

Book Resources – Helping Children with Grief

Requarth, M. (2008). *After a Parent's Suicide: Helping Children Heal* Sebastopol, CA, US: Healing Hearts Press.

Résumé: [This book] focuses on how to help children and teens in the aftermath of a parent's suicide. The book provides an overview of current thinking/research on suicide and explores the increased risk of mental health issues for child survivors. In addition to information about how children grieve at different developmental levels, it also offers comfort to the bereaved, specific coping strategies for families facing this trauma, and insight into what promotes resiliency.

Dyregrov, K., Plyhn, E., & Dieserud, G. (2012). Children and young people bereaved by suicide. In *After the Suicide: Helping the Bereaved to Find a Path from Grief to Recovery* (pp. 61-76). Philadelphia: Jessica Kingsley Publishers.

Résumé: This chapter contains a discussion of common reactions in children and young people after a suicide, the factors that influence these reactions, and how adults can support children and young people affected by suicide. [From the introduction]

Dyregrov, A. (2008). *Grief in Young Children: A Handbook for Adults*. London, UK: Jessica Kingsley Publishers.

Résumé: It is a common misconception that pre-school children are not capable of experiencing grief in the same way that older children do. *Grief in Young Children* challenges this assumption, demonstrating that although young children may not express grief in the same way as older children, they still need to be supported through loss. Illustrated throughout with case examples, the author explores young children's reactions to death and loss, both immediately after the event and over time. For example, young children may engage in 'magic thinking', believing that wishing that someone were dead can actually cause death, which leads to feelings of guilt. Full of practical advice on issues such as how to keep children in touch with their memories, answer their questions, allay their fears and explore their feelings through play, this book enables adults to work with children to develop an acceptance of grief and an understanding of death and loss.

Dyregrov, A. (2009). *Grief in Children: A Handbook for Adults* (2nd ed.). London, UK: Jessica Kingsley Publishers.

Résumé: This fully updated second edition of *Grief in Children* provides an accessible overview of children's understanding of death at different ages and gives a detailed outline of exactly how the adults around them can best help them cope. Whether a child experiences the death of a parent, sibling, other relation or friend, or of a classmate or teacher, it is important for those caring for bereaved children to know how to respond appropriately to the child's needs. This book deals with a range of common physical and psychological responses and describes the methods of approaching grief in children that have been shown to work best. The author provides guidance on how loss and bereavement should be handled at school, explains when it is appropriate to involve expert professional help and discusses the

value of bereavement groups for children and support for caregivers. [Tiré de la quatrième de couverture]

Webb, N. B. (Ed.). (2010). *Helping Bereaved Children: A Handbook for Practitioners* (3rd ed.). New York, US: Guilford Press.

Résumé: This acclaimed work presents a range of counseling and therapy approaches for children who have experienced loss. Practitioners and students are given practical strategies for helping preschoolers through adolescents cope with different forms of bereavement, including death in the family, school, or community. Grounded in the latest research on child therapy, bereavement, trauma, and child development, the volume clearly explains the principles that guide interventions. Featuring a wealth of new content, the third edition retains the case-based format and rich descriptions of the helping process that have made the book so popular as a practitioner guide and text. [Tiré du site web de l'éditeur]

Nader, K., & Salloum, A. (2011). Complicated grief reactions in children and adolescents. *Journal of Child and Adolescent Trauma*, 4(3), 233-257.

Résumé: An understanding of complicated grief in youth is incomplete, because the full range of observed, theorized, and studied symptoms and reactions has not yet been examined in different age groups. Until recently, scales to assess complicated grief in youth were based on adult constructs of complicated grief and did not include many of the symptoms and reactions proposed for posttrauma grief. Much can be learned from adult theories and findings. Nevertheless, future prospective studies are needed that include children from different age groups and with different personal traits, environmental conditions, relationships with the deceased, and circumstances of loss.

<http://dx.doi.org/10.1080/19361521.2011.599358> <<http://dx.doi.org/10.1080/19361521.2011.599358>>

Fondation de France ([2008?]). *Repères pour l'accompagnement des enfants en deuil: les groupes d'entraide*: Fondation de France.

Résumé: Recommandations d'un groupe d'experts en vue de la mise en place de groupes d'entraide pour l'accompagnement d'enfants endeuillés.

<http://old.psynem.org/PedopsychiatriePsychanalyse/Dossiers/DeuilPerinatal/Reperes/Documents/reperesAccompagnementEnfantsEnDeuil.pdf>

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Cerel, J., & Aldrich, R. S. (2011). The impact of suicide on children and adolescents. In J. R. Jordan & J. L. McIntosh (Eds.), *Grief After Suicide: Understanding the Consequences and Caring for the Survivors* (pp. 81-92). New York: Routledge.

Résumé: In this chapter, we examine what is known and unknown about the number of youth survivors as well as the recommended information that should be shared with children about suicides. Then, we examine the literature on specific populations of suicide-bereaved children--including parent-bereaved, sibling-bereaved, and peer-bereaved children. The chapter closes with recommendations for research that can help us better understand the experience and needs of suicide-bereaved children and their families.

Webb, N. B. (2011). Grief counseling with child and adolescent survivors of parental suicidal deaths. In J. R. Jordan & J. L. McIntosh (Eds.), *Grief After Suicide: Understanding the Consequences and Caring for the Survivors* (pp. 225-248). New York: Routledge.

Résumé: This chapter applies the principles of crisis intervention, grief counseling, and trauma treatment in therapy with suicide-bereaved children and youth of three different developmental stages: preschool, elementary-school age, and adolescence. Children's typical responses to trauma will be presented to highlight some of the differences between the grief reactions of young people and adults. Brief case vignettes illustrate the specific methods and principles of crisis intervention play therapy, cognitive therapy, and psychodynamically oriented treatment with children and youth of different ages. [Tiré du chapitre]

Melhem, N. M., Porta, G., Shamseddeen, W., Walker Payne, M., & Brent, D. A. (2011). Grief in children and adolescents bereaved by sudden parental death. *Archives of General Psychiatry*, 68(9), 911-919.

Résumé: CONTEXT: Major advances have been made in our understanding of the phenomenology and course of grief in adults. However, little is known about the course of grief in children and adolescents. OBJECTIVE: We report on the course of children's and adolescents' grief reactions after sudden parental death and the effect of those reactions on subsequent psychiatric and functional status. DESIGN: Longitudinal study (2002 through 2007) of bereaved children, adolescents, and families, with yearly comprehensive assessments as long as 3 years after parental death. SETTING: Bereaved children and adolescents and their surviving parents recruited through coroners' records and a newspaper advertisement. PARTICIPANTS: A total of 182 parentally bereaved children and adolescents aged 7 through 18 years whose parent died due to suicide, unintentional injury, or sudden natural causes. MAIN OUTCOME MEASURES: Grief, functional impairment, and incident depression. RESULTS: Three distinct trajectories of grief reactions were observed in the study participants. In 1 group, which consisted of 10.4% of the sample, grief reactions showed no change 33 months after death. Children and adolescents with prolonged grief reactions had higher rates of previous personal history of depression. Prolonged grief made unique contributions to increased levels of functional impairment, even after controlling for the clinical characteristics before and after the death. Conversely, prolonged grief in children, adolescents, and the surviving caregiver predisposed children and adolescents to an increased hazard of incident depression. Another group (30.8%) showed increased grief reactions 9 months after the death, which gradually decreased over time. Despite this finding, grief reactions in this group also were associated with functional impairment and increased risk of incident depression. CONCLUSIONS: Grief reactions abate over time for most children and adolescents bereaved by sudden parental death; however, a subset shows increased or prolonged grief reactions, which in turn increases the risk of functional impairment and depression. Research regarding interventions designed to relieve the burden of grief in bereaved children and adolescents are needed. Such efforts also should assess and address grief reactions in the surviving parent.

<http://dx.doi.org/10.1001/archgenpsychiatry.2011.101>

<<http://dx.doi.org/10.1001/archgenpsychiatry.2011.101>>

Heath, M. A., & Cole, B. V. (2012). Strengthening classroom emotional support for children following a

family member's death. *School Psychology International*, 33(3), 243-262.

Résumé: National and international organizations have identified schools as having an unparalleled potential to offer supportive services for children's mental health needs. This article reviews research and practice related to children's grief and specifies strategies for classroom-based interventions. In particular, school psychologists are encouraged to assist teachers in addressing the needs of children following the death of a family member. A list of resources is included to assist school psychologists in sharing critical information with teachers, preparing them to implement suggested strategies. Additionally, two ready-to-use classroom lesson plans integrate classroom discussion and activities with grief-themed children's literature.

<http://dx.doi.org/10.1177/0143034311415800> <<http://dx.doi.org/10.1177/0143034311415800>>

Cohen, J. A., & Mannarino, A. P. (2011). Supporting children with traumatic grief: What educators need to know. *School Psychology International*, 32(2), 117-131.

Résumé: Following traumatic deaths children may develop Childhood Traumatic Grief (CTG), a condition in which trauma symptoms interfere with adaptive child grieving. Educators have an important role in supporting children who have CTG. Key contributions that educators can make are to (a) recognize CTG symptoms in school settings; (b) refer children for mental health evaluations when appropriate; (c) recognize reminders that trigger trauma symptoms and identify ways to manage these triggers and responses in school settings; (d) support CTG treatments in school by reinforcing children's use of stress-management strategies; (e) respect confidentiality; (f) recognize the importance of cultural issues in CTG; and (g) maintain good communication with parents and other helping professionals.

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Baughner, J. E., McIntyre, M., House, C., Mawhinney, M., O'Brien, B., & Reagan, A. J. (2012). When grieving adults support grieving children: Tensions in a peer support bereavement group programme. *Mortality*, 17(3), 276-299.

Résumé: This paper analyses the training and supervision offered to volunteers at a bereavement centre for children in the Northeast United States. Drawing on interviews with 15 former volunteers, five current volunteers, and two staff members, the analysis illustrates how the feeling rules of the organisation shape interactional dynamics during group supervision meetings, and how these organisational processes reflect broader themes in contemporary talk therapeutic culture. Volunteers at the centre were socialised to believe that their ability to support others in their grief was produced through expressing their feelings during weekly supervision meetings, although some volunteers were not interested in talking about their feelings and others wished to speak about matters that could not be held so easily within the peer support model practiced at the centre. A tension emerged in the bereavement groups as well, as the focus on talk led some volunteers to privilege verbal expressions despite the understanding that children grieve most naturally through play. This paper questions whether training and supervision of volunteers who support grieving children should best take the form of a self-help group and proposes alternative approaches to supervision that would be consistent with the goal of offering non-clinical bereavement support.

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Geulayov, G., Gunnell, D., Holmen, T. L., & Metcalfe, C. (2012). The association of parental fatal and non-fatal suicidal behaviour with offspring suicidal behaviour and depression: a systematic review and meta-analysis. *Psychological Medicine*, 42(8), 1567-1580.

Résumé: BACKGROUND: Children whose parents die by, or attempt, suicide are believed to be at greater risk of suicidal behaviours and affective disorders. We systematically reviewed the literature on these associations and, using meta-analysis, estimated the strength of associations as well as investigated potential effect modifiers (parental and offspring gender, offspring age). METHOD: We comprehensively searched the literature, finding 28 articles that met our inclusion criteria, 14 of which contributed to the meta-analysis. RESULTS: Controlling for relevant confounders, offspring whose parents died by suicide were more likely than offspring of two living parents to die by suicide but there were heterogeneous findings in the two studies investigating the impact on offspring suicide attempt. Children whose parents attempted suicide were at increased risk of attempted suicide. Limited evidence indicated that exposure to parental death by suicide is associated with subsequent risk of affective disorders. Maternal suicidal behaviour and younger age at exposure were associated with larger effect estimates but there was no evidence that the association differed in sons versus daughters. CONCLUSIONS: Parental suicidal behaviour is associated with increased risk of offspring suicidal behaviour. Findings suggest that maternal suicidal behaviour is a more potent risk factor than paternal, and that children are more vulnerable than adolescents and adults. However, there is no evidence of a stronger association in either male or female offspring.

<http://dx.doi.org/10.1017/s0033291711002753> <<http://dx.doi.org/10.1017/s0033291711002753>>

Draper, A., & Hancock, M. (2011). Childhood parental bereavement: The risk of vulnerability to delinquency and factors that compromise resilience. *Mortality*, 16(4), 285-306.

Résumé: Background: In previous research, it has been established that a child who has experienced the death of a parent is vulnerable to a variety of concerns, including grief, distress and dysphoria, particularly in the first year following the death. In addition, one in five parentally-bereaved children is likely to develop a psychiatric disorder. As Kemshall argues, the growing body of evidence linking delinquency in adolescents to previous traumatic life experiences, such as parental loss, with a large number of children affected every year makes this a very important area for research. This paper considers the effects of parental bereavement in childhood, and is part of a wider study exploring the future for children who experience a parent's death. We found that parentally-bereaved children are significantly more vulnerable to delinquent behaviour than those who have not experienced parental bereavement. Thus there is a need for awareness of the variables that form protectors to the vulnerability to delinquency formed, in part by the experience of a parent's death. Methods: We used secondary data from the National Child Development study from which children who had been parentally bereaved by the age of 16 were identified. The Rutter Behaviour Scale highlighted which of those children also displayed delinquent behaviours; the Pearson Chi Square was used to establish significant links between these two factors. Potential moderating factors of social class background, gender of child, gender of dead parent and age of child at the time of bereavement were also examined. Results: The findings present as a set of risk variables that increase a child's susceptibility to delinquent behaviour, with specific reference to children who have been parentally bereaved. Children who were parentally bereaved before the age of 16 were significantly more likely to display delinquent behaviour

than those who were not. Gender was not a significant factor in parentally-bereaved children, indicating parentally-bereaved girls are more likely to display similar levels of delinquent behaviour to non-parentally-bereaved boys. Children from manual backgrounds are significantly more likely than those from non-manual backgrounds to be parentally bereaved. [rm]

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