

# *SELF INJURY: a Deeper Look*

## *There is Hope*



***Presented by :***  
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# NSSI

- ▶ Non-suicidal self-injury (NSSI) typically refers to a variety of behaviors in which an individual intentionally inflicts harm to his or her body for purposes not socially recognized or sanctioned and without suicidal intent.
- ▶ Primarily used as a coping method, NSSI can take many forms, such as cutting or scratching to burning or bone-breaking.

-The International Society for the Study of Self Injury



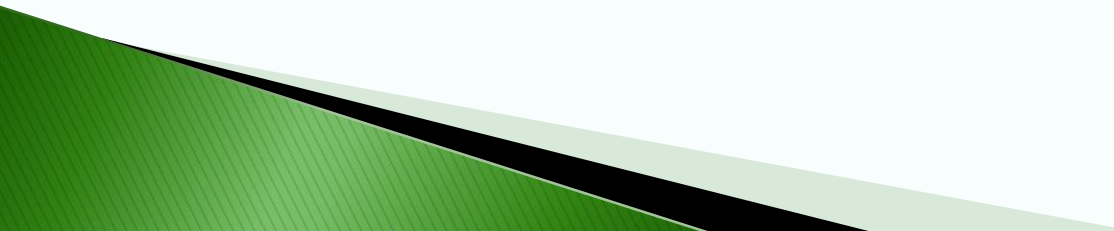
# Identification:

**1. Student self-disclosure**

**2. Peer notification**

**2. Faculty or staff member may notice signs and symptoms suggesting that a student is engaging in NSSI.**

# Signs and Symptoms:

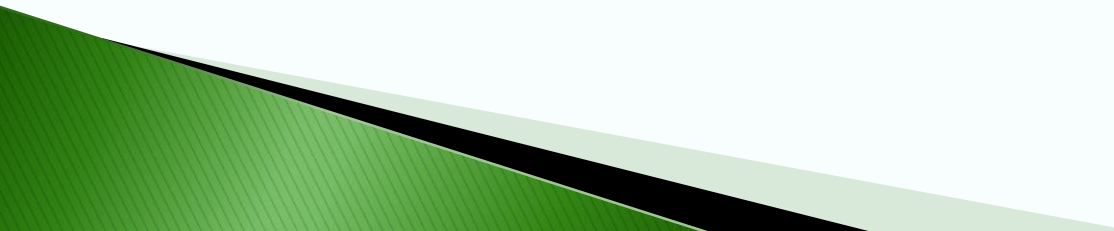
- ▶ •Unexplained burns, cuts, scars, or other clusters of similar makings on the skin, particularly on the arms, hands, and forearms opposite the dominant hand
  - ▶ •Inappropriate dress for the season, such as long sleeves in warm weather
  - ▶ •Constant use of wrist bands or coverings
  - ▶ •Unwillingness to participate in activities which require less body coverage
  - ▶ •Frequent bandages and possession of odd or unexplained paraphernalia such as razor blades
  - ▶ •Heightened signs of depression or anxiety
- 

# Next Steps:


When a student's NSSI is first made aware to a staff or faculty member, he or she should send the student to the nurse for treatment of wounds and assessment of their NSSI.

The crisis team and/or point person should be made aware that a student is engaging in NSSI and prepare to meet with the student. If a staff member learns or suspects that a student is engaging in NSSI, he or she should contact the designated point person or a member of the crisis team.

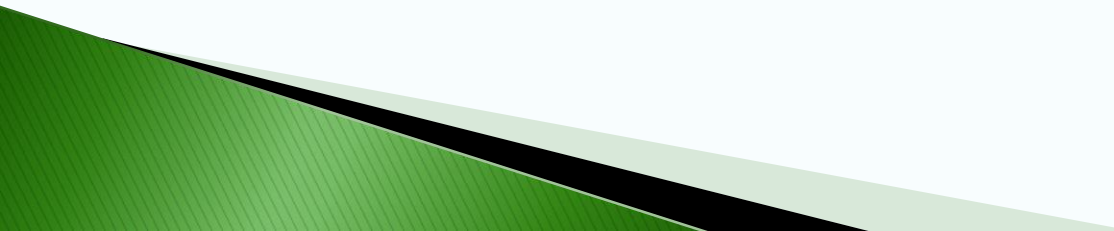
The student should be approached with “respectful curiosity,” which is an attitude of wanting to understand the problem instead of just wanting it to go away (Walsh, 2006).



# Youth who self injure share similar experiences

- ▶ Physical, emotional, or sexual abuse
  - ▶ Parental (caregiver) alcoholism or other drug abuse
  - ▶ Neglect or abandonment by a parent (caregiver)
  - ▶ Loss of a parent (caregiver) through death or divorce
  - ▶ Tense or abusive relationship between parents (caregivers)
  - ▶ Disconnection in meaningful communication
- 

# Personality traits that those who self injure commonly share

- ▶ Constant aim for perfection
  - ▶ Dislike of one's body
  - ▶ Frequent mood swings
  - ▶ \*Inability to cope with strong emotions
  - ▶ \*Inability to release or express emotions to others
- 

# Episodes of self injury result from varied emotions such as:

Anger

Rejection

Sadness

Failure

Fear

Loss or abandonment

Helplessness

Shame





# ***Why Do People Engage in Self-Inflicted Violence?***

Relief From Feelings

A Method of Coping

Stopping, Inducing, or Preventing  
Dissociation



Physically Expressing Pain

Communication

Self-Nurturing



Self-Punishment

Re-Enacting Previous Abuse

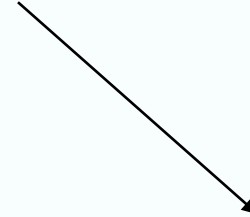
Establishing Control



TRIGGER



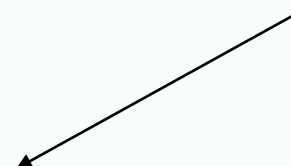
Thought



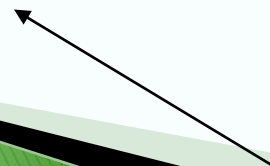
Feeling



Urge



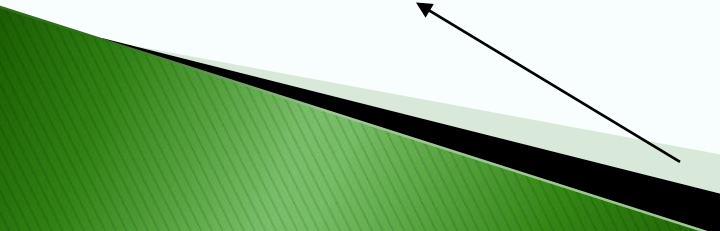
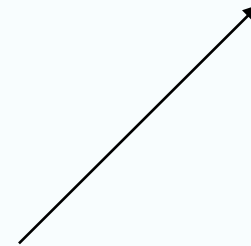
Action



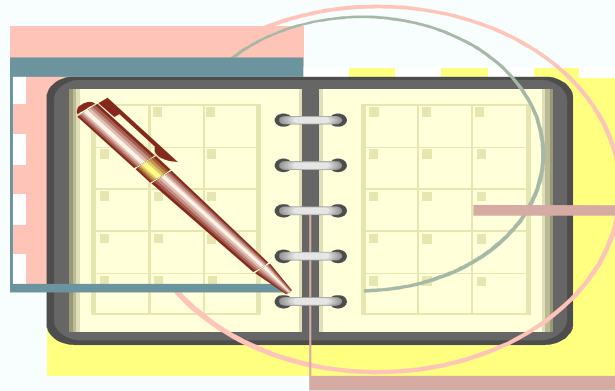
Relief



Guilt



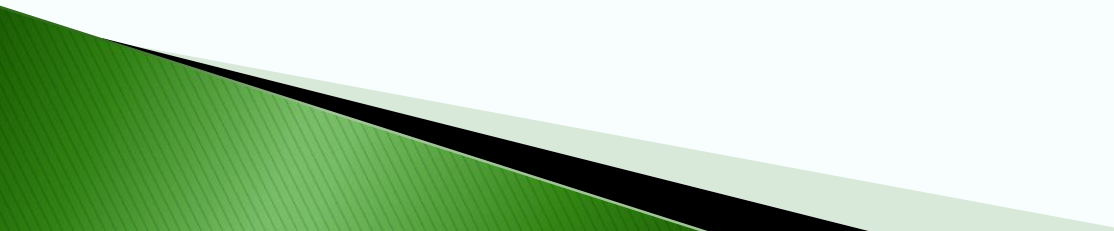
# Trigger Log



- ▶ Place a check mark on everyday that you do **NOT** self injure
- ▶ Place a question mark on the days that you DO self injure.

Then ask yourself the following questions.....

# Trigger Log Questions

1. If you did NOT self-injure...why not. What was going on that day, what did you do? Who did you have contact with that day? What worked for you on the day you did not self-injure.
  2. If you did self-injure...What triggered the self-injury on this day? Was it internal thoughts or external factors or both.
  3. Next try and identify a pattern. Do you mainly self-injure on a weekday? weekend? Is there a specific time of day? Can you identify what happens at these specific times?
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# Finding Hope...Creating Shafts of Light through the Darkness

As you are with the student, remember to offer hope after they have expressed their feelings to you.

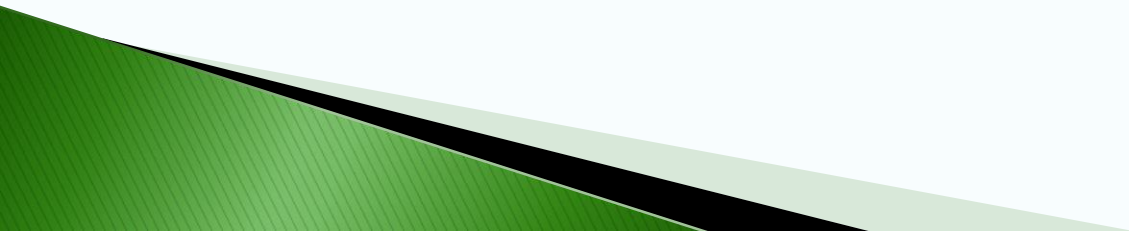


For example explain that these feelings they may be currently having can begin to feel heavy, like a darkening rain cloud. Creating possible solutions are like shafts of light through the dark cloud. Tell them, “you may just begin to see that there are different things that can be done to help the situation and begin to feel that things might be possible.”

- Let them know that talking to someone like the teacher and or school counselor and trying different strategies are good steps in finding solutions.

# The Power of Interpretation:

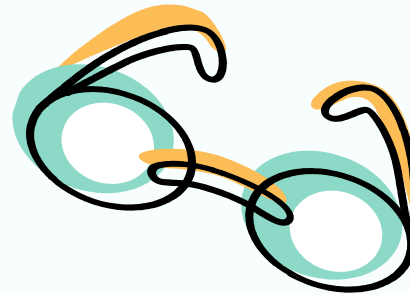
## A Strategy





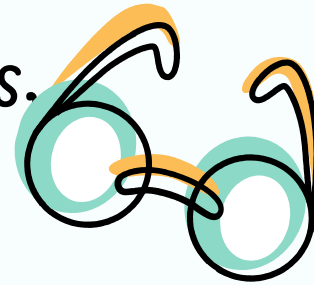
# Perception Is Reality

- ▶ Adolescents and adults think differently in many ways.
- ▶ Developmental stages are a big factor in how we see things differently.
- ▶ Experience is another factor in how we see things differently.



# Perception Is Reality

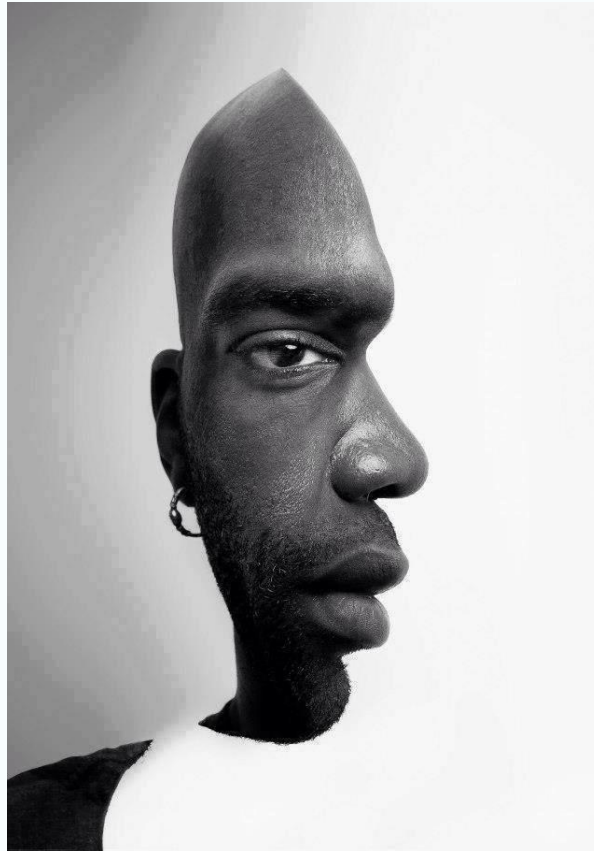
- ▶ Empathy/Validation is key in our relationships with adolescents. whether we agree or not.
- ▶ We must be aware of our own biases and keep them from interfering with starting where the other person is.
- ▶ We don't all have the same responses to questions or situations.



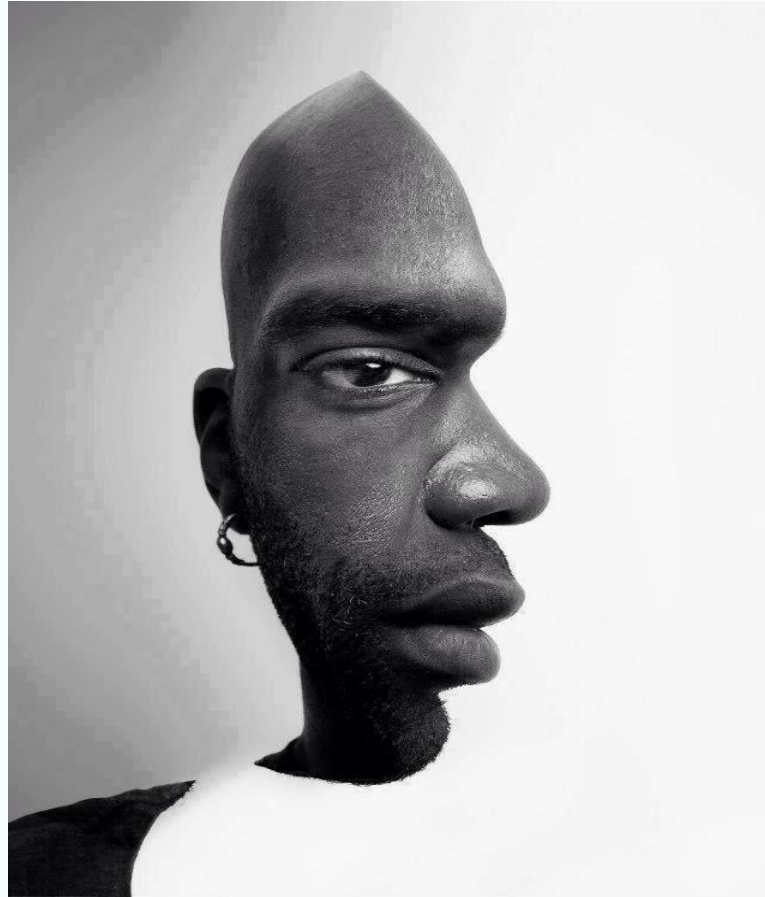
# Why Are We So Afraid??



# What Do You See?



**View of man's face- from front or side?**







Peaceful lake scene or  
a Baby in a tree?







# *Face or Written Word?*



# I Decide My Story...

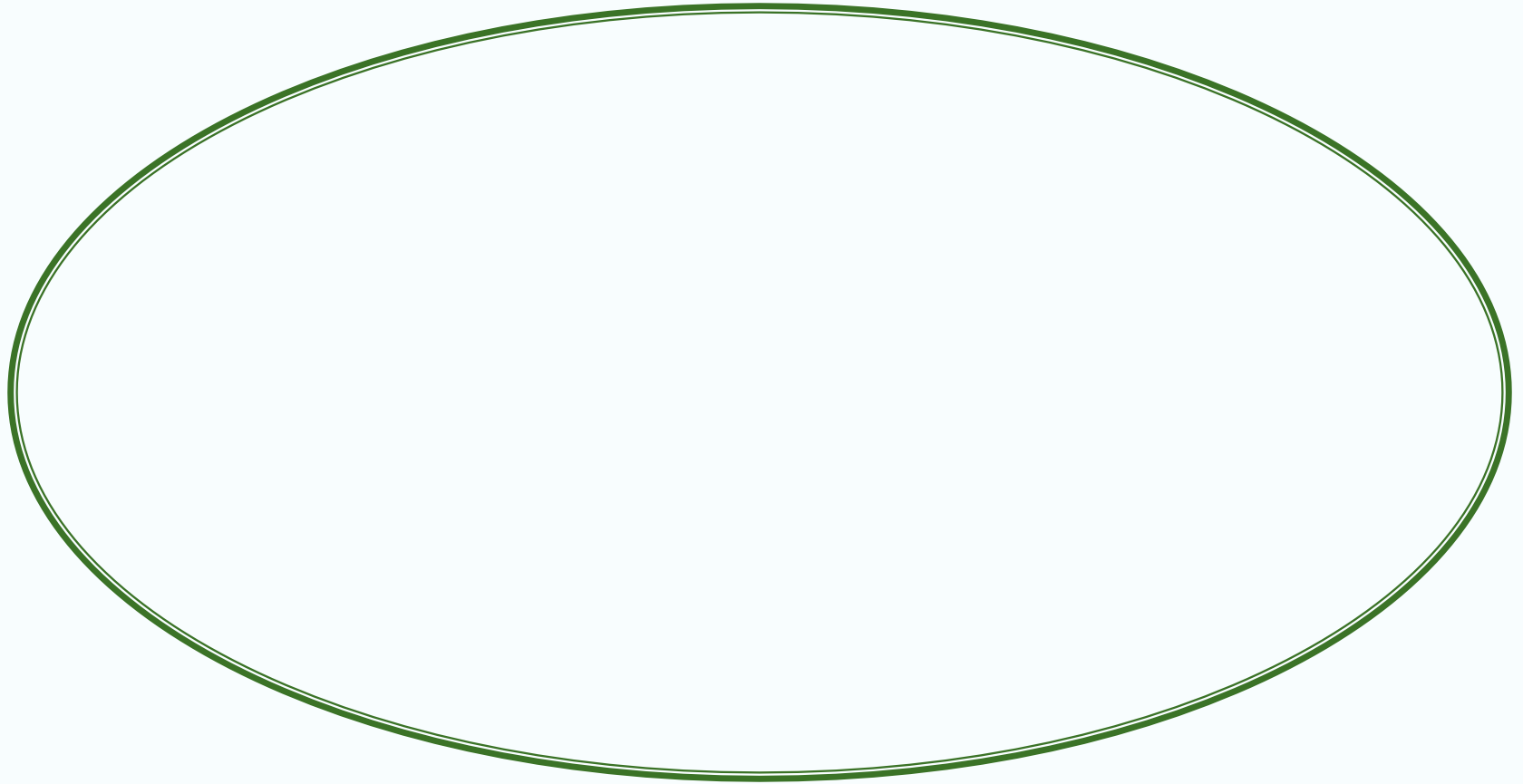
You are the author of your life.

You get to decide how the story unfolds...

You get to know the joy of coming from and being  
Responsible for your life



# Me as Author...A Freedom Context

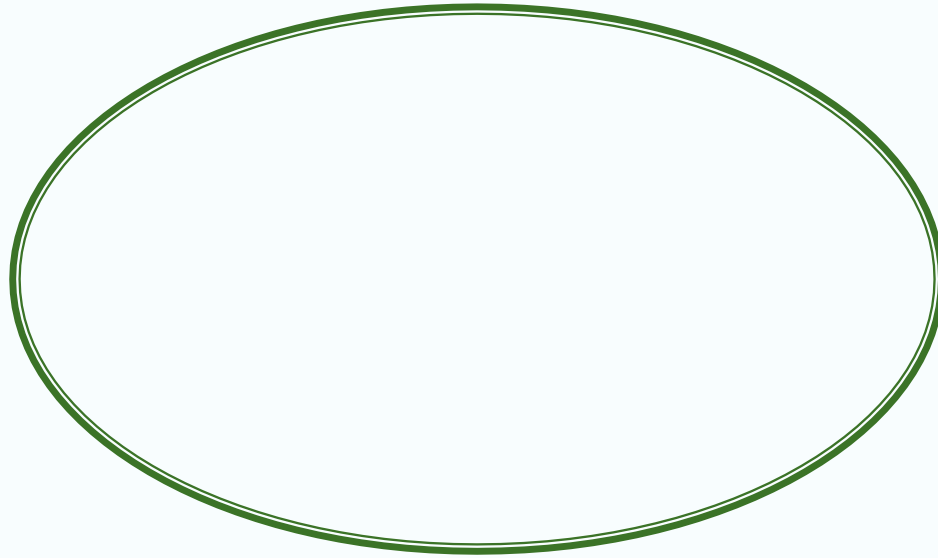


What would the experience be like to be free of .....for a day, a week, a month?

# The Experience of “Being Free...”

- ▶ Free
  - ▶ Powerful
  - ▶ Open
  - ▶ Connected
  - ▶ Worthy
  - ▶ Energized
  - ▶ Light
  - ▶ Possibility
- 

# A Possibility Context



What will it take from you to create this? \_\_\_\_\_

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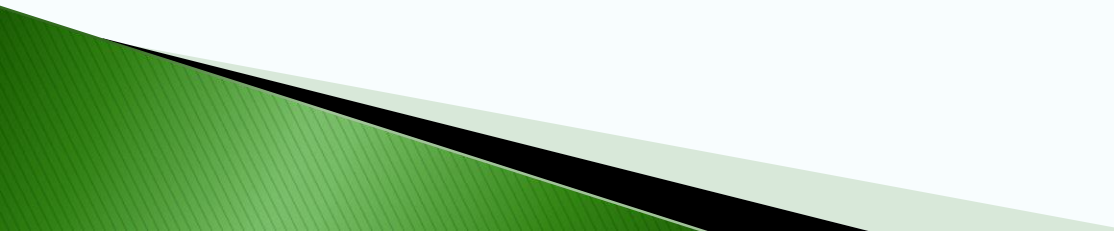
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# “IDK”

Sometimes adolescents say “I don’t know” as a defense mechanism. We have to be willing to help them communicate what they really mean by defining which “IDK” they really mean...and be willing to dig for the information if necessary. This helps adolescents feel valued and worth **YOUR** effort.



# IDK: I DON'T KNOW

(What does this REALLY mean???)

I don't understand the question

I don't care about what you just  
asked me

I don't want to talk about it

I really don't know



# Youth Problem Solving

1. What's Up? (state issue)
2. What If...? (Interpretation)
3. What To Do? (exploring options)
4. Make a Plan...a...b...c...
5. What Happened?  
(results- what was working and not working)
6. New Commitment/ New Plan?





# It's about choice!

It's about choosing how you relate to your experiences.

How you choose to interpret those experiences.

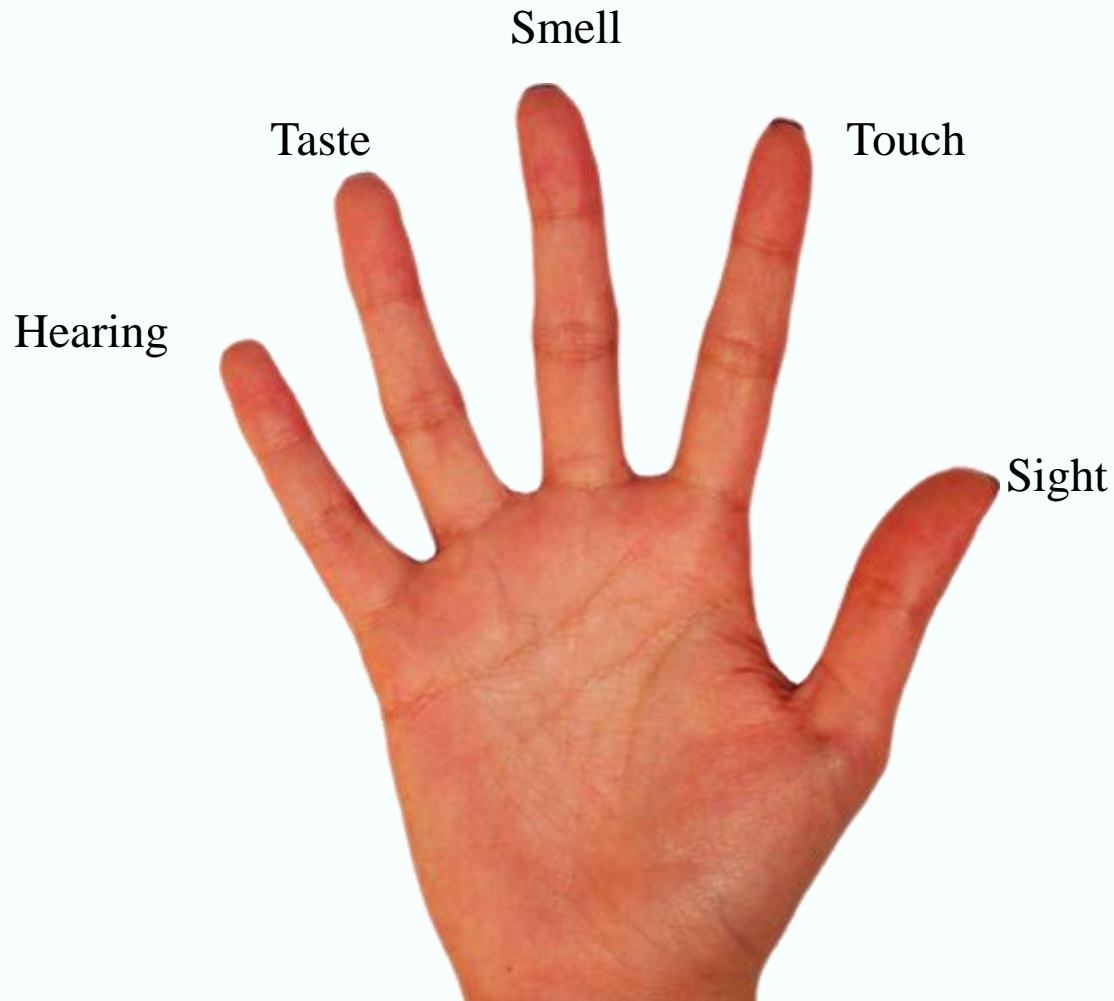
How you choose to respond rather than react

Being aware and intentional about what you contribute to  
your life and those around you.

Make choices that support your goals!



# *Healing Sensory Grounding Activity*



# COMFORT KIT



- ▶ Index card with next steps
  - ▶ Small journal
  - ▶ Hand lotion
- ▶ Names of people you can call
  - ▶ Sand timer/any timer
- ▶ An object representing personal strength

“Negative feelings are like  
stray cats.

The more you feed them,  
the more they hang around.”

Joyce Rupp



# Feeling Identification

Intensity of Feelings	HAPPY	SAD	ANGRY	CONFUSED
HIGH	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Delighted	Depressed Disappointed Alone Hurt Left out Dejected Hopeless Sorrowful Crushed	Furious Enraged Outraged Aggravated Irrate Seething	Bewildered Trapped Troubled Desperate Lost
MEDIUM	Cheerful Up Good Relieved Satisfied Contented	Heartbroken Down Upset Distressed Regret	Upset Mad Annoyed Frustrated Agitated Hot Disgusted	Disorganized Foggy Misplaced Disoriented Mixed up
MILD	Glad Content Satisfied Pleasant Fine Mellow	Unhappy Moody Blue Sorry Lost Bad Dissatisfied	Perturbed Uptight Dismayed Put out Irritated Touchy	Unsure Puzzled Bothered Uncomfortable Undecided Baffled Perplexed

# Emotional Masks

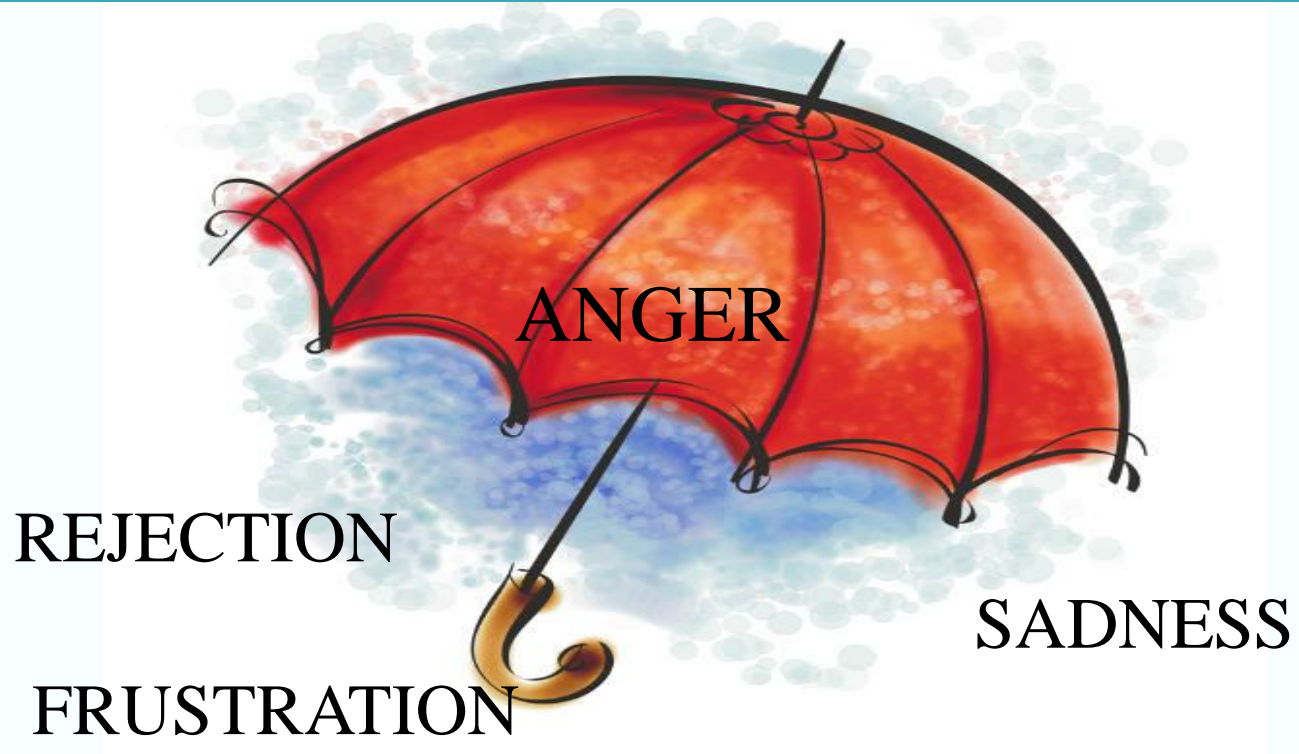


# Feeling Umbrella

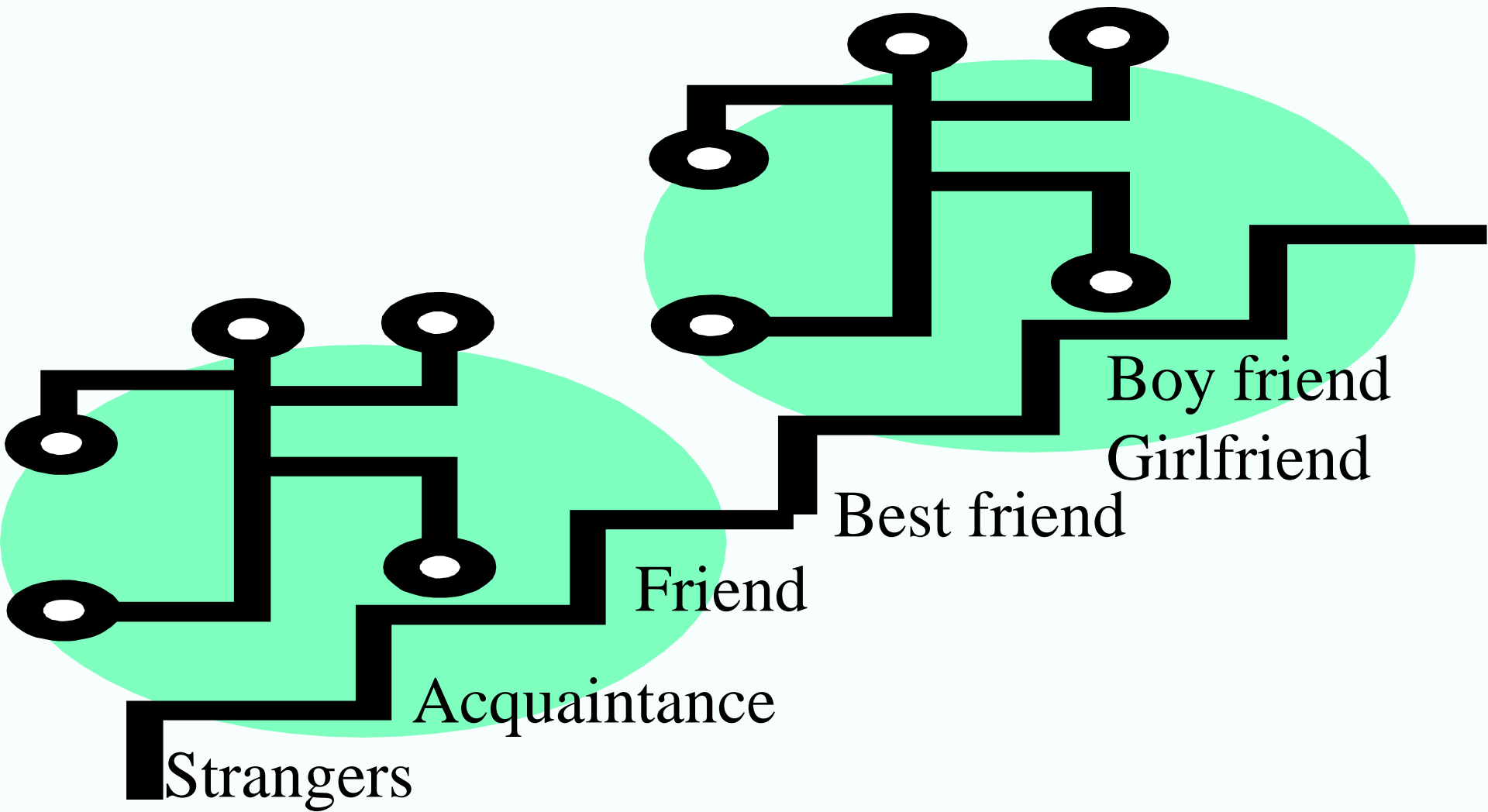




# Feeling Umbrella







**THE APPLICATION  
OF KNOWLEDGE  
IS...  
TRUE POWER**



It begins with a simple question....

How Will I Be a Difference Today?



“Be the change you wish to see in the world”  
~ Gandhi