CHILDHOOD MOURNING AND LAMENT - WAYS OF TREATMENT

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Abstract

Many children experience mourning and lament from death without having acquired the skills that are necessary to overcome these specific situations. Furthermore, they may not have any support on this matter with the danger to develop psychological issues in relation with grief and mourning. Therefore, it is very important for parents, teachers and therapists to recognize that there is high risk that can lead to complicated grief. Also, it is essential to take into account the child's developmental stage and to communicate in open channel so children will be able to express their feelings and emotions. In any case it is very important to help them encounter the felling of loss and learn to live with it.

Keywords: crisis, childhood, mourning, lament, support.

1. Introduction

The original purpose of the work is to introduce us to the fundamental concepts, strategies and skills necessary for understanding and implementing effective crisis management. It seeks to present the management of early childhood mourning as a more specific form of crisis intervention. The developmental stages in understanding death are thoroughly analyzed and efforts are made to provide advice and recommendations for the proper management of grief by adults, teachers and parents, in order to address potential adjustment problems.

2. Conceptual approach to crisis, mourning and lament

2.1. Definition of crisis

The strong episode that has a intense effect on a person's body and needs to be treated immediately is called "crisis", a term primarily medical (Ikkou, 2016). It is the "period of anomaly with difficulties and dangers" as defined in the dictionary Tegopoulos - Fitrakis (1997). For each person the problems that arise from crises are different and concern various sectors (Chatzichristou, 2001). Moreover, even the concept of crisis differs in relation to the environment in which it occurs. It signifies many different versions in its meaning. It is mainly used to attribute the fact that the individual can't cope with different and multifaceted events, contexts or situations and considers his adaptability mechanisms ineffective. According to James and Gilliland (2017) crisis is the condition where a person perceives an event or a situation, in which he is involved, as an insurmountable difficulty, which exceeds the available resources and his mechanisms of management. This is most likely because the person feels that he or she has used and exhausted the coping methods and strategies ineffectively and is no longer able to adopt and apply other tactics that will allow him/her to manage an event or a difficult situation. He/she may also lag behind in embracing other options

or lack the appropriate resources, thus preventing him/her from consciously controlling his/her life (Belkin, 1984).

Specifically, individuals are considered to be in crisis when:

➢   They cannot fulfill basic goals of their life.

➢   They face an unpredictable and uncontrollable traumatic event.

➢   A difficulty does not allow them to consciously control their lives.

➢   They have feelings of fear, shock and discomfort towards a disorder (Polemikou, 2016).

➢   They face a situation in which they feel disorganized, because important goals of their lives are frustrated according to Brammer (Brammer, 1985 in Giotakos, 2008) and they experience feelings of anger, anxiety, guilt, mourning (Polemikou, 2016).

One easily realizes that when a person loses a loved and important person and is forced to mourn it is very likely to find himself in a state of crisis. In particular, death has been characterized as one of the most stressful situations that a person experiences during his life and he needs to mobilize psychological adjustments (Buckley., McKinley., Tofler. & Bartrop, 2010).

2.2 Defining Mourning

The experience of the death and loss of a loved one is considered normal and unavoidable in life, however as a fact it involves enormous mental pain and requires prolonged psychological reorganization. For this reason, it is included among the most torturous and extremely stressful human experiences. (Polemikos & Polemikou, 2020).

Mourning is a very complex concept that affects people to a great extent. That is why the science of psychology and sociology are particularly concerned with the subject. In fact, scientists try to measure and observe the meaning and the phenomenon of mourning, aiming to turn it into a quantity that can be measured, classified, graded and conceptually determined (Weiss, 1993). People, regardless of their age or stage of life, when confronted with the phenomenon of death, it turns out to be extremely difficult to mourn. Children in particular are unable to explore and understand the complex emotional process that accompanies the meaning of death and to know how to manage loss, to help themselves and others (Polemikou, 2013).

2.2 Definition and evolution of the process of mourning and lament

The word "mourning" (in greek langouge "penthos") etymologically comes from the ancient word "I suffer" (in greek language "pascho"), which means I am in a difficult situation due to lack, I suffer, I remain inactive (https://www.greek-language.gr/greekLang/index.html). The term bereavement describes the condition of a person who has suffered a loss. It essentially conveys a deep sadness and grief of the person who has suffered the loss or deprivation of an important and loved one. Specifically, when the person mourns, it means that he is experiencing in his psychic world a lack that makes him feel so sorry that he can no longer deal with what used to please him. (Raibo, 1996), There are significant differences in different cultural groups about how long mourning lasts and how it is expressed (Young, 2016).

People who are sad mean that they are experiencing situations that make them try. People who are tested hard and painfully are forced to reorganize and change. This results in their maturation. The appearance of

sadness signals the passage to a decisive test but also the overcoming of an obstacle. When people suddenly lose and leave a person or object indefinitely, they are automatically upset and forced to follow a process of reorganization and change. In this sense, in all the changes that man accepts, the loss is included. Therefore, all losses require change and adjustment (Neimeyer, 2006).

According to Freud, the internal process that takes place within each individual reacting to a real loss so that he can manage it and adapt to a new reality is defined as mourning (Freud, 1917). It is therefore understood that mourning concerns any loss, including death. Although every person experience loss differently, there is and should be a transitional period. This is the period of mourning (Ralli, 2006). The process of mourning is essential in any event involving change and associated with loss (Humphrey & Zimpfer, 2008). There are many forms of loss: loss of face (concept of death), loss of animal or object (concept of extinction), loss of property (concept of theft), loss of joy or happiness (concept of power). Loss is considered a divorce, the lack of quality of life, physical loss and even job loss. Loss may not only mean death, but at the same time it marks death. The way it is experienced varies according to age (Friedman, 2012).

Mourning has been described as a "mental trauma" that heals slowly and leaves recognizable marks that, if left untreated, can create tremendous emotional disorganization in both children and adults. Especially in childhood, the loss of a loved one can cause future difficulties and problems in both physical and mental health of the person, such as psychosomatic diseases, melancholy, depression or low self-esteem, behavioral changes, resentment, disgust, phobias. , inclusion in themselves (Papadatou, 1999-Metallinou et al., 2004). It is worth noting that the normal course of perception, processing and acceptance of loss and death is the typical mourning, while when the processing of the situation is hindered by having a negative impact on the psyche and physical health of the individual, we end up with complicated or pathological mourning (complicated grief) (Polemikos & Polemikou, 2020).

The term grief literally expresses the set of primary emotional reactions that occur after the loss of a person with whom one person maintained an emotional bond and also describes various psychological and physical symptoms. (Stroebe et al, 1998). It can also cause various social, behavioral, physical and cognitive processes (Thanopoulou, 2014a). In literature there are several cases where the two concepts are confused. It should be noted that the concept of mourning is more inclusive than the concept of lament. Specifically, mourning includes on the one hand the treatment of lament and on the other hand the methods that individuals and society as a whole integrate this process into their new situation.

2.3 The child's perception of loss and death

In childhood, death and mourning are extremely stressful events. Parents work protectively to protect their children from the painful reality of loss and death. Despite the efforts of parents, it is inevitable that children will experience the loss or death of loved ones (Schonfeld, 1993). They are usually more familiar than adults think. From an early age, they come into contact with the mortality of the natural world that surrounds them: fallen and dry tree leaves, dead insects, dead pets that create anxiety for their own possible death or that of their own people (Yalom, 2008). Children also come into contact with death through virtual ways such as cartoons, movies, video games and books, or through real but impersonal media such as the daily news bulletins. Thus, parents' efforts to protect their children from death are futile (Kroen, 2007).

In order for an adult, whether a parent or educator, to talk to the child about loss and death, he must first adapt to the developmental level of the child but also respect all the rules that frame his life (social, cultural). However, there are other factors besides age that need to be considered such as:

➢ Cognitive skills and emotional development

➢ Personality

➢ Environment

➢ . Religious or spiritual beliefs

➢ . Teachings of parents and important others

➢ Personal experiences

➢ Type of loss

➢ Reactions of other members of the close environment

➢ Type of loss (expected or unexpected) (Polemikos & Polemikou, 2020).

An important factor to consider when a child needs help to overcome grief is the cultural background in which he or she grew up, since depending on this the grief response varies from person to person (SAMHSA, 2014). Sensitivity to the cultural and intellectual background is imperative. Children on the verge of adolescence may experience a crisis in their religious or spiritual development, depending on how they perceive their loss. Counselors can become "manipulative" during the grieving process by creating a safe environment to give meaning to the loss of children leading them to draw strength from their spiritual worldview and find solace in their grief (Muselman & Wiggins, 2012: 5).

2.4 The stages of mourning - Developmental stages in the perception and understanding of mourning Age 7-12 years

Depending on the age, the way children and adolescents understand, experience and deal with death varies. That is, an infant (0-2 years old), a child in early infancy (2-4 years old), a child in infancy and primary school (4-7 years old), a child in school age (7-12 years old) face it differently. years old) and a teenager (12-18 years old). The perception of the meaning of death is done gradually. Over time, children form more realistic views about the fact of death and slowly come to their own personal perception of the subject. (Kenyon, 2001). In this work, due to the fact that we are dealing with children of the first school age, we will focus on the characteristics that govern this age for the specific situation.

The most appropriate age according to Piaget to assimilate the concept of death by the child is the age of 7 to 8 years. In order to achieve this assimilation, it is necessary for the child to have understood the two necessary concepts of reversibility and wholeness. (Testoni, 2016). Focusing, therefore, on children aged 7-12 years, we must realize that during this time changes occur in the quality of their thinking. That is, they can proceed to specific logical thoughts through which they have the ability to understand specific events (eg an illness) that can lead to death. Also, having knowledge of biological functions such as the heart and respiration, they can realize that some physical dysfunction can cause death. But until the causes of death are fully understood by children, they have concerns about whether the person who has died still has needs (eg, hunger, cold, loneliness) where they are. That is, children of this age betray to the dead the needs they had while they were still alive (Dowdney, 2005). Still, while realizing the irreversibility of death, they believe that it only happens in the elderly or seriously ill, his family and it is definitely a very distant event.

Regarding the reactions to such an event, the following behaviors can be mentioned:

➢ Behavioral regression in previous evolutionary stages of development
➢ Learning Disabilities - Difficulties in concentration
➢ Nostalgia
➢ Crying
➢ . Sleep and eating disorders
➢ Provocative behavior
➢ Isolation
➢ Denial or suppression of emotions
➢ Physical health concerns
➢ Expression of hatred
➢ Intensely aggressive behavior (Polemikou, A., 2020).

Preschool and school-age children who are self-centered may believe that they are the cause of the loss and may feel guilty. It is also not uncommon for a child to develop backwardness, attachment and show anger. They can develop some physical symptoms but also become aggressive. They may be isolated, their performance in school may decline (Ayers, et al., 2014). Some children have short but sharp reactions to grief, others may have prolonged grief, and some may show no obvious signs of grief. Reactions to anniversaries of unpleasant events are also frequent (Koblenz, 2015).

In order to understand children's thoughts and feelings adults should watch them play or even play with them as their game reflects on their world (Machajewsk & Kronk, 2013: 445) and answer their questions with honesty and accuracy depending on their age and stage of mourning (Ferow, 2019). Through the symbolic play and the drawings, the ideas, thoughts and feelings of the child are expressed. The same is true of persistent and repetitive questions about death or the circumstances under which death took place (Malchiodi 2003).

3. The most prevalent models of mourning processing

3.1. The Bill Dods mourning cycle

The Mourning Cycle describes how a child experiences grief and is described in four stages, which do not necessarily have a linear course, but the child may return to a previous stage, although the length of stay may be shorter. Specifically, the stages are:

➢ Shock and denial: the child is confused, believes that it is a reversible situation so he is unable to accept the event.
➢ Anger and guilt: beginning to understand that the situation is final, he feels anger towards all those he considers to be involved with the event (family, doctor, God), even with the deceased himself and often feels guilty because of the thoughts and of the emotions he experiences.
➢ Depression: The hope that existed in the previous stages begins to be lost and the child feels lonely and tired so he shows inwardness and reduced interest.

➢ Adaptation and acceptance: As a product of time, the child's feelings are stabilized and he rediscovers the whole of his structured self, so he can play and laugh, although there is a possibility that he has a sense of betrayal towards the deceased (Dodds, 2001).

3.2. The Kübler-Ross mourning processing model (1924-2004)

The Swiss-American psychiatrist, Elizabeth Kübler-Ross (1924-2004), formulated the dominant model for the stages of mourning in her book on death and dying. (Elisabeth Kübler-Ross: The rise and fall of the five stages of grief.) Mental health experts embrace this book as the predominant view of the stages following death or some other form of loss. The model, known as the Kübler-Ross Model (1969), extends into the following five stages:

1. the denial
2. anger
3. the negotiation
4. depression and
5. acceptance

The psychiatrist described these stages as defense mechanisms. He described them as necessary for the management of extremely difficult situations. These stages have been applied to a number of scientific studies, which approach the vast range of emotional experiences of people experiencing intense changes or transitions (eg death, partner loss, job loss, divorce). Of course, the person or family who mourns may not experience all the previous stages or may not experience them in that order. This model works as an adjunct and support to the understanding of the process but does not limit it (Polemikou, 2020).

4. Ways to support a child in mourning

4.1 General ways to support the child who is mourning by parents, adults, guardians.

Mourning is a lifelong process and children must acclimatize to life without the loved ones they have lost. Part of the responsibility of caregivers and mental health professionals is to help children process the feelings of loss they feel, to remember those they lost and to embrace future opportunities for them (Ferow, 2019).

The main principle of people who will try to support people who are grieving - and especially children - should be the realization that their grieving reactions are considered expected, necessary and desirable. Through such a view, mourning is not only considered a mental trauma but a healing process and an acquisition of life skills that allow a person to experience a multitude of emotions. These emotions will help to adapt the person to life again after the loss of a loved one and to accept the situation as a normal reaction that follows after each loss (Hatzinikolaou, 2009).

Children need to be informed about both the death itself and a possible death. The problem that arises is what is the right way to help the child according to the age group in which he is (Kroen 2007). It is very important to mention some basic steps in order to support children who are mourning a loss they happened to have at this early stage of their life, at the age of 7-12, by parents, teachers, adults (relatives, friends, guardians). The most important thing is to inform the child in time and to tell the truth in simple words. It

is of paramount importance to define the concept of death or loss in as simple language as possible and to formulate the details so that the child fully understands that it is an irreversible situation (Testoni, 2016).

In terms of support within the family, some reasons should be used, such as the loss of a distant person in the family environment or the loss of a pet, so that the child is relatively prepared, if needed later. The cause of death as well as its absorption by the child are important factors that must be taken into account in childhood grief and loss. Sudden deaths, such as by accident, suicide is associated with prolonged and complicated mourning (Kaplow et.al. 2014). Violent deaths are associated with increased levels of anxiety, depression and maladaptive grief. If a child witnesses such an event, memories can be triggered during his or her lifetime and cause traumatic grief or post-traumatic stress disorder (SAMHSA, 2014). In the event of a long-term illness or impending death, where minors are watching for the illness and suffering of loved ones, children over the age of 7 may have higher levels of traumatic grief or post-traumatic stress disorder than children grieving from a sudden, normal death (Kaplow et.al. 2014: 47).

It is legitimate for a child to handle mourning as an adult would. That is why it is necessary to give honest answers to the child's questions and not to distort the reality. There is a case of a possible distortion, falsification of reality to bring the opposite results to the child, who in order to fill the gaps that have been created, will employ imaginary scenarios. The conversation with the child should be in line with his / her cognitive level and should not lead to wrong conclusions from the wrong language management. Expressions such as "dad traveled" or "mom left" create a completely wrong impression on the child about the very reality he experiences and is called to face (Symonds, 2017).

Another key consideration for adults who provide support to bereaved children is to encourage them to express themselves. Mourning needs to be expressed. They should be given the opportunity to express their feelings and tell their own story about how they are experiencing loss. Adults should remain good listeners (Polemikou, 2020).

Another issue that needs special mention in the management of the grief of children who have lost a parent or sibling is the facilitation and reinforcement of preserving memories of the deceased. This can be achieved in several ways. The participation of the mourner in the various mortal rites enables him to perceive the reality of death and to realize the loss as well as the final nature of death (Corr & Balk, 2010). The child can participate in memory rituals. Whether these are the death ceremony or the rituals performed in the memory of the deceased are events in which the child can be included both in their planning and in their performance. This gives the child the opportunity to keep alive the memories of his loved one. At this point it should be clarified that the child should in no case be pressured to participate in such ceremonies without his consent. What is sought is mainly a simple prompting an encouragement in this direction (Nussbaumer & Russell, 2003). A convenient way to keep memories alive with a child's favorite person is to be able to collect personal items or photos of them. It is equally important to give the child the opportunity to express and discuss the memories and recollections he / she has of the missing person and to share them with the other members of the family. In case one parent is lost and the other parent is remarried, the child should have the comfort and ability to talk about the person he or she lost, while trying to adjust to the new person (Worden, 1996).

Finally, an important factor that the family environment should take into account when dealing with a child who is grieving, is to ensure and stability in the new conditions of his life. A loss in itself brings many

upheavals in the daily life and life of a child. Therefore, it is important to help the child maintain his daily routine: his waking hours, his meal times, his study hours, his sleep game. Avoiding grief is not possible but grief can be milder. The goal is not to eliminate grief but to support the child so that he can bear it, reconcile his life with the loss and be able to move forward (Koehler 2010 b). In this way he will realize that there is coherence and continuity in his life. By providing a frame that exudes security, stability and warmth, maximum support can be achieved on a firm and unshakable basis.

At the level of child mourning counseling by expert counselors it is pointed out that children who grieve must be able to recognize the triggers of their grief and depression. Those who care for them can help them with anniversary reactions or other reminders of their loss. Counselors can also provide them with techniques that are useful during these periods so that they can manage them more easily. Also, these children and their families need to realize that their experiences during these periods are expected and normal, and that it is acceptable for them to feel this way (SAMHSA, 2014).

The process of mourning is not linear but cyclical, it reappears in different events of life, at different developmental ages or even from triggers of memory (Parkes & Weiss, 1983)). Part of the process is moving from the focus of pain to the focus on life, however it is important to give the child space and time to follow their own path to healing (Koblenz, 2015).

Creative or expressive therapy such as art, music, theater and writing help children express what may be difficult to say. Exercises such as half-finished phrases or letters to those who have died help to understand the dramatic change in children's lives, helping them to connect feelings, thoughts and behaviors (Fineran, 2012).

Counselors can adopt an open atmosphere of understanding while at the same time teaching healthy ways of expressing negative emotions. It is very important to explain that feelings are neither good nor bad but some reactions to these feelings are unacceptable. Group therapies provide a safe place to express these feelings while there is a sense of normality through the universality of these experiences (Ayers, et al., 2014).

4.2 General ways to support the child who is mourning by teachers

Teachers in the classroom have to perform multifaceted and essential roles in addition to the cognitive subjects they teach. They are called upon to build primarily an emotional relationship with their students, so that they can communicate and then be able to impart knowledge and values to them. With these students will be able to integrate as personalities cognitively, emotionally and psychologically to be prepared to face the difficulties, trials and losses they will have in their lives. Teachers should from the beginning create positive emotions and relationships of effective contact and communication with their students. Only then can learning be achieved that has a personal meaning for each student and that can be extended to all areas of life (Rogers, 1961).

The sociability that the child will develop during his mourning can help him manage his emotions. School plays an important role in enabling a child to move forward in life. Teachers close to the children should be properly prepared to support them and meet their needs. It is therefore essential that they have a theoretical training on childhood grief in order to be able to distinguish a behavior that is problematic and

related to the loss of the student. Only in this way does the school become part of the solution to this sensitive problem and not a cause for its deterioration (Nielsen, Papadatou, 1998).

The student when faced with the pain and grief caused by a loss needs to be treated as a mourner. In cases where children do not find shelter in their families, they seek refuge at school. Teachers there should be the right people for reference and trust at the same time (Chadwick, 2012). When the teacher and the children's classmates recognize their grief and mourning as desirable or normal, then they feel relieved, strengthened and their self-esteem grows.

The teacher's behavior plays a big role in supporting a child who is grieving. The most important thing is to be able to identify what problems are directly related to his mourning. Among the normal reactions that a child may have is to show low school performance, to be hyperactive, impulsive but also to be distracted. These symptoms should not be misinterpreted or considered a pathology. The teacher should understand the child's concerns, grief and be aware of that each child has different needs for relaxation (Kontopoulou, 2007).

The teachers who take care of the mourning students as well as the counseling process that follows are adapted to the developmental stage of the children and apply various techniques of approach and help. In young children of preschool and school age the most important technique is the therapeutic relationship that develops between the teacher who acts as a counselor and the child. At the same time playful activities, fairy tales and the use of metaphorical speech are techniques that can help the child accept his feelings after a loss (Truneckova, Viney 2006).

The teacher also needs to recognize changes in the behavior of children who are grieving. They are likely to have strong mood swings, are vulnerable, unconcentrated, and have some form of depression. It is often the case that they do not want to go back to school again. It is therefore necessary for the teacher to create channels of communication with the family environment of the child who has accepted the loss. Only then will the child be able to help better and more effectively (Liontari, 2015).

4.3 Ways of support through parent schools

When organizing "Parents' Schools" it is important to understand that we are referring to groups of individuals and therefore dynamics develop (Lewin, 1963) between individuals participating in them, which differ from reactions when individuals are in a binary split or are alone (Giotsa, 2010). Therefore, in order to form such a group, the value system that governs it, the social conditions, the cultural context, the ecological context and the interactions between the subgroups must be taken into account (Giotsa, 2010).

Parents' school sessions can be based on the evolutionary system, in accordance with the basic principles of the International Federation of Parent Education. The evolutionary system has a dual purpose:

➢ Providing knowledge to parents according to the data of science and evolutionary psychology and

➢ The gradual differentiation of attitudes and family members in the issues that arise (Giotsa, et al, 2011).

Also, the systemic approach can be applied in the case of dealing with mourning both in the family and at school. According to the theory of the systemic approach, one cannot understand a family member without understanding how all the members work together and for this reason the family is treated as a system

(Brown & Christensen, 1999). This theory utilizes two basic concepts of the theory of general systems, which were analyzed above:

➢ Homeostasis: the balance between change and stability

➢ Open systems: the way in which the family manages to maintain itself through its interaction with the environment (Goldenberg & Goldenberg, 2005).

The biologist Ludwig Von Bertalanffy (1940) formulated the theory of General Systems and the theory of Family Systems is based on this theory. He focuses on the relationships that develop within a family system as a whole and not on the individual behavior of a single family member (Goldenberg & Goldenberg, 2005). At the same time, Systemic Theory, which has been evolving simultaneously in recent years, has adopted the two basic concepts of General Systems Theory. These are homeostasis and open systems. Homeostasis is the balance that a system achieves when it is forced to change and when it remains stable, while open systems refer to the family's effort to achieve its preservation through information and its interaction with the environment (Goldenberg & Goldenberg, 2005). In recent decades, it is considered appropriate to apply not only in therapeutic contexts but also in areas related to primary prevention such as parent counseling groups. (Giotsa, Makri, Koutelou, Stamatelatou, Havredaki, 2011).

Due to the specificity of the topic and in order for parents to be able to develop empathy so they can help their children in the second phase, the sessions should be focused mainly on experiential learning. Adults as well as children acquire knowledge not only through their intake but also through their emotional mobilization which is achieved through their participation in experiential experiences (Giotsa, 2010). Bowen's intergenerational theory can also be applied as the aim is on one hand for individuals to be able to balance logic and emotion so as not to be "manipulated" by their emotions, on the other hand to recognize their children's emotions and do not underestimate them (differentiation of self). Still, they may be confronted with their own ways of dealing with the grief that was passed on to their children through intergenerational generations.

Specifically, Murray Bowen in his theory of family systems perceives the family as an emotional unit within which there is a grid of interconnected relationships. This grid of relationships becomes more understandable when analyzed in a multi-generational historical context that informs us about the interaction that family members undergo. The function of family members is not independent but is emotionally and behaviorally connected to the system of relationships that exists within the family (Goldenberg & Goldenberg, 2005).

According to Bowen, people apply the repetition of behavioral patterns, which were taught within their family, and reproduce them when they are in different contexts (Hall, 1981). Bowen's theory of family systems has been widely applied as a prism to various problems, such as alcoholism and the prediction of possible child abuse.

Specific theoretical concepts and techniques of Bowen's intergenerational model can be applied to the mourning school for parents to deal with mourning: "self-differentiation" and "passing on behavioral patterns across generations".

In this way, on the one hand, people will achieve the balance between logic and emotion so that they are not "manipulated" by their feelings, on the other hand, they will recognize their children's feelings and will not underestimate them (self-differentiation). They will also be confronted with their own ways of dealing

with mourning that was passed down to their children through intergenerational, generational transmission (Munchie, Wetherell, Dallos & Langan, 2009).

5. Conclusion

Each year many children experience grief and lament as a result of a loss. The experience can evolve in a very difficult situation as children which are not treated properly may end up with a complicated and prolonged grief. There are specific stages of grief, according the age of a child, that must be taken into account in order to help and assistance a child in adjusting to life after loss. Every adult who is involved in this situation must pay attention to any sign that a child emits and concerns the loss he experiences in order to take the appropriate actions that will lead to a smooth later life.

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