



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Inspiring Healing in the Aftermath

- Role of instant communication
  - Impact on Constituents
    - The “How?” and “Why?”

Charles E. Streff, Ph.D.      IBSC, London, 2011      www.ibsc.org

---

---

---

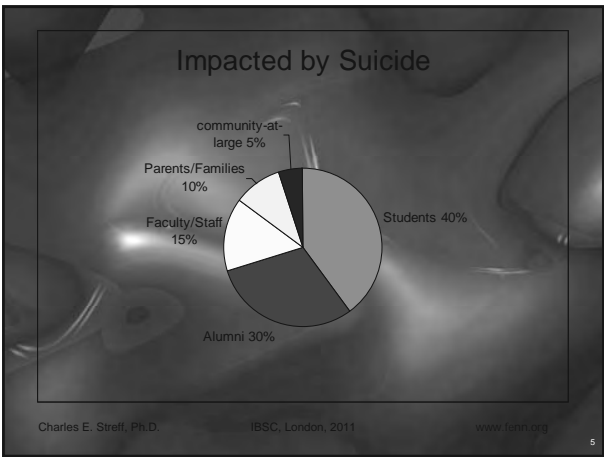
---

---

---

---

---




---

---

---

---

---

---

---

---

## Inspiring Healing in the Aftermath

- Impact on Alumni
- Impact on headmaster
- Initial impact on faculty
  - Email to faculty

Charles E. Streff, Ph.D.      IBSC, London, 2011      www.ibsc.org

---

---

---

---

---

---

---

---

**Inspiring Healing in the Aftermath**

- Impact on students
- Impact on parents
  - Email to parents

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsc.org 7

---

---

---

---

---

---

---

---

**Consulting Psychologist's role at this juncture:**

- Their reactions are valid
- The need to give and accept support
- Be alert for those considering suicide as a viable decision

Charles E. Streff, Ph.D. IBSC, London, 2011 8

---

---

---

---

---

---

---

---

**Inspiring Healing in the Aftermath**

**Secondary aftermath**

- Classes and Advisor Groups
- Individual students and faculty
  - Community at large

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsc.org 9

---

---

---

---

---

---

---

---

**Developmental Aspects**  
**A. Younger Boys (ages 9-11)**

- **Confusion/Anger**

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 10

---

---

---

---

---

---

---

---

**Developmental Aspects**  
**A. Younger Boys (ages 9-11)**



- **I can't go to the memorial because I still have a cold. Well, really I can't go because...**

Photo: Creative Commons: Flickr dianlin Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 11

---

---

---

---

---

---

---

---

**Developmental Aspects**  
**A. Younger Boys (ages 9-11)**

- **Disbelief/Denial**
- **Fear**

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 12

---

---

---

---

---

---

---

---

## Developmental Aspects A. Younger Boys (ages 9-11)



- I used to be a happy kid, then I saw everyone crying – at least I saw a lot of older guys crying...

Photo: Creative Commons: flickr kris morrell

Charles E. Streff, Ph.D.

IBSC, London, 2011

www.ibsc.org

13

---

---

---

---

---

---

---

---

## Developmental Aspects A. Younger Boys (ages 9-11)

- Withdrawal
- Sadness
- Silliness/Joking

Charles E. Streff, Ph.D.

IBSC, London, 2011

www.ibsc.org

14

---

---

---

---

---

---

---

---

## Developmental Aspects A. Younger Boys (ages 9-11)

### Contextual variables for each boy

- Preparation for the death – none
- Experience of past losses/death
- Reactions of adults and significant others
- Cultural and religious background

Charles E. Streff, Ph.D.

IBSC, London, 2011

www.ibsc.org

15

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- **Shock and confusion**

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 16

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- **Words cannot express the pain and loss of a suicide, especially when the guy who did it...**




Photo: Creative Commons: flickr mesaj

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 17

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- **Disbelief/denial**
  - **Anger**
  - **Sadness**
  - **Fear**

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 18

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- There are no words to describe the pain and agony I still feel one week later...




Photo: Creative Commons: Flickr bfraz

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 19

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- Withdrawal/need to escape

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 20

---

---

---

---

---

---

---

---

**Developmental Aspects  
B. Older Boys (ages 12-15)**

- I'm looking outside and see clouds drift away, and realizing: so do the ones we truly love...



Photo: Creative Commons: flickr stefan kloo

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 21

---

---

---

---

---

---

---

---

## Developmental Aspects B. Older Boys (ages 12-15)

Contextual variables for each boy

- Preparation for event – none
- Personal and family experiences with death
  - Personal experiences with suicide
    - Reaction of peers
  - Reactions of significant adults
- Personal convictions regarding morality/cultural norms

Charles E. Streff, Ph.D.      IBSC, London, 2011      www.ibsn.org      22

---

---

---

---

---

---

---

---

## Reactions of Alumni and Parents (in addition to those for older boys)

- Need to talk about the event
  - Need to gather data
- Need to protect others: peers and other teens

Charles E. Streff, Ph.D.      IBSC, London, 2011      www.ibsn.org      23

---

---

---

---

---

---

---

---

## Reactions of Alumni and Parents (in addition to those for older boys)



- I feel a need to raise a question more broad and philosophical than the email we received: how do we take the next steps?...

Photo: Creative Commons: Flickr status frustration

Charles E. Streff, Ph.D.      IBSC, London, 2011      www.ibsn.org      24

---

---

---

---

---


---

---

---



**Reactions of Alumni and Parents**  
(in addition to those for older boys)



- I am at a loss of what to do. My son refused to go to sleep last night...

Photo: Creative Commons: Flickr genx-ray

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 25

---

---

---

---

---

---

---

---

**Reactions of Alumni and Parents**  
(in addition to those for older boys)

**For younger alumni:**

- Need to glorify the deceased

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 26

---

---

---

---

---

---

---

---

**Reactions of Alumni and Parents**  
(in addition to those for older boys)

**Contextual variables for alumni/parents**

- Personal experiences of loss
- Suicides in the family or of loved ones
- Cultural and religious norms
- Reactions of friends and peer group(s)

Charles E. Streff, Ph.D. IBSC, London, 2011 www.ibsn.org 27

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Email to All School

Dear Colleagues,

This is a difficult day for all of us. Our focus must remain on the students, of course, and I am offering a few suggestions that may help with their questions and their reactions, should they arise in today's workshops.

- 1) Their feelings and reactions are legitimate –WHATEVER THEY ARE. There are no right or wrong responses to the suicide. We should expect: confusion, fear, sadness, anger, withdrawal, and even some apparently inappropriate silliness and jokes.
- 2) All of us have questions about "Why?" and "How?" I would strongly encourage you to continue to say, "We don't know for sure." Information regarding the "Why?" we may never know, so I encourage you to ask them NOT to speculate. "How?" is a question for the family to answer, not us. It is an invasion of their privacy; the news of the suicide has been public enough without us (or the boys) pressing for details. Whatever they have heard cannot be corroborated at this time, and speculation only increases the fear and confusion.
- 3) Please acknowledge the difficulty of the situation, acknowledge the feelings that are present in the room, but encourage the boys to concentrate on the workshops and activities they are involved in today. Getting them to function as normally as possible will help them (and us) through the process.
- 4) I will be on campus throughout the day, either in my office or visiting classrooms. Ellen knows where I am at all times, and she can contact me via cell phone if you feel there is an emergency.
- 5) Jerry assures me we can meet for a brief period after the final assembly. I will be there to answer any questions I can.

We are in this together, and we will support one another and our students through this difficult period.

Charlie

Email to parents, aftermath day 1

Dear Fenn Parents,

I am sure most of you are aware of the tragic death of one of our alumni late last night. Our consulting psychologist, Dr. Charles Streff, has worked closely with me and the entire faculty and staff to address our students and their reactions throughout this difficult day. As much as possible, while acknowledging their feelings and reactions, we have tried to keep the focus on our annual Cultural Arts Festival. We will, of course, continue to address the boys' concerns, confusion, and sadness as the days continue.

For the present, let me offer these suggestions Dr. Streff has made for the immediate care of your sons.

Let him express his reactions without correction or judgment. There are no "correct" or "incorrect" feelings in response to a suicide. Please help him understand that we do not have answers to "Why" or "How", and we should all avoid speculating on the answers.

Assure him that he is safe, and that you and the family are safe. He may wonder whether someone in the family or among your loved ones could commit suicide; try to assure him that your job as a parent is to take care of him and one another.

He may ask why anyone would want to hurt himself to the point of dying. If you are comfortable, you can talk about people feeling depressed or overwhelmed. But please emphasize that hurting oneself in those situations is NOT the solution; talking to a trusted adult is the best approach. Assure him that you are available if he is troubled by such thoughts or feeling overwhelmed in any manner.

He may have trouble going to sleep, or wake from a nightmare. Please assure him again that he is safe and that you are taking care of him. Please let him know that the adults at Fenn are trying to help him and all the boys feel safe as well.

If you have any questions or concerns, you may contact me at Fenn or be in touch with Dr. Streff. He will be here all day on Friday and available by email over the weekend. You may also reach him at his clinical office number: (978) 263-0439. I will keep you updated on the situation at the school as the days go on.

With sincerest wishes for your family,

Gerald Ward  
Headmaster

## Brief Bibliography

### **The role of the brain in human sexuality**

Gazzaniga, Michael S. 1994. *Nature's Mind: The biological roots of thinking, emotions, sexuality, language, and intelligence*. NY: Perseus Press.

LeVay, Simon. 1993. *The Sexual Brain*. Cambridge, MA: MIT Press

### Adolescent development and sexuality

Furstenburg, Frank, Ruben Rumbaut, and Rachel Setterson. 2005. *On The Frontier of Adulthood*. Chicago: University of Chicago Press.

Gaffney, Donna, and Carol Roye. 2003. *Adolescent Sexual Development and Sexuality*. 2004. NY: Civic Research Institute, Inc,

### **Teaching problem-solving skills**

Elias, Maurice J., Mark T. Greenber, Joseph E. Zins, Roger P. Weissberg, & Norris M. Haynes. 2000. *Promoting Social and Emotional Learning: Guidelines for Educators*. NY: Association For Supervision and Curriculum Development.

Gullota, Tomas P., Gerald R. Adams, and Raymond Montemayor (eds). 1993. *Adolescent Sexuality*. NewburyPark: CA: Sage Publications.

Prepared for IBSC by

Nat Carr

Charlie Streff, Ph.D.