

## CAMPOEDIA RESOURCE

### Identifying and Responding to Self-Harm: A Functional Approach at Camp

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<b>SUMMARY:</b>	Participants can expect to learn a non-judgmental approach to understanding the function of self-harm in children and adolescents in order to improve their ability to communicate about this issue with campers, staff, and concerned family members. This workshop will provide necessary information about the nature of self-harm in a camp setting, as well as best-practices for discussing these behaviors with all community members.
<b>TOPIC(S):</b>	Self-harm, communication about mental health
<b>LEARNING OBJECTIVE:</b>	Participants will be able to understand common functions and identify signs of self-harm in a camp setting. Participants will also learn how to respond to and discuss self-harm with all community members.
<b>AUDIENCE:</b>	Camp staff at all levels.
<b>TIMING:</b>	45 minutes
<b>MATERIALS NEEDED:</b>	A/V for PowerPoint presentation.
<b>SET-UP DETAILS:</b>	Any space with closing doors so that examples and questions can be discussed privately.



## **SESSION TIMELINE & OUTLINE:**

00:00-00:03 (slides 1 – 3)

- State the goals of the workshop and agenda items
- Introduce the common challenges at camp that all young people face, as they will be relevant throughout the presentation

00:03-00:13 (slides 4 – 9)

- Summarize information about defining self-injury
- Ask participants how this aligns with what they already know or challenges assumptions they have

00:13-00:20 (slides 10 – 13)

- Summarize functional approach to understanding self-injury
- Discuss how a functional approach explains self-injury as a maladaptive coping mechanism, rather than a behavior explained by one of the myths mentioned previously
- Emphasize use of this framework to reduce judgment and increase compassion
- Summarize signs of self-injury

00:20-00:35 (slides 14 – 19)

- Present recommendations for responding to learning of self-injury
- Elicit examples of how biases impact effective conversations about self-injury
- Discuss the importance of taking a break from emotionally charged conversations
- G.I.V.E. Skill for developing trust and setting up conversations about self-harm for success

00:35-00:45 (slide 20-21)

- Highlight how common challenges at camp necessitate use of coping skills
- Questions and Discussion

## **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

- At camp, consider doing role plays of responding to self-injury (see Scenario 1 & 2 below)
  - Scenario 1: A staff member comes to you and is very anxious about addressing a behavioral issue with a camper. You have discussed the situation with this staff member multiple times and have provided recommendations that have not been implemented. Role-play using the GIVE skill to learn more about the staff member's experience and build a more positive relationship.
  - Scenario 2: A camper comes to you and describes thinking about hurting themselves because they were excluded from a social situation during an activity. Practice using the GIVE skill to build trust with the camper and respond non-judgmentally.
- Role play discussions without using the GIVE skills to demonstrate how our emotional experiences impact communication about self-injury