

Appendix A

Biographical Questionnaire

It would be appreciated if you could take some time to complete this questionnaire. All information given will be treated as **strictly confidential** and will only be reported on when collated e.g. 40% of the volunteers had other academic qualifications.

Please answer the questions below by placing an X in the appropriate box.

1. Gender: M F

2. Age:

3. Home Language

English
Afrikaans
IsiZulu
IsiSotho
Other

Please Specify _____

4. Proficiency in English

Very Good
Good
Average
Bad
Very Bad

5. Academic Qualifications:

Grd 10	<input type="checkbox"/>
Grd 11	<input type="checkbox"/>
Matric	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Other	<input type="checkbox"/>

Please state other: _____

6. Please write your reason for becoming a volunteer at the Community Centre:

Appendix B

Questions for the Guided Interview:

1. What is the definition of grief?
2. What is the definition of complicated grief?
3. Can you list the stages of grief?
4. What are some other 'normal' grief reactions?
5. What are children's perceptions of death in the following age ranges?
 - a. 0-3 years
 - b. 3-5 years
 - c. 6-9 years
 - d. 10-12 years
6. Do you think it is better to work with bereaved children in groups?
If so, why?
7. Should the children in these groups be of a similar age or can they be of any age?

Appendix C

Thembi's Story

Read the following story and then answer the questions that follow.

“Thembi was 6 ½ years when her mother, Gloria died in hospital of a terminal illness. Thembi only found out about her mother's death 2 days after it happened. When Thembi heard the news she was visibly upset but this did not seem to last long. Her family was very proud of her because she seemed to be coping very well. Whenever someone spoke about Gloria, Thembi would try to talk about something else or she would go and play in her room. Thembi seemed to become very attached to her older brother after the death of her mother and she did not like to be away from him for long periods of time. Thembi sometimes had very bad nightmares and these seemed to be getting worse, even a year after her mother's death.

One day when Thembi was talking to her brother, he mentioned that he sometimes felt relieved that their mother had died because now she no longer suffered. Thembi began crying and said that she often thought about death when her mom was in hospital and she believes that she made her mother die because she thought about death so much”

1. At Thembi's age, what is her understanding of death?

2. Why do you think it seemed as though Thembi was coping so well after the death of her mother?

3. For what reason/s do you think Thembi became more attached to her brother after the death of her mother?

4. What was Thembi's 'magical thinking'?

5. What would you say to her about her 'magical thinking'?

6. What are other 'normal' grief reactions?

Appendix D

Sipho's Story

Read the following story and then answer the questions that follow.

“Sipho was almost 7 when his father, Thabo, was killed in a car accident. The accident happened at night and so Sipho only found out about his father's death the next morning. He cried for a few minutes but when encouraged to go to school, he went easily. From then on he never cried about his father and rarely talked about him. He always seemed exceptionally good and well behaved. However, the family did notice that from about the time of his father's death, he was really clingy with his mother, Primrose. Whenever she went out in the evening, he would say nothing but she would see his little face, with tears streaming down, glued to the window. This became progressively worse, as did his bed-wetting. His teacher noticed that he frequently did not know that she had spoken to him

When Primrose spoke to Sipho about his father, he told her that he had been really angry with his father just before he left the house that night. Thabo had sent Sipho to his room, which had made Sipho really angry. Sipho then began crying and said to his mother that it was all his fault that his father had died because he was angry with his father and wished that something terrible would happen to him and then he died.”

1. At Sipho's age what do you think is his understanding of death?

2. For what reason/s do you think Sipho did not talk about his father after his death.

3. How do you understand Sipho's bed-wetting and clinging behaviour?

4. What was Sipho's 'magical thinking'?

5. What would you say to him about his 'magical thinking'?

6. What are other 'normal' grief reactions?

Appendix E

Consent form:

Dear _____,

My name is Erica Russell. I am presently completing my Master's degree in Educational Psychology at the University of the Witwatersrand. I have completed my academic year and am currently doing my Internship. Part of the course requirement is the completion of a Research Report. My area of research is to evaluate a bereavement programme for volunteers.

In order to complete this research I would appreciate it if you would participate in the training programme. Participation does not involve any risk for you and is voluntary.

If you would like to participate in the training course, you will have to attend the training sessions. If you feel that you would like to withdraw from the group you will be free to do so.

If you wish to participate in this course, please complete the form below.

Many thanks,

Erica Russell
083 490 2299

I, _____ (name) agree to participate in this study.

Signature: _____

Date: _____

Appendix F

Permission to tape record interviews:

Dear _____,

I would like to request your permission to tape-record the interviews. The reason for tape-recording the interviews is so that I can transcribe them. These transcriptions will then be given back to you, so that you can read them for accuracy.

All the information gained from the interviews will remain STRICTLY CONFIDENTIAL.

Thank you for granting your permission to tape-record the interviews.

Erica Russell

I, _____ (name) hereby grant permission for the interviews to be tape-recorded.

Signature: _____

Date: _____

Appendix G

BEREAVEMENT PROGRAMME FOR CHILDREN

CONTENTS

SESSION 1:A Place prepared (Video: care-givers)

WEEK 1: Let's Pretend (Denial)

WEEK 2: It's not my fault (Guilt)

WEEK 3: Being Angry

WEEK 4: Feeling Sad

WEEK 5: You're in my heart (Remembering)

WEEK 6: I'll be OK (Acceptance)

SESSION 1: A Place Prepared

Ice Breaker:

Let the caregivers introduce themselves and say for what reason they have brought the child/ren to the group.

The volunteers should also introduce themselves and explain a little of the process of the Bereavement Programme to the caregivers.

Message:

Let the caregivers watch the video. Give them a piece of paper on which they can make notes for themselves.

Focus: We all grieve differently, including children. You need to be open and honest about your thoughts and feelings with your children.

Emphasis: Respect and Honesty

Wrap-up:

Encourage caregivers to help their child/ren to remember special memories and moments with their loved one/s.

Some ground rules should also be emphasised such as the need for the child/ren to attend each session as well as punctuality and confidentiality.

Caregivers should also be requested to start collecting photographs of all the special people in the child/ren's life, including photographs of their loved ones who have died.

Week 1: Let's Pretend

Ice Breaker:

Each child will be given a card. On the card they can draw any picture they like and on the inside they should draw or write a little story about themselves.

The volunteers should also introduce themselves to the children and gently explain to them the reason that they are part of the group. It will also be important to establish group norms or rules (e.g. No fighting; only one person speaks at a time etc.).

Message:

Activity: Each child will have a turn to pretend to be something or someone else and the others must guess who/what that child is. The child, who guesses correctly, then takes a turn. If the child has already had a turn and does not want to go again, then that child may choose someone else who has not yet had a turn.

Discussion: Talk to the children about a time when they pretended to be something else or when they pretended that something had not happened. Lead the discussion to talking about how the children might have pretended that someone they loved did not die or that they are still alive etc.

Wrap-up:

Each child is given a piece of paper, they are then to create their own designs on the paper using their fingers and paints. These will then be used to cover the children's activity/ workbooks.

WEEK 2: It's not my fault

Ice Breaker:

Each child is given back their paintings from the previous week and should be helped to cover their activity books with the paintings.

Message:

Activity: Read the story, "The Boy who Believed" to the children.

Discussion: Explore with the children their understanding of death and why people die. Emphasise to the children that they are in no way responsible for the death of their loved ones.

Emphasis: It's not my fault.

Wrap-up:

The children can write a story or draw a picture about something that they believed was their fault.

The Boy who believed

Once upon a time there was a boy named Thabo who believed that he was the one that made the sun come up in the morning. Thabo also thought he was the one that made the sun go down in the evening; he even believed that he caused thunders storms and lightning. When the weather was bad or storms destroyed things, Thabo felt very sad.

Thabo was most sad, however, because he believed that he had made his mom die. He said to himself, "I am such a bad kid because I made my mom die and only somebody really bad would do something that horrible. I'm a terrible person. I probably should run away and never come back because I know nobody wants to see me because of what I did."

Because Thabo believed he was bad and he had made his mom die, he was sad and his heart got sad too.

"I'm so powerful and all I ever do is bad things," Thabo whispered to himself and he wished that he could disappear.

One day, Thabo's baby sister, Precious, got very sick and was in hospital. Thabo loved his little sister very much and wanted to visit her. Thabo also felt guilty because he believed that he had made his sister sick and that it was his fault that his sister was in hospital.

When Thabo went to the hospital, he met a very special doctor. The doctor's name was Dr Khumalo.

"Why are you here?" the doctor asked Thabo.

"I'm here to see my baby sister," Thabo told her, "I'm a very bad person because I made her sick. It's my fault that Precious is in hospital."

Dr Khumalo was a very clever doctor. “Thabo, do you really believe that you made your baby sister sick?”

“Yes,” said Thabo hanging his head. “I made my mother die too. I am very powerful, but it seems that all I do is bad things.”

“If you are so powerful that you made your sister sick, then you should be able to make her better too. So make her better,” said Dr Khumalo to Thabo.

“Well, I can’t do that,” Thabo answered.

“You didn’t make your sister sick or your mom die, because if you were so powerful that you could make someone sick or die, then you would be powerful enough to make them better or even alive again,” Dr Khumalo told him.

“I never thought about that,” said Thabo.

“I heard that you believe you can make the sun rise?” Dr Khumalo asked.

“Yes,” said Thabo.

“See the sun out there?” the doctor asked. “Make it go the other way.”

Thabo said, “I can’t do that.”

“If you really controlled the sun, Khumalo, then you could make it go in any direction that you wanted it to,” the doctor told him.

“I never thought about that either,” Thabo replied.

“Make a storm right now, Thabo.” Dr Khumalo requested.

“I can’t really do that either,” Thabo said, beginning to feel a bit uneasy.

“Thabo, you’re not the person who makes bad things happen,” Dr Khumalo told him as she hugged him. “Bad things happen sometimes and they are not your fault at all. In fact they are often no-one’s fault. You are a special boy and you didn’t make your sister sick or your mom die.”

“I guess you’re right. I never thought about it like that,” Thabo told her. After talking to Dr Khumalo, Thabo began to think about things in a very different way. He realised that he hadn’t made his mom die or his sister sick. He figured out that he didn’t make the sun rise or the thunder and lightning. So Thabo stopped wanting to run away from home or thinking he was bad. Soon Thabo was happy most of the time.

Week 3: Being Angry

Ice Breaker:

Children are given various musical instruments (these can be home made if necessary) and they should be encouraged to express their anger through music.

Once the children have been encouraged to express their anger, it is important that they are given the opportunity to relax. The children will lie on the floor, close their eyes, and slowly tense up each part of their body and then relax it, starting at their feet and working up to their head. The children will then lie still and quiet for a few minutes while they relax.

Message:

Activity: The children are told to think of (and share with others if they are comfortable) some of the things that make them angry. They should be encouraged to show their angry faces. The children will then be given a piece of red paper on which they will write or draw the things that make them angry. Once they have done this they can then crumble up the piece of paper and throw it around the room, again expressing their anger. When they are finished throwing the paper around, they should look at the paper one last time before tearing it up and throwing it away.

Discussion: The children should be reassured that it is ok to be angry but that they should find appropriate ways of dealing with their anger. Discuss with the children some of the ways that they can express their anger appropriately, e.g. punch their pillow; kick a ball; write a letter and tear it up etc.

If the child expresses anger at a loved one for dying, they should be encouraged to express this anger. They could write a letter to the loved one; or tell their caregiver or draw a picture etc.

Wrap-up:

The children will be given a picture of a drum and some red crepe paper. They can tear or cut up the paper and paste it on the drum until the picture is complete. Soft, soothing music should be playing in the background.

NOTE: A letter should be sent home to the caregivers informing them that anger was discussed in this session and that their child might 'act out' or be more emotional after this session.

Week 4: Feeling Sad

Ice-breaker:

Each child will be given some play dough and will be told that they can make anything that they like. Then, with sad, soft music playing in the background, the children will be told to make something with the play dough while they think of something that makes them feel sad.

Message:

Activity: Children will be given a paper bag or sock and wool, glue, scissors, buttons etc and with this, they will make their own puppets.

Discussion:

Using their puppets, the children will be encouraged to talk about the things that make them feel sad. They will also be asked what they can do when they are sad e.g. write a letter; talk to their caregivers or puppets etc.

Wrap-up:

In their books the children will make a bed for their puppets and on the bed they will draw different faces: happy, sad, angry etc.

NOTE: It will be important for the volunteers to be available to speak to the children individually about the things that make them feel sad.

Week 5: You'll be in my heart

Ice Breaker:

The children should use a page in their books to create a 'Special Memories' page. The children can create this page by cutting and pasting the photos of their family or drawing pictures etc.

Message:

Activity: The children sit in a circle on the floor with the volunteers and take turns to blow bubbles. The volunteers should point out that the bubble's shape and colour and how it moves etc.

Discussion: Speak to the children about the bubbles asking some of the following questions: 'Where has the bubble gone?' 'Will it come back?' and 'Can you remember it?' etc.

Relate the discussion to how, even though we can't see the ones we lost, we can still remember them. Encourage the children to share their memories with the group.

Wrap-up:

Children use an A4 piece of paper to make a bubble print picture that they will then paste in their books.

WEEK 6: I'll be OK

Ice Breaker:

The children will draw their favourite memory of their loved one inside a balloon in their books.

Message:

Activity: The children are each given a piece of writing paper and are encouraged to write a letter (or draw a picture) for their loved one, sharing with them how they are, how they are feeling now, what they want to be one day etc.

Discussion: Discuss the importance of remembering our loved ones and encourage the children to share their memories of their loved one/s.

Wrap-up:

The children will roll up their letters and tie them to a Helium Balloon. They will then release the balloons outside and watch them go.

Celebration:

The children and volunteers will then have a celebration. The children will be given back their cards that they made in the first session and are also given their books. They will also be given the opportunity to share what they enjoyed most about the group and to say goodbye to their friends and the volunteers.

Appendix H

Pre- and Post-training responses: Volunteer 1

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	What you feel when you lost something	The emotional response to loss
2. What is the definition of complicated grief?	It can cause depression	When someone is not given a chance to grieve
3. Can you list the stages of grief?	(No response)	Denial, guilt, anger, depression
4. What are some other 'normal' grief reactions?	Sorrow, hurt , loneliness	Shock, bed-wetting, clinginess, fear
5 What are children's perceptions of death in the following ages ranges?	They know nothing about death	They have little understanding of death
a. 0-3 years		
b. 3-5 years	(No response)	They view death as temporary... like sleep.
c. 6-9 years	They know when a person is dead he's gone forever.	The child realizes that death is final but does not think that it will happen to him
d. 10-12 years	They do understand death	They have a more logical understanding of death
6. Do you think it is better to work with bereaved children in groups? If so, why?	No	Yes, because the children will feel less isolated.
7. Should the children in these groups be of a similar age or can they be of any age?	Any age... it does not matter.	The children should be of similar ages because then they will not tease each other

Pre- and Post-training responses: Volunteer 2

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	State of loss of something	Emotional response to loss
2. What is the definition of complicated grief?	(No response)	When someone is denied access to normal grief
3. Can you list the stages of grief?	(No response)	Denial, anger, guilt acceptance
4. What are some other 'normal' grief reactions?	Anger, depression	Bed-wetting, nightmares, clinging-behaviour
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They do not understand anything about death	They have little understanding of death but respond to loss
b. 3-5 years	They have a bit of understanding of death but not enough	They think death is temporary... like when someone is sleeping.
c. 6-9 years	Their understanding is a little bit confused	They realize that death is final but do not think it will happen to them
d. 10-12 years	They can understand death well but not too well	They have a logical understanding of death
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes... children feel free to ask questions	Yes... so that they feel free to ask questions and will know about other children who have lost a parent
7. Should the children in these groups be of a similar age or can they be of any age?	Different ages	Similar ages so the older children won't laugh at the younger ones or make jokes

Pre- and Post-training responses: Volunteer 3

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	A bad feeling that someone feels when he lost someone	Feeling of loss after death
2. What is the definition of complicated grief?	Something you can't explain or deal with	When you are denied access to normal grief behaviour
3. Can you list the stages of grief?	(No response)	Sad, anger, shock, guilt
4. What are some other 'normal' grief reactions?	Crying	Bed-wetting, nightmares, fear, confusion
5 What are children's perceptions of death in the following ages ranges? a. 0-3 years	They do understand death but in their own way	These children have little understanding of death but respond to the loss
b.3-5 years		
c. 6-9 years	They will tell you that he is gone to visit God	They think death is temporary... that the person will come back
d. 10-12 years	They will tell you that God has taken him to Heaven	Realize death is final but thinks it won't happen to him
	They know that if someone is dead, he will not come back	They know death very well
6. Do you think it is better to work with bereaved children in groups? If so, why?	Someone will tell you if you are doing something wrong	So we can help each other with the problems of the children
7. Should the children in these groups be of a similar age or can they be of any age?	Any age	Similar ages so that the children will not get confused

Pre- and Post-training responses: Volunteer 4

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	The feeling of loss of something... like a human being	Is the emotional response to loss
2. What is the definition of complicated grief?	(No response)	When the natural flowing process of grief is disrupted
3. Can you list the stages of grief?	(No response)	Depression, guilt, shock, anger
4. What are some other 'normal' grief reactions?	Fear, depression	Nightmares, guilt
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They do not know about death	They have little understanding of death
b. 3-5 years	(No response)	Their view of death is that it is not permanent
c. 6-9 years	The child will know of death	They think that death is for old people and not young people like them. They have a lot of questions
d. 10-12 years	They know very well about death	They have an idea about death
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes... some children will be scared to work one-on-one	Yes... they will feel more comfortable in a group and less isolated from others
7. Should the children in these groups be of a similar age or can they be of any age?	Similar ages	Any age because we know their different understandings of death

Pre- and Post-training responses: Volunteer 5

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	I do not know it personally but I think it is a very tense time in life	It is the emotional response to loss
2. What is the definition of complicated grief?	It is a very complicated situation that no-one wants to experience	When the natural flowing process of grief is denied
3. Can you list the stages of grief?	(No response)	Denial, guilt, sadness, acceptance
4. What are some other 'normal' grief reactions?	Very bad feelings	Misbehaviour, nightmares,
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	I don't think they can have a clear understanding of death	They have little understanding of death but respond to loss
c. 3-5 years	They can see the reactions of others to death	Their view of death is that it is temporary... like when someone is sleeping
c. 6-9 years	They are able to feel the pain of losing someone close to them	They realize that death is final but do not think it will happen to them
d. 10-12 years	They know more about death	They have a logical understanding of death
6. Do you think it is better to work with bereaved children in groups? If so, why?	No... the child may be scared to speak in a group	Yes... they should know that other children have similar problems to them
7. Should the children in these groups be of a similar age or can they be of any age?	Not similar in age	Same age... they can feel comfortable to talk

Pre- and Post-training responses: Volunteer 6

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	What you feel when someone dies	It is the emotional response to loss or death
2. What is the definition of complicated grief?	(No response)	When someone is denied access to normal grieving
3. Can you list the stages of grief?	(No response)	Sad, guilt, anger, shock
4. What are some other 'normal' grief reactions?	Sad, anger, bad mood	Anger, sadness, bad mood
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They do not know about death	They have little understanding of death but respond to the loss
b.3-5 years	They know a little about death	Their view death as temporary
c. 6-9 years	They know a lot about death	They realize the death is final but do not think it will ever happen to him
d. 10-12 years	They do understand about death	They have a logical understanding
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes... they can feel free to talk when they have problems	Yes... so that they can talk about their same experiences
7. Should the children in these groups be of a similar age or can they be of any age?	Any age... problems don't have any age	Similar ages... they share the same understanding of death.

Pre- and Post-training responses: Volunteer 7

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	It is the feeling of losing someone through death	It is the emotional response to loss
2. What is the definition of complicated grief?	(No response)	When they cannot grieve properly
3. Can you list the stages of grief?	(No response)	Denial, shock, guilt, acceptance
4. What are some other 'normal' grief reactions?	(No response)	Denial, shock, guilt, acceptance
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They don't understand about death	They have little understanding of death but know the loss
b.3-5 years	They don't understand but they know death	They think death is temporary
c. 6-9 years	They do understand but think it will only happen to older people	They realize the death is final but do not think that it will happen to him
d. 10-12 years	They know what is happening when someone dies	They have a logical understanding of death
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes...it helps children to express themselves without being shy	Yes... so they can communicate easily and not be shy
7. Should the children in these groups be of a similar age or can they be of any age?	Similar age	Similar ages... they can know others have the same problems

Pre- and Post-training responses: Volunteer 8

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	The emotional suffering from loss of someone close to us	It is the emotional response to death or loss
2. What is the definition of complicated grief?	It is the suffering that makes death difficult to cope with	When they cannot grieve normally...they become stuck
3. Can you list the stages of grief?	(No response)	Shock, sadness, guilt
4. What are some other 'normal' grief reactions?	Crying, anger	Crying, anger
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They are too young to know what death is	They have no idea of death
b.3-5 years	They know people must die	See death as temporary...they think the person will come back
c. 6-9 years	They start to think about what will happen after death	They know death is final but think that it only happens to old people
d. 10-12 years	They know what death means	They have a logical understanding of death... know all people will die one day
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes...children can relate to their mates problems	Yes... so they can feel free to communicate and can relate to one another
7. Should the children in these groups be of a similar age or can they be of any age?	I think there should not be an age difference of more that 5 years	Similar ages... can relate to children their own age who have the same problems

Pre- and Post-training responses: Volunteer 9

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	Grief means death...when someone is passed away	It is the emotional response to death
2. What is the definition of complicated grief?	When someone in the family dies, all the family will not be happy	When people cannot respond to grief normally
3. Can you list the stages of grief?	(No response)	Anger, shock, guilt, sadness
4. What are some other 'normal' grief reactions?	Worry, bad memories	Nightmares, bed-wetting
5 What are children's perceptions of death in the following ages ranges? a. 0-3 years	(No response)	They have little understanding of death but respond to loss
b.3-5 years	(No response)	They think death is like sleep...it is temporary
c. 6-9 years	They know that old or sick people die	They know death is final but think it will only happen to old or sick people
d. 10-12 years	They understand well about death	They think death is final and inevitable
6. Do you think it is better to work with bereaved children in groups? If so, why?	Yes...they will learn more about death	Yes... they will learn more about death and know that other children have the same problems
7. Should the children in these groups be of a similar age or can they be of any age?	Any age	Any age... but we must know about their different understandings of death

Pre- and Post-training responses: Volunteer 10

Question from the interview	Pre-test response	Post-test response
1. What is the definition of grief?	Shows that you have lost something	The emotional response to death
2. What is the definition of complicated grief?	(No response)	When someone is not allowed to grieve properly
3. Can you list the stages of grief?	(No response)	Shock, denial, anger, acceptance
4. What are some other 'normal' grief reactions?	Anger, sadness	Misbehaviour, nightmares
5 What are children's perceptions of death in the following ages ranges?		
a. 0-3 years	They do not understand	They can feel that something is wrong
b.3-5 years	They can see that someone is not there for a long time	They think death is like sleep... they think the person will come back
c. 6-9 years	They tell themselves that the person will come back	They realize the dead person will not come back
d. 10-12 years	They understand about death but do not want it to happen to them	They understand death better
6. Do you think it is better to work with bereaved children in groups? If so, why?	It is better... they can share ideas	It is a good idea... the children will communicate more easily
7. Should the children in these groups be of a similar age or can they be of any age?	Similar ages	Similar ages... then they will know other children have the same problems