

NSSI School Protocol Process

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- Identifying self-injury
- Assessing self-injury
- Designating individuals to serve as the point person or people at the school for managing self-injury cases and next steps
- Determining under what circumstances parents should be contacted
- Managing active student self-injury
- Determining when and how to issue an outside referral
- Identifying external referral sources and contact information
- Educating staff and students about self-injury

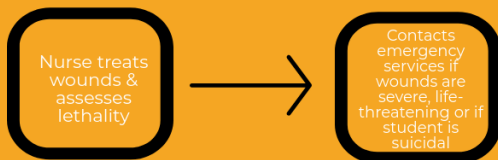
**Included
in the
School
Protocol**

The Crisis Team



- Team of diverse individuals (i.e. counselors, nurses, school social workers, school psychologists, administrators an/or teachers) best positioned to address issues related to detecting and managing self-injurious behaviors
- Identify a point person from this team to serve as the main liaison between student, parents and the school
- Team should have in-depth training from local self-injury or mental health experts

School Becomes Aware of Student Self-Injury



High Risk vs. Low Risk

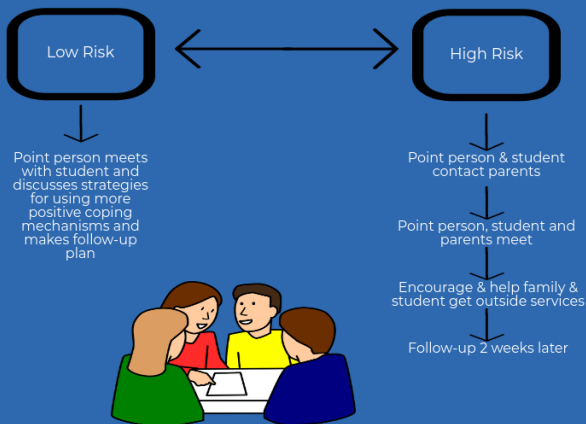
Low Risk

- Little history of self-injury
- Manageable amount of external stress
- Some positive coping skills
- Some external support

High Risk

- Frequent or long-standing self-injury practices
- Use high lethality methods
- Experiencing chronic internal and external stress
- Few positive supports or coping skills

Point Person Meets with Student



For More Resources

Cornell Research Program on Self-Injury and Recovery
<http://www.selfinjury.bctr.cornell.edu>

Youth Risk and Opportunity Lab
<https://www.yro.cornell.com>

School Protocol Paper
Asking, P.A., Heath, N.L., Kaess, M., Lewis, Sp.P., Plener, P.L., Walsh, B.W., Whitlock, J., & Wilson, M.S. (in press). Position paper for guiding response to non-suicidal self-injury in schools. School for Psychology International

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