. And because these supplements are formulated for adults, determining the appropriate dosage for a child is pure guesswork. Basing it on weight alone is insufficient, because a child’s liver, kidneys, and other vital organs are still developing.

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**Remedy Rules**

Let your child’s pediatrician know in advance about any nontraditional remedy you’re considering.”

See *Parents* November 2005, p. 111-117 for the complete article.
### Beneficial Bites

**BERRY GOOD**

Sure, low-fat yogurt is a great source of calcium and protein. But by stirring in power-packed fruit, you're really stepping up your snack game. No matter which ones you swirl in, berries are a bonus.

*Parents August 2005, p. 198*

### Focusing On This Year’s Flu, continued

Careful handwashing. While it’s easy to do, people don’t do it often enough. For example, it’s estimated that about a third of people don’t wash their hands after using the restroom, and people often neglect to wash their hands in other situations where they may come into contact with germs.

With the upcoming flu season, it’s particularly important to practice careful handwashing, which can usually be the most effective way to prevent transmission of just about every viral infection, whether it is the “usual” flu or bird flu. . . .

**And When Soap And Water Aren’t Handy, Hand Gels Work Well, Too**

Though we know that hand-washing with soap and water is extremely effective in preventing the spread of infections, there are times when water or soap may not be available or convenient to use. To see whether alcohol based handwashing gels might also work, researchers tested them in about 300 Boston households. Half the families were given the gels (Purell instant Hand Sanitizer), the other half weren’t. The “gel” families were given educational materials and asked to place bottles of these agents around the house, including the bathroom, kitchen, and baby’s room, and they were asked to use them after using the toilet before preparing foods, and after changing diapers.

The authors found that after five months, families given the gels had a 59% lower rate of stomach flu spreading in the household than the families who were not given the gels. Families who used the gels most often also had a slightly (20%) lower rate of spreading respiratory infections in the household, but the difference was not strong—the authors think that people were more likely to use the gels when diarrhea or vomiting was present in a child than when a child had a cough or cold.

The authors conclude that “hand sanitizers are widely available and could be included as one component of a larger public health strategy for disease prevention.” (Sandora T et al: Pediatrics, September, 2005, pp. 287-294)

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At the end of the day, Stella Leonard presented “Building Successful Relationships – Staff Meeting Staff”. Through the use of the True Colors personality identifier, Mrs. Leonard discussed different communication techniques and how to make the work environment a positive place for everyone. As part of her motivational talk, Mrs. Leonard spontaneously wrote new lyrics to the song “YMCA” and filled the room with music and laughter as the day concluded.

Will such an event ever be repeated? Absolutely! However, between now and then, the North American Division will be hosting the 2006 Teacher’s Convention which will include Adventist early childhood professionals and the Adventist Child Care Network. (Look for more details in this newsletter!)

A special thank you of appreciation is in order. The SECC early childhood teacher in-service was made possible through the vision and hard work of Beverly MacLaughlin, Associate Superintendent, and the center directors within her conference: Edith Nwosu (Azure Hills Children’s Center), Laura Parker-Gervais (Children’s Discovery Center), Kathy Cartagena (Loma Linda Children’s Center), and Audry Railey-Whan (Sunrise Christian Preschool).

2006 Dates to Remember . . .

TBA Hawaii Director's Meeting
Aug. 6-9 NAD Teachers Convention

COMING TO THE 2006 ADVENTIST TEACHER’S CONVENTION
AUGUST 6—9, 2006, NASHVILLE, TN

The North American Division (NAD) has reserved more than 3250 rooms in the Nashville area for NAD teachers and administrators.

BREAKOUT SESSIONS: There will 190 breakout sessions scheduled and they are in the process of approving many more. There are 54 rooms available for each group of six breakout sessions. The sessions will be posted on the web site so you can note the topics of interest to you. Such as:

- Early childhood education
- Business managers/treasurers
- Deans
- School nurse
- Library
- Small schools
- Language arts
- Technology
- Assessment . . .

REGISTRATION: Please check with your union office for registration procedures for your union. There is on-line registration that will be open later in the year, but many unions will block register for you. If you register on the site the registration fee must be paid by credit card. You will also be able to buy meal tickets on the site.

SHUTTLE SERVICE: The NAD is planning on having a shuttle service between the airport and the Gaylord Opryland and between the Sheraton Music City Hotel and the Gaylord Opryland Hotel. The Sheraton shuttle will also run most of the day.

QUESTIONS OR COMMENTS: If you have questions or comments please direct them first to your union office of education, then to:

education@nad.adventist.org

WEBSITE: The NAD Teacher’s Convention web site is continuing to be built. Take a moment to check it out.

www.nadeducation.org
or
www.nadteachersconvention.org