

***HEALING CONNECTIONS:
A GRIEF SUPPORT PROGRAM FOR CHILDREN***



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Acknowledgements

This program for Grief Support (Phase Two) was developed as a sequel to the Grief and Loss Workshop (Phase One) developed by Dr. Sarah Williams. Both of these programs were initiated by Women's Global Connection of San Antonio, TX USA as part of our Reach-Out Africa Project in Mongu, Africa. WGC was inspired by the courage and hope of the Zambian women who struggle with this social problem on a daily basis and sought to design workshops that would assist them in helping their children deal with the psycho-social effects of the pandemic. These workshops were field tested in Mongu for cultural appropriateness and will, undoubtedly, continue to be revised to meet local needs.

The translation of this Grief Support Group Guidance was inspired by Sr. Rose McHugh SHS at the Limulunga Preschool in Limulunga, Zambia and Sr. Dorothy Ettling CCVI of Women's Global Connection in San Antonio. They sought and received funds from the Zambian Orphan's Association to revise and translate these training initiatives (Phases One and Two) into Lozi, a common native language. Thus, we are indebted to the Zambian Orphan's Association for the funds to translate this project into Lozi with the goal of training teachers, parents, and caregivers on how to help grieving children.

We appreciate the participants who willingly shared and integrated their rich cultural traditions of art, music, and dance with Western principles of grief education during previous workshops in Limulunga. While the goals of the workshops were met, the revision of Phase two reflects the integration of their rich cultural traditions and focuses on helping preschool children.

We recognize leaders in the field of grief and loss such as John Bowlby, J. William Worden, Linda Lehman, Shane R. Jimerson, Ann Gaasch, Charles A. Corr, Donna, M. Corr, Barbara Oberhofer Dane, and Mary Lyles.

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Note to Facilitators*

- Find a comfortable location for your group.
- Identify children who are grieving the death of a loved one
- Provide disclosures and obtain signed releases from parents according to agency policy
- Groups are designed to be held weekly for one-hour sessions or as stand alone sessions.
- Undirected playtime should follow each group closing
- Preschool children will begin each group with a song.
- Begin each week or session with a check in. This is a time for each child to share how he or she is feeling. Do not force a child to share. Make a mental note of feelings and revisit them as needed. Mood faces in Appendix can help preschool children to identify their feelings.
- Appendix C provides an overview of developmental responses of grieving children and helpful age appropriate strategies for managing grieving children.
- Introductions and most closings are the same for each group. This will provide consistency.

Observe for children who having difficulty, such as expressing self-harm and report to the parents and administrative staff as soon as possible. Keeping the children safe is a priority.

HEALING CONNECTIONS

PART ONE

Back ground Information and Use of the Training Manual

Loss of a loved one can have a profound effect on the remainder of a child's life. Grief is a companion to loss, but reactions can vary according to the age and cultural background of the child. Some people may feel that grieving children forget about the loss because they may not talk about it. Others may encourage them to move on with their lives or push their emotions aside. This insensitivity may cause children to experience a multitude of physical and emotional turmoil.

The need for this grief and loss support program for orphan and vulnerable children in Mongu, Zambia is based on the observations of the volunteers of Home-Based-Care in Mongu, Zambia. These caregivers of chronically ill patients noted overwhelming sadness of the children in the homes they visited. Healing connections is rooted in the community and comes from concern for orphans and vulnerable children who have experienced loss.

Origins of the Manual

Phase One was launched in May, 2004 after a needs assessment was conducted in Mongu, Zambia in collaboration with OVC and WGC. This first initiative included a workshop focusing on the ABCs of Healthy Grieving to help adults and children develop healthy grieving strategies. Phase Two focused on training caregivers and teachers to facilitate grief and loss workshops (May 13-19, 2005) in Limulunga. This workshop will focus on interventions to help preschool grieving children.

Use of the Manual

This manual is best used in combination with the Phase One manual. It is assumed that participants have attended Phase One workshop. However, components of this manual may be used alone. The focus of the revised Phase Two manual is on facilitating a children's support group. The materials can be adapted to developmental levels.

Purposes

The purposes are twofold:

- To train nurses, teachers, parents, and caregivers on how to help grieving children
- To help children to cope with the loss or death of a loved one(s)

Goals

- To train participants to develop skills to help grieving children
- To help children develop healthy grieving skills and tools to cope with loss

Objectives:

- Provide trainers with tools to help grieving children
- Provide a learning environment and learning experiences for children so that they gain knowledge and understanding of loss and grief as part of the life cycle
- Increase children's sense of personal power in responding to losses
- Provide opportunities to have personal losses remembered and commemorated

Theoretical Orientation

The loss of a loved one destroys vital social and emotional connections. Therefore, it is imperative to help children re-establish these connections through community support. It is well-known that children grieve within the context of the family. However, when a family member dies of HIV/AIDS, children may undergo a particular wounding experience that includes stigma, shame, secrecy, fear of disclosure, loss of other family members, and survivor's guilt (Dane, 1996). In addition, instability and insecurity may follow the death of a parent that is superimposed on the child's capacity to understand the diagnosis. It is critical that nurses and caregivers understand grief in the context of the family and the child's relationship to the attachment person, only then will they be able to help grieving children.

John Bowlby's, *Theory of Attachment* (1973) can provide a theoretical understanding of how grief and loss affect children. Attachment behaviors represent a strong kinship bond between the parents and children and provide a secure base for children to thrive and grow. Bowlby suggests that the relationship with the parent, family member, or consistent caregiver is the "glue" that bonds children with a secure base, thus providing them with a healthy foundation for personal growth. When this bond is "threaten or broken" through death or loss of a loved one, children may experience feelings of insecurity, thus setting the stage for adverse outcomes (Worden, 2002).

In efforts to support grieving children, Worden's (1996, 2002) *Tasks of Mourning for Children* may be integrated as a guiding framework with Bowlby's theory of attachment. Tasks imply that grief is an active process, while mourning represents the process of adaptation to loss that will be revisited as children develop their cognitive skills (Worden, 2002).

The first task of mourning is to accept the reality of the loss and that the person will not return. To negotiate this first task, children need to be told the truth about the death and given age appropriate information. While this task takes time, children will develop cognitively and they will understand death is irreversible. It is important for caregivers, families, and communities to include children in cultural rituals following the death.

The second task of mourning is for the bereaved to allow the expression of pain through healthy grieving. Common responses to loss may include physical, emotional, behavioral, cognitive, social, and spiritual reactions. Caregivers should approach this task gradually because children are not able to sustain the intensity of painful experiences.

The third task of mourning is to adjust to an environment in which the deceased is missing. A child's adjustment will be determined by the roles and the relationships with the deceased. For example, older children may have to take on more responsibilities and forego childhood pursuits. Moreover, the loss of a parent or both parents to AIDS may mean the children must relocate or separate from other siblings and relatives.

The fourth and final task of mourning is to relocate the dead person within one's life. Worden notes, the task of facing the loss of the deceased is not to give up the relationship, but to find a new and appropriate place for the deceased loved one within one's emotional life.

From this perspective, Bowlby's *Attachment Theory* and Worden's *Tasks for Mourning Children* are integrated in this intervention project

SUGGESTED FIVE-DAY SCHEDULE

| Day One | Theme | Activities |
|---|--|--|
| Day Two | 1. Introductions 2. Meditation 3. Purpose, Goals, and Objectives 4. Concerns and Expectations 5. Beliefs About Grieving Children 6. Tasks for Mourning Children | 1. Pretest (Beliefs About Grief and Children) Handout 2. Activities for Children (Handout) 3. Group Work |
| Day Three | 1. Meditation/Song 2. Objectives 3. Facilitator and volunteer will role play sessions one and two with participants PM 4. Participants will facilitate sessions one and two with children | 1. Complete registration 2. Getting to Know My Friends 3. Group Supervision |
| Day Four | 1. Meditation/Song 2. Objectives 3. Facilitator and volunteer will role play sessions three and four with participants PM 4. Participants will facilitate group with children | Group Supervision |
| Day Five Implementing Evaluating | AM-9-10:30 1. Song 2. Participants and Children 2. Participants will facilitate a group session independently with children 11:00 Post Test | Independent Session Post Test Evaluation of Workshop |
| | | |

Beginning Workshop

PART ONE

Getting to Know You

Purpose

Getting Started

- Greet participants!
- Instruct each participant to write his or her name on the name tag.
- Ask each person to complete the registration form (Appendix A).
- Collect registration forms.

Opening

Welcome!

Introduce yourself and other facilitators

Explain logistics, i.e. bathrooms, tea-time, and lunch.

Help participants get acquainted with other workshop participants

Time: 30 minutes-One hour

Allow 1 to 2 minutes per participant depending on the number of participants

Group Size

It is recommended that groups not exceed 20 participants. However, facilitators may choose to divide large groups into smaller groups.

Materials

Paper and pencils for participants to record information

Post Cards (cut in half)

Directions

1. Pass out postcards that are cut in half
2. Instruct participants to find the participant who has the other half
3. When all pairs have been matched, ask them to take turns interviewing each other. Each participant will have four minutes to learn the following things about his or her partner:
 - Name
 - Their interest in helping children to grieve
 - Grief and loss experience
4. Tell the participants that they may introduce their partner to the entire group when it reconvenes.
5. Thank participants for their introductions and begin session one

SESSION ONE Workshop Expectations, Concerns, Objectives, and Ground Rules

***Facilitator Note* Begin this session by saying to participants:**

So that we will have an informative and enjoyable workshop, let us discuss what you intend to accomplish and how the facilitators can help you to achieve your goals.

Objectives

To enable participants to discuss what they intend to accomplish as a grief facilitator with grieving children

To identify strengths and barriers in becoming a successful grief facilitator

Time: One Hour

Materials: Markers and large paper to write on/flip chart

Directions

1. Introduce the session to the participants
2. Sit participants in a semi-circle
3. Go around the room and ask each person what they hope to achieve during training and anything that may hinder their learning
4. Record responses on the paper/flip chart
5. Trainer will clarify issues and address any concerns. The idea is to provide support and to develop a safe environment.
6. Review workshop objectives and schedule

*** Facilitator Note***

Ask participants what would help them to feel comfortable during the workshop

- List them on the paper/flip chart
- Ensure that maintaining confidentiality is included
- Explain exceptions to confidentiality such as when a child is feeling suicidal

***Facilitator Note* End this introductory session by saying to participants:**

Thank you for being here! You deserve special recognition for your desire to help grieving orphans and vulnerable children. But before we help others, we must examine our understanding of grief and mourning.

Grief: acute mental pain resulting from loss, misfortune, or disappointment. This definition infers a passive process (Worden, 1996, 2002).

Mourning: active process of adapting to loss by sharing with others (Worden, 1006, 2002).

SESSION TWO**BELIEFS ABOUT HOW CHILDREN GRIEVE (Lyles, 2005)**

***Facilitator Note* Begin this session by saying:** Some people believe that children don't grieve. Let's take a short assessment on how you feel children respond to loss.

Objective: To understand beliefs about children and grief

Time: 20 minutes

Materials:

Pretest
Pencils
Flip Chart

*** Facilitator Note: Collect pretest before dividing them into groups. This will be used to compare the results of the post-test.**

Activity:

1. Review responses
2. Ask participants to share cultural and familial influences on grief (Myles, 2005)
 - a. How do you and your family mourn?
 - b. What are your traditions?
 - c. Are there traditions you like?
 - d. What activities contribute to a sense of peace following the death of a loved one?
 - e. What activities do you find disturbing?
 - f. What are some unsettling stories you've heard. Why do they make you uncomfortable?
3. Ask a participant or co-facilitator to record responses on a flip chart

Facilitator Note End this session by saying: Children grieve in the context of the family. Like many of us, we learned about grief through listening, observing, and talking to family members (Lehmann, Jimerson, & Gaash, 2001). Point out that grief is unique to each individual, but culture and family impact the way children respond to and experience loss.

***Facilitator Note* Begin this session by saying:** In the last session we discussed beliefs about how children grieve and how culture and family impact grief. In this next session, we will discuss tasks for mourning children as they transition and form connections with other supportive systems in the family and/or community.

Objectives:

To identify coping tasks for grieving children (Worden, 1996)

Tasks:

- To accept the reality of the loss
- To experience the emotional aspects of the loss
- To adjust to an environment in which the deceased is missing
- To relocate the dead person within one's own life and find ways to memorialize the person

Time: One Hour-2 Hours

Facilitator Note

Explain to the participants that to help grieving children with the tasks of mourning the peer support group intervention model will be used with age appropriate activities.

Group Activity

- Ask participants to choose one of the following activities below.
- Divide them into pairs
- Reconvene the group.
- Ask them to share with the big group how their activity might help children with the tasks for mourning children.

Facilitator Note End this session by thanking the participants. Then, now we are ready to begin our Healing Connection Peer Support Group. We will practice each session in the mornings and work with children in the afternoon with the supervision of the facilitator

Point out that participants will team up and facilitate the last group session without supervision. But facilitators will be available if needed.

| Activities | Purpose | Time (can vary) | Materials |
|----------------|-----------------------------|---------------------|---|
| Dancing | Expressive movements | varies | None |
| Drawing | Expressing feelings | varies | Paper & Pencils |
| Journaling | Recording thoughts | 15 –20 minutes | Paper & Pencils |
| Letter writing | Deal with unresolved issues | 30 minutes-one hour | Paper & Pencils |
| Memorializing | Participate in ceremony | varies | Crayon & Creative Ideas |
| Memory Book | To honor loved one | One hour | Paper, Pencils, Crayons & Photos |
| My Feelings | Normalize feelings | 30 minutes-one hour | My Feeling Book Crayons & Loss Map |
| Puppets | Creative expression | One hour | Paper Bags |
| Singing | Creative expression | varies | None |
| Storytelling | Teach about death and dying | varies | Aary Aardvark Finds Hope (by Donna O'Toole) Book/video |

Working with Children

Time: One-Two Hour

Purpose

To build trusting environment each child will feel safe, accepted, and comfortable sharing their loss experiences. This list will vary with age group.

Objectives

- Establish connections with others
- Establish ground rules
- Establish purpose of the group

MATERIALS:

Name tags and a small hand ball

Bring box with pictures of living and dead objects, such as dead leaves, flowers, live animals/insects and parts of trees, alive and dead.

Activities

- Ask children what makes them feel comfortable and safe in this environment and make a list on flip chart
- Ensure that the list includes:
 - Confidentiality
 - Attentive listening with respect
 - Using appropriate language with which participants feel comfortable
 - Agreeing that feelings are not right or wrong
 - Giving each person the right to speak feely
 - One may choose not to participate in uncomfortable activities

Beginning the group:

***Facilitator:** Now we will begin to know each other

Ice Breaker: Ask children to form a line. Facilitator will pass ball to the first child in line and say, “My name is _____” and pass the ball to the child and asks the child his or her name. Then inform the child to say, “My friend _____ just gave me a ball.” And inform the child to introduce him or herself to the next person in line and to repeat the process with the next person in line. The Name Chain Game ends when all children have been introduced to each other.

Facilitator Now that we all know each other we can talk about what we have in common. We have all lost someone special that we miss very much. That person has died? Do you know what dead means? What happens when a person dies?

Check In**Objectives**

- Defining what is dead
- Identifying indications of death
- Determining the difference between alive and dead
- Does the person breathe?
- Does the person eat?
- Does the person go out to play anymore?
- Does the person speak?
- Does the person feel pain anymore?

When a person dies, they do not breathe anymore. They do not need food or water. They do not play or talk anymore. And, they do not feel pain.

Activities:

Picture box for children to identify which objects are alive and which are not. Then facilitator will ask which objects can die and which cannot.

- Name the object
- Is this object alive?
- How do you know it is alive or not alive?
- Can this object die?

Facilitator You all did very well. Thank you for helping. Now let's sing a song. (Allow children to sing a song of their choice.)

Tea Time

Check In**Review Ground Rules**

Materials: Assigned text

Objectives

- To acknowledge the loss
- To identify feelings attached to a loss
- Sharing the loss experience with others

Facilitator Children, before the break we learned about the difference between dead things and living things. When people die, we miss them from our lives. Now, let's listen to the story of an armadillo named AARVY who lost someone, (read pages 1-3 or another book that tells the story of someone dying).

Activities:

Storytelling from "AARVY ARMADILLO FINDS HOPE" by Donna O'Toole or another assigned text or AARVY Video. Discussion will vary depending upon the book used.

Discussion points:

- What happened to makes AARVY feel sad?
- How do you know AARVY is sad?
- Where did AARVY's family go?
- Why did all the animals come to visit AARVY?

Facilitator* When we lose someone we have many feelings and experiences. Sometimes we feel sad and sometimes we want to be alone. When we come back from Tea Time, we will talk about what happens when you lose someone special.

Tea Time or Exercise Break

Facilitator Say: We learned about AARVY and why he was so sad. When someone we love goes away or dies, we feel many different emotions. Sometimes we are happy; sometimes we are sad and other times we just want to be left alone. These feelings are called grief. Grief is a natural part of living and nothing to be afraid or ashamed of.

Facilitator Note Facilitator will share a personal account of a loss they have experienced. Then invite children to share their own loss experience. (Facilitators, please share only memories that do not cause emotional distress.)

Example: My name is _____. My aunt Ruth died when I was seven. That made me feel sad. Can you tell me who died in your family? Call on each child to share his or her loss experience (**do not force children to share if they are reluctant.**)

Facilitator Say: Thank you for sharing your special someone with us. Now, we will learn about feelings and color in our Feeling Workbook.

| | |
|---------------------------|-----------------|
| Session Two Part B | Feelings |
|---------------------------|-----------------|

Check In

Review Ground Rules

Materials:

Paper

Crayons

Road Through Loss map (Facilitator has a copy of the Road Through Loss and Guide by Naomi Silver,)

Objectives

- To define feelings
- Identify different feelings associated with grief
- Expression of feelings

Discussion

What are feelings?

Facilitator Say: Feelings come from what we see and think. Sometimes they show on our faces (Heegaard, 2003). Open your coloring book, can you tell me about the faces on the first page.

- Which face is happy?
- Which face is sad?
- Which face is angry?
- Which face is worried?

Facilitator Note Road Through Loss map. Ask children to explain feelings on map. Facilitator will explain any feeling that the children have difficulty understanding. Facilitator will say, “Sometimes our feelings are like taking a safari.” “Sometimes we go up hills and down valleys and into swamps.” We can feel up and down. How do you feel today?

Facilitator Note Pass out paper and crayons. Ask children to draw their feeling faces and how they feel right at this moment.

Facilitator Note These feelings are normal when we lose special people. But feelings are natural and neither good or bad. Now, let’s take a break!

Tea Time and Story time with AARVY (30 minutes)

Check In**Review Ground Rules**

Materials: Flip chart and marker

Objectives

- Define grief
- Identifying physical symptoms of grief
- Encouraging expression of healthy grieving

Facilitator: When someone we care about dies, we grieve, which means we can feel lots of different emotions, like sad, mad, scared, worried, guilty, lonely and even silly. All these feelings are okay.

Sometimes our bodies are sad, too. Some ways our bodies tell us that we are grieving. Ask children to talk about how their bodies might feel. Help them to identify different bodily reactions and talk about them.

- Upset stomach
- tightness in chest
- vomiting
- feeling tired
- stomach aches
- headaches
- wetting the bed
- difficulty eating or wanting to eat a lot.

Activities: Ask children to act out different feelings through a creative dance

Facilitator: What are some things you do when you are so sad or so mad? Repeat children's suggestions and make sure they are heard and discourage destructive behaviors. List them on flip chart.

- What things make you feel better?
- Share the following activities:
Some children like to....

Run

Throw a ball

Do some artwork

Punch a pillow

Jump up and down

Cry

Watch a funny movie

Talk with someone they know

These are healthy ways for dealing with feelings.

Tea Time and Story time with AARVY (30 minutes)

| | |
|---------------------|----------------|
| Session Four | Changes |
|---------------------|----------------|

Check In
Ground Rules
Facilitator:
Review ground rules

Objectives

- Identify how life changed after the death
- Identify how life is the same
- Identify caring people

Materials:
Paper cut into strips
Tape or non-toxic glue
Crayons

Facilitator: Life can change when someone in your family dies.

- What is different in your family since your special person died? (Expect concrete answers such as “There were 3 boys and 2 girls and now there are 2 boys and 2 girls.”)
- What are some ways your life has changed since the death of your loved one(s)?
- What has not changed for you?
- Who helps to take care of you now?

Activity: Healing Connections Chain

Ask children to write the name of someone who cares about them on each strip of paper. Facilitator will help children write names and form each strip into a loop. Explain to children that they will receive help during the project. Interconnect loops with one with tape or glue to form a chain.

Facilitator Explanation of the chain’s significance. Although you may have lost someone who cares for you, there are many people left in your family, community and schools that care about you. Ask children to display their chains. Facilitator will tape chains to together at the end of the activity and say, “Now that we are all friends, we care about one another and everyone who cares about you cares about your friends too.” Facilitator will note how long the chain is and remark on how many more community connections that will help the children cope with a loss. Have children stand in a circle, facing inward, holding their paper chains. Ask, with energy and positive affect, “Who cares about me?” All the children will hold the chains above their heads and shout out the name of at least one person on their chain.

Facilitator The Healing Connections Chain will be used in a future activity, please retain chain until the end of support group session.

Tea Time and Story time with AARVY (30 minutes)

| | |
|--------------|----------------|
| Session Five | My Memory Book |
|--------------|----------------|

Check In

Facilitator:

Review ground rules

Objectives

- To define the meaning of memory
- Remembering times when their loved one was alive
- To honor loved ones
- To share memories of the deceased with others
- Creation of a memento

Materials:

Construction paper

Sheets of plain white paper

Stickers

Crayons

Photos or drawings of loved ones

Stapler

Facilitator When someone dies, they are not in our lives anymore. But we can hold them in our hearts and minds. Who knows what memories are? Memories are old parts of our thoughts and experiences. Memories are like walking backwards in our minds (Lehmann, Jimerson, & Gaasch, 2001). Memories help us stay connected to those we have lost and honor their lives.

Today we will make a special memory book to honor our loved ones. Although the loved one is not physically present, you will always have their memories in your heart. And you can look at the book when you miss them.

Activities:

Materials instructions: Fold one sheet of construction paper in half, lengthwise. Insert four (or more) sheets of plain white paper, folded in half, lengthwise and staple paper together in the middle in a book format. Have each child write the name of their loved one on the front cover of the book. Children may decorate the cover of the book with a photo or drawing of their loved one and other decorative touches.

On the first page, instruct children to write a little paragraph about their loved one. Facilitators should inform children that they will help if necessary.

On second page, instruct children to draw their favorite memory of their loved one.

On third page, instruct children to write a letter telling their loved ones all the things they never got to say before they died.

On any remaining pages, invite children to fill book up with pictures and drawings about their loved ones

Session Six

Goodbye

Check In

Ground Rules

Objectives

- Sharing and reaffirming our connection with others
- Closure

Facilitator: Today is our last group. We are going to say goodbye to our group time, but we will remain connected and always stay friends.

Materials: Small paper bags
Construction paper
Glue
Markers
Crayons
Scissors

Activities: Puppet plays (Rugg, 2000) and song

Facilitator: Instruct children to draw faces on construction paper. Encourage them to be as creative as they feel with their characters. They will be asked to say goodbye to all the other friend puppets. Help children cut out character faces and glue them to the bottom of the bag. Ask children to put hand in finished puppets and say goodbye to each other and share what they will miss about each other. Facilitator will provide snacks for a short break. Facilitator will retrieve Healing Connections Chains.

Closing: Instruct children to form a circle while holding the chain. Facilitator will connect ends of extended chain to form giant loop.

Facilitator: Although our group ends today, remember you are never alone. We are all connected in the same way. Look at how many links are in the chain and the names of all the people that Healing Connections has brought to your life. You are special!

Appendix A
Grief and Loss Participant Registration Form

Date: _____ Location _____

Name _____

Organizational Membership: _____

Phone: _____

Please check yes or no to the following questions:

I have attended Phase One Grief and Loss Workshop. ___ Yes ___ No

I have attended the Phase II : Train the Train Facilitator Workshop. ___ Yes ___ No

Comments: _____

Appendix A: Confidentiality Statement

I agree that everything personal that is said and done in our grief Support Group is confidential. I will not share with others who are not in the group about someone else in the group. I will not talk with one group member about another member.

Everything I share is considered confidential. The exception to that is if you are in danger. Law requires that child abuse or neglect be reported. If anyone is at risk of harming self or others, the group facilitator must take action.

I understand that everyone attending group is hurting because of the loss of someone special in his or her life. I agree to be respectful when a group member shares feelings and thoughts.

I will keep confidentiality:

Group Member

Appendix B: Pre and Post Test

Beliefs About Children's Grief (Lyles, 2005)

Please blacken the response that you believe is correct. For example, if your response is true, blacken the circle beside the word True. If your response is false, blacken the circle beside the word "False."

1. Children grieve in much the same as adults.
 True
 False
2. When a child tells you about death, the best response is to say, "I know how you feel."
 True
 False
3. Over time, children will forget about the loss.
 True
 False
4. Children do not think about spiritual concepts in relation to death.
 True
 False
5. It is best to protect children by avoiding discussions about the deceased.
 True
 False
6. As long as one parent survives, children feel safe and secure.
 True
 False
7. Encouraging children to move on with their lives will help them heal faster.
 True
 False
8. Most children who experience a significant loss have psychiatric problems, such as depression as adults.
 True
 False
9. Relaxing routines and schedules at home and in the classroom will help a child move to health at their own pace.
 True
 False
10. Childhood grief occurs in an orderly stages or phases.
 True
 False

MOODS



Appendix C: How to Help Following a Death

| Age | Concepts | Difficult Emotions | Possible Behaviors | How to Help |
|---------------|---|--|--|---|
| Birth–2 Years | <ul style="list-style-type: none"> • No understanding of death • Child does not have words for feelings • Aware of the absence of loved one • Notices changes in routine • Notices changes in family emotions | <ul style="list-style-type: none"> • Longing • Misses contact, sounds, smell and sight of loved one • Fears of being abandoned • Anxiety | <ul style="list-style-type: none"> • Crying • Sickliness • Indigestion • Thrashing • Rocking • Throwing • Sucking, biting • Sleeplessness | <ul style="list-style-type: none"> • Physical contact, cuddling and reassurance • Maintain routines • Meet immediate physical needs • Include the child in the mourning process when possible • Be gentle & patient |
| 3-5 years | <ul style="list-style-type: none"> • No understanding of permanence of death • To be dead is to be sleeping or on a trip • May wonder what deceased is doing • Can understand that biological processes have stopped, but sees this as temporary and reversible • May wonder what will happen if the other parent dies • Magical thinking and fantasies, often worse than realities | <ul style="list-style-type: none"> • Fear • Sadness • Insecurity • Confusion • Anger • Irritable • Agitated • Worried • Guilty | <ul style="list-style-type: none"> • Regressive behaviors • Repetitive questions • Withdrawn • Plays out scenes of death, change & feelings • Interested in dead things • Acts as if death never happened • Intense dreams • Physical complaints • Crying • Fighting | <ul style="list-style-type: none"> • Allow the child to regress • Give physical contact • Encourage children to play & have fun • Allow safe ways to express feeling • Give simple & truthful answers to questions • Maintain structure and routines • Answer repetitive questions • Let the child cry • Talk (reflective listening) • Include child in family rituals & mourning |
| 9-12 years | <ul style="list-style-type: none"> • Understands the finality of death • Denial • His/her words, thoughts or actions caused the death • Thinks about life's milestones without the deceased (graduation, marriage, etc.) • High death awareness (death may happen again) • What if my caregiver dies? • Formulating spiritual concepts | <ul style="list-style-type: none"> • Emotional turmoil heightened by physical changes • Shock • Sad • Anger • Confused • Lonely • Vulnerable • Fear • Worried • Guilty • Isolated • Abandoned • Anxious | <ul style="list-style-type: none"> • Regressive behavior & fluctuating moods • Hides feelings • Acts like death never happened • Aggressive acting out • Withdrawal • Nightmares & sleep disturbances • Concentration difficulties • Changes in grades • Talks about physical aspects of illness or death | <ul style="list-style-type: none"> • Allow regressive behavior & offer comfort • Expect & accept mood swings • Encourage expression of feelings through writing, art, music, sports, etc. • Find peer support groups • Be available to listen and talk • Answer questions truthfully • Offer physical contact • Give choices about involvement in death & mourning |

| | | | | |
|------------------------|---|--|---|--|
| <p>12 years and up</p> | <ul style="list-style-type: none"> • Understands the finality & universality of death • Denial • His/her words, thoughts or actions caused the death • Thinks about life's milestones without the deceased (graduation, marriage, etc.) • High death awareness (death may happen again) • May sense own impending death • I need to be in control of feelings • If I show my feelings, I will be weak • Internal conflict about dependence & desiring independence • May utilize spiritual concepts to cope | <ul style="list-style-type: none"> • Highly self-conscious about being different due to grief • Shock • Sad • Anger • Confused • Lonely • Vulnerable • Fear • Worried • Guilty • Isolated • Abandoned • Anxious | <ul style="list-style-type: none"> • Occasional regressive behavior • Mood swings • Hides feelings • Acts like death never happened • Acts out role confusion • Aggressive acting out • Withdrawal • Nightmares & sleep disturbances • Concentration difficulties • Changes in grades • Impulsive & high risk behavior • Changes in peer groups • Fighting, screaming, arguing • Changes in eating patterns | <ul style="list-style-type: none"> • Allow regressive behavior & offer comfort • Expect & accept mood swings • Allow hidden feelings unless there is risk of harm • Encourage expression of feelings through writing, art, music, sports, etc. • Support relationships with understanding adults • Be available to listen and talk • Answer questions truthfully • Share your grief • Watch for high risk behavior • Find peer support groups • Offer physical contact • Allow choices about involvement in death & mourning |
|------------------------|---|--|---|--|

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