



Crisis Management Handbook

*School District No. 78
(Fraser-Cascade)*

2012

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FOREWORD

This handbook is offered as a resource guide to schools in District No. 78 (Fraser-Cascade). The book is the result of combining handbooks previously used in schools. Much effort was put into producing each former district's handbook by many people in the respective communities. Acknowledgement and thank you for that effort is due to the following individuals: Lynne Heise, Cathy Houston, Lou Kraszlany, Colleen Long, and Karen Nelson from the communities of Hope; Boston Bar, North Bend, and Yale; Martin Bartel, Tania Baumfield, Bev Coles, Adele Cossitt, Teena Edmundson, Carol Harris, Val Hildebrand, Deanna Johnson, Ernest Middleton, Mary Murphy-Demers, and Maureen Wendt from the communities of Agassiz and Harrison Hot Springs.

INTRODUCTION

For several years, School District No. 78 has become more aware of the importance of being prepared to deal with critical incidents and sudden death in the school system. The aftermath of any crisis or sudden death of a student or a staff member may be a very stressful and traumatic experience.

A pre-planned and organized approach in these situations is more effective in reducing psychological and social difficulties than attempting to haphazardly put together some assistance for students and staff at the time of crisis.

Because many critical incidents in a school setting involve sudden deaths, the language in this handbook is oriented to responding to such events. However, the procedures outlined can be adapted for use with any type of traumatic event affecting a school.

Schools should establish a School Based Crisis Management Team to be prepared to meet the demands that occur following a sudden death. The Crisis Management Team should consist of:

- Principal
- Vice-Principal
- Counselling Staff
- designated teacher representative

The Crisis Management Team is responsible for developing and implementing the plan for dealing with a crisis at the school level, in conjunction with the Critical Incident Response Team Leader (Mental Health Official).

The purpose in developing this handbook is to provide a guide for school personnel. It is not intended as a directive, but rather a support document for dealing with the steps that need to be addressed. It also offers additional material on follow-up procedures that help in bringing students through the grieving process when a death has occurred.

What

To

Do

PRINCIPAL'S ROLE

In the event of the sudden death of one or more students or staff members from accident, homicide, suicide, illness or any crisis, the principal should be one of the first persons notified. All the facts known regarding the death or crisis should be carefully recorded, the principal will then be responsible to commence implementing the steps which follow:

STEP #1: Facts on Notification:

Verify the facts of the death or crisis by contacting the police or other appropriate agency. Record name(s), exact statement provided and any other details available.

Name of victim: _____ Time Notified: _____

Notified by: _____

Details: _____

STEP #2: Crisis Management Team Notification:

Contact District Principal of Special Services and School Crisis Team members for a meeting.

STEP #3: Review Designated Roles and Responsibilities:

Principal:

- coordinates the contacting of all school personnel
- designated spokesperson, responsible for preparing and circulating information to staff, students, parents and the media
- if the deceased student is new to the school, the principal may wish to inform the previous school
- designate one secretary who will know how to reach the principal throughout the day, so that the principal can respond to any emergency or administrative situation which may develop

Vice Principal:

Immediately removes contents from the deceased student's locker or desk and brings contents to the principal. This needs to be completed prior to the students coming to school since, in some instances, students may remove the deceased student's property which rightfully belongs to the parents.

District Principal of Special Services:

Contacts Superintendent and support from outside agencies as deemed necessary by the principal.

Critical Incident Response Team Leader (Mental Health Psychologist)

Coordinate the activities of all helping staff over the next several days. This person will also gather all relevant information.

STEP #4: Planning Session

Prior to meeting with the entire staff, meet with the School Management Team and when appropriate, Critical Incident Response Team Leader (Mental Health Psychologist) for the purpose of identifying what will be discussed at the staff meeting.

STEP#5: Counselling Services

Identify an area in the school where students may come for support and counselling. This area should be close to the counselling office and/or the main office to facilitate communications between counsellors and administrative staff.

STEP #6: Emergency Staff Meeting

- Coordinate a staff meeting involving all school personnel, prior to the commencement of school, following a death/critical incident.

The following items should be discussed:

1. Principal introduces any personnel from outside the school who will be providing support.
2. All relevant information regarding the events of the death/crisis should be shared with school personnel.
3. The first announcement of the day should not be given over the public address system.
4. Inform staff how and when the announcement to students will be made. Provide staff with a prepared statement as on Page 6.
5. Make staff aware of resources and support available to both themselves and students. Inform them of location and identified area for support.
6. Encourage teachers to resume regular classroom activities as soon as possible
7. All questions from the public/media should be directed to the principal.

STEP #7: Informing Parents

Obtain funeral arrangement information and parent wishes regarding the funeral. Convey information to staff and students via a memorandum. Make contact with the family as early as possible to express the school's condolences. Visiting the parents is encouraged, and it is recommended that the principal take along a staff member who has been well acquainted with the student.

Parents should be kept informed about school activities surrounding the death and be given a list of counselling services including grief and bereavement services.

STEP #8: Community Liaison

Establish communication with directly affected connected schools. If older students start coming to the elementary school, secondary school administrators can deter them from staying; if a victim is a secondary school student, the elementary school previously attended should be apprised.

If deemed necessary, invite the PAC executive to a briefing and question and answer period on the day following the critical response activities.

STEP #9: Closure

Commence bringing closure to this tragic situation by encouraging staff to resume regular classroom activities as soon as deemed appropriate. Often a memorial service or the funeral service provides a natural point for this to commence.

PRINCIPAL'S CHECKLIST

- _____ Determine all available details about the death from police or other appropriate agency.
- _____ Notify District Principal of Special Services and School Crisis Management Team.
- _____ Coordinate the contacting of all school personnel.
- _____ Meet with School Crisis Management Team.
- _____ Designate spokesperson responsible for preparing and circulating information to staff, students, parents and the media.
- _____ Instruct Vice-Principal to remove contents from the deceased student's locker or desk, collect student's cumulative record file and PR Card, and remove the student's name from computer, mailing lists, etc. Also, notify other school principals, as appropriate.
- _____ Designate a Counselling Support Centre in the school.
- _____ Meet with staff.
- _____ Arrange for the gathering and circulating of funeral information to staff and students.
- _____ Visit and/or call parents to express condolences. Send flowers on behalf of staff.
- _____ Arrange for food to be on hand during the day.
- _____ Meet with staff at the end of the day to review activities, review list of "at risk" students, and plan for the next day's activities.

SUGGESTED AGENDA FOR EMERGENCY STAFF MEETING

Prior to the commencement of school on the day following a student or staff member's death, the principal will, in all likelihood, hold an emergency meeting, which should include support staff, to outline special procedures for the school day.

The emergency staff meeting should be called to commence 30-40 minutes prior to regular starting time. The following topics should receive attention:

- The principal identifies and introduces the Crisis Management Team and the function of each member as well as all additional support personnel and their duties. (Name tags would be useful.)
- All relevant information regarding the death should be shared with the staff; it is important to maintain momentum of the meeting from this time on.
- Advise teachers and support staff what may be expected of them in the ensuing days.
- Distribute the prepared statement they will be making to students and tell when this will be done.
- Inform all staff members that media representatives or anyone else requesting information should be immediately directed to the principal or designated spokesperson (see Page 18, Principal as sole media contact).
- Provide information about district and community resource staff, how their services will be accessed, where the counselling support center will be located, and who is the group leader. (Space should be designated as a private conference center for this group.) Decide on a referral process for students to access counselling services. One way might be for teachers to provide a list of names to the office, updating it as necessary.
- Staff members should begin a list of "at-risk" students.
- Schedule an after-school staff meeting.

SUGGESTED AGENDA FOR AFTER-SCHOOL STAFF MEETING

PART 1: Debrief the Day - District/School Counsellor

In order to help the staff process the events of the day, the following questions may be discussed.

1. What are your impressions of the day?
2. What went well?
3. What are your concerns about tomorrow?
4. Direct staff members to contact parents/guardians of all at-risk students this afternoon or evening.
5. Review the procedures to be followed on the next day.
6. Reminder that Employee & Family Assistance Plan (E.F.A.P.) is available.

PREPARED STATEMENT TO STUDENTS BY TEACHER FROM PRINCIPAL:

Boys and girls, Mr./Mrs./Ms. _____ has asked me to provide you with the following information. Last evening _____, one of our Grade _____ students died suddenly and unexpectedly. This morning the staff met to develop a plan to help all of us cope with this sad and upsetting event. Trained counsellors will be available in the _____ all day.

It is suggested that the classroom setting be used to announce a critical incident. The public address system or an assembly should not be used to inform staff and students of a critical incident.

ROLE OF SCHOOL PERSONNEL

All school personnel play a vital role in helping students deal with their feelings regarding the death of a student. (Information to support them in doing this is included in the "follow up" section, pages 15 - 16.)

If school personnel are uncomfortable in any role, assistance can be requested from the Crisis Management Team.

STEP #1

All school personnel should attend the staff meeting to be informed of the death and plans for the day.

STEP #2

Secretarial staff should be clear on procedures for handling requests or calls from parents, news media, and others.

STEP #3

The Crisis Management Team should be available at the school for as long as it is felt necessary. Arrangements should be made to be relieved of duties.

STEP #4

School personnel should be aware that there are many different responses to grief such as anger, sadness or withdrawal. Students should be allowed to openly express their feelings. One way of encouraging this is for the school personnel to acknowledge his/her own reactions immediately following the announcement of the student's death.

STEP #5

If the death was by suicide, acknowledge the tragic event, but do not encourage memorializing the act. Caution must also be taken to try to avoid the use of the word "suicide" in conversation. The privacy of the family must be respected as this may be information that they do not wish to be made public.

STEP #6

The name of any students considered to be at risk or in need of counselling support, at present or as the week progresses, should be forwarded to the Crisis Management Team.

STEP #7

The Principal, counsellors, and the Crisis Management Team members will be available to discuss concerns regarding students or procedures to be followed.



SCHOOL PERSONNEL CHECKLIST

- Attend the staff meeting.
- Obtain prepared statement re: death of a student and present to class.
Note: If school personnel are uncomfortable in this role then assistance can be requested from the Crisis Management Team.
- Allow students to express feelings.
- Allow students to go to Counselling Support Center (send peer or aide to accompany them).
- Keep list of "at risk" students and give to Crisis Management Team.
- Attend after school staff meeting if called.
- Reflect on your personal needs: look after yourself.

ROLE OF CRISIS MANAGEMENT TEAM

The Crisis Management Team should:

STEP #1

Meet and determine Crisis Management Team Leader.

STEP #2

Get as much detail as possible about what happened and how it happened so they can be aware of who is holding back what information. Learn who else is involved and how involved. Begin to formulate a sense of who is being impacted by this death (e.g. teachers, staff, students, family, community), who may need extra support because of their closeness to the deceased.

STEP #3

Assign Crisis Management Team group members to provide individual or group counselling in the Counselling Support Center.

STEP #4

Consider all those who are absent that day. Recommend to the principal those students (or staff/teachers) who may need to go home, or who require other community mental health resources. Ensure there is an adult at home before releasing any student.

STEP #5

Obtain a list of "at-risk" students and review their need for further individual attention.

STEP #6

Conduct defusing sessions as appropriate, with the aid of the team members. Refer those needing it to the special counselling area.

STEP #7

Decide whether debriefing is required, and make plans where this should be conducted, how many subgroup debriefings are required (e.g. teachers, students, community members), and which other team members (Peer Debriefers) are the best fit, etc.

STEP #8

Meet with team members at the end of the day to review what took place, and to make plans for subsequent activities.

STEP #9

Ensure appropriate follow-up is being given to all staff and students. Be alert to signs of emotional drain being exhibited by other members of the team.

Follow Up Information

COMMUNICATION WITH PARENTS

Parents will also want information when a death has occurred in the school. Depending on the nature of the emergency, the entire community may be affected. By issuing press/media statements you will meet some of the community's need for information. Special communications to parents however, may be extremely helpful in gaining their support for the school and in reaching satisfactory closure to the crisis.

1. Guidelines for Parent Communication by Phone:

- a. Use active listening skills to calm an upset parent. Do not allow scapegoating.
- b. Contact the parents of any student who has had a difficult time coping with the death and give suggestions on how to offer support at home plus information on community mental health resources. (See Parent Referral for Counselling, page 14.)
- c. Reassure parents that the school is responding to the emergency and describe the response activity.

2. Guidelines for Written Communication to the Parents:

Depending on the impact of the death, a letter may be sent home with every student in the class or classes involved and, in some cases, with the entire school. This letter could include the following information:

- a. Information about the death that has occurred.
- b. What the students have been told.
- c. Grief reactions that the parents might expect to see in their children.
- d. How to respond to their children.
- e. Resources available to the parents.

A sample letter is included to generate ideas for parental communication.

SAMPLE LETTER TO PARENTS

(May be used at the school's discretion)

Dear Parent(s) or Guardian:

It is with sadness that I inform you of the death of a Grade ____ student in our school. _____ died from injuries suffered in a car accident which occurred last evening (**do not specify reason if death was by suicide or by causes which are unknown**).

The funeral will be held _____ (date) at _____ (funeral home or church) at _____ a.m./p.m. If your child is planning to attend the funeral, you are encouraged to accompany him/her. (Note: Send a letter home to parents even if you do not know the details of the funeral arrangements.)

Students will have varied reactions to the death of a peer. A wide range of reactions is normal in the grief process and can vary from withdrawal, to crying and anger. I encourage you to openly discuss with your child their reactions and feelings regarding the death of _____.

Special counselling services have been made available to students today and will continue to be available throughout the week and longer, if needed.

If you think your child needs additional counselling support, please do not hesitate to contact the school office at _____ (phone number).

Sincerely,

PARENT REFERRAL FOR COUNSELLING

(for students at risk)

What should parents watch for in terms of referring their child for counselling?

Some indicators of children at risk might include the following:

- a. Children who have experienced another recent loss.
- b. A child who has made suicide attempts or who makes suicidal statements.
- c. A child who had a close relationship with the deceased student but pretends that absolutely nothing has happened and continues to do so for an extended period of time.
- d. A student's schoolwork takes a dramatic decline or the youngster develops a phobic fear of school.
- e. The situation in which news of a death or other significant loss was kept from a child for a long time or if the child was not told the truth about the loss.
- f. A child's behaviour changes significantly over time.
- g. A child demonstrates continual preoccupation with death.

GUIDELINES REGARDING THE FUNERAL

When the Principal and/or the Crisis Management Team Leader meets with the family to offer support and assistance, the family's wishes about funeral services could be explored. Let the family know that some staff and students may want to attend the funeral, but be sensitive to any family preference for a closed service. Offer to make information about funeral arrangements available if the family wishes. Decisions about school response to the funeral will depend on a variety of factors including the funeral arrangements, the impact of the death on the school, and the circumstances surrounding the death. Parents should always be encouraged to accompany their children to the funeral, especially in the elementary grades.

When children know what to expect at a funeral, they are better able to handle a difficult emotional experience. It is often less frightening for children to participate in a funeral and "see" for themselves rather than deal with their fantasies and perceptions of what is happening. After returning from the funeral the children will need the opportunity to share what has happened.

It may be appropriate for the school to host a memorial service in the event of accidental deaths of students or staff. (No memorial service should be held if a student has died by suicide.)

MEMORIAL SERVICE GUIDELINES

A school may wish to hold a memorial service for the deceased person. This can be particularly helpful and useful as a means of bringing closure to the sad event. The memorial service does not take place immediately following death, rather, there is a waiting period of several days like that of a funeral. It is recommended that whenever possible the memorial service be held the same day as the funeral or prior to it if that is not possible. The memorial signals the close of the school's official mourning period and a return to regular routine will follow. A memorial service gives students the message that life is precious and each person is of special value.

Information provided in the memorial service should be accurate and factual. Before composing an address meet briefly with the staff and students most closely connected to the deceased to collect their thoughts and insights. The size of the memorial service depends on the popularity of the deceased and the impact the death has had on the student body. A space large enough to accommodate the entire grieving population should be selected. Space should also be designated for those students and staff who may not wish to attend.

The principal may be the central figure in a memorial service, certainly at the lower and mid-elementary grades. However, involving upper elementary and secondary level students in the planning of activities and even in the actual ceremony may be desirable and should at least be considered. In addition to the principal, other staff members such as the vice-principal, a teacher or a counsellor might be included in the program or a person who had been particularly inspirational to the deceased student. Generally, the inclusion of a clergy member is not recommended; if a clergy member is included it is imperative he/she understands the necessity of a nondenominational service. Family members may be in attendance; they should have a minor role at most in the planning of the program and they should not be seated in a prominent position if they do attend. It is likely, particularly at the elementary level, that other parents will attend the service.

A NOTE OF CAUTION:

It is usually recommended that a memorial service **not be held** in the event of a death by suicide. Schools are cautioned that such a service may be mistakenly viewed by other students as a glorification of the act of suicide.

Dealing with the Media

COMMUNICATION WITH THE MEDIA

It is important to have an established plan of communication with the media when a crisis occurs within a school district. Representatives of the media can become district partners in informing the community of the pertinent details of the crisis and the ways in which the district has responded. A good media communication plan will provide for a streamlining of accurate information to the public and will enhance internal communication as well.

If the relationship is built on trust and integrity, working through a crisis together is not nearly as difficult. Suggestions for developing that positive relationship might include providing your media representatives with regular information on upcoming events, returning telephone calls promptly, readily responding to their requests for information, or initiating a meeting to discuss their communication needs. In summary, direct and honest communication will earn the respect of reporters.

Developing district policies and procedures regarding media relations is the first step in clarifying staff action. The next section includes suggestions that can serve as a model for building a media relationship and some sample policies. These policies and procedures should be individualized to meet the needs and conditions of your school or the district.

It is important for educators to remember that the media can be a constructive partner in effective communication with the public. This partnership is invaluable during times of crises. By developing a healthy relationship with your media representative and establishing a Media Communications Procedure, the district can be prepared when a crisis occurs.

PROCEDURES FOR WORKING WITH THE THE MEDIA

STEP #1: INITIAL NEWS RELEASE

Once all pertinent and available information has been confirmed by the police, an official statement should be released to the media. Initially, this should be done by the Superintendent or designate.

This may be in the form of a telephone statement or a written release. In some cases, the District may elect to conduct a press conference which allows the reading of the official statement and questions by a group of media representatives.

STEP #2: PRINCIPAL AS SOLE MEDIA CONTACT

The principal assumes responsibility for media contacts at the school level. All school personnel should be informed that all contacts from the media are to be directed to him/her.

The community sees the principal in charge of the school as responsible for actions taken or avoided. Speaking to the press is not a task to delegate. As the visible leader of your school, you must speak to the press and determine the limits of their involvement on your premises. Responses must be made in a timely and professional manner.

STEP #3: PROVIDING FACTUAL INFORMATION

Provide the media with as much factual information as possible or appropriate.

Factual information helps to decrease anxiety and dispel rumors. Be careful to avoid release of unauthorized information; also be sensitive of your responsibility to the family.

STEP #4: TAKING THE INITIATIVE WITH THE PRESS

As soon as accurate information has been gathered and internal contacts have been made, the principal should notify the media. This initial communication is a good time to establish ground rules for reporters. The principal should explain that any interviewing of students must take place away from the school. Do not attempt to "muzzle" the media. The correct information you give about your school is better than inaccurate information or the "guessing" which can occur when you refuse to allow interviews. Remember, you are not the sole source of information. Police reports are public documents; news rooms have scanners; police checks are a twice daily routine in most news rooms; reporters have personal sources. Decide what is appropriate for the school to say and say it. Prepare and issue a statement. Express the sorrow of the staff and student body, explain what is being done in the school to deal with the reaction to the death, and make positive comments about the deceased student.

It is very likely that in spite of these early communication efforts, you will receive a surprise visit from a television crew or newspaper reporters. In these events, the principal should invite the media representatives to his or her office and explain the ground rules about not disrupting the school routine. Do not allow media persons to roam the building or hallways. Communicate to the media representatives that you are willing to provide them with information. By conveying a cooperative attitude you can impact how the story is covered. If you have a number of television companies who wish to film in the school, ask them to work together to "pool" their tape. This will eliminate having the television cameras add to the problem. Continue to restate the need to protect the students and educational process from unnecessary turmoil. Have information printed and give copies to all who attend so the facts cannot be disputed. It is not wise to talk off the record. Say what you must openly and honestly, giving the facts. Never commit the faux pas of asking the reporter to see the story before it is used. The reporter's responsibility is to the audience and his/her boss - not to your school.

The principal should take advantage of all opportunities to advise the community of the positive steps the district has taken to help staff, students, and parents cope with and recover from the crisis. Any emotional support being provided to the staff or students should be communicated. Do not miss the opportunity to convey the district's acceptance of its responsibility to respond positively to the crisis.

STEP #5: ADVISE STUDENTS OF THE DISTRICT'S MEDIA PROCEDURES

Students are, perhaps, the least prepared to handle media questions about a crisis. Teachers or administrators should explain to students that reporters may be asking them questions and suggest that they not make any comments they would not want said about themselves. Students need to understand that they don't have to talk to reporters and should feel free to say "no" if that is their inclination. If they decide to speak to reporters, they should do so away from the school. While on school grounds, media questions will be addressed by designated staff (See "C" following on page 22).

STEP #6: KEEP ACCURATE RECORDS

The Principal should keep a record of all printed articles concerning the crisis. In some cases, it is even possible to obtain video-tapes of news broadcasts concerning the crisis. These records will be valuable as the school district evaluates its procedures after the crisis is over. A record of all media releases and subsequent articles may help future administrators to deal with similar crises.

It is important for educators to remember that the media can be a constructive partner in effective communication with the public. This partnership is invaluable during times of crises. By developing a healthy relationship with your media representatives and establishing a Media Communication Procedure, the district can be prepared when a crisis occurs.

STEP #7: FOLLOW-UP INITIATIVES

After an incident has passed, it is tempting to avoid public mention of it. If the public believes you or the school share some responsibility for the incident occurring, it is wise to address the media weeks or months later to inform them of new programs or changes you have made. At this conference, it is imperative to thank the media for their interest. Be specific about how you and they have joined together in addressing a serious problem and announce how this joint effort has resulted in changes to further carry out the responsibility the community has placed on you. This will restore the community's confidence in the school. If another incident should then occur, the community and the media will know from prior experience that you can be trusted to address the problems affecting the students.

SAMPLE MEDIA POLICIES

A. SCHOOL DISTRICT PERSONNEL AND THE NEWS MEDIA

As a general rule, school district personnel may not be interviewed during the school day or periods of extracurricular activities by anyone other than school district officials regarding school business. School district personnel, while on the school district grounds, shall refer requests they receive to be interviewed or to provide information to the news media to the administrative officer in their school.

It shall be within the discretion of the Superintendent to allow news media to interview and to receive information from school district personnel.

It shall be the responsibility of the Superintendent to develop administrative regulations regarding this policy.

B. NEWS RELEASES

The Board chair or Superintendent shall determine when a news release about internal school and Board matters will be made. Such news releases will be prepared and disseminated to news media in the area.

Only the Board chair or Superintendent will be available on behalf of the school district and the Board to answer media representative's questions about the news release.

It shall be the responsibility of the Superintendent to approve news releases originating at the schools prior to release to the media.

C. STUDENTS AND THE NEWS MEDIA

As a general rule, students may not be interviewed during the school day or periods of extracurricular activities by anyone other than school district officials and personnel. The students, while on the school district grounds, shall refer requests they receive to be interviewed to the administrator's office in their school.

It shall be within the discretion of the administrator, after consulting with the Superintendent, to allow or disallow the news media to interview and to receive information from the students while the student is the responsibility of the school district. The administrator may also contact the student's parents.

It shall be the responsibility of the Superintendent to develop administrative regulations regarding this policy.

Resources and Suggestions

INTRODUCTION

Following the death of a student those left behind grieve in a variety of ways. This brief handout is intended to provide a guide for your use in assisting the students in your classes through the next few days and weeks as they resolve their feelings related to this death.

Normal grief is generally characterized by progression from an initial shock and denial, to one of rage and anger, to one of disorganization and despair, and finally to a state of acceptance and hope.

In this particular situation many youngsters may arrive at school already "buzzing" with the news. Rumors will have already started before school convened, but there will also be many students who arrive with no knowledge of the deceased student's death. Students will be saying, "I just can't believe it." "Not him/her." "It can't be." "This must be a joke."

Other students will become angry. They may want to blame anyone and everyone for the death - other friends, parents, police, teachers, the medical personnel, and maybe themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of death, many students go back and retrace their last encounter with the person who has died and often blow out of proportion small fights that may have occurred which may add to their guilt. They may feel that they are in some way responsible for the death. Children who are friends and classmates of the deceased child are 'indirect victims' and are subject to the "guilt of the survivor," which may manifest itself in physical and psychosomatic illnesses and in accidents, both at home and at school. For children, feelings of grief may be worked out through their behavior.

This can include angry, boisterous, and noisy behavior. Some find it difficult to concentrate and may be inattentive. Others can be "models" of good behavior. It is important to assure children that their thoughts or actions did not cause the death. This helps to relieve children of their guilt feelings.

Reassure them that the adults in the school are available to help them. Also, encourage the students to discuss their feelings with their parents.

The most important thing teachers can do is to allow some opportunity for students to express feelings related to the death. Help them through the grief process by acknowledging the pain and grief they are experiencing by being a good active listener and by reassuring them that their feelings are normal and expected. It is important to consider that academic performance may be affected by students who were close to the deceased. Students ability to concentrate on assignments and/or tests may fluctuate for some time. Some allowance for this should be made.

Books

There are many fiction and non-fiction books for children and adolescents which deal with death or grieving. Books can help a child with questions and concerns about death. The following guidelines may prove helpful in choosing the right book:

1. Reading about others who have been in the same situation and have had the same feelings or reactions can help ease a feeling of isolation or strangeness.
2. Stories that include reactions to grief help students understand what a grieving friend may be experiencing.
3. A story can offer a student a means of working through grief.

Books are not helpful when:

1. A child is extremely upset or has just been told of a loss as he or she may not be able to concentrate on the story.
2. The book is used as the only method of dealing with the child's death concern as the child may not bring up other feelings or questions.
3. They are used to teach a lesson to the child. At this time the child needs adult support, not judgements or scare tactics.

CLASSROOM DISCUSSION GUIDELINES

The following are some thoughts the discussion leader may want to keep in mind when discussing the event in the classroom:

1. Read emergency notification memo. Be sensitive to the fact that many in the class may have discussed the tragedy earlier in the day. It is appropriate to ask, "How many of you have had a chance to talk about this today?" "How do you feel about what happened?" Those students who prefer not to discuss the event may be given permission not to participate, but must remain in the class. It is important to know the whereabouts of all students at this time.
2. This is a classroom discussion, not a therapy session.
3. Project confidence, calmness, firmness, encouragement, and reassurance.
4. Focus attention to the ventilating of feelings and maintain a non-judgmental attitude.
5. Allow students to vent concerns and feelings. Acknowledge that a wide variety of feelings are normal and may vary among the students. These feelings may change rapidly.
6. Minimize any judgmental remarks. Refocus the discussion toward problem solving and better ways of coping.
7. Minimize blame assignment - i.e. "That's really not for us to decide." "It is not for us to play detective."
8. Redirect destructive expressions of anger - i.e. "Anger is one of many responses people tend to have in these kinds of situations. What do you do when you're angry? . . . I wonder what other feelings people are having now?"
9. The discussion leader may see overt signs of grief for the next few days. This is normal and acceptable.
10. Be observant for usual reactions and refer to further intervention.

CLASSROOM DISCUSSION FOR ELEMENTARY STUDENTS

DEATH (Allan, John. *Classroom Discussion Guide for Elementary Students*)

I. Introduction

Today we are going to have a discussion about a topic that some of you know something about. We are going to talk about death. We will talk about losing people and also pets.

2. Warm-up Questions

- a) How many of you have ever heard of your parent or parents talking about someone who has died?
- b) How many of you have known someone who died?
- c) How many of you have had someone who loved you a lot die?
- d) How many of you have had a pet that you loved die?

3. Explanation

- a) What happens when a person or pet dies?
- b) Can you tell us about a person or a pet that you loved who died?
- c) How do people feel when someone they love (or a pet they love) died?

4. Understanding

- a) What makes death or loss so painful?
- b) How do people react when they lose a loved one?
- c) Do people who lose a pet or loved one ever get over it?
- d) What makes it hard to talk to someone about a person or pet they loved who died?
- e) In what ways might a person you love or a pet who has died still be with you?

5. Action Steps

- a) If someone you know has lost a close person and wants to talk about them what can you do to help?
- b) If you have lost someone or a pet, who can you talk to?
- c) What else can you do to comfort yourself or make yourself feel better?

6. Termination

What have you learned about death from today's discussion?

SMALL GROUP DISCUSSION GUIDE

In elementary schools, the groups should be limited to a maximum of eight students. In secondary schools, 12 - 15 is the suggested number. (S.A.F.E.R.)

Suggested questions: (Students have the right to pass.)

Round 1: What do you know about _____'s death?

Round 2: Tell me about _____. What was he/she like?
What did he/she like to do?

Round 3: How are you feeling now?

Round 4: Who can you talk to about this? Who is your support?

Give information about the grief process. Make a list of students you consider to be "at-risk" students and give the names to the Crisis Management Team.

HOW TEACHERS CAN HELP BEREAVED STUDENTS

Let the student know you are aware of the death in his/her family.

Visit the funeral home if you feel comfortable doing this.

Attend the funeral, and sign the guest book so the student will know you were there.

Send a card or note to the student.

Be aware of the changed family structure and the resulting problems caused by the death.

Be available to the student. Your presence speaks more than words.

Offer extra help to catch up on assignments and set a specific time to meet.

Students need routine, but they also need compassion about deadlines. Be flexible and let the student know you are aware of how hard it is for him/her at this time.

Let the student talk about the death. Bring up the name of the deceased in conversation as an opener.

Listen without judging.

Be yourself.

Recognize physical, emotional, behavioral reactions in grieving.

Remember that holidays, birthdays, and anniversaries of the death are especially difficult.

Avoid cliches such as the following:

- time heals
- try to get back to normal
- it's time to get over it
- be brave

Remember that you are in a privileged position to help the student because of your relationship with him/her.

TALKING ABOUT DEATH WITH CHILDREN

It is difficult to talk about death with children. Feelings that are associated with death range from sadness, fear, anger, and disgust to wonder, fascination and peace. To have all these feelings surface at one time is an overwhelming experience.

It is difficult for us to deal with our own feelings and beliefs about death which makes it even more difficult to deal with children's questions.

Death is however, part of life and we will be faced with it at some time in our teaching career and therefore will have to face this topic.

A very young child sees death in limited and concrete terms. He/she does not understand that it is final. As the child grows and matures he/she is more able to understand and grasp the broader concepts of death.

It is good for elementary school teachers to keep some books that deal with death available. It is advisable to read them as part of the regular story time so that students will begin to understand that death is just another topic covered in school. It is important to put death in the proper perspective as a natural part of the life cycle and not something mysterious or frightening.

It is important for teachers to help children understand and cope with death. This can be accomplished by talking about it, listening to students and being truthful about it.

GUIDELINES FOR DEALING WITH A CHILD FACING THE DEATH OF SOMEONE CLOSE

1. Reassure him/her with as much love and attention as you can. Support involves inviting children to share, acknowledging the loss and accepting its meaning to them, allowing their pain and giving them permission to grieve.
2. Answer the child's questions as straightforward and simply as possible. The information given to children about death, loss and grief must be presented in a context and language they can understand. It should be concrete, clear, accurate, and repeated over a period of time. There is a balance between too much and not enough; children will let you know.
3. Take the child's fears seriously, giving reassurances that you will be there to help him/her. Children often worry about the death or loss of the remaining parent if one parent has died. Find out exactly what the child fears.
4. Encourage the child to discuss his/her feelings and fears, and reassure him/her that the feelings are normal and it's okay to feel that way.
5. Watch the child's non-verbal communication. Artwork and behavior may express something he/she is unable to verbalize.
6. A child may have guilty feelings over the death. Listen carefully to what he/she is saying and help him/her to understand that it is not his/her fault that this person has died. Let children know they did not cause the death and tell them what did. Children who feel responsible for the death will probably require individual counselling.

(Sample lesson follows.)

WHEN A CLASSMATE HAS DIED (Elementary Group)

Divide class in two with no more than 10 or 12 in the group. This can be done with the classroom teacher taking one group and the counsellor taking the other.

Sit in a circle

Teacher/Counsellor:

"Something very sad has happened. Can anyone tell me what it is? Does anyone else know what happened?" (This is done to clarify any misconceptions or rumors about the death.)

Teacher/Counsellor:

"Death is a hard word to understand - can anyone tell me what the word means?"

Model and have students:

1. Pull a hair on their head. Ask, "Do you feel this?"
2. Pull the strand out and tug it on both ends. Ask, "Do you feel this now?"
3. Cut the strand of hair. Ask, "Do you feel this?"
4. Bury the strand in some dirt. Ask, "Does it have feelings? Is it alive?"
5. Explain, "This is what being dead is like. There is no feeling."

Teacher/Counsellor:

"I guess you people have different feelings right now. I didn't know _____ but I feel sad that someone young and nice (or _____) has died. What are you feeling?" Go around the circle and ask each one what they feel right now. If someone wants to pass that's okay. After going around once ask, "Does anyone have any different feelings than those mentioned. Can you tell me about them?" (It is important for the children to know that it is okay to have different feelings at this time.)

Teacher/Counsellor:

"Sometimes when people die it is nice to remember good things about them. Tell me the good things you remember about _____. " Go around the circle. Those who want to contribute can. Not everyone has to.

Teacher/Counsellor:

"Does anyone have any ideas about what they'd like to do now?" (This allows for those who aren't feeling upset or aren't as cognitively developed to get on with other activities and also to allow for those other children who would like to do something in memory of this child who died to do that. The children may have some suggestions. You can give your ideas too and the group can decide if they want to do something in memory of the deceased child. This may be making cards, doing a picture, buying a tree for the schoolyard or whatever. Discuss the activity and have the children ready to work on the activity proceed. Some children may want to talk further about the death of the deceased child and would remain in the group. It is important to watch the children closely for any change in behavior. The counsellor should be available to children who have concerns or reactions about the death. Children who were close to the deceased or who have recently lost someone close such as a parent, grandparent, sibling, should be monitored. They may need some individual attention.)

Teacher/Counsellor:

"What could you do if you start to feel upset about _____'s death? What are some things that have worked for you before when you've been upset?" (Brainstorm: Eg. Talking to a friend, reading a book, going for a run.) "Who would you talk to when you start feeling upset?" (Each child should respond with the name of a responsible adult who he/she could talk with.)

DEVELOPMENTAL STAGES OF UNDERSTANDING

DEATH AND GRIEVING

The grief process is like a roller coaster and it takes time. Not every individual goes through every stage. In addition some may return to stages an observer may think that person has already passed through.

Children grieve differently than adults. Their understanding and ability to deal with a loss is determined by their developmental level and the intensity of the experience. Many children will need to grieve sporadically rather than continuously and to re-grieve their loss with each new level of development. What the child needs through this process is a non-judgemental listener. Listen carefully to what the child says to you and rephrase it so you are sure of what he is trying to tell you. With children, the grief process can take up to a year, so when the adult in their life is getting through the grieving process they can't understand what is happening to the child.

Pre-School Age: (two and one-half to five years)

Pre-schoolers do not understand that death is permanent and view it as reversible and temporary. Death may be confused with sleeping or the person merely being absent, with the belief the person will return. Since children are egocentric, death may be perceived as punishment for wrong doing or caused because the child had previously wished the person dead. Sometimes, death is thought of as violent. Children also sometimes think they might catch the condition which caused the death. Some children think dead people live underground.

Pre-schoolers may exhibit these possible behaviours upon the death of a parent, peer or other loved one:

- May show little concern at times.
- Bedwetting, thumbsucking, baby talk, fear of the dark.
- Fear of separating from significant others.
- May need to talk about death a lot. These repetitions make it real for the child and may say things, such as "Ben can't use his dump truck anymore because he's dead."

School Age:

From five to nine years of age, the child begins to perceive death as possible for others but not for them.

Between nine and eleven years, the child will perceive death as including them. Death is becoming more real, final, universal, and inevitable. The child may show interest in biological aspects of death and want to know details of the funeral.

Adolescents will frequently have encountered several situations of loss in addition to death. These losses may include separation from friends, separation and/or divorce of parents, etc. Often deaths of friends, relatives or acquaintances will trigger feelings of unresolved grief.

Adolescents frequently respond to death very intensely. Developmentally, the adolescent is searching for explanations regarding all aspects of life which includes death. Many "why" questions are asked which often cannot be adequately answered by adults.

School-age children and adolescents may show these behaviors:

- crying and/or sobbing
- anxiety
- headaches
- abdominal pain
- denial of death
- hostile reaction toward deceased
- guilt
- poor grades
- lack of attention
- loss of manual skills
- fear of continuing friendship bonds: might lose another friend

Adults can help students by:

- Telling them what to expect regarding the funeral, parents/family grieving.
- Explaining to them how things might look and what might happen.
- Encouraging all adults in the school to use terms "dead/death" and not phrases of "passed away", "sleeping," "resting," or "taken away from us."
- Reassuring the child regarding routines, activities, and schedules.
- Keeping explanations short, simple, and truthful. The explanations may need to be frequently repeated.
- Providing information for the questions asked.
- Physically and verbally comforting students - acknowledging their pain.
- Allowing flexibility with the student's schedule.
- Referring to appropriate counselling resources.
- Admitting that adults do not always know why certain events happen.

POSSIBLE BEHAVIORS DURING STAGES OF GRIEF

Numbness - shock, little talking, blank expression, random physical activity

Denial - does not want to discuss the loss
- does not want to think about the loss, keeps busy
- becomes more of an achiever
- disbelief that the event actually occurred
- time spent confirming facts, hoping to discover there's been a mistake
- does not feel sad or confused on surface
- makes less eye contact
- idealizes the lost person
- starts arguments with peers or teachers
- refuses to become involved with others or have fun

Anger - thinks, Why him/her and not someone else?
- thinks, Why me? This is not fair.
- blames others unreasonably for difficulties
- feels resentment toward others, possibly even toward the deceased for leaving the survivor in the predicament
- acts in rude and uncooperative ways with others
- may experience anger with oneself and begin to appear unkempt and unclean

Depression - feels isolated and sad, empty
- cries frequently, sometimes without apparent cause
- becomes passive, listless, does little work
- silent, withdrawn or speaks incessantly about the loss
- insomnia

Bargaining - "Dear _____, if you bring him/her back I promise I'll be good and never get mad at him/her again."
- feels guilty, may wish that he/she could undo earlier interaction with the deceased, or even make a promise that if this event can be undone, the survivor will be a better person

Acceptance - person does not forget the lost person but is no longer angry, depressed or preoccupied with it

HOW TO COMFORT A GRIEVING CHILD

- | | | |
|----|-------------------|--|
| 1. | Be Yourself | Show your natural concern and sorrow in your own way and own words. |
| 2. | Be There | Spend time with the child walking, reading, talking. Spend some time with them away from the group. |
| 3. | Listen | Be sure to have good eye contact. Use simple, direct words. Let them be mad or express other feelings. |
| 4. | Explain Things | Give information about what's going to happen. Keep promises made. Be as predictable as possible. |
| 5. | Comfort the Child | Don't assume that a seemingly calm child is not sorrowing. If you can, be a friend to whom feelings can be confided and with whom tears can be shed. |

HOW TO COMFORT A GRIEVING ADULT

1. Be There Attend the funeral, visit, call and spend time with those grieving. Particularly after the initial attention subsides, bring food, do errands.

2. Listen Grieving people need to talk about the sudden vacuum in their lives. Allow them to know that you wish to hear about their experiences.
 - accept silence Don't force conversation, allow the grieving person to lead.

 - respect the mourners' feelings Don't attempt to tell the grieving person how he/she feels. Ask (without probing), but realize you can only know what you are told. Avoid talking to others about trivia in the presence of the recently grieving person, even if this is done to distract the bereaved.

 - allow the working through of grief Don't take away any pictures, clothing, student belongings and/or desk too quickly. Acknowledge the death.

3. Send a Note Notes can share personal memories, short and simple.

4. Give a Gift A collection of poems. A book to the library in memory of the deceased. A donation to a related charity.

5. Extend an Invitation

Consider what the person likes to do. Bereaved people often decline invitations or cancel at the last minute. Don't give up. Ask again. Don't forget the person after time has passed.

6. Encourage the Postponement of Major Decisions

Whatever can wait should wait until after the period of intense grief.

ESTABLISHING A GRIEF SUPPORT GROUP

Some schools may wish to establish their own support group while others may wish to call upon community agencies to provide this service.

Some Suggestions:

1. "Drop-in Centre" all day the first day that news of a sudden death is disseminated.
2. More than one counsellor/facilitator is needed in the centre at one time; it's also a good idea to have others available for relief purposes. Counselling may be with individuals or with small groups of "at risk" students.

Co-facilitating is especially critical to maintain continuity in spite of the "drop-in" process for consultation in identifying high risk students and for general support and help.

3. Focus on:
 - a. memories, positive experiences with person who has died
 - b. feelings about the loss
 - c. stages of grieving (grief education) - students may bring up spirituality
 - d. funeral and services - appropriate behaviors/concerns about experience
 - e. future - what next?
 - f. guilty feelings or fears
 - g. family and friend's response (students often wonder, "What can I do? How can I help?")
 - h. identifying others that the students are concerned about (provides them with an opportunity to help, gives them a purpose in crisis, allows them to be part of a larger support community response)
4. Bring group to some closure when appropriate - avoid adding new members (may need to meet others on a one-to-one)

5. May need to reconvene after funeral for an hour to refocus on grief/loss - bring group to some closure again and offer various resources for on-going support.
6. Remember throughout the course of group process, facilitators need to identify students with chronic problems around the issue of suicide/self-destructive behavior (regardless of the cause of the death) and to assess whether or not these students need to be "pulled" from the group and given individual attention.
7. The counselling staff may want to consider the possibility of a "neighborhood group" in the evening to reach students at all age levels (check with parent[s] first to see if there is a need)

Finally, we suggest that group work be viewed as a possibility for the whole system, K-12, as death impacts the whole educational community, not just one branch.

(A sample lesson follows.)

FACILITATING A GROUP FOR "AT RISK" STUDENTS AFTER A LOSS

(ELEMENTARY OR SECONDARY)

1. Get names and phone numbers of students who are significantly affected.
2. Describe what will take place in the group. Set a time frame.
3. Discuss the stages of the grief process.
4. Provide information and answer questions about the student's death, including funeral or memorial information.
5. Have students focus on their feelings and fears right now and for the future. Have student write these down. Collect, read out and debrief.
6. Address the "if onlys" they may be feeling and deal with as above.
7. Discuss with students what has helped them before in coping with a loss. Brainstorm - some things that may come up are:
 - saying goodbyes, writing a letter, by self or with a friend or counsellor
 - talking about the happy times, good things about the person, bringing out pictures, being with close friends, getting mad, crying, talking about the person
 - attend the ritual, the funeral or memorial service
 - remembering the funny times

Brainstorm for negative ways or "not okay" ways to cope:

Some may be:

- drinking, drugs, punching people, isolating yourself

8. Have students identify who they can go to if they're "feeling down". These may include:

- a trusted adult such as a parent, teacher, counsellor
- generate with students a list of resources in the community

9. Hold a private interview with each student.

Questions to be asked:

- What's going on in their life right now? Identify stresses.
- Who do they have as a resource person? Is there some responsible adult they can talk to? Make sure they have someone identified as their resource person. If assessed as being a high risk student, parents should be informed and a referral should be made to an appropriate professional.

FACTORS WHICH INDICATE HIGH RISK

1. High risk people need to be identified and offered help. These people include anyone who:
 - a. Participated in any way with a suicide or accident.
 - b. Knew of suicide attempt or potential attempt and didn't try to stop it.
 - c. Feels guilty about things they said or did to the deceased prior to the death.
 - d. Had recently punished or threatened to punish the deceased for some misdeed; did not take a suicide threat seriously, or had been too busy to talk to a victim who asked for help.
 - e. Were relatives, best friends, self-appointed therapist or those mentioned in a suicide note.
 - f. Identifies with the victim's situation, has a history of suicidal threats or attempts, or is desperate and now considers suicide a viable alternative.
 - g. High risk times include: anniversaries of a previous death, birthdays, holidays, expected graduation date, etc. of the deceased student and the high risk student's own birthday.
2. Check in with students who would be considered to be high-risk on a regular basis, particularly at high-risk times.
3. Ensure that support counselling is made available to the high risk student.

Dealing with Suicide

SUICIDE WARNING SIGNS

CHANGES IN BEHAVIOR

Normally active people may become withdrawn, cautious individuals may start taking unusual risks. Any significant change may be cause for special concern.

SIGNS OF DEPRESSION

These may include changes in eating and sleeping habits, anxiety, fatigue, restlessness, feelings of hopelessness and guilt, and loss of interest in usual activities. Alcohol and drug abuse are common ways for people to medicate themselves from depressive feelings.

PROBLEMS IN SCHOOL

A dramatic drop in grades, falling asleep in class, emotional outbursts or other behavior that's uncharacteristic of a particular student may be cause for concern.

VERBAL STATEMENT

Comments such as "You'd be better off without me" or "I wish I were dead" should always be taken seriously.

THEMES OF DEATH

A desire to end one's life may show up in the person's artwork, poetry, essays, listening to heavy metal music, or preoccupation with an occult group or activity.

GIVING AWAY POSSESSIONS

Someone who has decided to commit suicide may give away personal possessions: tapes, CDs, favorite articles of clothing, etc.

A PREVIOUS SUICIDE ATTEMPT

A significant number of young people who commit suicide have attempted suicide before.

POOR COPING SKILLS

The inability to see many options for solving problems and lacking confidence in a brighter future make young people vulnerable.

SUBSTANCE ABUSE

Alcohol and other drug abuse appear to be significantly linked to risk taking and suicide attempts among young people.

OTHER

These may include physical complaints, frequent accidents, hyperactivity, aggressiveness, sexual promiscuity, or prolonged grief after a loss.

HOW TO HELP SOMEONE WHO IS THINKING ABOUT SUICIDE

DO

BE A GOOD LISTENER

Be calm, speak quietly and gently. Listen with your eyes and your ears. Look for non-verbal clues that show how the person is feeling and report what you see. For example, say "you seem sad," then wait for a response.

BE DIRECT

Talking openly is the only way you can find out how serious the person is about ending his or her life. Ask "Have you felt that life was not worth living?"

SHOW THAT YOU CARE

Tell the person that you are always available to talk about things that may be troubling him/her. Use a warm expression and physical contact to reassure him/her that you care.

GET HELP

Seeking professional help is a must! Although simple depression can disappear as quickly as it came, it can develop to the point where a person may impulsively see suicide as the only way out.

DON'T

DON'T MINIMIZE

Avoid offering empty reassurances or dismiss the person's problems as trivial. From his perspective they matter a great deal and are making him/her unhappy.

DON'T MAKE MORAL JUDGEMENTS

Don't act shocked or disgusted. Do not use reverse psychology. Don't tell them they have a lot to live for, argue with them, lecture or punish. If what the person tells you makes you angry, control those feelings.

DON'T LEAVE THE PERSON ALONE

If you feel there is any immediate danger don't leave the person alone and eliminate all access to lethal weapons, drugs and cars. The easy availability of guns or drugs increase the chances of a passing impulse ending in death.

DON'T IGNORE THE PROBLEM

Just because a person may frequently be manipulative, dramatic or attention seeking doesn't mean they are not also suicidal.

S.A.F.E.R.

MEDIA GUIDELINES

News stories, articles and dramatic presentations on the subject have come under question in the last few years. The concern has been that such presentations may have stimulated some persons to attempt suicide. There is confusion about how the subject should be treated to minimize this danger.

As a service to the news media and to people making public presentations on the subject of suicide, the Public Information Committee of the American Association of Suicidology offers the following guidelines. These are intended to be general statements to add in a responsible presentation of information about suicide. It is hoped that they will serve to stimulate discussion between members of the American Association of Suicidology and people involved with informing the public.

1. To discourage imitative or copycat suicides, it is important to avoid or minimize:

- reporting specific details of the method
- descriptions of a suicide as unexplainable, e.g., "He had everything going for him."
- reporting romanticized versions of the reasons for the suicide(s), e.g., "We want to be together for all eternity."
- simplistic reasons for the suicide, e.g., "Boy commits suicide because he had to wear braces."

In addition, the print media can reduce the imitative effect by:

- printing story on inside page
- if story must go on first page, print it below the fold
- avoid the word "suicide" in the headline
- avoid printing a photo of the person who committed suicide

In general, it is important to report a suicide in a straightforward manner so that the suicide does not appear exciting; the suicidal person does not seem admirable; and no approval of the suicide is evidenced.

2. To encourage prevention of suicide, it is helpful to:

- present alternatives to suicide, e.g., calling a suicide prevention center, obtaining counselling, etc.
- whenever possible, present examples of positive outcomes of people in suicidal crises
- provide information on community resources for those who may be suicidal or who know people who are
- include a list of clues to suicidal behavior, e.g.:

1. Warning Signs of Suicide:

- suicide threats
- statements revealing a desire to die
- previous suicide attempts
- sudden changes in behavior (withdrawn, apathy, moodiness)
- depression (crying, sleeplessness, loss of appetite, hopelessness)
- final arrangements (such as giving away personal possessions)

2. What to Do:

- discuss it openly and frankly
- show interest and support
- get professional help

S.A.F.E.R.

MEDIA GUIDELINES

Some suggestions for Editors on handling suicide stories:

- The story should not be presented in a romantic or idealized manner.
- The story should mention several alternatives to suicide (for example, counselling or a suicide prevention center), and not mention other unrelated suicides or a suicide epidemic.
- The story should link suicide with negative outcomes such as pain for the suicide and his survivors.
- The story should be placed adjacent to other stories or advertisements which describe alternatives to suicide.
- Editors should avoid presenting authorities or sympathetic, ordinary people as spokesmen for the reasonableness of suicide.
- The headline should be vague and not mention suicide explicitly.

Also recommended are anti-suicide stories and advertisements pointing out positive alternatives to suicide as problem-solving techniques. Such stories should be run often, especially during periods of high suicide rates, such as just after some holidays.

Some of the suggestions - vague headlines, not putting an event in context, for instance - conflict with standard operating journalistic practices. Still, the recommendations clearly reflect the desire of health professionals to prevent suicide from happening.

S.A.F.E.R.

Appendixes

APPENDIX A

RESOURCE BOOKS AND AUDIO-VISUAL RESOURCES

Children/Adolescent Books

Anderson, Leone Castill. (1979) *It's Okay to Cry*. Elgin, IL: The Child's World, Inc. Two brothers come to grips with the death of their favorite uncle. Ages 5-8.

Angers, Rebecca. (1978) *A Look at Death*. Minneapolis: Lerner Publishers Company. Text and pictures look at death as a part of life. Ages 8-11.

Armstrong, William. (1973) *The Mills of God*. Garden City, NY: Doubleday. A 19 year old boy, affected by the depression and fatal illness of his brother, considers suicide when he must give up a beloved dog. Ages 11+.

Arundel, Honor. (1973) *The Blanket Word*. Nashville: Nelson. A girl's mother dies from cancer. Ages 10-14.

Bacon, K. (1987) *Shadow and Light*. Macmillan/McElderry Books. A girl comes to terms with the grandmother's dying.

Bartoli, Jennifer. (1975) *Nonna*. New York: Harvey House Publishers. Taking a positive approach, this story shows the natural reactions to death, handled with understanding and warmth. Ages 5-8.

Bernstein, Joanne E. (1977) *Loss*. New York: The Seabury Press.

Bernstein, Joanne E. and Gullo, Stephen. (1977) *When People Die*. New York: E.P. Dutton. Discusses death and grief in general. Suicide is mentioned. This could be used as a starting point for discussion. Ages 5-8.

Bianco, M.W. (1983) *The Velveteen Rabbit*. New York: Knopf. Thought-provoking story about love and death, written from the point of view of a toy rabbit.

Blue, Rose. (1978) *Nikki 108*. New York: Franklin Watts. Ages 10-14.

Blume, J. (1981) *Tiger Eyes*. New York: Bradbury Press. Davey must adjust to her father's death; she is strong while her mother is near collapse.

Brandenberg, A. (1987) *Two of Them*. New York: Morrow. A girl cares for her grandfather when he is sick and has fond memories of him after he dies.

Brown, Margaret Wise. (1958) *The Dead Bird*. Reading, Mass.: Addison-Wesley. The finding of a dead bird and its burial are explored. Ages 5-8.

Buck, Pearl. (1948) *The Big Wave*. New York: Day. A look at a terrible death instructs a youngster in the wonder of life. Ages 10+.

Bunting, E. (1982) *The Happy Funeral*. New York: Harper & Row. Laura and her family attend her grandfather's funeral and participate in Chinese mourning rituals. Describes Chinese funeral customs, funeral as happy event. Laura's sadness and confusion lead to acceptance of grandfather's death and memory of his full life. Exposure to other cultures includes descriptions of actual events at funeral, at home, in church and at cemetery. Good for discussion of other cultures and their customs.

Buscaglia, L. (1982) *The Fall of Freddie the Leaf*. New Jersey: Charles B. Slack. The story of a leaf named Freddie and the changing seasons. An inspiring allegory illustrating the delicate balance between life and death.

Carrick, Carol. (1976) *The Accident*. New York: The Seabury Press. After his dog is hit by a truck and killed, Christopher finds a satisfying way to express his grief and guilt. Ages 5-8.

Carlson, N. (1990) *Blow me a Kiss, Miss Lily*. New York: Harper & Row. When her best friend, an old lady named Miss Lilly, dies, Sara learns that the memory of a loved one never dies.

Cleaver, Vera & Bill. (1970) *Grover*. Philadelphia: Lippincott. The process of accepting a mother's suicide, chosen instead of death from cancer. Ages 8-12.

Clifford, E. (1985) *The Remembering Box*. Boston, MA: Houghton, Mifflin. Nine year old Joshua spent every Sabbath with his Grandma learning about the old country, her family, and her life through her remembering box. This helped Joshua to understand and accept his Grandma's death and the various Jewish rituals that were an important part of her life.

Clifton, L. & Grifalconi, A. (1988) *Everett Anderson's Goodbye*. New York: Henry Holt. A little boy struggles through conflicting emotions as he tries to come to grips with the death of his father.

Coburn, John. (1964) *Annie and the Sand Dobbies*. New York: The Seabury Press. A religious account of death, as seen through the eyes of a young boy who loses his infant sister and dog. Ages 8-12.

Cohen, M. (1984) *Jim's Dog Muffin*. New York: Greenwillow. When Jim's dog is "squashed" by the garbage truck, his friends at school try to help him feel better. A slice of pizza, his best friend, and memories help.

Corley, E. *Tell Me About Death: Tell Me About Funerals*. Grammatical Sciences. A gentle introduction to loss, funerals, and burial, this soft covered book is filled with down-to-earth information. Ages 8-11.

Coutant, Helan. (1974) *First Snow*. New York: Knopf. Ages 6-10.

dePaola, Thomas Anthony. (1973) *Nana Upstairs and Nana Downstairs*. New York: Putman's. A young boy's special relationships with his two grandmothers and his feelings when they die. Ages 5-8.

Dixon, Paige. (1975) *May I Cross Your Golden River?* New York: Atheneum. Ages 12+.

Dodge, Nancy C. (1984) *Thumpy's Story: A Story of Love and Grief Shared*. Springfield, IL: Prairie Lark Press.

Donnelly, E. (1980) *So Long Grandpa*. New York: Crown. Ten year old Michael has a close relationship with his 79 year old grandfather, who lives with the family. Michael senses that his parents avoid discussing grandfather's illness (cancer). In the end, Michael is able to commemorate his grandfather in a special way. Talks about discussing anticipated death with children, commemoration of a loved one. Universal story though some cultural particulars.

Donovan, J. (1969) *I'll Get There. It Better Be Worth the Trip*. New York: Harper & Row. Thirteen year old Davy lives with his grandmother in New England. When she dies, he moves to New York to live with his erratic mother, whom he barely knows. Discusses alcoholism, loneliness, growing up, divorce. Describes death and funeral.

Douglas, E. (1990) *Rachael and the Upside Down Heart*. Los Angeles, CA: Price Stern. True story of the loss of a parent and how a little girl learns to keep the memory of her father alive in her heart.

Dragonwagon, C. (1990) *Winter Holding Spring*. New York: Macmillan. A young girl and her father struggle through a painful year following her mother's death.

Drobin, A. (1971) *Scat*. New York: Four Winds Press. Scat, an eight year old boy, and his family live with his grandparents. Scat loves to hear his father play the trumpet with a jazz group, even though his grandmother tells him that it is the devil's music. Scat learns about jazz funerals when the plumber dies. Soon his beloved grandmother dies and Scat says goodbye to her in a way that seems genuine and appropriate. Discusses grandmother's readiness to die, survivor sadness, funerals. Lovely illustrations. Sensitive. Respectful of children's ways of mourning. Black family in rural South.

Dunn, Mary. (1968) *The Man in the Box: A Story From Vietnam*. New York: McGraw-Hill. Ages 12-16.

Egger, B. (1986) *Marianne's Grandmother*. New York: Dutton. Marianne thinks about her grandmother's funeral, friends, and the things they did together. Remembers her last visit, the news of her death, and the questions and feelings it aroused. Memories, commemoration, ways to deal with sad and angry feelings.

Fassler, Joan. (1971) *My Grandpa Died Today*. New York: Behavioural Publications, Inc. The story of love and devotion between a grandfather and grandson, and the struggle of the boy to understand and accept the grandfather's death. Ages 4-8.

Fleischman, P. (1986) *Rear-View Mirror*. New York: Harper & Row. After visiting her father for the first time, Olivia must deal with his sudden death; only then does she realize her own self-worth.

Gaeddert, L. (1989) *Summer Like Turnips*. New York: Henry Holt. After his grandmother dies, Bruce spends the summer with Gramps and learns to help him through his mixed emotions.

Garden, N. (1972) *The Loners*. New York: Viking Press. A young boy's relationship with his grandfather, and his relationship with a girl who helps him through the rough times following his grandfather's death from a stroke. Says dying is part of living. Describes death and funerals.

Gould, D. (1987) *Grandpa's Slide Show*. New York: Lothrop, Lee & Shepard. Grandpa's slide shows are a regular event during his grandchildren's visits until he becomes very ill, is hospitalized and dies. Describes young children's grief behaviour and their participation in the funeral. That evening Mom helps with the slide show which has great meaning for Grandma too.

Gravelle, K. & Haskins, C. (1990) *Teenagers Face to Face with Bereavement*. New Jersey: Mesner. Written from in-depth interviews with eighteen bereaved teens, offers practical and caring advice on coping with death.

Greene, Constance C. (1976) *Beat the Turtle Drum*. New York: Viking Press.

Grollman, E. *Explaining Death to Children*. Assorted articles regarding children and death; shows a deep concern for the child. Ages 9-12.

Grollman, E. (1976) *Talking About Death. A Dialogue Between Parent and Child*. Boston: Beacon Press. Lots of material. Loved one dying, suicide prevention, living after a death and divorce concerning children.

Grollman, S. (1984) *Shira. Legacy of Courage*. New York: Doubleday. True story of young girl who develops an unusual and fatal type of diabetes and talks about her fears and impending death.

Hale, Janet. (1974) *The Owl's Song*. Garden City, New York: Doubleday. Ages 12-16.

Harden, Ruth. (1968) *High Pasture*. Boston: Houghton Mifflin. Ages 9-14.

Harris, Patricia. (1974) *Why Did She Die?* Minneapolis: Lerner Publications Company. This moving tale of the death of an eleven-year-old girl following an accident. Ages 5-10.

Hermes, Patricia. (1982) *You Shouldn't Have to Say Goodbye*. New York: Harcourt Brace, Jovanovitch, Inc. In this moving first person story of death and loss, a young girl experiences anger, denial, avoidance, and other wrenching emotions as she does her best to come to terms with her mother dying. Ages 10-13.

Ingpen, R. & Bryan, M. *Lifetimes*. A simple story of beginnings, endings, and lifetimes of plants, animals and people. Sensitively done. Ages 3-5.

Johnson, J. & Johnson, M. (1980) *Tell Me Poppa*. New York: Center for Thanatology. A grandfather gives a detailed explanation of what happens when someone dies and the meaning of the funeral.

Johnson, J. & Johnson, M. *Where's Jeff?* This book addresses some of the questions a young child may ask when a sibling has died. Ages 3-5.

Jordan, M. (1989) *Losing Uncle Tim*. Niles, IL: Whitman. When his beloved Uncle Tim dies of AIDS Daniel struggles to find reassurance and understanding.

Juneau, B. (1989) *Sad, But Okay - My Daddy Died Today*. Grass Valley, CA: Blue Dolphin Publishing. Through the eyes of her nine year old daughter, the author shares thoughts and feelings during the time her husband faced cancer.

Klein, Norman. (1974) *Confessions of an Only Child*. New York: Pantheon. The death of an infant and its effect upon a girl who did not want a sibling. Ages 8-12.

Klicker, R. (1988) *Kollie and the Funeral*. Buffalo, NY: Thanos Institute. Ten-page story/coloring book using words and pictures to explain death and funerals to young children.

Krementz, Jill. (1981) *How It Feels When a Parent Dies*. New York: Alfred A. Knopf. Eighteen children speak openly and honestly about their own personal experiences and feelings when one of their parents died. A survivor of suicide's account is included. Ages 10-14.

Kubler-Ross, Elizabeth. (1982) *Remember the Secret*. Millbrae, CA: Celestial Arts. This story deals with the death of a friend. It poses some important questions about life, and in doing this, we learn about death. Ages child-adult.

Lee, Mildred. (1972) *Fog*. New York: Seabury. Growing up after the death of one's father. Ages 12-16.

Lee, Virginia. (1972) *The Magic Moth*. New York: The Seabury Press. A direct, honest story about the death of a sister and the feelings and thoughts that flow afterward. It also helps to show how the sister will be alive forever in the family's memories. Ages 6-young teens.

LeShan, Eda. (1976) *Of Love and Death and Other Journeys*. New York: Avon. Wonderful classic written directly to children about problems they face when losing a parent - and how to overcome them.

LeShan, Eda. (1976) *Learning to Say Goodbye When a Parent Dies*. New York: MacMillan Publishing Company, Inc. A discussion of death of a parent with many case histories. It discusses many of the feelings children have and may not share. One case history includes a suicide. Ages 10-14.

LeShan, Eda. (1972) *What Makes Me Feel This Way*. New York: Macmillan/Aladin. A book written directly to children about problems they face when losing a parent - and how to overcome them.

Lichtman, W. *Blew and the Death of Mag*. Wide range of emotions experienced by a young girl preparing for the death of her imaginary "Mag." Ages 6-8.

Little, J. (1984) *Mamas Going To Buy You A Mockingbird*. Ontario, Canada: Viking/Kestrel. Jeremy learns of his father's terminal illness (cancer) and must subsequently deal with the death and emotional and material changes that arise.

Lowry, L. *A Summer to Die*. After moving to the country, Molly becomes ill; her sister Meg and her parents must deal with her impending death. Ages 9-12.

Lund, D. (1974) *Eric*. Philadelphia: Lippincott. Ages 12+. The story of a teenager's death from leukemia, movingly told by his mother.

Madler, Trudy. (1980) *Why Did Grandma Die?* Milwaukee, WI: Raintree Children's Books. The story of a grandmother who dies. It explores many of the feelings children have at any death. Ages 4-9.

Mango, K. (1990) *Just For The Summer*. New York: Harper & Row. Jenny helps a troubled boy who feels responsible for his father's death.

Mazer, N. (1987) *After the Rain*. New York: Morrow. The bittersweet experience of a 15 year old girl's relationship with her dying grandfather.

Mellonie, B. & Ingpen, R. (1983) *Lifetimes: The Beautiful Way to Explain Death to Children*. New York: Bantam Books. This simply written book with beautiful colored illustrations helps to explain that life and death are part of the natural cycle of all living things - plants, animals and people.

Miles, Miska. (1971) *Annie and The Old One*. Boston: Little, Brown & Company. This book portrays the feeling of closeness between a child and her grandmother. The unity of life and death is dealt with in a simple, moving manner that will appeal to the younger reader. Ages 6-9.

Moody, Ann. (1975) *Mister Death*. New York: Harper and Row. Mississippi is the setting for four short stories in which death both terrifies and teaches about life. Ages 12+.

Muir, Mary Jane. *Gynn*. A well loved guinea pig dies suddenly; the family buries their pet and reminisce about special times. Ages 3-5.

Murray, Gloria & Gerald G. (1982) Jampolsky, M.D., eds. *Another Look at the Rainbow*. Millbrae, CA: Celestial Arts. This book was written by brothers and sisters of children who have developed terminal or catastrophic illnesses. Includes thoughts, feelings and coping techniques. Ages 9-adult.

Nystrom, C. (1990) *Emma Says Goodbye*. Batavia, IL: Lion. Emma grows close to her Aunt Sue who has come to live with them during her terminal illness.

O'Toole, D. (1988) *Aavary Aardvark Finds Hope*. Burnsville, NC: Celo Press. An illustrated read-aloud story of the pain and sadness of loss and the hope of grief recovery.

Orgel, Doris. (1974) *The Mulberry Music*. New York: Harper and Row, Inc. Coping with the illness and death of a grandmother. Ages 7-11.

Paterson, Katherine. (1977) *Bridge to Terabithia*. New York: Thomas Y. Crowell, Co. Moving story of the death of a friend and the grief reactions that follow. Ages 9-12.

Peavy, L. (1981) *Allison's Grandfather*. New York: Scribners. Erika, aware of grandfather's impending death, recalls a happy vacation and stories of grandfather's cowboy youth. She postpones asking questions of adults until her mother gently tells her about his death. Addresses such questions as is it hard to die, who else might get sick, would anyone tell her, how does it feel to hold the hand of the dying, who will tell Allison? Shows how much can go on in a child's mind, which children may not articulate until given some adult encouragement. Deals with growing appreciation of the life cycle. Gentle treatment of death. Could be given to a child without hesitation.

Platt, Kim. (1973) *Chloria and the Creeps*. Philadelphia: Chilton. The suicide of her father continues to cause severe problems for Chloria in this exploration of denial. Ages 9-13.

Pomerantz, B. (1983) *Bubby, Me, and Memories*. New York: Union of American Hebrew Congregations. A few days after Bubby's (grandmother) death, a child remembers and then tries to understand death and grief. Feelings, fantasies and questions are shared. Describes Jewish rituals and observances. Photographs. Realistic descriptions of child's feelings. Warm and comforting. An outstanding resource for Jewish children and their non-Jewish friends.

Richter, Elizabeth. (1986) *Losing Someone You Love*. New York: G.P. Putman's Sons. Fifteen young people who have lost a sibling talk openly about their feelings and their difficulties at home and school. Includes a suicide account. Ages 10-14.

Rockwell, Thomas. (1974) *Hiding Out*. Scarsdale, New York: Bradbury. Ages 8-11.

Rofes, E. (1985) *The Kid's Book About Death and Dying By and For Kids*. Boston, MA: Little & Brown. Students ranging from 11 - 14 years old write about death, funeral customs, the death of pets, relatives, parents, and children, violent deaths and afterlife.

Rogers, F. (1988) *When a Pet Dies*. New York: Putnam. Excellent color photographs help children explore and understand emotions, fears and concerns when a pet dies.

Sanford, D. (1986) *It Must Hurt A Lot*. Portland, OR: Multnomah Press. After a boy's dog is killed, he learns to express his emotions and to grow through his memories and his grief.

Schaefer, D. & Lyons, G. *"How Do We Tell The Children?"* A parent's guide to helping children understand and cope when someone dies. Result of work with children as a funeral director.

Segeberg, Osborn Jr. (1976) *Living With Death*. New York: E.P. Dutton & Co., Inc. Discussion of different views and aspects of death. Also included is a section on coping with death, including a brief section on suicide. Ages 11+.

Simon, Norma. (1986) *The Saddest Time*. Niles, IL: A. Whitman. Explains death as the inevitable end of life and provides three situations in which children experience powerful emotions when someone close to them dies.

Simon, Shirley. (1966) *Libby's Step-Family*. New York: Lothrop, Lee and Shepard. Libby's mother remarries, and she suddenly loses her closeness with her mother. Her gain doesn't seem positive. Two uncooperative stepsisters. Ages 9-13.

Sloth, Alfred. (1973) *Hang Tough, Paul Mather*. Philadelphia: Lippincott. A boy faces the possibility of death by leukemia. Ages 8-12.

Smith, Doris Buchanan. (1973) *A Taste of Blackberries*. New York: Thomas Y. Crowell, Co. In a search to discover "why James had to die," his friends learn that some difficult questions in life do not have answers. Ages 8-11.

Stein, Sara Bonnett. (1974) *About Dying*. New York: Walker & Company. Billed as an "open family book for parents and children together," this book juxtaposes a big print/picture story with an accompanying text which provides more specific detail for adults. The story depicts the death of first a bird, and then a grandparent. Ages Pre-school to Adult.

Stevens, Carla. (1976) *Stories From A Snowy Meadow*. New York: The Seabury Press. When Old Vole dies, her young friends compose a song of tribute, expressing the joy they will take in their memory of her. Ages 6-9.

Stevens, Margaret. (1979) *When Grandpa Died*. Chicago: Children's Press, Inc.. A young girl learns to see the death of her beloved grandfather as part of the continuing life cycle. Ages 5-9.

Stiles, N. (1984) *I'll Miss You, Mr. Hooper*. New York: Random House/Childrens Television Workshop. Big Bird learns from his friends on Sesame Street that he can't give Mr. Hooper the picture he drew of him because Mr. Hooper has died and won't be coming back.

Terris, Susan. (1972) *The Drowning Boy*. Garden City, New York: Doubleday and Co. A boy must cope with his suicidal impulses after his pet rat dies and he must kill his dog, until he realizes that he is a worthwhile person. Ages 12+.

Thomas, J. & Sewall, M. (1988) *Saying Goodbye to Grandma*. Boston, MA: Houghton, Mifflin/Clarion. Seven year old Suzie travels with her family to her grandmother's funeral, Sharing in the family's grief and love.

Thorton, T. (1987) *Grandpa's Chair*. Portland, OR: Multnomah Press. A young boy facing his grandpa's death and his reactions to it. Addresses issues of denial, commemoration. Easy for children to understand. A bit simplistic. Use of the scrapbook idea is helpful.

Thurman, C. (1989) *Time for Remembering*. New York: Simon and Shuster. Lovingly told story of a young boy mourning the death of his grandfather.

Tobias, Susan. (1978) *Petey*. New York: B.P. Putman's Sons. The story of Emily's love for her friend, Petey the gerbil, her loss, and the beginning of her understanding that life will always change yet continue. Ages 5-8.

Townsend, M. & Stern, B. (1980) *Pop's Secret*. Reading, MA: Addison-Wesley. Elementary school boy makes a scrapbook of his grandfather's life so that he can remember him. Speaks of the death and his reactions to it. Addresses issues of denial, commemoration. Easy for children to understand. A bit simplistic. Use of the scrapbook idea helpful.

Varley, Susan. (1984) *Badger's Parting Gifts*. New York: Lothrop, Lee & Shepard Brooks. The story of Badger, his death and how through his friend's memories, he remains a part of their lives. Ages 5-8.

Voirst, Judith. (1971) *The Tenth Good Thing About Barney*. New York: Atheneum. A boy's cat dies and he thinks of ten good things about his living and his death. Ages 4-6. V.P.L.

Walsh, Jill Paton. (1972) *Goldengrove*. New York: Farrar, Straus and Giroux. Madge discovers that some things in life can't be fixed, that some hurts are too deep. In her anger and depression she makes a suicidal gesture. Ages 8-12.

Warburg, Sandal Stoddard. (1969) *Growing Time*. Boston: Houghton Mifflin Co. Jamie's dog King dies. This story deals with children's grief reactions. Ages 5-10.

Wersba, Barbara. (1973) *Run Softly, Go Fast*. New York: Atheneum. Ages 12-16.

White, Elwyn Brooks. (1952) *Charlotte's Web*. New York: Harper and Row, Publishers, Inc. Charlotte's death late in the story and the subsequent birth of her children help explain how the cycle of life continues. The story describes sorrow after the death of a close friend and shows how memories of a dead friend can keep the friend alive in one's mind. Ages 8-12.

Whitehead, Ruth. (1971) *The Mother Tree*. New York: The Seabury Press. In helping a younger sister grieve for their lost mother, Tempe facilitates her own mourning. Ages 8-12.

Zim, H. & Bleaker, S. (1970) *Life and Death*. New York: Morrow. The first non-fiction book about death for children, the Zim's book presents a calm, scientific explanation of the cycle of life and death. Customs around the world and comparative beliefs are also part of the book, which remains the classic in its field. Ages 8-12.

Zolotow, Charlotte. (1974) *My Grandson Lew*. New York: Harper and Row, Publisher. Lew is not told of his grandfather's death and waits for his return. He mourns him years later, as he and his mother evoke touching memories.

Adult Books - Non-Fiction

Alderman, L. (1989) *Why Did Daddy Die?* New York: Pocket Books. A widow with small children shares her personal story with theories of children's concepts of death and grief.

Bernstein, J. *Books To Help Children Cope With Separation and Loss.*

Bernstein, J. (1977) *Loss and How to Cope With It.* New York: Seabury. The author seeks to give help to parents of young people dealing with the death of a loved one.

Bolton, Iris. (1983) *My Son . . . My Son . . .* Atlanta, Georgia: Bolton Press.

Furman, E. (1974) *A Child's Parent Dies.* New Haven: Yale University Press.

Gaffney, D. (1988) *Seasons of Grief.* New York: New American Library. Written by a therapist for parents and educators to help children through the mourning period.

Grief Resource Foundation. (1990) *Helping Children Cope With Loss.* Dallas: GRF. Public information about children and grief with handouts.

Grollman, Earl A. (ed.) (1976) *Explaining Death to Children.* Boston: Beacon Press.

Grollman, Earl A. (1976) *Talking About Death: Dialogue Between Parent and Child.* Boston: Beacon Press. Simple, straightforward language used to tell the story of a loved one's death. Includes illustrations and parent's guide.

Hatton, Corrine, et al. (1977) "Suicide in Children." *In Suicide and Intervention.* New York: Appleton-Century Crofts, Inc.

Hawton, Keith. (1986) *Suicide and Attempted Suicide Among Children and Adolescents.* New York: Sage Publications, Inc.

Hewett, J.H. (1980) *After Suicide.* Philadelphia: The Westminster Press.

Husain, Syed Arshad and Trish Vaniver. (1984) *Suicide in Children and Adolescents.* Jamaica, New York: Spectrum Publications, Medical and Scientific Books.

Jackson, Edgar N. (1965) *Telling a Child About Death.* Boston: Channel Press.

Klagsburn, Francine. (1976) *Too Young to Die.* Boston: Houghton-Mifflin Co.

Knowles, D. & Reeves, N. (1983) *But Won't Granny Need Her Socks?* University of Victoria.

Kids Book About Death & Dying, By and For Kids, The.

Kubler-Ross, Elizabeth. (1969) *On Death and Dying.* New York: MacMillan Publishing Co.

Kubler-Ross, Elizabeth. (1975) *Death, The Final Stage of Grieving*. Englewood Cliffs, NJ: Prentice-Hall Inc.

Kubler-Ross, Elizabeth. (1981) *Living with Death and Dying*. New York: MacMillan Publishing Co.

Kubler-Ross, Elizabeth. (1983) *On Children and Death*. New York: MacMillan Publishing Co.

Kushner, H.S. (1981) *When Bad Things Happen to Good People*. New York: Schocken.

Linn, E. (1990) *150 Facts About Grieving Children*. Incline Village, NV: Publisher's Mark. Important information to help caring adults recognize possible characteristics of children dealing with any type of grief.

McIntire, M.A.. & Angel, C.R. (1980) *Suicide Attempts in Children and Youth*. New York: Harper and Row, Publishers.

Mills, G. et al. (1976) *Discussing Death: A Guide to Death Education*. Homewood IL: ETC Publications.

Murphy, Eva. (1988) *Books and Films on Death and Dying for Children*. Boston: Good Grief Programs. Compendium of books and films appropriate for educational use with children.

Patterson, Barbara. (1990) *Guide Them to Good Grief*. Baron Publishing. Involves school based support for grieving students. For teachers, counsellors and administrators.

Pfeffer, Cynthia R. (1986) *The Suicidal Child*. New York: The Guilford Press.

Rosen, Elliot. (1990) *Families Facing Death*. New York: Lexington Books. Excellent overview of family dynamics of terminal illness.

Rosenfeld, Linda. (1984) *Left Alive*. Springfield IL: Charles C. Thomas.

Schaefer, D. Lyons, C. (1986) *How Do We Help The Children?*. New York: New Market Press. A parent's guide to helping children understand and cope when someone dies.

Schechter, Marshall. (1957) "The Recognition and Treatment of Suicide in Children." In *Clues to Suicide*. (Edwin Schneidman and Norman Farberow, eds.) New York: McGraw-Hill.

Schneidman, G. (1979) *Coping With Death in the Family*. Toronto: Chimo Publications.

Sahler, O.J.Z. (ed.) (1978) *The Child and Death*. St. Louis: Mosby.

Toolan, James. (1968) "Suicide in Childhood and Adolescence." In *Suicidal Behaviours: Diagnosis and Management*. (H.L.P. Resnik, ed.) Boston: Little, Brown, and Company.

Wass, Hannelore, & Corr, Charles A. (1984) *Childhood and Death*. New York: Hemisphere Publishers. A comprehensive book about children and death; gives information and addresses issues.

Wisemann, Kamm. *Support Guidance for the Bereaved*. Coq. Public Library, 155.937 WEI

Wolfet, A. (1983) *Helping Children Cope with Grief*. Muncie, IN: Accelerated Development. Excellent reference guide designed for caregivers who want to be "helping/healing adults" to children coping with grief experiences.

Audio-Visual Resources

Annie and The Old One (1976)- BFA Educational Media. 14 minutes. Primary - Elem.

Children and Death - H & R Educational Materials, Inc. Approx . 15-20 minutes - resource for teachers - available from Winslow Center. Available for purchase from H & R Educational Materials, Inc., 3248 Owasso Heights Road, St. Paul, Minnesota, 55126, U.S.A.

Cipher in the Sky (1973) - Brigham Young University. 24 minutes. Elem. - Adult

Dead Bird (1972)- Oxford Films. 13 minutes. Elem. - Junior High

Death of Gandy Dander (1977) - Learning Corporation of America. 26 minutes. Elem. - Adult

Footsteps on the Ceiling (1981) - Phoenix Films. 8 minutes. Elem. - Adult

The Magic Moth (1976) - Centron Films. 22 minutes. Elem. - Adult

My Grandson Lew (1976) - Barr Films. 13 minutes. Elem. - Adult

Uncle Monty's Gone (1976) - McGraw-Hill Films. 14 minutes. Prim. - Intermediate

Understanding Suicide (1986) - Sunburst Communications. Filmstrip or Video. Grades 5 - 9.

RESOURCES IN OUR COMMUNITY

Hope/Yale/Boston Bar/North Bend

Ministry of Children and Family Development	869-4900
<ul style="list-style-type: none">• Child & Youth Mental Health• Youth Probation	
Public Health	860-7630
Community Services	869-2466
<ul style="list-style-type: none">• Family Support Work• Street Work• Suicide Prevention• Trauma Counselling for Children	
School District Office	869-2411
Hope Ministerial	869-5524
RCMP/Victim Assistance	911 (Emergency)
Hope	869-7750
Boston Bar	867-9333
Adult Probation	869-4955
Fraser Canyon Hospital	869-5656
Ambulance	911 (Emergency)
Fraser Health	869-5112 (Hope/Boston Bar)
Crisis Line	1-877-820-7444
Helpline for Children	310-1234
Fraser Valley Child Development Centre	1-604-824-8760 or 869-5467
Supported Child Development Community Outreach	1-604-796-6889

Websites:

http://www.fraserhealth.ca/find_us/services/our_services?&program_id=9970

<http://www.crisiscentre.bc.ca/get-help/other-resources/>

RESOURCES IN OUR COMMUNITY

Agassiz-Harrison Hot Springs

Ministry of Children and Family Development	796-7160
<ul style="list-style-type: none">• Child & Youth Mental Health• Youth Probation	
Public Health	796-7160
Community Services	796-2585
<ul style="list-style-type: none">• Family Support Work• Street Work• Suicide Prevention• Trauma Counselling for Children	
School District Office	869-2411
Ministerial Association	796-2429
RCMP/Victim Assistance	911 (Emergency)
Agassiz	796-2211
Adult Probation	795-8311
Ambulance	911 (Emergency)
	796-2622 (non-emergency)
Agassiz Health Center	703-2030
Crisis Line	1-877-820-7444
Helpline for Children	310-1234
Fraser Valley Child Development Centre	1-604-824-8760 or 869-5467
Supported Child Development Community Outreach	1-604-796-688

Websites:

http://www.fraserhealth.ca/find_us/services/our_services?&program_id=9970

<http://www.crisiscentre.bc.ca/get-help/other-resources/>