

DOCUMENT RESUME

ED 371 286

CG 025 579

AUTHOR Steward, Cherie A.
 TITLE Providing Grief Counseling with Inner City Elementary Aged Children Whose Relative Was Murdered because of Gang Violence.
 PUB DATE 93
 NOTE 64p.; Ed.D. Practicum, Nova University.
 PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Adjustment (to Environment); Aggression; Anger; Behavior Problems; Death; Elementary Education; *Elementary School Students; Emotional Problems; *Grief; Homicide; Mental Health; Moods; *School Counseling; *Urban Youth; Victims of Crime; *Violence

ABSTRACT

This practicum addressed the problem that many inner city elementary students dealt with on a daily basis. The objectives were to increase the students' ability to express their grief, concentrate on class work, and to decrease their wanting to hurt others because they felt angry or hurt. The writer administered a questionnaire to teachers and parents, consulted with teachers and parents, and developed and supervised a grief counseling program for students. The overall results of the practicum were positive with 91% of the elementary students being able to express their feelings about grief to a very high level. Further analysis indicated that 90% of the parents increased the overall time they spent with their children, so the students expressed their grief more often with their parents. Also, 70% of the teachers reported an overall decrease in students' initiating fights with their peers when they felt angry about a relative's death. The grief counseling experiences were positive for all of the students, parents, and participating teachers. The initial, individual consultations with teachers set the stage for a cooperative partnership between the teachers, students, and writer. (Author)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Providing Grief Counseling With Inner City Elementary Aged
Children Whose Relative Was Murdered Because of Gang
Violence.

by

Cherie A. Steward

Cluster XXXIX

A Practicum I Report for the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education.

Nova University

1993

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

C. Steward

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

This practicum was submitted by Cherie Steward under the direction of Dr. Georgianna Lowen, Adviser. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

ACKNOWLEDGMENT

The success of this practicum depended on the cooperation and the support of several colleagues. The enthusiasm of teachers who participated in the grief counseling program was a continual source of motivation and professional satisfaction. The following individual is acknowledged for his support and encouragement in the development of this project: David Steward. The following individual is acknowledged for her assistance in the development and implementation of this school improvement project:
Dr. Georgianna Lowen.

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	ii
LIST OF TABLES	iii
ABSTRACT	iv
 Chapter	
I INTRODUCTION	1
Description of Work Setting and Community	1
Writer's Work Setting and Role	2
II STUDY OF THE PROBLEM	4
Problem Description	4
Problem Documentation	4
Causative Analysis	9
Relationship of the Problem to the Literature	11
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	22
Goals	22
Expected Outcomes	22
Measurement of Outcomes	23
IV SOLUTION STRATEGY	24
Discussion and Evaluation of Solutions	24
Description of Selected Solution	26
Report of Action Taken	27
V RESULTS, DISCUSSION, AND RECOMMENDATIONS	36
Results	36
Discussion	44
Recommendations	44
Dissemination	45
REFERENCES	47
 Appendices	
A TEACHER PRE-POST QUESTIONNAIRE	52
B PARENT PRE-POST QUESTIONNAIRE	54
C PARENT CONSENT FORMS	56

LIST OF TABLES

Table

1	Results of Teacher's Pre-Questionnaire	6
2	Results of Parent's Pre-Questionnaire	8
3	Results of Teacher's Post-Questionnaire	39
4	Results of Parent's Post-Questionnaire	43

ABSTRACT

Providing Grief Counseling With Inner City Elementary Aged Children Whose Relative Was Murdered Because of Gang Violence. Steward, Cherie A., 1993: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Grief Counseling/Gang Violence/Homicide/Elementary School Children.

This practicum addressed the problem that many inner city elementary students dealt with on a daily basis. The objectives were to increase the students' ability to express their grief, concentrate on class work, and to decrease their wanting to hurt others' because they felt angry or hurt.

The writer administered a questionnaire to teachers and parents, consulted with teachers and parents, and developed and supervised a grief counseling program for students.

The overall results of the practicum were positive with 91% of the elementary students' being able to express their feelings about grief to a very high level. Further analysis indicated that 90% of the parents increased the overall time they spent with their children, so the students expressed their grief more often with their parents. Also, 70% of the teachers reported an overall decrease in students' initiating fights with their peers when they felt angry about a relatives' death. The grief counseling experiences were positive for all of the students, parents, and participating teachers. The initial, individual consultations with teachers set the stage for a cooperative partnership between the teachers, students, and writer.

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do do not () give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

4/15/94
(date)

Cherie Steward
(signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This practicum was conducted in a large metropolitan city. The community in which the project occurred reflected the cultural, ethnic, and socioeconomic composition characteristic of the inner city. The population included people from predominantly Black and Hispanic backgrounds. A majority of the populace were skilled laborers. There was a high level of unemployment and transiency within and between the communities within the city. There was also a very high level of gang activity in the surrounding areas.

The immediate work setting consisted of a very large inner city, year round elementary public school which served students in kindergarten through grade six. The site consisted of a student population of well over 2,000 students. The site provided full-time, year round elementary counseling services, full-time, year round school psychologist services, and full-time, year round nursing services. Additionally, assistance from full-time Chapter I and Bilingual Coordinators was given at this site.

The professional staff involved in this practicum included 75 teachers on three different tracks. The school

day was extended to 6.6 hours instead of 6 hours. So the school year for each pupil consisted of 165 days instead of 185. One track was always off. Two tracks were always on for four months, while one track was off for four months. The school year started in July. (So, for example; tracks B and C were on track July-October, while track A was off until October.) Thus, the student population, continually changed every several months. When students went off track, they had the option of attending special intercession classes. This large, year round, inner city elementary school had much extra classroom and yard space. Exactly 50 percent of the teachers were new emergency credentialed teachers and 50 percent had taught more than fifteen years.

The students involved in the practicum were 100 third and sixth grade elementary students who were referred to the elementary counselor by their teachers from five third grade and five sixth grade classrooms. Each of the 10 teacher's referred 10 students from his/her classroom.

Writer's Work Setting and Role

The writer's work setting consisted of counseling students who were referred for counseling services because of behavioral and academic difficulties. Counseling sessions were scheduled for thirty to forty-five minutes throughout the day. Usually the writer worked with a group of approximately 10 students in the counseling office.

The writer was responsible for the direct counseling program for the students and for assisting the teachers in the classrooms with any student who had behavioral problems. The counseling program included specific counseling responsibilities such as: assessing the needs of pupils and teachers, counseling students who were referred by the staff, monitoring student progress and evaluating performance.

Consultation with the teachers was a regular part of implementing the counseling services for pupils. Additionally, the writer was responsible for assisting with psychological emergencies, like neighborhood gang related shootings. The writer also consulted with parents whenever possible. Typically, it was difficult for parents to come to school because they were working or had many younger children to care for.

CHAPTER II
STUDY OF THE PROBLEM

Problem Description

The problem was that many elementary students were often unable to concentrate on their class work or complete their assignments. These children talked about "getting back" at gang members for murdering their relative. They were worried that gang members would hurt or murder someone else in their families. They had problems getting along with their peers because they could not stop thinking about the gangs. These pupils felt safe while in school. However, they felt their relatives were not safe because many of their relatives had died because of gang violence.

Problem Documentation

The administration of a Teacher Pre-Questionnaire and Parent Pre-Questionnaire, student observations in the classrooms and on the school yard and consultations with the teachers demonstrated the difficulty the children had concentrating and interacting with their peers.

The Teacher Pre-Questionnaire was individually administered to five third grade teachers and five sixth grade teachers. The results of the Teacher Pre-Questionnaire (see Table 1) indicated nine teachers felt

their students were not helpful if peers had problems and they did not feel they had adequate skills to assist them with their grief. Interestingly, six of these teachers felt their students did not share materials with peers and five said their students were not friendly and sociable. While three answered that their pupils did not initiate conversations with peers, but initiated fights on the playground.

Table 1

Results of Teacher's Pre-Questionnaire

Question	Responses	
	Number of yes Responses	Number of no Responses
1. Are your students helpful if peers have problems?	1	9
2. Do your students share materials with other peers?	4	6
3. Are your students friendly and sociable?	5	5
4. Do your students initiate conversation with their peers?	7	3
5. Do your students initiate fights on the playground?	7	3
6. Do you feel that you have adequate skills to assist students with their grief?	1	9

N = 10

The results of the Parent Pre-Questionnaire (see Table 2) showed the results of responses from 100 parents of children who were referred for grief counseling. The questionnaires were simplified so parents could circle a yes or no answer. The writer and each of the 10 teachers gave the questionnaire to the parents. The teachers translated for Hispanic parents whenever necessary. The Parent Pre-Questionnaire results show 95 parents felt their children did not get along well with neighborhood children and 90 say their children had problems relating with siblings at home. Another 89 of the parents reported that their children initiated fights with neighborhood children. Only 30 of the parents feel their children were helpful with their siblings and talked to them about how they felt about their relatives' death. Also, 12 of these parents report when they went out, their children played with friends. Only eight said their children invited their friends over to play.

Thus, the teachers and parents confirmed that these elementary children had difficulty dealing with the loss of their relative and needed assistance in coping with their grief.

Table 2

Results of Parent's Pre-Questionnaire

Question	Responses	
	Number of yes Responses	Number of no Responses
1. Are your children having relating problems with their siblings and friends near home?	90	10
2. Are your children helpful around the house with brothers and sisters?	70	30
3. Do your children initiate fights with neighborhood kids?	89	11
4. Do your children get along with neighborhood children?	95	5
5. Do your children invite their friends over to play?	8	92
6. When you go out do your children play with other children?	12	88
7. Do your children talk to you, or express in other ways, about the relatives death?	30	70

N = 100

In summary, in the writer's setting, the typical student whose relative was murdered because of gang violence had problems relating to peers. From this profile, it appeared they were emotionally affected by their loss to a great extent in their school and home environments. To examine the school environment further, the writer consulted with the 10 teachers about their responses regarding each of their ten students. The writer will also confirm the answers by observing the pupils in the classrooms and on the playground.

Causative Analysis

Most of these elementary children had difficulty coping with the tragic death of their relative. A possible cause could have been attributed to the many daily stresses they faced. First, most of them were witnessing violence as a regular occurrence. Typically, they saw gang members walking through their neighborhoods. Often, they heard shootings and had to hide in their homes or run to and from school to prevent being in the line of fire. Many of these elementary children saw their relative, a friend, or stranger being brutally murdered. One characteristic was common to many of the pupils: 70 of the students initiated fights on the playground at school (see Table 2) and 89 initiated fights with neighborhood children (see Table 2). Thus, it appeared the children reacted in anger to the violence they experienced.

In addition, the teachers did not have the knowledge and techniques to help pupils cope with their grief and the violence. Typically, the parents felt helpless, as if they had no power to control the gang violence or stop the gang related deaths. They also felt they had minimal support interventions from the community. Adults felt unable to provide children with coping strategies to deal with gang violence because they had difficulty talking about the relatives' death.

It was assumed that the extent and nature of teacher and parental involvement also reflected the teachers' and parents' attitudes, perceptions, and evaluations of the children's emotional reactions in school and home activities. The children were observed and verbally questioned to determine the degree of teacher and parental involvement in helping them cope with the death of their relative. The pupils felt that at home, their parents had their own problems trying to figure out whether to move to new neighborhoods. So, the children decided not to bother their parents and ask for help. The students also did not ask teachers for help if the teachers did not ask them what is wrong. Which variables were the causes or which were the consequences of the other was not as important as recognizing that a relationship between teachers and parents perceptions or evaluations relevant to the children's behaviors existed.

Relationship of the Problem to the Literature

A pervasive problem in analyzing the research relates to helping elementary children cope with the tragic death of their relative, is that there is little research on homicide. Another problem according to Conley (1983) and McBeath (1983) is that teachers and parents do not feel adequately trained to help children deal with the four painful mourning stages of grief. That is why they want the Elementary School Counselor to do activities and grief work techniques with students. Other literature gives evidence to the problem teachers and parents have in helping children deal with the effects of grief from gang violence. According to Loomis-Romond (1989), adults need assistance in helping children handle their nightmares and fears about a relative's death and their own inevitable death. They feel unprepared to help children deal with such tragedies. Conley (1983) states that youngsters need assistance with normal mourning and the stages of grief: 1. numbing, 2. yearning and searching, 3. disorganization and despair, and 4. reorganization. If youngsters do not go through the natural mourning process and deal with their fears, they cannot continue their normal healthy development. Those who cannot get their intense feelings out, may keep their pain and anger inside. Thus, it can become impossible for them to continue feeling good about school and home. They cannot help being influenced by their extreme loss.

The literature reveals how necessary it is for children to explore the subject of death and go through the stages of grief. Schneider (1989) expresses the nature of grief as consisting of: 1. discovering what is lost, 2. discovering what is left, and 3. discovering what is possible. For example; if a relative is murdered by gang members, children hopefully have another parent or relative to live with. As mentioned previously, if the surviving relative or parent is extremely concerned with his or her own problems of whether to relocate to a new neighborhood, the children may feel as if they had no-one to confide in. Thus, their grieving becomes more painful.

Schaefer and Lyons (1988) say the basic stages of grief are: 1. protesting the death, 2. dealing with the pain, and 3. hope or rebuilding and moving on with life. These various terms for stages of mourning all lead to healthy recovery. That is why school personnel need to take an active role in helping children through their grief process when they learn about a student's tragic loss. Creekmore (1988) mentions that the grief process (1. denial, 2. anger, 3. bargaining, 4. depression, and 5. acceptance) must be worked through. Post-Kammer (1985) agree these areas need to be dealt with. The counselor can assist children with their coping and communication skills. The school should not expect children to continue working as if nothing has happened to their relative. Educators have a responsibility

to assist pupil's educational, emotional, and social development.

Parents also should help their children cope with the loss of their relative. However, often these parents do not develop effective coping skills to deal with minor occurrences, not to mention major disasters like murder. Just because they experience frequent gang violence and appear to be accustomed to it, does not mean they have developed healthy coping strategies to deal with it or are able to help their children handle it. Thus, educators can intervene by helping children understand their grief. According to Witcher (1989), not only should educators realize children experience these emotional stages, but parents need help coping. Often, school personnel need to refer parents to community counseling services to assist them in dealing with the loss. Adults also need to know that children have different reactions to death at different age levels.

Yehl (1986) and Wolfelt (1983) say elementary school personnel need to know what the specific age-related reactions to death are. Until age six, children fear losing parents and blame themselves if they do. Through age ten, they feel anger, sadness, and loss. Between ages eleven through thirteen, they feel emotional preoccupation, suffer identity problems and have loyalty conflicts. Thus, this accounts for why elementary children who lose a relative, frequently feel guilty and cannot stop thinking

about their relative. They spend much of their time talking about the gangs and their deceased relative, drawing pictures and daydreaming about gang violence and their relatives' murder. Matter (1983) states since elementary children's understanding of death differs at various stages of their development, many different techniques can help them express their feelings. Discussing fairy tales or stories, role playing, puppetry, art activities, and Magic Circle discussions work with children who have experienced the traumatic death of a relative. Thus, the literature reveals many ways of helping children cope with grief.

Schaefer and Lyons (1988) focus on helping children deal with their reactions to death: exhaustion, dependency, feelings of unreality, panic, preoccupation with the dead person, hyperactivity, destructive behavior and regression. These intense reactions to unusual or chronic stress such as a relative's death and gang violence is called (Davidson and Baum, 1986), Post Traumatic Stress Disorder. In order for educators to be effective in helping children deal with this stress (Agre, 1989), they need to express their feelings and cope with children's reactions to death. This way, these adults can better assist youngsters in dealing with their trauma. According to Wolfelt (1983), caregivers need to be helpers, caring, have caregiving skills, and develop intended growth outcomes. They need communication skills for aiding children in expressing their grief. In order for children to develop a healthy understanding of death (Cruse,

1983), it is dependent upon adults' having healthy attitudes about it. That's why it is so important for counselors and educators to explore their own attitudes about death.

Sometimes it is too painful for adults to discuss a relatives' death, so they try to protect children from the realities of death by using euphemisms such as: "gone away, asleep forever, and passed on." Using euphemisms (Wilder, 1980) tend to create more confusion and fear about death. Children need realistic, direct, and developmentally appropriate language to understand death. The elementary counselor can encourage educators and parents to use specific terms, not euphemisms to discuss death. Teachers and counselors can use books and films to help children understand and accept death. Bertolia and Allan (1988) believe euphemisms such as: "long sleep," give children little real information about what death really is. Euphemisms and repetitive funeral songs (Carter, 1987) like, "Let's Take Him To His Grave," are confusing and can be frightening to elementary aged children. That is why the use of euphemisms should be avoided. Also, all aspects about the funeral should be explained in age appropriate terms to children before the funeral. If children are not allowed to attend the funeral, it prolongs their grieving process.

The literature also outlines behaviors bereaved children display and recommends specific counseling skills and methods to help children through their grief process.

Carter (1987) explains how play therapy helps elementary aged children act out their feelings. This helps decrease pupils inappropriate expression of anger toward their peers. Arena, Herman, and Hoffman (1983) discuss how crisis intervention models can be utilized by the school community after violent neighborhood incidents to help the adults and children in the school community cope with a successful resolution of the crisis. Children need this help in understanding the situation to better express their fears. Jaffe, Wilson, and Wolfe (1986) feel early intervention which focuses on children's attitudes about death, violence and aggression can help decrease the amount of fighting in schools.

Vinturella and James (1987) believe sand play helps children focus on resolving conflicts about their relatives' death in healthy ways. Children are able to freely express their feelings of rage with sand play. They can openly act out all their fantasies of revenge. In addition, (Gray, 1988) peer support groups help children express feelings they may not be able to communicate with adults alone. Often it was easier for students to share their real feelings when they learn their peers have similar ideas.

This can be uncomfortable for teachers in the classroom. They often may not feel prepared to deal with the intense emotions; they typically feel uncomfortable. According to McBeath (1983), when teachers ask counselors to help students understand about death, the teachers prefer

the counselor work directly with students instead of involving themselves. If educators feel comfortable, (Atkinson, 1983) the most helpful time to learn how to cope with death is in the context of a life situation. For example; if a pet dies in the classroom, this can become a learning experience for children. Educators can act as therapeutic agents to help children understand and cope with death. Peers can act as an additional support network for children whose relatives have died. However, educators need to be sensitive to how they approach the topic of death with children. MacIssac and King (1989) concentrate on the positive ways to read books about death in order to launch discussions about death.

Ely and Anzul (1989) mention that reading out loud and writing stories helped children talk about death. Once children express a desire to talk about death, they must be given time to get their feelings out. This discussion can be part of their language class. Garanzini (1987) says teachers can help children's mourning processes by showing them how to ritualize grief expressions. The children can do pretend funerals and memorials in the classroom. This allows them the opportunity to grieve and realize life is a natural process which ends in death. Teaching life cycle stages in science also shows children the natural progression from birth to death. By rehearsing or role playing funerals and memorials, children become less fearful about death.

Eddy, Pierre, Alles, and Davis (1984/1985) focus on how children's concepts of death and abilities to cope with death are influenced by a variety of mental, societal, and experiential factors. They need a warm and safe environment in order to feel comfortable sharing. Miller (1987) says unless children are given an opportunity to feel comfortable talking about death, they will not share in the classroom. Graham (1984) believes that classroom settings and educators have far reaching implications about how students view themselves and what they feel comfortable discussing. Linn (1983) feels professionals can encourage children to openly talk about their feelings regarding death. Donnelly (1988) says bereaved children tend to glorify their deceased relative.

The literature confirms that children also experience death anxiety, or appear unconcerned, but they are having difficulty comprehending that their loved one is gone forever. Morrow (1987) feels adults view children's reactions to death as cruel. Lord (1987) explains that children cope differently with a relatives' death depending upon how close they have been to the deceased and how their relative died.

If the person was violently murdered, children may have difficulty understanding why this happened. They also fear the murderer will harm or kill them. The criminal justice system and media often cause the living relatives to

experience "secondary victimization" by continually traumatizing them with questions.

Often the initial shock of the tragedy is more terrifying than the death. Turnbull (1990) says even though children know intellectually what happened, the shock is too painful for them to emotionally comprehend. Redmond (1989) discusses how important it is for professionals to help decrease the survivor's distress. Professionals need to be extremely supportive and patient when helping children discuss their fears.

Children need support to help them deal with the physical symptoms they developed such as: insomnia, eating problems, headaches, muscle tension, and anxiety. They often experience a loss of concentration, disorganization, rage and grief. This is why professionals working with these survivors of victimization need to be trained in how to work with homicide survivors. Stover (1986) says in order to survive, these children need to act tough and not show their emotions or weaknesses. They feel lonely and helpless, but cannot express it. Sometimes they turn to gangs for support or in an effort to get retaliation against the murderer. In order to survive in the inner-city, they need to understand gangs. The gang can become their substitute family and fill a void of the dead relative, especially if their parent is the one who is murdered. Schwartz (1989) is concerned that gangs are becoming so

prevalent that people witnessing gang murders has become common place.

Pynoos and Spencer (1986) talk about how students are entrenched in detachment when they are pressured by gangs, witness gang violence, and mourn for a lost parent. Crabbs (1989) claims children become so traumatized by violence, they feel a sense of futurelessness and hopelessness. Children feel the only way to get back at the murderer, is to take control of the situation themselves. They attempt to decrease grief and anxiety by getting revenge. Baker (1987) finds three out of ten students carry weapons to school for self defense and retaliation purposes. They cannot stop thinking about getting revenge. Wentz (1989) realizes in order to bring about attitude changes in students' minds, their parents and community need to be involved in the process. Often, they develop similar ideas as their parents. If their parents have intense rage and desires to retaliate, then the children also do. Collison, Bowden, Patterson, Snyder, Sandall, and Wellman (1987) stress the importance of developing a school crisis plan team to deal with gang violence and deaths. The foremost implication of such a school crisis plan can help children deal with their anger in appropriate ways.

In conclusion, the variables that influence children's intense rage, inability to concentrate on school work, and initiating fights with peers are affected by educators and parents. From the review of the literature, these

children's successes or failures can be attributed to the support or lack of support they receive from adults. What emerges from the research, is what a great impact educators can have on children and parents to help them cope with gang related deaths and violence.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals

The goal of this grief counseling practicum was that children (elementary students whose relatives were killed because of gang violence) would possess knowledge and techniques to help them mourn for their loved one. It was also expected that school personnel and parents would possess the training and skills to effectively assist pupils through their grief work and ability to cope with gang violence.

Expected Outcomes

The following expected outcomes were projected for this practicum:

1. Elementary school aged children would use techniques they learned to cope with their relatives' death 85% of the time as compared with the same students before being educated in coping skills. It was expected the children would ask educators to assist them.
2. Educators would utilize appropriate interventions they were trained to use in helping pupils effectively cope with their loss 95% of the time.

3. The educators would use their new-found knowledge of coping skills by integrating their understanding with the students.

Measurement of Outcomes

The Teacher's Pre-Questionnaire (see Appendix A) was administered to the 10 teachers. The Parent's Pre-Questionnaire (see Appendix B) was administered to 100 parents. At the end of the program, the Teacher's Post-Questionnaire (see Appendix A) was administered to the 10 teachers. Also, the Parent's Post-Questionnaire (see Appendix B) was to be administered to the 100 parents at the end of the program. It was planned that by re-evaluating the students progress in the grief counseling program each week, students could continually experience success because whenever a strategy did not work, it would quickly be modified or changed.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Many elementary students whose relative was murdered because of gang violence had difficulty concentrating on their classwork and had problems relating well with their peers. Some solutions gleaned from the literature were, according to Collison, Bowden, Patterson, Snyder, Sandell, and Wellman (1987) that a school crisis intervention team could provide support to pupils and staff. It could help adults become comfortable talking about death, even violent deaths. Then, they would be more effective in helping children cope with traumatic deaths. According to Post-Kammer (1985), the elementary counselor could help educators and parents assist children in coping with the crisis of homicide. School personnel could help pupils master effective coping skills to appropriately discuss their feelings and deal with their anger in healthy ways. Once children learned effective coping skills, they utilized the relaxation skills and communication skills whenever difficult situations occurred. They were able to help themselves solve problems. They felt better about themselves and were more effective in assertively seeking help.

According to Witcher (1989), these children and their parents could benefit from learning how to cope with minor every day situations to generalize and help them deal with major tragedies, like murder. Educators helped give children and parents support to cope with tragedies.

Typically, these parents were so overwhelmed with survival concerns that they were not able to help their children learn to cope with intense stress. Thus, as Wentz (1989) said, in order for children to learn new coping strategies, educators needed to involve their parents in finding effective solutions. Thus, when children wrote down their angry feelings in a journal, they felt comfortable sharing and reading their feelings to their parents and teachers.

Wentz (1989) said that these children were typically very disengaged and distanced from their parents because their parents became overwhelmed with their own emotions. When these youngsters shared and read their feelings to their parents and educators, it improved their concentration and helped them release some of their anger. It also helped parents become more involved in their children's recovery process.

In conclusion, when educators in the school were involved in helping pupils cope with traumatic deaths, children felt they had a safe environment from which to get support. It was incumbent upon educators to utilize various strategies to increase students' concentration and decrease

their fighting. Thus, school personnel had the opportunity to enhance children's chance to develop effective coping skills. They helped children effectively deal with their trauma because they were informally trained (discussions with counselor) in death education. Then, they effectively assisted students with grief. Grief Education and mourning for loved ones was appropriate not only for the children who experienced an immediate loss, and would be appropriate for all children.

Description of Selected Solution

On the basis of preceding research, the writer was convinced that grief counseling would influence children and educators in positive ways. With the consensus of all 10 participating educators, this strategy proved successful.

Another viable intervention strategy was to increase parental interaction and involvement in their children's grief process. This intervention provided, for parents, alternative methods to encourage their children's efforts to effectively cope. While for the children, this intervention provided alternative methods of viewing their behaviors during the coping process.

The procedures for implementing the solution strategies included developing the grief counseling program. It included 50 third grade students from five different classrooms and 50 six graders from five different classrooms. The grief counseling sessions occurred in the

counseling office one session per week of approximately 30 to 45 minutes in length for twelve weeks.

Report of Action Taken

Personal weekly teacher consultations were used to determine behavioral changes in the classroom and on the yard. Initially, parents were conferenced as a group by the 10 teachers and writer to submit their written account of their children's behavior at home by circling yes or no answers. The response method was minimal so the parents felt comfortable allowing their children to participate in the grief counseling program.

The parents generally were eager to have their children participate in the program. Mostly mothers completed the questionnaires and signed the counseling consent forms (see Appendix C). However, many of these parents worked and had difficulty taking off from work. Others who did not work, had difficulty coming to school because they had younger children to care for. Several teachers had to reschedule these parent conferences because of cancellations. Some parents only came for a brief consultation and brought their younger children with them. Most of the parents considered the school personnel experts and wanted their children to receive all the services that were available.

It was planned to compare the parents and teachers responses on Post-Questionnaires to the Pre-Questionnaires. The writer expected the parents and teachers would report that students would perform 85 percent better as compared to

the Pre-Questionnaire results on classwork. The children were also expected to relate better (for example: sharing, not fighting) with their peers after they received grief counseling. This standard was based on Pre-Questionnaire versus Post-Questionnaire results as well as observations of these students in the classroom and yard. This determined how much better they performed in class and interacted with their classmates.

The writer wrote in an observation log everyday and recorded difficulties that resulted. The unexpected events were recorded in journals relative to each technique and intervention strategy. The journals afforded a means of recording both quantitative and qualitative data. This information provided an ongoing and systematic approach to program analysis, decision making and organization.

Recording each intervention strategy in the journals allowed the writer to assess which techniques were most successful with pupils and helped improve their concentration and peer relationships. It was planned that as students' peer relationships and concentration improved, they would develop better coping abilities. Each week, the writer recorded how the grief counseling sessions worked.

The writer observed the pupils in the classrooms and consulted with their teachers on a weekly basis to see how much better the students performed with peers. When a student did not improve, the writer reassessed and evaluated what other intervention strategy was necessary. For

example, often that student required more individual counseling sessions (not just group counseling) and more adult reinforcement. Sometimes a student required more positive free time to work alone with his/her teacher once a week extra during recess time.

During the first week of the grief counseling program, the writer had to attend a half-day meeting. Thus, the schedule for that day needed to be modified. During the second week, rival gangs (Bloods and Cripps) burned down two homes in the low-income housing project near the school. So, the entire school was in crisis. The writer went into all the classrooms to talk with the teachers and students. Thus, the writer had many new crisis intervention counseling referrals that week. So, the writer continued the grief counseling program in conjunction with the crisis intervention classroom visits and counseling during the second week. By the third week, 20 percent of the staff asked to be involved in the grief counseling program. The counselor took referrals for when the three month grief counseling program would end.

At first, the students planted seeds in milk cartons filled with dirt. Students discussed birth and death. The counselor discussed with teachers and parents ways they could recognize triggers or warning signs in children when they became too angry. One student reported telling another student "You're getting mad. You better cool it and talk to your teacher or the counselor."

During this first week, the counselor needed to quickly adjust the grief counseling schedule. Some teachers did not like making schedule changes. The counselor assured the staff that the grief counseling schedule would not change unless some school or neighborhood emergency occurred. The students also expressed disappointment when the grief groups had to be rescheduled for different times than originally planned because the counselor had a meeting for half a day.

During the second week, students discussed definitions of grief, loss, and mourning. The counselor encouraged pupils to draw pictures and write stories about their feelings. The counselor discussed with teachers how grief, loss and mourning hinders students from concentrating and relating well with peers.

The counselor visited all 50 classrooms to assess which students needed assistance and did crisis counseling groups in conjunction with grief counseling groups this week because gang members burned two homes down in the neighborhood. Many students stated, "These gangs are out of control. The police can't control them."

During the third week, students discussed death, and various ways someone might die. Students discussed which relative died, when the relative died, and what happened. Students used puppets to show what happened. The counselor received many referrals from teachers for grief counseling for after the three month program.

The counselor discussed with teachers the importance of

allowing students to express their angry feelings in a supportive classroom environment. The teachers allowed students to "act out" their feelings with puppets when the group returned from counseling, as long as the counselor was present to assist with any student who needed individual counseling.

During the fourth week, students discussed funerals, memorials and burials. Students drew pictures of funerals. The counselor discussed how children could feel during funerals (scared, nervous, angry, sad). The counselor demonstrated and taught students relaxation techniques (deep breathing, tensing and releasing) and positive self-talk to cope with their feelings.

Students discussed how it felt to express their anger and how they showed their anger in appropriate, healthy ways. Pupils also discussed how it felt to help themselves feel better and calm themselves down. Students wrote stories to help them express how it felt to help themselves.

During the fifth week, students dug graves. They made paper dolls of their deceased relative and put it in a grave. The counselor encouraged students to write letters and draw pictures for their deceased relative. Some students chose to read their stories and put them in the coffin of their deceased relative. Some students decided to keep their stories and read them to their parents. The pupils who read their stories said, "It sure feels good to get this out."

During the sixth week, students discussed their feelings about losing a close relative and burying them. Students made tombstones out of clay to put on top of the grave. The counselor suggested the students write sentences about their deceased relatives and put them on the tombstones. Some students wrote comments like: "Here rests my best friend," and "He died a brave hero."

The counselor took an active role in the School Crisis Intervention Team to assist several students whose homes were burned down because of gang violence. The Crisis Team members (nurse, counselor, psychologist, 2 coordinators, 3 assistant principals) assumed their appropriate roles during this crisis. The counselor went into all fifty classrooms and assessed which students needed crisis counseling. Thus, the grief counseling schedule needed to be changed for the week. However, the teachers were very grateful for the assistance during this crisis. The grief counseling schedule went as planned for the remainder of the program.

During the seventh week, students discussed their anger over someone killing their relative. The students drew pictures of what they were told by their parents, their teachers and police about the murder.

The counselor encouraged students to talk with the police officers when they visited their school for various school programs each week. The pupils often showed their pictures about their relatives' murder to the police. Many students said, "It's good talking to the police."

During the eighth week, students discussed how they wanted to get revenge against murderers. The students "acted out" by using puppets. The counselor helped students do brain-storming and problem solving strategies to resolve their feelings.

The counselor helped students role play various comments and scenes of what they could do to solve their problems and feel better. For example; the counselor taught students a simple, four step problem solving model (1. walk away from a dangerous scene, 2. tell an adult when you need help, 3. find a quiet place to write down your feelings, 4. share your feelings and stories with a trusted adult) to use when they encountered a death.

During the ninth week, students discussed how it felt to express their feeling of anger and pain. They discussed how it felt to show their anger in appropriate ways and share their feelings with a trusted adult (counselor, teacher and parent). Students wrote their feelings in journal. The counselor discussed the importance of children talking about their feelings of anger and pain.

During the tenth week, students discussed how writing helped them feel better. Students wrote letters to the murderer about their feelings. They wrote letters to their parents, their teachers, and the police about what they needed or wanted to feel safe again.

The counselor encouraged the students to share their letters with their parents and teachers. Many children felt

very comfortable sharing their letters. Many had tears in their eyes as they read their letters. None of their peers teased or laughed at them. One pupils who cried said, "I have good friends in this class."

During the eleventh week, students read their letters in the counseling group. Students put their letters in a Grief Folder or Memory Folder for their deceased relative. Students made a Memory Folder about their deceased relative. The counselor encouraged students to write their feelings down in a journal and keep it in their Memory Folder for their deceased relative. Often, the pupils shared their stories with the group in counseling and with their class after counseling. The teachers understood that after the weekly grief counseling sessions, the pupils needed time to discuss their feelings. The counselor suggested the teachers let the pupils practice deep breathing or tensing and releasing relaxation techniques whenever they needed to.

During the twelfth and final week, students discussed how much it helped to do grief counseling. They talked about how much better they got along with other children at home and school. The pupils explained how much better they concentrated in school and at home.

The counselor gave the teachers and parents post-questionnaires to do. The counselor interviewed teachers for post evaluation of their pupils' progress. The teachers were pleased and surprised by their pupils' progress considering the relatively short length of time they

received grief counseling. They expressed a desire to continue the grief counseling program. So, the counselor decided to continue to do on-going grief counseling after the twelve week program ended.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Prior to the implementation of the grief counseling program, many elementary children had difficulty concentrating, completing their class work, relating with peers and talked about getting revenge at gang members who murdered their relative. These students constantly thought about and worried that gang members would harm them or their relatives outside of school. The writer spent 40 percent of the time concentrating on helping children learn techniques to cope with their relatives' death. The writer spent 45 percent of the time helping educators utilize appropriate grief counseling interventions to assist pupils in coping with gang violence. Another 15 percent of the time was spent on student observations, staff and parent consultations, and data collection.

The writer expected the following occurrences or changes at the end of the grief counseling program:

1. Elementary children would use techniques they learned to cope with their relatives' death 85% of the time and ask educators for assistance when they needed help.

2. Educators would utilize appropriate grief counseling interventions they learned to help pupils effectively cope with their loss 95% of the time.

3. Educators would use their coping skills and understanding about grief to assist students in dealing with their grief.

At the end of the grief counseling program, the writer gave 10 teachers the Teacher Post-Questionnaire (see Table 3) and 100 parents the Parent Post-Questionnaire (see Table 4). The results of the Teacher Post-Questionnaire indicated eight teachers felt the students were helpful when peers had problems, were friendly and initiated conversations with their peers. The counselor hoped to obtain 95% success, but these findings indicated eight teachers felt pupils had improved in the above mentioned areas. Perhaps if the grief counseling sessions were done longer, the teachers' report would have been even better. The Teacher Post-Questionnaire also shows nine teachers felt their pupils now shared materials in the classroom compared to only four teachers who reported this on the Teacher Pre-Questionnaire. Thus, children's ability to share in the classroom significantly improved after they had grief counseling. The Teacher Post-Questionnaire also indicated three teachers felt students still initiated fights on the playground compared (Teacher Pre-Questionnaire) to seven teachers who felt students initiated fights. So, students starting fights has decreased somewhat. Perhaps, since students are used to

defending themselves on the street, this survival skill takes longer to deal with. It will take longer to help children in the inner city realize they do not need to defend themselves at school because school personnel are available to help them. The Teacher Post-Questionnaire also showed six teachers felt they had adequate skills to assist students with their grief. Perhaps more teachers would feel more qualified to help students with their grief if the teachers had grief training as part of their teacher training programs or if inner city school districts offered inservice grief programs for new teachers.

Table 3

Results of Teacher's Post-Questionnaire

Question	Responses	
	Number of yes Responses	Number of no Responses
1. Are your students helpful if peers have problems?	8	2
2. Do your students share materials with other peers?	9	1
3. Are your students friendly and sociable?	8	2
4. Do your students initiate conversations with their peers?	8	2
5. Do your students initiate fights on the playground?	3	7
6. Do you feel that you have adequate skills to assist pupils with their grief?	6	4

N = 10

The results of the Parent Post-Questionnaire (see Table 4) showed the results of responses from 100 parents of children who received one month of weekly grief counseling group sessions. The 10 teachers involved in the grief counseling program translated the questionnaires for Hispanic parents whenever necessary. Some parents lost the Parent Post-Questionnaires and the teachers had to give the parents the questionnaires again. The Parent Post-Questionnaire results show 90 parents felt their children were helpful with siblings at home and 91 felt their children talked with them about their relatives' death. The writer anticipated 85% success, so these results demonstrate much improvement compared to only 70 parents who reported on the Parent Pre-Questionnaire that their children were helpful at home and did not talk about their feelings about their relatives' death. Thus, after receiving grief counseling, these children were more helpful at home and talked more to their parents about their relatives' death.

Although teachers reported much improvement (Teacher Post-Questionnaire, Table 3) in how pupils interacted with peers at school, parents reported minimal improvement (Parent Post-Questionnaire, Table 4) in how their children interacted with neighborhood children. Perhaps, this occurred because children in the inner city need to fight back and defend themselves

in the streets. These children would probably benefit from a longer grief counseling program. The Parent Post-Questionnaire showed 68 parents felt their children did not relate well with siblings or neighborhood friends compared to 90 parents who reported this on the Parent Pre-Questionnaire. So, there was improvement in how children interacted at home. Only 35 parents felt their children initiated fights with neighborhood children and 40 parents felt their children did not relate well with neighborhood children. Thus, fighting seems to have decreased in neighborhoods, but not completely. Perhaps, fighting still continues in neighborhoods because of the extreme, on-going gang violence.

The parents also report some improvement in their children playing with neighborhood children. For example, 61 parents reported their children invited friends over to play and 64 parents reported (Parent Post-Questionnaire) that when they go out, their children play with other children. Typically, when the parents have to work, they leave the older children to babysit their younger siblings or they leave the children home alone because of financial circumstances. Perhaps more children do not invite friends over to play when their parents are gone at work because it is not safe to walk in their neighborhoods alone. These

children may also feel safer staying at home and locking their doors.

Table 4

Results of Parent's Post-Questionnaire

Question	Responses	
	Number of yes Responses	Number of no Responses
1. Are your children having problems relating with their siblings and friends near home?	68	32
2. Are your children helpful around the house with brothers and sisters?	90	10
3. Do your children initiate fights with neighborhood children?	35	65
4. Do your children relate poorly with neighborhood children?	40	60
5. Do your children invite their friends over to play?	61	39
6. When you go out, do your children play with other children?	64	36
7. Do your children talk to you, or express in other ways, about their relatives' death?	91	9

N = 100

Discussion

The writer believes the children involved in the weekly grief counseling sessions for three months benefitted from the grief program. Children dealt with the death of their relative better after receiving twelve weeks of grief counseling. It would be interesting to see how the students benefitted on a long term basis. For the purposes of this project, the program needed to be confined to three months because of time constraints. The implementation of a school crisis intervention team (focusing on gang violence) helped the staff remain consistent in how school personnel dealt with neighborhood trauma. During the last week or week twelve, the writer realized it would be helpful to implement the grief counseling program on an on-going basis. Since there is a great need for an on-going grief counseling program in this large inner city elementary school, the writer plans to continue the program in January 1992.

Recommendations

The writer feels the following recommendations could benefit others:

1. The writer realized it would be beneficial to wait a longer period of time (perhaps, six months) between giving the Pre and Post Questionnaires to teachers and parents. This would eliminate "test-wise"

results of teachers and parents remembering how they answered the pre test questions.

2. The writer recommends that the students involved in the grief counseling program also be given pre and post questionnaires. This would assist the writer in determining if the students felt they benefitted from the grief counseling program.

3. The writer realizes the sample of 100 students involved in the three month grief counseling program was a sample of convenience. So, the results are limited to inner city schools within the local area or other large cities with similar characteristics.

4. It is recommended that if the year round school budget permits, perhaps an aide could assist the writer with the organizing of Pre and Post Questionnaire results. This way, the writer would have more time to devote to developing and implementing grief counseling techniques.

Dissemination

Since there is such a great need for grief counseling within the schools, it would be feasible and helpful to have more journal publications and further research done in the field. The writer has shared (at meetings) the results of this grief counseling program with 49 other Elementary School Counselors within the community to assist them in implementing a grief counseling program at their schools. The writer has

received much positive feedback and interest from other educators who have requested information about applicable professional journal articles and books that would be helpful for them to read.

REFERENCES

- Agre, L. G. (1989, December). "An Elementary Counselor Learns Coping Skills." Elementary School Guidance And Counseling, 24, 167.
- Arena, C., Herman, J., Hoffman, T. (1983). "Helping Children Deal With the Death of a Classmate: A Crisis Intervention Model." CORA Services
- Atkinson, T. L. (1983). "Teacher Intervention With Elementary School Children in Death-Related Situations." Death Education, 4:149-163, Hemisphere Publishing Corp.
- Baker, M. G. (1987, Winter). "The Teacher's Need To Know Versus The Student's Right To Privacy." Journal of Law and Education, 16(1), 71-91.
- Bertoia, J., Allan, J. (1988, October). "School Management of the Bereaved Child." Elementary School Guidance and Counseling, 23, 30-37.
- Carter, S. R. (1987, February). Use of Puppets to Treat traumatic Grief: A Case Study." Elementary School Guidance and Counseling, 210-215.
- Collison, B. B., Bowden, S., Patterson, M., Snyder, J., Sandall, S., Wellman, P. (1987, March). "After the Shooting Stops." Journal of Counseling and Development, 65, 389-390.

- Conley, L. M. (1983, October). "Loss Through Death." Independent School, 35, 35-38.
- Crabbs, M. A. (1989, December). "Future Perfect: Planning For The Next Century." Elementary School Guidance and Counseling, 24, 160-165.
- Crase, D. R., Crase, D. (1983). "Parental Attitudes Toward Death Education For Young Children." Death Education, 6, 61-73.
- Creekmore, W. N., and Students (1988, November). "Family-Classroom: A Critical Balance." Academic Therapy, 24(2), 207-218.
- Davidson, L. M., Baum, A. (1986). "Chronic Stress And Post traumatic Stress Disorders." Journal of Consulting and Clinical Psychology, 54(3), 303-308.
- Donnelly, K. F. (1988). Recovering From The Loss of a Sibling. New York: Dodd, Mead & Company.
- Eddy, J. M., St. Pierre, R. W., Alles, W. F., Davis, D. M. (December 1984/January 1985). "Death Counseling in School Age Populations." Health Education, 42-45.
- Ely, M., Anzul, M. (1989, November). "Moments of Passion: On Looking Out of the Corner of One's Eye." Language Arts, 66(7), 742-748.
- Garanzini, M. J. (1987, November). "Explaining Death to Children: the Healing Process." Momentum, 30-32.
- Graham, S. (1984, September). "Teacher Feelings and Student Thoughts: An Attributional Approach to Affect in the

- Classroom." The Elementary School Journal, 85(1), 91-103.
- Gray, R. E. (1988, January). "The Role of School Counselors With Bereaved Teenagers: With And Without Peer Support Groups." The School Counselor, 185-193.
- Jaffe, P., Wilson, S., Wolfe, D. A. (1986). "Promoting Changes in Attitudes and Understanding of Conflict Resolution Among Child Witnesses of Family violence." Canadian Journal of Behavioral Science, 18(4), 356-365.
- Linn, E. (1983) Children Are Not Paper Dolls. Incline village, Nevada: The Publishers Mark.
- Loomis-Romond, J. L. (1989). Children Facing Grief: Letters From Bereaved Brothers and Sisters. St. Meinrad, Indiana: Abbey Press.
- Lord, J. H., Wheler E. D. (Ed.). (1990). No Time For Goodbyes. Ventura, California: Pathfinder Publishing.
- MacIsaac, P., King, S. (1989, January). "What Did You Do With Sophie, Teacher?" Young Children, 37-38.
- Matter, D. E., Matter, R. M. (1983, December). "Developmental Sequences In Children's Understanding Of Death With Implications For Counselors." Elementary School Guidance and Counseling, 17, 112-118.
- McBeath, M. (1983, March). "Consulting With teachers in Two Areas: Grief and Mourning: Relaxation Techniques." The Personnel And Guidance Journal, 473-476.
- Miller, H. L. (1987, October). "Helping Kindergartners Deal With Death." Childhood Education, 87-89.

- Morrow, G. (1987). The Compassionate School. Englewood Cliffs, New Jersey: Prentice-Hall.
- Post-Kammer, P., Nickolai, S. (1985, December). "Counseling Services For The Siblings Of The Handicapped." Elementary School Guidance and Counseling, 115-119.
- Pynoos, S. R., Eth, S. (1986). "Witness to Violence: The Child Interview." Journal of the American Academy of Child Psychiatry, 25(3), 306-319.
- Redmond, L. M. (1989). Surviving When Someone You Love Was Murdered. Clearwater, Florida: Psychological Consultation and Education Services.
- Schaefer, D., Lyons, C. (1988). How Do We Tell The Children? Helping Children Understand And Cope When Someone Dies. New York: Newmarket Press.
- Schneider, J. (1989, Autumn). "The Transformative Power of Grief." Noetic Sciences Review, 26-31.
- Schwartz, A. J. (1989, October). "Middle-Class Educational Values Among Latino Gang Members in East Los Angeles County High School." Urban Education, 24(3), 323-342.
- Stover, D. (1986, August). "A New Breed of Youth Gang is on the Prowl and a Bigger Threat That Ever."
- Turnbull, S. (1990). Who Lives Happily Ever After? Omaha: Centering Corp.
- Vinturella, L., James, R. (1987, February). "Sand Play: A Therapeutic Medium With Children." Elementary School Guidance And Counseling, 229-238.

- Wentz, R. E. (1989, September-December). "School Principals: The Emerging Community Heroes As The 199s Unfold." National Association of Secondary School Principals Bulletin, 73, 40-43.
- Witcher, A. E. (1989, March). "The Grief Process As Experienced By Parents Of Handicapped Children." Principal, 30-32.
- Wolfelt, A. (1983). Helping Children Cope With Grief. Muncie, Indiana: Accelerated Development.
- Yehl, S. (1986, December). "The Hurting Child: Only an Open, Caring Teacher Can Reach - And Teach - The Child From A Fragmented Family." Momentum, 20-21.

APPENDIX A
TEACHER PRE-POST QUESTIONNAIRE

APPENDIX A

TEACHER PRE-POST QUESTIONNAIRE

1. Are your students helpful if peers have problems?
_____ yes _____ no
2. Do your students share materials with other peers?
_____ yes _____ no
3. Are your students friendly and sociable?
_____ yes _____ no
4. Do your students initiate conversation with their peers?
_____ yes _____ no
5. Do your students initiate fights on the playground?
_____ yes _____ no
6. Do you feel that you have adequate skills to assist pupils with their grief?
_____ yes _____ no

APPENDIX B
PARENT PRE-POST QUESTIONNAIRE

APPENDIX B
PARENT PRE-POST QUESTIONNAIRE

1. Are your children having problems relating with their siblings and friends near home?
_____ yes _____ no
2. Are your children helpful around the house with brothers and sisters?
_____ yes _____ no
3. Do your children initiate fights with neighborhood children?
_____ yes _____ no
4. Do your children get along well with neighborhood children?
_____ yes _____ no
5. Do your children invite their friends over to play?
_____ yes _____ no
6. When you go out do your children play with other children?
_____ yes _____ no
7. Do your children talk to you, or express in other ways, about the relatives death?
_____ yes _____ no

APPENDIX C
PARENT CONSENT FORMS

APPENDIX C
PARENT CONSENT FORMS

Student's Name: _____

Address: _____

Birthdate: _____ Teacher: _____ Room: _____

Grade: _____ Phone: _____

I give my permission for my child, _____ to participate in the three month Grief Counseling Program this school year.

NAME: _____ DATE: _____
(Parent or Guardian)

SIGNATURE: _____
(Parent or Guardian)