



Bruce-Grey Catholic  
District School Board

# CRISIS RESPONSE GUIDELINE

"Even though I walk  
in the dark valley,  
I fear no evil,  
for you are at my side."

Psalm 23:4

Sincere appreciation must be extended to the dedicated people of the Halton Catholic District School Board, the Avon-Maitland District School Board, and the Huron-Superior Catholic District School Board for sharing their CRISIS RESPONSE GUIDELINES and their COMPASSIONATE ACTION BY RESPONSIVE EDUCATORS documents with us. They saw a need for a crisis intervention, took up the challenge and thus our task was made much easier.

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## Crisis Response Team

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*"Members of the family are not the only ones who grieve. Friends and helpers -- teachers, clergy, physicians, nurses, psychologists, funeral directors, physical therapists, and social workers grieve too. They also feel the pain of loss, the feelings of denial, despair, and guilt. They, too, are saddened and angered by those things that cannot be changed. Death is often accepted as the opposite of success, synonymous with failure and defeat. To show emotion is not to lose objectivity and professionalism. Being human, it is natural to shed a tear and allow a sign of distress. Being around death brings up thoughts of one's own mortality. Not enough attention has been given to the psychological well-being of those involved in the helping professions. Professionals have their needs. "Who", they often wonder, "takes care of the caregiver?"*

Taken from  
What Helped Me When My Loved One Died  
by Earl A. Grollman

## **The Role of the Crisis Response Team**

"God will be with them.  
God will wipe away  
every tear from their  
eyes.  
There will be  
no more death -  
no more grief or crying  
or pain."

Rev. 21:4

## **Procedure**

The Board recognizes the desirability of having persons within the system who are trained and able to respond to a crisis situation. The Board will therefore form and train a group of employees, multi-disciplinary in composition, who will be called the **Crisis Response Team**.

1. The Principal/Vice-Principal/Principal Assistant notifies the Superintendent of Schools of the death of a staff member or student, or of a crisis situation.
2. The Principal or School Superintendent contacts a member of the Crisis Response Team, who will contact other members.
3. The team goes to the school and offers assistance in dealing with the aspects of the crisis.
4. The team provides support for the staff and students in the grieving process.

Responding to a tragic event entails different tasks at different times. Therefore, additional counsellors or resource personnel may be asked to join the team as deemed necessary by the School Superintendent.

The prime mandate of the team is to help a school community respond appropriately to the death of a staff person or student, or to a crisis situation.

Another mandate of the team is to provide resource and consultation services on issues relating to other crises that may similarly affect students, teachers, principals; i.e., death, terminal illness, suicide attempts, notification of an AIDS diagnosis in the school community.

## **Aims and Objectives of the Crisis Response Team**

Jesus said to Martha:

"I am the resurrection and the life.

Those who believe in me, even though they died, will live.

And everyone who lives and believes in me will never die."

John 11:25-26

## **The Crisis Response Team Members Are:**

## **Crisis Response Team Roles and Responsibilities of Members**

## **Responding To A Crisis**

In dealing with tragedies that affect the students and staff of a school, the aims and objectives of the **Crisis Response Team** must be to:

- respond when called in a caring supportive Christian manner to the spiritual, emotional, psychological and practical needs of the person(s) who are experiencing a loss, or tragedy,
- educate and provide insight as to the process of grieving, and as to the various reactions that students and staff experience,
- intervene at the earliest possible notification of a tragedy,
- bring comfort and support to those who are affected by the tragedy while maintaining a minimal disruption of the educational process.

This requires knowledge, skills and sensitivity to the feelings and behaviour of others.

- Social Worker
- Religious Education/Family Life Consultant
- School Chaplains
- Guidance Personnel designated
- Others deemed appropriate

In some cases, principals and supervisors are able to/wish to cope with a crisis on their own, either by themselves or with the help of others in the school or work site. Other times, however, the nature or magnitude of the crisis necessitates extra resources to help those who have been affected. The emotional trauma resulting from a crisis can place extraordinary demands on the principal or supervisor - and can affect them too. The Crisis Response Team is available to provide the added support that lets people deal with the crisis.

The roles and responsibilities of the Crisis Response Team members includes any or all of the following steps:

1. Receive initial crisis calls, assess situation and activate appropriate team members.
2. Gather relevant data and facts about the situation.
3. Facilitate appropriate personnel being notified, outside of Crisis Team, and provide direction/ support.
4. Be available for initial staff meeting where crisis information is shared with all staff. Plan and offer to implement a

**Specific Duties of  
Social Worker  
and Religious  
Education  
Consultant**

prayer service at that time.

5. Provide direct support to students, i.e., facilitate class/student discussion and response.
  6. Provide informal support to staff as needed.
  7. Assist principal to develop a response plan which ensures the event is dealt with as thoroughly and compassionately as possible.
  8. Communicate with parents as necessary.
  9. Assist in identifying high-risk students and be available to provide one-on-one or small group support.
  10. Provide resources to school and teachers.
  11. Assist with planning a memorial service and provide follow-up contact.
- 
1. Co-chair Crisis Response Team meetings.
  2. Facilitate professional development opportunities for the team.
  3. Recommend the purchasing of relevant materials for the Board regarding bereavement, loss, crisis response.
  4. Establish and maintain a 'Crisis Response Kit' at the Catholic Education Centre.

## Guidelines

"Let not your heart be troubled;  
you believe in God,  
believe also in me."

John 14:1

These Guidelines serve to:

- provide a framework for support action in the event of a traumatic occurrence in a school community,
- provide consolation and comfort to students and staff members,
- provide clear thinking when emotions run high,
- acknowledge the person's death and affirm the credible life of survivors,
- allow the school to respond in a tangible manner to the bereaved,
- provide appropriate follow-up services for students, teachers and other staff members,
- afford schools an opportunity to seek assistance when a crisis occurs.



## Rationale

There is a season for  
everything,  
a time for giving birth,  
a time for dying,  
a time for tears,  
a time for laughter,  
a time for mourning,  
a time for dancing ...

Ecclesiastes 3:1,2,4

The purpose of the School Crisis Response Guideline is to provide a framework for support action in the event of a traumatic occurrence which causes sudden grief and anxiety in a school community. This includes involvement in an accident, serious illness or the death of a student, staff member or other significant person.

In a school community crises will occur. Although death is sometimes denied, and at other times glamorized in our society, we seldom perceive it as a reality that can affect our own personal lives.

School crises are often unpredictable and can have a powerful emotional impact on the school. Consequently, advance planning is essential to enable the school community to respond in a manner commensurate with the desires of those affected and the needs of their families. The goal is to properly mark such events with Christian dignity and compassion, and to assist in the healing process by supporting grieving communities in their efforts to regain equilibrium. Long term support will include bereavement counselling to individuals and groups within the school setting.

It is most appropriate that our school response to tragedy reflect our Catholic beliefs, values and traditions, while respecting the increasing diversity of our community. Cultures can greatly differ in their responses to bereavement and it is important to be sensitive to related practices and traditions.

Since school staff members know the community well, they are often more sensitive to local needs and characteristics. The most effective and supportive response is often a local response. Moreover, a local tragedy is always shared by the broader community of the Bruce-Grey Catholic District School Board and the support of the wider community will be made available through the system resources as described in this guideline.

## General Procedures

- Principal shall confirm the report of the crisis.
- Principal shall call the School Superintendent and Parish Priest or Pastoral Assistant, and a member of the Crisis Response Team.
- Principal shall call an immediate staff meeting including the secretary, custodial staff, any visitors in the school and members of the Crisis Response Team who are available. Allow time for sharing of feelings and concerns about the crisis.
- Teachers shall then inform their students of the tragedy. Staff are encouraged to allow for the expression of grief in their classes to whatever extent they are comfortable.
- Special consideration if death occurs during the school day. With the emergence of social media, it is imperative that school staff be notified as soon as possible following a tragic event. If for some reason the Principal cannot gather staff in a timely fashion, the following options may be considered:
  1. Meet with any staff who do not currently have a class and develop a plan for staff to personally notify those in classrooms.
  2. Make an announcement asking staff to check their personal emails.
- Principal shall contact the family of the deceased to extend condolences and offer support.
- Principal shall contact OECTA or CUPE in the event of a death of a staff member.
- Principal shall contact the Medical Officer of Health if the crisis involves a health issue.
- Principal may wish to notify the parents of the student body of this crisis.
- Each year, the principal shall set up a "telephone tree" in the school to facilitate communication in the event of a crisis.
- Principal shall arrange for supply coverage as deemed necessary (consider all those who may be impacted, including Administration).

The principal may wish to also notify:

- area trustee
- part-time staff members
- absent students
- school council members
- crossing guards

- parent volunteers
- Parent Council President
- absent staff members
- previous principal
- bus driver
- neighbouring schools - elementary and secondary
- public health
- inform former school he/she has attended/taught at
- local counselling services, i.e., Keystone Child & Family Services

**The Crisis Team will be notified by the School Principal / Principal Designate or the Superintendent. Death of a Student**

## Death of a Student

The death of a child has an impact which goes beyond the child's immediate family and reaches many in the community ... it is a community tragedy as well as a family tragedy.

- Refer to General Procedures (see page 8).
- Establish a liaison person with the family, to clearly establish wishes of family and offer assistance,
- Once the death is confirmed, principal sends a letter or card/flowers/donation from staff/ students.
- Lower the flag to half staff until after the funeral.
- You may arrange to bring the school banner to the funeral home or church.
- Send card or donations to the funeral home.
- Arrange for staff attendance at the funeral.
- Arrange for parental permission for students who will attend the funeral.
- Arrange immediately for individual/group counselling for staff/students in dealing with the death. Special attention should be given to best friends and siblings.
- Arrange a faith gathering for the school soon after the funeral.
- Arrange for assistance in dealing with student behaviour.
- Provide resources for staff and students to help them understand the grieving process.
- All media requests should be referred to the Principal.

### THE HOLE

*When a student dies  
there should be  
a hole  
in your class.  
Do not rush to fill it.  
Do not move the seats forward.  
Leave the hole uncovered  
for all to see.  
Assign (invite) your students  
to stand at its edge  
and read into it.  
Let them feel its edges.  
But keep a hand near.*

Ken Ronkowitz  
Cedar Grove, New Jersey 07009

As soon as possible, establish a 'memorial committee' to provide a formal means of evaluating memorial requests and coordinating appropriate services. Where possible, include representatives from various areas of the school Community, i.e., administrative, staff, students, parents, Chaplain, parish priest crisis team member.

## **Death of a Staff Member**

- Refer to General Procedures (see page 8).
- For the first few days following the death, try to call in a supply teacher who is familiar to the students.
- Once death is confirmed and funeral arrangements made, principal sends flowers/card/ donation from staff/students.
- Lower the flag to half staff until after the funeral.
- You may wish to bring the school banner to the funeral home or church.
- Arrange for staff to attend the funeral.
- Arrange for parental permission for students who will attend the funeral.
- Arrange immediately for individual counselling for staff/students in dealing with the tragedy.
- Arrange a memorial service for the staff/student soon after funeral.
- Provide resources for staff and students and family to help them understand the grieving process.
- In consultation with the family and funeral director, plan a prayer service at the funeral home for friends and colleagues in the system. Support from the crisis response team will be available.
- Provide support where requested in planning the funeral service with the parish team and family.

## **Death of a Parent or Sibling of Student or Immediate Relative of Staff Member**

When we lose a parent,  
we grieve over  
the loss of our past.

When we lose a spouse,  
we grieve over  
the loss of our present.

When we lose a child,  
we grieve over the loss  
of our future.

- Refer to General Procedures (see page 8).
- Once the death is confirmed, principal may wish to send a letter or card/flowers/donation from staff/ students.
- Arrange for staff attendance at the funeral.
- Arrange for parental permission for students who will attend the funeral.
- Arrange for immediate counselling of students.
- Provide resources for staff and students to help them understand the grieving process.

For surviving siblings, their lives may have overlapped the deceased's by as much as 80% to 100%. Siblings may have served many functions for each other. The one who is an only surviving child tends to have greater anxieties, because there may have been reliance on the sibling to lead the way into new situations.

To varying degrees, the death of a peer precipitates an identity crisis: if it can happen to them, it can happen to me. For adults, the death of a child can be equally alarming: if this can happen, then anything can happen.

When a parent dies, the school may represent the single most stabilizing element in the child's life during the reconstruction period.

from Compassionate Action  
by Responsive Educators  
Perth County Board of Education

## **Special Considerations When Death is by Suicide**

- Do not glorify the death in any way
- Educational follow-up is essential
- Avoid isolated discussions of suicide
- Identify healthy coping strategies
- Respect the wishes of the family involved
- Notify local counselling agencies about potential referrals
- Have all requests from the media referred to the Principal or Superintendent

### *Consider the following:*

- The staff are asked to review the known facts and to dispel any rumours. They should discourage any "glorification" of the death.
- Help students separate reality from fantasy and demythologize the suicide act.
- Make available names of support people and options.
- Discuss possible feelings of responsibility or guilt that students may be having.
- Ask students to be supportive of one another and to escort any friend who is upset to a member of the Crisis Team.
- Encourage students to discuss their feelings with their parents.
- After a suicide has occurred, other suicides could be triggered.
- Inform staff and students that all requests for activities to honour the memory of the deceased person will be presented to the 'Memorial Committee.
- Any memorial service should honour the life, not glamorize the suicide.
- The work is not over at this point but can be part of an ongoing process in the prevention of youth suicide.
- Involve the Crisis Team and in-school team as soon as possible.

## Talking To Students About Death

"The person that lacks time to mourn, lacks time to mend.

Henry Taylor  
1800-1886

### DO's

1. Feel comfortable asking for help. This experience need not be handled alone.
2. Develop an environment in which students feel perfectly safe to ask any questions knowing that they will receive an honest answer.
3. Use correct terminology related to death.
4. Listen and empathize. Make sure you hear what is said and not what you think the student ought to have said.
5. Allow the students to express as much grief as they are able or are willing to share with you. organize activities that will allow students to tangibly express their grief, e.g., good memory cards, sympathy wall, prayer sharing.
6. Share your own feelings and tell about your own memories of the person but don't idealize the dead person.
7. Say "I don't know" when you don't know.
8. Share your faith with the students to facilitate their growth in faith.
9. As much as possible, maintain routine, a sense of continuity and care-giving.
10. Remember that holidays, anniversaries, and special days will be stressful at times.
11. Do let people know it is understandable to be angry with God.

### DON'Ts

1. Don't feel you must handle this alone. Ask for help, but don't ignore the death.
2. Don't force a student to participate in a discussion ... only invite.
3. Never link suffering and death with guilt, punishment and sin.
4. Don't lecture. It's all too tempting to make a point or moralize.
5. Don't force a "regular day" upon grieving students but at the same time don't allow the class to be totally unstructured. Offer choices of activities: e.g., letters, journals, discussion.
6. Avoid cliches. Don't say "I know how you feel ... it takes time ... try to get back to normal ... he/she is better off ..."
7. Don't trivialize the tragedy.
8. Don't avoid discussions because you are uncomfortable and unable to cope with your own feelings about death.
9. Don't expect adult responses from students. There is a wide variety in student's responses.
10. Don't try to change the mood from outside. Structure the environment to facilitate good grief.
11. Don't use pious statements, e.g., "It is God's will," or "God took him/her."



## Developing Stages in Response to Grief

There is wide variability in individuals' responses, even from those of the same age. The variety of circumstances surrounding the crisis event can also affect the response of an individual.

### 5 - 9 Year Olds

Fear personification of death - skeletons and ghosts, fear of graveyards, haunted houses, "bad" people, darkness and being alone. They may know the body decays but believe the spirit still lives. Talk openly to clear up misconceptions and lessen fears. Reassure children that they will be cared for. Accept that their level of conceptual understanding necessitates a concrete view of death.

### 10 - 14 Years

Children are beginning to understand and accept a mature and realistic explanation of death as final and inevitable. They are developing their independence from parents but are not yet fully established individuals. Consequently, a death, especially of a peer, can cause considerable distress based on a fear for their own security. They may refuse to believe they are mortal.

Teach: i) it is normal to feel sad, angry, lonely  
ii) it is all right to cry openly and talk about a death  
iii) there is a need to say "good-bye"

### 15 - 18 Years

Teens are beginning to understand the issues of death, war, abortion, suicide, etc. They are moving to a more abstract level of thinking and yet their tendency is to react, especially in the death of a peer, in a highly dramatic, intense fashion with a reliance on personalized rituals, symbols, etc. Due to nervous reaction their responses can be unpredictable: withdrawal, denial, even laughter.

### Adult

The variety of grief response in adults is related to values and previous losses. Although adult cognition allows an older person to reason abstractly, the degree to which personal support systems (i.e. friends, religion, etc.) are firmly in place can determine the nature of their grief.

At the same time, adults have at their disposal a large variety of strategies which they can use to avoid grieving. The perceived need to remain "in control" often causes adults to circumvent the natural grief process. Temporary responses include such behaviours as:

- over-activity with no apparent sense of grief;
- inertia and indecisiveness;
- increased emotionally or suppression of all feelings;
- being prone to illness or physical illness;
- increased isolation;
- feelings of depression.

Colleagues should be watchful of grief responses, and be supportive and caring of their co-workers as they move through the grief process -- together.

## Child Development and Grief

1. Irritability
2. Change in crying and eating patterns Baby
3. Bowel/bladder disturbances 0 - 2 years
4. Emotional withdrawal
5. Temporary slow down of development
6. Physiological difficulties
7. Regression Pre-school
8. Fears 3 - 5 years
9. Imagined Guilt
10. Strong emotions (lonely)
11. Behaviour problems
12. Anger toward others
13. Poor grades Grade School
14. Physical ailments such as headaches and stomachaches 6 - 10 years
15. School phobia
16. Identity problems
17. Hide or suppress emotions Adolescent
18. Fighting and rebelling 10 - 18 years
19. Self-destructive behaviours
20. Depression

## On Dealing With Death

by Rev. Kenneth Czillinger

1. Generally it takes 18-24 months just to STABILIZE after the death of a family member. It can take much longer when the death was a violent one. Recognize the length of the mourning process. Beware of developing unrealistic expectations of yourself.
2. Your worst times usually are not at the moment a tragic event takes place. Then you're in a state of shock or numbness. Often you slide "into the pits" 4-7 months after the event. Strangely, when you're in the pits and tempted to despair, this may be the time when most people expect you to be over your loss.
3. When people ask you how you're doing, don't always say "fine". Let some people know how terrible you feel.
4. Talking with a true friend or with others who've been there and survived can be very helpful. Those who've been there speak your language. Only they can say, "I know, I understand." You are not alone.
5. Often depression is a cover for anger. Learn to uncork your bottle and find appropriate ways to release your bottled-up anger. What you're going through seems so unfair and unjust.
6. Take time to lament, to experience being a victim. It may be necessary to spend some time feeling sorry for yourself. "Pity parties" sometimes are necessary and can be therapeutic.
7. It's all right to cry, to question, to be weak. Beware of allowing yourself to be "put on a pedestal" by others who tell you what an inspiration you are because of your strength and your ability to cope so well. If they only knew!
8. Remember you may be a rookie at the grief experience you're going through. This may be the first death of someone close. You're new at this, and you don't know what to do or how to act. You need help.
9. Reach out and try to help others in some small ways at least. This little step forward may help prevent you from dwelling on yourself.
10. Many times of crisis ultimately can become times of opportunity. Mysteriously, your faith in yourself, in others and in God can be deepened through crisis. Seek out persons who can serve as symbols of hope to you.

*Rev. Kenneth Czillinger, of Cincinnati, Ohio,  
has been involved in bereavement  
work since 1972.*

## **Terminal Illness/ Anticipatory Grieving**

It is essential for all school personnel to understand the issues that arise in a school community when one of its members has a terminal illness.

Anticipatory grief is the process of normal mourning that occurs in anticipation of death and its consequences. According to Lebow (1976) it is "the total set of cognitive, affective, cultural and social reactions to expected death felt by the patient and family."

A diagnosis of terminal illness abruptly confronts any individual. In the face of this knowledge, there are adaptational pressures on the individuals, families and schools that must be addressed.

There are many different feelings experienced during the time of a loved one's illness. Feelings of helplessness, ambivalence, guilt, anger and sadness are quite common. The individual needs to be reassured that these feelings are normal. There is a need to understand that not only is he/she grieving the loss of the loved one, but also the loss of part of him or herself and the changes that will ensue. This is a difficult concept for an adult to comprehend; therefore, imagine how much more difficult it is for a child.

## **Variables That Influence a Persons's Ability to Cope with Anticipatory Grief** *(Rando, 1984)*

- age
- developmental level
- time of loss
- previous losses
- support
- ethnic background
- self-esteem
- self-worth
- sex role socialization
- personality differences
- coping abilities
- family solidarity and adjustment
- family coping abilities
- religion
- causes and circumstances of the loss of illness
- how the child is told
- family allowance for grieving
- child's ability to mourn and deal effectively with loss

The following section provides a set of guidelines for dealing with a bereaved student in the classroom. It is important to note that the grief process for children and adults is very similar, distinguished only in terms of varying developmental level. Therefore, responding to a grieving adult/co-worker would require attention to a similar set of guidelines.

## Examples of Normal Reactions to Grief

1. Emotional:
  - fear/anxiety
  - crying/wanting to cry
  - anger/frustration/irritability
  - loneliness
  - worthlessness
  - guilt/self-reproach
  - denial
2. Physical:
  - fatigue/dizziness/nausea
  - physical ailments (e.g., chest pain, stomachache, difficulty breathing, etc.)
  - muscle tremors
3. Cognitive:
  - confusion/memory loss
  - concentration problems/limited attention
  - decreased decision-making/problem solving
  - calculation difficulties
  - preoccupation (fantasy in young children)
4. Behavioural:
  - sleep disturbances
  - withdrawal/silence
  - very talkative
  - under/over eating
  - fear of darkness/of being alone
  - absentminded behaviour
  - avoidance behaviour
  - acting out
  - teasing/joking/laughing inappropriately
5. Spiritual:
  - anger at God, ambivalent feelings about God & faith
  - inability to pray
  - difficulty with continuing church attendance at times
  - developing a new relationship with God based on the changed reality of their life
  - need for reassurance from parish/church members

**Note:** Some people who were not involved in the event may portray some of these reactions since the event may trigger memories of previous grieving situations in their own lives. Attention and support should be available to these people.

## Helping People With Grief Resolution

### Things To Remember

- Time does not heal.  
It's what you do with time that heals!
- You don't get over a death.  
You get used to the person being dead.
- To be a grief counsellor you don't have to be a good talker.  
You have to be a GOOD LISTENER!
- Allow people a chance to "TELL THE STORY".
- Don't ever ask someone how they feel if you aren't willing to really listen to how they feel.
- Don't say to people "I know how you feel" for you really don't.
- Share your own experience with death if it will help the person.
- If you are going to help people in grief recovery you may have to take on some of their pain.
- Don't be afraid to admit your own fears about death. If you don't know the answer to a question - admit it and try and find someone who does.
- Never tell a student something about death that they will later find out is not true.
- With students - be honest, direct and keep your answers simple and in their terms.

*You may give your children your love,  
But not your thoughts,  
For they have thoughts of their own.  
You may house their bodies,  
But not their spirits,  
For their spirits dwell in the house of tomorrow,  
Which you cannot enter even in your fondest dreams.  
You may seek to be like them,  
But strive not to make them like you,  
For life goes not backward,  
Not tarries with yesterday.*

"The Prophet"  
by Kahlil Gibran.

## The Seven Laws of Listening

## Staff Presentation and School Protocol Self-Injuring Behaviour

- Develop a listening attitude.
- Go to an appropriate relaxed environment, conducive to attentive listening.
- Avoid interruptions, distractions and power signals.
- Clear the mind; focus on the objectives of the exchange.
- Prepare an agenda.
- Don't guess ahead.
- Restate what you heard.

"The Way of the Tiger"  
by Lance Secretian.

From time to time the issue of student's self-injuring comes up in our schools, this Protocol is designed as a guideline to support staff in dealing with this issue when it appears to be 'catching' amongst students. It should be used only following consultation with the Principal and Social Worker.

### 1. Bring everyone up to date; *here's what we know ...*

Goal: To contain and deal with the situation.  
To prevent a continuation of new cases.

### 2. A closer look at self-injuring behaviour.

Self-injury is not a suicide attempt, however it can lead to serious consequences including death. It is usually identified with adolescent girls although boys are just as likely to be involved. Usually boys do not seek help and are rarely picked up by professionals. Studies have suggested that people who self-injure are emotionally overwhelmed and manifest their pain in a physical sense. These individuals often do not have an outlet for their negative emotions (i.e., anger, tension, anxiety), and may not be encouraged to or know how to express these emotions. They have a very low 'distress tolerance' and may lack good role models for coping not knowing where to turn. They injure themselves to relieve the emotional discomfort that they are feeling. Following the self-injury, they report feeling 'better'. Some researchers theorize that a desire to release endorphins, the body's natural painkillers, may be involved for those who do this repetitively. An important underlying theme is a deep sense of worthlessness or low self-esteem, which can silence the expression of emotions and drive them inside until such time as they explode in self-injury.

People who self-injure come from all walks of life and usually try to hide their scars. They don't want people to know. Generally, self-injury is an internal dynamic, and not an attempt to annoy, anger or imitate others. Their self-injury is a behavioural response to an emotional state, and is usually not done in order to frustrate caretakers and get attention although it may be a form of communicating their distress.

However, on the other hand, self-injury can be 'catching' and adolescents who are already preoccupied with their bodies may mimic their peers out of curiosity or sympathy.

Yet others may see it as a way of getting attention perhaps from the peer group and/or caregivers. If self-injury is mainly to get a dramatic response from others it's likely that the student has a deep emotional need to feel validated. Validation means being valued and treated with respect for your feelings and opinions. The student needs to know that others care about them and value their existence.

Regardless of the motivation, self-injury is a sign of disturbance or emotional difficulty that needs to be recognized. Just as the alcoholic does not know he/she is an alcoholic until they begin drinking, so too with the self-injurer. It always needs to be treated seriously and dealt with promptly.

**3. What can we do to help the situation?**

- a. Use the same language - 'self-injury'. Avoid terms like 'slashing, self-mutilating, cutting'. They may serve to glorify the act.
- b. When you become aware of an incident remove the student from the peer group to break up 'huddling' and peer reinforcement.
- c. Report the incident to the principal or designate right away and document the incident.
- d. Decide who will contact parents and have a meeting as soon as possible. Provide parents with some written background information on self-injury that they can review after the initial shock e.g., [www.self-injury.net](http://www.self-injury.net)
- e. Direct parents to the family doctor, emergency or counselling depending on the situation. Work out a plan of action with the parents which includes the Parents wishes regarding future follow-up.
- f. Talk to your class about the issue if appropriate (script provided for intermediate teachers). Instruct the students on what to do if they encounter a situation where someone injures themselves.
- g. Provide direction in the younger grades about 'Reporting vs. Tattling'. In all grades provide students with opportunities to express themselves at a feelings level and encourage distress tolerance through activities i.e., Don't Laugh At Me
- h. Validate all students at every opportunity, small or large.



## Sample parent letter

### To proceed whole class discussion on Self-injury

#### **Only to be used following consultation with the Principal and Social Worker**

Dear Parent(s)/Guardian(s):

From time to time the issue of self-injury comes up at our schools. Self-injury is not a suicide attempt, however it can lead to serious consequences. It is usually identified with adolescent girls although boys are just as likely to be involved. Studies have suggested that people who self-injure are emotionally overwhelmed and manifest their pain in a physical sense. These individuals often do not have an outlet for their negative emotions (i.e., anger, tension, anxiety), and may not be encouraged to or know how to express these emotions. They have a very low 'distress tolerance' and may lack good role models for coping not knowing where to turn. They injure themselves to relieve the emotional discomfort that they are feeling. This letter is to inform you that, on or about

\_\_\_\_\_, your child's classroom will be taking part in a discussion about self-injury behaviour. Part of that discussion will cover what students should do if they are involved in self-injury or become aware of someone who is. More specifically the following information will be shared:

For the most part, students who self-injure are not intending to kill themselves, however, it is still a serious incident which needs to be shared with a trusted adult. Therefore, our school has established the following protocol:

1. Students who are aware of someone self-injuring should encourage the person to seek support and help. If they are not willing or not able to seek help you need to tell a trusted adult.  
'Keeping secrets of this nature is not a helpful thing for you or your friend!'
2. When staff become aware of a student who is self-injuring the situation will be referred to the Principal and or designate.
3. Parents/guardians of the student will be requested to come to the school for a meeting where information on self-injury will be shared with them.
4. When staff become aware of a student who is self-injuring, a confidential plan of action will be developed between the home and school and may include a visit to the family doctor and/or professional counsellor.

Since we will be asking students to "tell a trusted adult" should they experience self-injury, we felt it incumbent on us to inform you about this discussion. You may very well be the 'trusted adult' in a student's life. Should you require further information on self-injury please feel free to contact the school and/or visit the following web site: [www.cmha.ca](http://www.cmha.ca) / [www.kidshelpphone.ca](http://www.kidshelpphone.ca). Thank you, as always, for your support of our students.

Sincerely,

## Self-Injury

Sometimes it is appropriate to address the class when Self-Injury appears to be 'catching' and the purpose of the class discussion is to contain the situation. **The decision to go ahead with this step needs to be done in consultation with the Principal and Social Worker.**

The following is an example of how a class discussion around this topic may flow. Teachers are encouraged to enhance and broaden the discussion to address the concerns of their students.



Over the last four weeks the staff and students at \_\_\_\_\_ school have been troubled by an increasing tendency for some students to inflict injury on themselves by cutting there skin.

In some cases, injuring themselves is a way to deal with overwhelming and confusing emotions. In other cases, it is regarded as a badge of honour and a way to fit in. In either case, there is always a high price to be paid. That price may be physical (scarring, infection, transmission of diseases, serious injury), social (difficulties with friends and parents - trust and over concern), or psychological (a source of guilt, depression, frustration or anger). Self-injury often causes more problems than it solves, it actually can drive people further and further away.

For the most part, students who self-injure are not intending to kill themselves, however, it is still a serious incident which needs to be shared with a trusted adult. Therefore, we are establishing the following protocol:

1. Students who are aware of someone self-injuring should encourage the person to seek support and help. If they are not willing or not able to seek help you need to tell a trusted adult.  
*'Keeping secrets of this nature is not a helpful thing for you or your friend!'*
2. When staff become aware of a student who is self-injuring the situation will be referred to the Principal and or designate.
3. Parents/guardians of the student will be requested to come to the school for a meeting where information on self-injury will be shared with them.
4. A plan of action, including the Parents wishes regarding future follow-up, will be developed between the home and school and may include a visit to the family doctor and/or professional counsellor.

Only by working together as a community can we respond appropriately to the spiritual, emotional, psychological and practical needs of those involved.

## Employee Assistance Program

Don't Know Where to Turn?  
Call on us.  
Professional, confidential assistance,  
including health information,  
is just a phone call away.  
1-800-268-5211

### Call on us for help.

The more complex life becomes, the more challenges we all face, both in the workplace and other areas of our life. Sometimes these challenges can seem overwhelming, but who do you turn to for help?

That's where we come in. Your Employee Assistance Program (EAP) is a network of professional advisors, that now includes registered nurses through the Health Information Service (HIS). They are all ready and waiting to give you confidential assistance with virtually any concern that affects your family life, your work life, your health or your general well-being. Best of all, help is just a phone call away.

These services are provided by Shepell™, one of Canada's largest and most respected behavioural health service providers.

### The EAP ~ a whole network to call on.

The EAP is a voluntary, confidential, short-term advisory service that connects you and your eligible family members to a network of dedicated professionals who are available to give you assistance 24 hours a day. This network now includes registered nurses in addition to psychologists, social workers, addiction counselors, childcare and eldercare specialists, legal and financial experts. These professionals are ready and waiting to assist you with your special problem or health concern, anytime you need help.

Their professional guidance can help you find new approaches to troublesome personal, work-related or health issues and develop a practical plan ~ real help that can have an important, positive impact on your emotional and physical health and overall well-being.

So give us a call.  
Let's work together to find solutions.

### Can we help you?

Almost certainly, yes. The EAP provides professional assistance for a wide range of issues, including:

- Alcohol and drug misuse
- Childcare issues
- Couple and marital relationships
- Eldercare concerns
- Family matters/parenting concerns
- Work-related and career issues
- Bereavement
- Depression
- Crisis counseling
- Legal issues
- Financial concerns
- Stress and anxiety
- Trauma/critical incidents

**Health questions, including:**

- Health questions - even after-hours
- Disease management - i.e., information on: cancer, diabetes, heart disease, stroke, etc.
- Pediatric health issues
- Questions about drugs and treatments, including side-effects
- Symptoms and treatment of illnesses.

**Care you can count on**

If it's a concern for you, we want to help. So we've made sure that getting help from the EAP or the HIS couldn't be easier. Day or night, 365 days a year, just pick up the phone and call one of the toll-free numbers listed on the back of this brochure.

When you call we will discuss your concerns confidentially and then match you with an expert trained to help with your specific type of problem. This may be a Shepell counselor in your community, a specially trained telephone counselor, a childcare or eldercare specialist, a financial or legal expert. Or, in the case of health questions, an experienced registered nurse, who will listen to your health concern and discuss the support, assistance or information you need.

A call to Shepell can also help directly with information about EAP services and community resources you can access. In critical situations where immediate help is required, crisis counseling can be provided.

**How much does it all cost?**

There is no cost to you or your family. Your employer pays for the EAP and the services provided by Shepell.

If long-term or specialized care is required, your professional advisor will help you with a referral to an affordable community resource. At this point, you would be responsible for any fees that your benefits plan or provincial health insurance do not cover.

**Is the service really confidential?**

Yes. Absolutely! We never share information with anyone outside of Shepell without an individual's informed, voluntary and written consent, with the exceptions listed below.\* Unless you tell them, no one at your workplace will even know that you have contacted the EAP.

\*Understandably, certain exceptions apply when information must be provided to others, whether or not consent is given - such as when a person appears to pose a threat of serious injury themselves or others. Also, Shepell professionals are legally required to report suspicion of child abuse and to disclose information required by law (e.g. a court order).

**We want your feedback.**

We are committed to providing quality service that meets your needs, so we want your feedback. We'll ask you to complete a short, confidential questionnaire about your experience with Shepell.

**Care around the clock.** Call on us, 24 hours a day, 365 days a year.

For information, general assistance or to arrange for an appointment with a Shepell counselor, simply call the toll-free EAP line.

Toll-free English language services:

Canada-wide:

1-800-268-5211

TDD 1-800-363-6270

(Hearing impaired)

Service en français:

Ligne sans frais au Canada:

1-800-363-3872

ATS: 1-800-263-8035

(personnes malentendantes)

For health information, call the toll-free HIS line:

1-877-242-6877

(Press 1 for English, faites le 2 pour le service en français)

Your direct line to confidential counseling and health information.

## Where to Find Help in the Grey Bruce Area

### ADDICTION SERVICES

#### Addiction Day Treatment Program

376-2121 ext. 2036

Provides assessment, day treatment, group therapy, individual therapy, family and marriage counselling, education, follow-up services and relapse prevention groups for individual 16 years and over who have substance abuse related problems. Consultation with other agencies is also provided.

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#### Alcoholics Anonymous/Al-Anon Family Groups

371-6317

See listing under *Self-Help/Support Groups*

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#### Centre for Addiction & Mental Health

371-6317 1-800-463-6273

Web site: [www.camh.net](http://www.camh.net)

Email: [debeatty@bmts.com](mailto:debeatty@bmts.com)

See listing under *Mental Health Services*

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#### Chippewas of Nawash Addiction Awareness Centre

534-3710

Helps native people understand their addictions, weaknesses and problems through a constructive program. Assists native people to recognize their inner strengths and helps determine responsibility over their own lives and destiny. Provides materials/information to assist in rehabilitation.

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#### CHOICES: Drug and Alcohol Counselling for Youth

371-5487 1-800-265-3133

See listing under *Youth*

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#### G & B House

376-9495

A 15 bed, long-term residential treatment facility for adult male substance abusers. We provide individual and group counselling as well as life skills coaching in a home-like atmosphere.

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#### M'Wikwedong Friendship Centre

534-3710

Traditional Addiction Counselling Services

Delivers counselling and assessments to native and non-native residents of Owen Sound and area who are concerned about their own or significant other's alcohol or drug problems. Clients seen on an individual, group or family basis. Outreach available to native peoples within the correction's system. All programs are culturally appropriate.

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#### New Directions for Alcohol, Drug and Gambling

371-1232 1-800-265-3133\_

Problems

Community service for individuals with alcohol, drug and/or gambling problems as well as for individuals who are affected by someone else's gambling, and/or alcohol or drug use. Services are offered in various locations throughout Grey and Bruce. The programs offer assessments, referrals, counselling, information sessions and family support. Services are free and are offered Monday to Friday with some evening appointments available.

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#### Saugeen Native Drug & Alcohol Counselling Centre

797-2882

Assists residents of the Saugeen First Nations to forego drinking and drug dependency by means of awareness/acceptance/treatment of alcoholism. Self-help groups, emergency transportation for detoxification purposes, referrals and youth worker available for teens on reserve.

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### Withdrawal Management Services

Provides a safe and supportive environment in which individuals who are intoxicated or in withdrawal can detoxify. Assessment, referral, motivation towards positive lifestyle change and group sessions (i.e. introduction to Recovery) are provided. Supportive housing can also be provided to clients attending the Addiction Day Treatment Program or waiting for residential treatment outside Grey Bruce.

### **CRISIS/DISTRESS TELEPHONE LINES**

#### Crisis Intervention Team

376-2121 ext. 2451 1-888-525-0522

Multi-disciplinary team provides assessment, consultation and referral for psychosocial and psychiatric emergencies.

Available 24 hours a day. 7 days a week at the Owen Sound Hospital.

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#### Distress Line of Grey Bruce

371-8485 1-888-371-8485

A friendly listening service for anyone needing someone to talk to. Phones are answered by trained volunteers from 3:00 p.m. to 7:00 a.m. seven days a week.

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#### Kids Help Phone

1-800-668-6868

A toll-free 24 hour helpline for troubled and abused children and teens from 4 to 19 years. Professional counsellors offer assistance to children with a wide variety of problems, issues and concerns. Confidential.

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#### Sexual Assault Care Centre

376-2121 ext. 2458

Provides consultation and/or counselling to men and women who have been sexually assaulted/abused, and to their families. Provides consultation and training to health professionals in Grey and Bruce counties. Provides information and education to the public and non-profit organizations.

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#### Sexual Assault Centre of Grey & Bruce

369-6633 1-800-720-7411

Provide support services to any woman/teenage girl who has experienced who form of sexual violence or harassment. Individual counselling available in various Grey Bruce communities. Volunteer driving can be arranged. The 24-hour helpline is staffed by trained volunteers who provide supportive listening, information and referral. Also provide accompaniment to hospital, police and court. Group counselling also available.

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#### The Women's Centre (Grey & Bruce) Inc.

376-0755 Crisis: 371-1600 1-800-265-3722

Web site: [www.womenscentre.com](http://www.womenscentre.com)

Email: [womenscentre@bmts.com](mailto:womenscentre@bmts.com)

Provides support services to women in crisis including safe shelter, short-term affordable housing, 24-hour crisis line, transportation, counselling, information and advocacy.

Services also provided to women who have experienced sexual assault. We lend materials about abuse, promote an equal position for women in society, and engage in public education to end violence against women and children

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#### Women's House of Bruce County

396-9814 Crisis: 396-9655 1-800-265-3026

Web site: [www.whbc.on.ca](http://www.whbc.on.ca)

Email: [crisis@whbc.on.ca](mailto:crisis@whbc.on.ca)

A non-profit organization to help women affected by abuse.

Saugeen Native Drug & Alcohol Counselling Centre  
797-2882

Assists residents of the Saugeen First Nations to forego drinking and drug dependency by means of awareness/acceptance/treatment for alcoholism. Self-help groups, emergency transportation for detoxification purposes, referrals and youth worker available for teens on reserve.

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**REFERRAL AND PUBLIC EDUCATION**

Alzheimer Society of Grey Bruce  
376-7230 1-800-265-9013

A charitable, non-profit organization committed to relieving the effects of Alzheimer Disease on the individual and family/caregiver, and to supporting research to find a cause/cure. Provides advocacy, education, awareness of disease, supports to care givers and funding research.

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Anishnabek Child & Youth Prevention Services  
797-5000

See listing under *Youth*

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Bruce County Family Resource Network

881-3898 1-800-265-3004

See listing under *Youth*

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Bruce-Grey Owen Sound Health Unit  
376-9420

Work to prevent disease and provide leadership in health protection and promotion. Public Health encourages good health through the following programs and services: Cancer; Communicable & Infectious Diseases; Dental Services; Family Health; Food Safety; Health Hazard Investigation; Heart Health; Immunization; Injury Prevention; Nutrition; Physical Activity; Rabies Control; Safe Water; Sewage Disposal Systems; Sexual Health; Tobacco & Health; Traveller Information.

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Canadian Mental Health Association, Grey Bruce Branch  
371-3642

A charitable, not-for-profit agency which offers information on subjects dealing with mental health and mental illness. A variety of pamphlets and a small resource library is available in our office.

**Youthnet** is a mental health awareness program for youth, offered by youth, throughout Grey and Bruce counties.

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Familyhome Program

291-5401 1-800-268-0903

Email: familyhome@cyg.net

A Familyhome is a private home which has been approved by the Familyhome Program staff to provide support to one or two persons with developmental disabilities. Homesharers are developmentally challenged people in all ranges of functioning, sometimes with additional physical, behavioural and medical complications. The matching Homesharers with families is done carefully and sensitively to ensure compatibility and the potential for a long-term arrangement.

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Grey Bruce Palliative Care Hospice Association

376-0419 1-800-304-0080

Pain & Symptom Consults: 794-3571

Email: mpalmer@log.on.ca

Provides information and support for individuals and families living with a life-threatening illness. Pain and symptom management, consultation, hospice, volunteer visiting, palliative care education and bereavement support.

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Grey Bruce Community Care Access Centre

371-2112 881-1181

Web site: [www.g-bccac.org](http://www.g-bccac.org)

Email: [gbccac@g-bccac.org](mailto:gbccac@g-bccac.org)

Offers ;help for clients with acute or chronic illness or disabilities, those requiring placement to a long-term care facility and children with special needs requiring assistance to attend school. Services include: Information and Referral, Case management, Long-term Care Placement Coordination, Nursing, Dietetic Counselling, Occupational Therapy, Physiotherapy, Speech Language Pathology, Social Work, Homemaking/personal Support, as well as providing some medical supplies and equipment.

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Grey Bruce Palliative Care Hospice Association

376-041 1-800-304-0080

Pain & Symptom Consults: 794-3571

Email: [mpalmer@log.on.ca](mailto:mpalmer@log.on.ca)

Provides information and support for individuals and families living with a life-threatening illness. Pain and symptom management, consultation, hospice, volunteer visiting, palliative care education and bereavement support.

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Owen Sound and Brockton Focus Project

376-9420

ext. 281

Web site: [www.focus-alcohol.org](http://www.focus-alcohol.org)

Email: [bacurrie@publichealthgreybruce.on.ca](mailto:bacurrie@publichealthgreybruce.on.ca)

An injury prevention project funded by the ministry of Health and Long Term Care. The Focus Project is a community-based coalition that supports research, policy formation and local initiatives to reduce injury associated with alcohol and other drug use and abuse in the local population. The Focus Project makes public information and health education resources available to the community.

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Queen's Bush Rural Ministries

369-6774

Provides a compassionate ear to problems in rural community. Provides information and referral to appropriate services in the area. Expertise in assisting farmers, their families and others coping with the stresses of agriculture.

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## SELF-HELP SUPPORT GROUPS

### Alcoholics Anonymous

376-4193

Provides a fellow-ship of men and women who share their experience, strength and hope with each other, that they may solve their common problem and help others to recover from alcoholism. Only requirement for membership is a desire to stop drinking. No dues or fees.

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### Al-Anon Family Groups

376-4193

Includes **Adult Children of Alcoholics & Alateen.**

Confidential self-help through shared experience for family and friends of alcoholics. Provides welcome, comfort, strength and hope in order to solve the common problem of living with an alcoholic.

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### Alzheimer Support Groups

376-7230 1-800-265-9013

**Caregiver Support Groups** offer practical coping and caregiving strategies and address ongoing grief associated with dementia care, in a positive and supportive setting. Groups meet monthly throughout Grey Bruce.

**Early Stage Support Groups** for those diagnosed with dementia run each Spring & Fall. Please call for times, locations and/or more information.

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### Breastfeeding Buddies

376-9420

Provides mother-to-mother support for new moms and assists them in recognizing the normal process of nursing. Available in communities around Grey and Bruce counties.

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### Chronic Fatigue Syndrome/Fibromyalgia Support Group

371-9495

Meets monthly in Owen Sound to exchange information on chronic fatigue syndrome and fibromyalgia. Informal group setting, often a featured speaker.

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### Grey Bruce Consumer Survivor Council

371-0440

A self-help group for consumer/survivors (people diagnosed with serious mental illness). Purpose is to listen to member's concerns about mental health services, provide information about local services.

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### Grey Bruce Breast Cancer Support Group

376-0592

A group of women who have experienced breast cancer who meet the 2<sup>nd</sup> Monday of each month to offer support to one another. We strive to provide speakers and printed information to benefit members. We believe there is strength in members.

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### Men's Program

372-2720

Email: mensprogram@bmts.com

Offers a weekly educational group to help men who have been abusive to women. This group provides information and direction to encourage men to stop their abuse. Sixteen-week counselling groups are available in both Grey and Bruce counties that lead men through an in-depth examination of their abuse, an understanding of the impacts of abuse on the victims, and skills and practice on relating respectfully to women.

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## **HOUSING SERVICES**

### Bruce County Housing Corporation

396-3439 1-800-265-3022

Provides rent geared-to-income and market housing to families, senior citizens, singles, childless couples and people with disabilities in Chesley, Kincardine, Lucknow, Mildmay, Port Elgin, Ripley, Southampton, Teeswater, Walkerton and Wiarton.

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### Keystone Child, Youth & Family Services

371-4773 1-800-567-2384

See listing under *Youth*

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### Bruce Peninsula Health Services Housing Corporation

534-4388 1-877-888-5855

Email: [bphs.housing@bmts.com](mailto:bphs.housing@bmts.com)

Provides a range of housing and support services to adults with serious mental health problems from Grey and Bruce counties. Housing services include: Supportive Housing, Community Outreach and Housing Registry. Support Services include: Social/Leisure, life Skills Group and Employment Services.

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### Community Connections: Housing & Support

371-2390 1-800-235-2967

Provides Residential Programs and Community outreach support to adults with serious mental illness. Residential Programs provide safe, affordable housing in a supportive environment where skills are developed for independent living. Community Outreach Support is offered in people's homes via the Community Mental Health Teams. Group services offer skills training and social/recreational services. Housing Registry and Support Services are offered to landlords and tenants. The Apartment Program leases up to 40 subsidized private sector units.

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### Grey County Housing

376-5744

Email: [dbrainard@greycounty.on.ca](mailto:dbrainard@greycounty.on.ca)

Provides geared-to-income housing to families, seniors and singles in Grey County and Owen Sound area.

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### Housing Support Program

538-4134 1-800-265-3711

(A program of the Y Community & Employment Services) Helps youth find temporary or permanent housing in Grey Bruce. Maintains a Housing Registry (a listing of available accommodations). Matches youth with host families temporarily while a more permanent solution is found. Youth seeking housing must be attending work or school. Please give us a call if you are interested in becoming a host family or if you have an apartment to rent.

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### Samaritan House Ministries

371-1517

Offers emergency shelter for men aged 16 and over for short/and longer-term hostel accommodation. The Good Sam dining area also offers low-cal meals twice a day on weekdays and once on Saturdays. Referrals to agencies including welfare, clothing, housing, crisis, detox and credit counselling are made.

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### The Women's Centre (Grey & Bruce) Inc.

371-1600 1-800-265-3722

See listing under *Crisis/Distress*

### Women's House of Bruce County

396-9814

See listing under *Crisis/Distress*

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## **MENTAL HEALTH SERVICES**

Assertive Community Treatment Team  
376-2121 ext. 2386

ACTT provides intensive community based services for persons with severe mental illness. Provides treatment, rehabilitation and support using a multi-disciplinary client centered approach. Purpose is to provide interventions and support to enable clients to live in their community of choice and engage in activities which are meaningful to them.

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### Keystone Child, Youth & Family Services

371-4773 1-800-567-2384

See listing under *Youth*

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### Bruce Shortline Site of CMHA

797-2880

A program offering counselling and intensive case management to people with serious mental illness, and to those in crisis, and to their families. Services are offered in the Bruce shoreline area with service sites in Southampton and Kincardine.

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### Centre for Addiction & Mental Health

371-6317 CAMH Info Line 1-800-463-6273

Web site: [www.camh.net](http://www.camh.net)

Email: [debeatty@bmts.com](mailto:debeatty@bmts.com)

Provides information, resources, training opportunities and health promotion consultation related to substance abuse or mental health issues in Grey Bruce. The Owen Sound office also links the local community with current research and knowledge available through CAMH in Toronto.

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### Community Mental Health Teams

364-7788 534-4388 371-8850 986-3030

Central Grey Bruce Team (Hanover and area)

North Bruce Team (Warton and area)

North Grey Team (Owen Sound and area)

South Grey Team (Markdale and area)

Teams provide mental health services for adults (16 years and over) and their families, and to people who are in acute need of mental health services. Services include: Counselling (long and short term and post-emergency, Case management, Short-term Outreach Treatment, Community & housing support services, Crisis intervention and Psychiatric and Psychological consultation. Teams also provide consultation to health and social service agencies, and information and education for the general public.

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### Community Mental Health Service Coordinator

376-2121 ext. 2480

Email: [dmckenzie@owensound.healthserv.org](mailto:dmckenzie@owensound.healthserv.org)

Provides information and education to health care professionals, community services, consumers and family members regarding Community Treatment Orders, the Mental Health Act and the Health Care Consent Act (1996).

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### Consumer/Survivor Development Project

371-4582

Promotes self-help activities which allow consumers opportunities for networking, information exchange, and support. Works to increase the support and education available to those with mental illness, and partners with consumer/survivors, existing consumer/survivor groups and service providers to enhance community linkages and education.

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Family Support Initiative

371-4802

Promotes self-help activities which allow families opportunities for networking, information exchange and support. Provides support, information and education for family members and friends who care about persons with serious mental illness. Works in partnership with the formal and informal mental health system to create a supportive, compassionate and responsible network for family members who are dealing with mental illness.

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Leisure Links Program

986-7491      534-4423      376-8433      881-3031

The Coach House (Markdale and area)

The Green House (Warton and area)

Union Place (Owen Sound and area)

The Loft (Walkerton and area)

These four sites offer social and leisure activities for adults with serious mental illness. Activities include: Drop-in activities (during specific, posted hours depending on location), and Planned social and recreation activities (based on participants' interests).

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Head Injury Association - Grey Bruce

368-5304      372-2787

Volunteer organization assisting head injury survivors and their families. Resources available. Support groups are being planned. For more information please give us a call.

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Home and Community Support Services

372-2091      1-800-267-3798

Web site: [www.bmts.com/~hcss.gb](http://www.bmts.com/~hcss.gb)

Email: [hcss.gb@bmts.com](mailto:hcss.gb@bmts.com)

a team of caring staff and volunteers provide community based services that support independence and enhance the quality of daily life for seniors, adults with disabilities and their families. We are a non-profit, volunteer-driven organization, delivering the following programs across Grey and Bruce: Meals on Wheels, hot and frozen; Friendly Visiting; Transportation; Home Maintenance referral; Telephone reassurance; Day Away Programs; and Caregiver Support.

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People First of Owen Sound

376-6854

Promotes equality for all persons who have the experience of being labeled developmentally disabled. Teaches the community about the rights, abilities and strengths of such people. We assist each other to speak-up for ourselves and make our own decisions.

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## **SOCIAL SERVICES (Including Income/Financial)**

### Bruce County Ontario Works

881-0431 1-800-265-3305

Provides financial assistance under Ontario Work programs, credit counselling organization that offers help with debt and budget problems, creditor approved debt consolidation and certified bankruptcy counselling.

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### Credit Counselling

1-800-268-0903

(A program of Family Services Perth-Huron, Grey Bruce)

Email: fsph@orc.ca

We are a not-for-profit, accredited, government licensed, credit counselling organization that offers help with debt and budget problems, creditor approved debt consolidation and certified bankruptcy counselling.

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### Grey County Social Services

376-7324

Web site: [www.greycounty.on.ca](http://www.greycounty.on.ca)

The Social Services Department encompasses Ontario Works, Children's Services and the Intake Screening Unit. Ontario Works provides financial and employment assistance to residents who qualify as people in need. Additional services are offered through emergency housing, homemaking, hostels, shelters, Special Assistance and indigent funerals. Children's Services has Child Care System Management responsibility for all children's programs. Children's Services are available to the general public.

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### Grey County Employment Resource Centre

369-5058

Web site: [www.greycounty.on.ca](http://www.greycounty.on.ca)

Email: [surham@greycounty.on.ca](mailto:surham@greycounty.on.ca)

A non-profit organization providing employment services, including job-search, resume writing, newspapers, fax, photocopying and general information, etc. All are welcome to visit the Centre.

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### Salvation Army Family Services

Owen Sound 376-7324

Warton 534-0353

Port Elgin 389-3942

Hanover 364-3450

Offers emergency assistance that may involve food, shelter, transportation, household articles, advocacy help with government agencies, budget help, clothing, trustee assistance, missing person services and fire victim assistance.

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## YOUTH SERVICES

### Anishnabek Child & Youth Prevention Services

797-5000  
Provides Saugeen First Nation with culturally sensitive prevention services for children, youth and families. Provides information and resource materials to families and community members regarding child abuse, parenting skills, child development, substance abuse and child care.

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### Bruce Grey Child & Family Services

371-4453 1-855-322-4453

Email: [www.bgcss.ca](http://www.bgcss.ca)

Working with families towards more effective parenting; recruiting and training foster care/adoptive parents; placing children for adoption; providing support for youth moving toward independent living; therapy for victims of sexual abuse; investigate complaints of children alleged to be at risk applying for legal guardianship when necessary.

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### Keystone Child, Youth & Family Services

371-4773 1-800-567-2384

Email: [bgcs@bmts.com](mailto:bgcs@bmts.com)

A children's mental health centre which provides: counselling for and regarding children under age 16; a resource centre (lending books and videos); and a crisis residential service for youth under age 16. **Brighter Futures**, a federally funded program and **Early Years**, a provincially funded program offers a variety of services to parents of children under 16 years.

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### CHOICES: Drug and Alcohol Counselling for Youth

371-5487

Provides assessment/counselling for youth whose lives are being affected by alcohol and/or other drug abuse, their own or someone else's information/counselling for parents available. Main office in Owen Sound outreach to other area of Grey and Bruce counties offered.

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### Kids Help Phone

1-800-668-6868

See listing under *Crisis/Distress Telephone Lines*

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### Y Community & Employment Services

Hanover 364-3163 1-800-265-3711

Owen Sound 371-9222

A non-profit organization that provides employment counselling, care exploration, assistance in finding a job and subsidized training opportunities. Available to youth and adults with emphasis on youth.

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## Books

### Death ~ Primary

#### About Death: A Part Of Life

*Hormann, Toni. Rainbows For All God's Children, c. 1988.*  
This book is used in the Rainbows program. It talks about living and then when something happens and death comes. This is a good book to use to generate discussions about death - the feelings, what happens, our memories.

#### The Accident

*Carrick, Carol. Clarion Books, c1976. ISBN 0-89919-041-3 pbk.*  
Christopher's dog, Bodger, is accidentally killed by a truck. Christopher hopes it hasn't really happened. The next morning he learns that his dad has buried Bodger. He's angry and so dad suggests they go and find a special stone to mark Bodger's grave.

#### Annie And The Old One

*Miles, Miska. Little Brown, c1971. ISBN 0-316-57120-2 pbk*  
A beautiful story of the relationship between a Navajo girl and her grandmother. When grandmother says she'll be gone before the new rug is done, Annie tries to stop that from happening.

#### Aarvy Aardvark Finds Hope

*O'Toole, Donna. Mountain Rainbow Publications, c1988. ISBN 878321 25 0.*

Aarvy's parents and brother have been taken to the zoo. Other animals try to comfort him but get tired and leave. Ralphy Rabbit comes to help and stays. He shares the loss of his mother with Aarvy. The friendship grows and they talk about what has happened and share their feelings. They discover a dead bird and go through grieving its death and a burial. They begin to realize they are beginning a new part of their life. (Long read-a-loud story)

#### Cemetery Quilt

*Ross, Kent and Alice. Houghton Mifflin, c1995. ISBN 0 395 70948 2, HC*

Josie and her parents are going to Granny's for Pawpaw's funeral. She takes out a quilt to lie on and it is the cemetery quilt. Each member of the family has their name on a piece of cloth that represents a coffin. When they die, their coffin is moved to the cemetery in the middle of the quilt. Josie finds this difficult to understand and a bit scary. She goes to the funeral with her family and with Granny even looks at Pawpaw's body. As Granny changes Pawpaw's patch, Josie decides she would like her name on the quilt too.

#### Come Back Grandma

*Limb, Sue. Alfred A. Knopf, c1993. ISBN 0-679-84720-0 HC*  
Grandma always had time for Bessie. When Grandma dies, Bessie looks for her everywhere. When Bessie's daughter is born, she finally finds someone just like her Grandma.

#### The Dead Bird

*Brown, Margaret Wise. Harper Collins, c1965. ISBN 0-06-443326-9 pbk*

The children find a dead bird and gently bury it in the woods. Good book for very young children. The illustrations tell the story.

#### Everett Anderson's Goodbye

*Clifton, Lucille. Henry Holt, c1983. ISBN 0-8050-0800-4pbk*  
Lists the five stages of grief. Short story of a little boy going through these stages after the death of his father.



The Fall Of Freddie The Leaf

*Buscaglia, Leo. Henry Holt, c1982. ISBN 0-8050-1064-5 UC*  
Tells the story of how Freddie and his friend change as the seasons go by. As winter approaches, he doesn't want to fall with the others but he does fall. The tree will go on to a new beginning.

Forever In My Heart: A Story To Help Children Participate In Life As A Parent Dies

*Levine, Jennifer. Compassion Publications, c1992. ISBN 1-87832-08-0 pbk*

There is a parent page of suggestions that can be removed if the child is going to use the book. Story and questions are presented as if they came from a dog whose young owner is very sad because her mother is dying. The questions in the text are certainly good ones to discuss with children. The drawing activities are appropriate but when it asks for written words it would be better to have this part done orally because of the age of the child that would use this book.

Geranium Morning

*Powell, E. Sandy. Caroirhoda Books, c1990. ISBN 0-87614-542-X pbk.*

Dad asks his son to go with him to get geraniums and he doesn't go. Dad is killed in a car accident. He has trouble dealing with his feelings and then he meets Franny whose mother is dying and they become friends and help each other.

The Goodbye Book

*Viorst, Judith. Aladdin, c1988. ISBN 0 689 71581 1 pbk.*

This is a book about not wanting to say good-bye when your parents are going out for dinner by themselves. It is a good book to use to talk to young children about other times they have to say good-bye. Sometimes the good-byes are for a short time and sometimes they are permanent.

Goodbye To Grandma

*Thomas, Jane Resh. Clarion Books, c1988. ISBN 0-395-54779-2 pbk*

Grandma dies. The family drives a long way to come together with the cousins, aunts and uncles and Grandpa at the family home. It is a very realistic story of the gathering of the family, the funeral and the feelings of all involved.

Help Me Say Goodbye: Activities For Helping Kids Cope When A Special Person Dies

*Silverman, Janis. Fairview Press, 1999. ISBN 1-57749-085-1 pbk.*

One can do the activities right in the book. It also gives an adult good suggestions of what you could have a young child do to express their feelings on paper.

I Had A Friend Named Peter: Talking To Children About The Death Of A Friend

*Cohn, Janice. Morrow Junior Books, c1987. ISBN 0-688-06685-2 HC*

There is a good guide in the introduction about dealing with children and death. Betsy's parents tell her that her playmate Peter has died in an accident. They explain the funeral ritual to her. They talk about their feelings and hers and give her an open invitation to share what she is feeling-at any time. Betsy thinks of the good things she can do to help Peter's mom and dad. At school, the class remembers Peter.

I'll Always Love You

*Wilhelm, Hans. Dragonfly Books, c 1985. ISBN 0-5 1 757265-6 pbk*

A little boy gets a puppy named Elfie and they grow together. Elfie grows fat and old and not able to climb the stairs. He dies

one night and the family buries him. Simply told but loving story to be read to young children.

#### Jim's Dog Muffin

*Cohen, Miriam. Dell Picture Yearling, cl 984. ISBN 0-440-41124-6 pbk*

Jim's dog was killed and his friends in Grade 1 try to help him but Jim won't talk. Jim can only think about his dog and finally he gets angry. Paul breaks through to Jim in a different way.

#### The Keeping Quilt

*Polacco, Patricia. Simon and Shuster, c1988. ISBN 0-671-64963-9 HC*

From the old clothes that the family brought from Russia, a quilt is made and it is passed down from generation to generation. One of the times it is used is when Great-Grandma Anna dies. It is also used at weddings, for new babies and at play.

#### Kids Have Feelings, Too (Series)

##### Someone Special Dies

*Prestine, Joan Singleton. Fearon Teacher Aids, c1993. ISBN 0-86653-929-8 pbk.*

It does not mention who has died in the little girl's life but it is a male. Could be a father or grandfather or another close male person. Talks about feelings and what happens when someone dies.

#### Lifetimes

*Mellonie, Bryan and Ingpen, Robert. Bantam Books, c1983. ISBN 0-553-34402-1 pbk*

A beautiful description of beginnings and endings for all living things.

#### Meggie's Magic

*Dean, Anna Puffin Books, c1992. ISBN 0-14-054121-7 pbk.*

When Meggie was 8 years old, she got sick and died. The magic that her sister and Meggie shared is still there.

#### My Grandfather's House

*Coville, Bruce. Bridgewater Paperback, c1996. ISBN 0-8167-3805-X pbk.*

Grandpa has died. The boy's first reaction is anger because they said he was "gone" and the boy thought he had gone away without him. "Where did he go?" Mom and dad can't answer. They got to the funeral home and view the body. He's left with thought that really can't be answered. It is a good book to explain the funeral home visitation.

#### Nana Upstairs And Nana Downstairs

*de Paola, Tomie. Puffin, c1973. ISBN 0-14-050290-4 pbk*

Tommy has a grand mother and a great-grandmother. Great-grandmother was in bed upstairs, he calls them Nana Downstairs and Nana Upstairs. Nana Upstairs dies. His close family ties help him accept the death.

#### Remembering The Secret

*Kubler-Ross, Elisabeth. Celestial Arts, cl 982. ISBN 0-89087-524-3 pbk*

Suzie and Peter are best friends. They also have some unseen friends, Theresa and Willy. These friends teach them some very important things about death and when they have to face death, they are prepared.

#### The Saddest Time

*Simon, Norma. Albert Whitman, cl 986. ISBN 0-8075-7204-7 pbk*

Contains three stories of death, a man dying after an illness, a

child in an accident and a grandmother who is elderly. The storyteller voices the thoughts that go through a child's mind in each of these different circumstances.

#### Saying Goodbye To Daddy

*Vigna, Judith. Albert Whitman and Company, c1991. ISBN 0-8075-7253-5*

Daddy has been killed in a car accident. Describes the events that happen in the home from telling Clare of the death to after the funeral.

#### Saying Goodbye To Grandma

*Thomas, Jane Resh. Clarion Books, c1988. ISBN 0-395-54779-2 pbk*

Grandma dies. The family drives a long way to come together with the cousins, aunts and uncles and Grandpa at the family home. It is a very realistic story of the gathering of the family, the funeral and the feelings of all involved.

#### Sun-Flower Mountain

*Foster-Morgan, Kathleen. Sunflower Publications, c1995. ISBN 0 969929 30 7 pbk.*

Trevor liked Mr. Pete and his dog. Mr. Pete reminded him of his grandpa who had died. Trevor could share his stories about grandpa with his friend. Mr. Pete's dog is hit by a car and he and Trevor discuss what happened. At home his family suggest a way of remembering the dog. (Suggested questions to discuss with a child. Discusses the grief cycle and ways of remembering)

#### The Tenth Good Thing About Barney

*Viorst, Judith. Atheneum, c1979. ISBN 0-689-20688-7 UC*

Barney the cat dies. At his funeral, the family remembers the good things about him. [Gr.2]

#### Tiger Flowers

*Quinlan, Patricia. Lester Publishing, c 1994. ISBN 1-895 5 5 5-5 8-2-HC.*

Joel's favourite uncle comes to live with the family when he becomes ill with AIDS. Michael dies and Joel looks for comfort in the good times they had together.

#### Timothy Duck: The Story of the Death Of A Friend

*Bennett-Blackburn, Lynn. Centering Corporation Resource, c1987. ISBN 1-56123-013-8*

Timothy Duck never stopped to think what it would be like to have a friend die. People ask a lot of "Why?" questions but the answer is often "I don't know." One of his "people" friends stops coming to the pond and Timothy asks "WHY?" His mother explains what might have happened and the feelings that go along with that. EXCELLENT

#### What On Earth Do You Do When Someone Dies?

*Romain, Trevor. Free Spirit Publishing ISBN 1- 57542-055-4 pbk. 3*

This book is written as if the author is talking directly to the child and answering his questions about death. Can be read to a child or an adult might like to read it in order to be prepared for their child's questions.

#### What's Heaven?

*Shriver, Maria. Golden Books, c1999. ISBN 0-307-44043-5 UC*

When the mother's grandmother dies, she explains to her daughter why she is sad. She answers Kate's questions about the death and what will happen to her great-grandmother.

#### When Dinosaurs Die

*Brown, Laurie Krasny and Marc. Little Brown, c1996. ISBN 0-316-10917-7*

Dinosaurs are the focus of explaining death, feelings about it, funerals and ways of remembering. This is a good book to generate discussion about death.

When Someone Dies

*Greenlee. Peachtree, c 1992. ISBN 1 56145 044 8 HC*

It is hard to know what to do with our feelings when someone dies. This book recognizes those feelings and gives some suggestions but also acknowledges the fact even adults don't know what to do. Good to read aloud up to 8 years.

When Someone Very Special Dies

*Heegaard, Marge. Woodland Press. ISBN 0-9620502-0-2 pbk*

This is an activity book designed for children 6- 12, to help them work through their feelings about death. Part of a series.

Why Do People Die? Helping Your Child Understand

*Mac Gregor, Cynthia. Carol Publishing Group, c1999. ISBN 0-81 84-0598-8 UC.*

This is a read-aloud book for young children. It explains death, the rituals around death, different beliefs concerning death and the memories we can share.

## **For Children Who Are Seriously Ill, Their Siblings, Parents**

### Another Look At The Rainbow

*Centre For Attitudinal Healing, c1982. ISBN 0-89087-341-0 pbk*  
Written by the brothers and sisters of children who have a life threatening illness.

### How To Help Children Through A Parent's Serious Illness

*McCue, Kathleen. St. Martin's Griffin, cl 994. ISBN 0-312-14619-1 pbk.*

The sub title is Supportive, Practical Advice from a Leading Child Life Specialist. That sums up the book very well. It deals with all aspects of this kind of event from first handling the news and how to tell the children to coming home to what to do if things are not going to get better.

### There Is A Rainbow Behind Every Dark Cloud

*Centre for Attitudinal Healing, c1978. ISBN 0-89087- 253-8 pbk*  
Written by children who have a life threatening illness for others like them.

### Vanishing Cookies: Doing OK When A Parent Has Cancer

*Goodman, Dr. Michelle B. Benjamin Jones Foundation, c1990. ISBN 0-9694724-0-4 pbk*

Introductions for parents and children. Deals with the questions children have when a parent gets cancer.

## Death ~ Fiction

### Amy's Promise

*Hunter, Bernice Thurman. Scholastic, c1995. ISBN 0-590-24621-6 pbk. 4*

Amy's mother died when she was small and she asked Amy to take care of her brothers and sister. The baby sister is sent to Winnipeg to live with an aunt. Father can't cope with Amy and three younger brothers and Amy so his mother-in-law comes to take care of the family. She and Amy's father do not get along. Father is devastated about his wife's death and retreats to his room, drinks too much and is nearly always cross. Grandma isn't much more pleasant. Amy has a lot of responsibility helping in the house and she had made that promise to her dying mother.

### Sequel. Janey's Choice

*Hunter, Bernice Thurman.- Scholastic, c1998 - ISBN 0-590-12497-8 pbk.*

Amy Phair's sister Janey comes home to live after her aunt in Winnipeg, who looked after her, dies. She joins her family in Toronto. Her oldest sister Amy now looks after the family, Father, who is still bitter from his wife's death, three brothers and a dying grandmother. Amy has had to quit school to do this. Janey is torn by where is home, Toronto or Winnipeg? Her father starts to change and then he introduces his girlfriend to the family. Amy resents this new woman and Janey just wants a mother.

### Bridge To Terabithia

*Paterson, Katherine. Harper Trophy, c1977. ISBN 0-06-440184-7, pbk*

Jess and Leslie become very good friends. They create Terabithia, a magical kingdom in the woods. A tragedy occurs when Leslie is killed getting to Terabithia. Jess has to deal with the loss of his friend. Newbery Award winner 1978.

### Good-Bye Momma

*Moore, Tom. Breakwater, c1993. ISBN 0-919948-18-9 pbk.*

A little boy in a Newfoundland outport must cope with the pain of his mother's early death and his father's remarriage.

### Mama's Going To Buy You A Mockingbird

*Little, Jean. Puffin, c1984. ISBN 0-14-031737-6 pbk*

The children's father has cancer and he is going to die. Jeremy finds a friend in Tess who also knows what it is like to lose someone.

### Missing May

*Rylant, Cynthia. Yearling, c 1992. ISBN 0-440-40865, pbk.*

Summer has lived with her Aunt May and Uncle Ob since she was 6 years old. Aunt May dies and Ob doesn't want to go on. He feels aunt May's spirit around him and so he, Summer and a very strange neighbour boy go off to visit a spiritualist looking for a sign from May. They are searching for a way to ease their sadness and find it in a surprising way.

### On My Honor

*Bauer, Marion Dane. Yearling, c1986. ISBN 0-440-22742-9 pbk.*

On a bike trip to the state park, Joel dares his friend Tony, to go into swim in a dangerous river. Tony disappears. Joel had only got permission to go because he said he wouldn't go anywhere except to the park. What he does when he goes home asks the reader to think about what they would do in this situation and think about how Tony handles it. Newbery Honor Book.

### Searching For David's Heart

*Bennet Cherie. Scholastic, c1998. ISBN 0-590-30673-1 pbk.*

Darcy's family has difficulties. Money is a problem and her parents argue. Her relationship with her older sister is her haven until it is invaded by a girlfriend. One day after a fight, Darcy runs off and in chasing her, David is killed. David's organs are given for transplant. She and a friend start the search for the person who received David's heart. Darcy is looking for a way to resolve her anger and her guilt.

### A Summer To Die

*Lowry, Lois. Laurel-Leaf, cl 977. ISBN 0-440-21917-5 pbk*

Meg's relationship with her older sister Molly is not good. Moving to the country is also difficult and then Molly is rushed to the hospital. She is very ill and Meg wonders if they can deal with their differences before it is too late.

### A Taste Of Blackberries

*Smith, Doris Buchanan. Harper, c1973. ISBN 0-06-440238-X*

Jamie is a real joker and so when he falls down picking blackberries, his friend thinks he's fooling. He isn't. He has been stung by a bee and dies. His best friend has to deal with his death.

### Tiger Eyes

*Blume, Judy. Dell, c1981. ISBN 0-440-98469-6 pbk.*

Davey's (girl) father has been shot in a hold-up. Davey, her mother and little brother go to New Mexico to recover. Her mother then falls apart from the strain and Davey feels she has no one to talk to. She meets a young man called Wolf who seems to understand. Davey is also helped to deal with her true feelings when she befriends a dying man in the hospital where she volunteers. Recounts the feelings that all members of the family have to deal with after this tragedy.

### You Shouldn't Have To Say Good-Bye

*Hermes, Patricia. Apple, c1982. ISBN 0-590-43174-9 pbk*

Sarah's mother is dying and Sarah has to try and come to terms with that. Mother dies at home and so there is good description of that experience.

**Lurlene McDaniel** has written many books for teens on the subject of death. Young girls enjoy reading them although critics would say they were just "problem" books. In my experience they offered a lot to kids who might not read very much.

### Now I Lay Me Down To Sleep

*Bantam, c1991. ISBN 0-553-28897-0 pbk.*

Carrie has had leukemia and been through her parent's difficult divorce. She meets Keith at a cancer support group and enjoys his friendship. Keith's cancer comes back and nothing can be done. Keith chooses to die at home with hospice and his family's support. Carrie becomes part of this and learns a lot about herself and her family.

### The Girl Death Left Behind

*Bantam, c1999. ISBN 0-553-57091-9 pbk*

Beth's family is killed in a car accident. Her only family is an aunt, uncle and cousin in another state. She has to move there and deal with this major change in her life.

## **Death ~ Non-Fiction**

### Death Be Not Proud

*Gunther, John. Perennial Library, c1949. ISBN 0-06-0801 1 1-5 pbk*

This book was written years ago but still is a good book to read. It recounts the last year in the life of John Gunther Jr. who died at 17 of a brain tumour. His parents are no longer together and so it is also interesting how they worked together to help John.

### How It Feels When A Parent Dies

*Krementz, Jill. Knopf, c1981. ISBN 0-394-75854-4 pbk.*

Children of different ages tell what it was like when their parent died.

### Learning To Say Goodbye

*LeShan, Edna. Avon Books, c1988. ISBN 0 380 40105 3 pbk*

Discusses all the stages of grief in an easy to understand language.

### Straight Talk About Death For Teenagers

*Grollman, Earl A. Beacon Press, c1993. ISBN 0-8070-2501-1 pbk*

Under many headings, the thoughts that has gone through the minds of someone suffering grief.

### When A Friend Dies: A Book For Teens About Grieving And Healing

*Gootman, Maril, December 2002 E. Free Spirit Publishing, c1994. ISBN 0-915793-66-0 pbk*

Words of other teens, ideas of what a person might feel and do when someone close to them dies.



## **Death ~ Adults Dealing With Children**

### Bereaved Children And Teens: A Support Guide FOR PARENTS AND PROFESSIONALS

*Grollman, Earl A. Beacon Press, c1995. ISBN 0-8070-2307-8 pbk. 6*

A collection of articles. The first section deals with talking to children and their understanding of death. The second addresses the different cultural backgrounds and religions and relates their perspectives on death and children. The third talks about school, education and tools for helping children cope with death.

### Children Grieve Too: Helping Children Cope With Grief

*Johnson, Joy and Dr. Marvin. Centering Corporation Resource, Email J1200@aol.com ISBN 1-56123-106-1 pbk.*

"It may be best to read this little book immediately after the death and before the funeral." says the authors. A booklet that will quickly help anyone dealing with a death and children.

### Children Mourning, Mourning Children

*Doka, Kenneth J. Hospice Foundation of America, cl 995. ISBN 1 56032-447-3 pbk*

A series of articles under the topics: (1) The Child's Perspective of Death (2) Child's response to Life Threatening Illness (3) Children Mourning, Mourning Children (4) Innovative Research

### Good Grief: Helping Groups Of Children When A Friend Dies

*Fox, Sandra Sutherland. The New England Association for the Education of Young Children c 1 988.*

Help for adults especially in the school setting. How and what do we tell the children. Good background information and list of resources.

### The Grieving Child

*Fitzgerald, Helen. Simon and Shuster, cl 992. ISBN 0-671-76762-3 pbk.*

To help adults help children who are grieving the death of a loved one.

### Healing The Bereaved Child: Grief Gardening.

### Growth Through Grief and Other Touchstones for Caregivers

*Wolfelt, Alan D. Companion Press, c1996. ISBN 1-879651-10-6 pbk.*

Talks about the grieving child talks, thinks; the uniqueness of grief ;how the child heals; foundations of counselling the bereaved child; counselling techniques; support groups for them; helping them at school; helping grieving adolescents. Help for anyone dealing with grief and children.

### Helping Children Cope With The Loss Of A Loved One:

### A Guide For Grown-Ups

*Kroen, William C. Free Spirit Publishing, cl 996. ISBN 1-57542-000-7 pbk.*

Starts with quick answers to common questions that adults might have in talking to their children. There are chapters on understanding death, grieving, commemorating a loved one, moving on and finding help. Short, direct and very readable.

### Helping Children Grieve: When Someone They Love Dies

*Huntley, Theresa. Augsburg Fortress, c1991. ISBN 0-8066-2549-X pbk.*

Excellent resource for all adults. Talks about children's understanding and reactions to death according to their age, how to talk to them about death, how they grieve, how to help them through grief and gives help in talking to a dying child.

How Do We Tell The Children? A Step-By-Step Guide  
To Helping Children From Two To Teens Cope When Someone  
Dies

*Schaefer, Dan and Lyons, Christine. New Market Press, c. 1993  
(Updated Edition) ISBN 1-55704-181-4 pbk.*

The sub-title describes the contents. Very thorough. Crisis section gives help quickly. Good resource list.

I Can't Stop Crying

*Martin, John D. and Ferris, Frank D. Key Porter, c1992. ISBN 1-55013-407-8 pbk.*

This book talks about grief associated with the loss of a partner but is helpful to anyone who is grieving.

I Don't Know What To Say: How to Help and Support Someone  
Who is Dying

*Buckman, Dr. Robert. Key Porter, c1988. ISBN 1 5501 070-6  
HC ISBN 1 55013- 092 7 pbk*

This book is written for the friends and family of a dying person. It is a clearly written book that explains how to talk and listen to someone who is terminally ill.

On Children And Death

*Kubler-Ross, Elisabeth. Maxwell Maemillan, c1983. ISBN 0-02-089144-X pbk.*

"Speaks directly to the fears, doubts, anger, confusion and anguish of parents confronting the terminal illness or sudden death of a child."

Parenting With Wit And Wisdom In Times Of chaos And Loss

*Coloroso, Barbara. Viking, c1999 ISBN 0 670 88622 X HC*

I really liked Kids Are Worth It and this book is just as good. She gives advice in helping children and parents work through the grief of ANY loss. What she says is practical, sensible and logical. Her writing is very easy to read.

Videos

*Try your library.*

When Children Grieve

*McIntyre Media, Rexdale, Ontario*

Children and parents talk about what it is like when a parent dies. Talks about how to help and the feelings of the children. Stresses being honest with children and giving them the tools to deal with death.

## Death ~ Books For Adults

### Angel Catcher: A Journal Of Loss And Remembrance

*Eldon, Kathy and Amy. Chronicle Books(Distributed in Canada by Raincoast Books) c 1998. ISBN 0 81 18 1731 HC*

This is a book for someone who would like to journal about their loss and their loved one. Each page gives a trigger to help a person write. Carefully chose the person to give this to.

### The Art Of Dying: How to Leave This World With Dignity and Grace, at Peace With Yourself and Your Loved One.

*Weenolsen, Patricia. St. Martin's Press, c 1996. ISBN 0 312 14278-1 HC*

This is written for the those who know they are dying whether it be from a long term illness like ALS or disease which is going to take the person's life very soon. Excellent book resources at the back. Very practical book for anyone to read and wants to learn how to come to terms with death. The writer presents many views of the same topic. This includes is there or is there not, an afterlife.

### \*Beginnings: A Book for Widows

*Wylie, Betty Jane. McClelland and Stewart, cl 977,3d Rev. Ed 1988. ISBN 0 7710 9027-7*

Written in a straightforward manner about the practical problems that face a newly widowed woman.

### Dying Well: Peace and Possibilities at the End of Life

*Brock, Ira M.D. Riverhead Books, c1997 Riverhead Books, c1997 ISBN 1-57322-051-5*

Nobody should have to die in pain. Nobody should have to die alone. Dr. Brock became a hospice doctor in his own hometown, director of a Robert Wood Johnson Foundation national program to improve end-of-life care and he has also been president of the American Academy of Hospice and Palliative Medicine. Each chapter deals with a specific aspect of human development or personal growth, illustrated by the stories of people going through the particular phase.

### \*Echoes Of The Soul: The Soul's Journey Beyond The Light - Through Life, After Death, Death, and Life

*Bodine, Echo. New World Library, c1999. ISBN 1 57731 4076 4 pbk.*

The author claims to be a psychic with the gift of healing. Her view of the soul and its journey is very interesting. For those who wish to explore this avenue.

### Facing Death In The Family: Caring for Someone Through Illness and Dying, Arranging the Funeral, Dealing with the Will and Estate

*Kerr, Margaret and Kurtz, Joann. John Wiley and Sons, cl 999. ISBN 0 471 64396 3*

The sub title says it all. A very practical book.

### Life After Death

*Harper Tom. McClelland and Stewart, c1991. ISBN 0 7710 3938 7 pbk.*

Excellent book for those who wish to explore this topic. Harper is frank and open-minded about the topic. He clearly believes in an after life.

### \*Life Lessons

*Kubler-Ross and Kessler, David. Scribner, c2000. ISBN 0-7432-0435-2 I-IC*

Both authors have worked with the dying. Kubler-Ross has spent the last five years after a stroke, close to death. They have written about the lessons they have learned about life and living. The chapters are authenticity, love, relationships, loss, power, guilt, time, fear, anger, play, patience, surrender, forgiveness and happiness.

\*No Time For Goodbyes: Coping With Sorrow, Anger And Injustice After A Tragic Death

*Lord, Janice Harris Lord. Pathfinder Publishing, c1 987. ISBN 0-934793-24-7 pbk.*

Gives advice to all the different groups of people who might be left grieving after a sudden death such as one caused by murder, an accident or suicide. Very accessible, informative and helpful.

Living When A Loved One Has Died

*Grollman, Earl A. Beacon Press, c1 995, 3<sup>rd</sup> edition. ISBN 0 8070 2719 7 pbk.*

Written like a very simple poem. Talks about all the feelings and thoughts a person might have, after the death of someone close. I have given this book to several people. Read it through first to see if it suits the situation. It won't take long to read. I think it is excellent.

Living With The End In Mind

*Kramp, Erin Tierney and Douglas with McKhann, Emily P. Three Rivers Press, c1 998. ISBN 0-609-80381 pbk.*

A practical book for anyone who needs or wants to know how to prepare for death.

\*Meeting Death

*Robertson, Heather. McClelland and Stewart, c2000. ISBN 0-7710-7562-6 HC*

After dealing with the terminal illness and death of her father, Robertson decided to find out how we deal with dying. She became a volunteer for Hospice, talked to many people and visited Hospices. She went to Uganda to see a program there. From this book, we can see what is being done or NOT DONE in Canada. It would be a good book for someone considering Hospice volunteering. She explodes a lot of myths built up about Kubler-Ross.

Mourning And Dancing For Schools: A Grief and Recovery Sourcebook

for Students, Teachers and Parent

*Miller, Sally Downhill. Health Communications, Inc. c2000. 12bk. ISBN 1-55874-775-3*

Ms. Miller had to go into a school and take over as principal because the principal, her friend, had been killed in a car accident. She tells of how she handle this crisis in the school. The last part of the book presents an outline of how a team can be trained to do the same thing.

On Death And Dying

*Kubler-Ross, Elisabeth. Collier Macmillan, c1 969.*

\*Wife After Death

*Anderson, Peggy M.L. Sophia Publications, 83 Victoria St., London ON N6A 2B 1 ISBN 0 9695191-0-9 pbk.*

Peggy Anderson became a widow because of a car accident. She searched out other women and tells their stories of widowhood. Each one comes with a different experience and shares their story. I got this book from The Victoria County Library.

Working It Through: An Elisabeth Kubler-Ross Workshop On Life, Death, And Transition

*Kubler-Ross, Elisabeth. Touchstone Book, c1982. ISBN 0-684-83942-3 pbk.*

Description of the workshop that Kubler-Ross leads.

## Death ~ Suicide

### After Suicide

*Hewett, John H. Westminster Press, c1 980. ISBN 0-664-24296-0 pbk.*

A very straight forward and easy to read book about dealing with the after-math of suicide. Written for those who are left. Topics include coping with the grief and feelings of family, survivors and children; suicide and your faith; living as a suicide survivor. Coping with the grief would be helpful to those who are trying to help the immediate survivors. Good book list.

### \*A Time To Listen: Preventing Youth Suicide

*Hermes, Patricia. Harcourt Brace Jovanovich, c 1987. ISBN 0-15-288196 HC*

Before she came in contact with young people she knew who had completed or tried to suicide, the author had misconceptions about teens who do this. She listened to teens, parents and experts talk about their experiences and then wrote a very practical book drawn from their experiences. Myths, where to go for help, coping with the aftermath, prevention are just some of the topics. I feel she is acting as the interpreter for these people and the information is very real.

### Why Suicide?

*Marcus, Eric. Harper Collins, c 1996. ISBN 0-06-251166-1 pbk.*

The book is set up in a question and answer format under headings like, Why?, Teen/Youth Suicide, Treatment, Prevention etc. It is easy to read and written in lay person's language. The author writes from the experience of having his father complete suicide and then starting in his adult years to look for the answers to questions he had. If one is trying to tell children about someone who has completed suicide, read pages 146-7. A mother explains to her four-year-old daughter, the death of the child's father. Bibliography, good advice on what to say or NOT say to the family.

\*Read but not in my collection.

Frances Laver, R.R.# 1 Sebright. ON LOK 1W0 laver@bconnex.net

Please feel free to contact me with suggestions or corrections.

If you copy any parts of this list, I would like my name included. June 2002

## Popular Music for Memorial Services

The following list of popular songs may be used at memorial services.

<u>Song</u>	<u>Artist</u>
<i>"To Where You Are"</i>	Josh Groban
<i>"The Prayer"</i>	Celine Dion & Andre Boccelli or Josh Groban & Charlotte Church
<i>"There You'll Be"</i>	Faith Hill
<i>"Only Time"</i>	Enya
<i>"One Sweet Day"</i>	Mariah Carey & Boys to Men
<i>"My Heart Will Go On"</i>	Celine Dion
<i>"Let's Talk About Love"</i>	Celine Dion
<i>"Candle in the Wind"</i>	Elton John
<i>"Fare Thee Well Love"</i>	The Rankin Family
<i>"We Rise Again"</i>	The Rankin Family
<i>"Angels Among Us"</i>	Alabama
<i>"Bridge Over Troubled Water"</i>	Paul Simon
<i>"Candle on the Water"</i>	Disney Choral Series
<i>"Tears in Heaven"</i>	Eric Clapton
<i>"Somewhere Out There"</i>	Linda Ronstadt & James Ingram
<i>"The Living Years"</i>	Mike & The Mechanics
<i>"Heirlooms"</i>	Amy Grant
<i>"Love Can Build A Bridge"</i>	The Judds
<i>"Let It Be"</i>	The Beatles
<i>"You've Got A Friend"</i>	James Taylor
<i>"Lean On Me"</i>	Bill Withers

## Websites

[www.teenmentalhealth.org](http://www.teenmentalhealth.org)  
[www.cmha.ca](http://www.cmha.ca)  
[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Available Through  
Social Work  
Department**

- Adams, David & Eleanor Deveau  
Coping With Childhood Cancer, 1988.  
Kinbridge Publications: Hamilton, Ontario.
- Bennett, Blackburn, Lynn  
Timothy Duck: The Story of the Death of a Friend. 1987.  
Centering Corporation: Omaha, NE.
- Bisignana, Judith  
Living With Death. 1985.  
Sheed and Ward: Kansas City, MO.
- Centering Corporation  
Hurting Yourself - For Young People Who Have Attempted  
Suicide. 1987.
- Council on Suicide Prevention  
A Handbook for the Caregiver on Suicide Prevention. 1987.  
The Board of Education for City of Hamilton
- Hammond, Janice M., Ph.D.  
When My Mommy Died. 1980.  
Cranbook Publishing Company: Flint Michigan.
- Johnson, Joy & Marv  
Tell Me, Papa. 1992.  
A Centering Corporation Resource.
- Kings College Conference  
Suicide: Helping Those At Risk. 1986.
- LaTow, Kathy  
For Those Who live, Helping Children Cope With The Death of  
a Brother or Sister: 1983. Centering Corporation: Omaha,  
NE.
- Lowery, Miss  
Not Just Another Day: Families, Grief, and Special Days.  
1992. Centering Coporation
- Miller, William A.  
When Going To Pieces Holds You Together. 1976.  
Augsbury Publishing House: Minneapolis, Minnesota..
- Montgomery, Herb & Montgomery, Mary  
Beyond Sorrow, Reflections On Death And Grief. 1985.  
Winston Press, Inc.: Minneapolis, Minnesota.
- Osgood, Judy  
Meditations For Bereaved Parents. 1983.  
Gilgal Publications: Sunrives, Oregon.
- Prieb, Sandy  
Herman and Friend: A Story of Treatments, Losses and  
Coping. 1986. Centering Corporation.
- Saynor, John Kennedy  
Goodbye Buddy. 1990.  
W.L. Smith and Associates Ltd.: Ajax, Ontario.
- Saynor, John Kennedy  
Saying Goodbye. 1988  
W.L. Smith and Associates Ltd.: Ajax, Ontario.
- Simon, Norma  
The Saddles Time. 1986. General Publishing Ltd.: Toronto.

Support Group Programs

Good Grief.

Rainbows.

Traisman, Enid Samuel, MSW

Fire In My Heart, Ice In My Veins (A Journal for Teenagers Experiencing A Loss). 1992. Centering Corporation.

Traisman, Enid Samuel, MSW

I Remember ... I Remember. A Keepsake Journal. 1992. Centering Corporation: Omaha, NE.

Young, Alida E.

Is My Sister Dying. 1991

Willowisp Press Inc.: Pinellas Park, Florida.



## Helping a Class Cope With Death

1. Share with the class what has happened ~ the facts.
2. Pray a prayer together for the person and the family.
3. Ask students how they want to respond.  
How can they show their care and support for the family?
4. The class for example, might wish to formulate together a prayer which can be prayed as a class, and which may be given to the family. They may wish to suggest something that would show their support in a visible way, i.e., flowers from the class, a book of condolences with a message from each child, a memory book, etc.
5. For students who may be planning to participate in the visitation at the funeral home, it will be important to prepare them for this. You may wish to do this quietly at a recess time if only a few are going. Or given numbers, you might want to do this with the whole class. Tell them what to expect, how they might express their sympathy and support. Remind them that it is important for them to go with an adult and not on their own.
6. Speak to the librarian about books in the library dealing with death. This might be helpful for you when addressing the issue with your class.

## Dealing With Death ~ Group Discussion Guidelines

1. Prayer.
2. How did you find out about the death?
3. What were you doing when you heard?
4. Sometimes when people die we get funny feelings inside our bodies
  - ~ butterflies
  - ~ heart and chest hurts
  - ~ headaches
  - ~ eyes - tearsDid you feel any of those things when you heard about the death?
5. Have you ever been to a funeral?  
What happens at a funeral?
6. What do you remember about the person who died?  
What was special about the person?  
What special memories do you have?
7. What could we do for the family?  
How could we respond?

## Letter to Parent(s)/Guardian

Dear Parent(s)/Guardian:

The school community has demonstrated on numerous occasions that we are a family that supports one another. Today as a family we are saddened by, and grieve for the death of \_\_\_\_\_, a grade \_\_\_\_ student in our school.

Personnel from the Board's Crisis Response Team were available to our students and staff today, and will continue to be available as needed. Your child's teacher has shared the tragic news with the whole class and facilitated open discussion. Should you have any concerns about how your child is dealing with this situation, please contact the school.

As a school community we will be holding a memorial service in the near future. Details will be shared with you when finalized. The visitation and funeral arrangements are as follows:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*"Death is not the extinguishing of the light.  
It is turning down the lamp because the dawn has come."*

We ask you to continue to remember the \_\_\_\_\_ family in your thoughts and prayers. Your prayers will help to give them the support that they need at this time.

Yours truly,

## A Prayer for Someone Who Has Died

*Death is not the extinguishing of the light,  
It is turning down the lamp  
because the dawn has come.*

*(Let us take a moment to place ourselves in the presence of our loving God, who walks with us in times of joy as well as in times of sadness and emptiness)*

**Leader:** Loving God, we praise You for being with us at every moment of our lives, from the moment of our conception and birth, through the joys and sorrows, successes and challenges of each and every day, to the moment of our dying. We praise You for the gift of eternal life, and for the assurance that You have given us that we will live forever with You.

Be close to us now, as we come together to grieve the passing of .  
Thank you for the gift of her life. For she brought life and joy to her family, her friends and to all who knew her.

At this time of great sadness for 's family, we ask You to comfort them with Your words of life and sustain them with Your loving presence. Give us the strength and wisdom to reach out compassionately to one another, and to the students in our school community as we share the sorrow of her death. Teach us to be leaders and shepherds after Your own heart. We make this prayer in the name of Jesus our Lord and friend who walks with us always.

**All:** Amen.

God,  
it is not how long we live that counts, but how beautifully we live that matters.

Help us to remember that it is what we give to life more than its duration that adds eternal significance to our existence.

Thank you for the treasured memories that will forever enrich our lives because of whom You have called to live and love with You. We place her now into Your loving hands.

Help us to make our lives more dedicated, more joyful, more giving, so that through a life beautifully lived, we may express our gratitude for the longer years You have given us.

Amen.

**All:** Our Father.....

**Leader:** Lord, give us a deep, abiding sense of Your peace in the midst of our sadness, for we believe that has gone before us and that we will be reunited with her one day. Until that time, give us strength, hope and joy at knowing that You are with us to strengthen and console us.

**All:** Help us Lord to remember the lessons of life; to live with joy; to be a source of strength for others; to face our difficulties and challenges with courage and grace.

**Leader:** Brothers and sisters, may every gesture of affection and peace which we share with each other every moment of every day, be a sign of God's blessing and peace to us. We now ask God to bless us this day, in the name of the Father.....

**All:** Amen.  
(The sign of the cross)

## A Class Prayer for A Teacher Who Has Died

Dear Jesus,

We give you thanks for the life of \_\_\_\_\_

Like you, he was a teacher, and he gave of himself to his students and to our school.

Comfort his family and be very close to them in their sadness and loss. Bless the students whom he taught, and help them to have pride in all that they learned from him.

Help us to always care for each other in our school, and say thank you to You every day for all of the people who love us and help us.

We place \_\_\_\_\_ into Your loving hands Jesus, and ask You to receive him into Your heavenly Kingdom where he will be happy forever and ever.

Amen.

Let's now say together the prayer that Jesus taught us to say, the prayer that tells us we have a loving Father in heaven who wants to share our life everyday until we also meet him in heaven.

Our Father.....

### Blessing

May God bless us in all of our work and play today (the sign of the cross) in the Name of the Father and of the Son and of the Holy Spirit. Amen.

## A Class Prayer for a Student Who Has Died

Dear Jesus,

\_\_\_\_\_, a member of our school community and friend to many of us, has died, and we come to You today to give thanks for the gift of his life, and for all of the ways in which he touched our lives

Comfort his family and be very close to them in their sadness and loss.

Help us to help and support each other, especially those within our school who feel most deeply the loss of \_\_\_\_\_. Be with his classmates, and with the classmates of his family members in a very special way.

Help us to always care for each other in our school, and say thank you to You every day for all of the people who love us and help us.

We place \_\_\_\_\_ into Your loving hands Jesus, and ask You to receive him into Your heavenly Kingdom where he will be happy forever and ever.

Amen.

Let's now say together the prayer that Jesus taught us to say, the prayer that tells us we have a loving Father in heaven who wants to share our life everyday until we also meet him in heaven.

Our Father.....

### Blessing

May God bless us in all of our work and play today (the sign of the cross) in the Name of the Father and of the Son and of the Holy Spirit. Amen.