

Interprofessional Collaboration: Coping with Loss & Grief During a Pandemic

Dr. Elaine Fogel-Schneider
Dr. Felicia Conlan
Ms. Pavlína Dostál
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Introductions

Elaine Fogel Schneider, Ph.D., CCC-SLP, BC-DMT, CTTIT
Faculty, California State University, Los Angeles
Executive Director, TouchTime International
Honors and Fellow, CSHA
Distinguished Fellow and Scholar, National Academies of
Practice (NAP)
Champion of Children, First5 LA

No financial or non-financial disclosures

Introductions



Felicia Conlan, Ed.D., CCC-SLP
Speech-Language Pathologist
Los Angeles Unified School District

No financial or non-financial disclosures

Introductions



Pavlína Dostál, M.A.Ed., PPS-Credential
School Psychologist
Preschool Assessment Center
Long Beach Unified School District

No financial or non-financial disclosures

Learner Outcomes

1. Discover how SLPs/SLPAs can work ethically and interprofessionally to support school-aged children affected by loss and grief during this unprecedented pandemic
2. Examine traumatic grief and trauma informed care practices impacting our profession
3. Integrate resources and grief related activities for students in special education and the SLPs/SLPAs who serve them

ASHA PRACTICE PORTAL

Counseling For Professional Service Delivery



Collapse All

Overview

The scope of this page encompasses informational and personal adjustment counseling in the fields of audiology and speech-language pathology.

Counseling is a broad term that refers to assistance provided in an interactive manner to individuals (i.e., clients, patients, and/or students) and their families/caregivers dealing with challenging emotions and life situations in an effort to facilitate realistic and clearly understood goals and improve quality of life (Flasher & Fogle, 2012; Tellis & Barone, 2018).



ASHA Code of Ethics

"Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally."



Know when to refer to a mental health professional. Diagnosing or treating psychological disorders is beyond our scope of practice.



Counseling for Professional Service Delivery

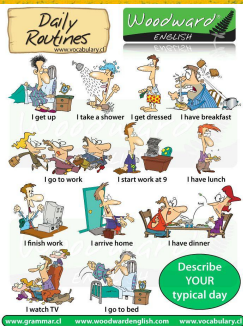
- Empower & encourage

Counseling is an integral part of clinical work, and counseling skills are used intentionally or spontaneously in every clinical encounter (Luterman, 2008).



Counseling services provided by audiologists and SLPs should occur in the context of comprehensive service comprehensive service delivery.

Coping with Grief & Loss



Loss of routines
Changes in lifestyle

Coping with Grief & Loss



Global Pandemic



COVID-19	USA	WORLDWIDE
CASES	75.3 million	383.5 million
DEATHS	888,784	5.7 million

Source: CDC, WHO

The Numbers

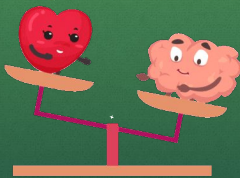
Number of people in bereavement with each death
(Verdery et al, 2020)



Our stories



Empathetic Listening



- Understand problem from the client's point of view
- Gain insight without judgement
- Build trust and a safe space to express emotions

Basic Response Skills

- Active listening using body language that says "I see you. I hear you. Your feelings matter"
- Paraphrasing (= reflection of content)
- Reflection of feeling
- Minimal encouragers (e.g. Oh?, Umm-hum, nodding head, shaking head)
- Clarification
- Empathy/ minimal self-disclosure
- Open-ended questions

Connecting with students

- Acknowledging social emotional issues



Age-Specific Beliefs

Preschoolers (2-4 y/o) - death = difficult concept to understand; use careful euphemism

Elementary (5-9 y/o) - death is reversible; don't challenge their belief; attend funeral if they want to

Middle School (9-12 y/o) - death is a biological, permanent state; concerned about concrete/practical consequences

Teenagers (13-18 y/o) - death is irreversible but I'm invincible; if peer dies can create fear of own mortality



Avoid

- Asking "why" questions (creates challenge, results in defensiveness)
- Adding extra responsibility (*You dad needs you now. Be extra good for mommy.*)
- Parentifying the child (*How is your mother doing?*)
- Imposing your religious/spiritual beliefs
- Encouraging to be strong
- Discounting (*She lived a long enough life.*)
- Encouraging to get on with life (*Thinking about him so much won't bring him back.*)


Our stories



Interprofessional Collaboration

- School Psychologist
- School Nurse
- Counselor
- SPED Coordinator
- Parents/Caregivers
- Crisis Team
- Other

Our stories


www.thehope.org

Date _____

It is fun when we _____

One thing I want you to know about me is _____

I wish we _____


I feel _____

I hope _____

Thank you for _____

Love, _____

P.S. One more thing I want to tell you is _____



www.thehope.org

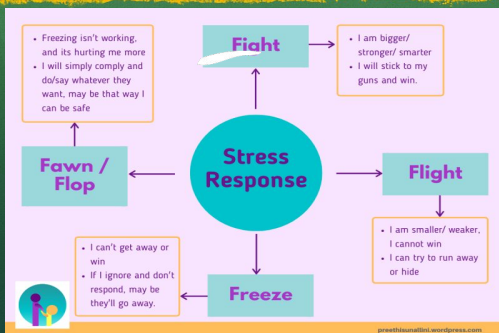


ASHA Code of Ethics

- Principle IV, Rule A states,

"Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care."

Response to Trauma



Stages of Grief

1. Shock / Denial / Numbness / Isolation
2. Anger / Resentment
3. Guilt / Bargaining (desire to feel being in control)
4. Sadness / Despair / Depression
5. Acceptance / Hope

Suicidal Ideation





Coping with Grief & Loss



- recognize cultural variables
- honor individual and family beliefs
- be culturally sensitive in clinical decision making
(Flasher & Fogle, (2012)

Trauma Informed Care

Calls for a change in organizational culture, where an emphasis is placed on understanding, respecting and appropriately responding to the effects of trauma at all levels (Bloom, 2010).





Social Emotional Learning (SEL)



Mindfulness and Self-care



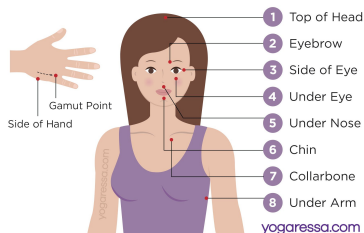
"Breathing in and out, let your mind go and bring yourself home to stillness and love.."



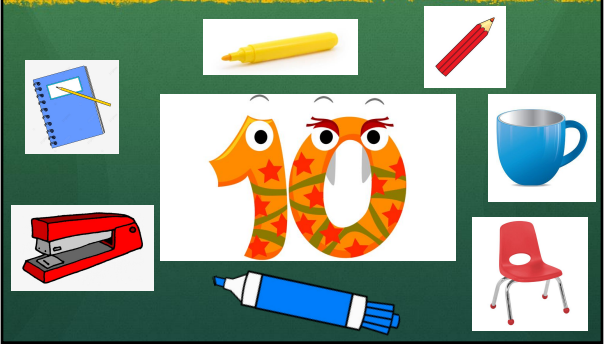
From 7 Strategies For Raising Calm, Inspired, & Successful Children

EFT Tapping for Anxiety and Stress

EFT Tapping Chart




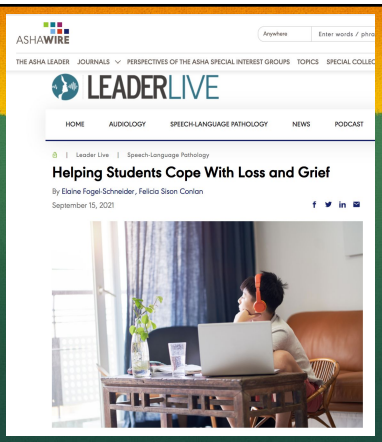
Acute Anxiety De-escalation



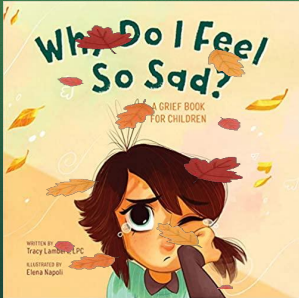
Mindfulness and Self-care



 Schedule time for yourself. Your health can't wait.




Resources



WHY DO I FEEL SO SAD?
A GRIEF BOOK FOR CHILDREN

WRITTEN BY Tracy Lambert LPC
ILLUSTRATED BY Clara Napoli



bereavement books



Resources

<https://www.dougy.org/grief-support-resources>

Kid Resources
Activities and more to help kids ages 0-12 express their grief, as well as information on death and bereavement for supporters of kids who are grieving.

[Learn More](#)

Teen Resources
Videos, podcasts, and more for people ages 13-18 who are coping before and after school, as well as tips and information for supporters of teens who are grieving.

[Learn More](#)






Resources

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/grief-loss.html>



Getting Help

- Contact Student Support staff
- Contact the MET team (Mental Evaluation Team) - special mental health issues unit in your area
- Mental Health ACCESS 24/7 hotline: (800) 854-7771

Resources



Burst of Sudden Grief

<https://www.midlandca-reconnection.org/summer-grief-bursts>

Final Thought



"When little people are overwhelmed by big emotions, it's our job to share our calm. Not join their chaos." (Knost, 2020)
