

Quick-start guide of

Suicide Prevention



Ministry of Education



National Taiwan University



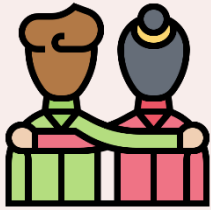
社團法人台灣自殺防治學會



全國自殺防治中心

Principles of communication

How to say?



Understandable

Messages to parents should be understandable, according to their background.



Positive and correct

Try to express 10 positive messages before getting down to the main issue.



Open-ended

Try open-ended questions, e.g.,
How's the kid's behavior at home recently?

How to do it?



Show empathy

Avoid arguing with parents, let them understand your concern for the kid, and keep the practice correctly.



Discuss solutions together and provide resources

Discuss for solutions together, and provide appropriate on/off-campus resources.



Connect to the family

3C Spirit

Well communication

Understand the specificity and challenges of the family, create a sense of harmony, and communicate needs with each other.

Establish trustful relationship [Connection]

Build a sense of trust with parents and sincerely care for parents and the kid.

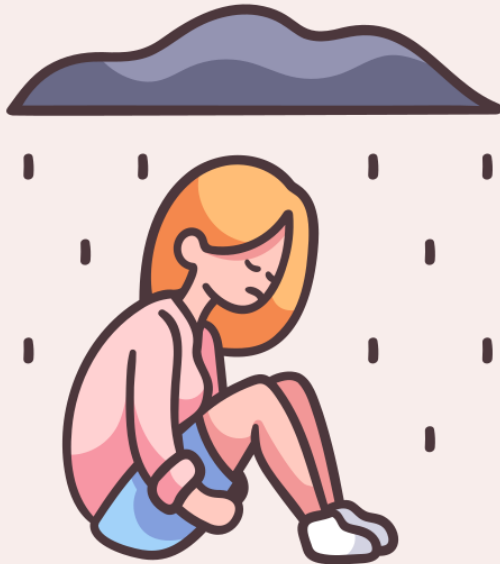
Care

Keep empathy and altruistic spirit, and moderately accept parents' thoughts.



What happened to my student?

Pay attention whether following phenomena have occurred **for a while**.



- Sad mood
- Less social interaction
- Start talking about self-harm and death
- Self-harming behavior
- Irritable or sudden anger
- Out-of-control behavior that causes harm
- Changes in eating habits
- Difficult to fall asleep or sleep disturbance
- Frequent headaches or stomachaches
- Drastic changes in academic performance
- Skip school or absent from classes

When students have these symptoms, they should be paid attention, given care, companionship and listening.



Dear teacher, please help me!

What can teachers do when students show high-risk symptoms of mental health?

Actively caring, listening and accompanying

Actively care for students, accompany and listen actively, make good use of body language such as gentle eye contacts, shoulder pats, and slow speech.

Communicates with parents and refers to professional resources

If necessary, contact the parents to understand the student's condition at home, remind the parents to pay attention to the student's changes, give referrals when necessary.

Expanding support systems for high-risk student

Other students are also gatekeepers. Students are encouraged to accompany and monitor the case, and accompany him/her to overcome difficulties.

Continuous tracking and evaluation

Follow up the student's psychological changes, provide consultation, and keep contact with parents, teachers, school security, etc.



Suicide is a process that can be traced

"I feel worthless, everyone in my class hates me"

"Why did he break up with me, what did I do wrong?"

"Even my parents don't love me, no one in the whole world will love me anymore"

"They don't care about me at all, they only care about whether I am No.1"

"I want to make them all regret it and let them live in guilt for the rest of their lives"

**Chronic
process**



**Acute
process**

Students in

- **External environment**
- **Inner mind**

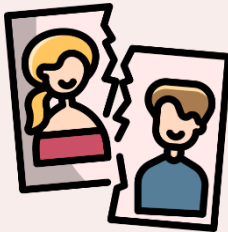
long term negative impact

- **Sudden change**
- **Under pressure**
cause emotional fluctuations
happened in life

Top 3 causes of teen suicide



Depressive symptoms 41.3%



Emotional factor 30.2%



Family factor 20.9%

Suicide is not caused by a single factor, but the sum of various reasons!

High-risk group for suicidal behavior

General risk factors

- History of attempting to suicide or self-injury
- Facing major disappointment
- Drug abuse
- Lack of harmony in the family
- Child abuse
- Family history of mental illnesses

Gender

Attempting suicide

Women > Men

Die by suicide

Men > Women



High-risk group for suicidal behavior

Sexual orientation/ Gender identity

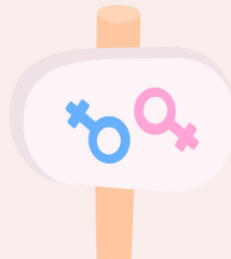
Homosexuals

2 to 6 times

more likely to commit suicide than heterosexuals



- Less social support
- Exclusion from society
- Feeling of isolation
- Pressure to come out of the closet



Students with special educational needs

High expectations

Fail to meet basic academic requirements

highly related to future depression and suicidal ideation.



- Academic achievement equals personal value
- Unreasonable social expectations
- Unrealistic demands from parents
- Perfectionism

Suicide Warning Signs of Teens

FACT

Feelings

.....
Loss of Hope - "Life can't get better"
Feelings of Unworthiness - "Nobody Cares About Me"

Action

or Events

.....
- Alcohol abuse
- Express things about death or destruction

Change

.....
Behavior - can't concentrate
Sleep - sleeping too much or insomnia
Eating habits - loss of appetite or overeating
Loss of interest in activities that you used to enjoy

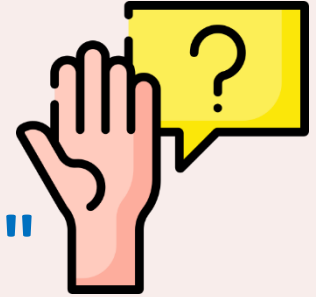
Threats

.....
Speech - "So annoying, so tired, I really want to escape from all the pain"
Threats - "I won't be here anymore soon"
Planning - Arrangements, giving away favorites, suicide attempts



Teacher Gatekeeper Step1 of 3—Ask

The student is in danger, what can I do?



Ask = "Actively caring and listening"

How to do it?

- Understand the student's situation, do not blame
- Talk to the student more and listen to his current situation
- Do not interrupt and criticize students
- Contact parents if necessary

How to say?

- Have you been unhappy recently?
- Would it be okay to never wake up again?
- Do you think life is meaningless and no one cares?



Teacher Gatekeeper Step2 of 3—Respond

My student is having severe emotional distress, what can I do?

Respond = "Respond appropriately to problems, provide support and company"



How to do it?

- Provide continuous support, companionship and listening
- Be calm, open, caring, accepting, and non-judgmental

How to say?

- Caring for the mood temperature in the past week
- Sleep disturbance? Nervousness? Irritability?...
- Discuss what is the current focus and goals of life?
- Is there a direction that he/she actively pursues?



Teacher Gatekeeper Step1 of 3—Referrals

What should I do if the student continues to have a mood fever?

Referral = “ Seek appropriate resources and look after the student’s progress”



How to do it?

- If the student's problem is still unresolved and beyond your ability, seek professional assistance to connect to professional resources.

How to say?

- If the student resists seeking medical treatment, you can tell them: "I can go with you to see if there is any problem, we can solve it together."
- "Feel free to tell me anything, you're not alone"



Mood thermometer

Use the mood thermometer to chat with students based on their mood temperature, find out whether students have life difficulties that cause psychological distress, provide appropriate care and support to find a solution together.

Please recall carefully, in the past week (including today) how disturbed or distressed you were by these questions. Then, circle the answer that best represents your feelings in the BSRS-5 self report below, from the range 0 to 4.

	0: Not at all	1: Mild	2: Moderately	3: Intense	4: Extremely Intense
1 Trouble sleeping. (For example: having a hard time to fall asleep, easily awoken, waking up too early, etc.)	0	1	2	3	4
2 Feeling tense or keyed up.	0	1	2	3	4
3 Feeling easily annoyed or irritated.	0	1	2	3	4
4 Feeling blue or gloomy.	0	1	2	3	4
5 Feeling inferior to others.	0	1	2	3	4
★ Having suicidal thoughts.	0	1	2	3	4

Total Scores and Recommendations

If your total score from Q1~Q5 is

- Lower than 5 **Congratulations!** You are healthy.
- Within 6 to 9 You have slight mental stress. We recommend you seek emotional support and relieve stress by talking with your friends or families!
- Within 10 to 14 You have moderate mental stress. We recommend you seek mental health support or psychiatric professional consultations and counselings.
- Higher than 15 You are under extreme mental stress. We recommend you to seek psychiatric professional consultations and counselings and medical services.

*If your score to "having suicidal thoughts" is higher than 2, we recommend you to seek psychiatric professional consultations and counselings and medical service.



A good helper for guarding campus mental health

Mood thermometer APP!

Free download!

Scan to download



Record

Changes in psychological distress levels



eBook

Free Mental Hygiene eBook/Video



Map

Mental Health Resource Map



Reminder

Self testing reminder



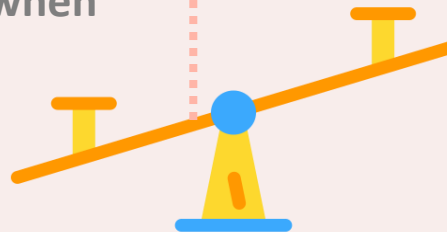
What else can a teacher do?

Strengthen Students' Mental Health

- ✓ Cultivate the ability to solve problems
- ✓ Listen instead of pressurizing
- ✓ Guide emotional awareness, find ways to express or cope
- ✓ Know where to turn for help when in trouble

Collaborate with parent

When a student meets a problem, in addition to caring and listening to the student at the first moment, try to communicate with the parents and care about the student's situation at home.



Student self-injury prevention website

<https://reurl.cc/QXZx6Z>

or

Scan the QR code



Search



1. Campus Mental Health Promotion and Suicide Prevention Handbook
2. Quick-start guide of Suicide Prevention (for teachers, parents, students)

Download now!

