

Helping Students (and yourself) in Grief, Part 2

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Objective

In 91 minutes, you will feel more empowered to help students experiencing grief by...

- understanding your own - Last session, Part 1**
- learning ways to self-soothe - Today, Part 2**

Ready...Set...Go!



Agenda

- ❑ **Part 1 Review: Definitions & 4 Tasks Grief Model**
- ❑ **Anxiety**
- ❑ **Self-Soothing Skills**
- ❑ **Our Own Trauma**
- ❑ **Rituals**
- ❑ **Resources**
- ❑ **What's on your mind?**

☆ Resources available online at thegriefcompass.com

100%

Definitions - Part 1 Review

❑ Loss

- ❑ *'Having to say goodbye when you're not ready'*
- ❑ Not only death!

❑ Grief

- ❑ Natural response to loss resulting in conflicting feelings
- ❑ Changes shape over time

Loss

Death

Financial

Career

Pet

Health

Divorce

Friendship

Home

Retirement

Child leaving

Religion

Dreams

Crime

Memories

HOW WE
WANT
GRIEF TO
WORK



HOW WE
WANT
GRIEF TO
WORK



HOW GRIEF
ACTUALLY
WORKS



4 Tasks of Mourning - Part 1 Review

- ❑ **Accept the Reality of the Loss**
 - ❑ Head and heart acceptance
- ❑ **Work through the Pain**
 - ❑ Allow the emotions to flow
- ❑ **Adjust to a New Environment**
 - ❑ Including Spiritual shifts
- ❑ **Find Enduring Connection**
 - ❑ Ongoing connection

4 Tasks of Mourning

Accept the Reality of the Loss

Denial of the Loss

Work through the Pain

Cut off feelings and deny the pain

Adjust to a New Environment

Not developing new coping skills

Find Enduring Connection

... not to live

Anxiety

❑ High levels of anxiety...

- ❑ impede cognitive and motor skills
- ❑ increase reactivity, and, thus, less ability to use skills

**Becoming an expert at lowering your own anxiety,
empowers you to access & utilize your skills and
create and maintain a safe environment for
“bearing witness.”**

**There is little that you can do
that is more important
than the maintenance of a
non-anxious presence.**

Maintaining a non-anxious presence is different than appearing calm while anxiety rages on the inside.

Self-Soothing Skills

- ❑ Allow you to remain non-reactive to other's reactivity and your own emotions
- ❑ Involves the ability to use *brain* and *body* skills to create relaxation and lowered reactivity
- ❑ **Isomorphism** - When you affect change in one area of your life, it has a generative effect across the board to all other areas of your life!

Self-Soothing Skills - Brain

- ❑ Feelings are generated by what we think**
- ❑ Attending to and replacing the negative, fear-based ways in which we talk to ourselves with more positive, life-affirming language we can improve the way we feel!**

**Recall the times in which you
have become anxious in
working with a student.**

**What types of things was your
mind saying to you about the
situation?**

Self-Soothing Skills - Brain

- ❑ You are the owner of your thoughts and you can be intentional, instead of reactive, with your thinking during times of anxiety.

Reactive	Intentional
I am going to screw this up...this is too much for me to handle!	I am doing the best that I can. I can remain calm and help.

Self-Soothing Skills - Body

- ❑ Our bodies seem to tense up, preparing to fight or flee, even before we perceive that we have been threatened in some way.**
- ❑ Sometimes a simple deep breath can be very effective.**
- ❑ Acknowledging and then releasing the tension in our bodies can also be very effective in lowering anxiety.**

**Where do you
hold your tension?**

**What ways can you begin to
release tension in these and
other muscles?**

Our own Trauma...

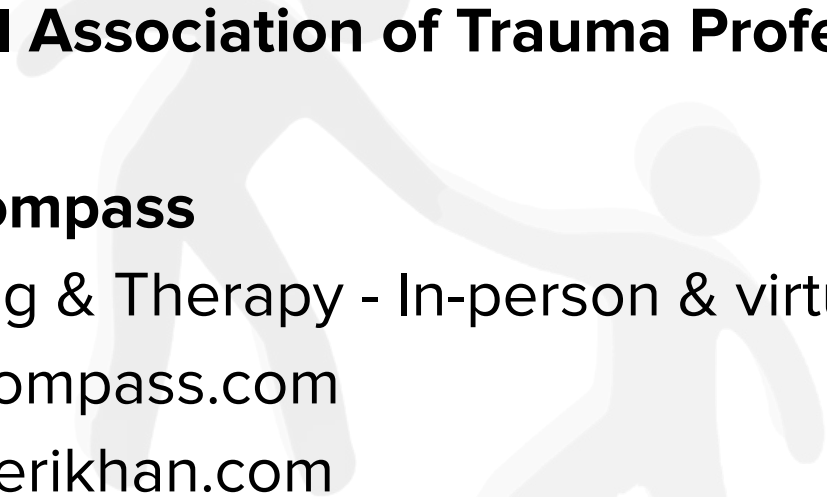
- ❑ It is only a matter of time before a student begins to describe issues with which you yourself have faced.**
- ❑ Chances are you will find it more difficult during these times to develop and maintain a non-anxious presence.**
- ❑ This is not something from which you need to feel shame. It is, however, a wake-up call for your unresolved grief.**

Ritual

- ❑ **Create an as-needed ritual in which you prepare yourself for the day with your students.**
- ❑ **Work to lower your anxiety to insure a non-anxious presence.**

**Take a moment to think about
what you would like to include
in your ritual(s).**

Resources

- ❑ **International Association of Trauma Professionals**
 - ❑ **The Grief Compass**
 - ❑ Consulting & Therapy - In-person & virtual
 - ❑ thegriefcompass.com
 - ❑ sheri@sherikhan.com
- 

thegriefcompass.com

(312) 600-4807 | sheri@thegriefcompass.com



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Recap

- ❑ **Everyone experiences loss!**
- ❑ **Utilize the Four Tasks of Mourning Model**
- ❑ **Your ability to self-soothe directly impacts students**
- ❑ **Resources are available to help**

Save the Date!

Love Rocks!

REMEMBRANCE CEREMONY

SUNDAY, SEPTEMBER 9 | 12 PM
COMMUNITY GARDEN | HAAS PARK

All are invited to attend our 1st annual Ceremony to remember our loved ones who have died.

During a short service, we will paint rocks with their names and place in the Sofia Khan Garden, a Community Garden in Chicago's Haas Park.

The rocks will remain in the Garden as an enduring honor, and new rocks will be added each year.

• thegriefcompass.com | sheri@thegriefcompass.com •



September 8, 2019
Second Annual
Love Rocks!
Remembrance
Ceremony

Questions?

Comments?

**What's on your
mind?**

Thank you!