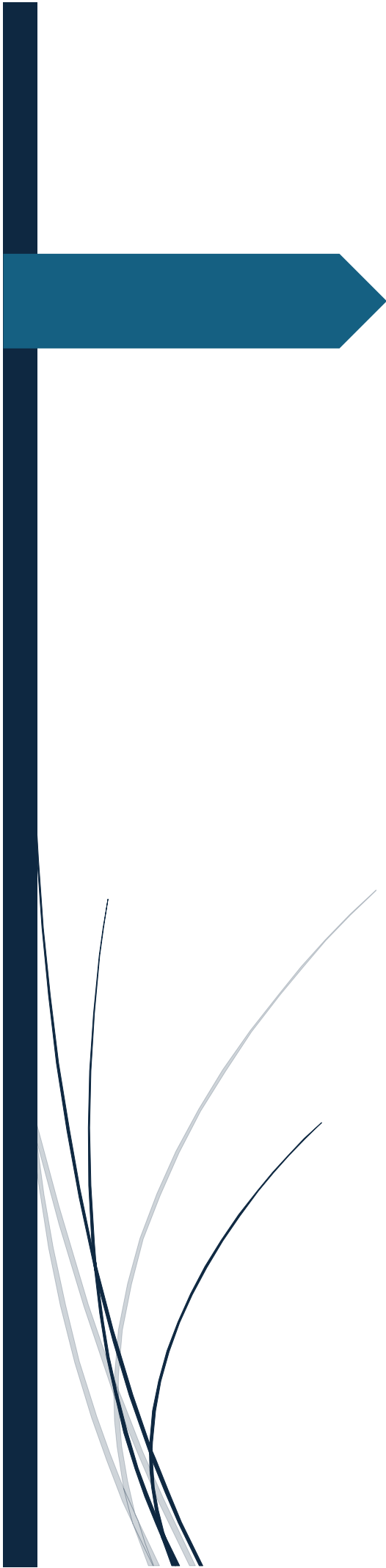




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Understanding Trauma and the
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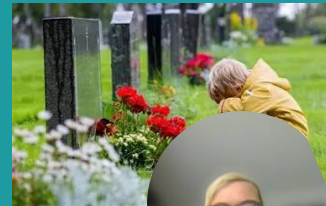
Charlene Griffiths

STUDENT NUMBER 0400352

THE IMPACT OF BEREAVEMENT ON A GROUP OF CHILDREN BETWEEN 7 -11.

PRESENTATION OVERVIEW

- Understanding Bereavement in Childhood
- Immediate Effects
- Long-Term Developmental symptoms
- Protective Factors and Resilience
- Strengths and limitations of current studies



I have researched the impact of bereavement on 7–11-year-old children and will cover key areas including understanding childhood bereavement, immediate effects of bereavement, how to support bereaved children, long-term developmental outcomes, protective factors and resilience, and strengths and limitations on recent research to identify gaps and future directions.

Image source 1-<https://www.rosedaletraining.co.uk/services/bereavement-support/>

Image source 2- I believe <https://www.ibelieve.com/motherhood/comforting-prayers-for-the-grieving-parent.html>

Basic Acknowledgement format of AI tool use

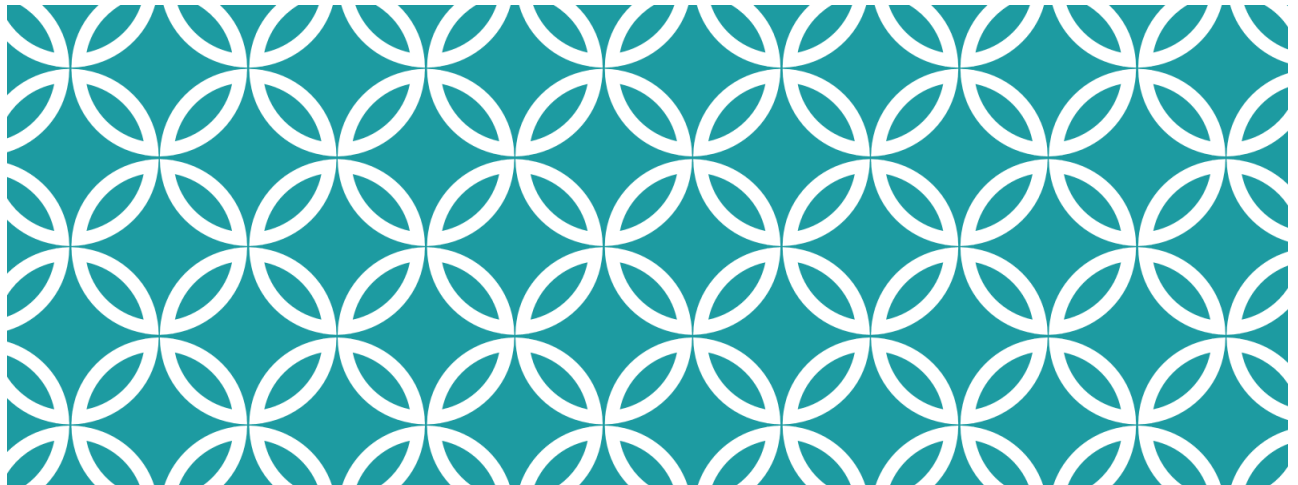
I acknowledge the use of Google Scholar to research literature.

I acknowledge the use of google images to search for images.

I have used PowerPoint to create my presentation.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Slide 3



UNDERSTANDING BEREAVEMENT IN CHILDHOOD

Slide 4

DEFINITIONS AND TYPES OF CHILDHOOD BEREAVEMENT

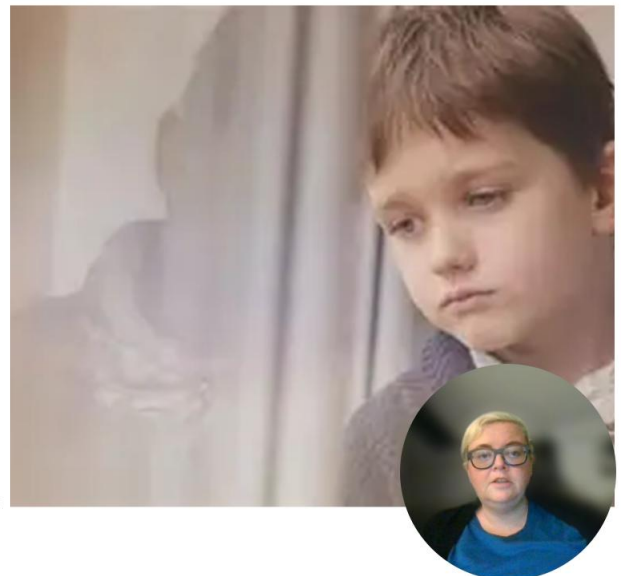
Childhood Bereavement

Childhood bereavement refers to the loss of a significant person, typically a caregiver, during childhood (Kentor & Kaplow).

Types of Bereavement

Bereavement types include sudden or expected loss, parental death or loss of sibling or even abandonment. each affecting the child's coping and emotional response differently.

These types of bereavement can impact and influence children's responses in different ways such as emotionally, physically and mentally (Burns et al, 2020).



Childhood bereavement refers to the experience of losing a significant person during crucial years. Bereavement is an event which can disrupt and shape children's development, psychological wellbeing, and future life outcomes (Kentor & Kaplow, 2020).

There are several types of bereavement such as sudden or expected loss, parental death, or loss of a sibling or even abandonment from a crucial care giver. These types of bereavement can impact and influence children's responses in different ways such as emotionally, physically, and mentally (Burns et al, 2020).

When looking at the death of a parent/sibling during childhood research has classed this type of bereavement as an Adverse Child Experience (ACE), which can increase their risks for future behavioural, health, academic and relationship problems (Burns et al, 2020). Also, Sandler et al (2010) found that parental death was the most difficult of Adverse Childhood Experiences to overcome. Yu et al (2017) found that sibling bereavement had less attention during research despite the impact it has on the whole family which includes increasing the risk of mortality for both parents and siblings.

In the United Kingdom, estimates suggest that one in twenty children will experience the death of a parent or sibling before reaching adulthood (Winstone et al., 2022). Research shows that the average age of losing a parent is between 10-13 years of age (Bjorndal et al, 2025).

Image source: <https://www.northshoremums.com.au/helping-kids-with-grief/>

Slide 5



PREVALENCE AND DEMOGRAPHIC CONSIDERATIONS

Bereavement Prevalence Variations

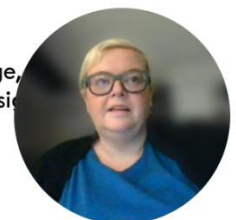
Bereavement rates can vary across different populations due to developmental, contextual, socioeconomic status and family structure factors (Kentor & Kaplow, 2020; Sallom et al, 2025).

Cultural Impact on Bereavement

Cultural backgrounds affect how individuals experience and cope with bereavement, requiring sensitive support (Burns et al, 2020).

Need for Targeted Support

Recognizing demographic influences such as age, relationship and type of loss is essential for designing bereavement support approaches.



Studies indicate that bereavement prevalence can vary across different populations due to developmental, contextual, socioeconomic status and family structure factors (Kentor & Kaplow, 2020). Research suggests that factors such as child characteristics and coping strategies can have a larger impact on a bereaved child's development rather than socio-environmental factors (Sallom et al, 2025). In 2015, UNICEF

estimated that nearly 140 million children worldwide under the age of 18 had experienced the death of one or both parents (UNICEF, 2017).

When looking at cultural backgrounds sometimes children are excluded from mourning the loss of a parent or sibling and are not always provided with the information about the death which does not support the child to process the grief properly (McLaughlin et al, 2019). Skaar et al (2021) and Sormanti & Ballan (2011) found that bereavement interventions for racial, ethnic, and disabled children were limited and had not served them well. However, Haine et al (2018) found it was important to adapt the interventions to reflect the bereaved cultural values and community norms such as their mourning rituals and the inclusion of extended families when supporting the child.

Recognizing demographic influences such as age, family relationship and type of loss is essential for designing effective bereavement support approaches (Burns et al, 2020). Also, when creating individual support approaches it is vital to recognise all the needs of the bereaved child on a public health level as they are at a high risk for different health and mental health problems (Keyes et al, 2014). Merick et al (2019) found strategies which support the children and youths' bereavement might reduce the future prevalence of risk in behaviours and negative health outcomes. However, most bereavement interventions are specified for one type of death (Sallom et al, 2025).

Image source: <http://www.deathreference.com/Gi-Ho/Grief-and-Mourning-in-Cross-Cultural-Perspective.html>

Slide 6

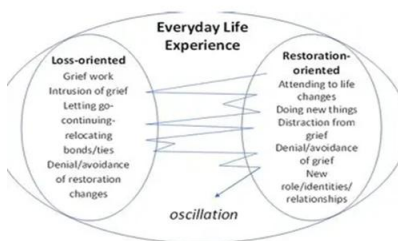
THEORETICAL FRAMEWORKS USED IN RECENT LITERATURE



There are many theoretical frameworks considered when developing supportive interventions for bereaved children.

Kubler-Ross- stages of grief.- There are 5 stages of grief: denial, anger, bargaining, depression and acceptance (CRUSE, 2026; Corr, 2018).

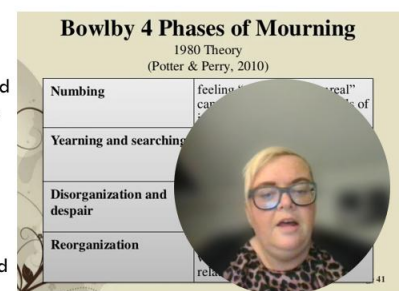
Stroebe and Schut- Dual process model- suggested healthy grieving involved moving back and forth between a dual process of loss-orientated coping and restoration-orientated coping (Stroebe & Schut, 2010).



Tonkin's model- Tonkin found that grief does not shrink or disappear overtime, but life grew around the grief (Tonkin, 1999).

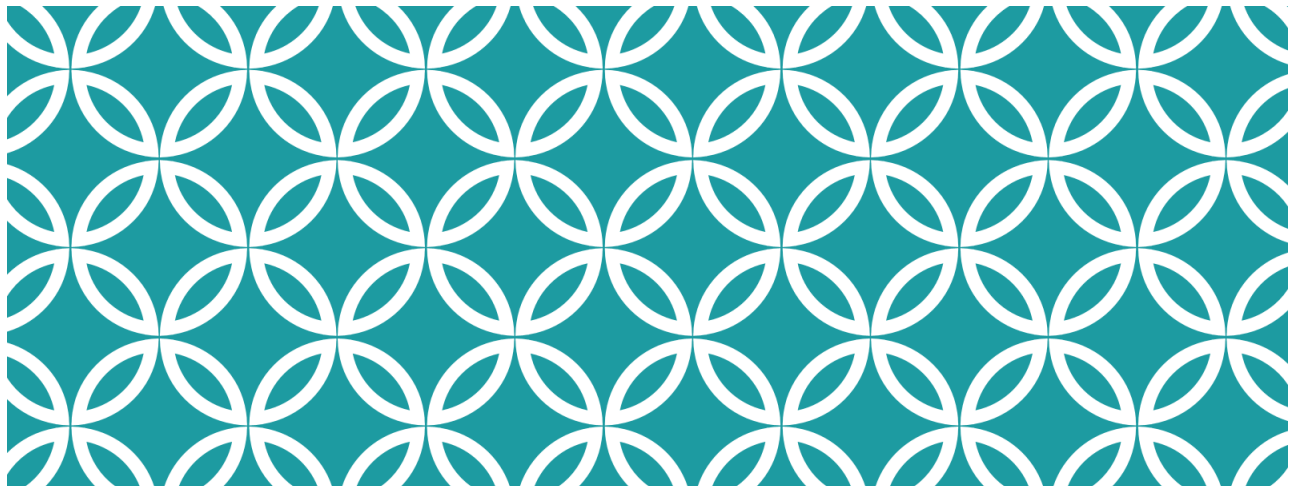
Bowlby: Attachment, separation and loss- grief happened due to developing strong attachments as strong emotions were expected when losing something so important (Shaver & Fraley, 2008; Bowlby, 1980).

Parkes- The four phases of Grief- Parkes created the 4 phases based on Bowlby's work: shock and numbing, yearning and searching, disorganisation and despair and reorganisation and recovery (Parkes, 1998)

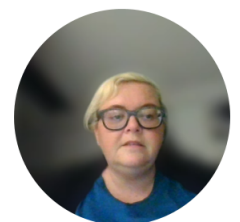


There are many theoretical frameworks considered when developing supportive interventions for bereaved children. Elisabeth Kubler-Ross created the stages of grief (Corr, 2018), The Stroebe and Schut Dual Process Model (Stroebe and Schut, 2010), Tonkins model (Tonkin, 1999), Bowlby's Attachment, Separation and Loss Theory (Bowlby 1980; 1969) and Parkes Four Phases of Grief (Parkes, 1998). Each of these theorists speak about how sadness is a natural emotion and that grief needs to be processed appropriately as grief is different to all and grief will always come in waves. Until the grief has processed life may not continue as normal. Through considering each theorist they highlight the importance of recognising where the child may be in their grieving process, which can allow professionals to guide tailored support approaches (Nam, 2015). Recognising that grief is unique to each child, interventions should be flexible and allow space for children to express their emotions in different ways, such as through art therapy or peer support groups (Burns et al, 2020; NHS, 2023).

Slide 7



THE IMPACT OF BEREAVEMENT ON CHILDREN



Immediate effects of childhood bereavement.

Children can display different grief reactions and symptoms of trauma, depression and anxiety following the loss of a loved one. The quality of attachment and caregiving before the bereavement critically influences these immediate effects (Bowlby, 1969). Bereavement is seen as a social and public health issue associated with interrupting development such as relationships, academic and careers as well as increasing the risk of developing mental health problems, substance abuse, and suicide (Yu et al, 2017).

EMOTIONAL IMPACT



- Grief is a powerful physical and emotional experience which can impact a child differently (McLaughlin et al, 2019).
- A child can experience different emotions during bereavement such as sadness, confusion, anxiety and anger (Luecken et al, 2023).
- Bergman et al (2020) found that children who could not express their grief had a greater risk of showing symptoms of depression and anxiety in the months following the bereavement.
- Research shows that 30% of bereaved children have grief symptoms which could include prolonged grief symptoms, depression, impairments and PTSD (Boelen et al, 2017; Melhem et al, 2011).



Emotional impact

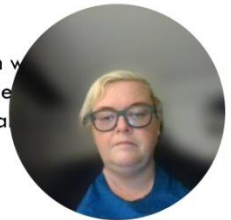
When a child between 7-11 experiences bereavement they can display a range of intense and conflicting feelings. Grief is a powerful physical and emotional experience which can impact any child (McLaughlin et al, 2019). Research by Luecken et al (2023) highlights symptoms such as sadness, confusion, and behavioural changes, emphasizing the intensity of the grief experienced by young children. Sadness, anger, and grief are always experienced by all children; however, some children may experience anxiety regarding the well-being of the other family members and confusion about the circumstances of death (Kaplow et al, 2014). Bergman et al (2020) found that children who were unable to express their grief had a greater risk to internalise distress which can lead to symptoms of depression and anxiety showing in the months following the loss. This is supported by many different theorists such as Bowlby (1980) and Parkes (1998) and Tonkin (1996).

30% of bereaved children will have grief related symptoms which could include prolonged grief symptoms, depression, impairments, and PTSD (Boelen et al, 2017; Melhem et al, 2011). Also, research has found links between traumatic and complicated grief (McClatchey et al, 2014) and links between prolonged grief disorder, depression and PTSD in children and adolescence (Spuij et al, 2012), which is supported by Bowlby's attachment theory (1980) when someone should show these emotions after losing something so important.



BEHAVIORAL IMPACT

- Hypervigilance and separation anxiety are common trauma symptoms observed in young children experiencing bereavement as they lose their attachment relationship and fear losing another loved one (Kaplow et al (2019) .
- Bereavement in young children can lead to the children regressing to earlier developmental stages such as needing a comforter or bed wetting (Piaget, 1952; Bryant, 2014).
- Bereaved children may occur sleep disturbances such as nightmares and insomnia (Bryant, 2014; Stikkelbroek, 2015).
- Research has shown that children who do not have access to support have a greater risk of developing disruptive behaviours (Haine et al, 2018).



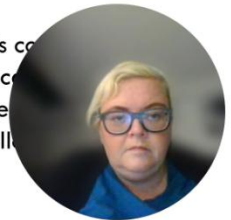
Behavioural impact

Children who experience bereavement often shows noticeable shifts in behaviour, children between 7-11 could regress to earlier developmental stages such as wanting a comforter or bed wetting (Piaget, 1952; Bryant,2014). Their academic performance may suffer due to unable to concentrate, missing lessons or school and withdrawal from classroom activities (Aciri et al, 2021). Bereaved children may also occur sleep disturbances such as nightmares and insomnia (Bryant, 2014; Stikkelbroek et al, 2015). Some children become more clingy towards surviving caregivers seeking reassurance and love, while others may display oppositional behaviour or irritability (Burns et al, 2020). Research has shown that children who do not have access to support from adults have a greater risk of developing disruptive behaviours, which can be seen as defiance instead of an expression of grief (Haine et al, 2018).

COGNITIVE IMPACT



- The cognitive understanding of death evolves rapidly at the age of eight.
- Children may believe that their thoughts or actions caused the death (Aciri et al, 2021).
- Children can struggle to remember the loved one with memories and begin to become confused about the past and become anxious and angry in the process (Corr, 2018).
- Bereavement will also impact a child's cognitive development which will affect them academically as they experience challenges with concentration, memory loss and problem solving (Sallom et al, 2025).



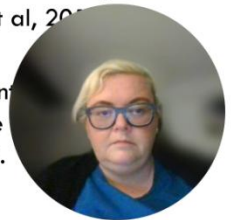
Cognitive impact

The cognitive understanding of death evolves rapidly between the ages of 7-11. They begin to understand that death is irreversible and forever, however, they might still believe in some misconceptions (Piaget, 1952). They may also believe that their thoughts or actions caused the death (Aciri et al, 2021). Children may also struggle to remember the deceased with memories, which makes them confused about the past and become anxious and angry in the process (Chan, 2024; Corr, 2018). Bereavement will also impact a child's cognitive development which could affect a child academically as the child will find it difficult to stay focused, could develop memory loss and face challenges with problem solving which are all commonly described in bereaved children, which will have a negative impact on their school attainment (Sallom et al, 2025).

SOCIAL IMPACT



- Bereavement often interrupts a child's social world (Dyregov et al, 2015).
- Bereaved children may feel lonely and isolated from peers and family (Haine et al, 2018).
- Children who experience grief can withdraw socially, become reluctant to participate in activities and find making and maintaining friendships difficult (McLaughlin et al, 2019).
- Some children will seek peer attention and relationships with others who have experienced the same (Ridley & Frache, 2020).



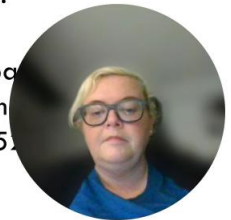
Social impact

Bereavement often interrupts a child's social world (Dyregov et al, 2015). Children between 7-11 may feel isolated from peers who have not experienced a similar loss which could lead to exclusions (Haine et al, 2018). Some research found that children often withdrew socially, were reluctant to participate in group activities and found it difficult maintaining friendships (McLaughlin et al, 2019). On the other hand, some children will seek peer relationships where they want to form a close bond with others who have experienced bereavement (Ridley & Frache, 2020; Bergman et al 2020). Teacher and peer responses are crucial, if the bereaved child is shown a lack of understanding, then they can begin to feel isolated compared to supportive teachers and peers who will foster inclusion and acceptance and support the child appropriately (Albuquerque & Santos, 2021).

DEVELOPMENTAL CONSIDERATIONS

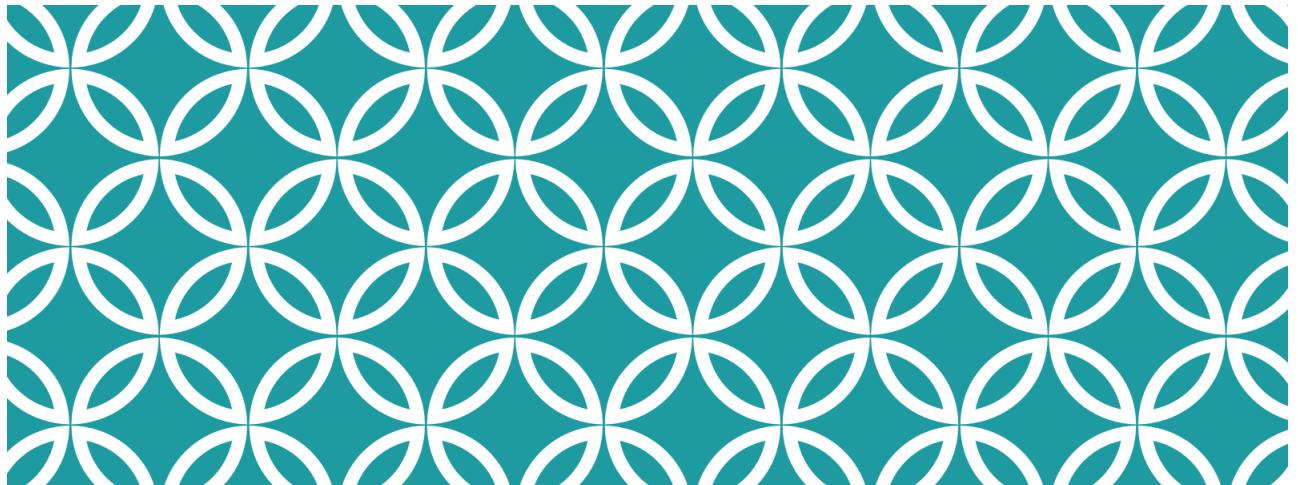


- Losing a loved one and experiencing bereavement can create challenges in understanding and expressing emotions (Kantor & Kaplow, 2020).
- Bowlby's attachment theory suggests that strong attachments formed in early childhood which are threatened by bereavement can lead into long term difficulties in trust and emotional regulation (Bowlby, 1980; Nickerson et al, 2017).
- Bereavement can have a negative impact on a child's developmental milestones causing confusion and needing dependency (Piaget, 1952).



Developmental Considerations

Children between 7-11 are beginning to transition from egocentric thinking towards greater empathy and perspective taking (Piaget, 1952). Losing a loved one and experiencing bereavement can disrupt this process, creating challenges in understanding and expressing emotions (Kantor & Kaplow, 2020). Bowlby's attachment theory suggests that strong attachments formed in early childhood are threatened by bereavement which can then lead into long term difficulties in trust and emotional regulation (Bowlby, 1980; Nickerson et al, 2017). Furthermore, children between 7-11 are developing their sense of identity and autonomy, however bereavement may have a negative impact on these milestones leaving the child confused and wanting dependency (Piaget, 1952; Bowlby, 1980).



LONG-TERM DEVELOPMENTAL CONSEQUENCES

MENTAL HEALTH OUTCOMES

- Children who experience a death of a parent or sibling are more likely to develop symptoms of depression, anxiety, PTSD and substance misuse (Luecken et al, 2023).
- The loss of parents or siblings in childhood shows an increase of 49% in the risk of developing low stress resilience (Kennedy et al, 2018).

Research has shown that child bereavement can impact stress resilience in adolescence which can then be displayed as a risk of psychiatric disorders in adult life. These include :

- 10.6% substance abuse
- 19.4% anxiety with a loss of a sibling
- 21.7% anxiety with a loss of a parent
- 15.6% depression

(Bjorndal et al, 2025).



Mental health outcomes

Childhood bereavement is a significant risk factor for different adult mental health issues in later life (Bjormadal et al, 2025). There have been links acknowledged between childhood bereavement and the increased risk of depression for over 60 years (Beck et

al, 1963). The DSM-5 acknowledges grief and has created a diagnostic category called prolonged grief disorder where it explains emotions and behaviours of bereavement (APA, 2022).

Children who have experienced the loss of a parent or sibling are more likely to develop symptoms of depression, anxiety, post-traumatic stress disorder (PTSD), and substance abuse (Luecken et al, 2023). Long term effects of childhood bereavement may include lower stress resilience in later life. The loss of parents or siblings in childhood shows that there is a 49% increase in the risk of low stress resilience (Kennedy et al, 2018). Research has also shown that child bereavement can have a negative effect on stress resilience in adolescents as they can display a risk of psychiatric disorders in later life.

These include:

10.6% substance abuse

19.4% anxiety with the loss of a sibling

21.7% anxiety with the loss of a parent

15.6% depression

(Bjorndal et al, 2025).

However, Bonanno (2011) found the exposure to psychiatric disorders can vary due to the individual's resilience and coping abilities, as he found many children did maintain healthy psychological functioning after the loss of a loved one and early support.

Grief impacts psychological well-being as well as long term psychiatric health. When a child loses a family member it can have a negative impact on the development of the psychosocial characteristics associated with resilience. This can be supported by developing emotional regulation, learning different coping strategies, and developing self-control (Luther, 2006; Kennedy et al, 2018). Unresolved grief during childhood can lead to greater emotional distress and can have a negative impact on psychological functioning in adulthood (Nickerson et al, 2017).

ACADEMIC AND OCCUPATIONAL OUTCOMES



- Bereavement in childhood can have a negative impact on education success and career progression (McLaughlin et al, 2019).
- Continuous emotional distress can lead to challenges in school which can result in lower academic achievements (Kaplow et al, 2017).
- Research shows that adults who have experienced childhood bereavement have a greater risk of unemployment (McLaughlin et al, 2019).



Academic and occupational outcomes

Bereavement in childhood can have a negative impact on education success and career progression (McLaughlin et al, 2019; Kennedy et al, 2018). Continuous emotional distress can lead to difficulties in concentration, motivation and school attendance which can result in lower academic achievement (Kaplow et al, 2014). Furthermore, research shows that adults who have experienced bereavement in their early years are at greater risk of unemployment, underemployment and employment instability, especially when there is a loss associated with financial hardship or family disruptions (McLaughlin et al, 2019; Merrick et al, 2019). Targeted interventions and supportive environments can support the decrease in these risks enabling the bereaved individual to achieve their potential in later life (Hermen et al, 2018).

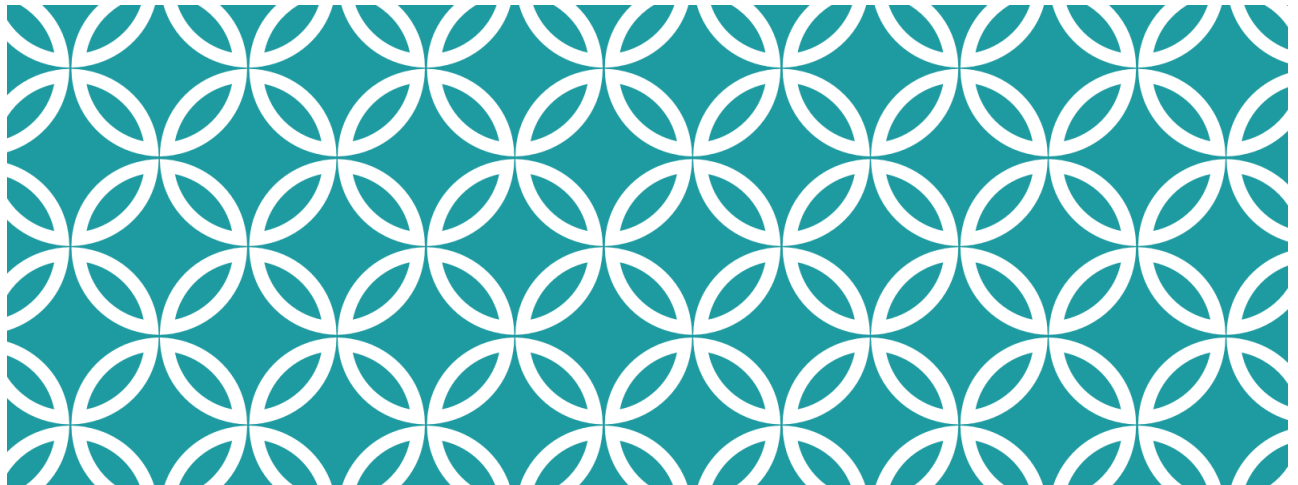
ATTACHMENTS AND RELATIONSHIPS

- Childhood bereavement can impact and shape adult attachment styles.
- Children who have experienced bereavement can often show difficulties forming and maintaining relationships as they have a fear of being abandoned and have developed trust issues (Nickerson et al, 2017).
- There is research which shows that some adults experience post traumatic growth where they develop greater empathy, resilience and supports them to create deeper connections. This can only be achieved if they have supportive and nurturing relationships around them (Bergman et al, 2020).



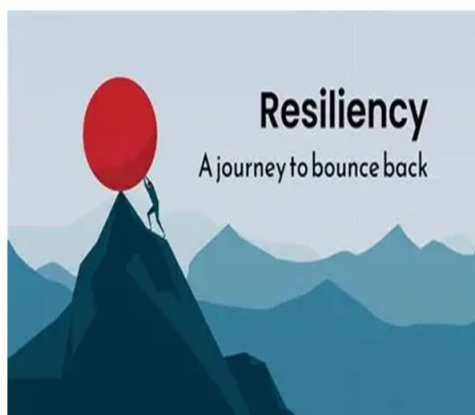
Attachments and Relationships

Childhood bereavement can impact and shape adult attachment styles. Children who have experienced bereavement at an early age will often show difficulties when forming and maintaining intimate relationships, fear of being abandoned and find it difficult to trust (Nickerson et al, 2017). Some adults may form insecure attachments due to dependency or avoidance which can expand into friendships, workplace, and parenting. However, there is research which found the potential for Post Traumatic Growth. This is when some adults could develop greater empathy, resilience and create deeper connections following childhood loss. This can only be achieved when they are supported by a nurturing environment and caring relationships (Bergman et al, 2020). McLaughlin et al (2019) found that 20% of bereaved children reported that they had not spoken about the loss of anyone, which then increased their risk of becoming bullied or assaulted in their adult life which had a negative effect on their adult relationships.



PROTECTIVE FACTORS AND RESILIENCE

RESILIENCE

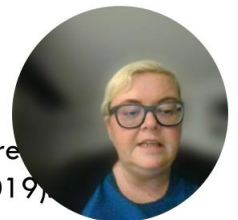


Resilience is a critical factor when looking at the impact of bereavement.

In order to develop resilience both children and adults need to develop different coping strategies in order to adjust around their grief and bereavement (Bergman et al, 2020).

Protective factors which can support a child or adult to develop their resilience includes:

- Having a stable caregiver and family
 - Having support
 - Having access to mental health services
 - Being able to talk openly about the bereavement
- (Kennedy et al 2018; McLaughlin et al 2019)



Resilience is a critical factor when looking at the impact of bereavement as it looks at how each child adapts in the face of adversity. Children and adults who develop effective coping strategies such as seeking support, engaging in meaningful activities and are able to process emotions constructively, will be more likely to experience positive adjustment during grief and bereavement (Bergman et al, 2020). Children and

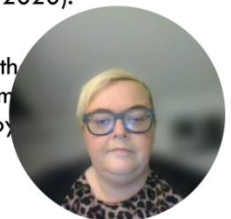
adults who lack support or are continuing to experience ongoing stresses may struggle with emotional regulation, self-esteem, and overall well-being (McLaughlin et al, 2019). Protective factors include stable caregiving, access to mental health services and access to open communications, which can all improve health outcomes (Kennedy et al, 2018; McLaughlin et al, 2019).

Slide 19



SCHOOLS AND OUTSIDE AGENCIES

- In order to support a child through bereavement professionally, such as a teacher, social worker or counsellor, they must have the knowledge and skills to acknowledge the child's problems and symptoms and are able to communicate about bereavement appropriately (Kentor & Kaplow, 2020)..
- Bereavement can have a large impact on a child's academic success (Elsner et al, 2022).
- Schools can provide an excellent setting to recognise the impact of bereavement on children and can provide the most effective support services for all children (Harrop et al, 2020).
- Oosterhoff et al (2018) found a link between the experience of sudden death and lower academic achievement. It shows concentration difficulties, less school enjoyment and is unable to have a sense of belonging in school.



Schools and Education

In order to support a child through a bereavement professionally, the teacher must have the knowledge and skills to acknowledge the child's problems and are able to communicate about bereavement. They will also need to recognise how many ways death and grief can impact a child's development. Furthermore, they will need to support the caregivers to achieve the correct support for the entire family to adapt to their grief accordingly (Kentor, 2020).

Bereavement can have a large impact on a child's academic success (Elsner et al, 2022; Liu et al, 2022). Schools can provide an excellent setting to recognise the impact of bereavement in children and can provide the most effective support services for all children (Harrop et al, 2020), especially if the caregivers at home are unable to support the child appropriately (Albuquerque & Santos, 2021). This can only happen if the staff have the skills to support the children which is not the case sometimes and then a child does not get the correct support and could develop further implications (McLaughlin et al, 2019).

When creating school-based bereavement interventions there is need to consider the impact of psychological and behavioural needs of the child as well as grief needs (Sallom et al, 2025). Bereavement can have a negative impact on school enjoyment, building and resuming teacher relationships, education success and also completing school or college (Oosterhoff et al, 2018; et al, 2012; Burrell et al, 2020). Oosterhoff et al (2018) found a link between the experience of sudden death and lower academic achievement, as a child can show concentration difficulties, less school enjoyment and having a sense of belonging in school. If a child displays psychological distress, there may be a link between bereavement and poor academic success. Interventions and services which promotes resilience, coping strategies and growth can prevent a child having negative outcomes (Kilmer et al, 2014). Kennedy et al (2018) found there was lower stress resilience in adolescents from childhood bereavement, this finding could support to identify appropriate childhood interventions on how to support resilience development, only if teachers or counsellors were able to understand determinants of stress resilience.

Slide 20

INFLUENCE OF FAMILY AND COMMUNITY SUPPORT

Role of Family Relationships

A supportive family environment is crucial when supporting the negative effects of childhood bereavement (Lueken & Roubinov, 2012).

Research shows that children who have experienced bereavement and were able to talk open and believed that their voice was heard and understood by caregivers are less likely to develop long-term psychological difficulties (Acri et al, 2021)

Community Engagement Importance

Active community involvement offers additional support networks, fostering resilience in children facing loss. Community organisations and families can offer different resources supporting social connection and resiliency (Ozbay et al, 2007).

However, there is a chance a child may be misplaced in the community if there is a resourced community as a bereaved child is often served by different sectors (Griese et al, 2017).



Family and community support

A supportive family environment is crucial when supporting the negative effects of childhood bereavement (Lueken & Roubinov, 2012). There is need for open communication, validation of emotions and consistency of daily routines as it can provide a sense of security and feel normal for any child or adult dealing with bereavement (Lueken & Roubinov, 2012). Research shows that children who felt heard and understood by caregivers and family were less likely to develop long-term

psychological difficulties (Acri et al, 2021). Family therapy and psychoeducation can empower caregivers to support grieving children effectively (Nam, 2015).

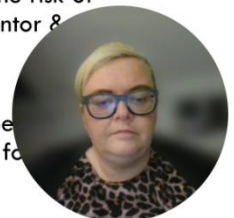
Community organisations and faith groups could offer different resources supporting social connection and reducing isolation, as Ozbay et al (2007) found that social support and social attachment can support children to develop resilient traits. However, when a community is resourced well, a bereaved child is often served across different sectors (Griese et al, 2017). These sectors include hospitals, schools and mental health centres which can all impact a child as they may show confusion or lack of trust when seeing different professionals each time (Burns et al, 2020).

Slide 21

INTERVENTIONS AND THERAPEUTIC APPROACHES



- There are many interventions and approaches to support bereavement.
- There are school-based interventions such as seasons for growth and grief education.
- There are evidence-based interventions such as CBT, Trauma-informed interventions and grief psychoeducation.
- Other approaches include counselling and mental health services.
- Early intervention is very important to reducing the risk of psychological problems (Halaevi et al, 2016; Kentor & 2020).
- The main purpose of any intervention is for the bereaved adolescent or adult to have someone to talk to for support (McLaughlin et al, 2019).



Bereavement care which includes interventions and support in all aspects of bereavement are mostly accessed by children age 6 to 18 years prior to losing someone 6 to 12 months previously (Ridley & Frache, 2020; CRUSE, 2026). Bereavement care has a positive effect for the whole family during bereavement not just the child (CRUSE, 2026).

School-based interventions such as The Seasons For Growth Programme has shown positive outcomes in fostering resilience and educational engagement (McLaughlin et al, 2019). Another intervention could include Grief Education, which is taught through mediated discussions and includes supportive bereavement activities balanced with playful and relaxed activities (Ridley & Frache, 2020). These activities can be issued by different bereavement agencies such as Winston's Wish (2026), the NHS (2023) and Youngminds (2026). There is a great awareness that Grief Education needs to be

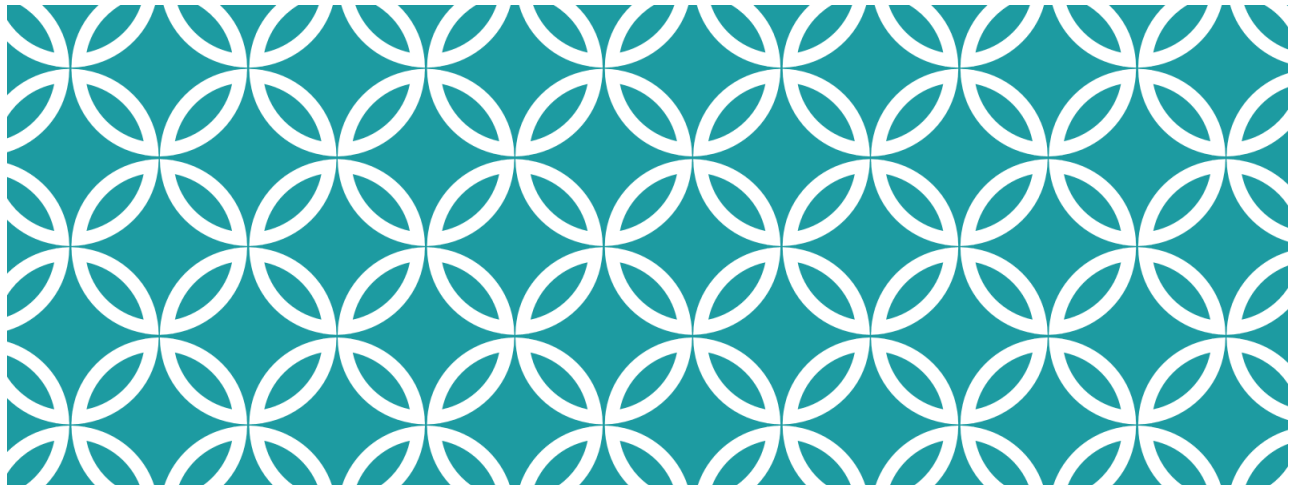
embedded into school curriculums to support children to think and talk about death and prepare them to manage grief better or support their peers (Dawson et al, 2023).

Evidence-based interventions such as Cognitive Behavioural Therapy (CBT) and Trauma-Informed Approaches help children to process their loss and develop different and adaptive coping skills (Acri et al, 2021; Haine et al, 2018). CBT can include interventions where the bereaved child can talk about how their thoughts impact their feelings and the intervention can also support them to create new social interactions (Davis et al, 2017). Another intervention could include Grief Psychoeducation which supports children and adults to build on identifying emotions and regulation skills, process their trauma and grief and gain understanding and manage future planning (Kentor & Kaplow, 2020; Therapist Aid, 2026). Nam (2015) found that Grief Psychoeducation had beneficial effects, where symptoms of grief had decreased, and it also supported social interaction which reduced complicated grief.

There is also professional counselling and mental health services available which are essential for children who have experienced bereavement (Keyes et al, 2014).

Early intervention plays an important part in reducing bereavement symptoms, as early access to support can reduce the risk of psychological problems and can also support healthy adjustments during bereavement (Kentor & Kaplow, 2020; Halevi et al, 2016). It is crucial when working in diverse populations where there is need for culturally sensitive interventions to be carried out appropriately (Haine et al, 2018). Unfortunately, childhood bereavement can be misdiagnosed in different environments (Ridley & Frache, 2020). If a child is unable to access appropriate care to support their bereavement the psychosomatic and socioeconomic outcomes of the child can have a negative impact on the development during their life leading up to adulthood (Ridley & Frache, 2020). There is a potential risk for mental health issues in the first two years of bereavement (Stikkelbroek et al, 2014).

The main purpose of any intervention is that the bereaved child, adolescent or adult has someone to talk to following the loss, when looking at a time scale it is always difficult to underpin as each person's background and support network is different (McLaughlin et al, 2019). Stroebe and Schut's Theory (2010) corresponds with this as there is a lot of movement between the two processes and also Tonkin's Theory (1999) as it is dependent on how the individual creates and develops a new life to grow around the grief.



STRENGTHS AND LIMITATIONS OF CURRENT STUDIES

STRENGTHS AND LIMITATIONS OF CURRENT STUDIES



There is a lack of research exploring the impact of bereavement experiences when focusing on cultural and socioeconomic factors (Sormanti & Ballan, 2011; Skaar et al, 2021).

There are some valuable research findings which can influence the development to create many support strategies for children and adolescents during bereavement (Burns et al, 2020; McLaughlin et al, 2019).

Many studies suggest that if bereaved children are supported at school, it could prevent exclusion from school as well as future psychiatric disorder, however this has not been proven (McLaughlin et al, 2019).

Future studies must include diverse populations to ensure that health outcomes are created.



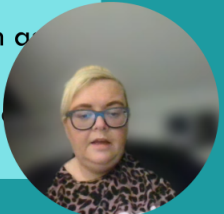
While research has offered valuable insights, limitations such as small sample sizes continues (Burns et al., 2020; McLaughlin et al., 2019). Many studies suggest that if bereaved children are supported at school, it could prevent exclusion from school as well as future psychiatric disorder, however this has not been proven in many studies (McLaughlin et al, 2019). Expanding future research to include a broader range of

cultural backgrounds and larger sample sizes will help ensure equitable support and outcomes for all bereaved children and adolescents.

Slide 24

CONCLUSION

- Childhood bereavement can have many impacts on emotional, behavioural, cognitive and social development .
- A child's development can be shaped by multiple factors such as the nature of the loss, cultural and socio-economic background and the quality of support available.
- Early intervention and access to professional support are crucial for reducing psychological risks and facilitating healthy adjustments.
- It is essential for professionals to understand the cultural context of bereavement in order to provide effective and sensitive care.
- Research does offer valuable insights, however, there are limitations such as small sample sizes.
- There is needed for future research to include a broader range of cultural backgrounds and larger sample sizes.



In conclusion, childhood bereavement can have many different impacts on emotional, behavioural, cognitive and social development, with symptoms shaped by multiple factors such as the nature of the loss, cultural and socioeconomic background, and the quality of support available (Keyes et al., 2014; Sormanti & Ballan, 2011; Skaar et al., 2021). Early intervention and access to professional counselling are crucial for reducing psychological risks and facilitating healthy adjustment around bereavement (Kentor & Kaplow, 2020; Halevi et al., 2016). It is essential for professionals to understand the cultural context of bereavement in order to provide effective and sensitive care, particularly in diverse populations (Haine et al., 2018).

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