

Counseling Center

*** Principles of the interviews handling students' self-harm for homeroom teachers

I. Introduction

To enhance teachers' knowledge and ability handling students' self-injury cases and to understand our cooperation system of crisis management, we provide the principles of the interviews handling students' self-harm with regard to students who have intentional self-harm, commit suicide, and have attempted suicide, particularly for teachers' reference.

II. The principles and interview directions of the crisis case management

A. Students who have intentional self-injury

Students reveal that they consider intentional self-injury a cry for help. They want to solve the problems but find no solutions to their problems; they often experience mental and physical pain or trouble that cannot be handled. Thinking self-injury is the only way to stop their pain, they usually express their intention of self-harm either directly or indirectly. When students show their intentional self-harm, it is actually a good opportunity for the homeroom teachers to help the students. The following are two dimensions in response to the attitudes and interview techniques for teachers' reference:

1. Homeroom teachers' basic attitude:

The attitudes shown by teachers are indispensable to establish teacher-student relationship, and students need a trusted and secure environment to speak out their own states. When students mention the intention of self-injury, the teachers can grasp the following response to increase the likelihood of helping students:

(1) A sense of balance but with caution:

"A sense of balance" refers to collected demeanors. When students express their ideas of self-harm, teachers should not show astonishment or tense expression. Too often many students are afraid that they will scare the teachers, so they dare not continue. In addition, the teachers need to let the students feel that they do attend to these matters and invite the students to say more. "The invitation" can be direct or indirect. For instance, "Are you facing any great distress, and because you could not think of a better solution, you want to harm yourself?"

(2) Response and attentive listening instead of criticizing:

While keeping the genuineness listening, teachers do not criticize and show their attitudes such as "I disagree" or "It's unacceptable" towards what students describe. Teachers opposing positions are

likely to block the communication between teachers and students.

2. Conversation skills - risk assessment:

In the face of students who mention self-harm, teachers should take risk assessment as the main aim to help students from the crisis of self-harm. Teachers can talk to the students with the following principles step by step:

(1) Direct discussions instead of avoidance:

If the students are willing to tell their homeroom teachers, it shows their trust towards their teachers. Therefore, teachers should accompany them and find out what has haunted these students. As long as the students are willing to talk about their problems, there is a good thing.

(2) Empathetic listening:

Teachers need to listen to the students attentively. When the students utter the problems they encountered, teachers do not give comments so that the students can finish what they intend to express at ease.

(3) Understanding the continuity of depression:

Teachers can inquire and evaluate the frequency, intensity, and duration of the students' depression.

(4) Inquiring students' attitudes to life:

Teachers may ask students their perception of death or self-harm.

(5) Understanding whether students have specific self-harm / suicide plan (tools, location, time, etc.):

Have the students ever considered specific self-harm / suicide method? What are the possibilities of self-harm and suicide? Are the students likely to put their self-harm / suicide plans into practice, and what are the reasons of taking action and not taking action? If the students only have a rough idea, the level of risk is low; if their self-harm / suicide plans are very specific and detailed, it indicates a higher degree of risk, and the teachers need to inform their parents and refer the students to the Counseling Center.

Management of the Counseling Center / the cooperation between homeroom teachers and the Counseling Center:

When we receive a referral from the homeroom teachers, after understanding the situation, we will arrange individual interviews, inform the teachers of the overall situation, and discuss how to help the students with their teachers.

B. The measurements to students' suicide attempts

1. The staff's finding students' self-injury on campus:

(1) Student safety - the first priority:

Teachers need to inform the Military Education Office or the officers on duty at first time. If needed, transmit the students to the hospital.

(2) Counseling Intervention:

Homeroom teachers need to contact the Counseling Center to discuss how to help the students.

2. Classmates:

(1) Clarifying the facts to the whole class:

After the incident, various media may have different versions, and students are very likely to have rumors. Depending on the factual situation, teachers can let classmates know what has really happened. (However, suicide attempt is part of the student's privacy; it still has to be kept in secret).

(2) Reminding all the students:

When reminding the whole class, teachers also tell students where, who, and how they can request for help, especially to those who are also in low spirits, preventing another tragedy from happening again.

(3) Respecting every student's reaction to the incident:

Owing to a variety of factors such as the relationship between the parties, personalities, and experiences, students may have different reactions to the incident and different needs. Teachers should accept all the differences.

(4) Discussing the matters about paying a visit with the class:

Teachers discuss the visit to the hospital with the pupils and respect each student, making students understand that it is not necessarily right or wrong whether every individual pay a visit and that they can make their own decisions.

(5) Showing natural concerns instead of deliberate avoidance:

Instructors and students can discuss together how to interact with the student when he or she returned to the class. Not knowing what they can talk about, some students may deliberately avoid the student; some may show over-concern about the student, making the student feel pressure. Homeroom teachers can remind students to interact naturally with the student. It is just natural and spontaneous concern. They do not need to feel guilty because of doing nothing.

3. Follow-up treatment:

(1) Companionship and accepting the student's emotion:

Teachers accept the students' emotion and do not criticize their self-injurious behaviors. If necessary, teachers can accompany them for a period of time.

(2) Establishing support networks:

Through the resources available, students, and parents, teachers establish support networks for the person.

Important reminder:

Handling these cases may also affect homeroom teachers' emotion; teachers need to take care of their body and mentality and be aware of their own states all the time. If necessary, it is welcome to talk with our colleagues in the Counseling Center ~

Treatment of the Counseling Center/ collaboration with the homeroom teachers:

Class Seminars (co-participants: homeroom teachers, staff of the Counseling Center, Dean, and Military Education Officers)

Purpose:

- (1) By officially announcing the incident, as students' anxiety and speculation can be reduced, it initially chills the class down.
- (2) It gives students a chance to express their speculation, fear, sorrow, and the like right away and to clarify their doubts and anxiety.
- (3) Through class tutoring, not only do students know that the school does highly concern about this incident, but they can also turn to the psychologists in charge of the class tutoring or their homeroom teachers when they have mental sufferings toward this incident.
- (4) The reactions of the class to this incident can be evaluated preliminarily, which may help the school arrange appropriate group counseling.

C. The measurements to students' suicide

If having students' suicide thing, the teacher plays an important role. Because teachers is the most closest to classmates.

(1) Clarifying the facts to the whole class:

After the incident, various media may have different versions, and students are very likely to have rumors. Depending on the factual situation, teachers can let classmates know what have really happened. (However, suicide attempt is part of the student's privacy; it still has to be kept in secret).

(2) Respecting every student's reaction to the incident:

Owning to a variety of factors such as the relationship between the parties, personalities, and experiences, students may have different reactions to the incident and different needs. Teachers should accept all the differences.

(3) Understand every student need with writing:

Counseling center will provide support groups, class counseling, individual counseling. Let students write ourselves need, teachers can understand it. Remind students may have different reactions to the incident. All reactions can be accepted. The writing papers are packed later.

(4) Concern students condition:

Teachers need to observe or talk to the student that closed to or having a bad relationship with the suicide student, concern their condition.

Important reminder:

Handling these cases may also affect homeroom teachers' emotion; teachers need to take care of their body and mentality and be aware of their own states all the time. If necessary, it is welcome to talk with our colleagues in the Counseling Center ~

Treatment of the Counseling Center/ collaboration with the homeroom teachers:

We will discuss with teacher about classmates' or teacher's need. Support some service, like support groups, memorial ceremony, class seminars, individual counseling.

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Memorial Ceremony

Purpose:

- (1) Allows students express their feelings and thoughts of the dead, and reduce the fear of death, stable themselves emotions.
- (2) With the whole class together to express feeling, strengthen their support and cohesion.

Support Groups

Purpose:

- (1) Provide a safe space to express a deep inner emotions, reducing the pressure inside of the crisis generated.
- (2) With some counseling skills , we will let students aware their own emotional and reactions.
- (3) Sharing will feel the support power and the "death" influences converted into self-growth.
- (4) By sharing or individual work, assess their mental state.
- (5) Prevent the effects of imitation suicide.

Individual Counseling

Purpose:

According to individual student needs and status, he can go to counseling centers for help.

D. Other students expressed concern about the Suicide

1. Students discussed the matter with your initiative, showing students trust you. If time is permitting, you can have the interviews with the student immediately. The effect will be better.

2. Interviews Principle:

(1) Understanding why the students talk about -

If the students talk about it curiously, it's a good time for life-education. Please discuss with the students, avoiding informed the situation in detail of suicides, turning it to positive life education, and encouraging students cherish their own.

(2) Assessment the influence to students about the suicides:

Students may indirectly or directly affected their mood or sleeping by this incident.

Teachers can concern the relationship about students and the suicides accident (witnessed, heard or themselves suicidal tendencies ... etc) If the student in mood, sleep or lifestyle because of this incident can not be adapted, please help the students go to counseling center.