

Parenting Positively



Coping with **Death**


For parents

of children between 6 and 12

TÚSLA

An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency


Barnardos



This booklet is one in a series on **Parenting Positively**. Parenting is a very rewarding job but one which can be difficult at times, especially when parents are faced with challenging situations. The aim of this series is to provide information and guidance to parents of children between the ages of 6 and 12 to help create a positive, loving and supportive relationship between you and your child.

The series covers general parenting skills as well as complex life issues such as bullying, bereavement, separation and domestic abuse. There are booklets for parents outlining children's understanding of a particular issue and how you can support them. There are also booklets for parents to read with their children, which may help your child to better understand what is happening and help you as a parent to answer any questions he or she might have.

Each booklet also gives further resources that you can follow up for more information and help on the issue covered.

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Tusla - Child and Family Agency is the dedicated State agency responsible for improving wellbeing and outcomes for children. Tusla has responsibility for the following range of services: child welfare and protection services, including family support services; family resource centres and associated national programmes; early years (pre-school) inspection services; educational welfare responsibilities; domestic, sexual and gender-based violence services; and services related to the psychological welfare of children.

Barnardos supports children whose well-being is under threat, by working with them, their families and communities and by campaigning for the rights of children. Barnardos was established in Ireland in 1962 and is Ireland's leading independent children's charity.

Compiled by Barnardos' Bereavement Counselling Service.

Introduction

This booklet is for parents or carers of children between the ages of 6 and 12. It aims to give some explanation of how children at various stages of development understand death and will help those who are faced with the difficult task of talking to children about death and dying.

Death is an inevitable part of life and grief is a universal human process. We cannot shield children from the reality of death or the pain of loss. What we can do is help them to understand and grieve, and so equip them to be better able to cope.

How do I tell my child someone has died?

Breaking the news of the death of a parent, sibling, close relative or friend to children can be very difficult. Whether the death is sudden or anticipated, parents and carers want to protect children and themselves from greater distress. However, children need to be told about death and helped to understand the implications of their loss.

- Use simple, everyday language. Try to link your explanation to what your child already understands about loss, such as the loss of a pet, change of school or death of a relative.
- Don't be afraid to use words like dead and dying. Even though they seem harsh, they are less likely to lead to misunderstandings later.
- Try to make it clear that when people die this means that their bodies no longer work, their heart has stopped beating. They no longer need to eat and sleep and they no longer feel any pain.
- Be careful about using phrases like, '*She has gone to sleep*', '*Gone away*' or '*We lost grandad*'. Children may get confused by these terms and our everyday use of them.
- In the absence of information, children may make up their own stories, which can sometimes be more frightening than the actual facts.
- When children are told about a death, particularly if it is somebody very close to them, ensure that they are not alone.
- Be prepared to have to repeat the story several times and answer repeated questions. This is your child's way of making sense of what has happened.
- Your child needs to know it is okay to express feelings in his or her own way. Children may be angry or withdrawn.
- Let your child know who he or she can talk to about the death. For example, encourage your child to say who he or she might like to talk to when feeling sad. Assure your child that it is ok to talk to friends, teachers and trusted adults.
- Continue to offer your child reassurance and

support in the days, weeks and months ahead as he or she makes the journey through the grieving process.

- When a child dies, the surviving child/children are also grieving. They can often idealise the child who died, feel unable to fill that child's role and feel they may not be good enough for the parent.
- It is really important that you take time to reassure your child about his or her own worth and place in the family.
- Due to their increased understanding/information about death, be aware that children may become more concerned about their own health and the health of other significant people in their lives. The death of someone close may make children feel insecure.
- Try to be open to the questions your child might have from time to time, but if you do not have the answer it is ok to say *'I don't have an answer to that question right now but maybe we will talk about it again.'*

Who should tell my child?

In general, the news is best shared by an adult to whom your child feels closest. If a family member is dying, the news is best told by a parent. If at all possible, children should be allowed to talk directly to the dying loved one so that they can share their feelings and say loving farewells.

If a death is sudden, your child will probably feel most protected if informed by a familiar close family member, preferably a parent. If this is not possible and your child is told by another adult, try as soon as possible to ensure that the child is reunited with a trusted adult, preferably a parent, who can repeat the news. Otherwise the child may have greater difficulty in accepting the loss and may distance him or herself from this reality.



What do children understand about death?

Children's understanding of death depends on their age and stage of development. Their view of the world and their understanding of death changes as they get older. The following are some guidelines regarding children's understanding of death at different ages and what you might do to help at each stage.

School age children (between 6 and 8 years)

- Children at this age find themselves in a wider social network, which places more demands on the grieving child. Mixing with peers and adults confronts children with a greater knowledge of death.
- Children's reaction to death will vary. It can range from denial, when the pain of the loss is too difficult, to an acceptance that death is real, universal and final.
- Children in this age group may have definite views of what death is about and may become quite preoccupied with dying, death and practical

details, for example, 'Can people breathe in coffins?', 'How do they get to heaven?', 'How do they keep warm and eat?' The younger child may be curious about coffins, burial services and see death as reversible. As they get closer to the age of eight, they may begin to accept the finality of death and the fact that death happens to everybody.

- Peers are important to children and they may worry or be concerned about the ways in which their friends will respond to them.
- Some other grief reactions may include inability to concentrate, guilt, loneliness, feelings of rejection or blaming themselves. Children are aware of other people's reactions and may feel responsible for minding the surviving family members.

What can I do?

- Tell your child it is ok to talk and cry about the dead person.
- Give an honest explanation of the death. If you don't know all the answers to your child's questions, it is ok to say so.
- Encourage attendance at funerals, but abide by your child's decision to attend or not attend. Explore with your child what might make him or her worried or afraid about attending the funeral.
- There are no definite rules about whether children should or should not view the body of the deceased, but many say they would have appreciated being given the choice.
- Even if he or she chooses not to see the body, it is helpful to describe to your child how the deceased looked, as in the absence of some mental picture, fantasy may be much worse than reality.
- Try to ensure that your child does not feel overly responsible for the feelings of others. Your child may well suppress his or her own grief in an effort to protect others.
- Your child may need your permission to play and get on with life.



Preteens (between 9 and 12 years)

- Children at this age can begin to understand more fully the finality of death.
- The realisation that death can also include them can be difficult. It may reawaken old fears and anxieties about separation and loss.
- They begin to be aware that not all questions can be answered by adults and that there are unknowns about death.
- Much behaviour common among the younger age group can also feature here. Aches and pains and other physical symptoms often appear.
- Any previous behavioural difficulties may reoccur as a reaction to the loss.

What can I do?

- Allow time to talk, share feelings and experiences.
- Encourage your child to talk about his or her memories and personal experiences of the deceased.
- Offer appropriate reassurances. Allow for any regression in behaviour.
- Enlist the support of teachers and friends. Help your child to discuss any problems and difficulties he or she is experiencing.

How might my child react to a death?

Children of all ages, even infants, can have grief reactions. Children react to death in a variety of ways. Some children will react immediately to loss while other children can have delayed reactions. Some children will have many of the following reactions, some will only respond in a few of these ways.


Common early responses to loss include:

- **Shock** – Including tears, shivering and sleep disturbances.
- **Numbness** – Inability to make sense of what has happened, withdrawal or clingy behaviour.
- **Denial** – Feeling that it can't be true, therefore attempting to block it out by appearing unconcerned or unaffected.
- **Sleep disturbance** – Nightmares, fear of the dark.

After the initial reaction to the death, your child may experience some or all of the following reactions:

- **Anxiety** – *'I feel sick just like my dad before he died.'* Fears about leaving a parent to go to school.
- **Loneliness** – Rejection, crying and searching. *'Why did he leave me?', 'Why did this happen?', 'Where has she gone?'*
- **Anger** – *'How could she have left me?', 'Why did the doctors not save him?', 'Why did this happen?', 'Where has she gone?'*
- **Guilt** – *'Maybe I am responsible for the death', 'My bad wishes have come true', 'If only...'*
- **Wishful thinking** and wishes to be reunited with the person who has died.

Many of these feelings remain for some time after the death and can be quite strong at times.



Between the first and second year after death, loss may no longer be felt so acutely. The child can begin to settle to new circumstances and there begins to be an acceptance of the death. However, some children might not show grief reactions until many years after a death.

The reactions outlined above may not necessarily happen in any particular order. One reaction may predominate for your child or he or she may experience these reactions in a repeated cycle.

How can I talk to my child when someone is going to die?

It is always difficult to prepare children or young people for the painful reality that someone they love is going to die. However, they do have the capacity to deal with even difficult truths. It is lies or half-truths, or even not being told at all, that confuse and upset children and leave them open to needless worry and anxiety.

What might help?

- There is no absolute right or wrong way to break bad news. Do not delay in the hope of finding the perfect formula – there is none. The most important thing is to be open, honest and sensitive to your child's needs.
- If you are not the ill person, make sure you have informed him or her that you are going to break the news to your child.
- Plan in advance what you are going to say. If you feel nervous it may help to practise saying the words out loud first.

- Use language that is appropriate to the age and understanding of your child. Avoid complex medical terms.
- If you find breaking the news alone too difficult, ask your partner or a trusted friend to be with you or ask him or her to tell the child in your presence. This will prevent the possibility of denial.
- Explain the seriousness of the illness and that the doctors will try their best to help but may fail.
- Children need basic medical information about possible treatments and side effects that may accompany the illness. This information may need to be updated as the illness progresses, for example, if there is a change in the mood or appearance of the ill person.
- Arrange to speak with a hospital/medical Social Worker who may be able to provide support and information to the family as the illness progresses.
- Children need to be reassured that they or other loved ones cannot 'catch' the illness and become sick also.
- Children may find the time gap between hearing the news of the impending death and the event itself unbearable, so timing is important. Over time, give your child information in manageable amounts. For example, *'Mum is very sick and she needs to spend time in hospital where the doctors will try to help her get better.'* Then later, *'Mum is still very sick and the doctors may not be able to make her better.'* Then, *'Mum has become sicker and she is not going to get better. Mum is going to die.'*
- Be prepared to answer repeated questions.
- It is okay to say that you don't know and that you will find out, or *'That is all I know or can say for the moment.'*
- Children will also need the message that life can go on and be lived to the end. Try to balance hope with reality.
- Include your child in caring and sharing with the ill person as much as possible.

- Don't be afraid to show your feelings in front of your child, for example, crying. Let your child know it is okay for him or her to cry too.
- Remember that when death comes, despite time and preparation, it will still be a shock.

How can I help my child to cope with school after a death?

Having an awareness of the various ways children may react to death will help you support your child's return to school after a death of a close family member or friend.

- In general, it is helpful for children to return to school soon after the death of a close family member. However, it is vital that co-operation exists between teachers and parents on the right time for return. The return to school needs to be thoughtfully planned and supported.

- Sometimes, bereaved children feel they cannot face school at all. They are not sure who knows about the bereavement in school and which teachers or pupils have been told. They may be unsure of what reaction they will get when they turn up for school.
- The school's response to bereavement can be helpful to how your child settles back into school. For many children, school can provide a secure, constant and familiar fixture in their lives in a time of upset and change.
- It is helpful if you talk to the school principal before or on your child's return to school, so that teachers can understand how he or she is coping with the death and can respond in the most helpful way. If you find it hard to set up this meeting on your own, bring a family member or trusted friend with you. (Keep in mind that some children prefer not to talk about the loss in school.)
- It is important to pass information about the death on to the school principal and other school staff who have contact with your child.

- As a parent or carer, you may need to give some thought to the kind of information you are comfortable to share with the school. For example, what information does your child have about the circumstances of the death and how close was your child to the person who died?
- Children react to death differently. Some children may have difficulty settling back into school, others may react by overworking as a way of distracting from the pain of the loss. It is helpful to your child if you talk with teachers about how your child is doing at school, to share information about mood swings, school refusal or changes in behaviour.
- Be alert to the possibility of bullying – some bereaved children become the target of bullying by their peers who feel confused and frightened by death. Also some children become bullies themselves as a way of regaining control over an unpredictable world.
- When children are grieving, they have shortened attention spans and may have trouble concentrating. School work and homework may be affected for a time after a death.
- It is helpful for parents to remind teachers when a painful anniversary or birthday is coming up.
- It may also be necessary to remind teachers to be sensitive when introducing class activities around Mother's/Father's Day.



What about the funeral?

The funeral is an important family event and a way for relatives, friends and neighbours to gather together and say goodbye. As well as the inevitable sadness, there is love and support available to the bereaved.

If you are unsure about whether or not to involve your child in the funeral, some consideration of the following may help you to decide what is best for your child:

- Funerals provide an opportunity for your child to say goodbye. Saying goodbye is very important for children as well as adults. Children should be included in a goodbye ritual in an appropriate way.
- Ideally the decision to include your child at a funeral service should, depending on age, be a decision shared with him or her.
- Be sure to explain in advance what the funeral is about, what will happen and what he or she will see. Significant adults who are known to and trusted by your child should support them through the funeral and attendant services.

Whether or not a child sees the body of the deceased can also be a dilemma for parents and carers. Like a funeral, viewing the body can provide an opportunity to say goodbye. However, it should generally only be considered if the child had a close relationship with the deceased. If the death was unexpected, it can help the child to make links between the last time they saw the person alive, receiving the news of the death and the funeral event. This may help them to better understand the death as time goes on. Again, consider any worries your child may have about seeing the body, prepare them for what to expect and take their wishes into account when making the decision. If the body of the deceased has been badly injured or very changed since the death, seeing the body is unlikely to be helpful for your child.


How do I talk to my child about suicide?

Telling children that a family member has died by suicide is difficult. It is important that children are told by a parent or close adult so that they are given accurate and truthful information in a way that is appropriate to their needs. Adults also need to talk to children honestly so that the on-going support they provide addresses the children's real needs.

Children frequently know more about the death than adults realise as they may have been told about it by someone else or they may become aware of it from community or garda involvement.

Sometimes children are present at the time of death or when the body is discovered. Talking to them can help them to make sense of what they saw or heard and helps them to understand the reactions of others.

- How and when you talk to your child depends on the situation in which the suicide occurred, your child's age and ability to understand and the likelihood of your child talking about the death with other children.
- Talking needs to be handled with care, encouraging children to say how they are feeling and giving them a chance to ask questions about what has been said. Sometimes a parent might need the support of a trusted family member or friend when he or she talks to a child. As well as being supportive to the parent, this also gives the child permission to talk to another adult about what has happened.
- All children need basic facts about the death including simple details about how and when the person died, and where he or she was at the time of death.
- Ask your child if he or she wants to know more details and be guided by the response while showing that you are prepared to talk more.
- If children say that they don't want to hear more now, they need to know that they can come back to you for more information when they are ready. Over time a more detailed account of the person's death can be given.
- Understanding and coming to terms with the reality of a death by suicide may take years. While children may need to be told of a suicide very close to the



event, exploring why the person died by suicide will need to be returned to again and again.

- It's okay to tell your child that, at the time of death, the person felt that he or she had no option but to end his or her own life.
- Explore possible reasons why the person, at the time of his or her death, felt that there was no other option but to kill him or herself. Explain that there are always other options, such as talking to people who love you, telling family and close friends how you are feeling and asking for their help.
- Children should be educated about mental health and helped to develop self awareness and skills in problem solving. Identify people who will support your child when he or she feels distressed.
- Talk to children about the feelings they have for the person who died and about the feelings the person who died had for them. It is important to let your child know that nothing he or she did or said caused the suicide.

- It often takes time to establish if the death was by suicide or if it occurred by other means and there are times when the cause of death can never be fully established. Children need to have whatever information is available so that they can dispel mistruths or speculation.

And finally

Involving children, talking to them and allowing them to express their thoughts and feelings concerning death will help them to understand and work through their fears. As parents or carers you need support too. You can ask for the support you need either from your family, friends, relatives or by contacting the professional services available.

Aims of Barnardos Bereavement Counselling for Children

1. To provide information, advice, counselling and therapy to bereaved children and their families.
2. To provide information, advice and training to parents, carers, volunteers and professional staff, who are in direct contact with children who experience childhood bereavement.
3. To develop family and group work suitable for bereaved families or specific groups of children as appropriate to their needs.
4. To provide resource materials relevant to working with bereaved children.
5. To promote research in the area of childhood bereavement.



Sources of Further Information

Useful Publications

The following books may be helpful to you in talking to children about death and dying:

A Child's Grief: Supporting a child when someone in their family has died

Diana Crossley and Julie Stokes (2005) Winston's Wish

A Grief Unobserved: Helping Parents and Carers with Early Childhood Bereavement

Maggie Kindred (2012) Pneuma Springs Publishing

Anam Cara Resource Pack - Supporting Parents after Bereavement

Online resource - www.anamcara.ie

Beyond the Rough Rock: Supporting a Child Who Has Been Bereaved Through Suicide (Revised ed.)

Di Stubbs, Di and Julie Stokes (2010) Winston's Wish

Children Also Grieve

Linda Goldman (2006) Jessica Kingsley Publishers, London

Coping with Loss for Parents

Pat Elliot (1997) Picadilly Press, London

Helping Your Child Through Bereavement

Mary Paula Walsh (2000) Veritas, Dublin

Saying Goodbye to Daddy

Judith Vigna and Abby Levine (1991) Albert Whitman & Company

Talking About Death and Bereavement in School: How to Help Children Aged 4 to 11 to Feel Supported and Understood

Ann Chadwick (2012) Jessica Kingsley Publishers

Useful Contacts

Barnardos Bereavement Counselling for Children

23/24 Lower Buckingham St., Dublin 1
 8/9 Orchard View, Ring Mahon Road, Mahon, Cork
 Tel: 01 813 4100
www.barnardos.ie
 Helpline: 01 473 2110
 (Mon-Thu 10am-12noon)

Tusla - Child and Family Agency

Brunel Building, Heuston South Quarter, Dublin 8
 Tel: 01 771 8500
 Email: info@tusla.ie
www.tusla.ie

Here are the names of other places you can contact when you want information or want help to find someone to talk to:

Bereavement Counselling Service

Administration Office, Dublin Street, Baldoy, Dublin 13
 Tel: 01 839 1766
 Email: bereavement@eircom.net
www.bereavementireland.com

Irish Childhood Bereavement Network

4th Floor, Morrison Chambers, 32 Nassau Street, Dublin 2
 Email: ICBN@hospicefoundation.ie
www.childhoodbereavement.ie

Parentline

Parentline, Carmichael House,
 North Brunswick Street, Dublin 7
 Tel: 1890 927 277
 Email: info@parentline.ie
www.parentline.ie

Rainbows

Loreto Centre, Crumlin Road, Dublin 12
 Tel: 01 473 4175
 Email: ask@rainbowsireland.com
www.rainbowsireland.com

Turning Point

23 Herbert Street, Dublin 2
 Tel: 01 280 1603
 Email: admin@turningpoint.ie
www.turningpoint.ie

Tusla - Child and Family Agency, Brunel Building, Heuston South Quarter, Dublin 8
T: 01 771 8500 E: info@tusla.ie www.tusla.ie

Barnardos, Christchurch Square, Dublin 8
T: 01 454 9699 E: resources@barnardos.ie or training@barnardos.ie www.barnardos.ie

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