

School-Based Programing in your Community

MyNHPCO Bereavement Professional Community Chat December 2019

Presenter: Melissa Lunardini, MA, MBA

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MyNHPCO: Where do I find it, and what is it?

- Visit: <http://my.nhpc.org/home> and use your NHPCO email and password.
- A collaboration of 15 discipline-specific professional communities and issue-based communities.
- Interdisciplinary-focused
- MyNHPCO contains on-line resources, forums and networking will help you grow professionally, find new solutions, contribute to the field, and elevate the national profile of your program.

MyNHPCO

- Professional communities
- Discussion Posts
- Monthly Chats
- Library entries
- Blog

Please contact us...

- if you have questions about membership
- if you have topics you would like us to discuss
- if you would like to become a community committee member
- stay connected at the [MyNHPCO Bereavement Professional Community!](#)

School-Based Program Objectives



BUDGET



MOU'S & COI'S



STAFF



PROCEDURE



FORMS



SUPPLIES



CURRICULUM



FOLLOW-UP

WHY SCHOOL GROUPS?

- Meeting the needs of the community
 - Eliminates barriers to service
 - Lack of financial resources and guardian availability
 - Transportation
 - Cultural conflict
 - Ease of access in safe trusted environment
- AFT and NYL survey:
 - 7 out of 10 teachers have a grieving student in their classroom
 - Only 7% of teachers reported that they received bereavement training
 - 42% reported observing self-destructive behavior
 - 38% reported increased risk-taking behaviors (ex. drugs and alcohol)
 - 67% of teachers state that they almost always witness a negative academic performance
 - 87% say struggles with concentration
 - 82% saw withdrawal
 - 72% absenteeism
 - 79% exhibit depression/sadness
- Cost effective services

BUDGET

Expenses	Projected Costs	Grant funds	Total
Salaries: (20-25%) Staff = \$XX/hr			
Program Set up: (60-80 hrs) Calls, emails, onsite meetings, MOUs and COIs = \$XX/hr			
Train Interns: (48 hrs) 4 hour prep for training and 8 hr training (4x per yr.) = \$XX/hr			
Training Materials: Create xx binders for interns, toolkits for each school, and xx binders for school personnel training = XX (target number) x \$XX/hr			
Facilitate Sessions: Set-up, pre-meeting with schools, group session, teardown, post meeting. Instruction & Travel for XX schools x 8wks x 4 hrs @ \$XX/hr			
Snacks: drink and snacks for XX schools for 8 weeks- approx. 8-10 children each school =\$3/child x 10 children x (XX) schools x 8 sessions			
Supplies: Supplies for XX schools, 8 sessions, 10 children (avg. \$4 per child/per session)			
Travel/Mileage: Mileage for XX schools- 8 week sessions (State IRS reimbursement rate)			
Educating School Personnel: Provide 4 hr educational session per school year = 3 trainings x 4 hrs train/transportation x 16 hours of prep @ \$XX/hr			

MOU'S & COI'S



Memorandum of Understanding (MOU)

Purpose
Responsibilities
Termination
Compensation/Relationship
Fingerprinting Regulation
TB Risk Assessment
Supervision and Monitoring
Insurance
Nondiscrimination
Signatures



Certificate of Insurance (COI)

Auto Liability and Physical Damage Coverage
(\$1 million limit)
Professional Liability and General Liability
(\$1 million limit)
Workers Compensation and Employer Liability
(\$2 million limit)
Supplemental Member with Sublimit
(\$1 million limit)

MOU Contract Checklist

District: _____

Contract Dates: _____

Process	Initial	Date
Acquire Signature from TEH Staff		
Email MOU to District <ul style="list-style-type: none">- MOU (PDF with Signature)- Scope of Practice- Appendix		
Received Signed MOU		
Insurance(COI) Request <ul style="list-style-type: none">- Body Email: Request with District name, address, and contact- Attachment: Signed MOI, Scope of Practice, and Appendix		
COI Received		
COI emailed to District		
COI emailed to Contracts Department		

Notes:

School District	Start Date	End Date	Renewal Date	Insurance Renewal	District Contact	Number	Email	Address
Albert Einstein Academies Charter M	08/01/219	06/30/22		NEEDED	David Sciarretta, Superintendent		dsciarretta@aeacs.org	MIDDLE: 458 26th St. San Diego, CA 92102
Chula Vista Elementary School Distri	09/01/19	06/01/19	05/01/19	NEEDED	Lisa Parker, Executive Director Student, Family, Community	(619) 423	lisa.parker@cvesd.org	84 East J Street, Chula Vista
E3 Civic High School	02/12/19	06/12/22	05/01/22		Dr. Helen Griffith, Executive Director and Ch		hgriffith@e3civichigh.com	295 11th Ave. 6th Floor, Can
Escondido Union School District (Ele	07/01/19	06/30/20	05/18/20		Kimberly Israel, Coordinator, Co	760-708-60	kisrael@eusd.org	2310 Aldergrove Ave, Escon
Escondido Union High School District	08/01/19	06/30/22		NEEDED	Amanda Phillips, Assistant Sup	760-291-3262		302 N Midway Dr, Escondido
Escondido Charter High School	08/01/19	06/30/22		NEEDED	Shawn Roner, Exeutive Director			1868 E. Valley Pkwy Escondi
Fallbrook Union High School District	08/01/19	06/01/22	04/15/22		Melissa Marovich, Director of St	760-723-	mmarovich@fuhisd.net	2234 S. Stage Coach Lane, F
Grossmont Union High School Distri	02/01/18	06/30/21	05/01/21		Mary Nishikawa, Director, Student Support		mnishikawa@guhsd.net	1100 Murray Dr., El Cajon, Ca
Helix Charter High School	04/01/18	06/30/21	05/01/21		Kevin Osborn, Executive Director	619-644-19	kosborn@guhsd.net	7323 University Ave., La Me
Lakeside Union School District	01/01/19	06/01/22	04/15/22		Dr. Natalie Winspear, Executive Director		nwinspear@lsusd.net	12235 Woodside Ave., Lake
Lake Elsinore Unified School District	08/01/19	06/30/22			Donna Wolter, Director of Special Education			545 Chaney St. Lake Elsinor
Lake Elsinore SAFER Contract	08/01/19	06/30/22	05/01/22					
Menifee Union School District	08/01/19	06/30/22	05/02/22		Ambur Borth, Assistant Superint	951-672-18	aborth@menifeeusd.org	29775 Haun Road Menifee,
Murietta Valley School District	06/30/19	06/30/22	04/15/22		Mary Walters, Assistant Superin	951-696-16	mwalters@murrieta.k12.ca	41870 McAlby Court, Murrie
Poway Unified School District	08/01/19	06/30/22	05/01/22		Greg Mizel, Assistant Superinte	858-521-28	gmizel@powayusd.com	15250 Avenue of Science, Sa
San Diego Unified School District	09/15/19	06/30/22	05/01/22		Linda Trousdale, Executive Director of Student Service			
San Diego Cooperative Charter School	06/01/17	06/01/20	04/15/20		Monique Garcia, School Counselor			7260 Linda Vista Rd, San Di
San Dieguito Union High School Dist	06/07/19	06/30/22	05/15/22		Tina Douglas, Associate Superin	760-753-64	tina.douglas@sduhsd.net	710 Encinitas Blvd., Encinit
San Marcos Unified School District	08/01/219	09/10/19			Mark Schiel, Asst. Superintendent of Busi		mark.schiel@smusd.org	
San Pasqual Union School District	04/08/19	06/30/22	05/01/22		Mark Burroughs, Superintendent	760-745-49	mark.burroughs@sanpas	15305 Rockwood Rd., Escon
Sweetwater Union High School Distri	08/01/18	06/01/20	04/15/20		Joe Fulcher, Assistant Superintendent, Fo		joe.fulcher@sweetwater	1130 Fifth Avenue

Escondido Union School District (Elementary)

School Name	Address	Contact	Phone Num	Email	Term Served	Notes
Rincon Middle School	925 Lehner Ave, Escondido, CA 92026	Bina Gold	760-432-249	bgold@eusd.org		Wants Fa
Bear Valley Middle School	3003 Bear Valley Pkwy, Escondido, CA 92026	Michaela Sandy	760-432-406	msandy@eusd.edu		
Bernardo Elementary School	1122 Mountain Heights Drive, Escondido, CA 92026	Courtney Woods		cowoods@eusd.org		
Central Elementary School	122 W. Fourth Ave, Escondido, CA 92025	Business Services	760-432-2128			
Conway Elementary School	1325 Conway Dr, Escondido, CA 92027	Nicki Winters		nwinters@eusd.org		
Farr Avenue Elementary School	933 Farr Ave, Escondido, CA 92026	Raul Flores		raflores@eusd.org		
Felicita Elementary School	737 W. 13th Ave, Escondido, CA 92025	Kerren Smith		kesmith@eusd.org		
Glen View Elementary School	2201 E. Mission Ave, Escondido, CA 92027	Melissa Everard		meverard@eusd.org		
Juniper Elementary School	1807 Juniper St, Escondido, CA 92025	Brooke Cottingham		bcottingham@eusd.org		
Lincoln Elementary School	1029 N. Broadway, Escondido, CA 92026	Sandra Gonzalez		sgonzalez@eusd.org		
L.R. Green Elementary School	3116 Las Palmas Ave, Escondido, CA 92025	Brittany Eason		beason@eusd.org		
Miller Elementary School	1975 Miller Ave, Escondido, CA 92025	Ala Naaman		anaaman@eusd.org		
North Broadway Elementary School	2301 N. Broadway, Escondido, CA 92026	Haleftiras		shaleftiras@eusd.org		
Oak Hill Elementary School	1820 Oak Hill Dr, Escondido, CA 92027	Kelly Alexy		kdwyer@eusd.org		
Orange Glen Elementary School	2861 E. Valley Parkway, Escondido, CA 92026	Elaine Bronder		ebennaton@eusd.org		
Pioneer Elementary School	980 N. Ash St, Escondido, CA 92027	J Day		iday@eusd.org		
Reidt Creek Elementary School	2869 N. Broadway, Escondido, CA 92026	Priscilla Noonan		pnoonan@eusd.org		
Rock Springs Elementary School	115 Deodar Rd, Escondido, CA 92026	Heather Hudson		hhudson@eusd.org		
Rose Elementary School	906 N. Rose St, Escondido, Ca 92027	Yashia Vargas		yvargas@eusd.org		

STAFFING & SCHEDULING



License v. Non-license



Volunteer based



Co-facilitation



Consistent v. Flex



Ideal timing for groups



Checking for date conflicts



8 weeks x 60 min // 6 weeks x 60 min // 10 weeks x 60 min// ongoing

PROCEDURE



**School
initiates
contact**



**Send School-
Based Email**

Scope of practice
Referral form
Authorization
form/Permission slip
Flyer



**School is in
cue for
services**



**Counselor
and school
contact
arrange
dates/times**



**Prep for
school group**



**Facilitate
Groups**



**Send post-group
email/resources**

SCOPE OF PRACTICE



Outlines Services



Explains
Attachments/Appendices



Details Responsibilities



Provides Contact

REFERRAL FORM



The Elizabeth Hospice

Appendix: A

Fax: 760-796-3783

Email: Jessica.Porte@ehospice.org

REFERRAL FOR GRIEF AND LOSS SERVICES

Date:

School: School District:

Point Person: Title:

Phone: Email:

I am interested in:

☐ On-site 8-week grief support group (a minimum of 8 students have been identified)

☐ I am looking at a start date of (check one): ☐ Oct-Dec ☐ Jan-Mar ☐ Mar-May

☐ Individual Counseling^{*}/includes counseling for bereavement and a serious illness

(This family is expecting a call from your agency) - ** This is a fee-based service*

Guardian's name: Phone Number:

Child's name: Grade:

Child's name: Grade:

Is this family Spanish speaking only? ☐ Yes ☐ No

☐ Resources/Information on services, upcoming trainings, and events

☐ Yes, please sign me up to receive informational emails and event invitations.

Office Use:

www.elizabethhospice.org

AUTHORIZATION FORM



The Elizabeth Hospice

Appendix: B

AUTHORIZATION FOR GRIEF SUPPORT SERVICES

School: _____ Counselor: _____ Grade: _____

Student's Name: _____ Birth Date: _____ ☐ MALE ☐ FEMALE

Parent/Guardian Name: _____ Relationship to child: _____

Address: _____ City: _____ Zip: _____

Mobile: _____ Home: _____ Email: _____

Name of person who died: _____ Age of person who died: _____

Relationship to child: _____ Date of death: _____

How the person died: _____

Please share any specific behaviors, concerns, impact on home, school, social functioning since this death: _____

As lawful consideration for being permitted to participate in the bereavement group, I hereby release from all legal liability and agree not to pursue legal action against The Elizabeth Hospice, its owners, officers, directors, members and employees for any injuries or damages whatsoever to me or my property caused by or resulting from my participation in the bereavement group. I am aware that this contract is legally binding and that I am releasing legal rights by signing it.

I voluntarily consent to participation in this group. I understand that all participants will maintain confidentiality. Under California state law, healthcare professionals are mandated to breach confidentiality in situations where child and elder abuse is suspected. Professionals must also report situations that threaten self-harm or harm to another person. I understand the conditions under which confidentiality may be breached as mandated by California state law.

Signature of Participant	Date
_____	_____
Signature of Parent /Guardian of Participant (if child is a minor)	Date
_____	_____

Consent to Access Demographic Information: The Elizabeth Hospice and San Diego State University are collaborating in a research project which involves collecting data from the group sessions. Information from the data may be used for the purpose of education, and/or research in the interest of advancement of mental health training. Furthermore, no real client names shall be used for any purpose. Utilization of information under the terms of this signed consent shall not be subject to legal action. ☐ I AGREE ☐ I DO NOT AGREE

INFORMATION REQUESTED FOR STATISTICAL AND GRANT FUNDING OPPORTUNITIES (optional)

Marital Status:

☐ Single ☐ Married ☐ Divorced ☐ Widowed

Ethnic Background:

☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Caucasian ☐ Hispanic or Latino
☐ Middle Eastern ☐ Native Hawaiian or other Pacific Islander ☐ Two or more races ☐ Other _____

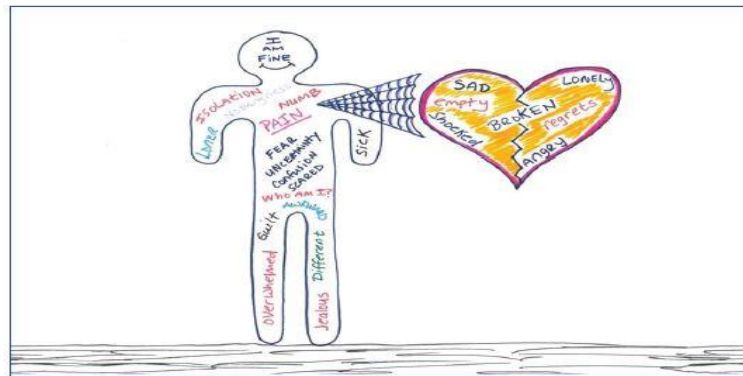
Household Income:

☐ Less than \$25,000 ☐ \$25,001 - \$50,000 ☐ \$50,001 - \$75,000 ☐ \$75,001 - \$100,000 ☐ \$100,001 or more

Military Affiliation (select all that apply):

☐ Active Duty ☐ Veteran ☐ Army ☐ Navy ☐ Marine Corps ☐ Coast Guard ☐ National Guard

FLYER



Free support group for grieving children and teens

Children who are struggling with feelings of grief and loss after the death of a parent, sibling, grandparent, friend, or another significant person in their life are invited to join our **GRIEF SUPPORT GROUP**. There's no cost to attend and sessions are held on the school campus during school hours.

During the eight-week program, children learn about grief and loss, develop coping skills, share their grief story and connect with others who are facing similar challenges. Sessions are facilitated by trained childhood bereavement professionals from The Elizabeth Hospice.

For more information, contact Jessica Porte, School Group Coordinator for The Elizabeth Hospice, at Jessica.Porte@ehospice.org or **760.504.2303**.

Before group, I never talked about my dad. I basically ignored his death. In these past weeks, I've grown because I'm more open about my dad. Thank you. I was blessed to be part of this group and to have someone to talk to. —Jillyan

GRIEF SUPPORT GROUP

Eight, 50-minute sessions,
held during school hours

8-12 students per group

Confidential



The Elizabeth Hospice

Leading. Human. Kind.

Children's Grief Support Groups are hosted by The Elizabeth Hospice, a nonprofit healthcare leader in San Diego County and Southwest Riverside County. Federal Tax ID 95-3275679

SUPPLIES

Assorted paper

Writing mediums

Scissors

Tape

Glue sticks

Sticky Notes

Index cards

Kleenex

Snacks

Folders with Curriculum

SUPPLIES



CURRICULUM

- In partnership with SDSU
 - Year two of program evaluation (+ results)
 - 2020 IRB positioned to do research
 - Pre and Post 4 page evaluation
- Primary and Secondary
 - Elementary
 - Middle/High School (*research)
- Benefits & Limitations
 - Highly structured
 - In-depth knowledge of intervention
 - Repeated for returning students
- Structure
 - Welcome & snacks (secondary)
 - Intros, group safety, (eval), mindfulness tech
 - Intervention & Processing
 - Mindfulness
 - Closing



SAN DIEGO STATE
UNIVERSITY

GROUNDING TECHNIQUES FOR SCHOOL-BASED GRIEF SUPPORT GROUPS

PSYCHOEDUCATION

PRE: IDENTIFY AN IMMOVABLE POINT

Have students identify a point in the room to focus on. This can be useful when students are needing emotional regulation or the need to orient to space.



POST: BUILDING PROTECTION

Guide students through a visualization of choosing their protective gear. This can support with transition of group.

EXPLORING EMOTIONS



PRE: EXTERNALIZING EMOTIONS

Have students visualize a character that represents a current feeling they are experiencing.

POST: RECEIVE + RELEASE

Have students breath in an emotion they want to receive more of and breath out an emotion they want to release.

PHYSICAL MANIFESTATIONS

PRE: BODY SCAN

Invite students to close their eyes. Guide students through their body while identifying areas of discomfort or tension.



POST: ANCHOR BREATH

Have students take a round of breath with a hand on their chest. Repeat this breath with a hand on their belly. After feeling the sensation of the two, allow students to decide which breath anchors them more.

COPING SKILLS

PRE: STOP TECHNIQUE

Have student use this when a trigger arises. Stop. Take a breath. Observe the trigger or emotion. Choose how to proceed.



POST: ACCESSING TOOLS

Have students identify a coping tool that they can put into practice today.

MINDFULNESS

DECREASING ISOLATION

PRE: TAKING THE MASK OFF

Have students role play the removal of a mask in an effort to build connection with vulnerability.



POST: LEAVING SHOES

Ask students to identify a place where they could leave their grief shoes.

SHARING MY STORY



PRE: SAFE PLACE/OBJECT

Ask students to think about a place or object that makes them feel safe.

POST: ROOTING

Have students plant their feet on the ground and hands on a surface. Invite them to close their eyes and imagine roots growing from them into the ground.

SUPPORT SYSTEMS

PRE: FIND YOUR TRIBE

Have students stop and identify who supports them. Think about a quality. Throw this person's name and quality out to the group.



POST: PASS THE HUG

Invite students into a circle, passing a hug from one student to another clockwise.

LEGACY BUILDING

PRE: GRATITUDE PRACTICE

Ask each student to share with the group one thing they are grateful for.



POST: AFFIRMATIONS

Guide students to write down a positive affirmation on a sticky note. Invite students to gift that affirmation to another group member.



The Elizabeth Hospice

SAMIRA MOOSAVI, CCLS
CHILDREN'S GROUP COORDINATOR
SAMIRA.MOOSAVI@EHOSPICE.ORG
760.796.3701

Grief Measure Game

1. I understand what the word grief means
2. I feel sad most of the time
3. I feel so tired since the death
4. I am easily frustrated lately
5. I have a hard time concentrating
6. I want to be alone
7. It's ok to cry
8. I have identified healthy ways to cope
9. School is hard for me since the death
10. I enjoy being around my friends
11. I worry about how my family members are doing
12. I feel ok, even happy, but worry that it is wrong
13. My friends don't understand what I am going through
14. I have a difficult time sleeping
15. My grades have changed since my person died
16. I've seen a real body
17. I have questions about the death
18. I am worried that I might die or that some else in my life will die
19. I have guilt/regrets around my person who died
20. I participated in a funeral or memorial service

Grief Measure Game

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Grief Measure Sheet
Agree/Disagree/Not Sure Cards

Target Objective: Decreasing isolation

Goal: This grief measure helps students to see commonalities and differences on how grief impacts their life.

Description of Activity:

1. Facilitator will read off questions to the group.
2. Students will reply non-verbally by raising their "agree," "disagree," or "not sure" card.
3. Reflect on the varying answers for each measure.

Discussion Questions:

1. Ask group if they want to share about their card choice after each statement. Example: "I see some of you have agree up and some of you have disagree, I am wondering if anyone would like to share why they chose agree or disagree for this statement?"

Closing: A closing should summarize major themes that highlighted vast differences within the group along with the themes that connected the group. Facilitator will close by normalizing and talking about how grief is unique to everyone and how it is not beneficial to compare your grief with others.

CURRICULUM

- Week 1
- Allows for nonverbal participation via cards
- Gives overall pulse on group
- Creates instant validation and connection

CURRICULUM

- Week 2
- Break into smaller groups for bonding
- Starts to normalize grief
- Processing both instrumentally and intuitively

Stuck In My Feelings

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Sticky Notes
Pens
Markers

Target Objective: Grief Psycho-education

Goal: Help students identify feelings/emotions related to their experience. This intervention also decreases isolation by students sharing common feelings.

Description of Activity:

1. Pair students in dyads
2. Provide each grouping an assortment of sticky notes and something to write with
3. Ask each pair to take 3-5 mins to identify feelings/emotions that they have experienced since their person has died
4. As they talk it out with each other, they will write down one feeling per sticky note
5. If they share the same feeling/emotion they still only write it once on a sticky note
6. After all the groups have finished, each dyad will post their sticky notes on the wall and share with the group what feelings/emotions they came up with as a group
7. Each group will follow this step until every group has shared

Discussion Questions:

1. Ask the group to talk about feelings/emotions that were mentioned that surprised them
2. Ask the group if they think all of the emotions listed are healthy and ok to have
3. Talk with the group about who they share these feelings/emotions with
4. Have certain feelings/emotions ever concerned you?
5. Are there times when they are the heaviest?

Closing: A closing should summarize that all feelings/emotions are valid and ok to have. The facilitator can also weave in that heavy feelings/emotions should have healthy outlets.



CURRICULUM

- Week 3
- Identifies physical manifestations
- Increasing understanding around body's natural alarm system
- Helps with regulation
- Prompts when to ask for help or the initiation of coping skills

Body Survey

Age Level: Secondary (6th-12th grade)

Time: 60 min

Materials:

Body Surveys (x15)
Markers
Pencils
Pens

Target Objective: Grief Psycho-education

Goal: To allow students to identify where grief can present in their body.

Description of Activity:

1. Provide each student with a body survey handout.
2. Facilitator reads body survey to students while students follow along rating their experience
3. Facilitate students sharing their body outline responses (each student shares their top three grief-impacted areas) with the group

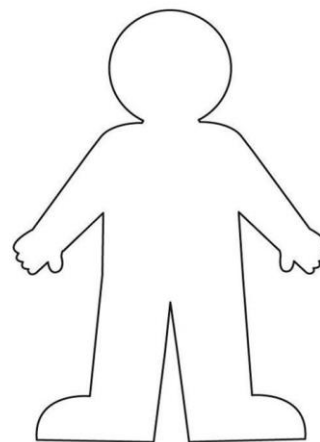
Discussion Questions:

1. Discuss with the group how grief presents physically in the body
2. Discuss if any symptoms are more intense in measure (for example, if the intensity has changed as more time has passed)
3. Discuss with the group any symptoms that were not included in the survey
4. Discuss ways to cope when grief manifests in the body

Closing: A closing should summarize the most common places in the body where grief presents itself and ways to cope with physical manifestations.

	Never	Sometimes	Always		
1. My body feels weak.	1	2	3	4	5
2. My body feels numb.	1	2	3	4	5
3. My head aches.	1	2	3	4	5
4. My head feels dizzy.	1	2	3	4	5
5. My throat feels blocked.	1	2	3	4	5
6. My shoulders feel tight/tense.	1	2	3	4	5
7. My chest feels tight/tense.	1	2	3	4	5
8. My chest feels heavy/weighted.	1	2	3	4	5
9. My heart feels like it beats really fast.	1	2	3	4	5
10. My stomach aches.	1	2	3	4	5
11. My stomach feels sick.	1	2	3	4	5
12. My stomach feels nervous (like I have butterflies in it).	1	2	3	4	5
13. My hands feel sweaty.	1	2	3	4	5
14. My arms feel weak.	1	2	3	4	5
15. My arms feel shaky.	1	2	3	4	5
16. My legs feel weak.	1	2	3	4	5
17. My legs feel shaky.	1	2	3	4	5

Circle the places where you feel grief in your body the most.



Age Level: Primary (6th-12th grade)

Time: 60 min

Materials:

- List of coping skills (x15)
- Pencils
- Pens
- Markers

Target Objective: Coping Skills

Goal: Allow students to identify and increase the use of positive coping skills

Description of Activity:

1. Post a note card that says Healthy on one wall and a note that says Unhealthy on the other wall
2. Provide each student with some sticky notes and pencils/pens/markers
3. Have each student write down as many coping skills they can think of and place their sticky notes under each category

Discussion Questions:

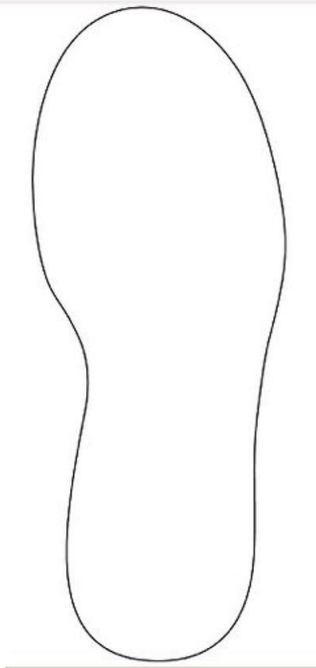
1. Facilitate a discussion around what students identified under each category and address any myths around unhealthy coping skills
2. Discuss new coping skills for students to try that were not identified
3. Discuss ways to replace negative coping skills with adaptive coping skills
4. Teach a simple breathing or grounding technique

Closing: A closing should summarize what coping skills are, when and how to use coping skills when grieving.



CURRICULUM

- Week 4
- Identifying and understanding coping skills
- Highlighting healthy and unhealthy coping skills
- Identifying which ones to use (when and where)
- Increases peer knowledge of what this age groups leans towards



CURRICULUM

- Week 5
- Deep dive inward to grief and “self”
- Highlights other stressors and internal thinking patterns
- Decreases sense of isolation
- Increases awareness of other’s pain

Walking in My Grief-Filled Shoes

Age Level: Secondary (6th-12th grade)

Time: 60 min

Materials:

Assorted Colored Paper
Markers
Gel Pens
Sharpies
Scissors
Tape/Glue
Lap Desks

Target objective: Decreasing isolation

Goal: To have students identify how unique their grief is.

Description of Activity:

1. Provide each student with colored paper and gel pens/sharpeners/markers
2. Instruct students to draw out an outline of a shoe
3. Have student write and/or draw out the emotions and thoughts unique to their grief

Discussion Questions:

1. Have you ever had someone say “I know exactly how you feel since your person died”? Or “I know what you are going through”? If someone were to walk in your shoes, what would you want them to know?
2. Ask the group why they feel that grief is so isolating.
3. Who in your life can you share this shoe with?
4. Does your shoe have more positive or negative elements to it?
5. Discuss with the group the common themes amongst them.
6. Discuss with the group ways to pull yourself out of isolation.

Closing: A closing should summarize common themes and ways to pull yourself out of isolation.

CURRICULUM

- Week 6
- Sharing of story
- Can be emotional (lean on coping skills)
- Need to be prepped, grounded and feel secure (pre and post)
- May need extra time to regulate

How I Found Out

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Assorted Colored Paper
Pens
Pencils
Markers

Target Objective: Sharing their story/processing

Goal: Allow students to share their story about the day they found out that their person died.

Description of Activity:

1. Provide each student with a handout.
2. Introduce the activity by inviting students to share their story. For example, saying "most people don't get to share the full day of events that happened the day that some dies uninterrupted, this is your chance to share your story. While sharing is happening, it is important that we remember the rules. Sharing this day can be really hard to do. Your body knows that it is ok and normal if you cry, have a shaky voice, a nervous stomach, and sweaty palms. Some of you might talk very matter of fact and some of you might struggle. Let's agree that we are going to support everyone here today as they share their story."
3. Remind them about deep breathing.
4. Ask students to write or draw about the day they found out. Some students might just want to verbally share and not write. That is ok too.
5. Sample prompting questions for students who are struggling to start: "What happened that day?" "How did you hear about the news?" "How did it change your life?" and "How are you right now?"

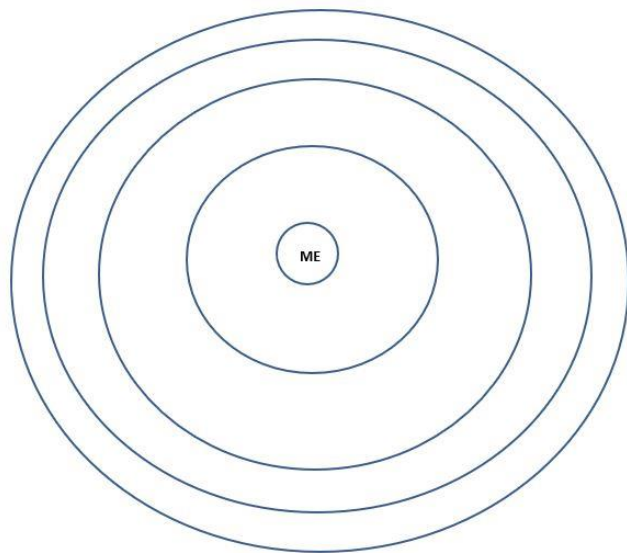
Discussion Questions:

1. Ask students to share or talk about what they remember that day.
2. Thank each student for sharing.
3. Allow students to ask follow up questions to each other.
4. Validate what you heard and move to the next person to share.

Closing: A closing should start with thanking students for having the courage to share their story. Guide students in taking a deep breath. Share with students that every time they share their story another piece of them heals or helps to heal someone else. Discuss self-care and ask students to tell the group what they plan to do for self-care today.

Time management will be critical on this day.

Support Systems



Types of Support

Family	Friends	Teachers	Counselors	Coaches
Support Groups	Online	Clubs	Faith	Pets

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

- Support Systems Handouts (x15)
- Pens
- Pencils
- Markers

Target Objective: Support Systems

Goal: Help students identify who in their life is there to support them.

Description of Activity:

1. Provide students with the handout.
2. Ask students to write the names of people they have identified as supportive.
3. Students will use a ranking system to identify these individuals: the closer they are to the middle, the more likely they are to lean on and share their experience with those people. The further out, they are the less likely they are to lean on them for support.

Discussion Questions:

1. Tell us who is closest to you and why?
2. Share more about who is the farthest away from you and why?
3. Has anyone moved through the levels? Either getting closer to you or further away? If so, why?
4. Can you add more to the system over time? Can people drop out of your system? If so, what would make that happen?
5. Is there anyone that you wish was more supportive of you?

Closing: A closing should summarize the importance of leaning on others for support while in grief. Grief is not meant to be walked alone. It is important to identify and lean on those in your inner circle for support and comfort when you need them. It is also important to lean on those in the far out rings from time to time especially when you feel like you have exhausted your inner circle.

CURRICULUM

- Week 7
- Deepen understanding of support system
- Identify who is in the inner circle
- What is shared and with whom?
- Who do you wear a mask around?

CURRICULUM

- Week 8
- Focus on managing future triggers, events, milestones
- Identify important days in the future
- Encouraging ongoing support
- Identifying ways to honor and remember loved ones

What's Next? Remembering and Honoring Your Loved One

Age Level: Secondary (6th-12th grade)

Time: 60 min

Materials:

List of Rituals, Anniversaries, Holiday Ideas
Assorted Colored Paper
Pens
Pencils
Markers

Target Objective: Future Planning

Goal: To help students identify ways they can continue bonds with their person. Students will be shown ways to ritualize, memorialize and plan for major milestones, holidays, and anniversaries.

Description of Activity:

1. Provide a blank piece of paper to each student.
2. Have each student write and/or draw a future event that they are looking forward to the most and one they are dreading the most.
3. Ask them to save a spot on their paper to write and/or draw a future goal they are trying to achieve.

Discussion Questions:

1. How do you honor your person who died?
2. Are there rituals that your family and friends already do?
3. How do you honor your person during the anniversary of their death?
4. Is there anything on the handout that you are willing to try?
5. Have you tried something and didn't like it?
6. Are you able to share with your family what you would like to do?
7. Do you think it will be ok to miss days of honoring? For example, maybe one year you don't do something on their birthday.
8. Talk about goals and living a life of purpose and what does that mean to them and look like?

Closing: A closing should summarize with thanking them for sharing about their goals and dreams. Talk about ways to always keep their love alive for their person through ritual. Lastly, you want to talk about what it means to have an authentic goodbye and that this group has come to an end. Close with an opportunity for gratitude and saying anything to the group that have on their mind/heart.

PRIMARY CURRICULUM

What is grief?

Before and
After

Feelings (heart
mandala)

Body Survey

Coping skills

Learning
about the
death

Grief Bingo

Support
Systems

FOLLOW UP

Recommendations for follow care

- Referrals
- Host ongoing group
- BPOC
- Trainings

Email guardians

- Thank you
- Reminders on childhood bereavement
- Tips for support
- Local support services

BPOC

STUDENT STUDY TEAM SUMMARY

School:				
Today's Date:				
Student:	Student ID:	Grade:	D.O.B.:	Preferred Language:
Meeting Facilitator:		Present at Meeting:		

Items Reviewed Current Gradebook ☐ Transcripts ☐ Cum File ☐ Teacher Input ☐

KNOWN INFORMATION (Background)	STRENGTHS	CONCERNS (Prioritize)	KNOWN (Interventions & Outcomes)	WHO IS RESPONSIBLE?	WHEN AND WHERE IS THIS HAPPENING?	OTHER NOTES

Signature (Parent/Guardian)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Parent/Guardian)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Student)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Counselor/SW)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (School Psychologist)	Printed Name	Date	Signature (Admin)	Printed Name	Date

INTERVENTION AND ACCOMMODATION STRATEGIES

Environmental Strategies

- ☐ seat student near teacher
- ☐ seat student near door
- ☐ other accommodation

Organizational Strategies

- ☐ provide daily work schedule
- ☐ send a reminder email of assignments due
- ☐ other accommodation

Lesson Presentation Strategies

- ☐ tape lessons for replay
- ☐ check in for understanding/review
- ☐ break longer presentations into shorter segments
- ☐ provide peer note taker
- ☐ provide study guide
- ☐ pre-teach and reteach important concepts
- ☐ other accommodation

Assignment Strategies

- ☐ give extra time to complete assignments
- ☐ shorten assignments, break into smaller segments
- ☐ reduce homework assignments
- ☐ provide tutor/peer assistance
- ☐ assist student in setting short term goals
- ☐ handout worksheets one at a time
- ☐ allow student a choice on public speaking
- ☐ other accommodation

Test Taking Strategies

- ☐ test a limited portion of material
- ☐ give frequent short quizzes, not long exams
- ☐ allow extra time for exam
- ☐ modify weights with examinations
- ☐ allow student to test in a quiet environment
- ☐ limit the amount of material presented on a single page
- ☐ other accommodation

Break Strategies

- ☐ allow student open pass to counselor/SW
- ☐ allow student 10 min break outside classroom door
- ☐ allow student open pass to nurses station
- ☐ allow student into classroom during lunch x per week
- ☐ allow student to walk with aid outside for up to 15 minutes
- ☐ other accommodation

Behavioral Strategies

- ☐ implement time out procedures
- ☐ utilize non-verbal signal as check in with student
- ☐ keep classroom rules simple, visible, and clear
- ☐ allow for short breaks (in classroom or outside) in between assignments
- ☐ allow student to run errands for teacher
- ☐ excuse students to safe room if crying, sleeping, yelling, or anger is escalating
- ☐ other accommodation

Follow up: months

Add to Cum File

Close out SST's

Addendum

Print

Save

Reset

TRAININGS

- Three times a year we offer 4 hr. trainings
- CEUs
- Free for contracted districts



The Elizabeth Hospice
Leading. Human. Kind.

Continuing Education

Supporting the Bereaved Student: A Practical Training for School Personnel

Friday, November 15, 2019
8 am to Noon

San Diego Continuing Education:
Cesar Chavez, 1901 Main Street, San Diego, CA 92113

This course meets the qualifications for 4 hours of continuing education credit for school counselors, school psychologists, school nurses, teachers, and school administrators.

Course Description

One in fourteen children will experience the death of a parent or sibling before the age of 18 (CEBM, 2019). According to a 2012 groundbreaking survey from the American Federation of Teachers (AFT) in partnership with New York Life Foundation, 7 out of 10 classroom teachers had a student who was grieving the death of someone significant in their classes in the past year and 93% of those teachers reported not receiving any childhood bereavement training. It was found that 63% of school staff reported that they would do more to support their students if they were trained. This course will offer psychoeducation, insights, and interventions to effectively support students who are grieving.

Educational Objectives

1. Determine prevalence and supportive strategies for grieving students
2. Identify key interventions to utilize in a school-setting after the death of a student or faculty member
3. Implement a bereavement plan of care for students who are impacted by grief and loss

Presenter

Melissa Lunardini, MA, MBA, is Children's Bereavement Manager for The Elizabeth Hospice where she oversees the largest children's bereavement program in San Diego and Southwest Riverside Counties, supporting children and their families through their grief journey. With focused interest in violent death, she is a sought-after crisis intervention resource for school professionals. Melissa is a national training consultant for Boys and Girls Club of America and serves on the Marketing Committee for the National Alliance for Grieving Children.

Target Audience

School counselors, psychologists, school nurses, teachers, and school administrators

Cost

\$100	4 CE credits
Free	No CE credits

Refund/Cancellation Policy

Registration fee will be refunded in full if cancelled at least 24 hours prior to the event.

REGISTER:

the-elizabeth-hospice.ticketleap.com/admin/events/modify/bereavedstudent

FOR RESOURCES CONTACT

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Melissa.Lunardini@ehospice.org or Grievingchildren@ehospice.org

“Oh the Places You Will Go”

Thank you!