

Trauma, Loss & Grief Resources - for use by school counsellors and other mental health professionals associated with school communities (V1.0)

This list has been prepared by **Michelle Roberts** on behalf of the Australian Child and Adolescent Trauma, Loss and Grief Network (ACATLGN). It comprises resources she has used over many years as a psychologist and teacher working in education.

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The list is organised according to:

- 1. Programs/Manuals/ Workbooks**
 - (a) Trauma, loss and grief**
 - (b) Depression and anxiety**
- 2. Critical incident management in schools**
- 3. Picture story books**
- 4. Trauma, death and loss texts for school-based personnel**

This list is not exhaustive and forms a living or dynamic document, which may be continually edited and updated.

Please let us know if there are other resources you find useful for use in your work with children, young people or their families in school contexts – Email us at earlytraumagrief.anu.edu.au

1. Programs/Manuals/ Workbooks

(a) Trauma, loss and grief concerns

Cohen, B. M., Barnes, M.-M., & Rankin, A. B. (1995). *Managing traumatic stress through art: Drawing from the centre*. Baltimore: The Sidran Press.

Cunningham, C., & MacFarlane, K. (1996). *When children abuse: Group Treatment strategies for children with impulse control problems*. Vermont: Safer Society press.

Deaton, W., & Johnson, K. (1998). *I saw it happen: A child's workbook about witnessing violence*. CA: Hunter House.

A growth and recovery workbook. Includes therapist guide. Series consultant-Kendall Johnson. Written as a workbook for children who witness traumatic events.

The Dougy Centre. *After a murder: A workbook for grieving kids*. Portland, Oregon: The Dougy Centre, The National Centre for Grieving Children and Families. www.GrievingChild.org

Fassler, D., Lash, M., & Ives, S. (1988). *Changing families. A guide for kids and grownups*. Vermont: Waterfront Books.

Fuller, A., Bellhouse, B., & Johnston, G. (2001). *The heart masters. A program for the promotion of emotional intelligence and resilience*: Inyahead Press.www.inyahead.com.au

Greenwald, R. (2005). *Child trauma handbook: A guide for helping trauma-exposed children and adolescents*. NY: Haworth Press.

Grollman, E. A., & Naughton, B. (1987). *A scrapbook of memories: A workbook for grieving children*. IN: Batesville Management Services.

Heegaard, M. (1991a). *When someone has a very serious illness: Children can learn to cope with loss and change*. MN: Woodland Press.

Heegaard, M. (1991b). *When something terrible happens: Children can learn to cope with grief*. MN: Woodland Press.

A book to be illustrated by children. Designed to be used as a process with children who have witnessed or experienced a traumatic event.

Turner, M. (1998). *Talking with children and young people about death and dying: A workbook*. London & PA: Jessica Kinsley Publishers, Ltd.

Designed for adults to read selectively with children & young people.

Williams, M. B., & Poijula, S. (2002). *The PTSD Workbook. Simple, effective techniques for overcoming traumatic stress symptoms*. CA: New Harbinger publications, Inc.

Exercises that are designed for use clinically or by survivors.

(b) Depression and anxiety

De Anda, D. (2002). *Stress Management for Adolescents. A Cognitive Behavioural Program*: Research Press. www.researchpress.com.

Chapters include – identifying stress, mind body connection, self talk, calming actions and problem solving.

Friedberg, R. D., Friedberg, B. A., & Friedberg, R. (2001). *Therapeutic exercises for children. Guided self discovery using cognitive behavioural techniques*. Florida: Professional Resource Press.

Anxiety in Children – treatment- exercises-self perception, CBT

Hickie, I., Scott, E., Morgan, H., Sumich, H., Naismith, S., Davenport., T. et al. (2000). *A depression management program: Incorporating cognitive-behavioural strategies*. Melbourne: Educational Health Solutions.

This booklet is designed to assist general practitioners to treat patients with depression and anxiety related disorders. Good practical activities for relaxation, self talk, psychological treatment options.

Langelier, C. A. (2001). *Mood management: Leader's manual. A cognitive behavioural skills building program for adolescents*. CA: Sage Publications, Inc.

Mood management. A cognitive behavioural skills building program for adolescents-skills work book.

Merrell, K. W. (2001). *Helping students overcome depression and anxiety. A practical guide*. New York: Guildford Press.

A comprehensive treatment and intervention guide for school counsellors, psychologists and other support personnel. Exercises are mainly CBT and psycho educational approaches for children and adolescents.

Smith, L. (1999). *Overcoming PTSD: Therapist protocol. A cognitive behavioural exposure based protocol for the treatment of PTSD and other anxiety disorders*. CA: New Harbinger Publications, Inc.

Best practices for therapy. Empirically based treatment protocols.

Stallard, P. (2002). *Think Good-Feel Good. A cognitive behavioural therapy workbook for children and young people*. West Sussex: John Wiley and Sons Ltd.

Includes free online resources <http://www.wileyurope.com/go/thinkgoodfeelgood>

Can also be used as an interactive computer program. Materials can be used to structure and supplement sessions.

2. Critical incident management in schools

Bennett Blackburn, L. (1991). *The class in room 44 - when a classmate dies*. NE: A Centering Corporation Resource.

The class in room 44 talks about their thoughts and feelings when Tony is killed in a car accident. This book is about a teacher who allows the class to speak about the death of Tony, differential responses and her way of guiding the class through their different responses. Explains funerals, blame, grief and memorials that are suitable for primary-school aged children.

The Dougy Centre. (1998). *Helping the Grieving Student. A Guide for Teachers*. Portland, Oregon: The National Centre for grieving Children and Families. www.dougy.org

A guide developed with teachers in mind. Covers grief, physical and emotional reactions of bereavement, steps that teachers can take to help, what to say and what not to say.

Edwards, H. (1992). *I thought I was the only one: Coping with grief and loss in schools: A resource for teachers*. North Blackburn, Vic: Collins Dove.

Emergency Management Australia. (1992/1998). *Emergency Disaster Planning for Principals*. Canberra: Emergency Management Australia.

FEMA. (1993). *How to help children after a disaster: A guidebook for teachers*: Federal Emergency Management Agency. http://www.fema.gov/kids/tch_help.htm

Johnson, K., Casey, D., Ertl, B., Everly, G., & Mitchell, J. (1999). *School crisis response: A CISM perspective*. MD: International Critical Incident Stress Foundation, Inc. www.icisf.org

Johnson, K., & Stephens, R. D. (1993). *School Crises Management. A hands-on guide to training crisis response teams*. CA: Hunter House, Inc.

Klicker, R. L. (2000). *A student dies, a school mourns: Dealing with death and loss in the school community*. KY: Taylor & Francis Group.

A practical book that examines common reactions of students and staff as well as a guide for developing a death related crisis plan.

Lehman, L., Jimerson, S., & Gaasch, A. (2001). *Teens Together Grief Support Group Curriculum: Adolescence Edition*. PA: Routledge.

Munro, P., & Wellington, D. (1994). *Managing crises in schools: A practical guide*. South Melbourne: Thomas Nelson Australia.

Ronan, K., & Johnston, D. (2005). *Promoting community resilience in disasters: The role for schools, youth and families*. NY: Springer Science+Business Media, Inc.

Rowling, L. (2003). *Grief in school communities: Effective support strategies*. Philadelphia: Open University Press.

Said, S. (2001). *Critical incidents affecting schools: Prevention, preparation & response*: Stephan Said Consulting, Training and Counselling Pty Ltd.

The manual aims to provide principals and the management team with potential impact of critical incidents affecting schools, guidelines for prevention, overview of psychological trauma, plans of action, checklists and strategies for re-establishing safety and facilitating recovery.

Taylor, B., & Silva, P. (1990). *In a time of crisis. Some management recommendations for schools and other institutions in the event of a death or other serious crisis*.

Wellington, NZ: Ministry of Youth Affairs.

Wong, M., Kelly, J., & Stephens, R. D. (2001). *Jane's School Safety Handbook*: Jane's Information Group. info@janes.com

3. Picture story books

Aliki. (1984). *Feelings*. NY: Mulberry Books.

Buscaglia, L. (1982). *The fall of Freddy the leaf*. NJ: SLACK Incorporated.

Chesler-Bernstein, S. (1991). *The family that fights*. Illinois: Albert Whitman & Company.

A book about domestic violence from a child's perspective.

Connolly, M. (1999). *It isn't easy*. Oxford University Press.

Holmes, M. (1999). *Molly's mum died: A child's book of hope through grief*. NE: A Centering Corporation Resource.

Molly talks about the feelings she has been having since the death of her mother
Includes information for caregivers

Holmes, M. H., & Pillo, C. (2000). *A terrible thing happened*. Washington DC: Magination Press. American Psychological Association.

Ironside, V. (1996). *The huge bag of worries*. London: Hatchete Children's Books.

Jenny has always been happy until recently she worried about her mum and dad fighting and about wars and bombs and friends and school and soon she was carrying around a HUGE bag of worries.

Kohlenberg, S. (1993). *Sammy's mommy has cancer: A story for children who have a loved one with cancer*. MI: Gareth Stevens Publishing.

Laskin, P., & Moskowitz, A. (1991). *Wish upon a star. A story for children with a parent who is mentally ill*. Washington DC: Magination Press. American Psychological Association.

Liddicut, J. (1989). *Is dad crazy? An explanation of schizophrenia for children*. Prahran, Victoria: Schizophrenia Australia.

Scott, D. (2001). *Making mummy better: A child's experience of post natal depression*. Richmond, Vic: Spectrum Publications.

Syme, M. H. (2000). *Bushfire*. Lindfield, N.S.W: Scholastic Press.

Tan, S. (2001). *The red tree*. Port Melbourne: Lothian Books.

Useful for upper primary and secondary students, themes of depression, loneliness, anxiety and despair.

Wild, M., & Spudvilas, A. (1999). *Jenny Angel*. Ringwood, Vic: Viking.

Jenny is Davey's guardian angel, but even she can't stop her little brother from dying.

Willis, J., & Varley, S. (1988). *The monster bed*: Arrow Books Ltd.

4. Trauma, death and loss texts for school-based personnel

Bremner, J. D. (2002). *Does stress damage the brain? Understanding trauma-related disorders from a mind body perspective*. NY: W.W. Norton & Company.

Why is it that stressful events are seared into our brains? Bremner cites evidence to support his contention that stress damages the brain and that extreme stress may lead to damage that manifests as PTSD. Clear explanations of the alterations to structure and function of the brain following exposure to stress and trauma experiences.

Brewin, C. (2003). *Post traumatic stress disorder: Malady or myth?* New Haven: Yale University Press.

An exploration of the nature, existence, and consequences of PTSD, the political and social factors that led to PTSD being included in the DSM IV as a psychiatric disorder

Cameron Ritchie, E., Watson, P., & Friedman, M. (Eds.). (2006). *Interventions following mass violence and disasters: Strategies for mental health practice*. London: The Guildford Press.

Cohen, J., Mannarino, A., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. NY: The Guildford Press. www.guidford.com

Presents a systematic treatment approach, grounded in CBT, for children and their families. Also, assessment of PTSD, anxiety, depression and other trauma related symptoms.

Dyregrov, A. (1990). *Grief in Children: A Handbook for Adults*. London: Jessica Kingsley Publishers.

A book for parents, teachers and those in the caring professions working with children affected by grief.

Eth, S. (Ed.). (2001). *PTSD in Children and Adolescents. Review of Psychiatry (Vol. 20)*. Washington DC: American Psychiatric Publishing, Inc.

A review of PTSD including information of assessments, biological approaches, and long term effects. Recommended for those who are new to the trauma field as well as those who are experienced.

Figley, C. (Ed.). (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatised*. NY: Brunner/Mazel.

The cost to mental health workers of working with those who are traumatised can be great. Chapters outline risks and strategies for managing the intense emotional legacy of working with the traumatised.

Garland, C. (Ed.). (1999). *Understanding trauma: A psychoanalytical approach. Tavistock Clinic*. London: Gerard Duckworth & Co. Ltd.

This book is about what follows the breakdown in functioning following a traumatic event. Providing a psychoanalytical perspective of the meaning of the trauma for the individual.

Grollman, E., & Malikow, M. (1999). *Living when a young friend commits suicide*. Boston: Beacon Press.

Talks about the first days after a death and what you may feel, returning to school after a suicide and what to do if you think someone is suicidal.

Harris-Hendriks, J., Black, D., & Kaplan, T. (1993). *When father Kills Mother. Guiding children through trauma and grief* (Second ed.). London: Routledge.

This book has been written to help those people who may find themselves having to care for children who have been affected by the violent death of one parent by another.

Herman, J. (1992). *Trauma and recovery*. NY: Basic Books.

Another one of the seminal books for working with those who have been exposed to traumatic events.

Hodgkinson, P., & Stewart, M. (1991). *Coping with catastrophe: A handbook of disaster management*. London/NY: Routledge.

James, B. (1989). *Treating traumatised children: New insights and creative interventions*. NY: Lexington Books.

A handbook to provide guidance and tools for treating children who have been traumatised.

Johnson, K. (1989/1998). *Trauma in the lives of children: Crisis and stress management techniques for counsellors, teachers, and other professionals* CA: Hunter House.

Practical information for parents, teacher and mental health professionals to help children exposed to trauma.

Kinchin, D., & Brown, E. (2001). *Supporting children with post traumatic stress disorder. A practical guide for teachers and professionals*. London: David Fulton Publishers Ltd. www.fultonpublishers.co.uk

A collection of chapters written by experts in the field. Chapters look at the historical context for responding to potentially traumatic events, mental health interventions that have been used after disasters including intervention scenarios such as family assistance, outreach, and psychological management. Specific chapters also on special populations, including children.

Maercker, A., Schutzwohl, M., & Solomon, Z. (Eds.). (1999). *Post traumatic Stress Disorder: A Lifespan Developmental perspective*. Seattle: Hogrefe & Huber Publishers.

Leading experts from clinical and developmental psychology describe the occurrence of PTSD in various phases of life from adolescence to old age. Also discussed are methods for coping with PTSD at different stages of life.

Nader, K., Dubrow, N., & Stamm, B. H. (Eds.). (1999). *Honouring difference: Cultural issues in the treatment of trauma and loss*. NY: Brunner/Mazel.

This book includes information on cultural considerations when working with Native North American, South East Asian people who have migrated to the US, African, Former Yugoslavian, African American, Israeli, Palestinian and intercultural approaches to psychosocial assistance and healing.

Raphael, B. (1986). *When disaster strikes. A handbook for the caring professions*. London/Sydney: Unwin Hyman.

Another book that should be in your library if you work in this area.

Siegel, D. (1999). *The developing mind: Toward a neurobiology of interpersonal experience*. NY: The Guildford Press.

How does interpersonal experience shape the brain? For readers concerned with promoting mental health and resilience. A synthesis of information about the mind and how the mind develops in relation to interpersonal experiences and how in turn this influences the structure and function of the brain. An exploration of the development of children and their brains.

Terr, L. (1990). *Too scared to cry: Psychic trauma in childhood*. NY: Harper & Row.
Another vital book for those who work with children who have been exposed to violence and trauma.

Terr, L. (1994). *Unchained memories: True stories of traumatic memories, lost and found*. NY: Basic Books.

One of the early important books that considered childhood trauma.

Thompson, R. A. (2004). *Crisis intervention and crisis management: Strategies that work in schools and communities*. NY: Routledge.

Processes for strategic crisis management in schools are outlined. "There are two types of school personnel: those who have been through a crisis and those who will go through a crisis. Dr. Thompson's book hits all the critical topics and is a powerful resource for both groups."

Tinker, R., & Wilson, S. (1990). *Through the eyes of a child: EMDR with children*. NY: W.W.Norton & Company.

Tunnecliffe, L. (1996). *Children affected by trauma. A guide for parents, teachers, ambulance, rescue and emergency medical personnel*. WA: Bayside Books.

A simple introduction to children and trauma explained within the context of development. A great guide for school personnel.

Whiting Alexander, D. (1999). *Children changed by trauma: A healing guide*. CA: New Harbinger Publications, Inc.

A guide to facilitating children's healing for parents and teachers including some tips on what to say that is helpful. A book full of practical applications.

Young, A. (1995). *The Harmony of Illusions. Inventing Post traumatic stress disorder*. NJ: Princeton University Press.

An exploration of the notion of post traumatic stress disorder from a historical perspective and as a 'man made' diagnosis of a set of reactions to events. Controversial and thought provoking.

Zubenko, W., & Capozzoli, J. (2002). *Children and disasters: A practical guide to healing and recovery*. NY: Oxford University Press.

A valuable reference that provides practical guidelines and theoretical constructs for helping children recover from trauma.