

APPENDIX 1 The Positive Psychology Resilience Plan - LEAD TEACH SUPPORT REFER PARTNER

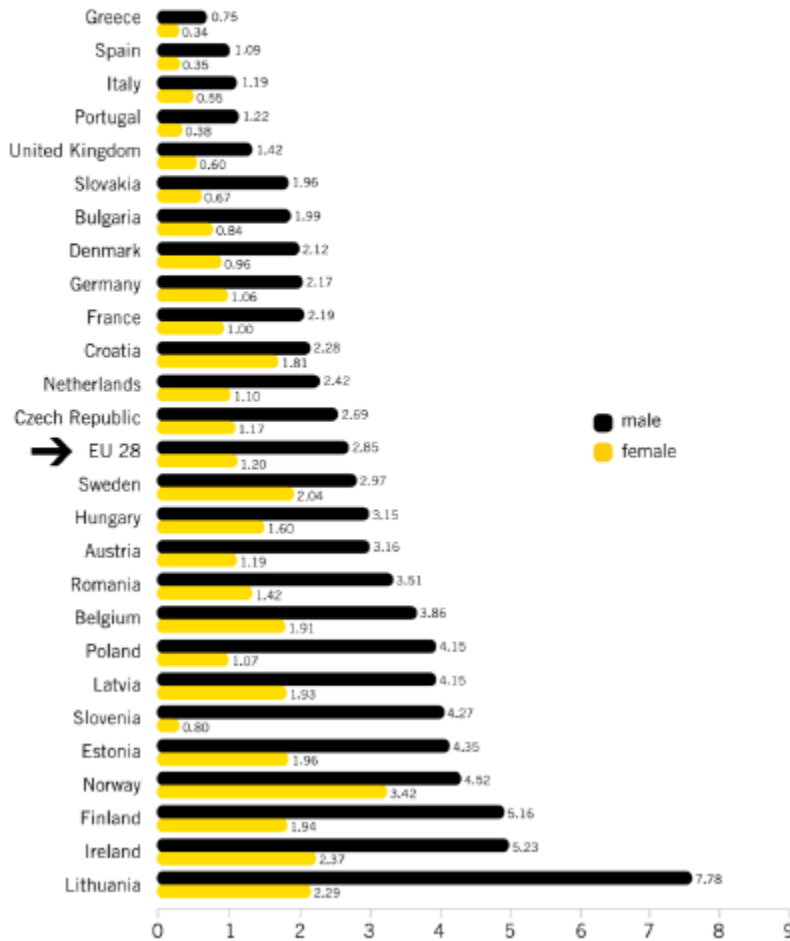
Factors Risks & Problems	Aims LEAD TEACH SUPPORT REFER PARTNER	Relevant Intervention/Theory
Hopelessness is highly associated with suicide risk	aim to instil attainable goals hopeful forward looking thought process	Hope Theory - Goals
Survivor guilt about not helping	Promote a help seeking culture	Enquire/ Encourage/ Engage/Refer
Feeling inadequate not good enough a failure in exams	Focus on Strength based approach rather than focusing on deficits / Lessen exam stress	SDT - Competence VIA Strengths
Ruminating on negative thoughts Depression	promote positive thinking creative problem solving Service engagement	Broaden and Build Positive Emotions
Feeling isolated and alone disconnected from friends & family	Promote School Student Parent connectedness Family connectedness with absent parents	SDT – Relatedness Counselling Culture Engagement
Bullying / cyber bullying	Promote Healthy peer interaction	Positive emotions focus to Develop Empathy Generosity Gratitude Caring
Feeling suicide is taboo and can't be mentioned	Promote an open culture to talk about suicidal thoughts No more suffer in silence	Counselling Culture Safe Space No taboo subjects
Feelings of defeat humiliation and being trapped	promote empowerment explore options	SDT- Autonomy Growth Mindsets Internal Locus of Control
Black & White thinking dichotomous thought process Cognitive distortions -	promote creative problem solving open mindedness hope based thought processes	Broaden and Build Positive Emotions Mindsets Hope theory

Catastrophizing		
A previous attempt is a high risk factor	aim to stop children making that first attempt	Resilience Development Focus on the role of Positive and Negative Emotions
REFER on when Red Flags appear		
<ul style="list-style-type: none"> • Talking about wanting to die or to kill themselves. • Looking for a way to kill themselves, such as searching online or buying rope/drugs or talking about going to an isolated place • Talking about feeling hopeless or having no reason to live. • Talking about feeling trapped or in unbearable pain. • Talking about being a burden to others. • Increasing the use of alcohol or drugs. • Acting anxious or agitated; behaving recklessly. • Sleeping too little or too much. • Withdrawing or isolating themselves. • Showing rage or talking about seeking revenge. • Displaying extreme mood swings. <p>(Suicidepreventionlifeline.org, 2015)</p>	<p>Talk to your immediate supervisor and follow up to ensure they have made a referral to support services</p>	

Appendix 2: Slide Presentation

Slide 1 – EU Child Report Deaths by Suicide Ireland as Nearly the Highest in Europe

Child Suicide - (European age standardised rate per 100 000 aged 0-19 years by sex for EU28 plus Norway)



Source: WHO European Detailed Mortality Database (DMDDB) 3-year averages for 2009-2011 or most recent three years of data available; Cyprus, Iceland, Luxembourg and Malta excluded due to small numbers.

Understanding the suicidal mind...

"I can't stop myself thinking, I wish I could turn off. I hate myself. I'm just not good enough. I'm tired of life. I've had enough (Male, 19)

HATE

PAIN

FEAR

HOPELESS

FAILURE

DESPERATION

SHAME

LET DOWN

HURT

BLAME

NO WAY OUT

TRAPPED

OUT OF CONTROL


SADNESS

OVERWHELMED

ALONE

DISAPPOINTMENT

Suicidal Behaviour Research Group



Slide 3 - Why do some of us kill ourselves? - Some well-known suicide risk factors

- Depression
 - Alcohol / drug problems
 - Personality disorders
 - Child sex abuse
 - Lack of prospects/unemployment
 - Poverty/deprivation
 - Stressors, e.g. Relationship crises
 - Previous attempt Best predictor of Suicide
 - Reduced social networks/isolation
 - Bullying
 - Issues around sexuality
 - Etc...
- Suicidal Behaviour Research Group

Slide 4 - PPI's - Interventions & Theories to Build Resilience

PP Interventions		
Positive Psychology Interventions & Theories to Build Resilience		
Hope Theory - Goals		Positive emotions focus to Develop Empathy Generosity Gratitude Caring
Enquire/ Encourage/ Engage/Refer		Counselling Culture Safe Space No taboo subjects
SDT - Competence VIA Strengths		SDT- Autonomy Growth Mindsets Internal Locus of Control
Broaden and Build Positive Emotions		Broaden and Build Positive Emotions Mindsets Hope theory
SDT – Relatedness Counselling Culture Engagement		Resilience Development Focus on the role of Positive and Negative Emotions

Slide 5 - Building Resilience in Schools and Children Australian Education Department

The Positive Psychology Resilience Plan for our school LEAD TEACH SUPPORT REFER PARTNER



Appendix 3: Slide Voiceover

Voiceover Slide 1

Every year children die needlessly by suicide. We no longer use the term 'commit suicide' as this is a throw-back to when suicide was a crime. The figures for Europe put Ireland as second overall, however, first for female suicides. The figures are based on children per hundred thousand of population, so as Ireland has an approximate population of 4.5 million this equates to approximately 80 girls and 200 boys under 19 who die each year through suicide. As many as 28 people can be affected by each death and as we are well aware this school has suffered the loss of three.

Voiceover slide 2

The big question is WHY does this happen to vibrant young people with their whole lives ahead of them? Well the research into parasuicide is very revealing. Often connected, not surprisingly with cycles of negative thought patterns or *ruminating*. We see thoughts that play over and over in the mind of one considering suicide and how one young man described them.

Voiceover slide 3

What drives such a thought pattern we can ask? Well there are many risk factors associated with suicide and it is not hard to see how they promote negative feedback. Some events happen in the usual course of life, like losing a job or suffering illness and some have intentionally been inflicted by others causing harm like bullying and child abuse. The biggest risk factor is a previous attempt at suicide. So all focus should be on preventing that first attempt ever taking place.

Voiceover slide 4

Sometimes we have control over what happens in life and sometimes not so we need effective internal and external tools and supports. From research we have gained insights into negative thought patterns and black and white thinking. Adjusting our thought patterns to understand goals and hopefulness, broaden and build on positive emotions, understanding our needs for purpose in life through competence relatedness and autonomy, promoting flexible Mindsets, understanding how locus of control works, promoting a strength based approach to child development and having safe spaces to discuss worrying thoughts such as suicide will promote a resilience culture that could equip children to deal with life's ups and down and not fall apart or become overwhelmed. I know some of these concepts may be quite unfamiliar however with some training sessions they can be easily acquired for the great benefit, possibly even the saving of your pupils.

Voiceover slide 5

Resilience is about exposure to difficulties and learning how to return to normal functioning as soon as possible after the event. Resilience in children has much to do with what kinds of internal and external resources they can employ to cope in the face of adversity just as adult resilience does.

Lead/Teach /Support/ Refer/ Partner is a framework that promotes resilience culture in schools. Children need to know that they can rely on adults to know what to do to help them and to show them how they can help themselves. The school can **Lead** by instilling the help-seeking positive psychology plan to promote a resilience culture. **Teach** children to be resilient. **Support** their social and emotional development. **Refer** on when extra support is required so that no child slips through the net. **Partner** their learning as facilitators and mentors linked in to support services for a multidisciplinary approach.

I thank the principal and all of the staff whom helped me to understand the problems and challenges faced here and commend you all in trying to address the tragic issues for the future well-being of your pupils.