

*northwest conference*  
**ON CHILDHOOD**  
 **GRIEF**

Conference  
Program and Guide

February 20<sup>th</sup> and 21<sup>st</sup>, 2014

Swedish Cherry Hill  
Seattle, WA

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## Conference Details

### Location Information

Swedish Cherry Hill  
500 17th Ave.  
Seattle, WA 98122  
Phone: 206-320-2000

### Directions

#### From the South

Take I-5 northbound to the James Street Exit (164). Turn right (east) on James Street. James will become Cherry Street, see below

#### From the North

Take I-5 southbound to the James Street Exit (165A). Turn left (east) on James Street. James will become Cherry Street, see below

#### Continuing from Cherry Street

For **short-term parking**: Turn right (south) on 18th Avenue. Turn right (west) on Jefferson. Turn right (south) into the main hospital entrance.

For **long term parking**: Turn right on 16th Avenue, then right into the hospital garage. Walk over the skybridge to the hospital.

## Continuing Education

**Continuing education credit for this event is co-sponsored by Safe Crossings Foundation and *The Institute for Continuing Education*. The program offers 7.50 contact for Day 1; and 6.00 contact hours for Day 2. Credit is awarded on a session-by-session basis, with full attendance required for the sessions attended. Application forms will be available on site. If you have questions regarding continuing education, please contact *The Institute* at: 251-990-5030 email: [instconted@aol.com](mailto:instconted@aol.com)**

**Psychology:** The Institute for Continuing Education is an organization approved by the American psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content.

**Counseling:** The Institute for Continuing Education is an NBCC approved continuing education provider ( ACEP™ ) and co-sponsor of this event. The Institute for Continuing Education may award NBCC approved clock hours for events or programs that meet NBCC requirements. The ACEP maintains responsibility for this program and its content.

**Social Work:** The Institute for Continuing Education is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), through the Approved Continuing Education (ACE) program. The Institute for Continuing Education maintains responsibility for the program. ASWB Provider No. 1007. Licensed social workers should contact their individual state jurisdiction to review current continuing education requirements for license renewal.

**California Board of Behavioral Sciences** Provider No. PCE 636.

**Illinois Dept. Professional Regulation** Provider No. 159-000606.

**Ohio Counselor and Social Work** Provider No. RCS 030001.

**Florida Dept. Health, Div. SW, MFT, Counseling** Provider BAP 255, expiration 03/17.

**Marriage-Family Therapy:** The Institute for Continuing Education is recognized as a provider of continuing education by the California Board of Sciences Provider PCE 636.

**Drug-Alcohol:** The Institute for Continuing Education is approved by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) to provide continuing education for alcohol and drug abuse counselors. NAADAC Provider No. 00243.

**Nursing:** The Institute for Continuing Education is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses are responsible for checking with their state board to determine if credit issued through and approved provider of the CA Board of Nursing is honored by their state board.

**Skills Level:** Due to the interdisciplinary nature of this event, sessions have not been ranked for skill level. Participants are urged to review the session descriptions for appropriateness for professional and personal needs.

**Non-Credit Events:** CE credit is not offered for registration, board meetings, meal functions, and breaks.

### **ADA Statement:**

If you have special needs, please contact [molly@safecrossingsfoundation.org](mailto:molly@safecrossingsfoundation.org) 206-261-6261

### **Cancellation Policy:**

Refunds will be provided for registrations cancelled in writing and received by January 15<sup>th</sup>. A cancellation penalty of \$75 will apply. Substitutions can be made at any time, but will require advance written notice.

## Conference Schedule: At A Glance

### FRIDAY

### SATURDAY

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8:00 - 9AM	<b>Breakfast and Registration</b>	8:00 - 9AM	<b>Breakfast and Registration</b>
9- 10:30 AM	<b>Welcome and Keynote</b>  Dr. Kenneth Doka: Traumatic Death and Childhood Grief	9-10:30 AM	<b>2nd day Keynote</b>  Dr. Kenneth Doka: Proven Techniques for Responding to Traumatic Death
10:30-Noon	<b>Session 1</b> A. Andy McNiel - 5 issues facing childhood grief  B. Lulu and Nancy- Draw it Out  C. Maureen Horgan - Hope is a 4 legged Word	10:30-Noon	<b>Session 5</b> A. Christine Linnehan - Creative Pathways to Resilience  B. Megan Lopez- Grief in Classroom
Noon - 1PM	<b>Lunch</b>	Noon - 1PM	<b>Lunch</b>
1-2:30 PM	<b>Session 2</b> A. Megan Lopez- Thinking outside the box  B. Bethany Gardner- Screening: <i>One Last Hug</i>	1-2:30 PM	<b>Session 6</b> A. Michelle Massey -Trauma Response  B. Annie and Stephanie- Chill and Spill  C. Jill Meyers- Drama Techniques
2:30-4 PM	<b>Session 3</b> A. Beverly Goldsmith - Concrete Tools  B. Juliana Perez - Mindful approaches  C. Jen McCormick- Creating a Safe Space	2:30-4 PM	<b>Closing Plenary</b>  <b>Michelle Post:</b>  Secondary Traumatic Stress  What have you done for you?
4:00-5:30 PM	<b>Session 4</b> A. Andy McNeil - Expanding Bereavement Support Services  B. Grief Camp Panel	4:00 PM	<b>Close and Sign-Out</b>
5:30-6:30 PM	<b>Reception and Networking</b>		

# Conference Program Sessions and Presenter Details

## Friday, February 20<sup>th</sup> - Day 1

### 9:00 AM – 10:20 AM: Keynote - Dr. Kenneth Doka, Ph.D. – The Impact of Sudden and Traumatic Loss

This keynote—delivered in two-parts—addresses the impact of sudden and traumatic losses such as accident, suicide, or homicide affect children and adolescents. The first presentation delineates the problem—reviewing how children and adolescent’s perception of death and grief develop and exploring the ways that traumatic loss complicates the grieving process. The second keynote presentation investigates evidence-based interventions that can be used in schools and groups as well as individual counseling.

#### *Learning Objectives:*

1. Trace the ways that orientations and attitudes toward death change through childhood and adolescence;
2. State the ways that development affects the mourning process;
3. Describe *developmentally unexpected loss* and indicate the ways that traumatic losses such as accident, suicide, or homicide complicates grieving;
4. Evaluate and describe clinical interventions that are appropriate for children and adolescents;
5. Discuss the nature of grief support and death education at varied ages.
6. Describe interventive techniques such as bibliotherapy, expressive approaches, and ritual.

#### *Biography:*

Kenneth J. Doka, PhD, MDiv, is a Professor of Gerontology at the Graduate School of The College of New Rochelle and a Senior Consultant to the Hospice Foundation of America (HFA). He is an expert on grief and grieving, and lectures worldwide on the topic. A prolific author and editor, Dr. Doka serves as editor of HFA’s Living with Grief® book series, its Journeys newsletter, and numerous other books and publications.

### 10:30 – 11:50 AM - Session 1 Options:

#### *A. Andy McNeil: Five Issues Impacting the Childhood Bereavement Field in the Next Five Years*

The childhood bereavement support field has seen tremendous growth over the past 40 years with the increase in local bereavement support programs offered throughout the United States. As the field has grown so has the discussion about best practice and how to best provide support to bereaved children and their families. Most recently, the removal of the bereavement exception from the DSM V diagnostic criteria for major depression has sparked much national debate over the inclusion of a proposed “diagnosis” for bereavement that is prolonged and with intensified symptoms. How do these issues impact the future development of the childhood bereavement field and what other issues are impacting the field in the next five years?

#### *Learning Objectives:*

1. Cite current research impacting childhood bereavement, and gaps in the research
2. Cite differing opinions regarding inclusion of a bereavement diagnosis in the DSM
3. Identify ways they can advocate for bereaved children and families in their local communities

#### *Biography:*

Andy McNeil serves as the Chief Executive Officer of the National Alliance for Grieving Children (NAGC). The NAGC advocates, educates and raises awareness in regard to issues related to supporting children and teenagers grieving the death of someone in their life. Andy has served numerous non-profit organizations over the past 22 years, most recently providing organizational leadership as Executive Director of The Amelia Center, a grief counseling center in Birmingham Alabama. Prior to this he served as Director of Grief Counseling Services for

Hospice of Martin & St. Lucie in Stuart, Florida. He holds a Bachelor of Arts in Religion from Palm Beach Atlantic College and Master of Arts in Counseling from The University of Alabama at Birmingham.

### ***B. Lulu Verneuil, MSW and Nancy Stillger, M.A.: Supporting Children Facing Loss through Draw It Out.***

Learn how to use Art with Heart's latest resource for elementary aged kids facing grief and loss in your practice or program. *Draw It Out* is an interactive workbook that uses creative self-expression to help children (ages 6+) cope with loss and the grief that accompanies it. Developed by a team of experts based on several relevant areas of research and best practice, the workbook acts as a catalyst to healthy emotional expression and serves as an "empathetic listener" for children. Through age appropriate prompts that serve as an outlet for inner pain and a springboard to healing conversations, children learn how to put their grief on paper and will learn life skills that will build upon their ability to face future challenges.

#### ***Learning Objectives:***

1. Cite best practices of working with creativity and grief through art
2. Describe the use of the *Draw It Out Workbook* with the child population suffering grief and loss
3. Describe the use of the *Draw It Out Workbook* to provide experiential art activities for children

#### ***Biographies:***

**Lulu Verneuil, MSW** has been a clinical social worker for 15 years. After working for 6 years at Seattle Children's Hospital Intensive Care Unit with critically ill children, she transitioned into providing grief support and education to children and teens in the Seattle area through Providence Hospice Seattle's program. Lulu spent many years providing anticipatory grief & bereavement support to children & families in one-on-one and group settings and was the clinical lead for the teen Camp Erin in King County.

**Nancy Stillger, M.A.**, is Program Manager at Art with Heart. Nancy is responsible for the overall functioning and delivery of quality programming, trainings, workshops, and activities to youth and community partners in order to further Art with Heart's mission of helping children overcome trauma through creative expression. Nancy holds a BA in Economics from Scripps College and a MA in Urban Planning from the University of California at Los Angeles. Nancy was a recipient of an Arts Administration Fellowship with the National Endowment for the Arts. She has over twenty years of experience in non-profit administration. She believes strongly that art can transform lives.

### ***C. Maureen Horgan, MSW, LICSW: Hope is a four-legged Word***

The session will provide information and examples of the benefits of Animal Assisted Therapy in therapeutic work with grieving children and families. Participants will leave the session with a general understanding of the benefits of AAA/T (Animal Assisted Activity/Therapy), strategies for interacting with the animal and grieving child/family, a brief overview of animal therapy team training and how develop an AAA/T program. Participants will have the opportunity to observe and interact with therapy dog Dresden.

#### ***Learning objectives:***

1. Recognize the impact and benefit of a AAA/T program for grieving children, families and hospice/palliative care professionals.
2. Describe AAA/T strategies and interventions for supporting grieving children and families.
3. List the characteristics of a successful therapy dog team and resources for becoming a AAA/T team.
4. Identify the components for developing and implementing an animal assistance activity and therapy program.

#### ***Biography:***

Maureen Horgan, LICSW, ACHP-SW has been working in the field of hospice and palliative care since 2000. She is the Executive Director at Gentiva Hospice. She worked in various roles at Providence Hospice of Seattle including hospice Social Worker, Safe Crossings Grief Counselor and Clinical Manager of the Pediatric Palliative Care Program, Stepping Stones. She developed and provided clinical oversight for the Animal Assistance and

Activity Program at Providence. She has facilitated groups for grieving children and parents and has provided anticipatory grief counseling and bereavement counseling. Maureen works with her partner Dresden, a Labrador retriever. Dresden and Maureen have visited hospice patients for 7 years and have volunteered at Seattle Children's Hospital, Camp Erin and local nursing homes. They recently volunteered to raise a service dog puppy for Canine Companions for Independence.

## 1:00 – 2:30 PM Session 2 Options:

### A. *Megan Lopez, LMSW: Programming, Thinking Outside the Box Description of Presentation:*

Wouldn't it be great if one form of support group worked for every kid/family? Unfortunately this is not the case. So at some point while working with children we have to think outside the box and look at what works best for them. In this session we will be doing just that. Looking at what barriers come up for kids and families and how we can overcome those barriers with some creative programming without compromising our ethical responsibilities. We will look at several options, partnership opportunities, and getting the community involved.

#### *Learning objectives*

1. List barriers that effect children attending support groups.
2. List out-of-the box programming options.
3. Describe different partnership opportunities and outside programming.

#### *CEU Credits:*

**Biography:** Megan is an LMSW with a long history of working with children and families. Working with children and families is her life's passion and she has been blessed to work in many different settings including, medical, educational, job placement, and most recently children's grief. Megan has also served as a consultant and trainer to school personnel on how to handle grief issues in the school setting and assisting after tragedies occur.

### B. *Bethany Gardner: The Healing Power of Grief Camp: An Exclusive Screening and Discussion of HBO's Documentary One Last Hug: Three Days at Grief Camp*

Come for an intimate look at the healing and magic that takes place at bereavement camp. Proudly supported by The Moyer Foundation, New York Life and featuring Camp Erin, the HBO documentary *One Last Hug (...and a few smooches) Three Days at Grief Camp*, profiles four stories of children who have experienced the death of a parent. Not yet available to the public for purchase, this breakout session will feature an exclusive viewing of *One Last Hug*, followed by a brief presentation, discussion and local referral information.

#### *Learning objectives:*

1. Increase awareness of personal grief responses to the film as a trauma stewardship tool.
2. Identify three goals addressed at Camp Erin, a national network of free, overnight grief support camps for children and teens who have experience the death of someone close to them.
3. Identify three activities depicted in the film that can be utilized in grief support groups, grief camps or private practice settings.

#### *CEU Credits:*

#### *Biography:*

Bethany Gardner is the Camp Erin Program Manager at The Moyer Foundation, a non-profit organization with a mission to provide comfort, hope and healing to children affected by loss and family addiction. Camp Erin is the nation's largest network of free bereavement camps for children and teens, serving over 15,000 campers since 2002. As Camp Erin Program Manager, Bethany is privileged to work with nearly 45 grief support programs that facilitate Camp Erin across the country and in Canada. She oversees program best practices and development; coordinates research efforts; facilitates networking opportunities for bereavement camp professionals; and supports awareness-raising initiatives. Bethany's work with childhood bereavement began in 2008, when she

joined the staff of Safe Crossings, a children's grief support program in Seattle, WA. She holds a Master of Arts in Counseling Psychology and is a Licensed Mental Health Counselor Associate.

## 2:30- 4:00 PM Session 3 Options:

### ***A. Beverly Goldsmith, MSW: Concrete Tools for Health Care Professionals Who Provide Pre-bereavement Support for Families with Children***

This presentation will outline a practice model that Health Care Professionals can use to offer specific tools for adult caregivers to initiate discussion concerning difficult information concerning serious illness and loss to children. By increasing our own understanding of how children experience grief and loss, we can better assist families with children to navigate the normal and necessary process of grieving, and to better understand the importance of offering truthful information.

#### ***Learning Objectives:***

1. Describe children's grief responses and how they manifest in the feelings and behaviors of children based on age/developmental stages.
2. Identify the bereavement needs of grieving children and how they can be impacted by the opportunity to receive grief support prior to the expected death of a loved one.
3. Develop guidance strategies for adult caregivers who are supporting grieving children, utilizing concrete assessment considerations, tools and language.
4. Demonstrate increased skill in providing guidance for adults to communicate difficult medical information to children, and offering time of death opportunities that can significantly impact the potential for a healthy grieving process.

#### ***Biography:***

Beverly Goldsmith received her Masters Degree in Social Work from the University of South Carolina in 1982 and has since provided end of life care and bereavement support to families and children. She is currently the Coordinator of the Safe Crossings Children's Grief Support Program of Providence Hospice of Seattle, providing clinical services to families and children, as well as clinical supervision and guidance to three Safe Crossings counselors, the Coordinator of Camp Erin, the weekend bereavement camp for kids and teens in King County, and a program assistant.

### ***B. Juliana Perez, MSW: Mindful Approaches to Working with Grieving Children and Families***

The practice of mindfulness is about developing the capacity to be present and aware, allowing emotions without judgment, and developing loving kindness and compassion with oneself and others. This presentation will introduce those working with children and families to the use of mindfulness meditation as self-care (to be present to their own stress and emotions), but will also provide some basic tools for using mindfulness in their practice with children, teens or adults going through grief.

#### ***Learning objectives:***

1. Describe mindfulness meditation as a way to relieve stress for those working with children and families
2. Describe mindfulness meditation as a tool to use with grieving children, teens and families
3. Describe mindfulness as a means for witnessing and companioning clients through the grief process

***Biography:*** Juliana Perez has a MSW and for over 6 years was the Executive Director of Safe Crossings Foundation, an organization dedicated to funding grief services for children in the Puget Sound region. Juliana has also been practicing mindfulness meditation for over 20 years, has been leading mindfulness meditation classes and facilitating adult bereavement groups for the past 6 years.

### ***C. Jennifer McCormick, MSW: Creating a Safe Space for Bereaved Children***

This presentation will focus on the concept of providing a safe space for children to express their grief. At the Healing Center, we believe children know what they need to do to grieve. Our job is to provide a variety of modalities to give children options for grief expression. The options provided allow children to feel comfortable and accepted during their time at The Healing Center. I will discuss several modalities for grief expression including the ritual of eating together as a community, establishing rules, circle time, playing games, sand tray therapy, art expression, and free play. We will have a chance to take a closer look at some of the games we play during circle time to get children talking and thinking about their grief process.

#### ***Learning objectives:***

1. Explain the importance of providing various modalities for grief expression in order to create a safe space.
2. Differentiate between the directive and non-directive interventions in grief group work.
3. Describe three different therapeutic modalities used to facilitate grief work with children.

#### ***Biography:***

Jen joined the Heather Center staff as the Clinical Supervisor in July of 2013. In addition to her duties at The Healing Center Jen currently co-facilitates the Survivors of Suicide groups and conducts volunteer trainings at the Crisis Clinic in Seattle. Prior to her current positions, Jen worked at Ele's Place, a healing center for children in Ann Arbor, Michigan where she supervised and trained volunteers as well as facilitated adult grief and loss groups. Jen also worked as a hospice social worker at Providence Hospice of Seattle where she also volunteered at Camp Erin. In addition to her clinical grief and loss experience, Jen has several years of experience in community mental health, emergency department social work, and inpatient psychiatry. She earned a Masters Degree in social Work from the University of Washington in 2002, and completed a Certificate in Psychological Trauma from the University of Washington in 2013.

## **4:00 – 5:30 PM Session 4 Options:**

### ***A. Andy McNiel, M.A.: Expanding Bereavement Support Services to the Unserved Children and Teens in Your Community***

Though there has been tremendous growth in the availability of bereavement support services for children and teens in the United States over the past 40 years, there still remain parts of our communities where children do not have access to these important services. How do we make bereavement support services available to unserved children and teens in our communities? The National Alliance for Grieving Children (NAGC) and New York Life Foundation (NYLF) have been partnering for the past four years to provide grants to bereavement programs across the United States to expand their services to underserved populations. This presentation will provide insight into the challenges of expansion and solutions to these challenges that can be duplicated by bereavement programs that want to expand their current services.

#### ***Learning Objectives:***

1. Describe techniques to effectively build relationships with key constituents throughout their service area
2. Explain how to diversify their clinical services for under-served children and teens
3. Identify strategies for providing bereavement support services to currently unserved parts of their community.

#### ***Biography:***

Andy McNiel serves as the Chief Executive Officer of the National Alliance for Grieving Children (NAGC). The NAGC advocates, educates and raises awareness in regard to issues related to supporting children and teenagers grieving the death of someone in their life. Andy has served numerous non-profit organizations over the past 22 years, most recently providing organizational leadership as Executive Director of The Amelia Center, a grief counseling center in Birmingham Alabama. Prior to this he served as Director of Grief Counseling Services for Hospice of Martin & St. Lucie in Stuart, Florida. He holds a Bachelor of Arts in Religion from Palm Beach Atlantic College and Master of Arts in Counseling from The University of Alabama at Birmingham.

## *B. Panel Discussion: Grief Camp 101 - What to expect from start to finish*

Grief camps offer unique and life changing experiences for campers who have had someone special in their life die. How do you run a grief camp program that is both meaningful **and** fun? Come hear from a panel of Camp Erin coordinators from programs around the Puget Sound. This interactive presentation will address the major challenges and achievements of three different grief camps. Topics of discussion will include grief activities for a camp environment, providing a safe clinical setting, camper recruitment and registration, volunteer training, plus plenty of time for Q&A.

### *Learning objectives:*

1. Describe impactful and therapeutic clinical grief activities for kids and teens in a camp context.
2. Explain the importance of creating a safe clinical environment where children and teens have the opportunity to grieve.
3. Outline the basic elements of running a grief camp and the components necessary for a weekend program.

### *Panel Biographies:*

- **Darren Wenz, LICSW, CT** - Darren joined the BRIDGES staff as BRIDGES Program Coordinator in July 2007. Prior to joining BRIDGES, Darren served as Executive Director of Families Unlimited Network, a non-profit agency serving low income children and families. His work experience includes over fifteen years of work with children including teaching junior high students and developing and directing an after school program for children age 9-13. Darren received his MSW from University of Washington Tacoma. While in the Social Work program, he served as an intern at BRIDGES during the 2004-2005 school year. Darren received his certification in Thanatology through ADEC in 2009 and became a licensed independent clinical social worker in 2011. Darren also coordinates Camp Erin-Pierce County. Darren and his wife Pam have three sons, Caleb, Ryan and Lewis
- **Lisa Ward-Duke, MSW** - Lisa joined the BRIDGES staff as the Family Support Coordinator in May 2012. Before coming to BRIDGES, Lisa ran a home business, supervised a local soup kitchen and focused on raising her two daughters. Prior to becoming a parent, Lisa worked for 9 years in New York City providing clinical services to children and their families in a South Bronx child mental health clinic. She received her MSW degree from New York University. Before moving to NYC Lisa worked for 5 years with New Horizon Ministries in Seattle, coordinating the program and volunteers who worked with teen girls living or working on the streets. Lisa and her husband, Paul have two daughters, Rachel and Savannah.
- **Chris Olson** - Chris has been the Camp Erin Coordinator in the Safe Crossings Program at Providence Hospice of Seattle for the past four years. Growing up, he had the wonderful opportunity to attend various summer camps around the country. He graduated from the University of Wisconsin-Madison and, during his summers in college, worked as a counselor and coordinator at Luther Park Bible Camp in northwestern Wisconsin. Currently, he also works as the Operations Manager for Earth Ministry, a faith-based environmental non-profit based in Ballard, and is currently pursuing a certificate in Non-Profit Management from the University of Washington.
- **Emili Fletcher** - Emili joined Providence Hospice of Seattle as a Safe Crossings Grief Counselor and the Clinical Lead for Camp Erin King County in 2014. Prior to joining Safe Crossings, Emili served as a Social worker and a Program Manager for 15 years supporting refugee and homeless families who had experienced multiple losses in their lives. Emili had the unique opportunity to start a counseling ministry in Cape Town, South Africa where she developed a curriculum for counselors that provided tools in helping support children and families within their community who had experienced loss and trauma. Emili graduated with a Human Services degree from Western Washington University in Bellingham, WA. After a few years in the social work field, Emili went on to receive her Master's in Social Work from the University of Washington.

## Saturday February 21<sup>st</sup> - Day 2

### 9:00 – 10:30 AM Keynote: Dr. Kenneth Doka, Ph.D. – Investigating evidence-based interventions

This keynote—delivered in two-parts—addresses the impact of sudden and traumatic losses such as accident, suicide, or homicide affect children and adolescents. The first presentation delineates the problem—reviewing how children and adolescent’s perception of death and grief develop and exploring the ways that traumatic loss complicates the grieving process. The second keynote presentation investigates evidence-based interventions that can be used in schools and groups as well as individual counseling.

#### *Learning Objectives:*

1. Trace the ways that orientations and attitudes toward death change through childhood and adolescence;
2. State the ways that development affects the mourning process;
3. Describe *developmentally unexpected loss* and indicate the ways that traumatic losses such as accident, suicide, or homicide complicates grieving;
4. Evaluate and describe clinical interventions that are appropriate for children and adolescents;
5. Discuss the nature of grief support and death education at varied ages.
6. Describe interventive techniques such as bibliotherapy, expressive approaches, and ritual.

#### *Biography:*

Kenneth J. Doka, PhD, MDiv, is a Professor of Gerontology at the Graduate School of The College of New Rochelle and a Senior Consultant to the Hospice Foundation of America (HFA). He is an expert on grief and grieving, and lectures worldwide on the topic. A prolific author and editor, Dr. Doka serves as editor of HFA’s Living with Grief® book series, its Journeys newsletter, and numerous other books and publications.

### 10:30 – 12:00 Noon Session 5 Options:

#### *A. Christine Linnehan, M.S.: Creative Pathways to Resilience: Effective Interventions for Children and Adolescents After Traumatic Loss*

In this interactive workshop, we will explore creative, restorative interventions that can be applied in clinical and grief support settings to promote stability, self-regulation, and resilience while providing children and teens a safe way to tell their stories of loss. Case examples and experiential practices will be used to illustrate how various art modalities can provide a structure to identify, express, and assimilate the wide range of feelings that may surface after loss while offering bereaved children an opportunity to create new visions of wholeness and hope. Particular consideration will be given to the importance of tailoring each intervention to the child's developmental level, needs, and interests.

#### *Learning Objectives:*

1. List at least 3 risk and protective factors that impact a child's ability to cope with trauma and loss
2. Describe at least two creative strategies for helping bereaved children cope with anxiety and hyper-arousal
3. Cite an example of the use of movement, music, and storytelling as restorative interventions for bereaved children/teens

#### *Biography:*

Christine Linnehan, M.S., LCPC, BC-DMT, FT has been in private practice, Riverview Counseling, in Scarborough, ME for the past 18 years and has been a clinical consultant in the Bereavement Support Program at the Center for Grieving Children since 2004. Previously, she worked in inpatient and partial hospitalization

settings that focused on the treatment of trauma. She is a trained hospice volunteer and has advanced certifications as a Fellow of Thanatology and a Board-Certified Dance/Movement Therapist. Christine has a special interest in creative approaches to working with children and families after traumatic loss. She has extensive training in childhood trauma; suicide prevention and postvention; and creative arts therapies.

#### ***B. Megan Lopez, LMSW: How to Introduce Grief into Your Classroom***

Children grieve in all settings. Coming from an education background myself, I have seen children struggling in school to participate, pay attention, and succeed due to things going on outside of the school walls. In this session we will explore how to talk about grief in the school setting without putting extra pressures and demands on teaching staff. We will look at different age groups and how to best reach them where they are. We will also discuss when a tragedy affects the whole school and how you can best support the faculty and children. Kids need a neutral person to talk through their thoughts and feelings about the death. Why can't that be at school?

##### ***Learning objectives:***

1. List strategies for introducing grief into the classroom settings.
2. Identify strategies for supporting an entire school following a tragedy.
3. Describe age appropriate activities and subject matter for school populations

##### ***Biography:***

Megan is an LMSW with a long history of working with children and families. Working with children and families is her life's passion and she has been blessed to work in many different settings including, medical, educational, job placement, and most recently children's grief. Megan has also served as a consultant and trainer to school personnel on how to handle grief issues in the school setting and assisting after tragedies occur.

## **12:00 Noon- 1:00 Lunch**

### **1:00- 2:30 PM Session 6 Options:**

#### ***A. Michelle Massey, LICSW: Traumatic and Complicated Grief or Responding to Traumatic Grief or Anticipatory Grief.***

Explore the emotions, developmental process, and common reactions experienced by children and adults who have lost a loved one to suicide, violent and traumatic death. Learn how communicate with children regarding traumatic grief, how this process affects family members, and ways to support loved ones through a traumatic death.

##### ***Learning objectives:***

1. Define Traumatic and Complicated Grief
2. Examine the normal developmental process and ways to communicate to children and adults experiencing Traumatic and Complicated Grief.
3. Identify strategies to provide ways to support to children and adults experiencing Traumatic Grief.

##### ***Biography:***

Michelle is a Licensed Independent Clinical Social Worker and has worked for ten years as an Oncology Social Worker managing the Family Cancer Support Program at Gilda's Club Seattle, a non-profit for those living with cancer. She also works with The Healing Center leading grief and loss support groups and specializing in Traumatic Loss and Survivors of Suicide groups for children. Michelle has spent several years as a Medical Social Worker at area hospitals and also has a private therapy practice focusing on mental and emotional health for medical illness, Veteran and family support, and grief and loss support for children and adults. She uses specific art therapy training and King County Crisis Clinic training to meet the needs of children and adults experiencing grief and loss. She is considered an expert in her field of providing bereavement support for individuals and families, facilitates community groups, corporate seminars, and lectures and workshops.

## **B. Annie McCall, M.A. & Steffanie Lorig, B.A.: *Chill & Spill: Using Expressive Arts to Support Trauma Recovery***

Participants will learn how to bring the expressive arts into their program or practice with teens facing trauma. Art with Heart's *Chill & Spill* journal for teens is a promising prevention and intervention tool based in cognitive behavioral, narrative and art therapies. From the survivors of disaster to those suffering traumatic loss, teens use *Chill & Spill* to help them express both their suffering and strength, facilitating healing, promoting coping skills, and building self-confidence.

### **Learning Objectives:**

1. Describe at least two best practices for working creatively to support trauma recover
2. Describe the *Chill and Spill* journal and cite its therapeutic benefits
3. Explain how the *Chill & Spill* journal can be used programmatically in conjunction with a Leader's Companion that provides experiential art activities and discussion questions to assist with healing.

### **Biographies:**

**Annie McCall**, MA, LMHC is a therapist who specializes in Dialectical Behavior Therapy (DBT) and is co-founder of Youth and Family DBT of Seattle. She earned her Master's degree in Psychology from New York University in 2000, and has been practicing individual therapy and DBT skills training since 2003. Annie has been Art with Heart's trainer since 2008.

In 1996, **Steffanie Lorig** parlayed her award-winning design career to found Art with Heart to help children struggling to overcome emotionally traumatizing life events. To date, the nonprofit has helped over 100,000 high-risk children. She is the visionary for Art with Heart's therapeutic books and has authored or co-authored 10 books and curricula for children, including "Such a Silly Baby" (Chronicle Books) as well as the newest Art with Heart publication, "Draw It Out." She holds a Bachelor of Arts degree in Visual Communication from Northern Arizona University in Flagstaff, AZ.

## **C. Jill Meyers, M.A.: *Therapeutic Drama Techniques Supporting Children and Teens in their Grief process***

After providing an overview of the presentation and sharing of basic Drama Therapy theory, this presentation will be experiential in nature. It will be more aligned as a workshop experience. The activities will address a range of developmental levels supporting application for both children and teens. The activities will also specifically relate to grief processing of feelings; story-telling; companionship of the client; empathy building; trust. Various modalities will be employed in order to help inform participants about the wide-ranging opportunities drama and theatre offer the healing process. There will be time for Q/A throughout the experience.

### **Learning Objectives:**

1. State an overview of Drama Therapy Theory
2. Identify concrete therapeutic tools to use with grieving youth through application of drama related techniques
3. Assess activities for direct application into clinical practice with this population.

### **Biography:**

Jill Meyers MA, CCLS has been working with The Safe Crossings program at Providence Hospice of Seattle supporting both children and teens in anticipatory end of life situations and bereavement. Jill has worked with Safe Crossings for the past 4.5 years. Prior to working with Safe Crossings, Jill was a Child Life Specialist at UCSF Benioff Children's Hospital in San Francisco. While there, Jill supported children and families in Pediatric Oncology as well as in Pediatric Cardiology. In addition to her traditional Child Life responsibilities, Jill was also in charge of developing Creative Art Therapy programs for all pediatrics at UCSF Children's Hospital. During her time at UCSF, Jill developed a collaborative program implementing the use of theatre and visual art as primary therapeutic tools within clinical practice. The collaboration included high schools, the deYoung museum and

hospitalized teens. The project continues today at UCSF Benioff Children's Hospital. Jill received her master's degree at Antioch University, Seattle having designed her own degree in psychology with a drama therapy focus. Jill's passion is bringing creative interventions to youth dealing with end of life, life-limiting illnesses and grief. Additional interests include anthropology, exploring the outdoors and adventure traveling.

## 2:30 PM- 4:00 PM Closing Plenary

### *Michelle Post, LMFT: What have you done for YOU lately? Secondary Traumatic Stress and burn-out prevention for caregivers*

Have you been feeling stressed, complaining without offering solutions, experiencing somatic complaints or just feeling like your tank is running on empty? You may be burning out or experiencing compassion fatigue or what is called secondary traumatic stress. We teach our grieving families to care for themselves, but sometimes neglect ourselves in the process. The cost of losing experienced people and the time and money to search for and train new staff and volunteers can be averted with a little TLC. Join this interactive fun discussion about what you can do for yourself and your staff to assess, prevent, and treat compassion fatigue aka Secondary Traumatic Stress.

#### *Learning objectives:*

1. Identify at least three symptoms of compassion fatigue
2. Describe three interventions to manage stress
3. Create a self-care plan that can be taught to staff and volunteers up front and prevent burn out

#### *Biography:*

As an LMFT, CE Provider, and Clinical Supervisor in private practice in LA, Michelle Post internationally consults and trains in areas of grief, death notification, stress & burn-out prevention, group facilitation, ASIST suicide prevention, executive leadership and team-building. As Manager of Donor Family Aftercare for OneLegacy, she provides staff & community training and bereavement services and is the former chair APO Donor Family Services Council, and former board member and secretary for National Alliance for Grieving Children. She has been a faculty member for Global Leadership Symposium and American Academy of Bereavement. She is a member of Dr. J. William Worden's SoCal Bereavement Specialist group, and most importantly, practices what she preaches in the area of self-care and living a life full of joy and purpose.

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