

Student Interventions  
Sudden Loss

James A. Bozigar. ACSW, LSW

## *RESPONDING TO LOSS*

*Mr. James Bozigar, ACSW, LSW  
Mon Valley School / 412-469-2551*

Death is a part of living. All people die, but we are frequently unsure of how to respond to a particular person's death. Death evokes many emotions in us. We remember our own losses and may even think about our own immortality when someone we know is dying or has died. As educators, we have the opportunity to teach others some of the more healthy ways to recover from someone's death.

In order to help a child or colleague with the process of grief recovery, we must first be aware of our own response to death. We need to understand and have a grasp on the effects a particular person's death has for us. Be aware of your relationship to the person and understand what his/her loss means to you.

It is acceptable to express our emotions as we help children understand the death of someone they know. However, we must be aware that how we express these emotions can have a strong influence on how students respond and recover from the loss.

Some guidelines to follow as you discuss a loss or death with students are to be honest in what you share. Discuss the specifics of the death in an 'as matter-of-fact' way as possible. Give students guidance on the best ways to respond. Be open to questions and be prepared to refer students who may need additional time or one-on-one time with someone to examine their feelings. Be available and let students know that they can talk with you about this situation. Don't hesitate to consult with the Social Worker or Counselor if you have a concern about a student or are uncertain about how to respond in a given situation.

Remember, living through a loss is a part of living. It changes you. How you respond and cope can make you a stronger and more compassionate person; giving you new understanding into your own values and life. It can also help us see how we are all interconnected to each other, which can give us a sense of belonging and support.

### ATTACHED RESOURCE MATERIAL:

ASPECTS OF GRIEF REACTIONS IN CHILDREN

GUIDELINES FOR TALKING WITH STUDENTS IN THE AFTERMATH OF A LOSS

TYPICAL STAGES OF GRIEF

WAYS TO HELP YOUNG PEOPLE DEAL WITH LOSS

PARENTS ASK: "HOW TO EXPLAIN DEATH TO CHILDREN?"

RESOURCES ON GRIEF

REFERRAL RESOURCES FOR YOUTH

## ASPECTS OF GRIEF REACTIONS IN CHILDREN

All of the following responses are typical of children who have experienced loss and are normal as long as the reaction does not interfere with normal psychosocial development.

1. Absence of Feelings: Children sometimes return to a play or extracurricular activity after learning about a loss or traumatic event without apparent effect.
2. Regression: Often children will revert to earlier childhood behaviors such as being fearful of the dark, wanting comforted in the night, thumb sucking, etc.
3. Explosive Emotions: Threshold for controlling feelings is low. Emotional outbursts may reflect primary feelings of pain, helplessness, frustration, abandonment and hurt.
4. Physiological Changes: Somatic complaints often occur in youth in time of grief. These complaints can range from lack of sleep to lack of appetite, headaches, stomachaches, shortness of breath, muscle pain, eye problems, fatigue and hot or cold flashes.
5. Acting Out Behavior: Youth unable to verbalize feeling adequately may express the pain of grief through acting out. Behaviors may include temper outbursts, irritability, initiating fights, defying authority, breaking rules, verbal attacks, vandalism, disregard for personal safety or safety of others.
6. Disorganization and Panic: In the young persons fight against the reality of grief, they may be grappling with the question, "Who is going to take care of me now?", and "Will I survive?". The young person may become confused and frightened by the intensity and duration of their feelings. The loss may interfere with beliefs and plans for the future. Whereas most youth hold the future as being filled with promise, youth who are experiencing grief will dread and worry about the future and their role in it.
7. Big Woman/Man Syndrome: In an attempt to cope with the loss with whatever abilities the young person has, they may try to grow up too quickly to become the "woman or man of the house" to replace the person who has been lost.

From: Wolfelt, A. (1990). Helping Children Cope With Grief. Muncie, IN: Accelerated Development, Inc.

## GUIDELINES FOR TALKING WITH STUDENTS IN THE AFTERMATH OF A LOSS

1. Explain that it is normal to feel emotions such as shock, fear, sadness, guilt, numbness, anger, ect. Encourage students to talk about these feelings with each other, parents and counselors.
2. Let students know that there is no "right way" to feel after a loss. Remind students that they need to deal with their grief in their own "best" way and that students need to be patient with each other.
3. Do not expect students to "resolve their grief" after talking with someone about it. Grieving is a process and students need to work through that process in order to reconcile their feeling with their loss.
4. Do not try to "cheer students up". Students need to experience the grief process, even though it is painful and difficult.
5. Help to clarify the facts about the loss. Ask student to tell you what they have heard and correct errors and rumors if necessary.
6. Stress that no one is to blame for the loss. The only thing we have control of in our lives are ourselves.
7. Do not glamorize the loss or the person who has died. Memorials and tributes can backfire and are not recommended for schools.
8. Encourage students to describe their memories of the person who has died. These memories may be sad, happy, angry or ambivalent.
9. Talk candidly with students about the facts of death, the funeral home, burial and services.
10. Rehearse possible condolences messages to the family. Help students to find the right words in expressing grief and concern.
11. Emphasize the importance of talking about feelings.
12. Make sure that students know about resources to help them with their grief. Publish hot and help line numbers.

## TYPICAL STAGES TO GRIEF

**Shock:** Disbelief, feelings of numbness, denial. Thinking this is a nightmare and will wake up.

**Sadness:** This includes the feelings of devastation, deep sorrow, longing to be with the person and a yearning for things to return to the way they were.

**Fear:** This includes feelings that the pain of loss will not go away and fear that you will not be able to survive the void left by the loss.

**Shame:** Embarrassment about the feelings and ability or inability to express feelings. Controlling emotions is especially important for men.

**Anger:** Over the loss and the pain that it causes. Anger over the perceived changes in status and the future. Anger can also be directed at the lost love object. Anger will also be a factor if there is someone to "blame" for the loss.

**Guilt:** Feelings that something could have been done to prevent the loss. Sometimes young people have an inflated sense of omnipotence and believe in their ability to control outcomes. Younger children clearly believe that they have that kind of control over events.

## WAYS TO HELP YOUNG PEOPLE DEAL WITH LOSS

**Talk about the loss:** The gory details of the loss should not be emphasize, but you should give young people the chance to talk about what happened, the sequence of events and the significance of the loss.

**Search for reasons:** Remember that you can never fully understand why the loss has occurred, but you can look at the events that led up to the loss.

**Express all feelings:** All feelings are valid. Feelings of resentment, hate, abandonment, caring and love are all equally valid. Don't deny or negate any feeling. Give the young person the chance to talk about any feeling that they want to. Remember, however, to separate feelings from acts. Not all actions are acceptable.

**Channel feelings:** Give the young person the opportunity to work feeling through by using group discussions, drama, art, music, writing, public service and other activities.

**Give time alone:** The young person needs time alone as well as with others. Be concerned about young people who isolate themselves or develop groups that self-isolate. If any behavior becomes dysfunctional, speak to the young person and try to achieve balance.

**Respect individual time frames:** Every person is different. Some people need more time than others to recover from the loss. Follow and listen to the individual's need. Keep channels of communication open and encourage sharing of ideas, feelings and concerns.

## PARENTS ASK



### How do you explain death to children?

Questions about death arise as children explore life. Why do flowers die? Where do dead ants go? Why do people die? What happens when you die? Are YOU gonna die, Mommy? That is the bottom-line concern.

Our task is to respond in language children can understand without frightening them and with reassurance of their durability. Although there are no definitive answers, there are basic guidelines that make kids feel safe and more durable in the face of loss.

1. *Be honest:* Parents earn trust with truth. Kids' fantasies usually "out-horrible" any reality, and truth is the best antidote to fear. We can share facts without gory details. We can explain severe injuries or illness that no medicine or treatment will cure. We can describe how one's brain, which makes the whole body work, was damaged and stopped working. It is important to assure the child that there was no way to save the person's life.

2. *Be definitive:* The scientific fact of death should be clarified so the child knows the dead person is not hurting. There is no thinking or feeling when the body is dead. Explanations that create ghosts or threaten the child's privacy can be destructive. "He's always watching you" is scary for kids to contemplate. We can remember someone but don't have to think about them beyond our will.

3. *Allow feelings:* Grief is anger, fear, sorrow, and guilt (not necessarily in that order). Relief is

spelled S-H-A-R-E and comfort is acceptance of whatever one feels. We cannot move beyond pain if we can't express it and, in a family, this is a group process. Big kids DO cry and do NOT have to be tough. Real courage is knowing pain and going on with life. We need to tell our children enough to help them grieve.. They will tell us what more they need if we listen.

4. *Talk straight:* Platitudes confuse and generate anxiety and anger. Theology may be helpful but the scientific reality of death must be understood before the religious premise can be appreciated.

5. *Prepare:* Whatever the child's experience, if (s)he chooses to attend the funeral or visit the grave, (s)he needs to know what will be seen and heard there. Viewing should be a private time that allows for dialogue and release without embarrassment or disruption.

*Lois Greenberg is a psychiatric social worker. She is director of out-patient services at the Parent and Child Guidance Center, and is on the faculty at the Graduate School of Social Work at the University of Pittsburgh.*

*Next month: Specific questions and issues relating to children's concepts of death.*

Please direct your questions to *Parents Ask*, Pittsburgh's Child, Box 418, Gibsonia, PA 15044. Writers can, if they prefer, remain anonymous. This paper reserves the right to select all editorial material submitted to it for publication.

## RESOURCES ON GRIEF

Grollman, Earl. EXPLAINING DEATH TO CHILDREN, Beacon Press, Boston, 1967.

Ibid, TALKING ABOUT DEATH: A DIALOGUE BETWEEN PARENT AND CHILD, Beacon Press, Boston, 1976.

Kubler-Ross, Elisabeth. DEATH: THE FINAL STAGE OF GROWTH, Prentice-Hall, Englewood Cliffs, New Jersey, 1975.

Schoenberg, Bernard, Carr, Peretz, & Kutscher. LOSS AND GRIEF: PSYCHOLOGICAL MANAGEMENT IN MEDICAL PRACTICE, Columbia University Press, New York City, 1970.

## Resources for Children

### Teen Hotline

(412) 361-TEEN  
(412) 361-8336

### Alcohol & Drugs

Alcoholics Anonymous

(412) 471-7472

Brighton Woods Adolescent Program

(412) 734-1010

Center for Chemical Dependency (St. Francis)

(412) 622-4511

United Mental Health

(412) 391-3820

Nar-Anon

(412) 782-2210

Narcotics Anonymous

(412) 391-5247

### AIDs & Sexuality

Planned Parenthood

(412) 434-8971

Pittsburgh AIDs Center for Treatment

(412) 647-7228

Pittsburgh AIDs Task Force

(412) 363-AIDS  
(412) 363-2437

Allegheny County Health Department

(412) 578-8026

Persad

(412) 441-9786

### Depression and Suicide

Allegheny County MH/MR

(412) 355-4457

Services for Teens At Risk (WPIC)

(412) 623-1000

### Grief Counseling & Support

The Caring Place, 620 Stanwix St. Pittsburgh, PA 15222 1-888-224-4673

## COMMON MYTHS TO DISPEL ABOUT GRIEF

1. Grief and mourning are not the same. Grief is the deep and distressing feelings associated with loss. Mourning is the process of expressing and moving through grief.
2. There is no orderly or predictable progression of feelings during mourning.
3. It is not always helpful to move people away from feelings of grief.
4. Following the death of a significant person, the goal should not be to "get over" one's grief.
5. Tears expressed with grief is a sign of weakness.

From: Wolfelt, A. (1989). Dispelling Five Common Myths about Grief. Thanatos, 14(3), 25-28.

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412-638-6800

### **Typical Responses to a Sudden Loss**

Anger over the loss of control. Feelings of the "unfairness" of the death.

Numbness, denial, shock and disbelief may blunt initial feelings.

Deep sadness that includes sorrow, regret, and despair may be intense.

Student may fear that others will die. There is a concern about one's own vulnerability and the vulnerability of other loved ones.

Some people feel ashamed and embarrassed about the strong emotions associated with the loss.

Guilt is a common reaction to a loss. Feelings that certain interventions or actions could have prevented the tragedy are common.

### **How to Respond to a Sudden Loss**

Talk about the loss. Express your feeling about the loss. Share how the impact of the loss on you and those you know. Discuss memories of the deceased. Seek support from others who have experienced similar losses. Take private time to reflect on the loss. Engage in activities that help you to take your mind off the loss. Do not give yourself any timelines in recovering from the loss. Each person's grief and recovery is different. If you feel that you are having a difficult time or the loss is interfering with your normal routines, seek assistance from someone at home or school. Use a telephone counseling service like Contact Pittsburgh at 412-361-8336 (412-361-TEEN)

## RECOGNIZING DEPRESSION, ANXIETY AND TRAUMA

Any traumatic event in a child's life can have negative consequences. It is the role of the adult to help children with trauma, loss or change. How a parent approaches the trauma has a definite impact on the child's response to the trauma. However, the parent's response is just one of several factors that determines the child's adjustment to the change brought about by a trauma.

Teachers, relatives, other children and even the media can influence the child's response to the trauma. Because a parent cannot control these other factors, it is important to be aware of the child's recovery from the trauma. It is recommended that the child return as quickly as possible to a normal routine with the people she knows.

To assess the child's recovery from the trauma, the parent should keep track of the following symptoms.

- \* Sad, depressed mood
- \* Irritability and acting out behavior
- \* Statements of self-depreciation
- \* Feelings of hopelessness
- \* Anhedonia - lack of interest in life
- \* Appetite changes
- \* Changes in sleep patterns
- \* Inability to concentrate
- \* Withdrawal

## **BOOKS FOR CHILDREN ON DEATH/LOSS**

### **Non-fiction for Younger Children**

**About Dying: Open Family Book for Parents and Children Together**  
**By Sara Bonnett Stein**

**When Dinosaurs Die: A Guide to Understanding Death**  
**By Laurie Krasny Brown**

### **Fiction for Younger Children**

**Someone Special Died** by Joan Singleton Prestine

**The Fall of Freddy the Leaf** by Leo Buscaglia

**The Tenth Good Thing About Barney** by Judith Viorst

**Everett Anderson's Goodbye** by Lucille Clifton

**My Grandson Lew** by Charlotte Zolotov

**After Charlotte's Mom Died** by Cornelia Spelman

**I'll Always Love You (Pet)** by Hans Wilhelm

**Lifetimes: The Beautiful Way to Explain Death to Children** by B. Mellonie & R. Ingpen

**The Saddest Time** by Norma Simon

### **Additional Resources for Families**

**Helping Children Cope** by Joan Fassler

**Telling a Child About Death** by Edgar N. Jackson

**Books to Help Children Cope With Separation and Loss** by Joanne E. Bernstein

## **CHILDREN'S RESPONSES TO TRAUMA** *(Preschool through Second Grade)*

### **Symptomatic Response**

1. Helplessness and passivity
2. Generalized fear
3. Cognitive confusion (e.g., do not understand that the danger is over)
4. Difficulty identifying what is bothering them
5. Lack of verbalization - selective mutism, repetitive nonverbal traumatic play, unvoiced questions.
6. Attributing magical qualities to traumatic reminders
7. Sleep disturbances (night terrors and nightmares; fear of being alone, especially at night)
8. Anxious attachment (clinging, not wanting to be away from parent, worrying when parent is coming back, etc.)
9. Regressive symptoms (thumb sucking, enuresis, regressive speech)
10. Anxieties related to incomplete understanding about death; fantasies of "fixing up" the dead: expectations that a dead person will return, e.g., an assailant.

### **First Aid**

1. Provide support, comfort, food, opportunity to play or draw
2. Re-establish adult protective shield
3. Give repeated concrete clarifications for anticipated confusions
4. Provide emotional labels for common reactions
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., a house, monkeybars, parking lot)
7. Encourage them to let their parents and teachers know
8. Provide consistent caretaking (e.g., assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Give explanations about the physical reality of death

**Robert S. Pynoos, Kathi Nader, "Children Exposed to Community Violence"**

## WHAT YOU CAN DO FOR YOURSELF

**When you've experienced a trauma, it can be a shock to your whole system. The following are some ideas to help you cope with any physical or emotional symptoms you may be experiencing.**

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- Eat well balanced and regular meals, even if you don't feel like it
- Get plenty of rest.
- feeling calmer and better able to relax. If you are feeling lethargic it can help energize you and clear your mind.
- Avoid caffeine, especially if you are having trouble sleeping.
- Avoid the use of drugs or alcohol, including prescription and over the counter to numb the pain. It will only complicate or delay your recovery.
- Structure your time and set priorities. Maintain your basic normal routine, but give yourself permission to skip the extras for a while.
- Don't make any major life changes or decisions.
- Do make as many small daily decisions as possible to reassert your sense of control.
- Don't try to avoid or deny reoccurring thoughts or feelings about the incident. They are normal and will decrease over time.
- Give yourself permission to feel rotten and to share your feelings with others.
- Do things that you enjoy. Take mini-breaks: go out to dinner, take 10 minutes alone, watch a movie.
- Talk with people you trust: your family, friends, co-workers. Don't be afraid to reach out. People do care.
- Don't be afraid to set limits with others when you don't feel like talking. You don't have to discuss the incident or your feelings when you don't want to.
- Don't label yourself as "crazy." Remind yourself you are having normal reactions.
- Write down your thoughts and feelings. This can be especially helpful if your are having trouble sleeping or when you wake from a troubling dream.
- Ask for help if you need it. If you are having trouble coping on your own help is available from many sources:
  - Professional assistance from a counselor may sometimes be necessary. This does not imply weakness or craziness. It simply indicates that the particular event was just too powerful to handle by yourself.
  - In the workplace you may be able to get assistance from your co-workers, the human resources department, or company EAP.
- Church, friends, family, and other community

## **Educational Support Group**

A support group can help students' recovery from the loss. The purpose of the group is to:

1. Provide a safe place for students to share common concerns
2. To help students obtain support from peers and adults
3. To assist in screening for at-risk students
4. To provide factual information on grief
5. To provide information on recovery
6. To provide information on memorials
7. To provide information on the school's postvention plans
8. To provide information on how to respond to friends
9. To provide information on how to respond to the family of the deceased
10. To encourage student to self-refer and to refer friends
11. To dispel rumors
12. To educate about depression
13. To provide information or resources/help lines
14. If a suicide, to provide information on effective ways to recover from this type of loss
15. To answer questions and receive complaints

To begin the group, introduce the leaders, establish ground rules, set time limits and have students introduce themselves. Let the discussion flow from the needs of the participants. Intervene when necessary. Correct misconceptions. Encourage healthy coping responses. Give guidance and affirm typical reactions to a loss. Provide hope. Consider a second meeting if it seems necessary.

The leaders should circulate a sign-in sheet to obtain the names, home phone numbers, and grades of the students participating. The leaders should debrief afterwards and complete a short note about the content of the group. If necessary, individuals may be referred for individual screening or referral to other services.

Information from the group may be shared during the postvention debriefing.

GRIEF AND YOUTH  
TRAINING ACTIVITY I

1. What event in your life has caused you to experience the most grief?

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2. What was the one thing that was most helpful to you when you were dealing with this grief?

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3. What did you wish someone would do for you that was not done?

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4. What did someone say or do that was not helpful?

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5. What do you see as your greatest strength when helping someone deal with grief?

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## **Typical letter to parents/guardians**

Dear \_\_\_\_\_

It is always hard to share sad news but at NAME OF SCHOOL, we know that is it important for parents and educators to work together for the well being of your children. The purpose of this letter is to let you know that NAME OF STUDENT died DATE. (With the approval of the parents/guardians and your discretion, you may want to share the cause of death with parents/guardians.)

A sudden loss like this can have a significant impact on your child/ren. We encourage discussing this situation with your son/daughter. Enclosed are some ideas that may help you with this discussion.

(DESCRIBE THE ACTIONS THE SCHOOL HAS PLANNED.)

(PROVIDE INFORMTION ON FUNERAL ARRANGMENTS, MEMORIALS, AND COMMUNITY RESOURCES.)

(PROVIDE INFORMATION ON THE SCHOOL'S POLICY FOR ABSENCES FOR FUNERALS AND RECOMMENDATIONS FOR PARENTS/GUARDIANS PERMITTING THEIR CHILDREN ATTENDING THE SERVICES.)

END WITH CONDOLENCES AND INFORMATION ON WHO TO CONTACT FOR ADDITIONAL INFORMATION.

Standard letter to parents/guardians in aftermath of loss should include:

- ❖ Date and specifics of loss, e.g., name (Do not focus on cause of death unless it is unusual and common sense requires this, OR there is the need to dispel rumors. Focus of the letter is to start a healthy grieving process.)
- ❖ Give guidance on how to deal with loss and best ways to help students begin the recovery process.
- ❖ Encourage dialogue between student and parent/guardian.
- ❖ Give resources if necessary.
- ❖ Provide information on funeral arrangements and how to promote healthy recovery.
- ❖ Outline how school will deal with the event.
- ❖ Provide names and phone numbers of contacts in school.
- ❖ Give guidance on responding to media.
- ❖ Anticipate troubling situations and provide guidance and/or provide Board approved policy.
- ❖ Be kind and sympathetic in tone.
- ❖ Do follow up as necessary – more can be better than less, but obtain input from other staff and community leaders in determining actions.
- ❖ Have Board policy in place on memorials. Nothing physically present at school. It is best to encourage donations to family's designated memorials.
- ❖ Be aware of anniversaries.
- ❖ Be concerned about siblings, relatives, and students at other schools and other school districts that may be affected by the loss.

James A. Bozigar, ACSW, LSW

## SAMPLE GRIEF LETTERS/ANNOUNCEMENTS

# MON VALLEY SCHOOL

ALLEGHENY INTERMEDIATE UNIT  
555 Lewis Run Road, Jefferson Borough, Clairton, PA 15025

D.J. DiMascio  
Principal

Telephone (412) 469-2551  
FAX (412) 469-0242

Joel Kirsch,  
Assistant Principal

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*With deepest sadness we must inform you of the death of FRANK MCCARRON*

*Cards of sympathy may be sent to:*

Arrangements  
*Beinhauer Funeral Home*  
*2828 Washington Road [Route 19]*  
*McMurray, Pennsylvania 15317*  
*[3 ½ miles south of South Hills Village; right hand side/Colonial Furniture]*

*Sunday, 11/16/03*  
*Hours: 2:00 PM – 4:00 PM and 7:00 PM – 9:00 PM*

*Mass will be held on Monday, 11/17/03*  
*At 10:00 AM*  
*St. Benedict the Abbot*  
*120 Abington Drive*  
*McMurray, Pennsylvania 15317*

*Please note that Social Workers will be available today, Friday, November 14<sup>th</sup>, and Monday, November 17th, should you need them.*

# MONTOUR SCHOOL DISTRICT



ROBINSON TOWNSHIP - KENNEDY TOWNSHIP - INGRAM BOROUGH - THORNBURG BOROUGH - PENNSBURY VILLAGE BOROUGH

Administration - Clever Road, McKees Rocks, PA 15136 • 412/490-6500

Mr. Joseph R. Karlik  
*Superintendent of Schools*

High School (412) 787-2080  
David E. Williams Middle School (412) 771-8802  
Burkett Elementary School (412) 787-0408  
Ingram Elementary School (412) 921-2727  
Forest Grove Elementary School (412) 264-6452  
Athletic Department (412) 787-2080  
Transportation Department (412) 490-6500 Ext. 225

February 5, 2001

Dear Parents/Guardians,

On two of our eleventh grade students, died tragically in an automobile accident. A young person's death is always traumatic and sudden losses can have a profound effect on surviving students.

It is important that we recognize these feelings and offer help. This is a sensitive issue for youngsters, and we suggest that you talk with your children about their concerns. We are especially concerned about the young people of our community who are experiencing strong emotions. Such events are always painful to understand, and your child may experience signs of stress. These include:

|                                                                                           |                                    |
|-------------------------------------------------------------------------------------------|------------------------------------|
| difficulty sleeping                                                                       | changes in rest patterns           |
| inability to concentrate                                                                  | absentmindedness                   |
| irritability                                                                              | thoughts about death or dying      |
| isolation                                                                                 | withdrawing from normal activities |
| guilt                                                                                     | & friends                          |
| use of alcohol or other drugs                                                             | fearfulness and worries            |
| risk-taking behaviors (driving too fast or carelessly; "dares" to take dangerous chances) |                                    |

The Montour School District has arranged to have counselors and members of the Crisis Response Team available to talk with students about normal responses to grief. If you have concerns about your child, please contact your child's guidance counselor for assistance.

Classes for all students throughout the district (including Parkway West) are cancelled on Tuesday, February 6, 2001.

We will continue to inform you of the school's steps in support students and their families. Please do not hesitate to call us if you have any questions or information that you would like to share.

On behalf of the Montour School District, I have extended our sincere condolences to the families of these students on this sad occasion.

Sincerely,

Superintendent

JRK/pk

# THE PATHFINDER SCHOOL

ALLEGHENY INTERMEDIATE UNIT

Donati Road  
Bethel Park, PA 15102

Phone: (412) 833-2777  
FAX: (412) 833-4060

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September 13, 2004

Dear Parent/Guardian:

, a student in our MDS classroom died on Thursday, September 9, 2004. The cause of death was complications from Sanfillipo Syndrome Type A.

Zachary had been a student at our school for 4 years.

The family is requesting that any memorial bequests be made to MPS Society in care of donations, P.O. Box 736, Bangor, ME 04402-0736.

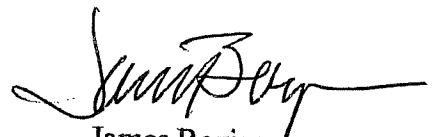
Classroom teachers informed the Pathfinder students of death today. The school social worker, Jim Bozigar, was available for any student who wished to discuss this loss. The classroom teachers have been given information to help them identify and refer any student who may need additional help.

The loss of any student can raise many issues for students and parents. We recommend that you speak with your child about this to determine if he/she has any concerns or questions. If you would like further information or have any questions, please call the school at 412-833-2777.

Enclosed is a brief explanation of some typical reactions to a tragic loss that were discussed with the students today.



Delores Chalmers  
Principal



James Bozigar  
Social Worker

Educational Services and Support

Enclosure

**Student announcement to be read by classroom teacher**

This is to let you know that \_\_\_\_\_, a student in Ms. Logue's MDS classroom died on Thursday, September 9, 2004.

Any death can cause strong feeling. If you would like to talk about your feelings about this, please let me know and I can make arrangements for you to talk to Mr. Bozigar today.

It is important to let people know if you have any concerns caused by this loss. I encourage you to speak with your parents/guardians about this. We have sent a letter home to them to let them know about this.

I'm going to review some of the typical ways that we may react to a loss like this.

## Some typical reactions to a tragic loss

There are many feelings that you may have after someone has died. All feelings are OK. It is important to talk about these feelings. You can talk to me or to our social worker or school counselor.

Sometimes when we hear of a death, we just can't believe it. This reaction is called **shock**. We may feel numb and not believe that someone died. This feeling may help you get through the first few days of the loss.

Often when we hear about someone's death we feel **sad**. This may include feeling sorrow and wishing that the death did not happen. It is important to talk about your sad feelings and let the people close to know that you are feeling sad.

When we hear that someone has died, we may feel **fear**. We may worry about our own lives or that someone close to us may die. It is good to talk about your fears and try to understand how to deal with them. It is OK to be fearful, but it is not OK to let the fear control you. Talking about your fears can help you to understand them and control them.

Sometimes when we have strong feelings like fear and sadness, we may become **ashamed**. It is important to understand that we can be embarrassed by our feelings, but there is no reason to feel shame. All feelings are OK and it is important to talk about your feelings with someone who cares about you. When someone listens to our feelings it helps us to understand them.

You may feel **angry**. You may think that what happen was unfair. Or you may think that what happened is taking attention away from you and your problems. Anger is a normal feeling and tells us that there are some more feeling under that anger that we need to talk about. Let us know if you are feeling angry.

Sometimes we may feel **guilty** about our feelings over the loss. Guilt is a natural feeling and tells us that we have some other strong feelings about the loss. Let us know if you are feeling guilty.

If you need to speak to anyone about any feelings about this loss, please talk to me.

**Note to teachers**

Typical reactions to grief may include the feelings described in the handout on reactions to tragic loss. Sometimes with children we see a delayed reaction that may take place a few days to two weeks after a loss. Be aware that in children we may also see acting out or disruptive behavior as a reaction to a loss. Other symptoms may include withdrawal, making inappropriate jokes, comments, or somatic complaints such as headaches, stomachaches, back pain, etc. If you see any of these symptoms, please consult with the social worker or counselor to determine the need for further intervention.

## The Myths of Coping With Loss

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Drawing from theory and clinical lore, we consider how individuals are assumed to cope following irrevocable loss. Several assumptions are reviewed reflecting beliefs concerning the grieving process. Specifically, we examine the expectation that depression is inevitable following loss; that distress is necessary, and failure to experience it is indicative of pathology; that it is necessary to "work through" or process a loss; and that recovery and resolution are to be expected following loss. Although limited research has examined these assumptions systematically, available empirical work fails to support and in some cases contradicts them. Implications of our analysis for theoretical development and research are explored. Finally, we maintain that mistaken assumptions held about the process of coping with loss fail to acknowledge the variability that exists in response to loss, and may lead others to respond to those who have endured loss in ways that are unhelpful.

In this article, we focus on how people cope with loss events that involve permanent change and cannot be altered or undone. It is our belief that such experiences provide an excellent arena in which to study basic processes of stress and coping. In the health and medical areas, many specific losses might be considered irrevocable: the permanent loss of bodily function, the loss of particular body parts, the loss of cognitive capacity, the death of a loved one, or one's own terminal illness. In an attempt to advance theoretical development in this rich and complex area, this article updates an earlier review we completed on reactions to undesirable life events (Silver & Wortman, 1980). Because the most rigorous empirical studies have been in the areas of physical disability and bereavement, we shall focus on these two areas in this article.

When a person experiences an irrevocable loss, such as the death of a loved one or permanent paralysis, how will he or she react? We maintain that people hold strong assumptions about how others should respond to such losses. As we have discussed in more detail elsewhere (Silver & Wortman, 1980; Wortman & Silver, 1987), such assumptions are derived in part from the theories of loss offered by prominent writers in the area, and in part from clinical lore about coping with loss and our cultural understanding of the experience. As detailed below, individuals who encounter a loss are expected to go through a period of intense distress; failure to experience such distress is thought to

be indicative of a problem. Moreover, it is assumed that successful adjustment to loss requires that individuals "work through" or deal with their feelings of grief rather than "denying" or "repressing" them. Within a relatively brief period of time, however, people are expected to resolve their loss and recover their earlier level of functioning.

Because it is generally assumed that the coping process unfolds in a particular way, others may evaluate or judge those who do not conform to these expectations as reacting abnormally or inappropriately. For example, because they believe that people should recover relatively soon after the loss, outsiders might react judgmentally to continuing signs of distress (cf. Silver & Wortman, 1980; Tait & Silver, 1989). In fact, if laypersons hold unrealistically narrow views of what constitutes a normal grief response, they may have difficulty offering the appropriate forms of assistance to friends and family members who are trying to cope with loss. Moreover, because they too may hold assumptions about how one should react when a loss is experienced, individuals who have encountered loss may harshly evaluate their own responses and may believe them to indicate underlying problems or pathology (Silver & Wortman, 1980).

Because assumptions about the grieving process are likely to have a pervasive impact on how reactions to loss are evaluated, we feel it is important to identify those assumptions that are most prevalent in our culture and to consider systematically the available research data in support of each one. We have identified five assumptions that we believe to be very prevalent in the grief literature. In the following sections, the validity of each assumption is evaluated against the available research data. While much of the early work in this area suffered from serious methodological shortcomings (e.g., reliance on subjective impressions of unstructured interview data, unstandardized measurements, and biased samples, etc.; see Silver & Wortman, 1980, for a review), recent research in the bereavement and physical disability areas has improved on the deficiencies of previous literature. In the following discussion, we review only what we believe to be the best empirical work available to test the assumptions we have identified. Except where indicated, all of this work has used standardized outcome measures and

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The order of authorship was arbitrary.

Research and preparation of this article were supported by U.S. Public Health Service Grant MCJ-260470 and by National Institute on Aging Program Project Grant A605561 to Camille B. Wortman and Roxane Cohen Silver.

For a more detailed discussion of these issues, the reader is referred to Wortman and Silver (1987).

The authors wish to thank two anonymous reviewers for helpful comments on an earlier version of this article.

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structured interviews of relatively large, unbiased samples and followed them over time. In the concluding sections of this article, we explore the implications of the available data for theory, research, and intervention following loss, and consider why such myths about coping with loss may have been perpetuated despite the absence of validating data.

### Distress or Depression Is Inevitable

① It is widely assumed in our culture that when a major loss is experienced, the normal way to react is with intense distress or depression. The most prevalent theories in the area of grief and loss, such as the classic psychodynamic models (e.g., Freud, 1917/1957) and Bowlby's (1980) attachment model, are based on the assumption that at some point, individuals will confront the reality of their loss and go through a period of intense distress or depression. In the recent authoritative report on bereavement published by the Institute of Medicine, it was stated that there is a "near-universal occurrence of intense emotional distress following bereavement, with features similar in nature and intensity to those of clinical depression" (Osterweis, Solomon, & Green, 1984, p. 18). Similarly, depression has been the foremost reaction reported and discussed in the literature on spinal cord injury (Bracken & Shepard, 1980; Deegan, 1977; Gunther, 1971; Knorr & Bull, 1970).

As empirical evidence has begun to accumulate, however, it is clear that the assumption of intense universal distress following a major loss such as bereavement or spinal cord injury may be unwarranted. It is true that in the bereavement literature, some studies have reported that feelings of sadness or depressed mood are fairly common. For example, Glick, Weiss, and Parkes (1974) have noted that 88% of the widows they studied experienced depressed mood (see also Clayton, Halikas, & Maurice, 1971). However, in those investigations that have included a more systematic and rigorous assessment of depression or distress, it is clear that such a reaction is by no means universal. In one study, Clayton, Halikas, and Maurice (1972) interviewed widows within 30 days of losing their spouse. Using strict diagnostic criteria to assess depression, Clayton et al. found that only a minority of respondents (35%) could be classified as definitely or probably depressed. Similarly, Vachon, Rogers, et al. (1982) found that 1 month after the loss, 30% of the widows they studied scored below 5 on the General Health Questionnaire (GHQ)—a score considered insufficient to warrant further psychiatric assessment. In their sample of primarily Mormon elderly bereaved individuals, Lund, Caserta, and Dimond (1986) reported that only 14.6% of the men and 19.2% of the women they studied at 3 weeks postloss evidenced "at least mild" depression on the Zung Depression Scale. In fact, only 12.5% to 20% of this sample reported scores exceeding the cutoff score delineated as indicating depression at any of six different assessment points from 3–4 weeks to 2 years postloss.

Examination of empirical data in the spinal cord injury literature reveals a similar pattern. For example, Howell, Fullerton, Harvey, and Klein (1981) conducted a careful assessment of 22 patients who had been injured approximately 1 month, and followed them for an average of 9 weeks. Each patient was interviewed utilizing the Schedule of Affective Disorders and Schizophrenia and completed the Beck Depression Inventory weekly.

Only a minority of patients (22.7%) experienced a depressive disorder following injury that met Research Diagnostic Criteria (see also Fullerton, Harvey, Klein, & Howell, 1981). Similarly, Lawson (1976) studied 10 spinal-cord-injured patients 5 days a week for the entire length of their rehabilitation stay. Despite a multimethod assessment of depression (self-report, professional ratings, and psychoendocrine and behavioral measures), there was no clear period of at least a week in which measures were consistently in the depressive range for any patient (see also Malec & Neimeyer, 1983). Thus, the few systematic investigations that are available have failed to demonstrate the inevitability of depression following loss.

### Distress Is Necessary, and Failure to Experience Distress Is Indicative of Pathology

② The clinical literature is clear in suggesting that those who fail to respond to loss with intense distress are reacting abnormally (e.g., Deutsch, 1937; Marris, 1958). Bowlby (1980) has identified "prolonged absence of conscious grieving" (p. 138) as one of two types of disordered mourning. In the previously mentioned Institute of Medicine report, "absent grief" was classified as one of two forms of "pathologic" mourning (Osterweis et al., 1984, p. 65). This report emphasized that it is commonly assumed, particularly by clinicians, "that the absence of grieving phenomena following bereavement represents some form of personality pathology" (p. 18). Although the authors noted that there is little empirical evidence in support of this assumption, they concluded nonetheless that "professional help may be warranted for persons who show no evidence of having begun grieving" (p. 65). The assumption that distress or depression is a necessary part of the grieving process is also quite prevalent in the literature on spinal cord injury (e.g., Karney, 1976; Kerr & Thompson, 1972; Nemiah, 1957; see Trieschmann, 1978, 1980, for reviews). In fact, authors have maintained that depression is therapeutic because it signals that the person is beginning to confront the realities of his or her situation (e.g., Cook, 1976; Dinardo, 1971; Nemiah, 1957).

The belief that distress should occur is so powerful that it also leads to negative attributions toward those who do not show evidence of it. One such attribution is that the person is denying the loss. As Siller (1969) has maintained regarding the disabled,

occasionally a newly disabled person does not seem to be particularly depressed, and this should be a matter of concern. . . . A person should be depressed because something significant has happened, and not to respond as such is denial. Such obvious denial is rare except in the case of a retarded person or in the very young. (p. 292)

A second attribution is that the person is emotionally too weak to initiate the grieving process. Drawing from clinical experience with patients undergoing psychiatric treatment, Deutsch (1937) maintained that grief-related affect was sometimes omitted among individuals who were not emotionally strong enough to begin grieving. A third attribution is that individuals who fail to grieve are simply unable to become attached to others. For example, Raphael (1983) suggested that among those who do not show signs of grief, the preexisting relationship may have been "purely narcissistic with little recognition of the real person who was lost" (pp. 205–206).

If, in fact, depression is necessary following loss, those people who experience a period of depression should adapt more successfully than those who do not become depressed. However, this view has not been substantiated empirically. In contrast, several studies have found that those who are most distressed shortly following loss are among those likely to be most distressed 1 to 2 years later. For example, Vachon, Rogers, et al. (1982) found that among 162 widows, an elevated score 1 month postloss on the GHQ, a measure of distress and social functioning, was the most powerful predictor of high distress 24 months later. Similarly, Lund et al. (1985-1986) found that the best predictor of long-term coping difficulties among elderly widows and widowers was the presence of strong negative emotional responses to the loss (such as expressing a desire to die and crying) during the early bereavement period (see also Bornstein, Clayton, Halikas, Maurice, & Robins, 1973; Parkes & Weiss, 1983, for similar findings).<sup>1</sup> Comparable results have been obtained by investigators studying spinal cord injury. In a cross-sectional study of 53 male spinal-cord-injured patients, Dinardo (1971) assessed depressed mood by self-report and professional assessments. Results indicated that the absence of depression was associated with higher self-concepts and with staff ratings of successful adjustment to the disability, leading the author to conclude that "those individuals who react to spinal cord injury with depression are less well adjusted at any given point in their rehabilitation than the individuals who do not react with depression" (p. 52) (see Lawson, 1976, and Malec & Neimeyer, 1983, for comparable findings).

An important component of the view that depression is necessary is that if individuals fail to experience distress shortly after the loss, symptoms of distress will erupt at a later point. Marris (1958) has commented that "much later, in response to a less important or trivial loss, the death of a more distant relative, a pet—the bereaved person is overwhelmed by intense grief" (p. 27) (see also Bowlby, 1980; Rando, 1984). It is also widely believed that the failure to grieve will result in subsequent health problems. The Institute of Medicine report (Osterweis et al., 1984) reviewed the work of several clinicians who suggested that those who fail to grieve outwardly may manifest their depression through a variety of physical symptoms or somatic complaints.

Despite its prevalence, available evidence provides little support for the assumption that those who fail to experience distress shortly after loss will have difficulties later. In the previously mentioned study of bereavement by Clayton et al. (see Bornstein et al., 1973), interviews were conducted with 109 widows and widowers at 1 month, 4 months, and 13 months postloss. As noted earlier, only 35% of these respondents were classified as either definitely or probably depressed at the 1-month interview. However, only 3 of the remaining 71 respondents had become depressed by the 4-month interview. Moreover, only 1 subject evidenced depression for the first time at 13 months postloss, leading the investigators to conclude that "delayed" grief is relatively rare. Similar findings were obtained in a longitudinal study of 99 widows conducted by Vachon, Sheldon, et al. (1982). Thirty-two of these women were classified as "low distress" by virtue of their scores on the GHQ 1 month postloss, and 94% continued to evidence "low distress" when interviewed 2 years later. In fact, only 2 women in the

study who had low distress scores at 1 month had high distress scores at the 2-year interview.

A very similar pattern of findings was obtained in our recent longitudinal study of 124 parents who had lost an infant to Sudden Infant Death Syndrome (SIDS; Silver & Wortman, 1988; Wortman & Silver, 1987, in press). Parents were classified as exhibiting low or high distress at the initial interview 3 weeks postloss on the basis of their scores on the depression subscale of the Symptom Check List-90 (SCL-90; Derogatis, 1977). As in the previously described research, most respondents in this study who showed low distress at 3 weeks also showed low distress 18 months later. Only a small percentage of the sample moved from low to high distress over the period of study. Those parents who were evidencing low distress shortly after their baby's death were no more likely than parents who reported high distress to indicate that the pregnancy had been unplanned or difficult to accept; nor did they differ in their evaluation of their babies as having been beautiful, intelligent, and happy while alive. Thus, these data fail to support the notion that absence of distress may be due to insufficient attachment to the lost loved one.<sup>2</sup>

In summary, the bulk of research to date provides little support for the widely held view that those who fail to exhibit early distress will show subsequent difficulties. The data clearly suggest that "absent grief" is not necessarily problematic, and, at least as it is assessed in the studies conducted to date, "delayed grief" is far less common than clinical lore would suggest.

### (3) The Importance of "Working Through" the Loss

It is widely assumed that a period of depression will occur once the person confronts the reality of his or her loss. Then, it is commonly believed, the person must "work through" or process what has happened in order to recover successfully (see, e.g., Brown & Stoudemire, 1983; Doyle, 1980). Implicit in this assumption is the notion that individuals need to focus on and "process" what has happened and that attempts to deny the implications of the loss, or block feelings or thoughts about it, will ultimately be unproductive (cf. Bowlby, 1980; Parkes & Weiss, 1983). Marris (1958) maintained that "if the bereaved cannot work through this process of grieving they may suffer

<sup>1</sup> Of course, this does not necessarily imply that it is detrimental to go through a period of depression following loss. Undoubtedly, some of the people who are most depressed after the loss may be those who have enduring psychological difficulties that were present prior to the loss. In the research that has been conducted to date, it is not possible to discriminate between those respondents who became depressed primarily as a result of their loss and those who had a lifelong history of psychological disturbance. Only prospective designs, which assess such confounding variables prior to the loss, can help to shed light on this issue. Because most loss events are relatively infrequent, prospective studies are prohibitively costly and thus have rarely been attempted.

<sup>2</sup> The only evidence for delayed grief that we have been able to uncover comes from a study by Parkes and Weiss (1983). These investigators found that widows who reported having had marriages characterized by high conflict displayed little or no emotional distress in the weeks following their loss. However, at the 13-month and 2- to 4-year follow-up interviews, these widows were evidencing greater difficulties than those women whose marriages were characterized by low conflict.

lasting emotional damage" (p. 29). Rando (1984) concurred with this assessment, stating that "for the griever who has not attended to his grief, the pain is as acute and fresh ten years later as it was the day after" (p. 114).

On the basis of statements such as these, it might be expected that those who show evidence of "working through" their loss in the weeks or months following it will be more successful in resolving the loss than those who do not. However, the limited evidence that is available suggests that this may not be the case. Although they did not assess "working through" the loss specifically, Parkes and Weiss (1983) conducted a comprehensive study of bereavement that provided data of possible relevance to this concept. Respondents were rated by coders on the degree to which they evidenced yearning or pining for the deceased 3 weeks after their loss. Subjects were divided into a "High Yearning" group, composed of those respondents who appeared to yearn or pine constantly, frequently, or whenever inactive, and a "Low Yearning" group, who yearned never, seldom, or only when reminded of the loss. In fact, high initial yearning was found to be predictive of poor mental and physical health outcomes at 13 months postloss. As Parkes and Weiss (1983) expressed it, "We might suppose that people who avoid or repress grief are the most likely to become disturbed a year later, yet this is not the case" (p. 47). Interestingly, high initial yearning was associated with poor outcome even at the final interview conducted 2 to 4 years after the loss.

In our previously described study of parents who suffered a SIDS loss (Silver & Wortman, 1988; Wortman & Silver, 1987), we also examined the impact of early evidence of "working through" the loss on subsequent adjustment. "Working through" was operationalized as active attempts by the parent to make sense of and process the death, including searching for an answer for why the baby had died, thinking of ways the death could have been avoided, and being preoccupied with thoughts about the loss. Results indicated that the more parents were "working through" the death at the 3-week interview, the more distressed they were, as measured by the SCL-90 18 months later. In addition, those subjects who showed the least evidence of emotional resolution 18 months after the death of their infant (measured by distress in thinking and talking about the baby, feeling bitterness about the loss, and being upset by reminders of the baby) were those most likely to be processing the loss shortly after the death.

To date, there is relatively little empirical evidence relevant to the issue of "working through." If behaviors such as yearning for the deceased or being preoccupied with thoughts about the loss are conceptualized as "working through," however, the available research challenges the assumption that the absence of this process is necessarily maladaptive. Like early evidence of intense distress, early signs of intense efforts to "work through" the loss may portend subsequent difficulties.

#### ④

#### The Expectation of Recovery

It is generally assumed that although a person who experiences an irrevocable loss will go through a phase of intense distress, this will not last indefinitely. In fact, after a relatively brief period of time, the person is expected to achieve a state of recovery and return to normal role functioning (cf. Silver & Wort-

man, 1980). Almost every stage model of coping with loss postulates a final stage of adaptation, which may be called recovery (Klinger, 1975, 1977), acceptance (Kubler-Ross, 1969), or reorganization (Bowlby, 1980). "Chronic grief" or failure to recover is identified as a major type of "pathological" mourning in virtually every major treatise on the bereavement process (e.g., Bowlby, 1980; Osterweis et al., 1984; Raphael, 1983). Similarly, failure to accept the loss of one's abilities is felt to impede motivation and rehabilitation of the spinal-cord-injured patient (e.g., Heijn & Granger, 1974).

None of the theories postulate precisely how much time should elapse before recovery from an irrevocable loss. In the bereavement literature, notions about the length of the recovery process have been shifting over the last four decades. Early studies of bereavement suggested that its psychological impact was relatively transient. In fact, in his study of people who lost a loved one in Boston's Cocoanut Grove nightclub disaster, Lindemann (1944) painted an optimistic picture of the recovery process, noting that with appropriate psychiatric intervention, it was ordinarily possible to settle an uncomplicated grief reaction in 4 to 6 weeks. However, recent research evidence suggests that it may take considerably longer to recover from the loss of a loved one, especially when the loss is sudden and traumatic (see Silver & Wortman, 1980; Tait & Silver, 1989, for reviews). In the previously discussed studies by Vachon and her associates, 38% of the widows studied were experiencing a high level of distress after 1 year, and 26% were still classified as exhibiting high distress at the end of 2 years (Vachon, Rogers, et al., 1982; Vachon, Sheldon, et al., 1982). In the longitudinal study of widows and widowers conducted by Parkes and Weiss (1983), more than 40% of the sample was rated by trained interviewers as showing moderate to severe anxiety 2 to 4 years after the loss. Feelings of depression, as well as problems in functioning, were also quite common at the 2- to 4-year interview, particularly if the loss was sudden. Zisook and Shuchter (1986) had widows and widowers complete interviews and questionnaires at 11 points in time, ranging from 3-4 weeks after their loss to 4 years later. Even at 4 years postloss, at least 20% of the bereaved assessed their own adjustment as "fair or poor" while only 44% assessed it as excellent (see Lund et al., 1985-1986, for comparable findings).

A study by Elizur and Kaffman (1982, 1983), which examined behavior changes over a 3½-year period among normal kibbutz children whose fathers had been killed in war, found negative consequences in response to the deaths. While none of these children evidenced unusual psychopathology prior to their loss, they were subsequently found to be at risk for a variety of problems. Almost 50% showed emotional disturbance in each phase of the study—6, 18, and 42 months postloss. More than two-thirds of the bereaved children reacted with severe psychological problems and impairment in diverse areas of functioning. Similar findings were obtained in a study by Lehman, Wortman, and Williams (1987), which focused explicitly on the long-term effects of the sudden, unexpected loss of a spouse or child in a motor vehicle accident 4 to 7 years earlier. Interviews were conducted with bereaved respondents, who were matched with a control group of nonbereaved individuals on sex, age, income, education, and number and ages of children. Significant differences between bereaved and control re-

spondents were found on several indicators of functioning, including depression and other psychiatric symptoms, social functioning, divorce, psychological well-being, and mortality.

Taken together, the aforementioned evidence suggests that prevailing notions of recovery deserve reconsideration. There is growing evidence that a substantial minority of individuals continue to exhibit distress for a much longer period of time than would commonly be assumed.

5

### Reaching a State of Resolution

It is widely assumed that over time, as a result of "working through" their loss, individuals will achieve a state of resolution regarding what has happened. One important type of resolution involves accepting the loss intellectually. Parkes and Weiss (1983) argued that people must come up with a rationale for the loss; they must be able to understand what has happened and make sense of it (see also Moos & Schaefer, 1986). Similarly, Craig (1977), in her writings on the loss of a child, maintained that an essential part of grief work is to resolve the meaninglessness of the crisis (see also Marris, 1958; Miles & Crandall, 1983). A second type of resolution involves accepting the loss emotionally. Emotional acceptance is thought to be reached when the person no longer feels the need to avoid reminders of the loss in order to function. The lost person can be recalled, and reminders can be confronted without intense emotional pain (Parkes & Weiss, 1983). It is generally expected that much of the grief work engaged in by those who have endured loss, such as reviewing the events of the death or the course of the illness or accident, will aid in resolution.

Although few studies have focused on the issue of resolution, the limited data that are available suggest that a state of resolution may not always be achieved (e.g., Silver, Boon, & Stones, 1983). In the study by Parkes and Weiss (1983), 61% of the respondents who had suddenly lost their spouse, and 29% of those who had had forewarning, were still asking why the event had happened 2 to 4 years later. More than 40% of those who had suddenly lost a spouse, and 15% of those with forewarning, continued to agree with the statement "It's not real; I feel that I'll wake up and it won't be true." Similar data were obtained in our aforementioned study of coping with the loss of an infant to SIDS. At all three of the time points we studied (3 weeks, 3 months, and 18 months postloss), the vast majority of respondents were unable to find any meaning in their baby's death and were unable to answer the question "Why me?" or "Why my baby?" (Wortman & Silver, 1987). A particularly intriguing feature of our data is that we found little evidence that resolution is achieved over time. In contrast, the number of parents who were unable to find meaning in their babies' deaths increased significantly between the first and second interviews.

The aforementioned study of the long-term impact of losing a loved one in a motor vehicle accident (Lehman et al., 1987) also found that even after 4 to 7 years, most respondents had not achieved a state of resolution. In this investigation, almost half of the sample had reviewed events leading up to the accident in the month prior to the interview. A majority of the respondents were unable to find any meaning in the loss, had had thoughts that the death was unfair, and had had painful memories of their spouse or child during the past month.

In the spinal cord literature, there is a dearth of longitudinal studies following individuals for very long after their injury. Nonetheless, there is limited evidence suggesting that it may take individuals longer to resolve their loss than is commonly assumed. In a cross-sectional study of patients disabled up to 38 years earlier, Shadish, Hickman, and Arrick (1981) reported that many of them still thought about the things they could not do since their injury and "really missed" these things almost weekly.

Considered together, these data provide convergent evidence that, contrary to popular belief, individuals are not always able to achieve resolution regarding their loss and to come up with an explanation for the experience that is satisfying to them. Particularly when the event is sudden, a majority of individuals appear to have great difficulty in coming to terms with what has happened.

### Implications for Theory, Research, and Intervention

Theories of grief and mourning, as well as clinical lore, maintain that virtually all individuals who experience an important loss should go through the grief process, beginning with a phase of intense distress and followed by ultimate recovery over time as the person comes to terms with the loss (Donovan & Gorton, 1984; Jette, 1983; Osterweis et al., 1984). Alternate patterns are usually labeled as pathological or deviant (Brown & Stoudemire, 1983; Osterweis et al., 1984; Simons, 1985). Our analysis suggests that, in contrast to this view, there are at least three common patterns of adaptation to loss. Some individuals indeed seem to go through the expected pattern, moving from high to low distress over time. But others appear not to show intense distress, either immediately after the loss or at subsequent intervals. Still others seem to continue in a state of high distress for much longer than would be expected.

Traditional theories of grief and loss are able to account for those who move from high to low distress and resolve their grief over time. But these theories offer little explanation of why some people might consistently respond with less distress than expected and others might fail to recover or resolve their loss over time. In this section we consider the theoretical, research, and clinical implications of each of these groups in turn.

### Failure to Become Depressed

Because of the assumption that early distress is inevitable, limited research has carefully examined the range of emotions that may occur in the first few weeks or months after a loss. Are there some individuals who show very little, if any, feelings of distress (Silver & Wortman, 1988), or do virtually all people experience some feelings of sadness (Wright, 1983)? Can people show other indications of mourning, such as preoccupation with the loss or pining for it, without becoming depressed? Are those individuals who show little distress also likely to show few signs of positive emotion (Deutsch, 1937)? Among those who show very little distress, is this best understood as a "shock" or "denial" reaction, or is it a sign of coping strength and resilience? Research that assesses respondents frequently in the early period following loss (e.g., Lawson, 1976) would help to address these questions.

Although failure to become distressed following loss is typically viewed as indicative of a problem, we have little evidence to suggest that those who initially show minimal distress following loss are likely to become significantly depressed at a later point. In subsequent studies, it will be important to look closely at people who show low initial levels of distress. Are such people more vulnerable to subsequent minor losses, as some theorists would lead us to expect? Are they more likely to develop somatic symptoms or physical health problems (Brown & Stoudemire, 1983) or problems in other areas of their lives, such as at work or in their interpersonal relationships? The data we have reviewed above provide suggestive evidence that low initial distress may not signal pathology. However, more systematic data are needed before we can dismiss the firmly entrenched view that "absent grief" is a cause for concern. In collecting such data, it will be important to go beyond the self-report methodology that is used almost exclusively in current research on reactions to loss. Individuals who indicate that they are not distressed immediately after a loss may also be unwilling to admit subsequent problems in other areas of their lives. Supplementing self-reports of symptomatology with more objective indicators of problems, such as measures of behavioral and physiological functioning (e.g., from physical health records or from observational ratings made by members of the individual's work and social networks), are important directions for subsequent work in this area.

If results obtained from further studies are consistent with the results reviewed herein, we must acknowledge the possibility that a sizeable minority of people may come through the bereavement process relatively unscathed. As psychologist Norman Garmezy has indicated, "our mental health practitioners and researchers are predisposed by interest, investment, and training in seeing deviance, psychopathology, and weakness wherever they look" (Garmezy, 1982, p. xvii). By assuming latent pathology among those who fail to show intense distress following a loss, attention appears to have been deflected away from identifying strengths (e.g., high self-esteem; Lund et al., 1985-1986) or coping resources (e.g., premorbid coping styles or adequate social support systems; see Kessler, Price, & Wortman, 1985) that may protect these people from distress. The data also suggest that some people may have something in place beforehand—perhaps a religious or philosophical orientation or outlook on life—that enables them to cope with their experience almost immediately (Silver & Wortman, 1988). Clearly, future research is necessary to examine the role that such resources may play in protecting people from the deleterious effects of loss.

The implications of our analysis for treatment and intervention are straightforward. Rather than recognizing the absence of grief as a sign of possible strengths of the individual (Gans, 1981), the expectation that individuals must go through a period of distress may lead health care providers to provoke such a reaction, even if it is not warranted. For example, regarding spinal cord injury, Nemiah (1957) has written, "It is often necessary to confront the patient gently but firmly with the reality of his situation, and to force him into a period of depression while he works out his acceptance of his loss" (p. 146). When dealing with the bereaved, physicians have been reminded to encourage patients to express their distress, and to bring "latent

anger and guilt to a conscious level of awareness" (Brown & Stoudemire, 1983, p. 382). In a manual for grief counselors, Doyle (1980) has discouraged the use of tranquilizers or antidepressants by the bereaved during the early stages of grief, since grief "needs to be felt in all its ramifications" (p. 15) (see also Rando, 1984).

### *Failure to Resolve or Recover From the Loss*

Because it is widely believed that individuals will recover from a loss within a year or so, only a handful of studies have focused on the issue of long-term recovery. Yet, as noted above, there appears to be considerable variability in the length of time it may take to recover from a loss, and some people do not seem to recover despite the passage of many years. This has led to increasing interest in identifying mediating factors that may promote or impede psychosocial recovery (Kessler et al., 1985; Silver & Wortman, 1980). Recent research has, in fact, identified factors that may enhance the likelihood that individuals will react to loss with intense and prolonged distress. These include the nature of the relationship with the deceased, circumstances surrounding the loss, the presence of concomitant stressors, and the availability of social support (see Wortman & Silver, 1987, for an extended discussion).

In our judgment, an unfortunate consequence of the pervasive belief in recovery from loss is that attention has been deflected away from examining the possible mechanisms through which loss may produce subsequent and continued mental or physical health problems. A number of different mechanisms have been suggested in the literature (Jacobs & Douglas, 1979; Klerman & Izen, 1977; Osterweis et al., 1984; Stroebe & Stroebe, 1983). For example, grieving appears to involve changes to the respiratory, autonomic, cardiovascular, and endocrine systems (see Osterweis et al., 1984, for a review). In fact, the Institute of Medicine report on bereavement concluded that "preliminary data now available make it clear that traumatic loss experiences may have a long-term impact on the body's immune system" (Osterweis et al., 1984, p. 170). Such changes may result in increased susceptibility to illness and infections, as well as long-term health problems, both of which may also have deleterious psychological effects. Loss may also result in changes in health maintenance behavior, such as eating regular meals and exercise. Moreover, loss of a loved one often removes a major source of social support, and this may account for the pathogenic effects of bereavement. Finally, experiencing an irrevocable loss such as bereavement or spinal cord injury might alter the individual's view of the world (e.g., Lilliston, 1985; Parkes & Weiss, 1983). Indeed, in their study of the long-term effects of losing a loved one in a motor vehicle accident, Lehman et al. (1987) found that many of the respondents had come to see the world as a hostile place where things can be taken away in a moment. Such an altered world view is likely to be associated with depression, passivity, and impaired motivation to engage in subsequent coping efforts. Clearly, evidence concerning the precise mechanisms through which loss leads to long-term difficulties is essential not only for theoretical advancement, but also to guide intervention efforts in the area of grief and loss.

The expectation that individuals will recover from irrevocable loss within a limited period of time may unfortunately lead

health care providers to react negatively to those who fail to recover. In fact, those who do not recover within the prescribed time limits have been derogated in the literature (e.g., Falek & Britton, 1974). And although it has been acknowledged that the progression to adjustment may be unsteady, health care professionals are nonetheless often reminded to encourage movement forward. As Stewart (1977-1978) has written, "To be blunt, a pat on the back and kick in the pants are often necessary" (p. 341).

### Conclusion

As reviewed above, assumptions about the process of coping with loss fail to be supported and in some cases are contradicted by available empirical work on the topic. Why might such erroneous beliefs continue in the absence of validating data collected in methodologically rigorous research and in the presence of data indicating extreme variability in responses to loss? As Silver and Wortman (1980) discussed, even if they are not supported by data, widespread assumptions about the coping process may be particularly resistant to disconfirming evidence. Social psychological research has demonstrated repeatedly that "people tend to seek out, recall, and interpret evidence in a manner that sustains beliefs" (Nisbett & Ross, 1980, p. 192). Thus, the interpretation of data tends to be strongly biased by the expectations researchers, clinicians, and laypersons may hold (Nisbett & Ross, 1980; see also Goldiamond, 1975; Wright, 1983), and these errors in information processing lead people's implicit theories to be "almost impervious to data" (Nisbett & Ross, 1980, p. 169).

As noted earlier, the assumption that distress is inevitable shortly after a loss has resulted in its absence being treated as pathological, even if there is no objective reason to assume this to be true. Studies that fail to find problems resulting from the absence of grief may be dismissed for not looking long enough, not looking closely enough, or not asking the correct questions (Volkan, 1966). Such insistence on distress following loss has been labeled the "requirement of mourning" (Dembo, Leviton, & Wright, 1956; Wright, 1983). This hypothesis describes the need of outsiders to "insist that the person they consider unfortunate is suffering (even when that person seems not to be suffering) or devalue the unfortunate person because he or she ought to suffer" (Dembo et al., 1956, p. 21). This requirement of mourning may explain why health care professionals tend to assume the presence of significantly more distress following loss than individuals report experiencing themselves (Baluk & O'Neill, 1980; Gans, 1981; Klas, 1970; Mason & Muhlenkamp, 1976; Schoenberg, Carr, Peretz, & Kutscher, 1969; Taylor, 1967; Wikler, Wasow, & Hatfield, 1981).

A series of complementary processes might explain the perpetuation of the assumption that the presence of long-term distress is "abnormal." Silver and Wortman (1980) argued that outsiders may minimize the length of time a loss will affect an individual who encounters it because they may be unaware that, in addition to the loss itself, the individual must also contend with the simultaneous destruction of future hopes and plans that were vitiated by the loss. Outsiders may also be unaware of the possible alterations in views of the world that may occur as a result of a loss (Silver & Wortman, 1980). The fact that

individuals who have experienced loss are often implored to control their expressions of grief and to stop "dwelling on their problems" (Glick et al., 1974; Maddison & Walker, 1967) suggests that outsiders also believe that the distressed could behave more appropriately if they wished. In fact, as Wright (1983) maintained, society frowns upon open displays of distress and has a "requirement of cheerfulness" that in fact contradicts its simultaneous "requirement of mourning." It is likely that this subtle yet sometimes explicit message discourages the person who has encountered loss from expressing distress to others at all. Over time this process may become even more intensified. Perhaps so as to maintain harmonious social relations and not to be perceived as abnormal, the individual may continue to hide the true degree of his or her distress from members of the social network (Tait & Silver, 1989). Thus, the stigma that is associated with persistent difficulties following loss may result in self-presentational strategies that are in line with societal expectations, resulting in a discrepancy between public expressions and private experience of ongoing distress (Tait & Silver, 1989). The very act of concealing common aspects of the loss experience is likely to perpetuate the misconception that grief is time limited for all but the few whose reactions are deemed pathological.

In summary, we maintain that a complex mixture of biased input and interpretation of data by outsiders, their own personal needs, as well as limited opportunity for open communication between parties, has led to a perpetuation of unrealistic assumptions about the normal process of coping with loss. In addition, unrealistic assumptions held by health care professionals and the social network may also unnecessarily exacerbate feelings of distress among those who encounter loss, and lead to a self-perception that their own responses are inappropriate and abnormal under the circumstances.

Of course, the ability to identify pathological responses to loss would enable health care professionals to target those individuals who may be in need of professional assistance (Bracken & Shepard, 1980; Falek & Britton, 1974; Silver & Wortman, 1980). Perhaps this goal has overridden acceptance of alternatives to the current views regarding adjustment to loss. As Zisook and Shuchter (1986) have indicated, at the present time "there is no prescription for how to grieve properly for a lost spouse, and no research-validated guideposts for what is normal vs. deviant mourning. . . . We are *just beginning* to realize the full range of what may be considered 'normal' grieving" (p. 288, italics added). Recognition of this variability is crucial in order that those who experience loss are treated nonjudgmentally and with the respect, sensitivity, and compassion they deserve.

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Received April 12, 1988

Revision received May 31, 1988

Accepted May 31, 1988 ■

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## Student Assessment

Determine which students will be assessed based upon the degree of closeness to the person who died and level of vulnerability to the loss.

Begin by acknowledging the loss and asking the student his relationship with the deceased. Ask open-ended questions that will permit the student to identify how the death has effected him. Ask direct questions about other losses in the student's life and overall level of functioning. Screen for signs of depression, anxiety, and/or suicidality. Provide information on resources and educate about typical recovery from a loss. If necessary, make a referral for behavioral health assessment.

### Depression assessment:

1. Mood
2. Engagement in life/activities
3. Changes in sleep habits
4. Changes in appetite
5. Changes in activity level
6. Presence of fatigue/boredom/disinterest
7. Expressions of hopelessness or worthlessness
8. Inability to concentrate
9. Thoughts of hurting self or others
10. Symptom's duration and intensity

### Anxiety assessment:

1. Mood
2. Signs of restlessness
3. Heightened or low energy levels
4. Problem with irritability
5. Problems with disturbance of sleep
6. Excessive worries
7. Obsessive concerns

Screening Form for Response to Sudden Loss  
James A. Bozigar, ACSW, LSW

1. Student: \_\_\_\_\_ DOB \_\_\_\_\_

Address \_\_\_\_\_

Phone: \_\_\_\_\_ School & Grade \_\_\_\_\_

2. Parental/Guardian Information

(F) \_\_\_\_\_ Home Phone \_\_\_\_\_ Work \_\_\_\_\_

(M) \_\_\_\_\_ Home Phone \_\_\_\_\_ Work \_\_\_\_\_

Explain Contact with parents \_\_\_\_\_

3. Relationship to the Deceased: Check all that apply

Sibling \_\_\_\_\_ Group member (Specify) \_\_\_\_\_

Girlfriend \_\_\_\_\_ Boyfriend \_\_\_\_\_ Close friend \_\_\_\_\_

Friend \_\_\_\_\_ Acquaintance \_\_\_\_\_ Other \_\_\_\_\_

4. Exposure: Check all that apply

Witness \_\_\_\_\_ Found deceased \_\_\_\_\_ Attended funeral \_\_\_\_\_

Media \_\_\_\_\_ Other significant losses \_\_\_\_\_

5. Recommendations

Check all that apply

Monitor Attendance & Behavior \_\_\_\_\_ Support Group \_\_\_\_\_

Refer \_\_\_\_\_ Resource \_\_\_\_\_ Phone \_\_\_\_\_

Other significant information \_\_\_\_\_

6. Person completing this form \_\_\_\_\_

Position \_\_\_\_\_ Phone \_\_\_\_\_

Date: \_\_\_\_\_ Signature \_\_\_\_\_

## Screening Check List

**Student** \_\_\_\_\_ **DOB** \_\_\_\_\_

Mood & Affective symptoms (Check all that apply)

Sad \_\_\_\_\_

Anger \_\_\_\_\_

Guilt \_\_\_\_\_

Sleep disturbance \_\_\_\_\_

Appetite disturbance \_\_\_\_\_

Hopelessness \_\_\_\_\_

Concentration problems \_\_\_\_\_

Lack of interest in life \_\_\_\_\_

Helplessness \_\_\_\_\_

Agitation \_\_\_\_\_

Other \_\_\_\_\_

Duration of symptoms \_\_\_\_\_

Drug & Alcohol Use \_\_\_\_\_

Frequency/amount \_\_\_\_\_

Current treatment \_\_\_\_\_

Conduct /discipline actions

Suspended \_\_\_\_\_ # \_\_\_\_\_

Reason \_\_\_\_\_

Arguments \_\_\_\_\_

Circumstances \_\_\_\_\_

Running Away \_\_\_\_\_ # \_\_\_\_\_

Circumstances \_\_\_\_\_

Describe School Performance \_\_\_\_\_

\_\_\_\_\_

Other Stresses \_\_\_\_\_

Other interventions/supports \_\_\_\_\_

\_\_\_\_\_

Information given to Student: \_\_\_\_\_

\_\_\_\_\_

Information given to Parent \_\_\_\_\_

\_\_\_\_\_

Person completing this form \_\_\_\_\_

Position \_\_\_\_\_ Phone \_\_\_\_\_

Date: \_\_\_\_\_ Signature \_\_\_\_\_

## **Crisis Resource Directory for Schools**

### **External Resources**

**These resources may be utilized to provide direct services to children and families through referral. Many may also provide in-school services through special contractual arrangements with school districts, but demand may be high.**

|                                                                                         |                       |
|-----------------------------------------------------------------------------------------|-----------------------|
| <b>Center for Traumatic Stress in Children</b>                                          | <b>412-330-4328</b>   |
| <b>The Caring Place</b>                                                                 | <b>1-888-224-4673</b> |
| <b>Allegheny Crisis Emergency Ctr.<br/>(24 hour phone and mobile crisis services)</b>   | <b>1-888-424-2287</b> |
| <b>Contact – Pittsburgh</b>                                                             |                       |
| <b>Adult</b>                                                                            | <b>412-820-0100</b>   |
| <b>Teen Hotline</b>                                                                     | <b>412-361-TEEN</b>   |
| <b>Helpline</b>                                                                         | <b>412-255-1155</b>   |
| <b>Cactis (Crisis Services for Children)<br/>[Jewel Denne]</b>                          | <b>412-624-3682</b>   |
| <b>Center for Victims of Violent Crime<br/>[24 hour hotline]</b>                        | <b>412-392-8582</b>   |
| <b>Emergency Operations Center</b>                                                      | <b>412-473-2550</b>   |
| <b>Family Links (Parent &amp; Child Guidance)</b>                                       | <b>412-343-7166</b>   |
| <b>S.T.A.R. (Services to Adolescents at Risk)<br/>[Dr. Paul Cornely – 412-605-1212]</b> | <b>412-624-1000</b>   |
| <b>South Hills Health System Counseling Ctr.</b>                                        | <b>412-881-2255</b>   |

## ADJUSTING TO THE AFTERMATH OF TRAUMA

1. What helped you most as the trauma occurred? \_\_\_\_\_

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2. What prepared you to respond to the trauma? \_\_\_\_\_

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3. What have you learned as a result of this trauma? \_\_\_\_\_

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4. What do you need to know as a result of this trauma? \_\_\_\_\_

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5. What do you feel you can do to help children to recover from this trauma? \_\_\_\_\_

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6. How do you feel that you can help parents help their children to recover from this trauma? \_\_\_\_\_

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## PREVENTING FUTURE TRAUMA

1. How could the school prevent traumas like this from occurring in the future? \_\_\_\_\_

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2. What can the school do to help you cope with this trauma? \_\_\_\_\_

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3. What can the school do to help children with future of potential traumas? \_\_\_\_\_

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4. What can the school do to help children with future or potential traumas? \_\_\_\_\_

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5. What can the school do to help parents deal with future or potential traumas? \_\_\_\_\_

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