

# HOW TO HELP THE CHILD TO EXPERIENCE THE MOUNTAIN



The life of the child is filled not only with joys and small afflictions, it sometimes meets the real grief associated with the loss of loved ones due to illnesses, old age, accidents, accidents, accidents, earthquakes.

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# Sorrow

**intense emotional state, accompanying the loss of someone with whom a person had a deep emotional connection. This term is not used as a synonym for depression.**



The period of acute experience of sadness in a child is usually shorter than that of an adult (tears are often replaced by laughter), but when confronted with new life situations, his sadness revives.



**It is necessary to know what  
reactions are considered  
the norm in the experience  
child of sadness**





Shok — pervaya reaktsiya na gore. U detey on obychno vyrazhayetsya molchalivym ukhodom ili vzryvom slez. Ochen' malen'kiye deti mogut ispytyvat' ves'ma boleznennoye chuvstvo diskomforta, no ne shok. Oni ne ponimayut, chto proiskhodit, no khorosho chuvstvuyut atmosferu v dome.

Shock is the first reaction to the mountain. In children, he is usually expressed in silent retirement or in the burst of tears. Very young children may experience a very painful feeling of discomfort, but not a shock. They do not understand what is happening, but they feel the atmosphere in the house well.

Entertainment (pick up, buy a toy or candy, turn on the TV) is not the best policy in this situation. It acts temporarily and does not help to cope with grief, but only temporarily distracts attention.

## Denial -

the next stage of experiencing grief. Children know that a loved one has died, saw him dead, but all their thoughts are so focused on him that they can not believe that he is no longer around.

Searches - for the child this is a very logical stage of grief. He lost someone, now he must find it. The inability to find causes fear. Sometimes children experience these searches as a hide-and-seek game, visualize how a deceased relative enters the door.

- ▶ **Despair comes when the child realizes the impossibility of returning the deceased. He again begins to cry, shout, reject the love of others. Only love and patience can overcome this condition.**
- ▶ **Anger is expressed in the fact that the child is angry with the parent who "left" him. Small children can begin to break toys, make hysterics, kicking with the feet on the floor, the teenager suddenly stops talking.**



▶ Anxiety and guilt lead to depression. In addition, the child may be troubled by various practical questions ("Who will accompany me to school?" "Who will help with the lessons?" "Who will give pocket money?"). For older children, the death of a father can mean the inability to continue studying.

## Stages of work with children who have experienced grief:

- ▶ Building a "zone of trust";
- ▶ Create a resource state;
- ▶ Awareness of loss;
- ▶ Building the image of a new life (changing the basic beliefs, the cognitive picture of life);
- ▶ Finding the meaning of loss, extracting experience.
- ▶ Restructuring the image of the future.

# Form work with children under 9 years old



At the age of 7-9 years the child already understands the meaning of the word death. The problem is in the manifestation of feelings: the child restrains tears, does not show pain, because everyone is crying around and so, he does not want to upset those around him that are already absorbed by experiences. When the child is in another environment, he shows a tearfulness about and without reason, neurotic reactions.

The main stages of work: removing the "first" barriers, working with fears, working with feelings (anger, aggression).

Required:

- talk (if the child is on contact),
- draw and organize a conversation about the drawings.

## Methods:

- ▶ Creative and projective techniques. Very effective art therapy and bodily-oriented therapy.
- ▶ Productive imagination (Example: we are wizards, we can fight with a monster, we have a magic wand, a magic ring, etc.).
- ▶ Symbol-drama (journey through the meadow).
- ▶ Fairy tale therapy.
- ▶ "Pillow" - you can beat a pillow and tell her what you want - lifting aggression.
- ▶ Drawing (Do not interpret!)



# Work with teenagers (10 - 15 years)



## The main stages of work:

- ▶ work with autoaggression,
- ▶ Working with a sense of guilt,
- ▶ work directly with the injury.





## Techniques:

- ▶ **Body-oriented therapy (physical contact, removal of clamps and pinpoint aggression).**
- ▶ **Molding (clay, clay).**
- ▶ **Art therapy.**



## *Body-oriented therapy:*

- ▶ **Centered breathing (10 min)** - removes fear and anxiety, changes attitude towards the situation. Breathe through the stomach, exhale. Deep breathing, you can gradually connect visual and auditory images, imagination.
- ▶ **Attached breathing** is a metaphor: "I'm near, I support you".

- ▶ *Art-therapy: drawings gouache, aimed at building a "resource" place, a place where you feel good.*

### *Exercise "The Point of Peace and Peace"*

*The child is offered sheets of paper of different formats (from small to A3) and watercolor. At the first stages it is better to use watercolor, because it has transparency. Later the child himself can ask for gouache, and this will indicate some stabilization of the condition. It is suggested to draw your strongest negative feeling in the form of a point. The more the sheet is selected for the drawing, the greater this feeling. Then on the sheet the A3 format is asked to draw a "point of peace and rest". The first drawing is put in the "point of peace and rest", the monitoring of the child's condition is underway. After some time, the task is repeated. Most often, a sheet of paper of a smaller size is gradually selected, this indicates a positive dynamics of therapy.*



**Thank you for attention**

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