

Crisis Intervention and Psychological Resilience Training: Case Work Practice of Grief Counseling for Bereaved Children

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Abstract: *The combination of crisis intervention and psychological resilience training provides a new practical direction for grief counseling for bereaved children. In the current social psychological service system, casework has become an important method to deeply explore the psychological needs and difficulties of bereaved children. Timely crisis intervention can effectively alleviate the profound grief and psychological impact of children caused by the loss of their parents. At the same time, combined with the strategy of psychological resilience training, social workers not only provide immediate psychological support for children, but also strive to help them build long-term psychological capabilities to cope with challenges. In specific practice, social workers play a key role. Through carefully designed grief counseling programs, personalized psychological support services and effective resource integration, they build a comprehensive support network for bereaved children. However, there are also challenges in the practice process, such as the limited service resources, the difficulty of service caused by individual differences of children, and the sustainability of long-term follow-up counseling. By strengthening cross-sector cooperation, improving service mechanisms and enhancing the professional capabilities of social workers, it is expected that the casework practice of grief counseling for bereaved children will be further optimized.*

Keywords: Bereaved Children; Grief Counseling; Crisis Intervention; Psychological Resilience.

1. PROBLEM STATEMENT

At the 2016 National Health and Wellness Conference, General Secretary Xi Jinping stressed that “we must unswervingly implement the principle of prevention first, adhere to the combination of prevention and treatment, joint prevention and control, and mass prevention and control, and strive to provide the people with health and wellness services throughout their life cycle” and “pay attention to the health of children and adolescents, and comprehensively strengthen the health and wellness work of kindergartens, primary and secondary schools”. Grief is a normal emotional response to bereavement, but 3 years after the death of their parents, 10.4% of children and adolescents still show strong and persistent grief reactions [1]. This prolonged grief reaction can lead to an increased risk of functional impairment and depression, cause some difficult-to-cure mental illnesses, and in severe cases, may lead to suicidal thoughts.

When faced with the death of a loved one, adults usually think that children do not know how to grieve, and thus neglect to care for them. But in fact, as a stressful event, bereavement may cause changes in various indicators of children’s brain function in terms of physiology, increasing the risk of cancer in children; psychologically, bereaved children are prone to emotional reactions such as anxiety, sadness, loss, self-blame, confusion, and sometimes externalized behaviors, such as avoiding social interaction and having suicidal thoughts and behaviors. [2] The “Notice of the National Health Commission on Printing and Distributing the Healthy Children Action Enhancement Plan (2021-2025)” emphasizes the need to promote children’s mental health: “Strengthen social publicity and health promotion, and create a social atmosphere where mental health starts from childhood” [3] Therefore, after the bereavement event occurs, timely intervention in children’s grief and helping them relieve their grief is a task that cannot be ignored.

In the current social psychological service system, casework has become an important method to deeply explore the psychological needs and difficulties of bereaved children. However, the practice of casework for grief counseling for bereaved children now faces many challenges, such as limited service resources, service difficulties caused by individual differences among children, sustainability of long-term follow-up counseling, and untimely crisis intervention. In practice, combining crisis intervention with psychological resilience training strategies can effectively alleviate the grief and psychological impact of bereavement on children, and at the same time, help them build psychological abilities to cope with challenges in the long term. Based on this, this study, based on the research results of casework practice for grief counseling for bereaved children, takes the case of bereaved children’s service in M School, Y City as an example, draws on the analytical perspective of crisis intervention

theory, combines crisis intervention with psychological resilience training, analyzes the optimization measures of casework intervention for grief counseling practice for bereaved children, and thus explores possible paths for further optimizing the practice of casework for grief counseling for bereaved children.

2. THEORETICAL PERSPECTIVE AND RESEARCH REVIEW

2.1 Crisis Intervention Theory

Crisis intervention is based on psychodynamic self-psychology and various theories of human behavior, including Freud's psychoanalysis, psychology, sociology, community mental health, Erikson's identity theory, etc. It takes preventive actions against events that are sufficient to disrupt the normal functioning of an individual in order to resolve crisis situations. It focuses on mobilizing the client's advantageous resources and coping mechanisms to overcome the developmental, unexpected or existential crises they face. It is suitable for people with stable personalities and who are facing temporary difficulties or setbacks.

Crisis refers to events and encounters that human individuals or groups cannot handle with existing resources and conventional coping mechanisms. It is sudden, uncertain and has serious consequences. Key decisions must be made in a very short time to reduce personal and organizational losses (Zhang Weiping, Pei Shijun, 2006). For bereaved children, losing their loved ones is a sudden personal event, especially causing severe psychological trauma to bereaved children. Therefore, the application of crisis intervention theory can effectively control the emotions of the clients, let them realize that sad behavior is normal and temporary, and then help them get rid of their grief and restore their social functions.

Psychological resilience (also translated as psychological elasticity, resilience or resistance) refers to an individual's good adaptation when facing adversity, trauma, tragedy, threat or other major life pressures, which means the "rebound ability" in the face of adversity and setbacks [4]. Grief counseling for bereaved children cannot be limited to crisis intervention. It is far from enough to just help bereaved children relieve their grief. What is more important is to cultivate the psychological resilience of bereaved children so that they can become stronger and more resilient and face the difficulties and setbacks in life calmly. The combination of crisis intervention and psychological resilience training can help bereaved children build the psychological ability to cope with challenges in the long term on the basis of getting rid of the plight of bereaved children. This undoubtedly provides a new practical direction for the case work practice of grief counseling for bereaved children.

2.2 Related Research on Grief Counseling for Bereaved Children

By combing through relevant literature, it is found that research on grief counseling for bereaved children mainly focuses on the following three aspects:

The first is the study of grief counseling for bereaved children. Foreign scholars define grief counseling as promoting the adaptation of the bereaved to loss and continuing their lives, and providing appropriate intervention by determining the individual's grief risk level to prevent the development of abnormal grief [5]. A large number of studies have shown that grief counseling can help the bereaved reduce grief reactions, promote their acceptance and adaptation to loss, and reduce mental, psychological and bad behavior problems [6]. Foreign studies on grief counseling are mostly targeted at bereaved people, including children and adolescents who have lost their parents [7], parents who have lost their children [8], adults who have lost their spouses [9], and family members of cancer patients [10]. The main contents of grief counseling abroad are as follows: 1) Let the bereaved accept and acknowledge the fact that their loved ones have passed away, by holding mourning activities, mailing condolence letters, or conducting face-to-face communication and counseling; 2) Provide information and education about the bereavement experience, by conducting psychological education for the bereaved, holding seminars and special lectures, or letting them pay attention to relevant bereavement websites; 3) Support services, providing group support, bereaved family workshops, group symposiums, or professional seminars and follow-up condolences for the bereaved, and providing online support, including virtual bulletin boards and chat rooms [11]. The counselors can be selected according to the grief risk of the bereaved, and can be relatives and friends, trained volunteers, community teams, or doctors, nurses, psychological counselors and other health care professionals. It can be seen that foreign countries have a relatively complete set of steps for grief counseling research, and because foreign countries started related research on grief counseling earlier, although there are still many aspects to be developed, it is more mature than in China.

Domestic scholars define grief counseling as professionals helping bereaved or dying patients to vent their grief within a reasonable time so that they can resume normal life [12]. At present, there are few studies on grief counseling in mainland China, and the research directions are numerous and diverse, and there is no systematic grief counseling guide. At the same time, the forms of grief counseling in China are not uniform, including empty chair technique, role-playing, safe technique, and ritual activities [13].

The second is the study of social work intervention in grief counseling. Foreign countries have rich experience in intervention for bereaved children. According to the form of intervention, it can be divided into group intervention, camp intervention, and family preventive intervention. The personnel who provide intervention are selected according to the grief risk of the bereaved, including trained relatives and friends, volunteers, doctors, nurses, psychological counselors, etc. [14] In the field of social work, American social workers use different methods when conducting grief counseling, mainly including support groups, professional training, special activities and hotline consultation. Social workers will also provide long-term professional training for people from all walks of life who are interested in grief counseling [15]. On weekends and holidays, social workers will organize various leisure and entertainment or theme activities for group members and their families. For those who cannot come in person due to travel inconvenience, social workers also provide free hotline consultation services. On the one hand, they provide information, resources and support to the bereaved, and on the other hand, they provide professional guidance to their caring family, friends and colleagues to help them express their concern more scientifically and effectively. It can be seen from this that American social work has a relatively mature set of programs and processes for intervention in grief counseling, and has played a significant role in helping the bereaved to relieve their grief.

From the perspective of clinical research in China, support services for bereaved people started relatively late. With the frequent occurrence of natural disasters, car accidents, suicide, fatal diseases and other types of unnatural deaths, bereavement issues have become increasingly complex, and professional bereavement intervention services are urgently needed [16]. Services specifically provided to bereaved children are mainly provided through social work intervention, and the main techniques used are case work and group work. Case work is a one-on-one, targeted service provided to bereaved children. It mainly uses emotion theory and cognitive theory to rationalize the emotions of bereaved children, divert their attention, strengthen the support of family, school and peer groups, and promote positive changes in the clients. Group work stabilizes and regulates the complex emotions after losing a loved one through activities, sharing and mutual learning within the group. These two methods play a huge role in grief counseling.

The third is the study of psychological resilience of bereaved children. The study of psychological resilience in China started late and is still in the primary exploratory stage. The relevant research is mainly literature review, with only a small number of research reports. For example, Xi Juzhe et al. summarized the relevant methods and approaches of psychological resilience research [17]; Pan Yun discussed the current status and development trend of foreign psychological resilience research [18]. In addition, some scholars have conducted empirical research. For example, Xu Xianming et al. discussed the protective mechanism of psychological resilience for left-behind children [19]; Yang Guang studied the relationship between psychological resilience and coping style of high school students [20]; Wang Yong et al. discussed the relationship between psychological resilience, positive emotions, and happiness of college students [21]. Today, the academic community's understanding of psychological resilience has long gone beyond the phenomenon level, and tends to believe that psychological resilience is a multi-faceted and multi-dimensional concept (Rutter, 1999), which has the characteristics of idiosyncrasy, process, difference, result, dynamics and commonness (Xi Juzhe et al., 2008).

In general, in addition to timely crisis intervention, whether an effective service mechanism can be established in practice is also crucial for the case work practice of grief counseling for bereaved children. In China's child services, we should consciously add intervention services for bereaved children and incorporate them into the child welfare service system. Under a certain service system framework, we should combine crisis intervention theory with psychological resilience training, give full play to the professional advantages of social work, provide effective support, actively prevent and intervene in time to alleviate the psychosocial harm caused by bereavement events, and build children's psychological resilience on this basis, so as to build a comprehensive support network for bereaved children.

3. CASE PRACTICE OF CRISIS INTERVENTION FOR BEREAVED CHILDREN

3.1 Case Study: The Real World of Bereaved Children

3.1.1 Basic information of the client

This study is based on the case of the client Liangliang (pseudonym) selected from the M School in Y City. The client Liangliang, male, 7 years old, is a second-grade student at M School. He is a bereaved child whose mother has passed away. There is only a grandmother and a one-year-old brother at home, and his father works away from home all year round. The client's mother took pesticides to commit suicide in front of the client without the client's knowledge. After the client reacted, she was sent to the hospital for treatment, but died due to ineffective rescue. After the school teacher knew about this, he paid close attention to the client. Shortly after the client's mother passed away, it was the Mid-Autumn Festival, which aroused the client's longing for his mother. He was very emotional but closed himself off and did not let anyone get close to him.

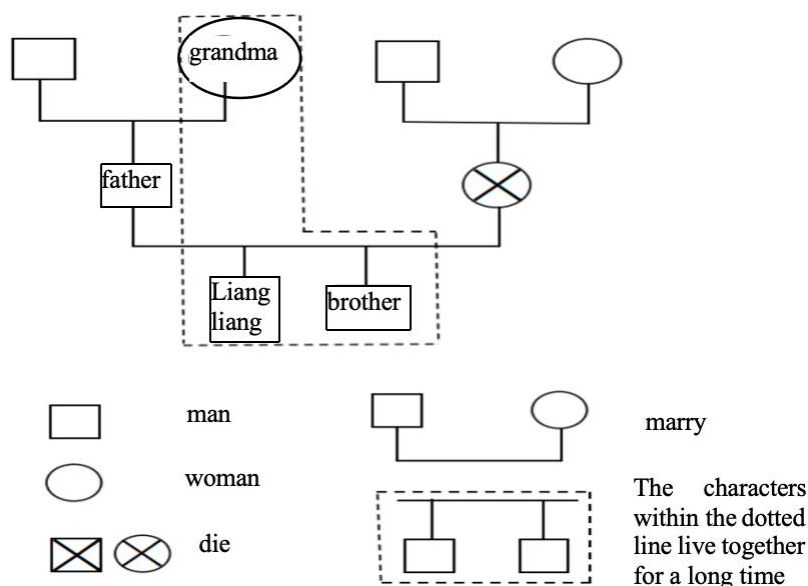


Figure 1: Family structure

3.1.2 Analysis of the causes of the crisis

First, the psychological level. The guilt puts the client under great psychological pressure. The client witnessed the process of his mother's suicide. After learning that his mother died because she missed the best time for rescue, the client developed strong self-blame and guilt. Specifically, he said in the process of communicating with the teacher: "If only I had come earlier." This makes the client often doubt himself and think that he caused all this. The client's wrong cognition will affect the client's emotions, and emotions will affect the client's behavior. Therefore, his wrong cognition needs to be corrected.

The second is the behavioral level. Since the client's mother passed away, the client has been silent and uncommunicative most of the time. Since the client is young, if he cannot express his grief in the right way, he may lose control of his emotions. The death of his mother is a huge blow to the client, but indulging in grief will only hinder the client's healthy growth. Therefore, it is necessary to help him manage and release his emotions, express his emotions reasonably, and avoid some wrong or even self-harming behaviors.

The third is the social aspect. After the client's mother passed away, the client often stayed alone and had almost no contact with friends. The relationship with classmates and friends gradually became alienated, which led to the client's previous interpersonal relationships gradually fading and the social support network becoming fragile. Therefore, it is necessary to help him rebuild his social support network, restore social functions, and return to normal life.

3.2 Crisis Intervention: Grief Counseling Service Practice

How to help the client Liangliang get rid of the mental stress and negative emotions caused by the loss of a loved one, and help him build psychological resilience and enter the next life normally is the focus of this study.

Therefore, in this study, social workers conducted crisis intervention for the client Liangliang and provided grief counseling services to the client Liangliang using the method of case work.

3.2.1 The first stage: enhance the client's self-confidence and vent negative emotions

The first contact between the social worker and Liangliang was not as smooth as expected. Liangliang not only refused to communicate with the social worker, but even the class teacher was of no help. He mainly escaped from the classroom and hid in the corner of the corridor. Later, the social worker thought of a way to communicate - letters. In the letter, the social worker sincerely invited Liangliang to visit the social worker station. As expected, the client did not come as scheduled the next day. The social worker still communicated with the client through letters, but the client neither came to the social worker station nor replied. Finally, when the social worker wrote the letter for the fourth time, the client came to the social worker station according to the invitation and instructions in the letter. The enthusiasm of the social worker made the client begin to let down his guard.

Although the client will not actively communicate with the social worker, most of the time, he will respond to what the social worker says, which is better than the rejection in the first contact. This shows that children's grief is very repetitive, and there will be alternating between grief and normal emotions. The social worker took the client's interest - painting as the starting point, and let the client freely draw a picture. It was found that the client's painting contained the image of his mother, which shows that the client missed his mother deeply. At the same time, the color of the picture is relatively monotonous and heavy, which shows that the client is still addicted to grief. Through painting, the client's inner longing for his mother is expressed, which to a certain extent alleviates the client's sadness and allows the client's emotions to find an outlet. Through the initial understanding between the social worker and the client, the client's trust in the social worker increased. The relationship between them was enhanced and the client's trust was gained.

3.2.2 The second stage: facing the crisis and solving the difficulties

First, face the reality and vent properly. At this stage, in view of Liangliang's inability to accept the fact that his mother passed away and his inability to properly express his emotions, the social worker used empathy, respect and other skills to show his concern for Liangliang, further narrowed the distance between them, and affirmed the client's own value, encouraged and praised the client, and increased the client's self-confidence. Let Liangliang face his emotions, let him know that any emotion is normal, and in this process mainly listen to Liangliang's inner thoughts, and the social worker promptly gives the client comfort and care.

The second is to accompany the client and encourage active expression. In the face of Liangliang's pain, the social worker will accompany him, listen carefully and provide appropriate responses, so that Liangliang can express his inner pain and confusion as much as possible. The social worker's company can make the client feel accepted, respected and understood, and further enhance the client's trust in the social worker. Through the second stage of service, the client has basically accepted the fact that his mother has passed away, and can express his thoughts to a certain extent and communicate and interact with the social worker.

3.2.3 The third stage: grief counseling to resolve grief

On the one hand, the empty chair technique was used to help the client say goodbye. Because the mother died suddenly, the client did not say goodbye to her mother properly, and had many things to say in her heart. The social worker used the empty chair technique to enable the client to express his longing for his mother, pour out his inner thoughts, and release his sad emotions. After explaining the basic principles of the empty chair technique to the client, the treatment was started with the client's consent. During the treatment, the client was emotionally agitated at first and expressed incoherently, but as the treatment progressed, the client slowly calmed down, gradually devoted himself to the farewell to his mother, and finally completed the farewell to his mother. This farewell made the client experience the departure of his mother again. Although it was heartbreaking, the client finally said what he had suppressed for a long time, and his emotions were vented. In addition, the self-blame and guilt were relieved in the process of playing the role of a mother. The client understood that it was not himself who caused his mother's departure, and the wrong cognition was corrected. The client wanted to start a new life with his mother's expectations.

On the other hand, the social worker comforts the client and seeks comfort. The social worker prepares letter paper and envelopes for the client, and asks the client to write a letter to his deceased mother, expressing his longing for

his mother and telling about his future life goals. After writing the letter, the social worker and the client burn the letter together. After the first few counseling sessions, the client's emotions have been completely released, and the relationship with the social worker has become closer. The client is willing to talk to the social worker, and by burning the letter paper, the client is helped to get relief and comfort from the heart.

3.2.4 The fourth stage: carry out life education and feel belonging and love

First, through death education, the client's thinking is changed. According to the client's situation, the social worker led the client to watch a short film "Death and the Duck", cut into the discussion of death, eliminate the client's fear of death, anxiety, and establish a healthy concept of death. The client was very involved in watching the short film, immersed in it, and showed great interest. When talking about the topic of death, he did not reject or feel uncomfortable, but was willing to discuss it with the social worker. It showed that the relationship with the social worker was further deepened, and at the same time he was gradually walking out of the shadow of bereavement. Death education for the client allows the client to face death and understand the nature of death. And through this death education, the client changed his perception of death, from the initial fear to the current correct view of death.

The second is to express care and feel belonging and love. Since the client's father works away from home all year round, he has little communication with the client and does not care enough for the client. Therefore, the social worker communicated with the client's father through a telephone interview, told the client's father the current status of the child, and told the client's father how to express his care for the client and the importance of family support to the client, so that the client can feel belonging and love at home. Secondly, the social worker also interviewed the client, telling the client that his family is always his backing and that he can communicate with his family when encountering problems, gradually bringing the client closer to his father. After the social worker interviewed the client and his father, the relationship between the client and his father has improved to a certain extent. The client's father would care about what happened to the child at school and the difficulties in learning, and help the child with homework. The client is also happy to tell his father about what happened at school, and the father-son relationship has become closer and the family atmosphere has become more harmonious.

3.3 "Washing Away All the Dross": Building Psychological Resilience

Worden, a leading figure in grief counseling, proposed that the bereaved need to complete four tasks: accepting the fact that the deceased is gone, dealing with the pain of grief, adapting to a world without the deceased, finding a way to commemorate the deceased, and moving on to the next life [22]. Therefore, social workers believe that after helping bereaved children to initially stabilize their emotions and adapt to the fact of loss, another key task is to help the client move on to the next life. Psychological resilience, as the ability of an individual to quickly recover and move on when faced with challenges such as adversity, stress, and loss, is particularly important for bereaved children.

3.3.1 Rebuild confidence and build psychological resilience

The first is to help the client rebuild his confidence and start a normal life. Since the client's mother passed away, the client has closed himself off for a long time, not communicating with outsiders or playing with friends, so the client's interpersonal network has become very weak. In order for the client to restore a good relationship with his previous good friends, the social worker requires the client to bring a good friend with him when he participates in the event this time. Under the guidance of the social worker, the client gradually understood the importance of friends and agreed with the social worker to bring friends to play next time. It can be seen that the relationship between the client and his old friends is gradually recovering. This service helps the client consolidate his interpersonal relationships and emotional network and adapt to the life of losing his loved ones. Social workers encourage clients to reconnect with their good friends, help them meet new friends, and improve their interpersonal skills.

The second is to input hope and tap potential. Social workers use the perspective of strengths theory to discover the potential of clients, find hope in pain and trauma, and transform it into a driving force. From the perspective of strengths, the clients are comprehensively evaluated to guide them to discover their own strengths and improve their ability and confidence to resist adversity. With the encouragement of social workers, the clients discovered their own strengths, and through self-discovery, the clients understood themselves more deeply, saw their unlimited potential, enhanced their ability to resist difficulties, and initially built psychological resilience.

3.3.2 Improve the client support network and strengthen the construction of psychological resilience

The first is to sort out the client's support network. Social workers assist clients in sorting out the social support network they have already obtained, sorting out the resources that can be used around the client, and summarizing the methods and techniques for obtaining the social support network, and constantly improving the client's ability to find resources. In addition, social workers communicate with the client and summarize the changes that have occurred in the client during this period, explain that the working relationship is about to end, and assist the client in dealing with the emotions of parting. The time interval between this service is longer than the previous ones, in order to allow the client to better adapt to life after the service ends. According to the evaluation results, the client has slowly walked out of the shadow of losing his mother, his mood has improved significantly, he has become much more cheerful, his relationship with friends has eased, and he has made new friends.

The second is to strengthen psychological resilience. Psychological resilience training is an important part of grief counseling for bereaved children. By designing, implementing and evaluating programs for psychological resilience training, bereaved children can be helped to improve their psychological resilience and better cope with the challenges and difficulties after the loss of their parents. Only by continuously paying attention to the mental health needs of bereaved children and constantly improving and optimizing programs for psychological resilience training can we provide strong support for their healthy growth. First of all, social workers need to give enough care and support to the clients. Secondly, they need to maintain high expectations for the clients and tell them. Finally, the focus is on providing opportunities to participate in activities that are conducive to children's development.

3.4 Evaluation of the Effectiveness of Crisis Intervention for Bereaved Children

3.4.1 The client's sadness was effectively relieved

During the first service, the social worker asked the client to fill out a questionnaire. The client answered affirmatively to 70% of the questions in the questionnaire, which showed that the client was feeling very sad at the time. At the end of the intervention, the social worker asked the client to fill out the same questionnaire again. After comparing the results, it was found that the client's grief was significantly alleviated, and the client had calmly accepted the fact that his mother had passed away. The intervention goal was basically achieved.

3.4.2 The client's wrong cognition is adjusted

After observation and follow-up services, we learned that the client had a new understanding of his mother's death. He no longer blamed himself and felt guilty. He no longer thought that his mother's death was caused by himself. He also had a certain understanding of the nature of death and reduced his fear of death. He also took the initiative to take care of his younger brother at home and has basically returned to normal life.

3.4.3 The client's interpersonal relationships are further improved

The client not only restored the relationship with his former good friends, but also made new friends. After the service, the client occasionally came to the social worker station to play and got along well with other classmates. The client's relationship with his father also became closer. Because his father had been working away from home for a long time, the client did not communicate much with his father. However, after the service, the client listened to the social worker's advice, tried to communicate with his father, and shared what happened in school with his father, which made the father-son relationship more harmonious. The father also gave the client more care and accompanied the client in his growth.

3.4.4 The client's psychological resilience building has achieved initial results

After the client went through the resilience building program, his ability to withstand stress was enhanced. Specifically, when facing stressful events such as school exams, his emotional response became more stable, and he no longer easily fell into negative emotions such as depression, anger or anxiety. He was able to better manage his emotions and stay calm and rational. At the same time, the client began to face problems with a more positive and proactive attitude, and no longer avoided or procrastinated. He was willing to try new solutions, seek help and support, and was willing to learn and grow from failure. In addition, the client began to pay more attention to his health, hobbies, interpersonal relationships, etc., and stepped into the normal track of life with a firm and calm

attitude, and gradually had a vibrant and more fulfilling life.

4. PRACTICAL REFLECTIONS ON GRIEF COUNSELING FOR BEREAVED CHILDREN

4.1 Reflection on the Case Service Process

4.1.1 Control the timing and rhythm of intervention

When the client was first contacted, the social worker chose to temporarily avoid contact, giving the client enough buffer time because the client was very evasive. After the client's emotions stabilized, the social worker first established contact with the client through letter communication, and then invited the client to come to the social worker station for a chat in the letter. The timing of intervention was properly controlled, and the decision-making power was handed over to the client himself, giving the client enough respect.

In the case progress, social workers control the rhythm reasonably, sensitively take into account the emotional fluctuations of the client and dynamically adjust. From the initial stage of emotional catharsis guidance, to the mid-term in-depth analysis of the root causes of grief, cognitive adjustment, and then to the later stage of building psychological resilience, social workers can respond quickly based on the emotional expressions of the client in the confession or daily interaction. When the client suddenly became silent and his eyes evaded when mentioning the death of a loved one, the social worker immediately slowed down the speed of speech, asked gently or gave soothing physical contact, and used appropriate pauses to give the client time to digest the emotions, avoiding urgent questions, and ensuring that the counseling rhythm fits the client's psychological growth pace.

4.1.2 Effectiveness of coaching methods

In the case practice of grief counseling for bereaved children, accurate and appropriate selection of grief counseling methods is the core element to achieve effective intervention and help clients get out of difficulties. Professional methods such as painting therapy and empty chair technique used in the case service process are carefully selected based on a comprehensive and in-depth understanding of the client, and after fully considering their age and personality traits, to ensure that they are highly compatible with the client's physical and mental development stage and individual characteristics.

4.1.3 Casework intervention skills

First, in the process of communicating and interacting with clients, social workers use social work skills such as respect, acceptance, enthusiasm, sincerity, and empathy to express support and understanding for clients through body language and language, conveying enough warmth, respect, and acceptance to make clients willing to open their hearts and establish a deep trust relationship. Second, after establishing a trusting relationship, social workers continue to pay attention to the client's situation, pay attention to the client's emotional changes, and provide timely care and support to the client to deal with the client's sadness.

4.2 Reflection on the Roles and Capabilities of Social Workers

In the service process, social workers mainly play the role of supporter, service provider and resource linker, using a series of professional service skills and methods. However, we have to face the fact that social workers still lack proficiency in the application of some professional methods and skills.

First, social workers give full play to the role of supporters and provide clients with unconditional emotional and psychological support. For example, when clients are surrounded by negative emotions, social workers will pat their shoulders to comfort them, convey empathy and encouragement through gentle eyes, and use firm companionship to make clients feel warm and help them gradually get out of grief. However, when using empathy skills, social workers lack experience and cannot accurately grasp the connotation, making it difficult for clients to truly appreciate the attention of social workers. Therefore, it is necessary to strive to improve the ability to use professional skills such as empathy through continuous learning of theoretical knowledge, participation in practical training, and self-reflection, so as to better provide effective grief counseling.

Second, social workers play the role of service providers, provide targeted services according to the actual

situation of the clients, and tailor service plans. For example, during the service process, the empty chair service is provided to the clients to help them say goodbye to their mothers, so that they can accept the reality of their mothers' death and cheer up to continue living. However, in the process of providing the empty chair service, social workers failed to quickly grasp the key nodes of the clients' emotional transformation, and the guidance process was a bit stiff, causing the clients to be immersed in sadness for too long, which will undoubtedly affect the effect of grief counseling. In the future, it is necessary to strengthen learning and practical exercises to be able to do it with ease.

Third, social workers play the role of resource linkers, linking resources from all parties, building a bridge between clients and resources, and constructing a comprehensive support network for clients. For example, social workers make full use of school resources to help clients restore their social support network, and with the help of classmates and teachers, clients can regain confidence in life and restore their social functions.

4.3 Reflections on Social Work Services for Bereaved Children

Based on the analysis of the case service process and results of Liangliang, a bereaved child, and summarizing practical experience, social workers believe that social workers need to pay attention to the following points when carrying out social work services for bereaved children:

4.3.1 "Personalized" and "diversified" precise services

First, bereaved children often face emotional, behavioral and social challenges after experiencing the trauma of the death of a loved one. However, the reactions of bereaved children vary from person to person and are extremely individual. Therefore, before providing services, social workers should conduct a comprehensive needs assessment to identify the specific problems and needs of children. This includes not only emotional support, but also attention should be paid to changes in their academic performance, social relationships and family environment.

Second, individual differences also determine that the service plans provided by social work services cannot be stereotyped, but must have distinct personalized and diversified characteristics. Social workers should adopt a comprehensive approach, including psychological counseling, group support and art therapy, based on the age, psychological development stage and unique experiences of different children, to meet the needs of different bereaved children.

4.3.2 Dual perspectives of "individual" and "family"

As an "initial group", the family is always an important system that affects individuals. The grief of bereaved children not only affects them, but also has a profound impact on family dynamics. The level of family support is crucial to the recovery of bereaved children. Therefore, in the service process, social workers need to focus on the dual perspectives of individuals and families, paying attention to the individual problems of the clients while also paying attention to the overall function and support network of the family, and comprehensively considering and jointly solving the problems of the clients and the family.

4.3.3 Building social support networks and integrating diverse resources

The effect of a single support system on bereaved children is relatively limited, but when various support systems work together, more significant results will be achieved. From the perspective of ecosystem theory, social workers need to build an organic ecological pattern in which multiple subjects such as families, schools, communities and even social organizations are closely linked and dynamically interact with each other. Break down the information barriers between various entities, build a close collaborative network with individual bereaved children as the center, achieve accurate adaptation and sharing of resources, and enhance the overall effectiveness of assistance.

4.3.4 Continuous dynamic tracking and effectiveness enhancement mechanism

Grief management is characterized by long-term and continuous nature. As for the situation of bereaved children, although the children's grief emotions will improve through the intervention of social workers, their emotions may still recur at certain times and situations. In view of this, social workers need to pay continuous attention to the status of the clients, and should continue to follow up even after the case is closed. At the same time, social workers

should organize and retain the relevant information of the clients, and synchronize the information with the clients' schools and communities to facilitate their review and subsequent follow-up, thereby building a complete set of continuous dynamic tracking and effectiveness enhancement mechanisms for the status of the clients, ensuring that the assistance work for bereaved children can be carried out continuously and effectively.

4.4 Thoughts on the Development of Follow-up Services

The first is personalized and in-depth counseling. Based on the in-depth understanding of the bereaved children in the early stage, such as their unique personality, interests, and grief recovery progress, we tailor a follow-up counseling plan. For children with high artistic talent who still have residual grief, we deepen painting therapy and introduce professional art therapy programs; for children who are good at expressing themselves, we expand narrative therapy to help them continue to sort out their emotions and strengthen their psychological resilience.

Second, strengthen social support. On the one hand, mutual aid groups for children who have experienced the loss of a parent can be organized to hold regular activities so that they can find resonance and encouragement in each other's company; on the other hand, community integration activities can be expanded to encourage bereaved children to participate in community volunteer services and interest groups, make friends from different backgrounds, enrich their social circles, and get rid of loneliness.

The third is to enhance family empowerment. We will continue to provide professional guidance to family members of bereaved children, such as holding family grief counseling workshops to help parents master correct communication skills and avoid secondary harm; guide parents to create a positive family atmosphere and set common family goals, such as regular travel and learning new skills together, so that children can thrive in a warm family environment.

Fourth, long-term tracking and optimization. Establish a long-term tracking mechanism, cooperate with schools and communities to make regular return visits, collect feedback from various aspects, and use professional technology to analyze the psychological trends of children. According to the results, timely optimize the service content and adjust the professional personnel allocation to ensure that the follow-up services are accurately connected with the growth needs of children and consolidate the results of cultivating psychological resilience.

5. CONCLUSION

After an in-depth study of the case work practice of crisis intervention and psychological resilience cultivation in grief counseling for bereaved children, it can be found that the exploration and practice in this field are of great significance for promoting children's mental health and building a harmonious society. The grief reaction caused by the loss of children often affects their subsequent mental and functional state, such as increasing the risk of depression or post-traumatic stress disorder, and even suicidal thoughts. Therefore, sufficient attention should be paid to the group of bereaved children. In the future, the domestic intervention service for bereaved children can be incorporated into the child welfare service system based on the existing intervention experience, combined with local cultural characteristics and the professional advantages of social work, to promote the formation of an effective service mechanism, combine preventive and therapeutic intervention strategies, and continuously optimize the case work strategy of grief counseling to provide more accurate and effective psychological support for bereaved children. And give more attention and understanding to the group of bereaved children, and jointly create a warm and inclusive growth environment for them.

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