

# CREATING CULTURALLY SENSITIVE SOCIAL STORIES TO HOLISTICALLY SUPPORT THOSE INVOLVED IN CRITICAL INCIDENTS WITHIN EDUCATION.

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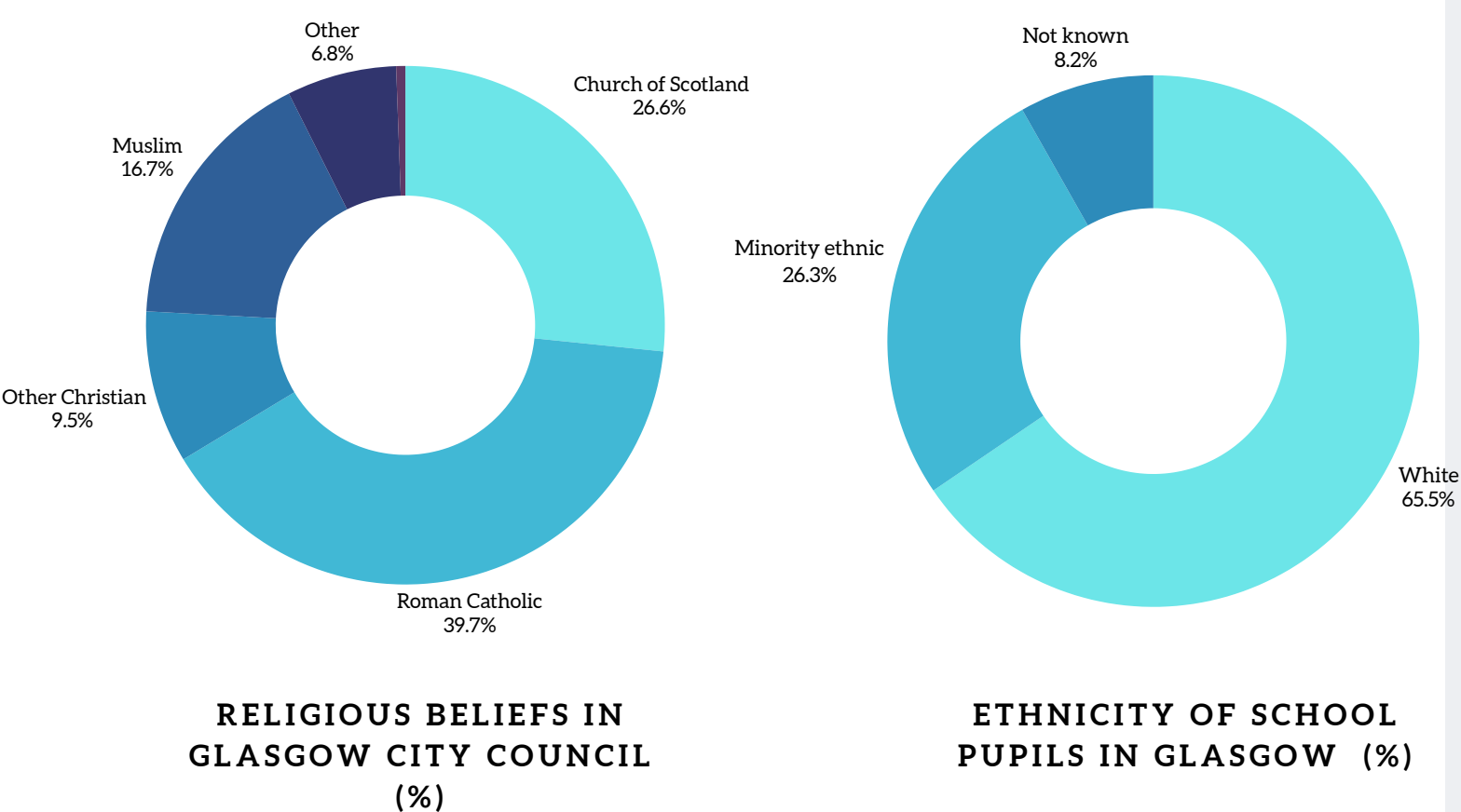
## INTRODUCTION

Glasgow Educational Psychology Service (GEPS) support educational establishments during critical incidents. These include sudden deaths, homicides, and medical emergencies. However, stakeholder feedback highlighted that existing guidance on talking to children about death was not culturally sensitive. In response, GEPS engaged with different faith groups to create social stories detailing “What is death?” and “What is a funeral?” for the 5 most common faith groups in Glasgow (Christianity, Islam, Judaism, Sikhism and non-denominational).

## AIMS

- Every child in Glasgow will have access to culturally sensitive loss and bereavement resources.
- Practitioners will feel more confident with the language around loss and bereavement.

## STATISTICS



Taken from GCHSCP Demographics and Needs Profile(2020)

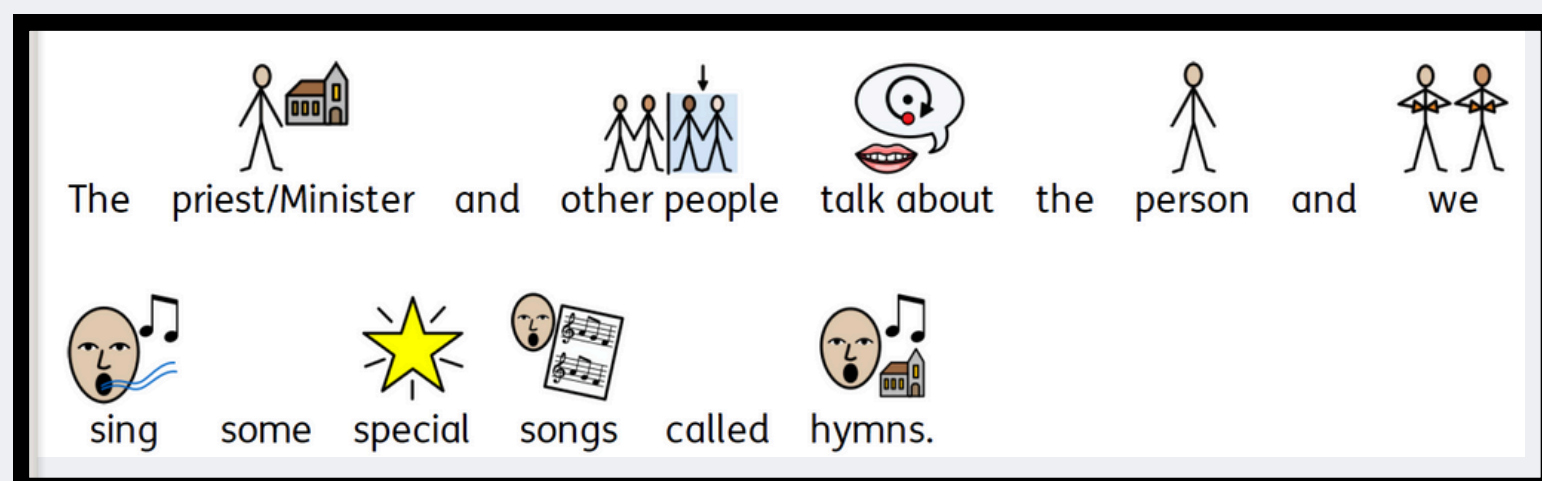
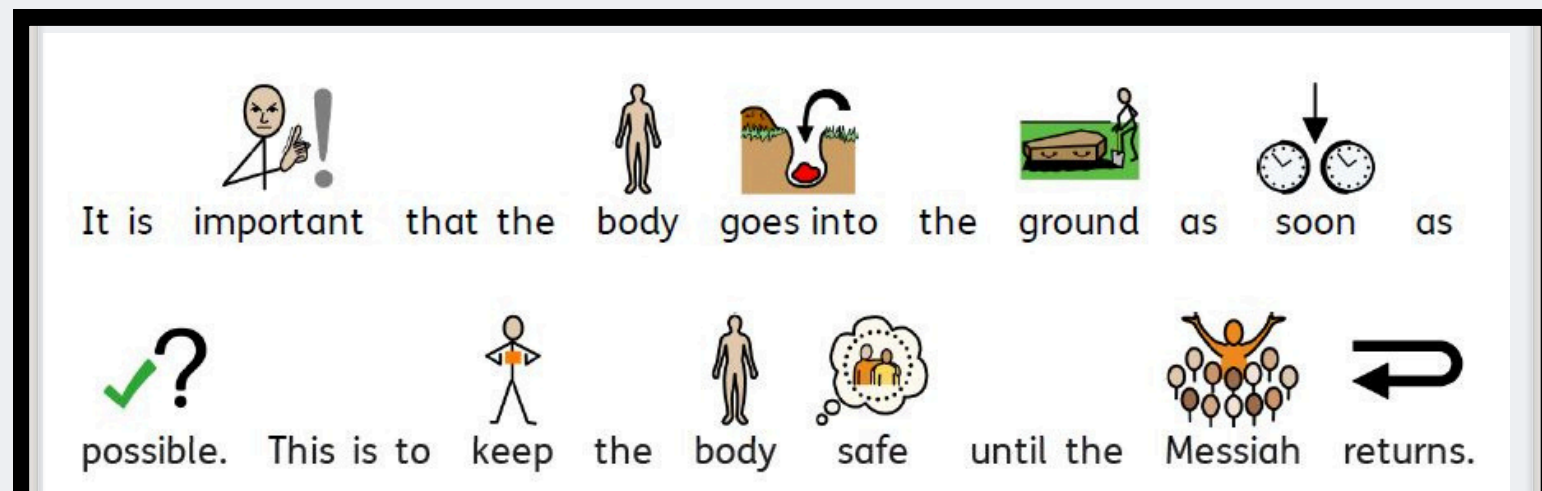
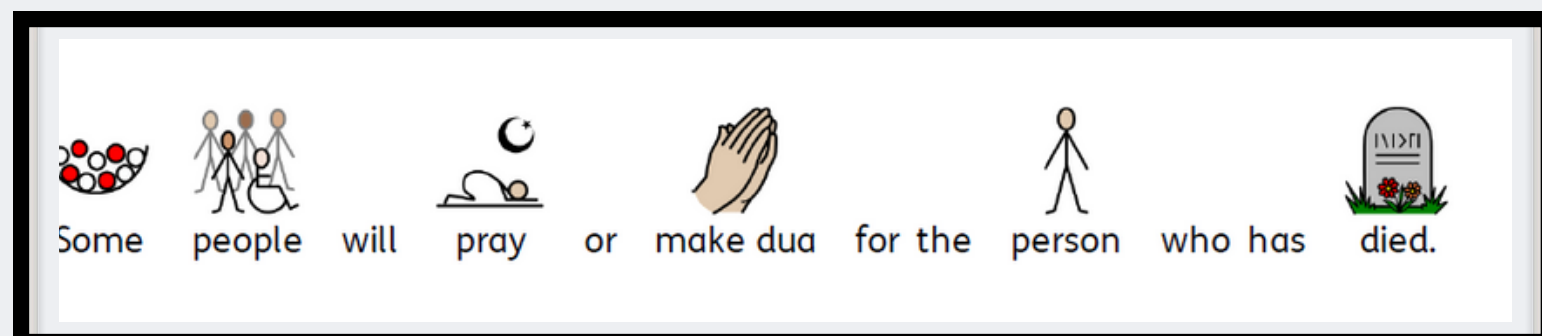
*“These resources are so helpful; there is a real need for them in our context”.*  
(Class teacher).

*“These are great. You should share them with the [religious establishment]”.*  
(Parent).

## METHOD

Social stories were originally created by Carol Gray to support autistic learners with their understanding of social situations. GEPS recognised that social stories could effectively communicate abstract concepts like death to very young children, children with additional support needs and those with English as an additional language. Social stories were created using Widget software and shared with parents and school staff. Key differences across the social stories included:

- What happens after death
- What happens to the dead person’s body
- How we respect the dead



Education staff reported increased confidence supporting the understanding of very young children and children with additional support needs, especially when first sharing the news about the sudden death with their class. Parents reported using the social stories to support them with the language around death and dying, and to scaffold conversations at home.

GEPS hope to share these resources to prompt reflections on how inclusive and culturally sensitive current loss and bereavement resources are.

