



CONTRIBUTIONS TO THE PRACTICE OF SCHOOL AND EDUCATIONAL  
PSYCHOLOGY IN SITUATIONS OF GRIEF

*CONTRIBUIÇÕES PARA A PRÁTICA DA PSICOLOGIA ESCOLAR E EDUCACIONAL  
EM SITUAÇÕES DE LUTO*

*CONTRIBUCIONES A LA PRÁCTICA DE LA PSICOLOGÍA ESCOLAR Y EDUCATIVA  
EN SITUACIONES DE DUELO*



Raul Bruno Tibaldi NASCIMENTO<sup>1</sup>  
e-mail: psico.raultibaldi@gmail.com

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<sup>1</sup> Federal University of Mato Grosso (UFMT), Cuiabá – MT – Brazil. Master's degree from the Graduate Program in Psychology.

**ABSTRACT:** Notwithstanding the fact that instances of bereavement are not uncommon in schools and have a notable impact on student's academic performance, it is recognized that addressing death education in these institutions poses challenges. With the intention of contributing to the practice of school and educational psychologists in handling situations of bereavement, this study sought to review the current state of knowledge available in the databases PePSIC, SciELO Brazil, and CAPES Catalog of Theses and Dissertations, without any restrictions on publication dates. A qualitative textual analysis of selected studies was also conducted utilizing Descending Hierarchical Classification, facilitated by the software Iramuteq. The results were categorized into analysis categories that indicate, on the one hand, the recognition of the necessity for actions concerning death and bereavement education and, on the other hand, the difficulties associated with implementing such actions within the school context. Consequently, supplementary and tailored guidelines are proposed for psychologists in this particular domain.

**KEYWORDS:** Grief. Education about death. School psychology.

**RESUMO:** Apesar de situações de luto não serem raras em escolas e de impactarem o desempenho acadêmico dos estudantes, sabe-se da dificuldade em abordar a educação sobre a morte nessas instituições. No intuito de contribuir para a prática de psicólogas escolares e educacionais no manejo de situações de luto, este estudo objetivou revisar o respectivo estado da arte disponível nas bases de dados PePSIC, SciELO Brasil e Catálogo de Teses e Dissertações CAPES, sem restrição de data de publicação. Procedeu-se também a uma análise textual qualitativa de estudos selecionados, por meio de uma Classificação Hierárquica Descendente no software Iramuteq. Os resultados foram categorizados em categorias de análise que indicam, por um lado, o reconhecimento da necessidade de ações de educação sobre a morte e o luto e, por outro lado, as dificuldades de implementá-las no contexto escolar. Assim, propõem-se orientações complementares e específicas para a atuação de psicólogas nesse contexto.

**PALAVRAS-CHAVE:** Luto. Educação em relação à morte. Psicologia escolar.

**RESUMEN:** Aunque las situaciones de duelo no son raras en las escuelas e impactan el rendimiento académico de los estudiantes, es conocida la dificultad de abordar la educación sobre la muerte en estas instituciones. Con el fin de contribuir a la práctica de los psicólogos escolares y educativos en el manejo de situaciones de duelo, este estudio tuvo como objetivo revisar el respectivo estado del arte disponible en las bases de datos PePSIC, SciELO Brasil y Catálogo de Tesis y Disertaciones CAPES, sin restricción de fecha de publicación. También se realizó un análisis textual cualitativo de los estudios seleccionados mediante una Clasificación Jerárquica Descendente en el software Iramuteq. Los resultados fueron categorizados en categorías de análisis que indican, por un lado, el reconocimiento de la necesidad de acciones educativas sobre la muerte y el duelo y, por otro lado, las dificultades de implementarlas en el contexto escolar. Por lo tanto, se proponen pautas complementarias y específicas para el trabajo de los psicólogos en este contexto.

**PALABRAS CLAVE:** Duelo. Educación en relación con la muerte. Psicología escolar.

## Introduction

Concerning the mortality rates of Brazilian individuals aged 5 to 19 years, an annual average of more than 24,000 deaths can be observed during the period spanning from 2018 to 2020 (BRASIL, 2022). It is noteworthy to mention that these figures do not account for whether these incidents involve children and adolescents who were actively enrolled in an educational institution. Even without conducting a statistical analysis regarding the older population, such information enables us to infer the inevitability and significance of addressing the subject of death within the school environment.

Nevertheless, discussions pertaining to this topic within educational institutions can be significantly hindered, if not entirely suppressed, due to the societal taboo surrounding death and the finiteness of human existence. The prevailing approach towards these phenomena in contemporary times is primarily marked by discomfort, uncertainty, and fear, to the extent that they are often avoided out of apprehension of attracting negative or tragic events. Despite being intrinsic to human development and the quest for meaning in life, death is relegated to the realm of forbidden subjects, deemed morbid and depressive, and considered best left unspoken within a societal context that struggles to confront expressions of bereavement and suffering (DANTAS; BORGE; DUTRA, 2021).

The difficulty in addressing the topic of death directly impacts how we deal with bereavement. Specifically, in the school context, the effects of exclusion and silence regarding this subject can be observed in the lack of information and scarcity of initiatives aimed at providing care and support to youth and families going through the grieving process. However, despite the potential of schools to influence and promote the well-being of students, the role of Psychology in this field still lacks a solid foundation to facilitate the approach to childhood and adolescent bereavement (MELLO; LIMA; MOTA, 2021).

The significance of this aspect is underscored by the recurring negative effects of bereavement on numerous variables associated with educational performance, including interest, concentration, motivation, study habits, and attendance, among others. Consequently, it is deemed essential for educational institutions to offer a certain level of support in the face of bereavement situations, relying on the expertise of psychologists. These professionals assume a pivotal role in identifying and intervening in cases of heightened vulnerability and risk (ELSNER; KRYSINSKA; ANDRIESEN, 2022).

In this context, it is important to highlight the role of the school and educational psychologist in carrying out activities aimed at preventing, identifying, and resolving

psychosocial problems that may interfere with the full development of students' abilities (CFP, 2008). Additionally, this professional should work towards promoting a culture of health, providing guidance, and proposing intervention strategies for academic difficulties, always considering the social, historical, and cultural aspects (CFP, 2021).

Given this, the necessity to offer support for the endeavors of these professionals within the realm of bereavement is comprehended, and such support can be facilitated through the systematization of scientific research. Consequently, the objective of this study was to conduct a comprehensive review of Brazilian literature and furnish recommendations regarding the role of school and educational psychologists in providing care for individuals experiencing bereavement.

## Method

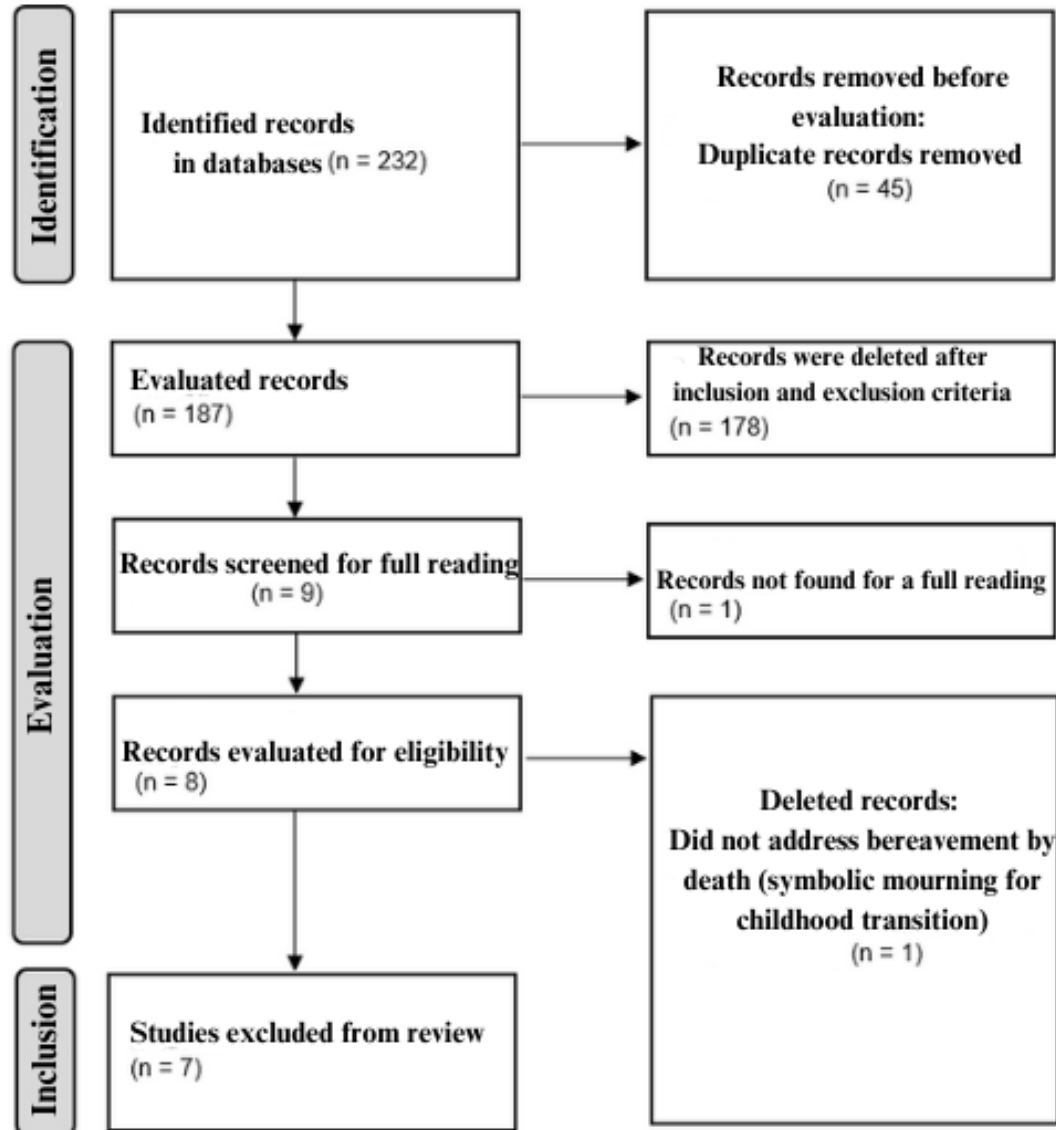
This study is a qualitative "state of the art" investigation (ROMANOWSKI; ENS, 2006) designed to examine research experiences that contribute to the recognition and advancement of proposals. By providing an overview of the scholarly output within a specific field of knowledge, the study aims to identify prevailing trends, gaps and evaluate methodological approaches.

Keeping this objective in mind, the initial phase of this study involved conducting searches within the databases of Periódicos Eletrônicos em Psicologia (PePSIC), *Scientific Electronic Library Online* (SciELO Brasil), and the Catalog of Theses and Dissertations CAPES. In the first two databases, the search combinations of descriptors [bereavement AND school\$] and [bereavement AND educat\$] were utilized. The last database employed [bereavement AND school\*] and [bereavement AND educat\*]. These searches were conducted in September 2022 without any restrictions on the publication date. Finally, following the collection of records, duplicates were identified and eliminated. Subsequently, the titles and abstracts of the remaining studies were reviewed, applying inclusion and exclusion criteria to select the studies to be included in this review.

The following inclusion criteria were established for the material selection process: 1) empirical studies published in the Portuguese language and authored by at least one professional in the field of Psychology; 2) research that involved the participation of members from the school community, such as students, teachers, or principals, among others. Studies describing interventions exclusively conducted within a university or clinical setting, such as individual or

group psychotherapy, and studies that were not available in their entirety were excluded. Figure 1 provides a visual representation of the search and study selection.

**Figure 1** - Flowchart of review and selection of studies on bereavement in schools



Source: Prepared by the author according to orientation PRISMA (PAGE *et al.*, 2021)

In the second phase, textual data analysis was performed, utilizing the "Final Considerations" sections of the selected studies to constitute the textual corpus. The analysis was conducted using the *Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires* (IRaMuTeQ) software, which facilitates various types of textual analysis (CAMARGO; JUSTO, 2013). Specifically, the Hierarchical Descending Classification (HDC) method was employed to generate a dendrogram that represents classes and their corresponding statistically significant words, namely words with  $\chi^2 > 3.80$  ( $p < 0.05$ ).



## Results

### Characteristics of the selected studies

The final sample of selected studies comprised five articles and two master's dissertations. One of the articles was published in 2003, while the remaining publications were distributed between 2014 and 2020. Table 1 displays these works' corresponding references, titles, and objectives.

In terms of participant, two of the studies focused on children between the ages of 3 and 12 years, while two others involved adolescents aged 13 to 18 years. One study exclusively included female teachers as participants, whereas another study, in addition to female teachers, a pedagogical coordinator, and three pedagogy interns. Only one study implemented interventions that involved the broader school community, including school staff, students, parents, and mothers.

The majority of the studies were conducted in public schools situated in the states of São Paulo, Rio Grande do Sul, and Piauí. These educational institutions encompassed various levels, including Early Childhood Education, Elementary School, and High School.

Regarding the methodology employed, two studies were presented as professional experience reports. The remaining five studies utilized semi-structured interviews as their primary data collection method, followed by content analysis for data analysis purposes.

**Table 1** - List of selected studies

Authorship	Title	Objective(s)
(DOMINGOS; MALUF, 2003)	Experiências de Perda e de Luto em Escolares de 13 a 18 Anos	Examining the experiences of loss and bereavement experienced by a group of schoolchildren who have lost loved ones to death.
(MELES, 2014)	O adolescente vivenciando o luto pela morte de um dos genitores: repercussões na esfera escolar	Comprehending the Experience of Adolescents in Mourning After the Loss of One Parent in the Previous Year and the Consequences of this Loss on their Schooling.
(ALVES; KOVÁCS, 2016)	Morte de aluno: luto na escola	Describing the work carried out in 2014 in the Greater São Paulo area at an elementary school following the death of a 4th-grade student due to a fall during a paired exercise in Physical Education class.

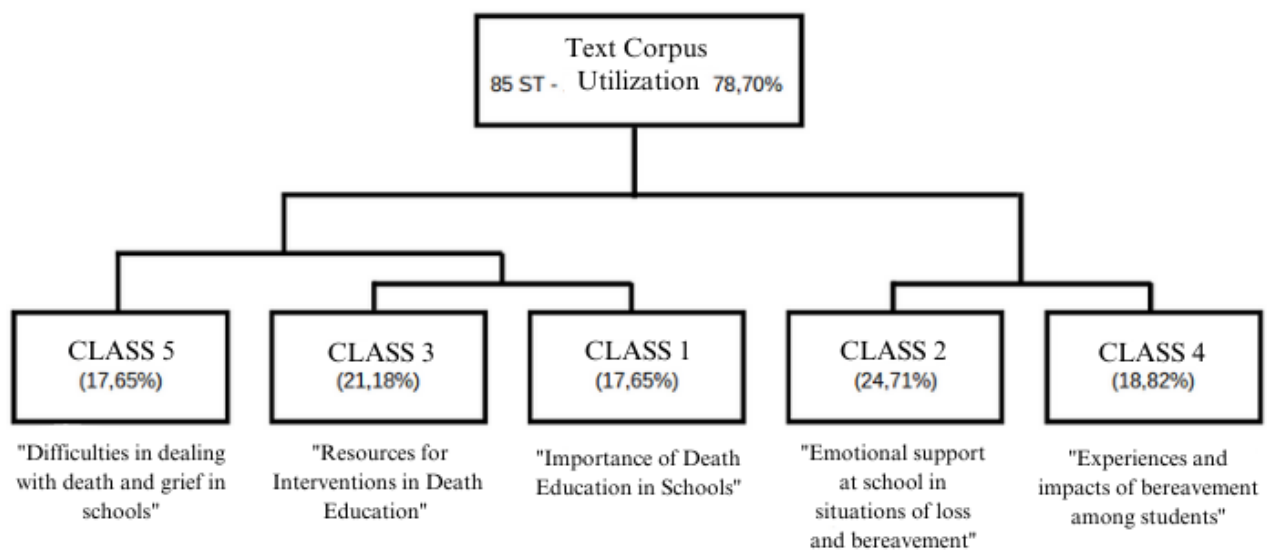
(TABACZINSKI; FRIGHETTO, 2017)	Educação emocional em processos de luto na creche	Presenting an experiential report on the work of a forming school psychologist, emphasizing the development of an assessment of the psychosocial-educational process regarding grief in a daycare facility.
(MAEDA, 2017)	Cemitério é lugar de criança? A visita guiada ao Cemitério Consolação como recurso para abordar a educação sobre a morte nas escolas	Understanding how teachers in São Paulo perceive the issue of death education based on their experience of taking their students on a guided tour to the Consolação Cemetery.
(CARVALHO; CARVALHO, 2020)	Infância, perda e educação: diálogos possíveis	Understanding the relationships between childhood, loss, and education.
(GIARETTON et al., 2020)	A escola ante a morte e a infância: (des)construção dos muros do silêncio	Understanding, from the perspective of primary school public teachers, how the topic of death is integrated into the school environment and how it is approached by students, particularly in childhood

Source: Elaborated by the author

### Textual statistics and Hierarchical Descendant Classification

A corpus consisting of 7 texts separated it into 108 text segments (ST), of which 85 (78.70%) were utilized. Out of the 3,692 occurrences (words, forms, or vocabulary) that emerged, 1,197 distinct words were counted, of which 783 were recorded only once. The analyzed content was categorized into five classes, as illustrated in Figure 2.

Figure 2 – Dendrogram of the classes in CHD



Source: Elaborated by the author

### Classe 1 – Importância da Educação sobre a Morte nas escolas

Comprising 17.65% (f = 15 ST) of the entire analyzed *corpus*, this class encompasses words and roots that range from  $\chi^2 = 4.97$  (research) to  $\chi^2 = 24.32$  (theme). It includes significant words such as 'death' ( $\chi^2 = 12.46$ ), 'network' ( $\chi^2 = 9.50$ ), 'teacher' ( $\chi^2 = 8.99$ ), 'education' ( $\chi^2 = 8.58$ ), 'support' ( $\chi^2 = 5.14$ ), 'expand' ( $\chi^2 = 5.14$ ), and 'doubt' ( $\chi^2 = 5.14$ ).

This class primarily represents comments from teachers who emphasize the importance of investing in training to address the topic of grief with students and involving families to establish a collaborative support network. Some professionals also

display heightened sensitivity in their role as facilitators of learning as they strive to foster positive experiences with their students. In addition, they recognize the importance of integrating education about death into the school curriculum, particularly in contexts characterized by violence and social vulnerability, [sic] where encounters with death are a frequent occurrence (MAEDA, 2017, p. 119, our translation).

These educational institutions position themselves as reliable point of reference for students, offering a safe space where they can openly discuss the subject of death and seek support during times of grief.

Nevertheless, teachers frequently experience concerns and uncertainties when addressing the topic of death. They may feel unsure about the most appropriate approach and may lack answers to potential questions that may arise. There is also a fear of overstepping boundaries between their perceived role as educators and the role of the family in addressing such sensitive matters. (GIARETTON *et al.*, 2020, p. 16, our translation).

In this regard, the school and educational psychologist can facilitate the professional training of teachers so that these professionals feel better equipped to intervene, at least at a primary level, in situations like these.

### Class 2 - Emotional support in schools in situations of loss and grief

This class constitutes 24.71% (f = 21 ST) of the total analyzed *corpus* and encompasses words and roots with  $\chi^2 = 4.31$  (form) and  $\chi^2 = 15.67$  (student). It includes terms such as 'emotional' ( $\chi^2 = 11.93$ ), 'psychological' ( $\chi^2 = 9.48$ ), 'deal with' ( $\chi^2 = 8.95$ ), 'need' ( $\chi^2 = 8.73$ ), 'colleague' ( $\chi^2 = 6.11$ ), and 'absence' ( $\chi^2 = 5.71$ ).



This approach encompasses discussions about the role of emotions in the educational process and, consequently, highlights the importance of schools as a source of support for students, educators, and families grappling with grief.

In addition to the school's responsibility to impart knowledge, it is important to consider a school that recognizes the emotional needs of its students, as affection and cognition are closely related. (MELES, 2014, p. 90, our translation).

It is important to emphasize that students frequently rely on their peers for emotional support rather than seeking it from teachers or coordinators. This situation can be attributed to adults' challenges in addressing their losses, the demanding workload they carry, and the limited opportunities available to delve into emotional issues.

### Class 3 - Resources for Death Education Interventions

This class comprises 21.18% ( $f = 18$  ST) of the total analyzed corpus and consists of words and roots within the range of  $\chi^2 = 3.86$  (Die) and  $\chi^2 = 19.77$  (Reality). It includes words such as 'Subject matter' ( $\chi^2 = 11.01$ ), 'Construction' ( $\chi^2 = 8.00$ ), 'Reflection' ( $\chi^2 = 7.28$ ), 'Resource' ( $\chi^2 = 4.80$ ), 'Film' ( $\chi^2 = 3.86$ ), and 'Society' ( $\chi^2 = 3.86$ ).

This class gathers reflections in favor of developing strategies and educational interventions on death. It recommends promoting actions and measures that aim to "listen and support teachers in the creation of resources that strengthen their practices and connections with students in the face of the reality of loss" (GIARETTON *et al.*, 2020, p. 16, our translation).

The utilization of films as an intervention and educational resource holds significant importance due to their influential, pedagogical, and engaging nature. Films have the ability to foster identification with characters and situations depicted, which plays a crucial role in seeking meaning and facilitating the coping process with losses. In addition to films, various other resources such as children's books, comic books, cartoons, theater, music, and art workshops prove to be viable and excellent facilitators in creating spaces that stimulate the production of new meanings and understandings regarding the topic of grief (CARVALHO; CARVALHO, 2020, p. 88, our translation).

However, it is worth noting that "working only with the child is not enough" (TABACZINSKI; FRIGHETTO, 2017, p. 159, our translation), understanding that "ideally, the family and the school can come together in the task of addressing this topic with children, promoting the necessary support and affection" (GIARETTON *et al.*, 2020, p. 16, our translation).

Furthermore, it is suggested to "seek partnerships with specialized centers that already exist locally, for professional assistance in terms of training and consultancy for educators, as well as referral of students and their families when necessary" (DOMINGOS; MALUF, 2003, p. 588, our translation).

In relation to this aspect, it is acknowledged that the presence of a school and educational psychologist in educational institutions can greatly facilitate the implementation of these recommendations. Leveraging their psychological expertise, these professionals can offer valuable support in evaluating and selecting materials and activities pertaining to death education. They consider crucial elements such as cognitive development and the unique characteristics of the grieving process, among other factors.

#### **Class 4 - Experiences and Impacts of Grief Among Students**

It comprises 18.82% (f = 16 ST) of the total analyzed corpus and consists of words and roots within the range of  $\chi^2 = 4.32$  (study) and  $\chi^2 = 27.84$  (adolescent). This class is composed of words such as 'youth' ( $\chi^2 = 17.58$ ), 'grief' ( $\chi^2 = 12.54$ ), 'relationship' ( $\chi^2 = 11.03$ ), 'attitude' ( $\chi^2 = 5.89$ ), and 'experience' ( $\chi^2 = 4.66$ ).

This class refers to observations that losing loved ones affects students in various dimensions of life. Specifically, "in school, [...] grief has implications for the teaching-learning process, and it should be considered as an issue with pedagogical correlates, deserving great attention" (DOMINGOS; MALUF, 2003, p. 588, our translation). Among the repercussions of grief in school "problems in keeping up with the pace of classes, lack of concentration, and impaired attendance can be mentioned" (MELES, 2014, p. 89, our translation).

The grief experience is influenced by many factors, including the availability of a support network, age, gender, and level of attachment to the deceased individual, among others. Each adolescent undergoes the grieving process in a distinct and personal manner. However, within the school environment, it is important to reassess certain aspects to assist students during this challenging period effectively. Therefore, education professionals should be equipped with the necessary resources and support to cater to the needs of grieving students, honoring their personalities and acknowledging their unique approaches to coping with this significant phase of life (MELES, 2014, p. 89, our translation).

In this regard, the school psychologist can contribute specifically to assessing and identifying individuals who present risk factors for complicated grief, aiming to determine specific care strategies that may be necessary, such as referral to specialized healthcare services.

## Class 5 - Difficulties in dealing with death and mourning situations in schools

It comprises 17.65% ( $f = 15$  ST) of the total analyzed corpus and consists of words and roots ranging from  $\chi^2 = 5.14$  (search) to  $\chi^2 = 24.79$  (difficulty). This class is composed of words such as 'environment' ( $\chi^2 = 10.67$ ), 'demand' ( $\chi^2 = 10.67$ ), 'space' ( $\chi^2 = 6.56$ ), 'classroom' ( $\chi^2 = 5.14$ ), and 'context' ( $\chi^2 = 5.14$ ).

This approach encompasses the social and individual aspects that arise from the difficulty of dealing with the theme of death and mourning in the school context.

The prevailing affective pattern within these environments frequently does not lend itself to effectively resolving situations stemming from the mourning process, thereby rendering it unfeasible to express emotions and engage in active listening. While these processes hold significant importance, it is crucial to acknowledge that they alone do not ensure a straightforward experience of mourning (DOMINGOS; MALUF, 2003, p. 588, our translation).

Therefore, the importance of integrating psychologists into the school environment is reinforced (ALVES; KOVÁCS, 2016), as it can provide emotional support, diagnostic investigations, assistance to the pedagogical team, and strengthening of the support network regarding education about death (MAEDA, 2017). Additionally, it should be noted that providing support and psychoeducation to the bereaved are "demands that are not necessarily met by clinical psychology" (TABACZINSKI; FRIGHETTO, 2017, p. 159, our translation).

Contemplations of this nature underscore the significance of broadening the scope of actions within the purview of school psychologists, extending beyond the confines of the school environment and pursuing integration for enduring transformations. The objective is to foster a culture of compassion concerning subjects such as death, loss, and bereavement.

## Discussions

The analysis of the selected studies reinforces the description of a limited reality regarding the discussion of death and support for grief in school contexts. In summary, it was possible to identify a situation where, on the one hand, the impact of grief among students and the need for death education actions are recognized, but on the other hand, there are emotional difficulties and a lack of preparedness among education professionals to deal with grief situations.

The analysis findings are consistent with research conducted in other countries. In Norway, for instance, teachers have reported observing adverse effects on the academic performance of bereaved children, particularly in terms of their concentration abilities. While some educators manage to make adaptations in their teaching practices to support these students, many of them highlight the challenge of balancing their educational responsibilities with the provision of emotional support (DYREGROV *et al.*, 2015).

Among English teachers, various reactions have been reported when dealing with grieving adolescents, involving complex dilemmas such as: deciding whether to continue with school activities as planned or adapt them; deciding whether to discuss death and grief or not openly; choosing between encouraging students to seek specialized help or providing informal emotional support; deciding whether to engage directly with grieving students or maintain emotional distance emotionally; deciding whether to share their own experiences of loss with students or not; and choosing whether to establish regular communication with the families of grieving students or not (LANE; ROWLAND; BEINART, 2014).

In light of this context, the present study emphasizes the significance of school psychologists in promoting practices that can contribute to the transformation of the current scenario. In this regard, the works of Kovács (2005, 2012) offer various suggestions for incorporating the topic of death into the school environment. These recommendations include: providing specific courses for teachers from different disciplines at universities; conducting on-site training at schools that addresses communication skills related to loss and death; offering bibliographic references and pedagogical activities, as well as developing educational materials on the subject; involving the school community in family rituals; creating spaces for emotional support; and providing courses and counseling services for grieving students, among other valuable recommendations.

Despite the relevance of these recommendations, it is observed that the national literature related to education about death, in addition to being relatively scarce, tends to emphasize the role of teachers. To some extent, "the focus is on the teacher-student relationship and working with the class" (KOVÁCS, 2012, p. 78, our translation), which suggests the need for complementary and differentiated strategies for the practice of school and educational psychology in situations of grief.

As highlighted by Aspinall (1996) and Ayyash-Abdo (2001), the school and educational psychologist plays a fundamental role in the planning and implementation of death education in school curricula, working in collaboration with teachers, staff, family members, and other

members of the school community. These authors emphasize that the psychologist's role in these circumstances is distinct for various reasons, including their understanding of children's and adolescents' conceptualizations of death, their familiarity with common reactions to this topic, and their awareness of the potential impacts on the lives of children and adolescents who experience loss.

In consonance with these considerations, Costelloe, Mintz, and Lee (2020) point out that the practice of these professionals can encompass microsystems to macrosystems based on a bioecological understanding of human development. In this regard, they state that it is possible to develop individualized interventions based on the unique nature of the grieving process, provide specialized and knowledge-supported training on separations, losses, and traumas, supervise and provide consultancy in support and counseling work, individually or in groups, for grieving students, and contribute to discussions for raising awareness about grief and establishing guidelines on the subject.

The psychologist plays a crucial role in developing an action protocol tailored to the unique circumstances of each school community in situations of loss and grief. This protocol encompasses preventive and intervention measures aimed at addressing the emotional needs of individuals affected by the loss. Preventive measures include fostering emotional awareness, implementing death education initiatives, and establishing a coordination team dedicated to addressing grief-related issues. Intervention measures involve coordinated responses to loss, providing guidance, support, and assistance in emotional expression and regulation for families, teachers, and students. The action protocol should encompass comprehensive guidelines for effective communication and appropriate actions in the event of the death of a family member, student, teacher, or any member of the school community (GOROSABEL-ODRIOZOLA; LEÓN-MEJÍA, 2016).

Regarding notifications to a student about the death of a loved one, Servaty-Seib, Peterson, and Spang (2003) provide recommendations aimed at facilitating the communication of such news. Psychology professionals can use the suggestions from these authors as a basis for addressing practical issues, such as who should be responsible for directly speaking with the student affected by the death, the appropriate timing for such a conversation, the location and manner in which this communication should be conducted, the expected reactions and how to deal with them, as well as how to offer support to the bereaved.

Brown, Jimerson, and Comerchero (2015) provide valuable strategies for school and educational psychologists to support the monitoring process, considering the varying levels of

cognitive development in children and adolescents. Among these strategies, the following are highlighted: play therapy using puppets, costumes, building blocks, drawings, or storytelling; bibliotherapy; film screenings; creating memory boxes or books and using memory games with cards that address feelings or memories related to the deceased person; using interactive games; journal writing or poetry; music therapy; utilizing technological resources and the Internet, among other approaches. According to the authors, regardless of the chosen technique, it is important to implement them honestly, in a manner appropriate to the student's level of understanding, encouraging them to ask questions, understand and express their feelings and thoughts, and help them stay engaged in other activities.

In the realm of grief support, the consideration of spiritual needs is crucial. Jerome (2011) emphasizes that school and educational psychologists can play a facilitative role in providing access to individual or community spiritual resources, taking into account the specific needs of the bereaved within the school community. Professionals need to recognize the diversity of beliefs surrounding death and funeral practices. In this regard, maintaining a list of contacts for various local religious leaders can prove beneficial, as they can be consulted or invited to partake in ceremonies, for example. However, it is essential to emphasize the significance of respecting and honoring the spiritual and religious values of the bereaved without imposing personal beliefs or predetermined responses.

In addition, it is recommended that school and educational psychologists enhance their knowledge regarding psychological first-aid practices and counseling in crisis situations, which can facilitate the grieving process (SANDOVAL; SCOTT; PADILLA, 2009). For example, when multiple students go through potentially traumatic episodes in the school environment, group support, and counseling techniques can also be extremely helpful (OPENSHAW, 2011).

### **Final considerations**

Despite aiming to achieve its proposed objective, this study acknowledges the limitation of being unable to delve into and provide detailed recommendations. However, it is understood that the study contributes significantly by indicating more authoritative sources where school and educational psychology professionals can find guidance to assist in situations of loss and grief. Therefore, it is essential to note that such guidance should be adapted according to the different realities encountered.



Finally, it is crucial to acknowledge that the analysis of the selected research in this study may not fully represent the current state of practices in the country, primarily due to the limited availability of publications on the topic. However, it is hoped that this investigation will serve as a catalyst for change and inspire professionals to address this gap in knowledge and practice.

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