

The Loss and Grief of COVID-19: Real Challenges and Practical Suggestions

June 10, 2020



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Who We Are

The New York City Training and Technical Assistance Center (TTAC), is funded through **ThriveNYC**, in partnership with the **NYC Department of Health and Mental Hygiene (DOHMH)**

TTAC is a partnership between the New York Center for Child Development (NYCCD) and the McSilver Institute on Poverty Policy and Research

- **New York Center for Child Development** has been a major provider of early childhood mental health services in New York with expertise in informing policy and supporting the field of Early Childhood Mental Health through training and direct practice
- **NYU McSilver Institute for Poverty Policy and Research** houses the Community and the Managed Care Technical Assistance Centers (CTAC/MCTAC), which offer clinic, business, and system transformation supports statewide to all behavioral healthcare providers

TTAC is tasked with building the capacity and competencies of mental health and early childhood professionals through ongoing training and technical assistance

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TTAC is funded by the New York City Department of Health and Mental Hygiene through [ThriveNYC](#).

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Events

Thursday, April 2, 2020

TTAC Webinar: Supporting Families and Caregivers of Infants and Young Children Affected by the COVID-19 Pandemic

Wednesday, May 20, 2020

Beginning at the Beginning: The Foundational Elements of Early Childhood Mental Health Consultation – Part I

Friday, May 29, 2020

Beginning at the Beginning: The Foundational Elements of Early Childhood Mental Health Consultation – Part II

Thursday, June 4, 2020

Beginning at the Beginning: Early Childhood Mental Health Consultation in Infant & Toddler Care - Part III

Wednesday, June 10, 2020

TTAC Webinar: The Loss and Grief of COVID-19: Real Challenges and Practical Suggestions

Friday, June 12, 2020

TTAC Webinar: Reducing Bias during COVID-19 using the Crawford Bias Reduction Theory & Training

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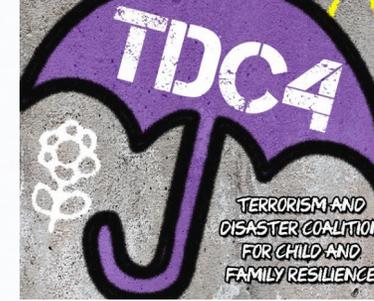
The Early Childhood Mental Health Network



Get to know the Early Childhood Therapeutic Centers (ECTCs)! Available in both English and Spanish.

[Learn More](#)

Terrorism and Disaster Coalition for Child and Family Resilience (TDC4)



- In 2018, Louisiana State University Health Sciences Center received funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) to establish the Terrorism and Disaster Coalition for Child and Family Resilience (TDC4), a center in the National Child Traumatic Stress Network (NCTSN).
- The center is working with partners across the nation to develop materials and provide training on interventions to support the behavioral health, wellbeing and resilience of children, their families, and our communities in the face of terrorism and disaster. TDC4 is directed by experts with extensive experience using evidence-based practices to train and support children, families, teachers, first responders, and community members impacted by trauma.
- The Northeast Regional Terrorism and Disaster Coalition, housed at the Center for Autism and Early Childhood Mental Health, at Montclair State University, is a member of TDC4, and includes representatives from New York, New Jersey, Pennsylvania and Connecticut.

Regional Coalitions Project Goals

- **CREATE.** Create resources that aid providers, caregivers and youth in every stage of an incident of terrorism or disaster from preparedness, timely response, and recovery. Toolkits, fact sheets, and/or other materials developed reflect the values of cultural relevance and diversity of each coalition.
- **SUPPORT.** Support coalition members in their efforts to implement and sustain evidence -based practices and adapt them to the needs of regions, cultures, specific disasters, and vulnerabilities as a result of terrorist incidents.

For additional information visit our website and “like” us on Facebook.
<http://www.medschool.lsuhsu.edu/tdc/> [facebook.com/TDC4CFR](https://www.facebook.com/TDC4CFR)

Presentation Roadmap

Coronavirus and Young Children

1

- Review the impact of the many losses and the grieving process brought about by COVID-19 with attention to infants, toddlers, and preschoolers

2

- Examine the ways in which infants and young children respond to loss to deepen our understanding of the grieving process, and to offer ways to respond to grief with supportive relationships.

3

- Consider the individual differences and cultural diversity in the grieving process – and to remind adults of the importance of their own self-care to be fully available in the lives of infants and children.

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TTAC
A COLLABORATION
BETWEEN

NEW YORK
CENTER FOR CHILD
DEVELOPMENT

McSILVER INSTITUTE
FOR POVERTY POLICY AND RESEARCH
NYU | **SILVER SCHOOL**
OF SOCIAL WORK

What is happening in our Country and World?

Two Pandemics

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- Michele Many, LCSW, Louisiana State University HSC

How Children Grieve- Key Questions

- How do we know that a child is grieving?
- How do we share news of loss to children?
- How do we support a grieving child ?

A Child Development Lens for Loss and Grieving

- The developmental age at the time of the loss is considered:
- 8-24 months – Fear of separation
- 12-36 months – Fear of bodily damage
- 3-5 years – Fear of being seen as bad, disappointing
- (Age when conscience develops)

Adults need to explain loss to the child as they, developmentally, may experience it

1. “I know you will miss the hugs, kisses, playtime with him. Do you want to make a photo album for you to look at?”
2. “Your body works well, you run, jump, breathe, laugh, eat and sleep. Our loved one’s body was hurt and stopped working.”
3. “It’s not your fault. You could not have done anything that would change this. You can help by drawing a picture, writing a note, planting a tree, etc.”

Loss and Grief

- Grief has no timeline.
- The expression and course of grief have features unique to each individual, family and culture.
- Grief is experienced and expressed differently in infants and young children. Grief creates stress, and in infants grief can lead to “misbehavior” which is best understood as “stress” behavior”.

Loss and Grief

- Infants and young children grieve in “spurts” – meaning that the child may be angry, sad, aggressive, upset or clingy, followed by periods of play, happiness and engagement.
- There are identified common themes, feelings and patterns of grieving.

Loss and Grief

- Grief is a normal and expectable process through which we all come to cope with and heal from losses in our lives.
- The work of grief includes:
 - Expressing and regulating strong emotions.
 - Shifting the focus from the real to the remembered,
 - Internalizing and holding the good and the positives that were part of lost relationships and experiences.

Loss and Grief

Patterns and Themes of Grieving in Young Children in Response to the Death or Permanent Loss of a close Caregiver:

Loss and Grief

Dysregulation & protest

- In these early stages expression is primarily through changes in body-based behaviors-eating, sleeping, digestive processes

Searching

- intensive searching or calling for the deceased person.

Loss and Grief

Awareness of the permanence of the loss

- Intermittent pattern of sadness & emotional withdrawal (“short-sadness span”)
- Intensification of expectable developmental anxieties of early childhood such as separation anxiety, fears of bodily injury
- Possible new fears such as preoccupation with death
- Possible return of behaviors more typical of an earlier age (regression)
- Anger

Loss and Grief

Recovery

- Recollections of and identification with the lost caregiver in play and words
- Refocusing of energy in relationships, the world and the awakening of the urge to complete development

What we do to avoid our pain

When Adults expect that children will be sad or angry when someone dies, they,

1. Take protective measures.
2. Avoid any reference to the loss.
3. Over explain, using adult language.
4. Say things like, “He went to sleep and didn’t wake up.”, or “She’s gone away.”

When children sense that something has happened, they

1. Want to play
2. Watch the adults
3. Hope that their questions are answered, simply and in their developmental language.

Honesty

- “When grandma (or mom, cousin, friend- whomever a child has lost), became ill or is hurt, the doctors and nurses work to do their best to help. We really hope that our loved one gets better.” THEN you can be HONEST with a child, if the person dies.
- “The helpers did their best but the body stopped working.”
- “Look, your body works well, you run, jump, eat, sleep, play. We will miss them and we can remember how we loved spending time with them.” “What do you remember most about _____?” “It’s okay to be sad. I am sad too. What would help you feel better? Would it help if I gave you a hug?”
- “Lets.....” (finding active ways to remember loved ones gives opportunity for expression of grief)”

All observable behaviors may be expressions of grief

- Crying
- Withdrawing – Hiding
- Fidgeting
- Aggressive behaviors
- Any behavior

Experiences of Death with COVID-19

- With a more predictable death, there are opportunities to say goodbye and some planning can be done.
- The deaths due to the COVID-19 pandemic are traumatic.
- They often are not expected and there are no “normal” ways to say good-bye.
- It is easy to see how children can be overlooked.
- Even in ordinary times, children are often left out of discussions and events surrounding death.

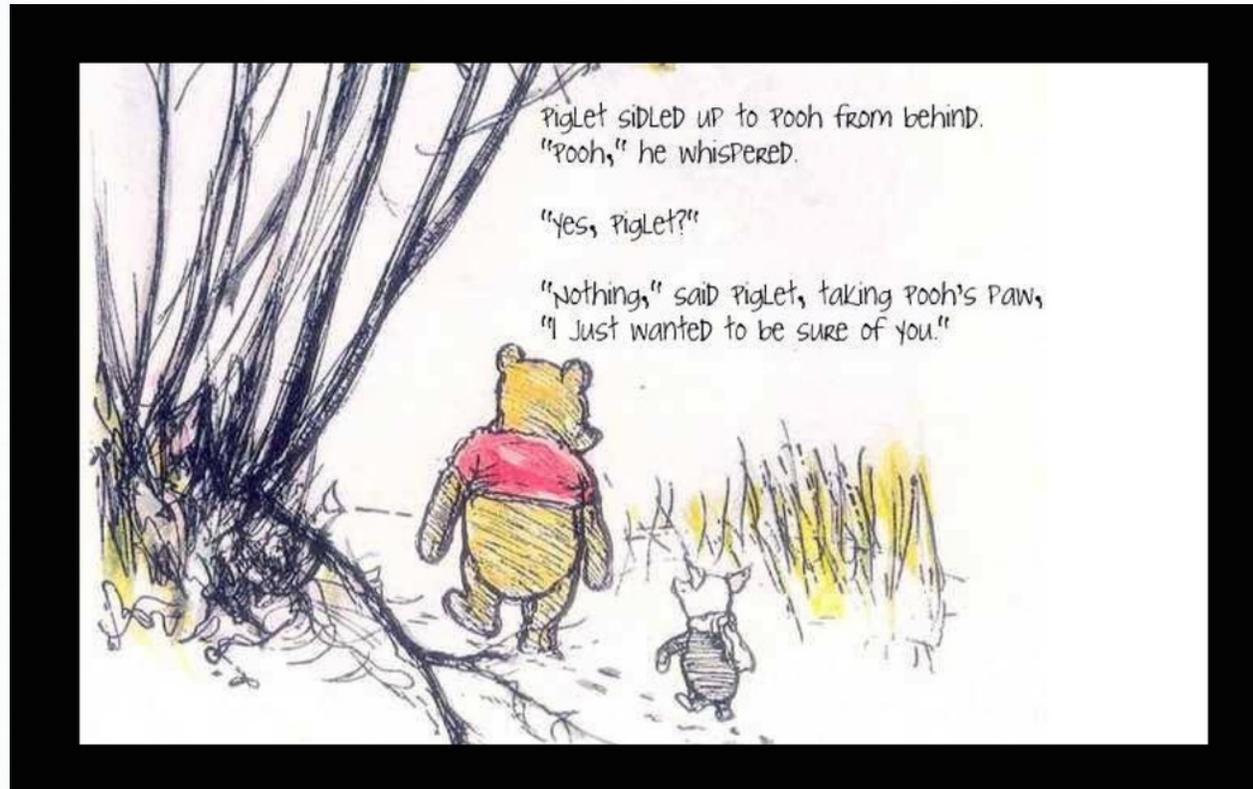
Bereavement and Grief in COVID-19

- With social distancing, grief and mourning may be disrupted making it more difficult for families to share the grief, recognize the passing of a loved one,
- Is it the same to share the pain without physical contact?
- How many times in the past weeks have you felt that just being able to hug family and friends would make a difference in how you feel – physical contact is especially important with loss and grieving!

What Can We do?

Be present and available to answer questions or just be there.

*Winnie the Pooh
and
Piglet*



Responsive, Supportive Caregivers are Needed, But...

- If the adults/caregivers are also experiencing loss and grief, children are left seeking safety and security from an adult who is potentially unavailable to offer it.
- This is felt as a “Double Whammie” for children
 - Experiencing the stress of loss
 - Experiencing the loss of their care
- So we need help the caregivers!

Caregivers can:

- Ask the child how they feel- also thinking about new ways of asking- how is your body feeling?
- Offer a space for a child to be heard. You may need to let a child know that it is safe to talk to you about their grief.
- Don't be afraid to open the conversation! Ask the child what they know or what they have heard and correct any misconceptions

What Can We do?

- Express the emotions that you have and explain the loss of the relationship and how you will miss the person as well as the activities that you did together.
- Ask the child what they liked to do with the person and what they may want to tell the person. Offer note- writing, drawing, conversations.

How can adults support children in time of loss?

- Consistent ***Routines*** maintain the sense of trust and control when children notice that things feel different.
- Using the child's language and concrete answers that are developmentally appropriate, encourage the child to process not only feelings but the sense of change also.

Children of Different Ages Understand and Handle Death Differently

- Young children may need different supports
 - Toddlers and preschoolers do not understand that death is permanent – they may think the person is coming back, is an angel
 - They don't yet understand that everyone eventually dies.
 - They may continually ask about the return of a lost person which can be very upsetting to the other parent or adult caregivers
 - Young children expect and need physical comfort when they're upset
 - Young children may be clinging and fussy, not understanding and missing the familiar caregiver
 - Then a “substitute” caregiver may give up in trying to support them

PRESCHOOL

- Avoid euphemisms as preschoolers have trouble understanding death and may believe the death is reversible.
- Provide opportunities to express thoughts and feelings about death through play activities and drawing.
- Answer questions using concrete descriptions and be prepared to repeatedly answer questions.
- Possible reactions include:
 - Clinging to caregivers or other trusted adults.
 - Fear of separation
 - Regressive behaviors such as wetting pants and thumb sucking
 - Decreased verbalization

Older Preschool and School Age Children

- Older preschool children may have some awareness that adults fear someone may die; they do not yet understand the permanency of death
- School age children by 8-9 years have some understanding of the permanency of death. They will understand that anyone can die. They may at time fear for their own death, especially if exposed to a younger person who has died
- With the COVID-19 pandemic, there is likely increased fear of a loved one dying at this time and concern for older people is very common

Ambiguous Loss

- A loss that occurs without closure or clear understanding
- Feelings and thoughts like, “If only I had.....”, can be troubling.
- Complicates process of grieving and can result in unresolved grief
- Person can continue to search for answers
- Example: “Am I still a child to a person who no longer remembers me?”
- Ambiguous loss can interfere with the grief process.
- Overall goal to deal with ambiguous loss
 - Overcome trauma associated with ambiguous loss and restore resilience

Ambiguous Loss can be Complicated

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Disenfranchised Loss and Grief

A loss that is not validated by others or is minimized and dismissed.

Examples

- Losing a pet
- Staying home from school
- Moving to a new house
- Loss of an elderly grandparent
- Missing a parent while in foster care.
- Feeling abandoned or afraid.

Hurtful things to that are often said.

- Oh you can get another cat.
- It's like being on vacation!
- You are so lucky. Your old house needed to be fixed!
- She was so old. It was her time.
- Don't worry. I am your mother now.
- You're not alone. There is nothing to be afraid of.

What may Interfere with Supporting Children related to Grief and Loss

- Adults around them are preoccupied with their own grief and overwhelmed with not being able to say good-bye in person
- They may not think about their child's developmental needs
- Even in ordinary times, children are often left out of discussions and events surrounding death as the adults are preoccupied with their own grief and overwhelmed by preparations and planning
- Also, children may be easily distracted by play so adults may think they are indifferent
- When a child loses a loving, supportive person, there may be no one familiar to help them deal with the pain and sadness of the loss

Overall Issues Related to Grief and Loss for Children

- Even under normal circumstances, death triggers many feelings, including sadness, longing, fear, and anger
- For most children, what is most important is the support of loved ones.
- There is no one right or normal way that your child is meant to experience their grief, and there is no one right way for you to offer support.

Why talk to Young Children about Death

- Many adults worry that talking about the death will make matters worse
- More often than not, a clear direct explanation, based in reality, using language that children can understand with emotional support is more apt to bring relief than is leaving children to create their own explanations
- Particularly during the preschool-years, children have vivid imaginations and weave fantasies and tales that can be more frightening than reality.

What to Say to Young Children about Death

- Young children are concrete, they understand their world in tangible ways that often have a basis in the body.
- Describing death as the cessation of bodily functions is often a place to start-the deceased person does not breath, or eat; is not hungry or cold.
- Assuring children that they did nothing “naughty or wrong” and that they had no part in the death of the loved one is an important consideration, as young children understand the world through their own eyes and viewpoint and tend to imagine that they are implicated or even causal in events far beyond their control.

What to Say to young Children about Death

- There is no fixed script about what to say to young children about death
- Parents know their children best, therefore talking to a young children about death will be informed and tailored by the unique relationship each parent and family has with her/his child, family style and cultural and family traditions
- It is suggested the explanation should include three essential components:
 - that the deceased person cannot be with the child anymore
 - that the deceased person did not want to leave the child
 - that the person will never return

Telling a child that Someone has Died

Adults often have concerns about how to help a child deal with the profound loss of death. Here are some important guidelines to consider:

- A child should be told when someone in the family has died in order to prevent her hearing it from someone else, and use a normal voice, not a hushed whisper. Whispering could give kids a spooky feeling.
- Give her as honest an explanation as possible within her limits of understanding.

<https://www.psychologytoday.com/us/blog/overcoming-child-abuse/201107/how-help-children-deal-loss>

Ways to be Helpful and Supportive

- Provide affection and security. Reassure the child that she is loved and part of the family and you'll all get through this together.
- Look for ways to help her express emotions both verbally and nonverbally, for example, through art and play.
- Be alert for the child's causal connection of her personal wishes or actions to the death of her loved one. (Ex: being angry at someone; wishing someone were dead or would disappear.)

Helpful Ideas

- Kids need pictures of Dad and Mom and family pictures around their homes and their grandparents' homes.
- Realize that the child may be expressing feelings not only about the actual death itself but also about the changes in members of the family after the death.
- Re-tell good memories. This is very important.

Behaviors in Young Children that May be Triggered by the Losses

- Changes in sleep, eating, stomach aches
- Worries that may be expressed as new fears, nightmares, scary fantasies in play, clinginess
- Changes in mood and feelings- sadness, anger, more rapid changes in feeling states, withdrawal
- Changes in regulation-difficulty calming down, becoming overactive, changes in attention, excitement
- Return of behaviors characteristic of a younger child-thumb sucking, regression - less use of language
- Increase in aggressive behaviors due to anxiety, ,more competition with siblings, clinginess etc.

Some Suggestions that may be of Help During this Exceptional Time

- Be more emotionally available; afford more latitude and tolerance for a range of behaviors within defined limits
- Provide consistent structure and limits
- Create and abide by a daily schedule; maintain a routine in the activities of daily living
- Maintain rituals such as bedtime rituals and create new ones-the same songs at mealtime, ring-a-round-the-rosy before a quiet sedentary activity, bath-time ritual such as peek-a-boo with the towel after drying and before heading to bed
- Alternate active experiences with quiet, focused activities
- Incorporate sensory activities into the daily schedule, particularly those that involve movement and bearing of weight, “heavy work” -an obstacle course, tug-of-war, pushing a box of groceries to the kitchen, creeping on all fours to a particular place; avoid too much time sitting

Ways to Provide Support to the Child

- Help support acceptance of death
 - Letting the child know the person did not want to die and leave them
 - Depending on age, help them understand the person will not return
 - With religious beliefs that can be helpful
- Keep structure and a routine- — It is important to remember that life is not usually so unpredictable and unmanageable

Some Suggestions that may be of Help During this Exceptional Time

- Provide time for play and a lot can be done with basic materials- blocks, water, paint and clay (play-dough)
- Build-in more tactile experiences for loss of contact comfort- rubbing hands and forearms with lotion, wrapping up in a blanket
- Read and interact-encourage two-way communication
- When you have face-time with an important person in the child's life give the child something concrete that is associated with that person-a toy they may have given them, an article of clothing to accompany the face-time
- Have face-time play dates

Some Suggestions that may be of Help During this Exceptional Time (Con't)

- The experience of sadness and longing at the death of a loved one, while painful, is in fact essential for coping. “As much as we want to protect our kids from this pain, it’s really impossible to do and isn’t even advisable—experiencing these emotions is one of the most important things that children, and all of us, need to do when a loved one dies,” Dr. Lewandowski says. *“What is most needed is to meet your child in whatever they are feeling, to provide a chance to talk about the person who died and their feelings about the death, and to validate and normalize their experience.”*

Some Suggestions that may be of Help During this Exceptional Time (Con't)

- Other emotions, like anger, including at the person who died or at the child's parents, can be more challenging to validate but are no less important. *“These feelings are part of a normal grief response, and parents should strive to be accepting of them,”* Dr. Lewandowski says. “Usually, these feelings evolve over time and become less distressing as kids begin to re-engage in other aspects of life.”

How can adults support children in time of loss

- Offering a variety of ways for the child to use play for expression of concern, confusion and sense of loss, is identifying the manner in which children learn.
- All children, ages 12 months and older, will attempt to control their environment and relationships to meet their needs. If children are having difficulty connecting due to a parent's or other adult's stress, attempts will be made to regain notice and control.
- Involving children in the ritual process for saying goodbye when a loss occurs, provides a heart/brain connection for the experience.

Consider these elements in “how” you respond

- **A-** Affect – This is what a child experiences first and most!
- **G-** Gesture – Modulate and be attuned in face, hands, movement and pacing
- **I-** Intonation – Modulate the tone of your voice as this conveys affect
- **L-** Latency (Wait) – Wait and allow the child time to “take you in”
- **E-** Engagement – Before you continue, be sure you have engaged the child

CO-REGULATE

A



Affect

expression

G



Gesture

movements

I



Intonation

voice

L



Latency

pacing

E



Engagement

LEND YOUR CALM.

Gerard Costa, Ph.D., 2018

Additional Worries for Children, Parents and Other Caregivers

- With a death during the COVID-19 pandemic, children may worry about what may happen to them or their surviving loved ones and others in the community.
- Parents should provide reassurance whenever possible about the precautions that are being taken to keep them and their loved ones safe.
- After a death, parents should try to keep family routines or change to a new routine as needed and, as recommended with COVID-19, plan opportunities for fun or other positive experiences as part of the routine

Losses for Young Children Unique to COVID-19

- Loss of presence, physical closeness-contact comfort of important people in the child's life
- Loss of pleasurable activities, visits
- Loss of familiar routines and places , secure bases, e.g. school, playground, school schedule, friends
- Uncertainty about the future and anxieties about illness and necessary supplies
- Sudden endings and beginnings without transitional rituals and supports e.g. graduating from preschool, entering a new school
- Changes in family functioning, relationships and boundaries- parents home all day; older sibling who may have been away now home; teachers teaching virtually at home

Remember that Children need to Play

- Shared activities with siblings or family members may be important if possible
- Participating in a pleasant or enjoyable activity can be helpful
- Remember that for children, play is an important part of their lives and learning. They may play at this time which may be upsetting for grieving parents and caregivers.
- Remember that if children seem to be coping well, they are likely do be doing all right
- Try not to be upset if children play out the trauma of the caregiver leaving and not coming back. Children cope through repeated play of scary and upsetting experiences (i.e., disaster play)

Self-Care for Caregivers is Crucial

- Caregiver well-being is the most important factor in supporting children through the death of a loved
- Parents and caregivers need support and should be encouraged to seek support for themselves as needed
- Remember, with COVID-19, that virtual support with telephone or via media is better than no support!

How to Help a Child and Everyone Recover

- Include the child in rituals and activities that help remember the loved one and, if possible, have older children help in preparations
 - Talk about feelings and the person who died with stories and memories; share pictures of the person
- Provide ongoing warmth and affection from the surviving parent or grandparent and other caregivers
 - Tell the child they will be safe, taken care of, and loved
 - Tell the child they are important and valued

Protective Factors

- The most important protective factor is a committed available adult capable of sensitive, responsive, reliable caregiving and emotional support
- Developmentally appropriate involvement in cultural and family traditions and rituals that bind anxiety and alleviate grief
- Providing clear, direct developmentally appropriate explanations
- Creating a climate that gives permission to feel
- Maintaining schedules, routines and rituals of daily life for security and trust

Support that Promotes Grief and Healing

- Allow children time to play – they may reenact aspects of the loss, memories of the loved person, or family rituals around death, over and over
- Repetitive play may help the child heal -it is a form of unburdening meaning the child equivalent of, “If its mentionable, it’s manageable.”
- Keep daily routines, schedules, and rituals as constant as possible - predictability is important for children and control that promotes feelings of trust and security.
- Preserve constancy of caregiver, consistency of caregiving, and place as much as possible for predictability

Support that Promotes Grief and Healing

Adults should be available to:

- Offer comfort to the child whenever grief reactions emerge
- Comfort at bedtime or other times that involve separations may be particularly helpful

Throughout the day, caregivers should:

- Set aside time to listen to how the child is feeling and to provide reassurance
- Make time for grieving and for remembering the person who died
- Stay connected, however possible, to important others who can share feelings and memories with the child.

Ways to Help and Heal the Bereaved

- Be available and listen!
- Listen without giving advice.
- Offer support in an unobtrusive but persistent manner
- Do not offer stories of your own. This can have the effect of dismissing the grieving person's pain.
- Allow the grieving person to use expressions of anger or bitterness, including such expressions against God. For some people, this reaction may be normal behavior in an attempt to find meaning in what has happened.

● Based on: <http://www.agis.com/Document/786/fact-sheet---grief-and-loss.aspx>

Ways to Help and Heal the Bereaved

- Realize that no one can replace or undo the loss. To heal, the individual must endure the grief process. Allow him/her to feel the pain.
- Be patient, kind and understanding without being patronizing.
- Don't claim to "know" what the other person is feeling.
- Don't force the individual to share feelings if he/she doesn't want to.
- Physical and emotional touch can bring great comfort to the bereaved.

What Can Caregivers and Children Do?

- Help a child draw a picture of the person or thing they have lost.
- After a child has suffered a loss, ask the child to tell you about the person, what they liked and ask about a time the child spent with the person, or something they did together.
- Later on, look at a photo album of pictures of the person the child is missing, and if there are picture of that person with the child, ask the child if they can remember where the picture was taken and what they were doing together.
- Let the child who is not yet a writer, dictate a story about the person so they can keep it in their home or near their bed.
- Just listen to the child.
- Read a book or a story
- Give a hug

Culture organizes all Development and Even How we Experience and Express Grief

- Affect
- Dress and customs
- Language and gestures
- Interpersonal relationships/behaviors
- Art, music, movement and dance
- Diet and food choices
- Historical context - “Legacy”; historical and personal “myths”
- “Religious beliefs, values and world views - including belief in God, evil, afterlife, notions of equality, personal choice, freedom.
- Death and grieving

Culture and Grieving

- Grief is experienced and expressed differently across and within cultures. Unique rituals, rites and practices are followed around loss and death.
- Trout and Foley: “Sit at the feet of families and wonder what it is like for them.”
- Ask families to “teach” you about their beliefs, customs and practices around loss and grieving.
- Cultural respect and humility.

Examples of Cultural Variations in Grieving

- Jamaica (West Indies): Funerals in Jamaica are grand and supreme social events; they even replace Sunday worship services if necessary.
- Africans believe that death completes an elaborate life cycle. It is a rite of passage that allows the person's spirit to travel on to its next life or world. However, this passage only happens if the person has a proper funeral;
- South Africa: After a person dies in the house, all the windows are covered in ash, and mirrors and other reflective objects are covered. All pictures are turned around, and the bed is removed from the deceased room.
- For Latino families: Mourners pay their respects by wearing black or dark colors. During the mourning period immediate family members do not watch television, play the radio, or attend social events; pray "novenas" for 9 days (praying of the rosary is done each day); hold mass for the deceased during the first anniversary of the death and light candles

https://dying.lovetoknow.com/Culturally_Creative_Expressions_of_Grief

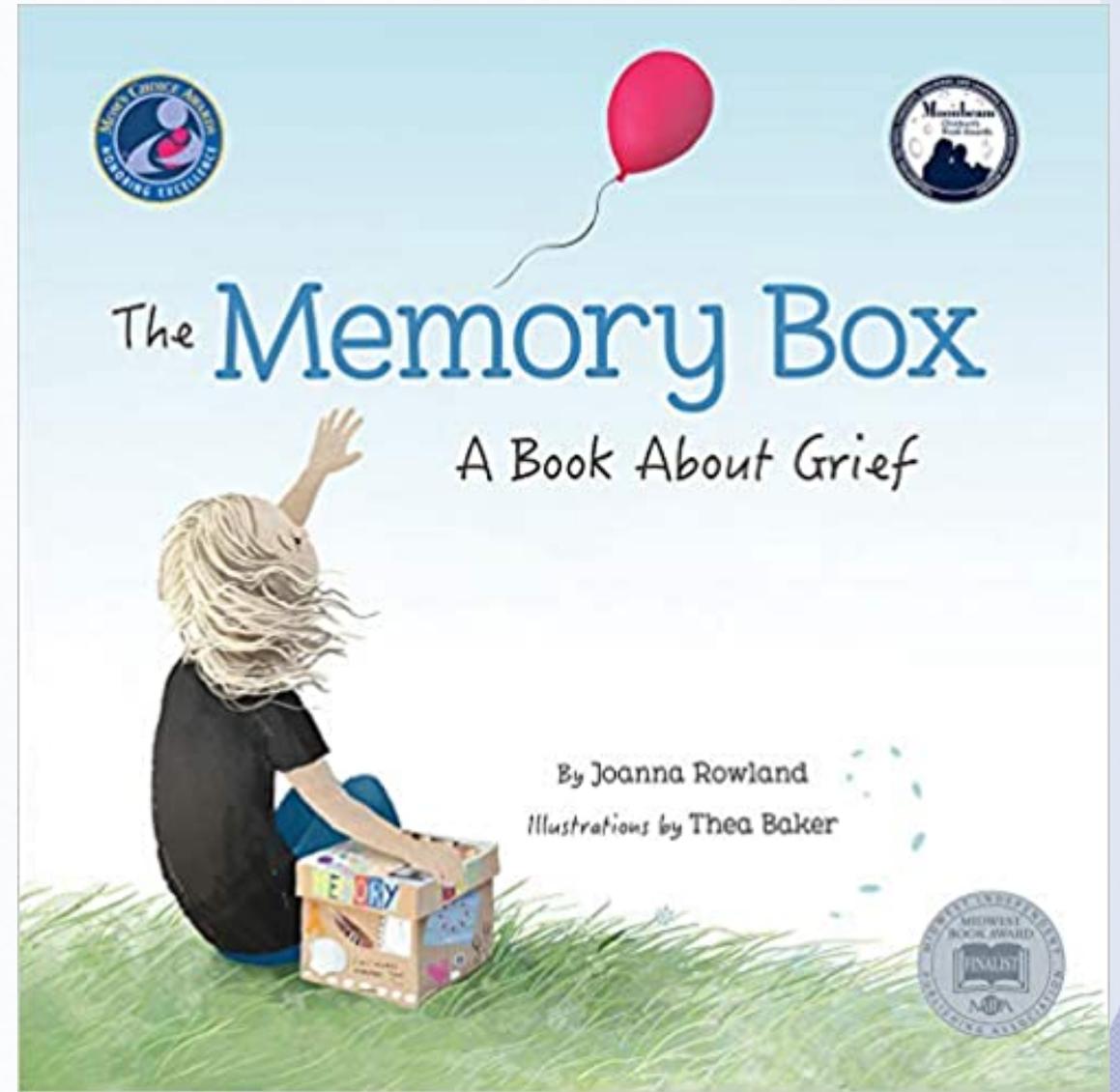
https://www.researchgate.net/publication/13459576_Grieving_and_death_rituals_of_Latinos

Take Home Messages

- Loss and grieving occur even with young infants.
- How grief occurs and “looks” is organized by the child’s developmental level, culture and family.
- Infants and children need adults to support their experience and expression of sadness and grief.
- The availability of loving, attuned caregivers is needed at all ages.
- Adults who care for children need to be mindful of self-care.

These are very useful books that sensitive caregivers can use in helping young children

Children's Books About Loss, Death and Grief

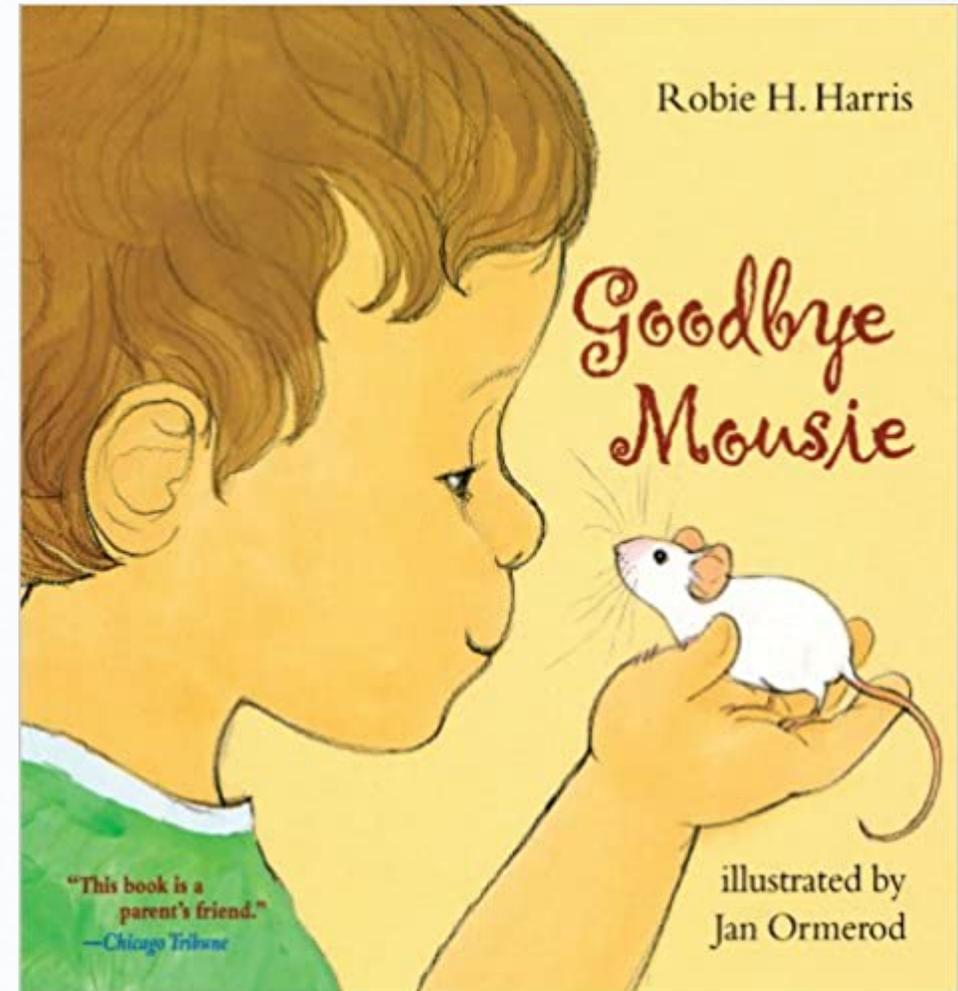
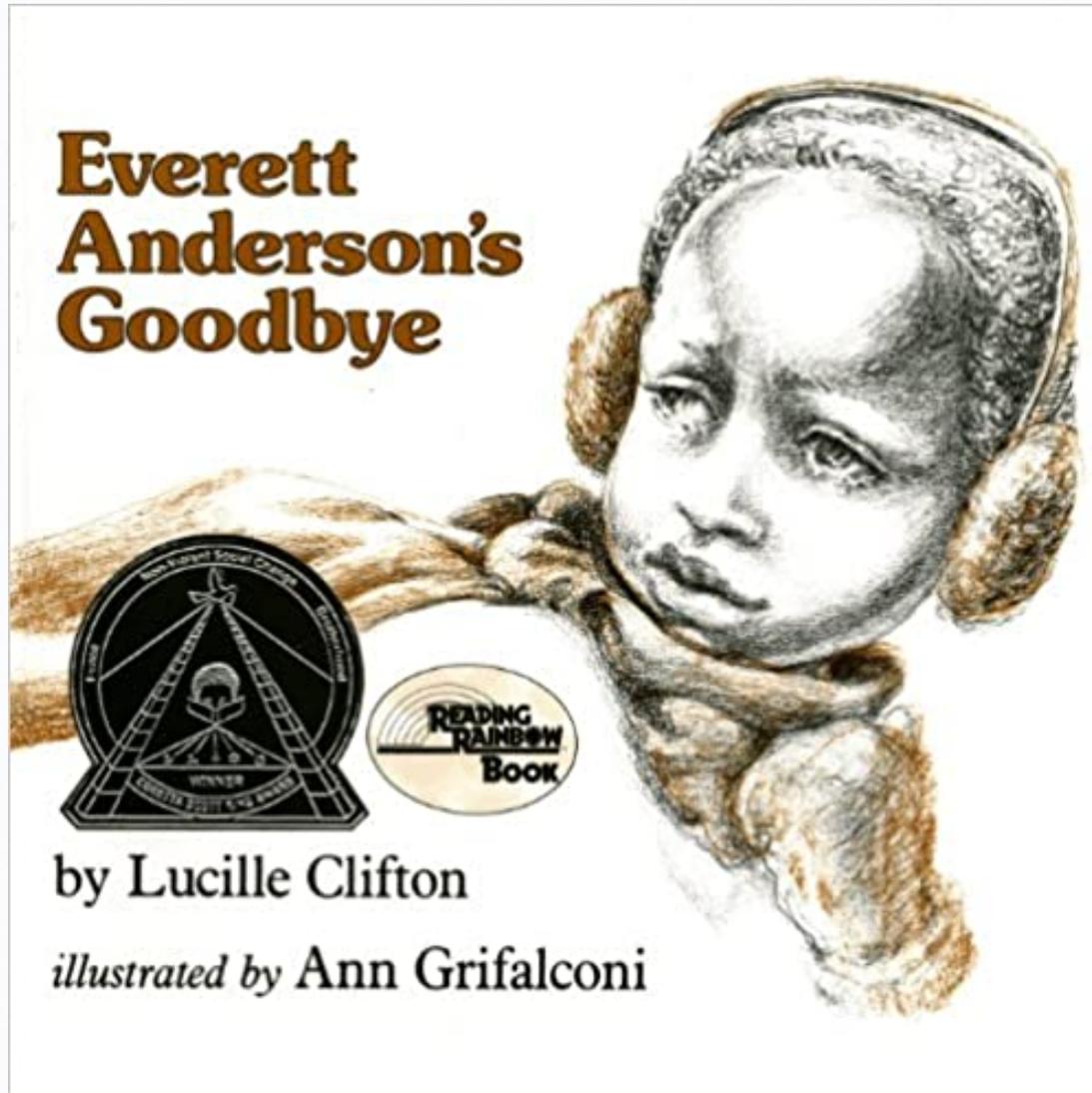


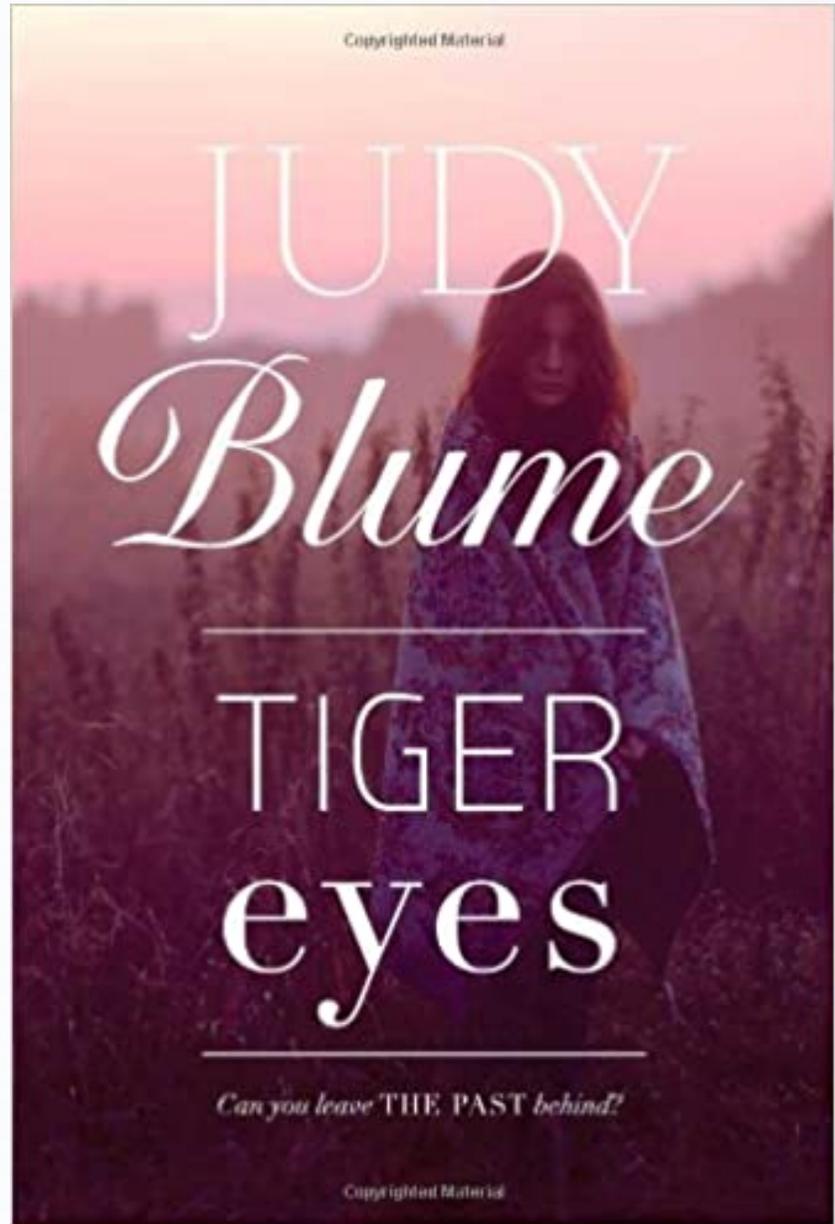
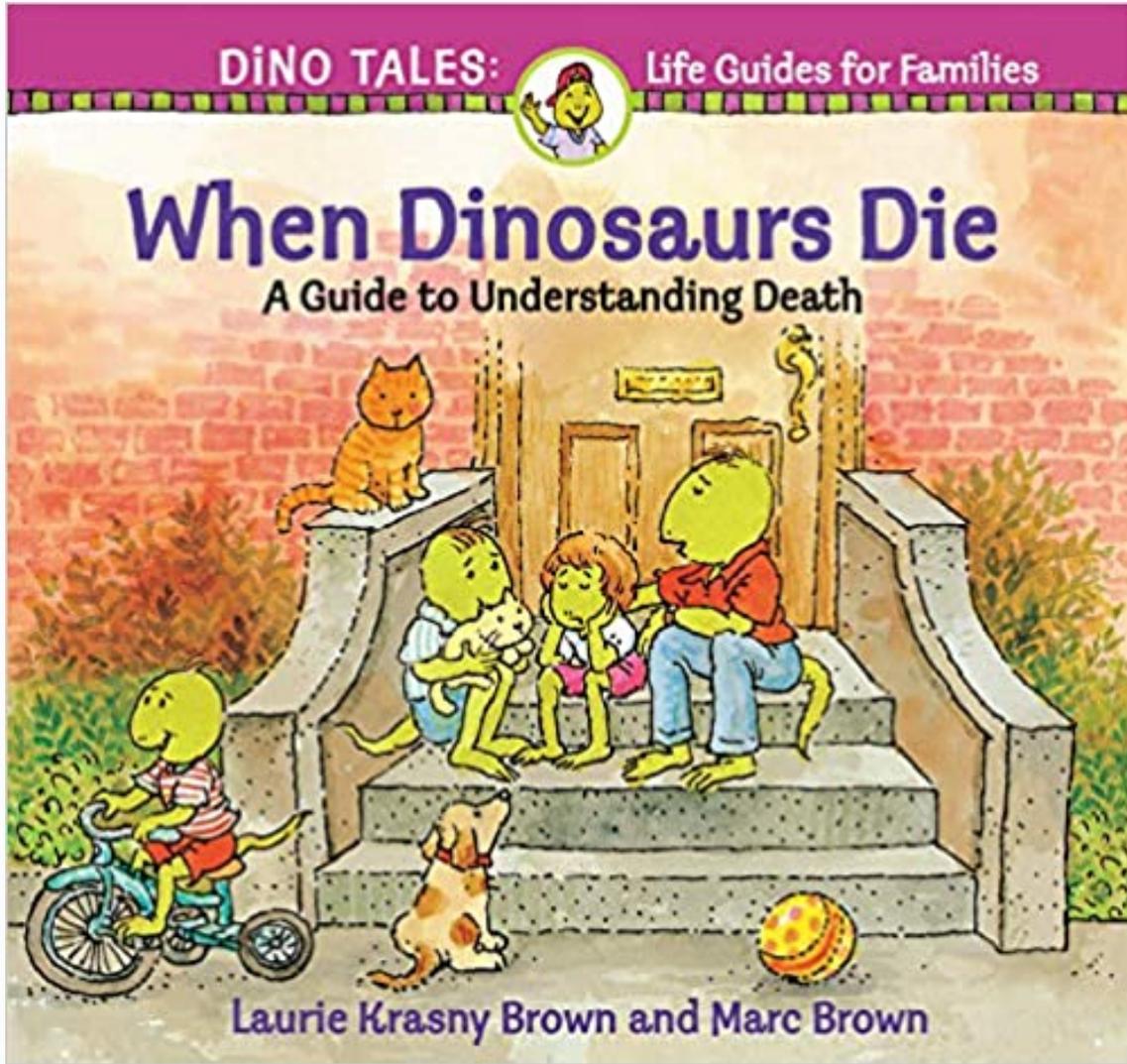
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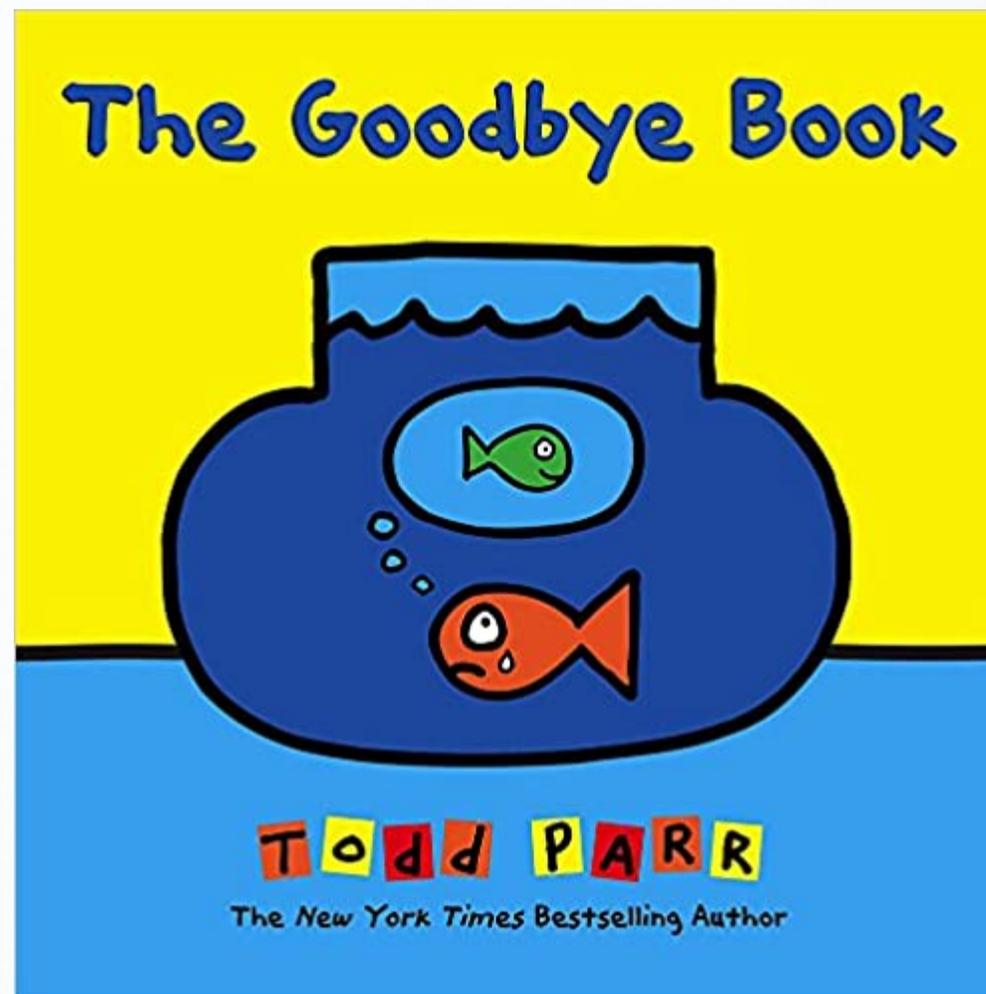
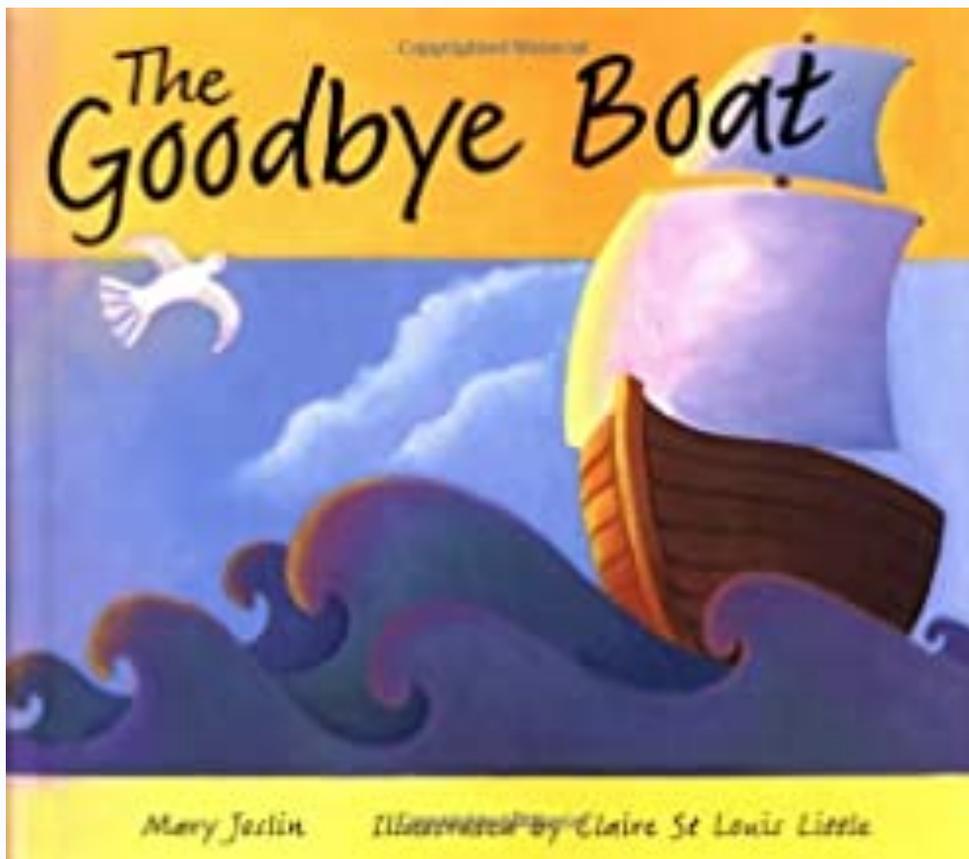


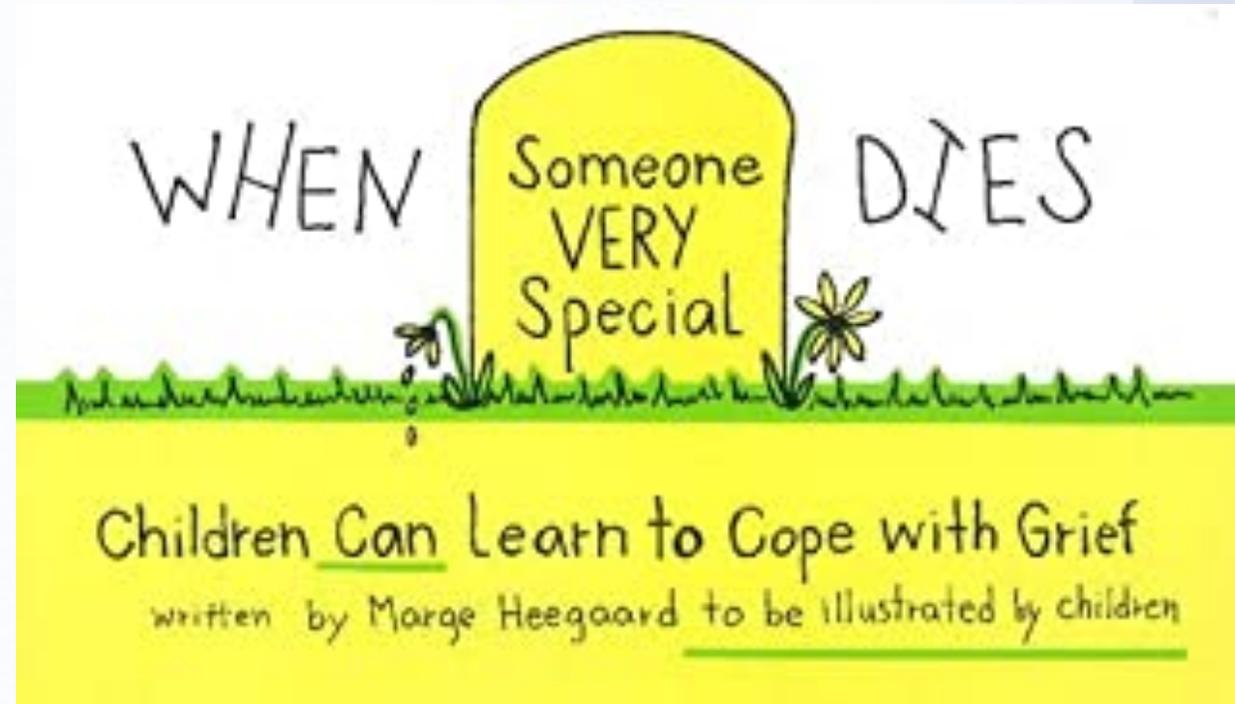
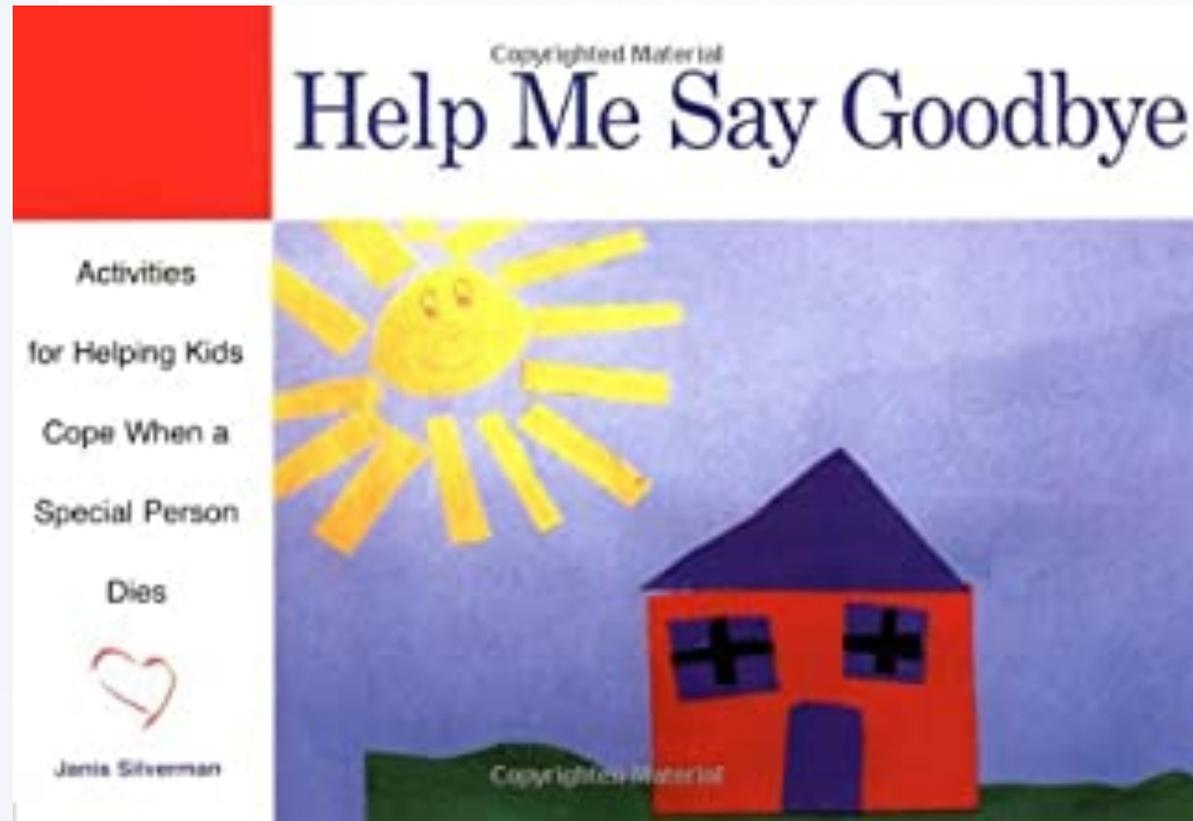
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Cemetery Quilt

Kent and Alice Ross

Illustrated by Rosanne Kaloustian



The Tenth Good Thing About Barney

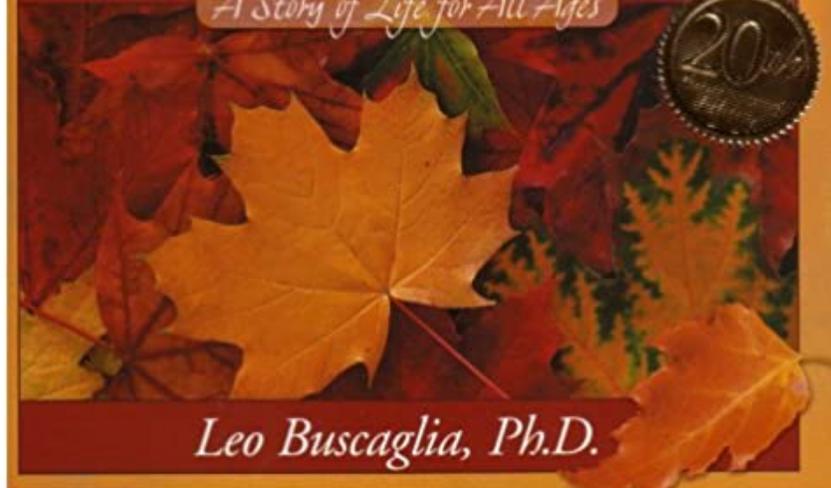


Judith Viorst

Illustrated by Erik Blegvad

the Fall of Freddie the Leaf

A Story of Life for All Ages



Leo Buscaglia, Ph.D.

Resources

- American Academy of Pediatrics: [After a Loved One Dies](#)
- American Academy of Pediatrics: [Childhood Grief: When to Seek Additional Help](#)
- National Institutes of Health: [Talking to Children About Death](#)
- Zero to Three: <https://www.zerotothree.org/resources/3366-helping-your-toddler-cope-with-grief-and-death>
- <https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/GoodBooksforToughTimes.pdf>
- <http://www.agis.com/Document/4482/helping-a-child-deal-with-death.aspx>

Thank you!



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