



Poll 2 – Has your school experienced a death in the past year (check all that apply)?

- School staff member due to COVID-19
- School staff member unrelated to COVID-19
- Student due to COVID-19

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- Student unrelated to COVID-19
- Family member of a student or staff member due to COVID-19
- None that I know of



















Being with someone in distress

- Do not try to "cheer up" survivors
- Do not encourage to be strong or cover emotions
- Express feelings and demonstrate empathy
- Avoid statements such as: "I know exactly what you are going through" (you can't), "You must be angry" (don't tell person how to feel)
- Limit sharing of personal loss experiences; keep the focus on the child's experience
- Allow child to be upset while suspending judgment

   intervene only when safety/health is concern

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Supporting children of a different culture

- Ask questions when you are unsure what would be most helpful for a family or individual
- Assumptions may result in stereotypes that cloud our perceptions and make us miss opportunities to be helpful
- Approach the family with an open mind and heart
- Help families identify and communicate what is important to them about cultural practices; work with them to find solutions and compromises when realities require modifications in cultural practices

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## Children's guilt

- Young children tend to be:
  - Egocentric
  - Have limited understanding of cause of death
  - → Magical thinking
- Results in guilt
  - Reassure children of lack of responsibility



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Academic accommodations

- It is common for students to experience temporary academic challenges after a death; pre-existing learning challenges often become worse
- Offer academic support proactively don't wait for academic challenges to become academic failure
- Change an assignment, e.g.,
  - Allow student to work with a partner
  - Adapt formal research paper into more engaging assignment
- Change focus or timing of lesson
- Reschedule or adapt tests

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