Although instances of deliberate skin-cutting are recorded as far back as the old and New Testaments of the Bible the behavior has generally been regarded as a symptom of various mental disorders. With the publication of Bodies Under Siege, a book described in the New York Times Magazine (July 17, 1997) as "the first to comprehensively explore self-mutilation," Dr. Armando Favazza has pioneered the study of the behavior as significant and meaningful unto itself. Drawing from the latest case studies from clinical psychiatry he broadens our understanding of self-mutilation and body modification and explores their surprising connections to the elemental experiences of healing, religions, salvation, and social balance. Favazza makes sense out of seemingly senseless self-mutilative behaviors by providing both a useful classification and examination of the ways in which the behaviors provide effective but temporary relief from troublesome symptoms such as overwhelming anxiety, racing thoughts, and depersonalization. He offers important new information on the psychology and biology of self-mutilation, the link between self-mutilation and eating disorders, and advances in treatment. An epilogue by Fakir Musafar, the father of the Modern Primitive movement, describes his role in influencing a new generation to "experiment with the previously forbidden 'body side' of life" through piercing, blood rituals, scarification, and body sculpting in order to attain a state of grace. The second edition of Bodies Under Siege is the major source of information about self-mutilation, a much misunderstood behavior that is now coming into public awareness.
**Assessment and Treatment of Non-Suicidal Self-Injury**

This edited volume features evidence-based reviews and practical approaches for the professional in the hospital, clinic, community and school, with case examples throughout. Divided into five major sections, the book offers background historical and cultural information, discussion of self-injury etiology, assessment and intervention/prevention issues, and relevant resources for those working with youths who self-injure.

**Borderline Personality Disorder**

What is self-harm and what causes it? Learn the terms and concepts related to this type of behavior. Provides an in-depth history of self-harm behavior that provides a relatable perspective for the reader. Offers realistic and common case samples that promote better understanding. Explains how anyone concerned about a self-injurious loved one can best confront the behavior and offers tips on how to provide support. Devotes significant attention to controversial areas such as the prevalence of self-injury in school settings, addresses the use of psychopharmacology in treating the behavior, and gives an overview of effective techniques for treatment.

**Cutting and Self-Harm**

**Non-Suicidal Self-Injury Throughout the Lifespan**

Based on the 103rd annual meeting of the American Psychopathological Association, Long-Term Outcomes in Psychopathology Research: Rethinking the Scientific Agenda explores the long-term course of illness and functioning of individuals treated for mental health and substance use disorders and the outcomes research derived from these cases. Sections cover topics including: findings from long-term psychopathology outcome studies, problematic case definitions, differing perspectives on the concept of recovery, the need for continued long-term outcomes research, and research priorities for patients with chronic and severe disorders. The book employs the experiences of innovative mental health providers, reflecting the value of personal narratives in research conducted in cross-sectional increments with pre-formulated questions and response options. As psychiatry continues to refine its diagnostic categories and psychology demands greater attention to dimensionality, the need for interdisciplinary long-term studies is as critical as ever. This final volume in the American Psychopathological Association Series reflects on developments in outcomes research conducted in parallel with different disorders and offers suggestions for preserving long-term outcome studies as the mainstay of clinical knowledge.

**The Interpersonal Theory of Suicide**
Teen Self-Injury

This is one of the first studies to describe the practice of ‘performance psychology’. It blends theory and practice by integrating literature reviews with real-world applications for a broad range of clients. It provides extensive session transcripts, including consultants’ thoughts and reactions throughout each session.

Non-Suicidal Self-Injury

American Psychiatric Association The original DSM TM.

When Your Child is Cutting

A comprehensive guide for clinicians working with patients engaging in self-injury, this book provides information on clinical conceptualization, risk and protective factors, ways to assess for NSSI, treatment approaches and strategies, and early intervention and prevention strategies. Focusing on ethical and cultural considerations unique to schools, clinical agencies, and private-practice settings, the authors provide a practical and in-depth discussion of clinical theory. Procedures for determining risk and the potential problems with risk assessment, especially concerning suicide risk, are addressed. In addition to numerous exercises, examples, and suggestions for practical interventions, the book includes a variety of detailed worksheets and resources to expand readers’ level of understanding, monitor emerging trends, and provide a context for extended training. Several case studies are discussed and analyzed in order to highlight specific aspects of clinical conceptualization and treatment strategies. Drawn from a wide range of treatment populations and issues, this book is a valuable resource for clinicians and supervisors. The authors integrate outcomes-based research strategies and evidenced-based tools to help clinicians work with clients from diverse backgrounds.

Self-Injury in Youth

A comprehensive guide for clinicians working with patients engaging in self-injury, this book provides information on clinical conceptualization, risk and protective factors, ways to assess for NSSI, treatment approaches and strategies, and early intervention and prevention strategies. Focusing on ethical and cultural considerations unique to schools, clinical agencies, and private-practice settings, the authors provide a practical and in-depth discussion of clinical theory. Procedures for determining risk and the potential problems with risk assessment, especially concerning suicide risk, are addressed. In addition to numerous exercises, examples, and suggestions for practical interventions, the book includes a variety of detailed worksheets and resources to expand readers’ level of understanding, monitor emerging trends, and provide a context for extended training. Several case studies are discussed and analyzed in order to highlight specific aspects of clinical conceptualization and treatment strategies. Drawn from a wide range of treatment populations and issues, this book is a valuable resource for clinicians and supervisors. The authors integrate outcomes-based research strategies and evidenced-based tools to help
clinicians work with clients from diverse backgrounds.

**Perfectionism, Shame, and Non Suicidal Self Injury**

**Non-Suicidal Self-Injury in Eating Disorders**

Suicide is a perplexing human behavior that remains among the leading causes of death worldwide, responsible for more deaths each year than all wars, genocide, and homicide combined. Although suicide and other forms of self-injury have baffled scholars and clinicians for thousands of years, the past few decades have brought significant leaps in our understanding of these behaviors. This volume provides a comprehensive summary of the most important and exciting advances in our understanding of suicide and self-injury and our ability to predict and prevent it. Comprised of a formidable who's who in the field, the handbook covers the full spectrum of topics in suicide and self-injury across the lifespan, including the classification of different self-injurious behaviors, epidemiology, assessment techniques, and intervention. Chapters probe relevant issues in our society surrounding suicide, including assisted suicide and euthanasia, suicide terrorism, overlap between suicidal behavior and interpersonal violence, ethical considerations for suicide researchers, and current knowledge on survivors of suicide. The most comprehensive handbook on suicide and self-injury to date, this volume is a must-read text for graduate students, fellows, academic and research psychologists, and other researchers working in the brain and behavioral sciences.

**Making Sense of Self-Harm**

This book offers a theoretical framework for diagnosis and risk assessment of a patient's entry into the world of suicidality, and for the creation of preventive and public-health campaigns aimed at the disorder. The book also provides clinical guidelines for crisis intervention and therapeutic alliances in psychotherapy and suicide prevention.

**Understanding Non-suicidal Self-injury in College Populations**

A Compassionate Guide for Parents As a parent, what's harder to deal with than seeing your child in pain? It's especially frustrating when you feel like you've exhausted the resources you could use to help him or her stop hurting. And if your child is cutting or engaging in another form of self-injury, a behavior that you simply can't make any sense of in the first place, this feeling of helplessness can be unbearable. This book offers you information and advice for dealing with a child who is hurting him or herself. Learn why self-injury happens, how to identify it, and how to address this sensitive topic with calm and confidence. Follow the book's clear and simple plan for communicating with your child about this problem. Connect with the best kinds of professional help to get him or her through this painful time. Above all, rely on this compassionate and clinically sound book to give you the one thing you really need when your child is in pain—hope. Learn about the causes and effects of self-injury Identify the signs of self-harm Communicate effectively with a
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child who is hurting him or herself Choose the best professional help Support your child's recovery

**Diagnostic and Statistical Manual of Mental Disorders**

NSSI affects many young adults and is associated with suicidal ideation, as well as numerous mental health disorders and other psychological variables. There were a total of 59 participants that participated in this study from an undergraduate college sample who endorsed self-injuring. An online platform for research was used to recruit participants and provide them with the online survey link. Self-injuring more than one bodily location may result in feeling more stigma than individuals who self-injure one bodily location. Self-stigma and self-injuring multiple bodily locations both significantly predicted suicidal ideation, but gender and social support did not predict suicidal ideation. Women significantly endorsed self-injuring their torso more compared to men, otherwise, no other gender differences in bodily location of self-injury were found. In conclusion, clinicians should consider addressing self-stigma and number of bodily locations an individual self-injures when doing suicide risk assessments.

**Responding to Critical Cases in School Counseling**

Subtle scars disappearing up a shirt sleeve, unexplained bruises, burn marks. As many as one out of every four young people engage in non-suicidal self-injury, defined as the deliberate destruction of body tissue without suicidal intent. Parents who uncover this alarming behavior are gripped by uncertainty and flooded with questions—why is my child doing this? Is this a suicide attempt? What did I do wrong? What can I do to stop it? And yet basic educational resources for parents with self-injuring children are sorely lacking. Healing Self-Injury provides desperately-needed guidance to parents and others who love a young person struggling with self-injury. First and foremost, adolescent psychologists Janis Whitlock and Elizabeth Lloyd-Richardson believe that parents must appreciate how important their role is in their child's recovery; there is a lot that parents can do to support their self-injuring children. This book offers strategies for identifying and alleviating sources of distress in children's lives, improving family communication (particularly around emotions), and seeking professional help. Importantly, it also provides compassionate advice to parents with personal challenges of their own, explaining how these can impact the entire family. The book will help parents partner with their children to identify, build, and use skills that will assist them in recovering from self-injury. Vivid anecdotes drawn from the authors' extensive in-depth interviews with real families in recovery from self-injury put a human face on what for many families is a distressing and often isolating experience. Healing Self-Injury is a must-have for parents who want to assist in their child's recovery, as well as for anyone who lives with, works with, or cares about self-injuring youth and their families.

**Bodies Under Siege**

Suicide kills and maims victims; traumatizes loved ones; preoccupies clinicians; and costs health care and emergency agencies fortunes. It should therefore demand a wealth of theoretical, scientific, and fiduciary attention. But in many ways it has Why? Although the answer to this question is multi-faceted, this volume not. supposes that one answer to the question is a lack of elaborated and penetrating theoretical approaches. The authors of this volume were
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challenged to apply their considerable theoretical wherewithal to this state of affairs. They have risen to this challenge admirably, in that several ambitious ideas are presented and developed. Ifever a phenomenon should inspire humility, it is suicide, and the volume’s authors realize this. Although several far-reaching views are proposed, they are pitched as first approximations, with the primary goal of stimulating still more conceptual and empirical work. A pressing issue in suicide science is the topic of clinical interventions, and clinical approaches more generally. Here too, this volume contributes, covering such topics as therapeutics and prevention, comorbidities, special populations, and clinical risk factors.

**Healing Self-Injury**

This trusted practitioner resource is acclaimed for its clear, compassionate, and hopeful approach to working with clients who self-injure. Barent Walsh provides current, evidence-based knowledge about the variety and causes of self-injurious behavior, its relationship to suicidality, and how to assess and treat it effectively. Illustrated with detailed case examples, chapters review a wide range of cognitive-behavioral interventions. Essential guidance is provided on tailoring the intensity of intervention to each client's unique needs. Walsh is joined by several colleagues who have contributed chapters in their respective areas of expertise. Reproducible assessment tools and handouts can be downloaded and printed in a convenient 8 1/2” x 11” size. New to This Edition


**Non-Suicidal Self-Injury Characteristics and How Social Support Plays a Role**

Throughout history, people have invented many different ways to inflict direct and deliberate physical injury on themselves -- without an intent to die. Even today, the concept and practice of self-injury is sanctioned by some cultures, although condemned by most. This insightful work fills a gap in the literature on pathologic self-injury. The phenomenon of people physically hurting themselves is heterogeneous in nature, disturbing in its impact on the self and others, frightening in its blatant maladaptiveness, and often indicative of serious developmental disturbances, breaks with reality, or deficits in the regulation of affects, aggressive impulses, or self states. Further complicating our understanding is the large and diverse scope of psychiatric conditions, such as pervasive developmental disorders, Tourette's syndrome, and psychosis, in which these behaviors occur. This volume presents a comprehensive nosology of self-injurious behaviors, classifying them as stereotypic, major, compulsive, and impulsive (with greater emphasis on the last two categories because they are the most commonly seen). The chapter on stereotypic self-injurious behaviors (highly repetitive, monotonous behaviors usually devoid of meaning, such as head-banging) focuses on the neurochemical systems underlying the various forms of stereotypic movement disorders with self-injurious behaviors, typically seen in patients with mental retardation and autism, and discusses their psychopharmacological management. The chapter on psychotic, or major, self-injurious behaviors (severe, life-threatening behaviors, such as castration) presents a multidimensional approach to evaluating and treating patients with psychosis and self-injurious behaviors, including the neuroanatomy and neurobiology of sensory information processing as background for its discussion of neurobiological studies and psychopharmacological treatments. Chapters on the neurobiology of and psychopharmacology and psychotherapies for
compulsive self-injurious behaviors (repetitive, ritualistic behaviors, such as trichotillomania [hair-pulling]) offer much-needed biological research and the first empirical treatment studies on compulsive self-injurious behaviors, and argue that a distinction can indeed be made between compulsive and impulsive self-injurious behaviors. Chapters on the neurobiology, psychopharmacology, and dialectic behavior and psychodynamic theory and treatment of impulsive self-injurious behaviors (habitual, chronic behaviors, such as skin picking) supplement the few neurobiological studies measuring impulsivity, aggression, dissociation, and suicide and detail the efficacy of various medications and psychotherapies. An eminently practical guide with exhaustive references to the latest data and research findings, this concise volume contains clinical material and therapeutic interventions that can be used right away by clinicians to better understand and treat patients with these complex and disturbing behaviors.

The Oxford Handbook of Clinical Child and Adolescent Psychology

The Springer Series on Human Exceptionality Series Editors: Donald H. Saklofske and Moshe Zeidner Handbook for School-Based Mental Health Promotion An Evidence-Informed Framework for Implementation Alan W. Leschied, Donald H. Saklofske, and Gordon L. Flett, Editors This handbook provides a comprehensive overview to implementing effective evidence-based mental health promotion in schools. It addresses issues surrounding the increasing demands on school psychologists and educational and mental health professionals to support and provide improved student well-being, learning, and academic outcomes. The volume explores factors outside the traditional framework of learning that are important in maximizing educational outcomes as well as how students learn to cope with emotional challenges that confront them both during their school years and across the lifespan. Chapters offer robust examples of successful programs and interventions, addressing a range of student issues, including depression, self-harm, social anxiety, high-achiever anxiety, and hidden distress. In addition, chapters explore ways in which mental health and education professionals can implement evidence-informed programs, from the testing and experimental stages to actual use within schools and classrooms. Topics featured in this handbook include: · A Canadian perspective to mental health literacy and teacher preparation. · The relevance of emotional intelligence in the effectiveness of delivering school-based mental health programs. · Intervention programs for reducing self-stigma in children and adolescents. · School-based suicide prevention and intervention. · Mindfulness-based programs in school settings. · Implementing emotional intelligence programs in Australian schools. The Handbook for School-Based Mental Health Promotion is a must-have resource for researchers, clinicians and related professionals, and policymakers as well as graduate students across such interrelated disciplines as child and school psychology, social work, education policy and politics, special and general education, public health, school nursing, occupational therapy, psychiatry, school counseling, and family studies.

Suicide Science

Dialectical behavior therapy (DBT) skills have been demonstrated to be effective in helping adolescents manage difficult emotional situations, cope with stress, and make better decisions. From leading experts in DBT and school-based interventions, this unique manual offers the first nonclinical application of DBT skills. The book presents an innovative social-emotional learning curriculum designed to be taught at the universal level in grades 6-12. Explicit instructions for teaching the skills--mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness--are provided in 30 lesson plans,
complete with numerous reproducible tools: 99 handouts, a diary card, and three student tests. The large-size format and lay-flat binding facilitate photocopying; purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

**Non-suicidal Self-injury**

Empirical studies have demonstrated that adolescents experience heightened and prolonged negative emotion prior to and during the act of nonsuicidal self-injury (NSSI), and that self-injurers use NSSI as a strategy to regulate emotion. The influence of social contexts that elicit emotional reactivity and influence adolescent NSSI have seldom been investigated. The purpose of this dissertation research was to present and examine a contextual explanation of adolescent NSSI. The specific study aims were as follows: Aim 1: To test the posited mediating influence of emotional reactivity on non-suicidal self-injurious behavior as specified in the proposed theoretical model by examining direct and indirect associations with identified contextual factors – specifically childhood abuse, peer relationship quality, and family functioning; Aim 2: To test for moderating effects of contextual factors (family functioning and peer relationship quality) on the association between childhood abuse and emotional reactivity; Aim 3: To explore the influence of contextual experiences (childhood abuse, family functioning, peer relationship quality), and individual characteristics (emotion reactivity and depression) on case classification relative to non-suicidal self-injury and/or suicidal behaviors. Using a cross-sectional correlational design and a sample of 799 students, ages 17 - 22 years were recruited from a university located in northern Taiwan. The proposed model (Aim 1) was tested using structural equation modeling, and moderating effects (Aim 2) were tested using multiple regression. The results for Aim 1 showed that the influence of childhood abuse on NSSI was partially mediated by emotional reactivity. Poor peer relationship quality uniquely predicted NSSI, however, low family functioning did not. There was no clear evidence that either family functioning or peer relationship quality served to moderate the effects of childhood abuse on emotional reactivity (Aim 2). Using latent class analysis (Aim 3), four distinct profiles of NSSI and suicidal behavior were identified. Individual characteristics (emotional reactivity, depression) and contextual experiences (childhood abuse, family function, peer relationship quality) were most strongly associated with the combined experience of NSSI and suicidal behavior. This dissertation research was designed to complement psychological models of self-injurious behavior with detailed attention to contextual factors. The findings will provide guidance for health professionals and researchers in understanding the pathways to self-injurious behavior among Taiwanese adolescents.

**Self-reported Reasons for Ceasing Non-suicidal Self-injury**

Assessment and Treatment of Non-Suicidal Self-Injury: A Clinical Perspective is the ideal primer for anyone who works with people who self-injure. Profiling who is affected as well as what their behaviour includes, the book explores the range of factors behind why people self-injure, from the influence of social media to the need for self-regulation, and offers recommendations for both assessment and outpatient treatment. Throughout, the book is permeated by profound respect for those who use self-injury in an attempt to live a good life, while conveying a deep understanding of the challenges that self-injury presents for family members and treatment professionals. It recognizes that the behaviour can spread in hospital wards or other institutional setting.
introducing the concept of self-injury by proxy, and assesses the range of therapies available, including CBT, MBT, ERGT and family therapy. Each chapter is complemented by clinical vignettes. In an era when a great number of professionals will come into contact with someone who self-injures – including teachers, social workers and nurses as well as therapists – The Assessment and Treatment of Non-Suicidal Self-Injury is an invaluable resource that examines both the causes and the treatments available.

**Treating Self-Injury**

Grounded in a wellness, strengths-based, and developmental perspective, Non-Suicidal Self-Injury is the ideal guide for counselors and other clinicians seeking to understand self-injurious behaviors without pathologizing them. The book covers topics not previously discussed in other works, including working with families, supervising counselors working with clients who self-injure, DSM-5 criteria regarding the NSSI diagnosis, NSSI as a protective factor for preventing suicidal behavior, and advocacy efforts around NSSI. In each chapter clinicians will also find concrete tools, including questions to ask, psychoeducational handouts for clients and their families, treatment handouts or treatment plans for counselors, and more. Non-Suicidal Self-Injury also includes real-life voices of individuals who self-injure as well as case vignettes to provide examples of how theoretical models or treatments discussed in this book immediately apply to practice.

**Understanding Nonsuicidal Self-injury**

Non-suicidal self-injury and eating disorders represent significant problems among today’s youth and pose unique challenges for clinicians, particularly when they co-occur. This book is a rare resource in that it provides cutting-edge information on the interactions between self-injury and disordered eating, empirically informed treatments for the co-occurrence of these behaviors, and specific topics relevant to understanding nuances in the risk factors, treatment, and prevention of both self-injury and eating disorders. Practitioners, graduate students, and researchers working within this specialized area will find this text to be instrumental in advancing their knowledge and improving the treatment of self-injury in those with eating disorders.

**DBT® Skills in Schools**

Nonsuicidal Self-Injury moves beyond the basics to tackle the clinical and conceptual complexity of NSSI, with an emphasis on recent advances in both science and practice. Directed towards clinicians, researchers, and others wishing to advance their understanding of NSSI, this volume reviews and synthesizes recent empirical findings that clarify NSSI as a theoretical and clinical condition, as well as the latest efforts to assess, treat, and prevent NSSI. With expertly written chapters by leaders in the field, this is an essential guide to a disorder about which much is still to be known.

**Non-Suicidal Self-Injury Throughout the Lifespan**

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This book helps school counselors and other school personnel navigate the complexities of the most common critical cases that are urgent and difficult in schools in the 21st century. Counselor educators who use this text will help trainees learn to take a methodical approach to critical cases and to be prepared for the difficult situations they will encounter including cases involving violence, cases of an existential nature, cases involving inappropriate adult behavior, and cases impacting the school community. After a description of the case, the reader is provided with the theories, standards, and experiences that are relevant to the case to formulate a response that is based on foundational principles of the school counseling profession. Contributing counselors from around the country explain what they do when critical cases present themselves, and this text provides their tools, wisdom, and professional judgments and offers training that embraces the reality of the school counselor profession to all counselors, educators, and trainees.

**Who Am I? Non-Suicidal Self Injury and the Differing Perceptions of the Self**

The issue of Non-Suicidal Self-Injury is one that is alarming and not easily understood. The awareness of NSSI in teens and young adults has given rise to a number of issues that should be addressed by the church. This project looks at the difference in the understanding of "self," between those who engage in Non-Suicidal Self-Injury behaviors and those who do not. This study interviewed nine youth spanning in age from 13-21, and includes both males and females engaged in NSSI behaviors and males and females not engaged in NSSI behaviors. The central theological topic concerns the image of God. This study aims at identifying the image of God and how it may be understood differently in those who struggle with NSSI behaviors.

**Non-suicidal Self-injury in the Transgender Community**

**International Handbook of Suicide Prevention**

At the founding in 1896 of the first psychological clinic dedicated to children and adolescents, the study of the psychological treatment of young people lagged behind that of adults, and the basic psychopathology underlying mental disorders in this population was largely ignored. Since those early days, the field has evolved steadily and, in recent years, exponentially. The Oxford Handbook of Clinical Child and Adolescent Psychology is a state-of-the-science volume providing comprehensive coverage of the psychological problems and disorders of childhood. International in scope and penned by the discipline's most eminent scientists and practitioners, the handbook begins with a section on conceptual and empirical issues, followed by exceptional content on specific psychiatric disorders such as intellectual disability, externalizing and internalizing disorders, communication disorders, schizophrenia and bipolar disorder, personality disorders, and many more. The third section offers chapters on special problems in childhood and adolescence, including divorce, the incarceration of parents, suicide and non-suicidal self-injury, bullying, and medical illness. A fourth section covers delivery of clinical services in diverse settings, such as schools and prisons, and the handbook concludes with several chapters on emerging trends and future directions for the field. Conceptually rich and evidence-based, this handbook is an essential resource for students, practitioners, and researchers, providing a cutting-edge compendium of the latest theoretical and empirical developments by leaders of the discipline.
**Long-Term Outcomes in Psychopathology Research**

Research has shown that a range of adult psychiatric disorders and mental health problems originate at an early age, yet the psychiatric symptoms of an increasing number of children and adolescents are going unrecognized and untreated—there are simply not enough child psychiatric providers to meet this steadily rising demand. It is vital that advanced practice registered nurses (APRNs) and primary care practitioners take active roles in assessing behavioral health presentations and work collaboratively with families and other healthcare professionals to ensure that all children and adolescents receive appropriate treatment. Child and Adolescent Behavioral Health helps APRNs address the mental health needs of this vulnerable population, providing practical guidance on assessment guidelines, intervention and treatment strategies, indications for consultation, collaboration, referral, and more. Now in its second edition, this comprehensive and timely resource has been fully updated to include DSM-5 criteria and the latest guidance on assessing, diagnosing, and treating the most common behavioral health issues facing young people. New and expanded chapters cover topics including eating disorders, bullying and victimization, LGBTQ identity issues, and conducting research with high-risk children and adolescents. Edited and written by a team of accomplished child psychiatric and primary care practitioners, this authoritative volume: Provides state-of-the-art knowledge about specific psychiatric and behavioral health issues in multiple care settings Reviews the clinical manifestation and etiology of behavioral disorders, risk and management issues, and implications for practice, research, and education Offers approaches for interviewing children and adolescents, and strategies for integrating physical and psychiatric screening Discusses special topics such as legal and ethical issues, cultural influences, the needs of immigrant children, and child and adolescent mental health policy Features a new companion website containing clinical case studies to apply concepts from the chapters Designed to specifically address the issues faced by APRNs, Child and Adolescent Behavioral Health is essential reading for nurse practitioners and clinical nurse specialists, particularly those working in family, pediatric, community health, psychiatric, and mental health settings.

**Nonsuicidal Self-Injury**

Self-harm is a distressing and all too common presentation to emergency departments, and yet there is no clear understanding of what it represents, and success rates of interventions to prevent future episodes are enormously variable. Therapeutic Assessment for self-harm is a pragmatic model, developed by the authors of this book and forming an organic part of the psychosocial assessment following a self-harming incident. Its main features are that firstly, a therapeutic intervention at the time of distress, compared with a standard psychosocial history and risk assessment, improves patients' responses and their willingness to engage in further therapy, and secondly, that there is a vast range of evidence-based interventions that can be used to build a 'toolkit' that individual practitioners can employ with their patients. Therapeutic Assessment is evidence-based, simple and easy to learn, and this book presents the techniques in a clear, accessible and user-friendly way. Based on extensive research, it will form an essential reference for psychiatrists and clinical psychologists, and for any health professional involved in the assessment of young people who self-harm.

**Child and Adolescent Behavioral Health**

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This title examines how self-injury affects individuals and society, investigates how people are working to put an end to self-injury, and analyzes the controversies and conflicting viewpoints surrounding the issue. Features include a glossary, selected bibliography, websites, source notes, and an index, plus a timeline and essential facts. Aligned to Common Core Standards and correlated to state standards. Essential Library is an imprint of Abdo Publishing, a division of ABDO.

**Nonsuicidal Self-injury in Adolescents**

Until recently, borderline personality disorder has been the step-child of psychiatric disorders. Many researchers even questioned its existence. Clinicians have been reluctant to reveal the diagnosis to patients because of the stigma attached to it. But individuals with BPD suffer terribly and a significant proportion die by suicide and engage in non-suicidal self injury. This volume provides state of the art information on clinical course, epidemiology, comorbidities and specialized treatments.

**The Oxford Handbook of Suicide and Self-Injury**

Nonsuicidal self-injury (NSSI) is a baffling, troubling, and hard to treat phenomenon that has increased markedly in recent years. Key issues in diagnosing and treating NSSI adequately include differentiating it from attempted suicide and other mental disorders, as well as understanding the motivations for self-injury and the context in which it occurs. This accessible and practical book provides therapists and students with a clear understanding of these key issues, as well as of suitable assessment techniques. It then goes on to delineate research-informed treatment approaches for NSSI, with an emphasis on functional assessment, emotion regulation, and problem solving, including motivational interviewing, interpersonal skills, CBT, DBT, behavioral management strategies, delay behaviors, exercise, family therapy, risk management, and medication, as well as how to successfully combine methods.

**Self-Injury in Youth**

**Self-Harm in Young People: A Therapeutic Assessment Manual**

Making Sense of Self-Harm provides a much needed alternative examination of a potent and increasingly prevalent pattern of distress and estrangement that has come to haunt contemporary society. By exploring nonsuicidal self-injury through the lens of cultural sociology and the insights of thinkers like Michel Foucault, Norbert Elias and Susan Bordo, the book describes it more as a kind of idiomatic practice in need of understanding than as a medical illness in need of biological explanation. Grounding analysis in compelling interviews with people who self-harm and in multiple cultural representations of the practice from books and magazines to music and movies, Steggals uncovers the history of self-harm, maps its hidden meanings and traces its peculiar resonance with the symbolic life of late-modern society, eventually coming to make sense of a phenomenon that so many find profoundly disturbed and
disturbing.

**Self-Injurious Behaviors**

This edited volume features evidence-based reviews and practical approaches for the professional in the hospital, clinic, community and school, with case examples throughout. Divided into five major sections, the book offers background historical and cultural information, discussion of self-injury etiology, assessment and intervention/prevention issues, and relevant resources for those working with youths who self-injure.

**Non-Suicidal Self-Injury**

The International Handbook of Suicide Prevention showcases the latest cutting-edge research from the world’s leading authorities, and highlights policy and practice implications for the prevention of suicide. Brings together the world’s leading authorities on suicidal behaviour, renowned for their suicide prevention research, policy and practice Addresses the key questions of why people attempt suicide, the best interventions, treatments and care for those at risk, and the key international challenges in trying to prevent suicide Describes up-to-date, theoretically-derived and evidence-based research and practice from across the globe, which will have implications across countries, cultures and the lifespan

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