



Self-Injurious Behavior (SIB) Interview/ Intervention Protocol

- Counseling office is notified of student's self-injurious behavior.
- Student of concern is separated from peers and is supervised by adult at all times.
- Counselor or mental health on-call person is informed.
- Counselor or mental health team member conducts student interview/ risk assessment to determine form of self-injurious behavior and develop intervention plan. If possible determine the reason for SIB (physiological or social). Assess suicide potential using Suicidal Ideation/Lethality Assessment Interview/Protocol.

Step 1 Initial Assessment – Have you ever physically hurt yourself on purpose in any way?

- Frequency
- Duration
- Severity
- Medical History
- Complications

Step 2 Other Aspects to Consider -

- Age at onset
- Course of behavior
- Lifetime and current frequency
- Method
- Change of behavior over time
- Emotional states when injuring
- Immediate and long term aftermath
- Impulsivity
- Longest period of time free from behavior
- Resistance
- Control
- Use of substances
- Ability to stop
- Past interventions to stop
- Family history of SIB
- Suicide Assessment

- Document any existing /observed self-injury in consultation with school nurse.
- Consult with administrator to inform him/her of student's self-injury and identify family liaison (contact).
- Communicate concerns to parent.
- Obtain release(s), as appropriate, to consult with pediatrician and/or community mental health providers. Expedite communication of immediate concerns to pediatrician.

Immediate concerns are:

- **Impulsivity**
 - **Chronic nature**
 - **Severe wounds**
 - **Severe methods**
 - **Signs of infection**
 - **Does not allow wounds to heal**
- If student is not receiving mental health support in the community, assist parent and pediatrician in connecting student to appropriate service providers.
 - Develop safety plan for student support while in attendance at school.
 - Communicate safety plan to appropriate others.
 - Identify liaison to family to communicate student progress in the educational setting and to ensure medical and therapeutic support for the student in the community.