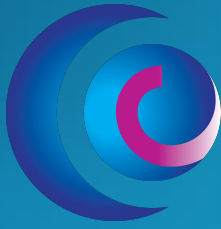


# Self-Injury & Suicide: When & How Educators Should Intervene

Kim Johancen, LPC  
Clearviewcounselingdenver.com  
kimjohancen@yahoo.com





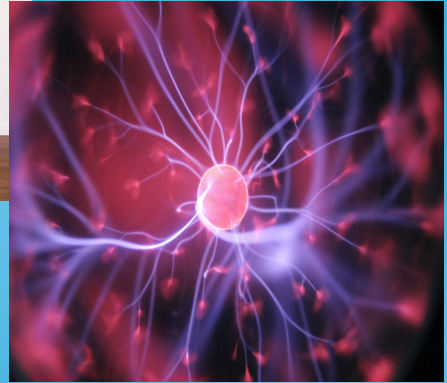
1) Connection

2) Coping Skills (5 Core Concepts) Suicide & NSSI

3) When to Get help

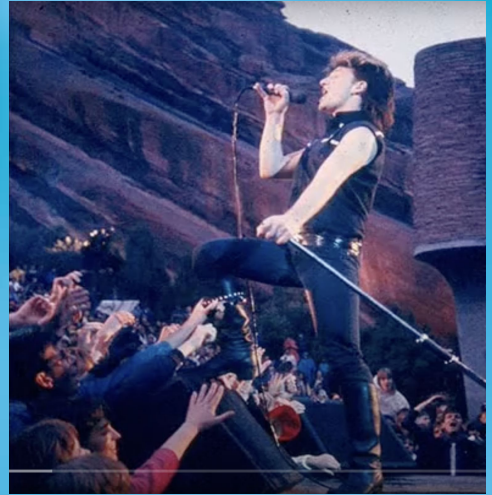
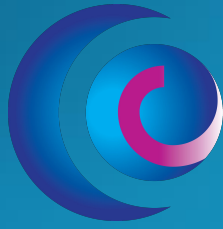




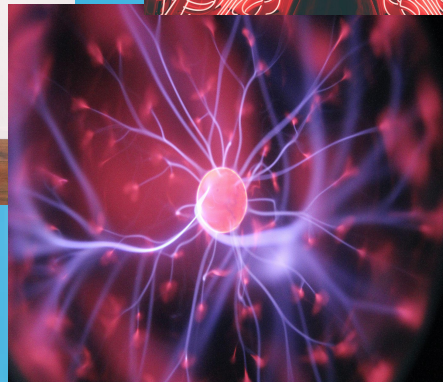
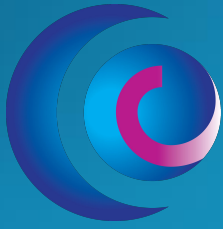


*Associations are powerful*



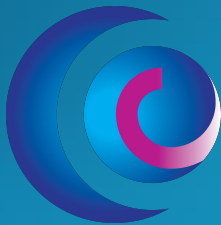






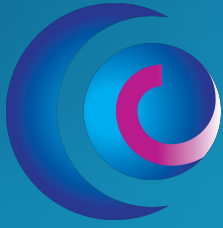
*Associations are powerful*





**IT'S NOT ALL BAD!!!**



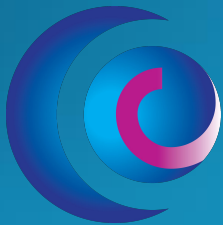


# RADICAL ACCEPTANCE



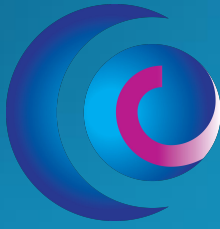
*I can't change what happened but  
I can do something with it.*

---



YOU  
ARE THE  
INTERVENTION





*....The problem is not with compassion directed toward (others) but with a lack of compassion for ourselves.” -Mate*



What extra weight are you carrying?  
-Do you tell yourself you are not enough?  
-Are your expectations of yourself realistic?  
-Are you trying to fix the unfixable?

## Emotional Burnout

- Tired or Fatigued
- Loss of Motivation
- Withdrawal
- Loss of Enjoyment
- Apathy
- Substance Abuse
- Bottled up emotions
- Loss of sense of purpose

*You can't really love someone else unless you really love yourself first.*  
*-Mr. Rogers*





## CONFIDENT INTERVENTION

Why panic is a normal reaction

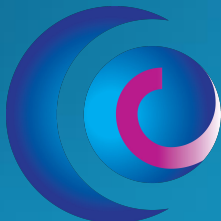
How to move panic to urgency (Act now)

When to "tap" out (Don't be a hero)

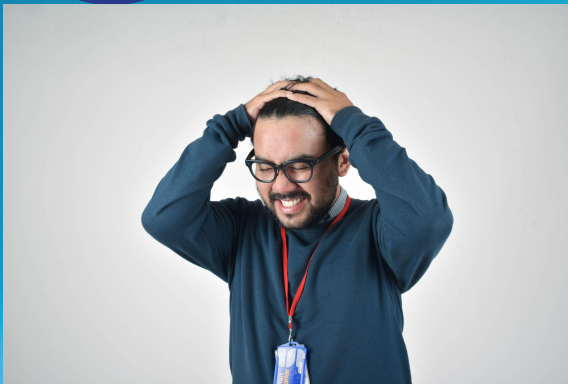
How to take care of you and look out for others

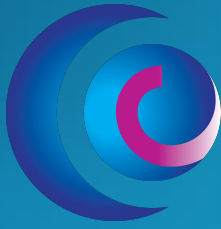
What it means to be engaged and also to re-engage

How our personal beliefs can influence our impact - It's Okay!!!



## KNOW (OR CREATE) YOUR PROTOCOLS!!!





## Protocols

What are your current protocols?

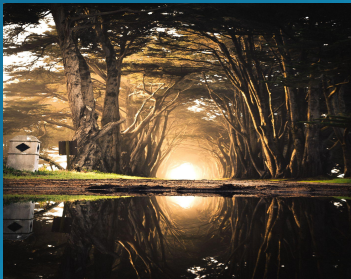
What is working?

What can be improved?

What can I do?

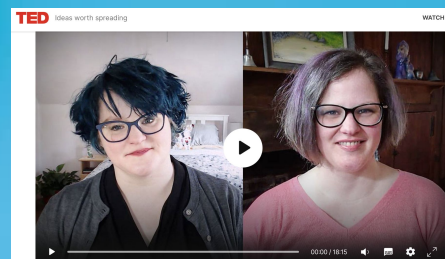
(KEEP going and KEEP the faith).

National hotline: 1-800-273-TALK (8255) \*988

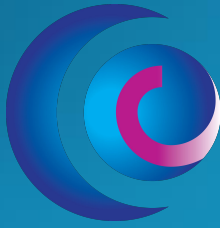


## The Cure For Burnout (hint: it isn't self-care)

Complete the stress cycle  
Connection is key  
Care for self (sleep)  
Create mindfulness techniques  
that work for you!



<https://www.youtube.com/watch?v=PrJAX-iQ-O4> (8.14)



---

## PREVENTION IS....

Trauma Informed Care

Public Transportation

Diverting Mental Health Crisis To Care Teams

Affordable Healthcare & Housing

Investment in Social Programs & Equity

Livable Wages & Food Security

Expanding Prevention & Early Intervention -MHA

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## Japan as a model

- National implementation of "common sense" systems
- Crisis services
- Healthcare
- Suicide/Depression screenings
- Treatment
- Reduction in access to means

- Drug crisis
- Rugged American
- Fascination with violence

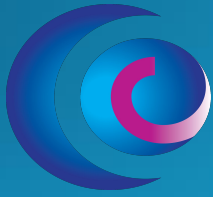
-State of Emergency - Racial violence/Covid/War  
(Who is not on this list?)???????

---

- Vast distance
- Tech hasn't caught up







800-273-8255



# The Lifeline and 988

The current Lifeline phone number (1-800-273-8255) will always remain available to people in emotional distress or suicidal crisis, even after 988 is launched nationally.

This work has gone on for a long time in many places. And I believe it has stopped, perhaps, dozens of attacks like this, maybe even hundreds of them.- Mark Follman on Salem-Keizer school district.

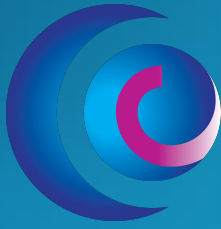
School Counselors  
Administrators  
Educators  
Human Services Agencies  
Law Enforcement  
Juvenile Justice  
Mental Health Agencies

(Trigger Points: Inside the Mission to Stop Mass Shootings in America)



*"I know a guy."*

*-Melissa Schemmenti*



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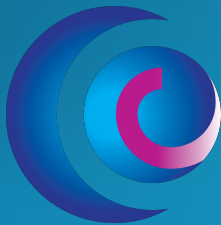
# Definitions

Non-Suicidal Self-Injury (NSSI):

“The intentional direct injuring of body tissue most often done without suicidal intention.

-Nock

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# Prevalence

\* Most common in adolescents and young adults with 17 - 18% of young people reporting they have engaged at least once in their lives

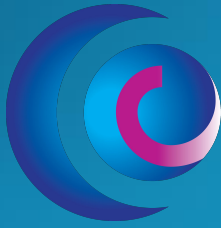
\* SI most commonly begins between the ages 12 to 15. Declines and upticks.

\* Onset before 12 is associated with more severe SI over a longer period of time

\* Girls and women slightly more than boys and men

-ISSS

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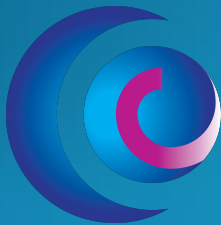
## Prevalence

\* More common with mental health challenges such as depression, anxiety, eating or substance problems, but 15 to 20% don't meet criteria for mental health disorders

\* People who engage in self-injury report being more sensitive to interpersonal stress or conflict, and have more difficulty expressing and regulating their emotions

\* More common among adolescents and young adults who identify as gay, bisexual or transgendered  
-ISSS

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## Forms of NSSI

Cutting

Hair Pulling

Burning

Ingestion

Scratching

Breaking Bones

Head Banging

(Substance Abuse)

Hitting

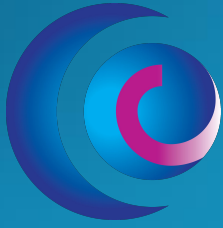
(Eating Disorders)

Interfering with healing

(Tattoos, Sexual Trauma)

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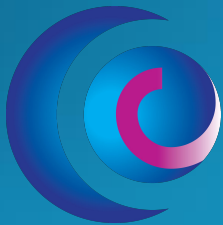


Why???

## Why Do People Choose NSSI?

“People either do not understand their feelings or they are unable to communicate them.” (intrinsic trauma)

“NSSI falls on a spectrum...on one end kids are unable to regulate emotion and on the other...they don’t feel anything and self-injure to feel something.” -Nock



## Internalizers & Externalizers

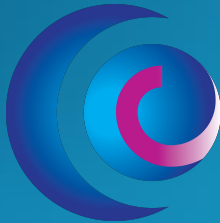




## What is the power of metaphor?

**Metaphorical** language—which includes **metaphors**, similes, analogies, and other comparisons—is a powerful tool in social change communications.

**Metaphors** that rely on everyday objects or experiences can help us introduce unfamiliar issues or explain complex ones.



## The Power of Metaphor

“I have been cut.”

“I have been burned.”

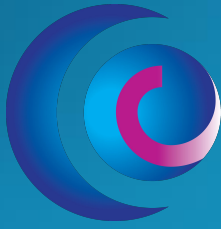
“I am broken.”

“My wounds will not heal.”

“I am in pain.”



*Sometimes there are no words*



# Five Core Concepts (Skills)

1. **The Box:** The connection between unresolved grief, loss, and behavior and getting out of the Overflow
  2. **The Bandage:** The value and application of various coping and healing practices
  3. **The Glasses:** Reality is subjective
  4. **The Treasure:** Marking progress and radical acceptance
  5. **The Map:** Cultivating resilience and creating realistic goals
- 



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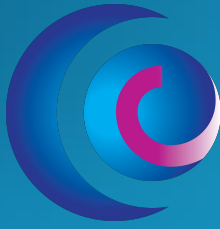
## #1: The Box:

*"It is normal to avoid psychological pain but overtime this simply does not work and we are at risk of getting overwhelmed."*

*A Field of Boxes  
We Stop Short*

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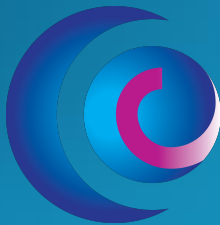
*Why?*  
*What?*  
*How?*  
*When?*  
*Where?*

---

## Externalize Behavior

“What does NSSI want?”  
“What is NSSI trying to do to help you?”  
“What does NSSI need to know about you?”  
“What purpose does NSSI serve in your life?”  
“What will need to happen for NSSI to stop trying to control you?”  
“What is NSSI scared of?”  
“Why does NSSI think you need it to survive?”  
“What new job would NSSI like to have in your life?”  
“What opportunity is NSSI presenting for you?”

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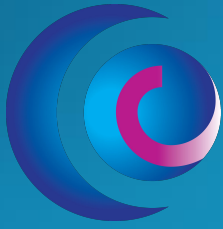


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## Communicate Understanding

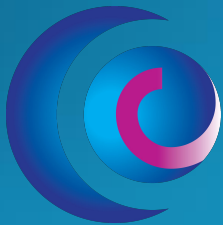
“It feels good.”  
“It is the only time I feel anything.”  
“I like the feeling of taking care of the wound.”  
“It distracts me from the pain I feel in my life.”  
“If I didn’t self-injure I would hurt someone else.”  
“I like the color red.”  
“It keeps me from killing myself.”  
“It is the only way I can get my needs met.”  
“I can’t deal with emotional pain and I need others to help me.”  
“It is the only way I can get attention.”  
“Sometimes I just need relief.”  
“It is pain I can control.”  
“It is my only friend.”

---



## Communicate Understanding

*My scars tell  
a story about my  
resilience*



## Communicate Understanding

How does cutting help you?

What would happen if you were not self-injuring?

**WHY** are you cutting yourself?

When do you feel like cutting?

Where are you when you engage in self-injury?



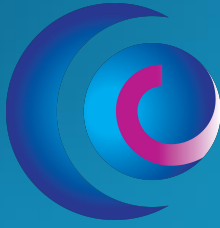
Avoid close ended questions



Tamp emotions when appropriate (reaction is important)

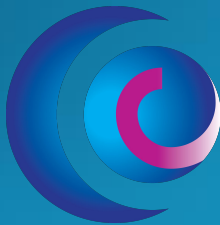


Assume that they are doing the best they can



## Communicate Understanding What NOT To Do:

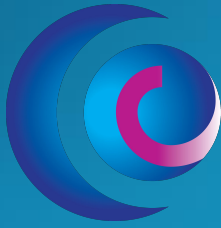
Lecture  
Panic  
Force feed  
Shame or guilt the person  
**Forget to listen (WAIT)**  
**Make promises you can't keep**  
**Apologize (this is not about you!)**  
**Tell someone you know what it is like to be them**



*From Hopelessness  
to Hope....*

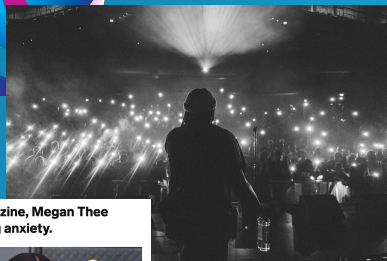


<https://www.youtube.com/watch?v=pRIlg-UOgv8&t=59s>



“Rap artists are among the most recognizable celebrities in the US, serving as role models to an increasingly diverse audience of listeners. Through their lyrics, these artists have the potential to shape mental health discourse and reduce stigma.”

— University of North Carolina researchers



In her 2022 album *Traumazine*, Megan Thee Stallion raps about having anxiety.



Megan Thee Stallion at the Grammys on April 3, 2022. Maria Alejandra Cardona/Reuters

**LOGIC**  
FEAT. ALESSIA CARA • KHALID  
NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-8255  
1-800-273-8255  
1-800-273-8255  
1-800-273-8255  
1-800-273-8255  
1-800-273-8255  
1-800-273-8255

<https://www.youtube.com/watch?v=pbd98pgBVg8>  
<https://www.youtube.com/watch?v=2QBSzjk7C78>





---

I was going to walk into the highway,  
this song said that I wasn't alone in  
feeling that way. I got out of the road,  
stopped fell to my knees and called  
my mother then the hot line for help

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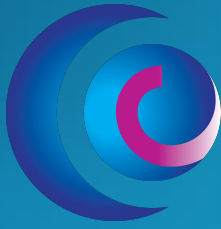
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## Use Strategies to Help Others Feel Understood



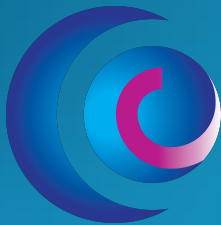
Listen to their narrative  
(don't assume)  
Sometimes there are no words  
-stay open to learning  
-eating disorders

---



## Five Core Concepts (Skills)

1. **The Box:** The connection between unresolved grief, loss, and behavior and getting out of the Overflow
2. **The Bandage:** The value and application of various coping and healing practices
3. **The Glasses:** Reality is subjective
4. **The Treasure:** Marking progress and radical acceptance
5. **The Map:** Cultivating resilience and creating realistic goals



## #2: The Bandage



*There are times I need to process in order to heal AND there are times I just need to put it away.*

---

## USE SKILLS TO PROMOTE MINDFULNESS AND STATE CHANGE

Walking in Nature and/or Engage the Senses

Mindful Eating/Mindful Breathing

Name Five Things in the Room

Name Five Things Outside of the Room

Get Curious About Your Surroundings

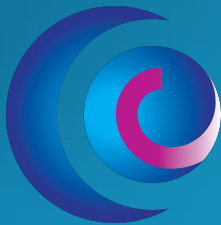
Find the Color Blue, Pink, Orange, and Yellow

Counting



<https://www.youtube.com/watch?v=egjWRWOUME4&t=5s>

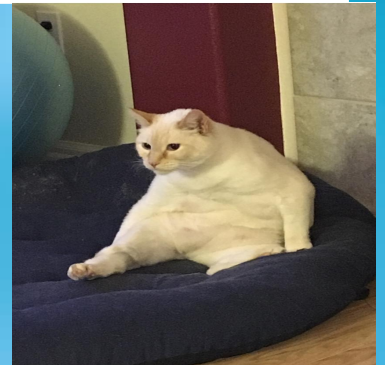
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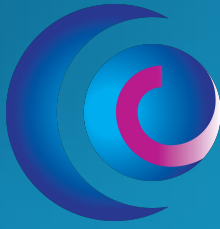


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## Curiosity Saved The Cat Let's Do This!!!!

- 1- notice where you are holding tension
  - 2- notice where you are holding relaxation
  - 3- start looking around the room naming objects
  - 4- what do you notice happening in your body?
  - 5- what do you notice in regards to your breathe?
- 



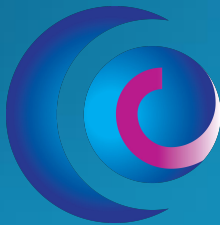


## Increase Arousal- Replacement Behaviors

Hair-Tie Method  
Holding Ice  
Cold Water Method  
Knotted Towel Method  
Big Red Method  
Clay Method  
Dance Method  
Smell essential oils  
Exercise



Reduce access to means (firearms/sub.abuse)

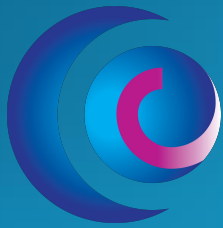


## Decrease Arousal- Replacement Behaviors

Color Method  
Deep Breathing  
Mindfulness  
Weighted Blanket  
Touch Points  
Music Method  
Relaxation Techniques  
Guided Meditation  
Warm Water Method  
Lavender - water - breathe - resource spot  
Bi-lateral music & Resource Spot

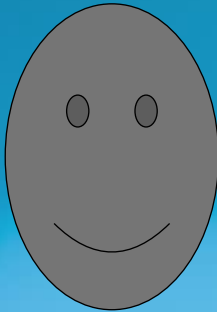




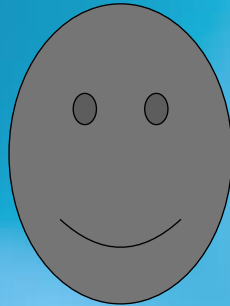


# Dialectical Behavioral Therapy

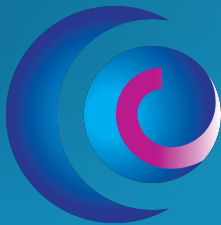
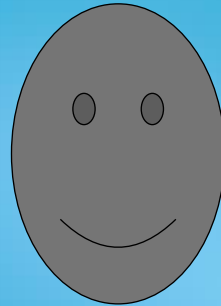
Reasonable Mind

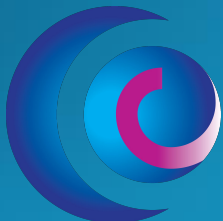
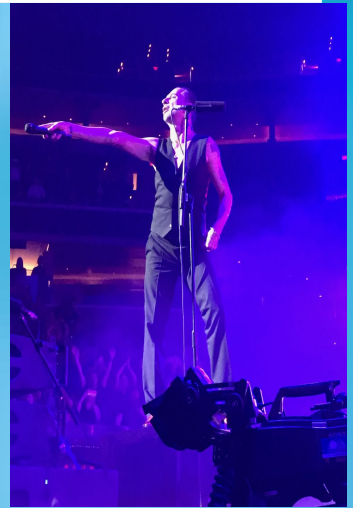


Wise Mind



Emotional Mind





## More Mindfulness Skills



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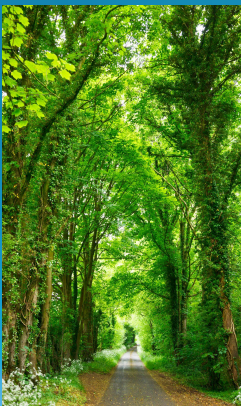
# Chain Analysis

-Linehan

---



Dee helped me!!!  
Feel the rainbow



---

## The Purpose Of Emotions

Survive (fight,flight,freeze) Internal Brain Scan

Remember people and situations

Cope with situations in your daily life

Communicate with others

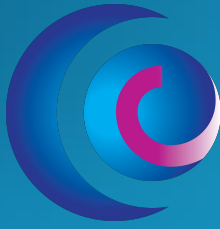
Avoid pain (this is big with SI/NSSI)

Seek pleasure -Wood & Brantley

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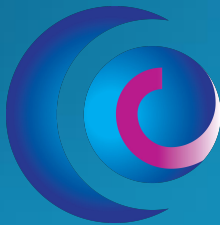
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## DISTRACT IN HEALTHY WAYS

Having fun!  
Tennis Ball Skill  
Repetitive Movement and Routine  
Mindful Eating and Walking  
Being in Nature/Engage the Senses  
Laughter is the Best Medicine



You can't be in it all the time!  
Container or bubble skill  
Box Skill  
The Bigger Picture

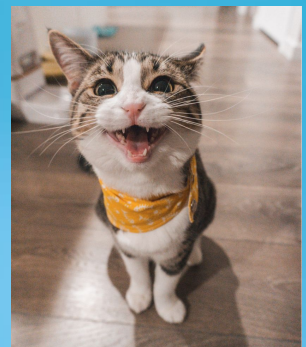


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## Emotion Regulation - Acting Opposite

...with depression  
...with anxiety  
...with low self-esteem  
...with self-talk  
...with repetition  
...with movement

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Work to build NEW ASSOCIATIONS (EMDR/BSP)

Provide information about trauma

Experiment with the trauma truths

Find the truth (exercise)

-write down a list of thinking errors

-write down the truths

-notice how often you tell yourself the lie

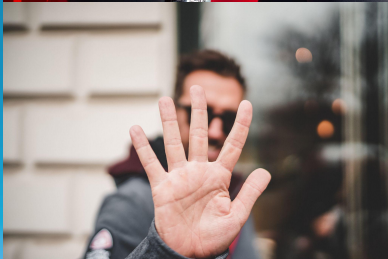
versus the truth



Dr. Shad Helmstetter - "The Story of Self-Talk"

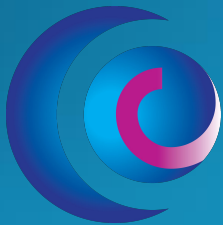
We Think  
There Is  
Something  
Wrong With Us

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Mel Robbins  
-High Five Rule

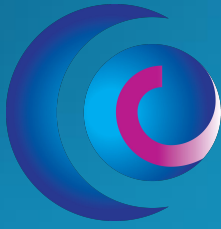




## NSSI vs. Life-Threatening SI







## Additional Risk Factors

About Mood Disorders (**Depression** & Bipolar Disorder)

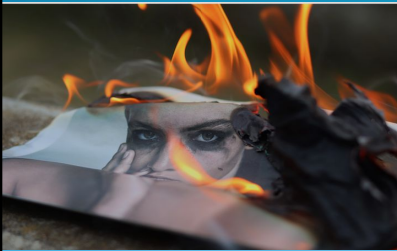
Anxiety as a risk factor for depression

**Substance Abuse**

Emotional Numbness

Self-loathing & Low Self-Esteem

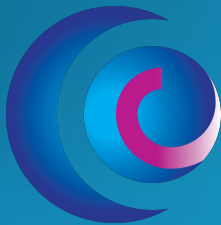
Anger in adolescents and children (impulsivity)



Duration - Pace of Habituation Can Vary

Purpose, Belonging, and NSSI

-Joiner



## Definitions

Prevention - Education, Awareness, Acceptance, Support, and Treatment

Intervention - Assessment, Intervention, Support and Treatment

Postvention - Support, Understanding, and Treatment



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## Social Media Impact

Do not include suicide in the headline - vulnerable individuals are impacted

Don't use images of the location or method of death, grieving loved ones, memorials, or funerals

Do not sensationalize suicide through continued coverage or through the outpouring of grief

(More than 50 studies worldwide have found that there is an increase in suicide due to irresponsible coverage)

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1. Limit what stories are being told.  
(Acknowledge what stories are not being told).
  2. Ask questions.
  3. Offer facts and reassurance.
  4. Encourage kids to tell their own stories.
  5. Remind kids it is not all bad.
  6. Focus on the helpers.
  7. Be the helper!!
-



## Definitions & Prevalence

Rates have increased 60% worldwide in last 45 years for people ages 15 to 44

Four or more ACES increases risk of suicide up to 12 times

Suicide is the 10th leading cause of death for all Americans with youth suicides increasing at the greatest rate. Suicide is the second leading cause of death for adolescents and young adults aged 15 to 24

Suicide attempts are 20 times more frequent than deaths by suicide and children who attempt suicide are 6 times more likely to attempt again in adolescence



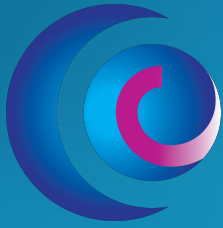
According to the American Academy of Pediatrics, the state of children and teens' mental health since the pandemic qualifies as a national emergency. - AAAP

Mental health among students overall continues to worsen with 40% of high school students showing signs of depression. -CDC

Teen girls who say they have thought about suicide increased 50% in last decade. -CDC

More than 1 in 5 LGBTQ teens reported they had attempted suicide during the past year. -CDC

Highest risk groups for suicide: men 45-55, 85+, American Indian men and Alaskan Native men, and second cause of death for youth (10 - 24). -CDC/SAMSA

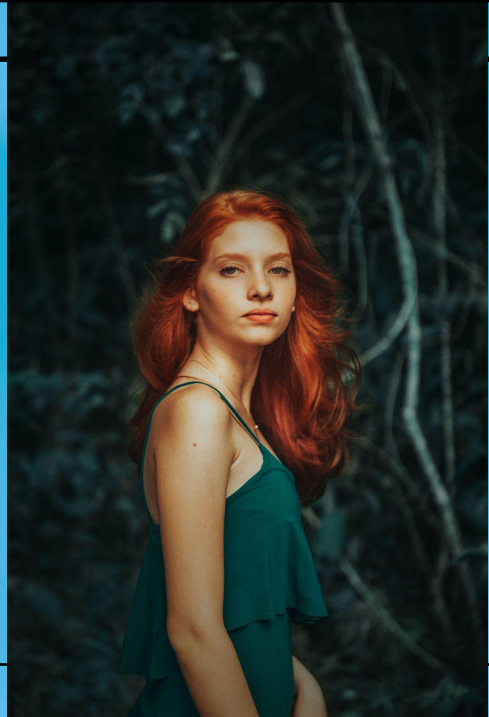


## Suicide Prevention

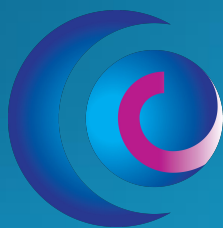
“I don’t need to know anything else about you to know that I am looking at the tip of what could be a very big iceberg. You are doing the best you can to deal with unbearable pain.”

“A lot of people don’t understand that suicide is actually an attempt to save the self rather than destroy it.”

Team Consultation







# Risk and Presentation

1. Suicide Plan
2. Insomnia
3. Irritability
4. Nightmares (trauma related)
5. Access to Means



# Assessing Risk

## Interventions:

Disable the plan  
Ease the pain  
Connection  
Support past survival skills  
Link to therapist \_\_\_\_\_

## Risk Factors:

Current suicide plan\*  
Pain that is unbearable  
Resources (lack of)  
+Previous behavior  
+Mental health concerns \_\_\_\_\_





# Assessing Risk\*

*Unresolved grief and loss*

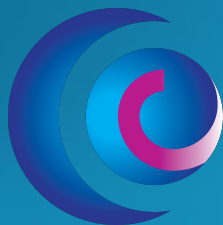


Thomas Joiner:

→ Perceived burden? → Thwarted purpose? → The ability to engage in lethal self-injury?

Habituation, children who have a higher pain tolerance, chronic pain, & the lasting impact

\*Seek professional help if student answers yes to any of these questions



## What You Can Do

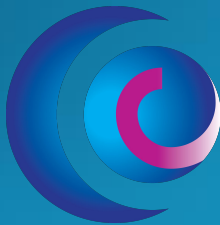
- Do know the signs and symptoms of depression
- Do not promise confidentiality
- Do listen
- Do ask directly
- Do act immediately
- Do not offer advice
- Do not contract
- Do pause and check in
- Do make time and offer support



<https://www.youtube.com/watch?v=rz5TGN7eUcM>

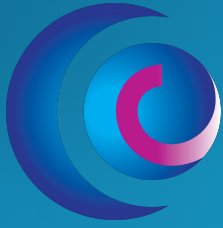
*Apparently we need a cute kid break*

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## Five Core Concepts (Skills)

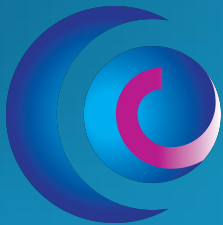
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  2. **The Bandage:** The value and application of various coping and healing practices
  3. **The Glasses:** Reality is subjective
  4. **The Treasure:** Marking progress and radical acceptance
  5. **The Map:** Cultivating resilience and creating realistic goals
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## #3: The Glasses



*Reality is subjective...change your reality.*

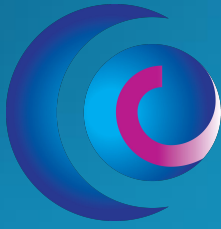


## It's Not All Bad!!!!

1. Glasses
2. Timeline
3. Stones
4. Drawings
5. Songs
6. Colors

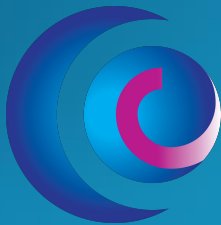






# The Six Touch Stone Stones

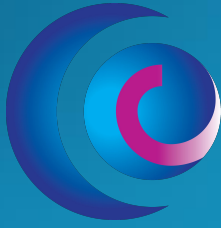
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5. **The Map:** The importance of identifying strengths, values, and goals



## Postvention



- \* When the person comes back
- \* How to get out of the canyon of why
- ★ Why it is complicated grief/head attacks
- \* Why tender days matter
- \* What you can do: Heartbeat
- \* Where to go for help (IFSP) - 11/19/22



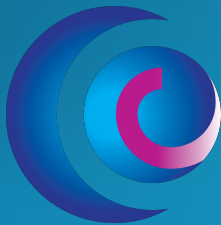
## Suicide Loss: What Can You Do?

Be there.  
Listen.  
Anticipate and respond to need.  
Find a support group.  
Reassure the person they are not alone.  
Avoid saying "committed."  
Respect the family's wishes regarding discussing the loss.  
Get your own support.



*Everything will be okay in the end. If it's not okay, then it's not the end. - John Lennon*

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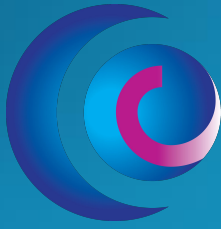


## #4: The Treasure



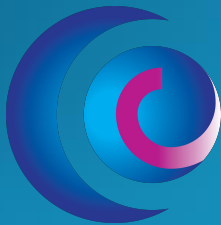
*I can't change what happened but  
I can do something with it.*

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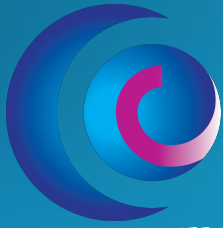
## Helping Others and Radical Acceptance

*You Can't Change  
What Happened But  
You Can Do  
Something With It*



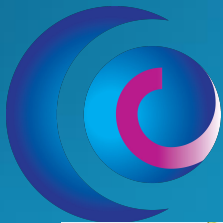
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## # 5: The Map

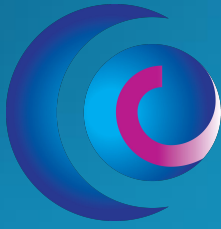
*You Will Know  
When You Are Off  
Course Once You  
Know What  
Direction  
You Want to Go  
(This is the OPPOSITE of  
Trauma)*



## Celebrate & Mentorship Create hope/not all bad

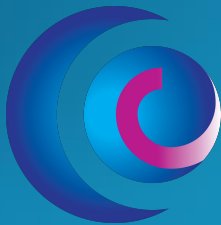




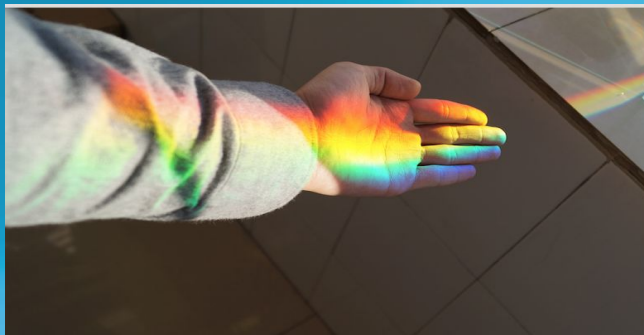


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## Resilience and Recovery: A New Relationship



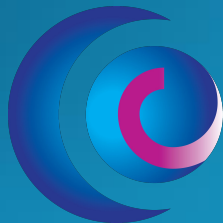
Shaking Hands with NSSI



# Healing Self-Injury



Understand the function of NSSI  
Shift positioning of NSSI (You are the one in control)  
Shake hands with NSSI



## Resilience and Recovery - Programs that work

What kids say they want:

Counselors to be present and available  
Crisis lines to be advertised school wide  
School culture that de-stigmatizes depression



ACCESS TO INFORMATION & RESOURCES

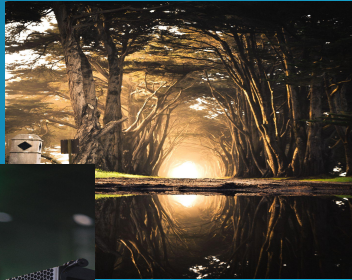
# Hope is An Action

Teach & Create Realistic  
Goals

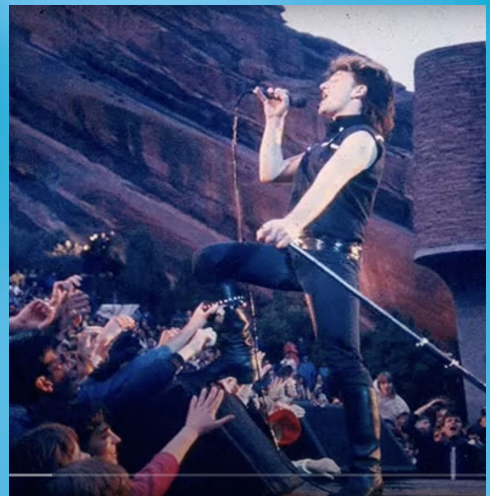
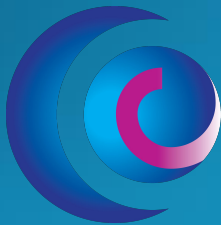
Teach & Foster Mental  
Flexibility

Teach & Remember Pain is  
Temporary(it's not all bad)

Teach & Shift Gravity  
Problems



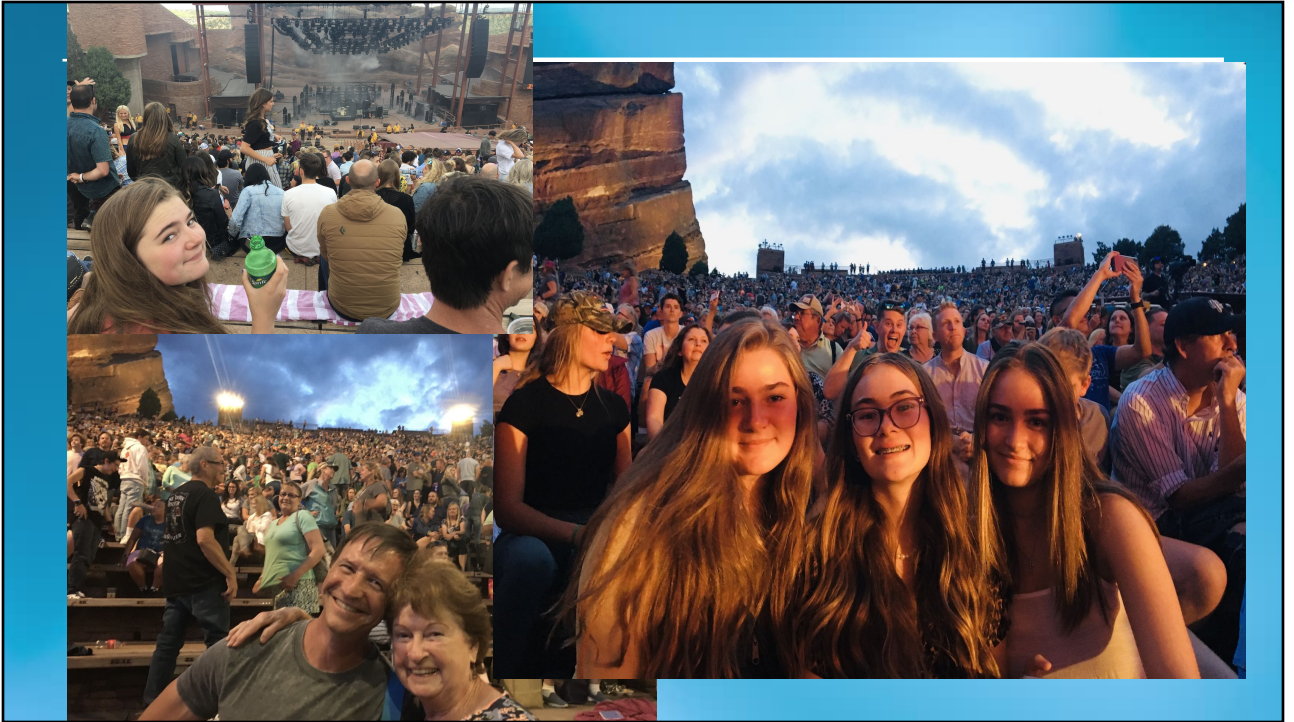
*Teach the power of associations*

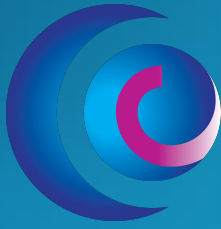




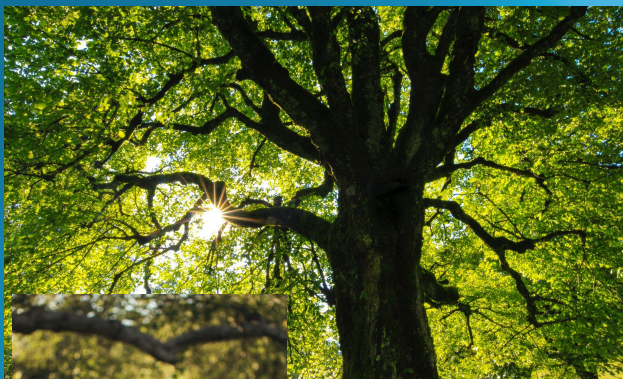




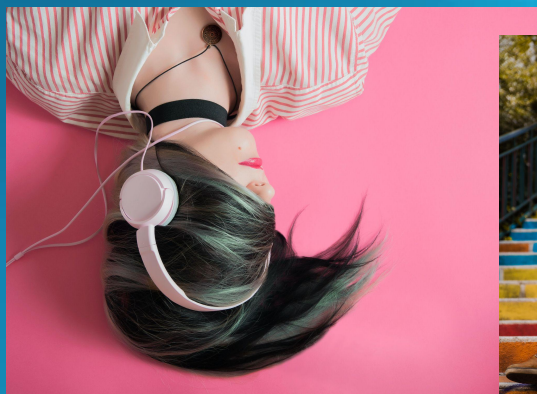


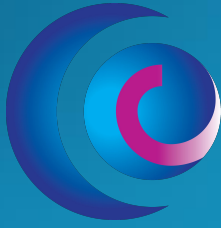






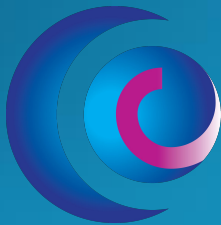
*Look for inspiration and inspire others  
Live fully by opening the door  
Listen to music that feeds you*





## IT'S NOT ALL BAD!!!

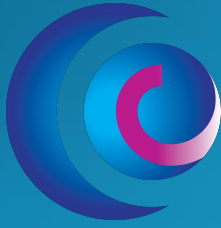
*Your  
experience  
counts*



## Five Core Concepts (Skills)

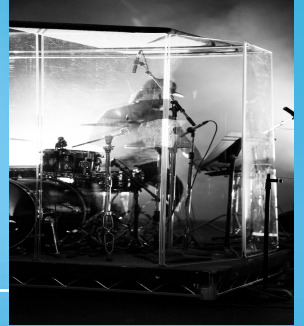
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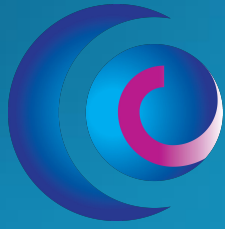




*"Your song saved my life  
The worst and the best days of my life  
I was broken, now I'm open, your love  
keeps me alive...."*

*-U2*



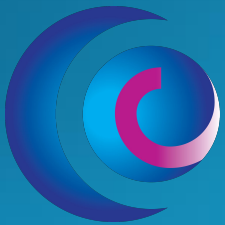
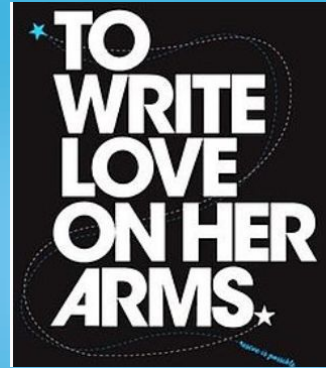


## Where to Go From Here

To Write Love on Her Arms

International Society on the Study  
of Self-Injury (ISSS)

National Alliance on Mental Health  
(NAMI)



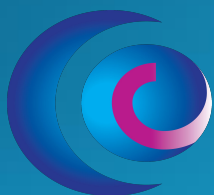
## Resilience and Recovery- Therapies that work

Cognitive Behavioral Therapy (CBT): which help you identify unhealthy, negative beliefs and behaviors and replace them with healthy, adaptive ones

Dialectical Behavioral Therapy (DBT): a type of CBT that teaches behavioral skills to help you tolerate distress, manage or regulate your emotions, and improve your relationships with others

Mindfulness-based therapies: which help you live in the present, appropriately perceive the thoughts and actions of those around you to reduce your anxiety and depression, and improve your general well-being

-Mayo Clinic, 2020

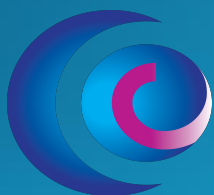


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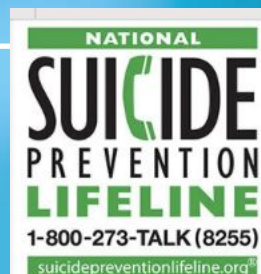
Tattered Teddies: a workshop about preventing suicide in children

SOS: a program for middle school and high school students designed to teach them about how to identify the signs of depression and suicidality in themselves and others (safe to tell)

safeTALK: suicide awareness for everyone (3 hours)

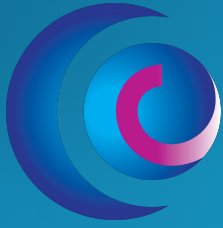


800-273-8255



## The Lifeline and 988

The current Lifeline phone number (1-800-273-8255) will always remain available to people in emotional distress or suicidal crisis, even after 988 is launched nationally.



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# Self-Injury & Suicide: When & How Educators Should Intervene

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kimjohancen@yahoo.com

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