

A large, stylized teal fish graphic on the left side of the slide. It features a white circular eye and a white outline for its body and fins. The fish is facing right.

Griefwork with Children

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Objectives

Strengthen your understanding of..

- How age and development impacts the work we do
- The differences between primary and secondary emotions
- What children are communicating with their behaviors
- Basic understanding of play therapy as it applies to griefwork
- A new tool to add to your toolbox when working with kiddos





Transforming the culture of mental health

Humor

Authenticity



Creativity

Acceptance

Determination

Compassion



The Stages of Grief



HOW WE
WANT
GRIEF TO
WORK

HOW GRIEF
ACTUALLY
WORKS



Denial

Anger

Bargaining

Depression

Acceptance

No order, no finish line!



Four Main Concepts of Death

Irreversibility – it is permanent

Finality – all functioning stops

Inevitability – it happen to all living things

Causality – there are different causes



Understanding Death – Age & Development

Infants & Toddlers

- Can sense caregiver's experience
- Parents' self care is vital to the child
- Routine is key

Pre Schoolers

- View death as temporary; may ask when someone is coming back
- Using solely religious explanations can be confusing

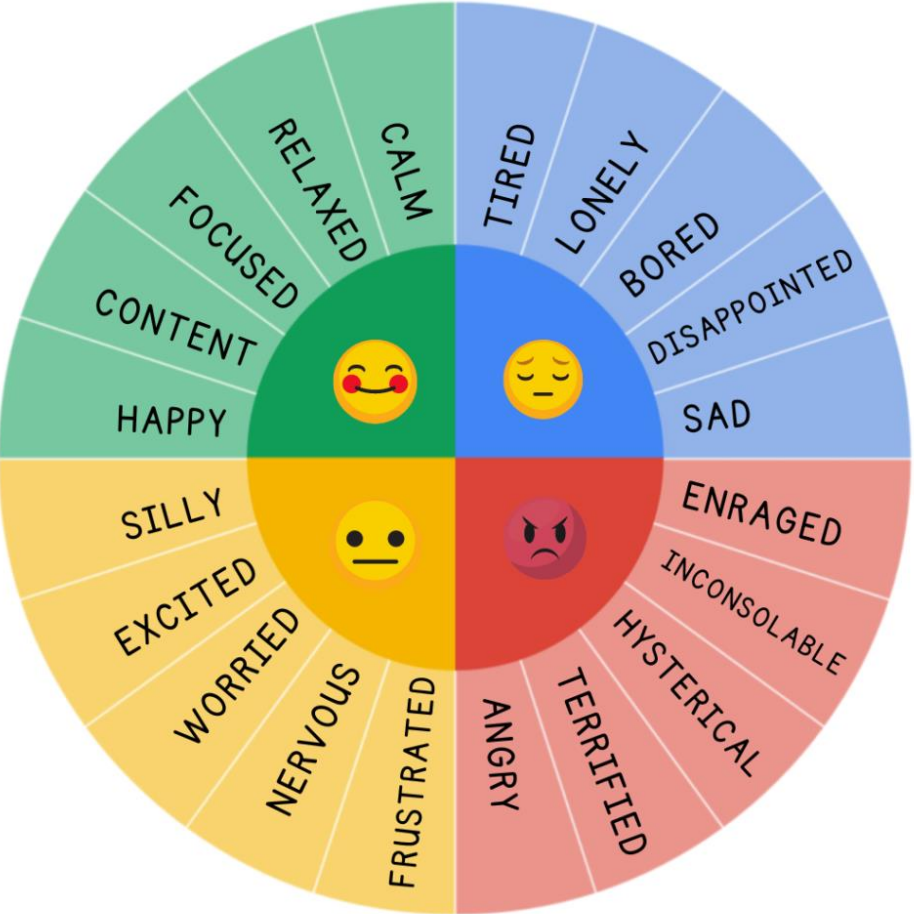
School Aged Children

- Death is final but not universal
- May personify death or feel guilty
- When you are ok, they can be

Teens

- May contemplate the purpose of life
- May experience guilt or engage in risky behaviors
- Encourage and model self care

Primary vs Secondary Emotions



Behavior as Communication

- Behavior = unmet needs
- Goals of misbehavior
 - Attention (Connection)
 - Control
 - Revenge
 - Proving Inadequacy



Goals of Misbehavior

Child's Goal	Child's Feeling	Child's Actions Active	Child's Actions Passive	Adult's Feelings	Child's Reactions
<u>Attention</u> Needs more positive attention	I only count when I am being noticed or served.	bothers others shows off minor mischief class clown needy	shy uptight "I can't" messy anxious lazy vain clingy	Annoyed coaxes reminds involved attentive busy	Temporary halt of behavior when given attention, but later resumes behavior
<u>Power</u> Needs age-appropriate power, responsibility, & autonomy	I only count when I am dominating or when you do what I want. You cannot control me.	argues contradicts tantrums dishonest defiant power struggle disrespectful	lazy stubborn disobedient "forgets" does little or no work passive aggressive	Anger challenged preachy threatened provoked	Escalates behavior when punished; works harder to be the boss, show you cannot be the boss
<u>Revenge</u> Needs to protect self; needs to make sure nobody gets close	People hurt me. I can't be liked. I need to push others away to stay safe.	malicious violent bad loser cruel steals wets bed hurts others bully	moody pouty threatens withdraws	Hurt wants to get even; wants to withdraw	Becomes even more hurtful and escalates pushing others away
<u>Proving Inadequacy</u> Needs to be successful at something	I can't do anything right, so I won't try to do anything at all. I am not capable, and I don't count.	suicide	won't try gives up wants to be alone dis-couraged	Helpless does not know what to do and may give up	Feels even worse. Stops even small efforts.



Why play?



Play is the "language" of children

Play is the opposite of survival mode

Play establishes and builds rapport

Play allows counselors to understand children and their interactions/relationships

Play allows children to reveal feelings they are currently unable to verbalize

Play allows children a safe place to constructively act out feelings of anxiety, tension, grief or hostility

Play teaches appropriate social skills

Play provides an environment for children to safely test limits, gain insight, explore alternatives and learn about consequences



Theoretical Approaches to Play Therapy

- **Adlerian Play Therapy**
- **Child-Centered Play Therapy**
- **Cognitive-Behavioral Play Therapy**
- **Ecosystemic Play Therapy**
- **Gestalt Play Therapy**
- **Jungian Analytical Play Therapy**
- **Psychodynamic Play Therapy**
- **Theraplay**
- **Prescriptive Play Therapy**



Basic Play Skills

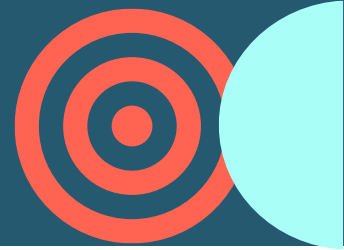
- Tracking
- Restating Content
- Reflecting Feelings
- Setting Limits
- Returning Responsibility to the Child
- Dealing with Questions



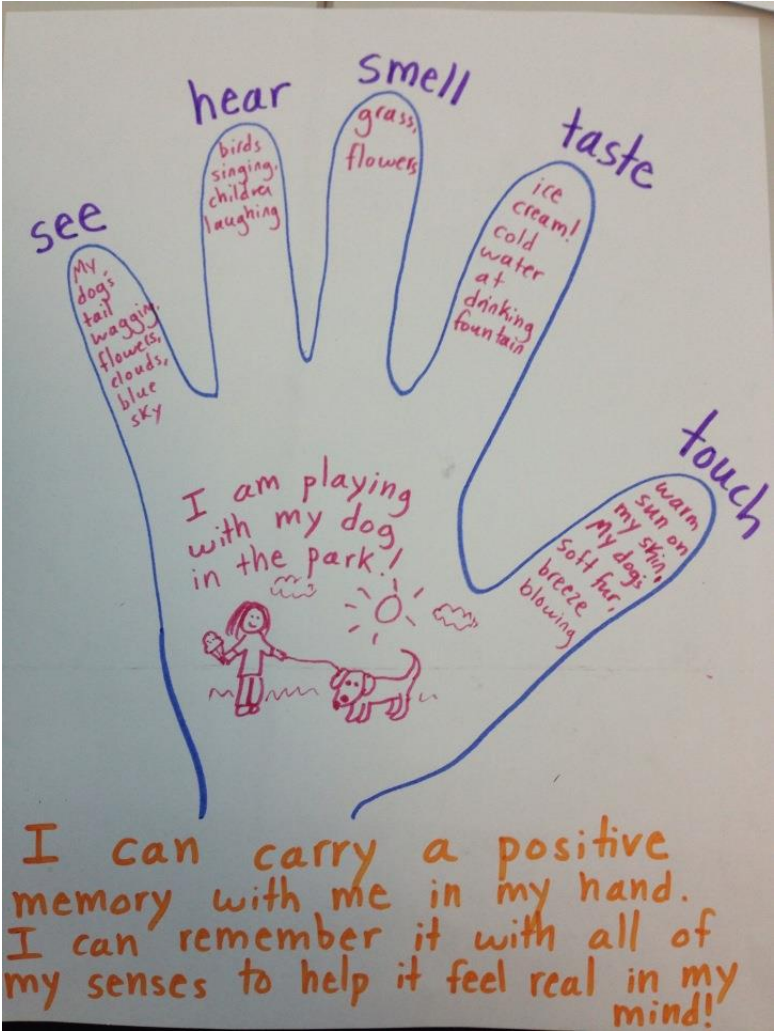
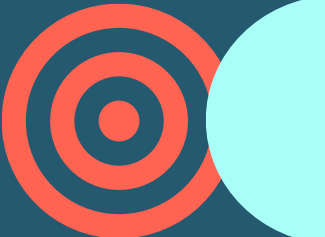
Activity Time!!!



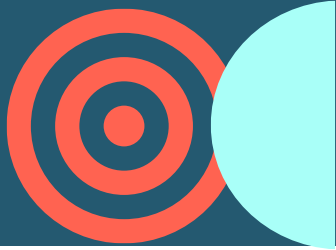
Angry Pants



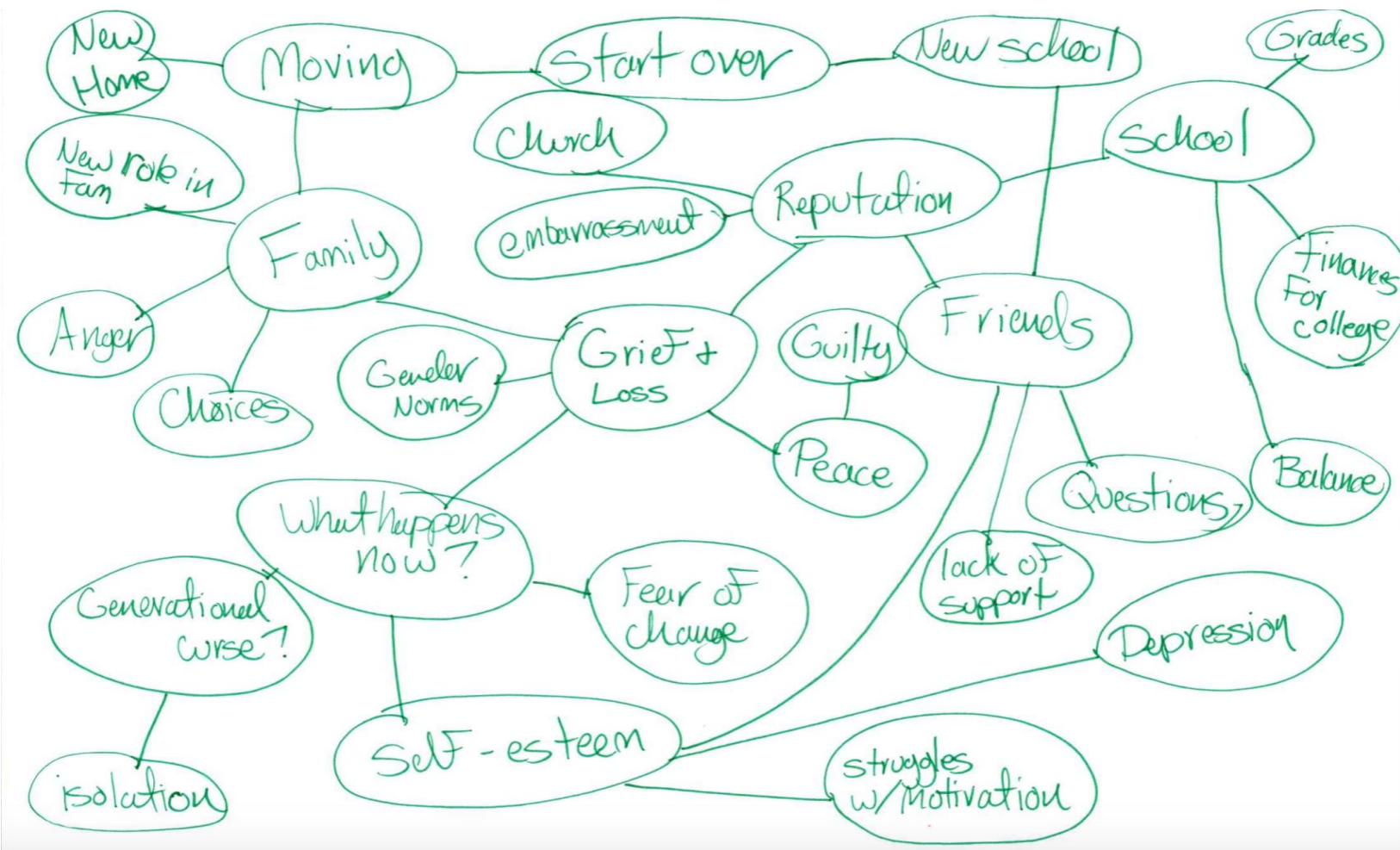
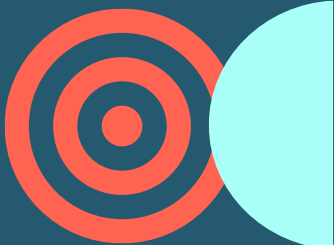
Hand Tracing



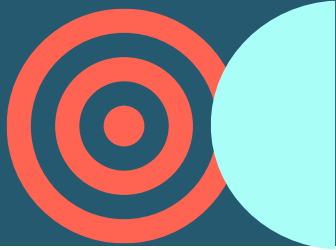
Quick Draw



Worry Web for Grief



Acrostic

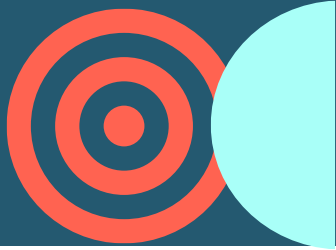


G - go with the Flow attitude / Gardener
R - "Ready to go Jo?"
A - Always protective + proud
N - Never too serious + loved to laugh
D - Dollywood rides
M - memories from Ireland 🍀
A - accepting

L aughing with you
U ntil my sides hurt and tears rolled down my cheeks.
C ooking, dancing, exploring - growing together in friendship; yet it
A ll ended before we had enough time and
S omehow, I know not even forever would have been adequate.



The Gifts You Give Yourself



Gifts can include anything!

Things

Concepts

Ideas

Places

People

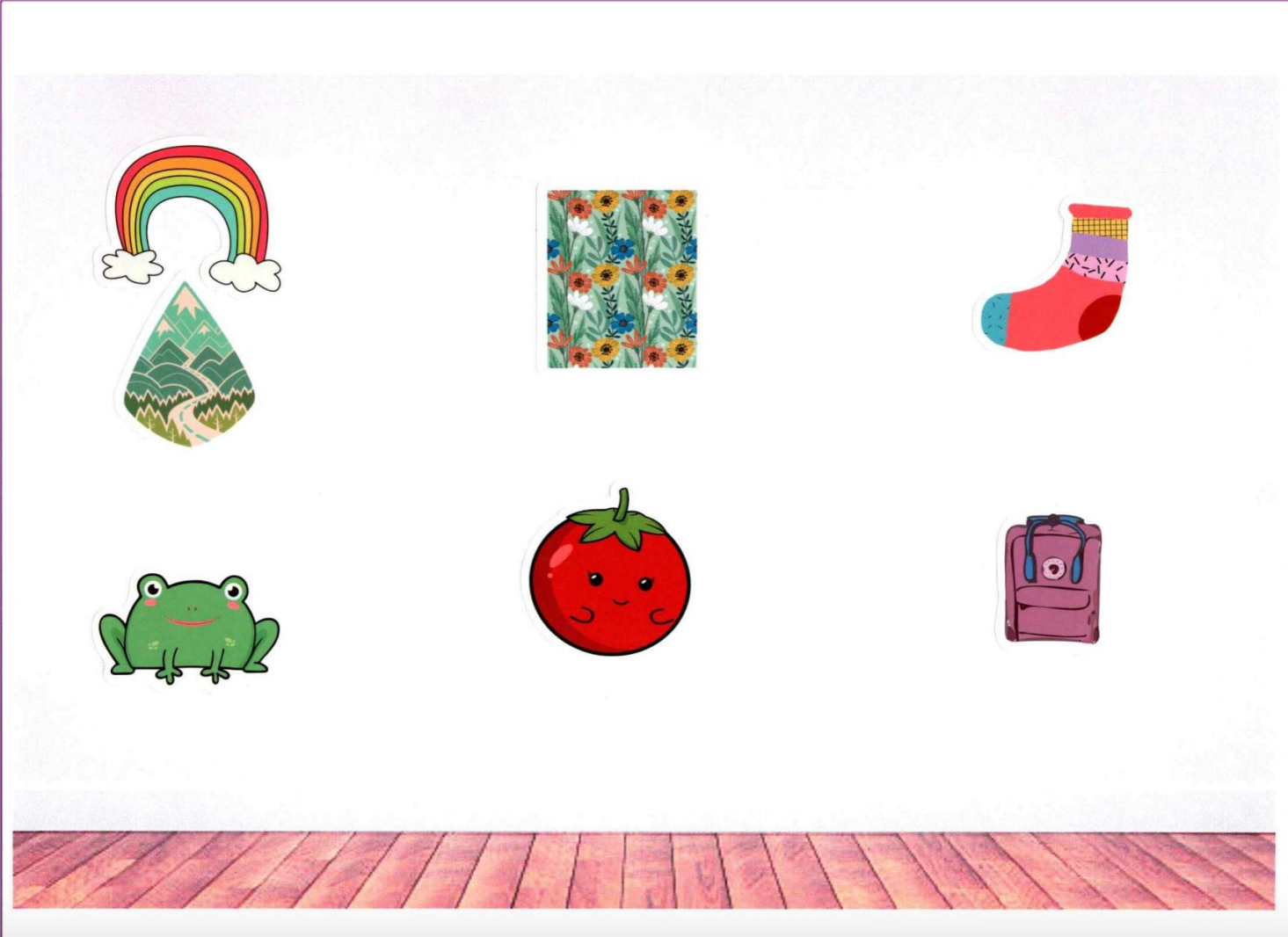
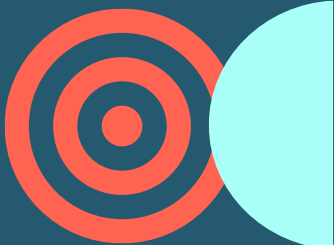
Feelings

Symbols

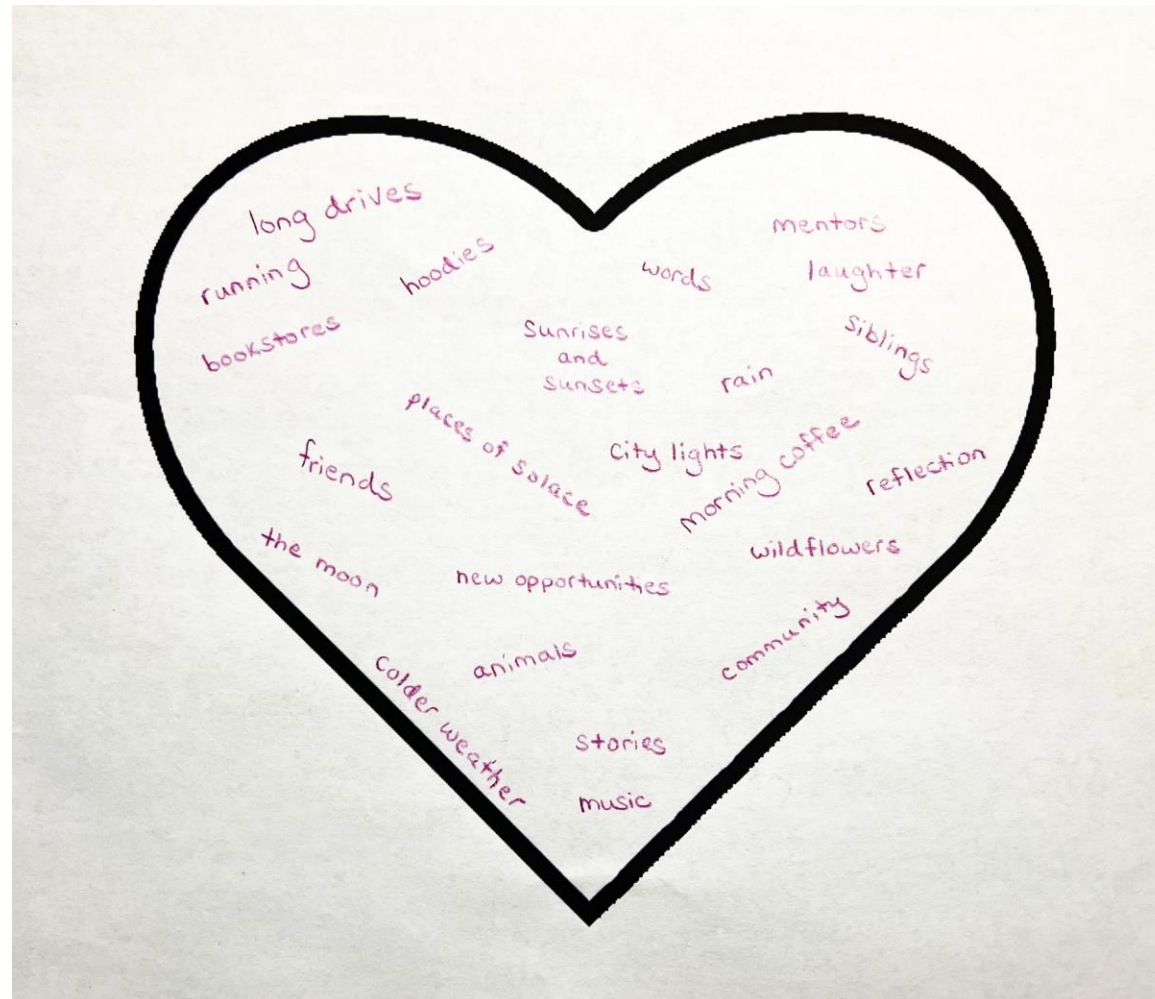
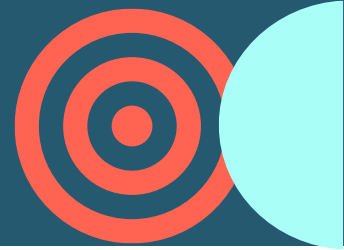
***Money/credit cards are off limits!**



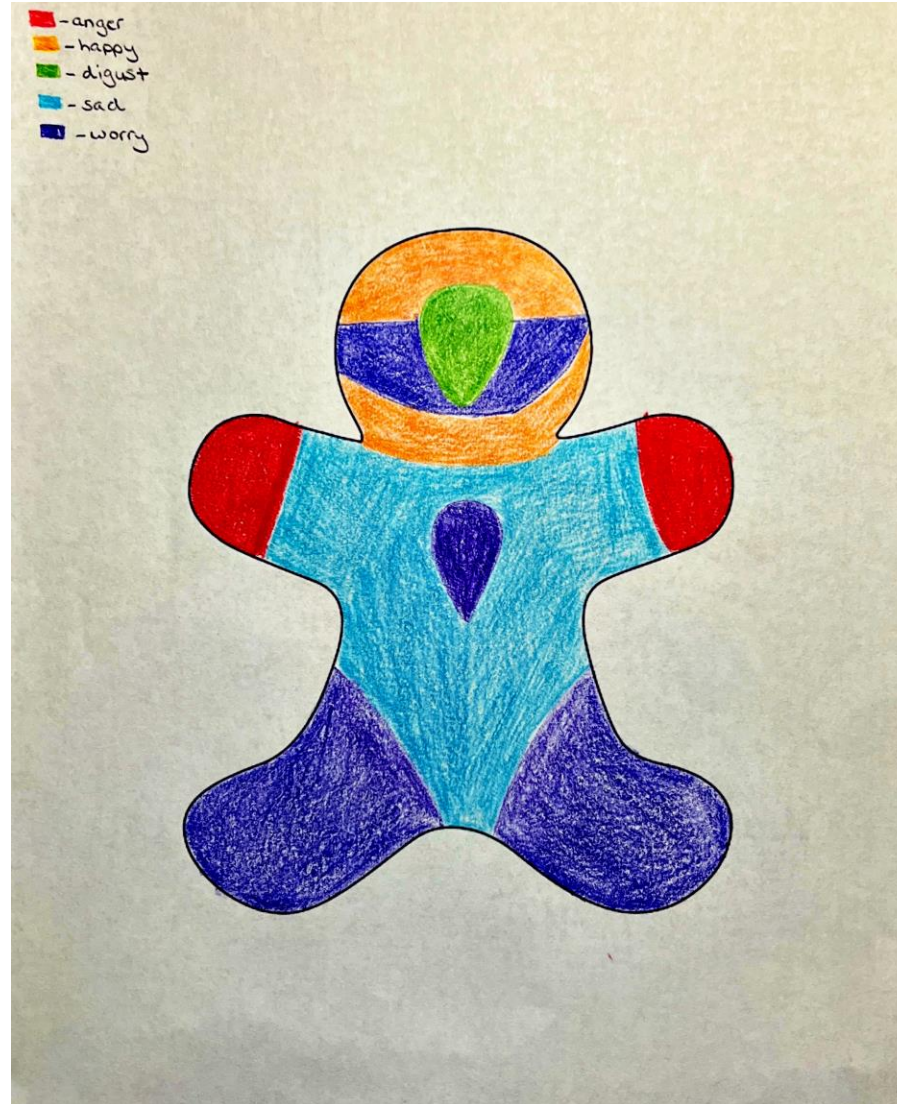
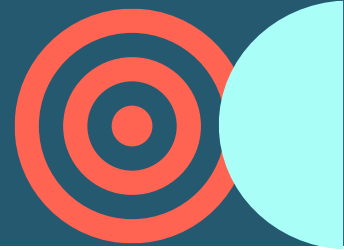
Museum of Memories



Gratitude Heart



Gingerbread Friends





Questions?



Thank you

