

ADJUSTMENT PHASE FOR YOUNG ADULTS - PHASE III
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

Prepared by Sutherland Miller, Ph.D.

SESSION 6: WAYS OF COPING WITH LOSS AND GRIEF

OBJECTIVES:

1. Youth will increase their comfort in thinking about their deceased parent.
2. Youth will understand what adolescents and the people in their lives need from each other regarding dealing with grief and what would help them.
3. Youth will identify positive and negative coping strategies used by bereaved adolescents and identify what they can do to cope with grief in a healthy manner.
4. Youth taking care of younger siblings and/or their own children will be able to identify what is helpful to grieving children and will be able to provide support to a younger child.

RATIONALE:

This session is based on the assumption that being able to express grief-related feelings is a part of normal grieving and is to be encouraged. An experiential exercise is used to free up and move the grief process along for the youth.

In order to cope with grief in a positive manner, youth need to know what would be helpful to them and identify healthy coping strategies they can use. Youth begin by identifying what bereaved adolescents need from the people in their lives, and to develop some empathy for what others, particularly their younger siblings, need from them. They also identify what would be helpful to them. They then examine healthy and unhealthy coping strategies and discuss replacing unhealthy strategies with healthy ones. Because the young adults do not have a caregiver to help them with grief, the amount that they can rely on others in their lives to address their needs is limited compared to youth living with caregivers, although caregivers can also interfere with resolving grief. Thus the emphasis in this session is on youth evaluating their own needs and coping strategies.

Because many are caring for or living with their younger siblings who may be bereaved, and because their own children, if they have them, may show signs of grief as well, youth examine what they can do to help younger children with grief. Because dealing with younger children's grief reactions is similar to what youth need to do for themselves, this information also may be helpful to them personally.

SUMMARY OF EXERCISES:

1. Introduce participants. Do a lottery. Check on how the week went. Have youth report on between-session goals. (20 minutes)

2. Have youth connect with their current feelings toward the deceased parent through writing a post card. (15 minutes)
3. Have the youth role play dealing with the needs of an adolescent and identify what youth need. (20 minutes)
4. Have the youth identify what would help them address these needs. (15 minutes)
5. Have youth brainstorm positive and negative ways that people cope with grief. Have the group form a consensus on the three most effective positive coping strategies. (25 minutes)
6. Review guidelines on helping younger children deal with grief. (15 minutes)
7. Set goals for the week and show appreciation to each other. Give youth grief book handout to read between sessions. (10 minutes)

MATERIALS:

Lottery tickets
 Lottery prize
 "Thanks"
 Newsprint and marking pens
 Post cards and pencils
 Feeling Thermometer Chart
 Goal Setting Chart
 Project Talk post cards (index cards)
 Goal Cards (blank or decorated index cards)
 Goal Summary Sheet
 Project Talk Information about Loss - (take home handout)
 Guidelines: What you can do to help the children
 Role play: Questions
 Role play: Doing jobs
 Role play: What do I say?

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

Exercise 1: What Happened Between Sessions?
(20 minutes)

[The purposes of this session are to increase group cohesion and to reinforce using what was learned in the previous session. Introductions, a lottery, reviewing the week, and checking on goals are the approaches used.]

#THE FACILITATOR BEGINS.

Welcome back to our sessions on dealing with grief and loss when a parent dies of HIV or AIDS.

In these sessions we deal with real issues faced by young adults who have lost a parent.

There are some really difficult things about having your parent die.

It's one of the hardest things any young person can go through.

But you need to build your own life while at the same time work on your grief.

That is part of what we have been talking about here.

Usually some positive things come out of times of crisis.

With a lot of support and hard work, young people can recover from losing a parent.

Your parent would have wanted you to have a happy, healthy life.

Now we need to know who is here.

We will go around the room.

Please tell us your first name and one thing you are good at.

For example, I could say, "My name is Tisha and I am good at organizing things, like parties."

So, let's hear who you are and one thing you are good at.

HAVE EACH YOUTH GIVE HIS/HER FIRST NAME AND TELL THE GROUP ONE THING HE/SHE IS GOOD AT.

That was very good, and I hope you don't forget your strengths.

I am glad to see you here, on time, and ready to go.

To show my appreciation for your being here, I want to do the lottery prize.

#PASS OUT THE LOTTERY TICKETS. HAVE EACH PERSON WRITE HIS/HER NAME ON THE TICKET AND PUT IN A PILE. COLLECT THEM, MIX THEM UP, DRAW A WINNER, AND GIVE OUT THE PRIZE.

Before we go any further I want to pass out your "Thanks" for today.

Remember to give them when you like what someone said or did, their style, or their presence.

#PASS OUT 20 "THANKS" TO EACH PERSON.

How did the week go for you?

Did anything happen during the week that was related to what we talk about here?

Did you have any thoughts about something we talked about here?

Did you practice a skill you may have learned here?

#ENCOURAGE SHARING. DO NOT GO AROUND THE ROOM AND ASK EVERYONE. LET THOSE PARTICIPANTS SPEAK WHO WANT TO. AFTER PEOPLE SPEAK, HOLD UP THE FEELING THERMOMETER AND ASK THEM HOW THEY FELT. COMMUNICATE VALUING THE EXPRESSION OF FEELINGS WHETHER THEY ARE POSITIVE FEELINGS OR NEGATIVE FEELINGS.

Each person made a commitment last week to try to achieve a goal that you set.

The goal was about dealing with grief or maybe a step towards your long-term goal.

The goal was to be realistic, clear, not too much or too little, and easy to see if completed.

I want to go around the room and have everyone talk about how meeting his or her goal went.

Focus on having completed one task.

Look at your goal card or goal summary sheet.

That's where it tells you what the goal was.

#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON GOAL PROGRESS. REFER TO THE GOAL SETTING CHART. CHECK OUT IF THE GOAL MET THE CRITERIA. SEE WHAT BARRIERS AROSE. HAVE THE GROUP HELP BRAINSTORM SOLUTIONS TO OVERCOMING THE BARRIERS.

Thank you for sharing your work on the goals you chose.

Each week we will end the session setting a goal to achieve between sessions, and at the end of the session we will take a little time to set new goals.

We pay attention to goals for two reasons.

First, it makes sure that what we learn in the session gets applied in real life.

Trying it out in real life increases the possibility that you will use it and that it will be helpful.

Second, taking active steps in the real world to identify and express your grief feelings and to remember the real person who died - both the pluses and minuses - moves the process along.

Are there any questions?

#ANSWER QUESTIONS.

Today we will work on deciding how to cope with grief and how to help others in your life with their grief.

Exercise 2: Making a New Connection.
(15 minutes)

[The purpose of this exercise is to connect the youth to feelings about the deceased parent. Keeping these emotions alive is intended to make the exercises more meaningful and to assist in the grieving process. Writing a brief post card to the parent is the vehicle employed.]

Imagine that there was a way you could communicate to your parent who died.

Let's say you were allowed to send your mother or father a post card.

There isn't much room on a post card.

What would you say to your parent?

If you could write three or four sentences, what would they look like?

Here are some cards and pencils.

Take a few minutes and write a post card to your deceased mother or father.

After you write it, you will have the choice to share it or not. It's up to you.

PASS OUT POST CARDS AND PENCILS. ALLOW FIVE MINUTES FOR
WRITING THE POST CARD.

If you would like to share, please read your post card to us.

IF YOUTH ARE WILLING HAVE THEM SHARE WHAT THEY WROTE.

Next we will examine what it is like meeting the needs of an adolescent and the people in their lives.

Exercise 3: What Is It Like Meeting the Needs of Someone Who Lost a Parent?

(20 minutes)

[The purpose of this exercise is to give the youth insight into how a friend or family member might meet their needs, and what others might need from them. Role playing is used.]

Now we want you to get a feel of how a friend or family member might meet your needs, and what the people in your life might need.

Knowing what you need is the first step toward getting what you need.

You also have people in your lives who need things from you.

You'll feel better about things if you can help them a little.

We will do some role playing.

I want two volunteers - one to play the youth and one to play the youth's younger brother or sister.

SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY EACH ROLE.

I will give you both a script with a few lines on it.

You will get to a spot where it says **Amake up the rest on your own.**@

You will continue the role play for a few minutes using your own words.

Here is the first script.

**GIVE THE SCRIPTS TO THE PLAYERS AND HAVE THEM START.
ALLOW THE DIALOGUE TO GO ON FOR JUST A FEW MINUTES.**

DOING JOBS

YOUTH: I wish you would do more to help.

YOUNGER SIBLING: I do plenty.

YOUTH: I appreciate what you do, but there is more here to do than I can handle.

YOUNGER SIBLING: Like what?

YOUTH: I want you to do some housecleaning - mop the floors.

YOUNGER SIBLING: Listen, when I agreed to stay and live with you, nothing was said about house cleaning.

YOUTH: That's part of living here. Do you see mom walking around doing it?

YOUNGER SIBLING: I didn't agree to that. It's not my fault she died.

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

YOUNGER SIBLING: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

What did you think of that exchange between the youth and younger sibling?

ENCOURAGE A DISCUSSION. FOCUS ON MEETING THE NEEDS OF BOTH THE YOUNGER SIBLING AND THE YOUTH. FIND OUT WHICH YOUTH IDENTIFY MORE WITH THE YOUTH/CAREGIVER AND WHICH IDENTIFY WITH THE YOUNGER SIBLING.

IF THERE IS TIME, DO THE SECOND ROLE PLAY. OTHERWISE SKIP TO SECTION MARKED "***" ON PG 12

Here is the next scene.

Who will play the youth and who will play his or her boyfriend/girlfriend?

SELECT THE PLAYERS AND GIVE THEM THE SCRIPT. ALLOW THE SCENE TO LAST A FEW MINUTES.

QUESTIONS

BOY/GIRLFRIEND: What did you do today?

YOUTH: The same old thing.

BOY/GIRLFRIEND: Like what?

YOUTH: You know.

BOY/GIRLFRIEND: I don't know or I wouldn't ask. You went to school?

YOUTH: Yes.

BOY/GIRLFRIEND: What happened there? What classes did you have?

YOUTH: You ask too many questions. I want to be left alone.

BOY/GIRLFRIEND: **(MAKE UP THE REST ON YOUR OWN.)**

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

What is your reaction to that conversation?

ENCOURAGE A DISCUSSION OF THE SCENE. FOCUS ON MEETING NEEDS. FOCUS ON THE NEEDS OF THE BOY/GIRLFRIEND AND THE YOUTH

Did the two of them get their needs met?

Let's summarize what the main needs are for young adults who have lost a parent to HIV or AIDS.

HAVE YOUTH BRAINSTORM NEEDS THAT BEREAVED ADOLESCENTS HAVE, INCLUDING: UNDERSTANDING FROM FAMILY MEMBERS, HELP WITH HOUSEHOLD CHORES, TOLERANCE OF MOODS, SUPPORT, LISTENING, SPACE.

What do you think others in your lives need from you, like the boyfriend or girlfriend, or younger sibling in the role plays?

HAVE YOUTH BRAINSTORM NEEDS THAT FRIENDS AND FAMILY MEMBERS MIGHT HAVE, INCLUDING: COMMUNICATION FROM THE YOUTH ABOUT HOW THE YOUTH IS FEELING, CLEAR EXPLANATION OF EXPECTATIONS, UNDERSTANDING THAT THEY ARE ALSO GRIEVING, ETC.

Now we will talk about some ways that you can address these needs.

Exercise 4: What Would Help Me the Most?

(15 minutes)

[The purpose of this exercise is to make youth aware of their needs related to the impact of their parent's death. Group determination of a list of needs is the process used.]

As we said earlier, the death of a parent is a monumental experience for anyone.

Your life is changed forever.

As time goes by, there will be longer and longer periods where the pain is less, but the pain of losing a parent is intense.

My question to you is this: "What would help you the most right now?"

For now don't screen out any idea - no matter what it is.

Let's get down as many ideas as possible.

Think about ways people can help you.

Think about organizations that can help you.

You call them out, and I'll make a list on newsprint.

#ENCOURAGE YOUTH TO CALL OUT WHAT WOULD HELP THEM THE MOST RIGHT NOW. YOUTH HAVE DONE SOME WORK ON NEEDS IN PREVIOUS SESSIONS (E.G. S4), SO FACILITATORS CAN REFER TO THIS. THIS EXERCISE IS BRIEF BECAUSE YOUTH HAVE ALREADY HAD A SESSION ON GETTING SUPPORT/THEIR NEEDS MET.

That's a great list.

Now you know some of what you need, and have some ideas about how you can address these needs.

Now we will talk about positive and negative ways that you are coping with these needs.

Exercise 5: What Can I Do About Grief?
(25 minutes)

[The purpose of this exercise is to make youth aware of their coping strategies, both positive and negative, and what they see as their most effective positive coping strategies. Group determination of a list of coping strategies is the process used.]

We have been talking about your needs.

Young adults who have lost a parent have a lot of things to cope with, including things that are internal, like painful feelings and things that are external, like problems with a landlord.

When you cope with something, you are trying to do something to address the problem.

Sometimes we cope in positive, healthy ways and sometimes we cope in negative, unhealthy ways.

Negative coping strategies are things people do to make themselves feel better, but which aren't really that good for them in the long run.

An example of this would be sleeping all day.

You don't feel the pain as much but you also don't get to see your friends or accomplish your goals.

Let's start with negative ways that people use to cope with something.

Let's get down as many ideas as possible.

You call them out, and I'll make a list on newsprint.

#ENCOURAGE YOUTH TO CALL OUT NEGATIVE COPING STRATEGIES.

POSSIBLE NEGATIVE COPING STRATEGIES
USING ALCOHOL AND DRUGS
ACTING OUT
DELINQUENCY

DEPRESSION/WITHDRAWAL
AVOIDING TALKING ABOUT THE LOSS
DENIAL (NOTE: Denial is not always negative)
GIVING UP HOPE
ATTEMPTING OR CONSIDERING SUICIDE
HAVING UNSAFE SEX
ACTING UP IN SCHOOL OR AT WORK
ISOLATING SELF
SLEEPING TOO MUCH
ENDING ACTIVITIES (INCLUDING SCHOOL, WORK)

That's a great list.

Now let's focus in positive coping strategies that people who have lost a parent can use.

#ENCOURAGE YOUTH TO CALL OUT WHAT WOULD HELP THEM THE MOST RIGHT NOW. **NUMBER** THE ITEMS AS YOU LIST THEM ON NEWSPRINT. CLARIFY THEM AS THEY ARE SUGGESTED TO MAKE SURE YOU GET THE IDEA CORRECTLY AND TO MAKE SURE EVERYONE UNDERSTANDS THEM.

POSSIBLE POSITIVE COPING STRATEGIES

KEEPING UP WITH ACTIVITIES
EXERCISE
TALKING ABOUT THE LOSS
PLANNING FOR THE FUTURE
RELIGION/SPIRITUALITY
JOINING GROUPS (SPORTS TEAMS, CLUBS)
MAINTAINING POSITIVE HEALTH
ACCEPTING THE LOSS
ACCEPTING HOW YOU FEEL
RESPECTING YOUR FEELINGS
JOINING A SUPPORT GROUP
ATTENDING PROJECT TALK GROUPS
LAUGHING
READING ABOUT LOSS
WRITING (E.G., A JOURNAL)
REACHING OUT TO FAMILY MEMBERS AND FRIENDS

HELPING OTHERS
GETTING PROFESSIONAL HELP

Does anyone have a question about one of the suggestions?

#CLARIFY THE ITEMS.

One of the goals of Project Talk is to help you increase your positive coping and reduce your negative coping.

You each get three votes.

#PASS OUT PENCILS AND BLANK INDEX CARDS. ONE OF EACH
TO A PERSON.

On the index card write the number of the three positive coping strategies that you think are most important.

#WAIT A MINUTE WHILE YOUTH SELECT THE THREE TOP
THINGS THAT WOULD HELP THEM THE MOST FROM POSITIVE
COPING STRATEGIES LIST.

Now pass your cards to me, and I want someone to read off the numbers to me.

#HAVE SOMEONE READ OFF THE NUMBERS WHILE YOU
RECORD THE VOTE BESIDE OF THE ITEM ON NEWSPRINT. THEN
TALLY UP THE VOTES AND ANNOUNCE THE WINNING THREE
SUGGESTIONS.

OK. These are the ideas of what positive coping strategies you think are the most helpful.

Does anyone have a major problem with this list?

#LISTEN TO SUGGESTIONS AND SEE IF THE GROUP WANTS TO
MAKE A CHANGE. MAKES CHANGES AS REQUIRED.

If you haven't tried one of these, we want you to consider it.

If you are using a negative or unhealthy coping strategy, you would want to replace it with a positive one.

Change starts with a single step.

For example, if you smoke marijuana every time you feel depressed, you might start out by replacing that negative coping strategy with a positive one once per week, such as calling a friend.

We know what youth who have lost a parent can do to cope in a positive way.

Now we are going to talk about helping other people in your life who are grieving.

Exercise 6: What Can I Do To Help?

(15 minutes)

[The purpose of this exercise is to increase the youth's knowledge of how to help a grieving child. Similarities and differences between age groups is presented, and a list of suggestions for helping is reviewed.]

Some of you are living with or raising your younger brothers and sisters.

Some of you have your own children.

Some of you have other people in your lives who are grieving, just as you are.

For those of you who do not have younger siblings, what we are going to talk about in this exercise is still helpful because almost all of the things that help younger children are also important for young adults.

Let's hear from some people with younger children in their lives and what some of the issues are.

ASK YOUTH FOR EXAMPLES OF YOUNGER CHILDREN
EXPERIENCING GRIEF. ELICIT A FEW EXAMPLES OF HOW THE
GRIEVING CHILDREN BEHAVE.

What can you do to help them?

Here are some basic principles.

Younger children need to feel safe and attached to an adult.

Older youth need understanding as they try to become independent.

Take a look at the guidelines of what is helpful to children.

Which ones do you think are most important? Are any not important, in your opinion?

BRIEFLY REVIEW THE GUIDELINES

GUIDELINES: WHAT YOU CAN DO TO HELP THE CHILDREN

1. **Listen** to their ideas and feelings.
2. Put yourself **in their shoes**.
3. **Answer honestly** all their questions. There are no questions that should not be answered. If "I don't know" is the truth, then it is the best answer.
4. **Assure** them that you and other important people **will be there** when they need them.
5. Assure them that their needs for **food, shelter, and protection** will be taken care of.
6. Tell them it is **OK to be sad or angry**.
7. Help them **talk about** the person who died.
8. Tell them it is **OK to cry**.
9. Let them know that people are **supporting you** in your grief.
10. **Allow** them to still be children.
11. Keep **change** to a **minimum**. Same place, same activities, same lifestyle, same discipline, same stability.
12. Set up the child with an **on-going special relationship** with another adult of the same sex as the one who died.
13. Help them figure out **what to say to** friends, teachers, and so on.
14. **Inform** teachers of the death.
15. Do something special and meaningful on **birthdays, holidays, and anniversaries**.

We have tried to provide you with some understanding of children and death and some ideas about that to do to help a child or teenager whose parent has died.

Let's do a role play.

Get into pairs. One of you will be the younger child, like a 10 year old, and one of you will be the young adult.

The young adult will follow the guidelines.

Both members will read the role play.

There are a lot of guidelines, so for this role play we will focus on the guidelines of putting yourself in their shoes, assuring the child that you will always be there, they will be taken care of and that it's OK to cry. Those are in the role play already.

The Young Adult should use one more additional guideline with the child. You should pick which one you will use and then use it when it comes to the part in the role play that says "Make up the rest on your own."

AS "YOUNG ADULT" DOES THE ROLE PLAY, HE/SHE CAN REFER TO GUIDELINES AS HE RESPONDS, IF NECESSARY. FACILITATOR CAN ASSIST BY SUGGESTING A GUIDELINE TO USE IF NECESSARY.

WHAT DO I SAY?

YOUNG ADULT: Jessie, you're very quiet these days. We need to talk about all the changes. What's going on in your head?

JESSIE: I don't know. Nothing.

YOUNG ADULT: I bet you have a lot of questions about what's going to happen now that mom is gone. It's OK to have questions and different feelings.

JESSIE: Yes, what's going to happen? Are we going to have to leave?

YOUNG ADULT: I'll try to answer you as honestly as I can. I don't have all the answers yet but I am doing everything I can to get things straightened out. No matter what happens, we will have a place to live and food to eat, and we'll be together.

JESSIE: **[MAKE UP THE REST ON YOUR OWN]**

YOUNG ADULT: **[MAKE UP THE REST ON YOUR OWN]**

That was great.

Which of the other Guidelines did the Young Adults use?

HAVE YOUTH (WHETHER "YOUNG ADULT" OR "JESSE") STATE

WHICH ADDITIONAL GUIDELINES WERE USED.

Can you see yourself using the guidelines with people in your lives, whether older or younger?

We are almost done for today.

Exercise 7: How Can I Show Others I Liked Their Contributions?

(10 minutes)

[The purpose of this exercise is to build group cohesion and self esteem. Group appreciation is used.]

Turn to the person on your right, look at them and complete this sentence about them: "I really like...."

Say something that you like about the person, what they have said or done in the group.

Like I could say to a group member, "I really like how you share something about yourself in every session."

**#HAVE EACH PERSON TURN TO THE PERSON ON THEIR RIGHT
AND COMPLETE THIS SENTENCE: "I REALLY LIKE....."**

Now let's set a goal to reach between now and next week.

Remember the qualities of a good goal: it should be realistic, clear and not too much or too little.

The task is something you choose, and it should be related to what the session was all about.

Here are some examples of tasks:

I agree to write a letter to my mother.

I agree to ask one person to do one thing for me that would be helpful.

I agree to talk to my younger sister about how she's doing using the "Guidelines."

By asking you to complete a task at home we are trying to make sure that what we do in here gets transferred to out into daily life.

Take a few minutes and think of a goal for today.

Write your goal on your Goal Card and Goal Summary sheet.

**ALLOW THREE MINUTES FOR SELECTING A POSSIBLE TASK.
HAVE YOUTH WRITE IT ON THEIR GOAL CARD AND GOAL
SUMMARY SHEET. HAND OUT EXTRA GOAL CARDS IF
NECESSARY**

Let's hear what you came up with.

HAVE PEOPLE REPORT ON THEIR GOAL.

We have some information for you on how teenagers and young adults react to loss.

Take it home and read some of it before the next session.

HAND OUT "PROJECT TALK INFORMATION ABOUT LOSS"

Now let's show our appreciation of each other's contributions here today.

Let people know that you liked what they said or did, their style, their presence, and any great qualities they have.

Get up walk around and show people that you value them.

Give away "Thanks" if you wish.

#ENCOURAGE AND MODEL SHOWING APPRECIATION. USE WORDS, "THANKS," GESTURES, HUGS AND WHATEVER SEEMS COMFORTABLE. REINFORCE PARTICIPANTS WHO SHOW SUPPORT OF OTHERS.

I look forward to seeing you next week.

We will meet here at _____ (time).

THE END OF SESSION 6 FOR YOUNG ADULTS

DOING JOBS

YOUTH: I wish you would do more to help.

YOUNGER SIBLING: I do plenty.

YOUTH: I appreciate what you do, but there is more here to do than I can handle.

YOUNGER SIBLING: Like what?

YOUTH: I want you to do some housecleaning - mop the floors.

YOUNGER SIBLING: Listen, when I agreed to stay and live with you, nothing was said about house cleaning.

YOUTH: That's part of living here. Do you see mom walking around doing it?

YOUNGER SIBLING: I didn't agree to that. It's not my fault she died.

YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

YOUNGER SIBLING: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

QUESTIONS

BOY/GIRLFRIEND: What did you do today?
YOUTH: The same old thing.
BOY/GIRLFRIEND: Like what?
YOUTH: You know.
BOY/GIRLFRIEND: I don't know or I wouldn't ask. You went to school?
YOUTH: Yes.
BOY/GIRLFRIEND: What happened there? What classes did you have?
YOUTH: You ask too many questions. I want to be left alone.
BOY/GIRLFRIEND: **(MAKE UP THE REST ON YOUR OWN.)**
YOUTH: **(MAKE UP THE REST ON YOUR OWN.)**

THE END

GUIDELINES: WHAT YOU CAN DO TO HELP THE CHILDREN

1. **Listen** to their ideas and feelings.
2. Put yourself **in their shoes**.
3. **Answer honestly** all their questions. There are no questions that should not be answered. If "I don't know" is the truth, then it is the best answer.
4. **Assure** them that you and other important people **will be there** when they need them.
5. Assure them that their needs for **food, shelter, and protection** will be taken care of.
6. Tell them it is **OK to be sad or angry**.
7. Help them **talk about** the person who died.
8. Tell them it is **OK to cry**.
9. Let them know that people are **supporting you** in your grief.
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11. Keep **change** to a **minimum**. Same place, same activities, same lifestyle, same discipline, same stability.
12. Set up the child with an **on-going special relationship** with another adult of the same sex as the one who died.
13. Help them figure out **what to say to** friends, teachers, and so on.
14. **Inform** teachers of the death.
15. Do something special and meaningful on **birthdays, holidays, and anniversaries**.

WHAT DO I SAY?

YOUNG ADULT: Jessie, you're very quiet these days. We need to talk about all the changes. What's going on in your head?

JESSIE: I don't know. Nothing.

YOUNG ADULT: I bet you have a lot of questions about what's going to happen now that mom is gone. It's OK to have questions and different feelings.

JESSIE: Yes, what's going to happen? Are we going to have to leave?

YOUNG ADULT: I'll try to answer you as honestly as I can. I don't have all the answers yet but I am doing everything I can to get things straightened out. No matter what happens, we will have a place to live and food to eat, and we'll be together.

JESSIE: **[MAKE UP THE REST ON YOUR OWN]**

YOUNG ADULT: **[MAKE UP THE REST ON YOUR OWN]**

THE END

GOAL SUMMARY SHEET

DATE: _____

MY GOAL FOR THIS WEEK IS: _____

GOAL SETTING CHART

GOALS SHOULD BE

REALISTIC

CLEAR

NOT TOO MUCH OR TOO LITTLE

EASY TO SEE IF COMPLETED