

International Consortium on Self-injury in Educational Settings (ICSES)

ICSES Members Publications

1. Baetens, I., Bezugla, D. M., Meers, E., Bloom, E., Hamza, C. A., Hasking, P., Lewis, S., Lloyd-Richardson, E. E., & Van Hove, L. (invited chapter, in progress, order of authorship to be determined). Guidelines for appropriately responding to NSSI in schools and universities. In E. E. Lloyd-Richardson, I. Baetens, & J. Whitlock (Eds.), *The Oxford Handbook of Nonsuicidal Self-injury*. Oxford University Press.
2. Baetens, I., & Van Hove, L. (2020). Het begeleiden van leerlingen met zelfverwondend gedrag binnen de schoolcontext. *Welwijs*, 31(4), 8-11.
3. Baetens, I., Greene, D., Van Hove, L., Van Leeuwen, K., Wiersema, J.R., Desoete, A., & Roelants, M. (2021). Predictors and consequences of non-suicidal self-injury in relation to life, peer, and school factors. *Journal of Adolescence*, 90, 100-108. <https://doi.org/10.1016/j.adolescence.2021.06.005>
4. Boyes, M.E., Wilmot, A., & Hasking, P.A. (2020). Non-suicidal self-injury-related differences in the experience of negative and positive emotion. *Suicide and Life-Threatening Behavior*, 50, 437-448. <https://doi.org/10.1111/sltb.12599>
5. Dawkins, J., Hasking, P., & Boyes, M (2019). Knowledge of parental nonsuicidal self-injury in young people who self-injure: The mediating role of outcome expectancies. *Journal of Family Studies*. <https://doi.org/10.1080/13229400.2019.1633385>
6. Dawkins, J., Hasking, P., & Boyes, M. (2019). Thoughts and beliefs about nonsuicidal self-injury: An application of Social Cognitive Theory. *Journal of American College Health*. <https://doi.org/10.1080/07448481.2019.1679817>
7. Dawkins, J., Hasking, P., & Boyes, M. (2021). Applying Social Cognitive Theory to nonsuicidal self-injury: Interactions between expectancy beliefs. *Journal of American College Health*, 69, 428-434.
8. Dawkins, J., Hasking, P., & Boyes, M. (in press). Development and validation of a measure of self-efficacy to resist nonsuicidal self-injury. *Journal of Psychopathology & Behavioural Assessment*.
9. Dawkins, J., Hasking, P., Boyes, M., Greene, D., & Passchier, C. (2019). Applying a Cognitive-Emotional Model to nonsuicidal self-injury. *Stress and Health*, 35, 39-48. <https://doi.org/10.1002/smi.2837>

10. Dawkins, J., Hasking, P., Luck, C., & Boyes, M. (in press). Implicit assessment of self-injury related outcome expectancies: A comparison of three behavioural tasks. *Psychological Reports*.
11. Gray, N., Hasking, P., & Boyes, M. (in press). The impact of ambivalence on recovery from non-suicidal self-injury: Considerations for health professionals. *Journal of Public Mental Health*.
12. Greene, D., Boyes, M., & Hasking, P. (2020). The associations between alexithymia and both non-suicidal self-injury and risky drinking: A systematic review and meta-analysis. *Journal of Affective Disorders*, 260, 140-166. <https://doi.org/10.1016/j.jad.2019.08.088>
13. Greene, D., Boyes, M., & Hasking, P. (in press). Comparing the associations between alexithymia and both non-suicidal self-injury and risky drinking: The roles of implicit expectancies and self-efficacy beliefs. *Journal of Affective Disorders Reports*.
14. Greene, D., Hasking, P., & Boyes, M. (2021). A comparison of the associations between alexithymia and both non-suicidal self-injury and risky drinking: The roles of explicit outcome expectancies and refusal self-efficacy. *Stress and Health*, 37, 272-284.
15. Greene, D., Hasking, P., & Boyes, M. (2019). The associations between alexithymia, non-suicidal self-injury, and risky drinking: The moderating roles of experiential avoidance and gender. *Stress & Health*, 35, 457-467. <https://doi.org/10.1002/smi.2879>
16. Greene, D., Hasking, P., Boyes, M., & Preece, D. (2020). Measurement invariance of two measures of alexithymia in students who do and do not engage in non-suicidal self-injury and risky drinking. *Journal of Psychopathology and Behavioral Assessment*. <https://doi.org/10.1007/s10862-020-09806-7>
17. Hamza, C.A., Robinson, K., Hasking, P.A., Heath, N.L., Lewis, S.P., Lloyd-Richardson, E.E., Whitlock, J., & Wilson, M.S. (under review). Educational stakeholders' attitudes and knowledge about nonsuicidal self-injury among university students: A cross-national study. *Journal of American College Health*, 11, 1-11. <https://doi.org/10.1080/07448481.2021.1961782>
18. Hasking, P. A., Bloom, E., Lewis, S. P., & Baetens, I. (2020). Developing a policy, and professional development for school staff, to address and respond to nonsuicidal self-injury in schools. *International Perspectives in Psychology: Research, Practice, Consultation*, 9(3), 176–179.

19. Hasking, P., & Claes, L. (2020). Transdiagnostic mechanisms involved in non-suicidal self-injury, risky drinking and disordered eating: Impulsivity, emotion regulation and alexithymia. *Journal of American College Health*, 68, 603-609.
20. Hasking, P., Baetens, I., Bloom, E., Heath, N., Lewis, S., Lloyd-Richardson, E., & Robinson, K. (2019). Addressing and responding to nonsuicidal self-injury in the school context. In J. Washburn (Ed). *Nonsuicidal self-injury: Advances in research and practice* (pp. 175-194). New York, NY: Routledge.
21. Hasking, P., Boyes, M., Finlay-Jones, A., McEvoy, P., & Rees, C. (2019). Common pathways to NSSI and suicide ideation: The roles of rumination and self-compassion. *Archives of Suicide Research*, 23, 247-260. <https://doi.org/10.1080/13811118.2018.1468836>
22. Hasking, P., Dawkins, J., Gray, N., Wijeratne, P., & Boyes, M. (2020). Indirect effects of family functioning on NSSI and risky drinking: The roles of emotion reactivity and emotion regulation. *Journal of Child and Family Studies*, 29, 2070-2079. <https://doi.org/10.1007%2Fs10826-020-01722-4>
23. Hasking, P., Heath, N.L., Kaess, M., Lewis, S.P., Plener, P.L., Walsh, B.W., ... Wilson, M.S. (2016). Position paper for guiding response to non-suicidal self-injury in schools. *School Psychology International*, 37, 644-663. <https://doi.org/10.1177/0143034316678656>
24. Hasking, P., Lewis, S.P., & Boyes, M. (2019). When language is maladaptive: Recommendations for discussing self-injury. *Journal of Public Mental Health*, 18, 148-152. <https://doi.org/10.1108/JPMH-01-2019-0014>
25. Hasking, P., Lewis, S.P., & Boyes, M. (2021). The language of self-injury: A data-informed commentary. *Journal of Nervous and Mental Disease*, 209, 233-236.
26. Hasking, P., Lewis, S.P., Bloom, E., Brausch, A., Kaess, M., & Robinson, K. (2021). Impact of the COVID-19 pandemic on students at elevated risk of self-injury: The importance of virtual and online resources. *School Psychology International*, 21, 57-78.
27. Hasking, P., Lewis, S.P., Robinson, K., Heath, N.L., & Wilson, M. (2019). Conducting research on nonsuicidal self-injury in schools: Ethical considerations and recommendations. *School Psychology International*, 40, 217-234. <https://doi.org/10.1177/0143034319827056>
28. Hasking, P.A., Bloom, E., Lewis, S.P., & Baetens, I. (2020). Developing a policy, and professional development for school staff, to address and respond to nonsuicidal self-

injury in schools. *International Perspectives in Psychology: Research, Practice, Consultation*, 9(3), 176–179.

29. Hatzopoulos, K., Boyes, M., & Hasking, P. (in press). Relationships between dimensions of emotional experience, rumination, and non-suicidal self-injury: An application of the emotional cascade model. *Journal of Clinical Psychology*.
30. Hird, K., Hasking, P., & Boyes, M. (in press). Relationships between outcome expectancies and non-suicidal self-injury: Moderating roles of emotion regulation difficulties and self-efficacy to resist self-injury. *Archives of Suicide Research*.
31. Kaess, M., Koenig, J., Bauer, S., Moessner, M., Fischer-Waldschmidt, G., Mattern, M., ... STAR Consortium (2019). Self-injury: Treatment, Assessment, Recovery (STAR): Online intervention for adolescent non-suicidal self-injury - Study protocol for a randomized controlled trial. *Trials*, 20, 425. <https://doi.org/10.1186/s13063-019-3501-6>
32. Kiekens, G., Hasking, P., & Boyes, M. (2019). Measurement invariance of three brief emotion-regulation instruments in people with and without a history of non-suicidal self-injury. *European Journal of Psychological Assessment*, 35, 835-841. <https://doi.org/10.1027/1015-5759/a000464>
33. Kiekens, G., Hasking, P., Bruffaerts, R., Alonso, J., Auerbach, R.P., Bantjes, J., Benjet, C., Boyes, M., Chiu, W.T., Claes, L., Cuijpers, P., Ebert, D.E., O'Neill, S., Mak, A., Mortier, P., Sampson, N.A., Stein, D.J., Vilagut, G., Nock, M.K., & Kessler, R.C. (in press). Non-suicidal self-injury among first-year college students and its association with DSM-IV mental disorders: Results from the World Mental Health International College Student (WMH-ICS) Initiative. *Psychological Medicine*.
34. Kiekens, G., Hasking, P., Bruffaerts, R., Claes, L., Baetens, I., Boyes, M., ... Whitlock, J. (2017). What predicts ongoing nonsuicidal self-injury? A comparison between persistent and ceased self-injury in emerging adults. *Journal of Nervous and Mental Disease*, 205, 762-770. <https://doi.org/10.1097/NMD.0000000000000726>
35. Kiekens, G., Hasking, P., Claes, L., Boyes, M., Mortier, P., Auerbach, R.P., ... Bruffaerts, R. (2018). The associations between non-suicidal self-injury and first onset suicidal thoughts and behaviors. *Journal of Affective Disorders*, 239, 171-179. <https://doi.org/10.1016/j.jad.2018.06.033>
36. Kiekens, G., Hasking, P., Claes, L., Boyes, M., Mortier, P., Auerbach, R.P., ... Bruffaerts, R. (2019). Predicting the incidence of non-suicidal self-injury in college students. *European Psychiatry*, 59, 44-51. <https://doi.org/10.1016/j.eurpsy.2019.04.002>

37. Kiekens, G., Hasking, P., Claes, L., Mortier, P., Auerbach, R., Boyes, M., ... Bruffaerts, R. (2018). The DSM-5 non-suicidal self-injury disorder among college freshman: Prevalence and associations with mental disorders and suicidal thoughts and behaviours. *Depression and Anxiety*, *35*, 629-637. <https://doi.org/10.1002/da.22754>
38. Kiekens, G., Hasking, P., Nock, M.K., Boyes, M.E., Kirtley, O., Bruffaerts, R., ... Claes, L. (2020). Fluctuations in affective states and self-efficacy to resist non-suicidal self-injury as real-time predictors or non-suicidal self-injurious thoughts and behaviours. *Frontiers in Psychiatry*, *11*, 214. <https://doi.org/10.3389/fpsyt.2020.00214>
39. Kothgassner, O.D., Robinson, K., Goreis, A., Ougrin, D., & Plener, P.L. (2020). Does treatment method matter? A meta-analysis of the past 20 years of research on therapeutic interventions for self-harm and suicidal ideation in adolescents. *Borderline Personality Disorder and Emotion Dysregulation* *7*, 9. <https://doi.org/10.1186/s40479-020-00123-9>
40. Kruzan K.P., Whitlock J., & Hasking, P. (2020). Development and initial validation of scales to assess Decisional Balance (NSSI-DB), Processes of Change (NSSI-POC), and Self-Efficacy (NSSI-SE) in a population of young adults engaging in nonsuicidal self-injury. *Psychological Assessment*, *32*(7), 635-648. <https://doi.org/10.1037/pas0000821>
41. Kruzan, K. P., & Whitlock, J. (2019)*. Processes of change and non-suicidal self-injury: A qualitative interview study with individuals at various stages of change. *Global qualitative nursing research*, *6*, 2333393619852935 (*Awarded Best Paper of the Year for 2019, Global Qualitative Nursing Research). <https://doi.org/10.1177/2333393619852935>
42. Kruzan, K., & Whitlock, J. (2019). Prevention of non-suicidal self-injury. In J. Washburn (Ed.). *Non-suicidal self-injury: Advances in research and practice* (pp. 215-239). New York, NY: Routledge.
43. Lewis, S. P., Heath, N. L, Bloom, E., Baetens, I., Brausch, A., Hamza, C. A., Hasking, P. A., Muehlenkamp, J., Robinson, K., & Whitlock, J. (revising for invited revision). School-based recommendations for addressing nonsuicidal self-injury: Application to rural settings. Paper submitted to *Journal of Rural Mental Health*.
44. Lewis, S.P., & Hasking, P. (2019). Putting the “self” in self-injury research: Inclusion of people with lived experience in research. *Psychiatric Services*. <https://doi.org/10.1176/appi.ps.201800488>

45. Lewis, S.P., & Hasking, P. (2019). Rethinking self-injury recovery: A commentary and conceptual reframing. *BJPsych Bulletin*, 44(2), 44-46. <https://doi.org/10.1192/bjb.2019.51>
46. Lewis, S.P., & Hasking, P. (2020). Putting the self in self-injury research: Inclusion of people with lived experience in research. *Psychiatric Services*, 70, 1058-1060.
47. Lewis, S.P., & Hasking, P. (2021). Self-injury recovery: A person-centred framework. *Journal of Clinical Psychology*, 77, 884-895.
48. Lewis, S.P., & Hasking, P. (in press). Understanding self-injury: A person-centred approach. *Psychiatric Services*.
49. Lewis, S.P., Heath, N.L., Bloom, E., Baetens I., Brausch, A.M., Hamza, C.A., Muehlenkamp, J.J., Robinson, K. (in revision). School-based recommendations for addressing non-suicidal self-injury: Application to rural settings. *Rural Mental Health*.
50. Lewis, S.P., Heath, N.L., Hasking, P.A., Hamza, C., Bloom, E., Lloyd-Richardson, E., & Whitlock, J. (2019). Advocacy for improved response to self-injury in schools: A call to action for school psychologists. *Psychological Services*. <https://doi.org/10.1037/ser0000352>
51. Lewis, S.P., Heath, N.L., Hasking, P.A., Whitlock, J.L., Wilson, M.S., & Plener, P.L. (2019). Addressing self-injury on college campuses: Institutional recommendations. *Journal of College Counselling*, 22, 70-82. <https://doi.org/10.1002/jocc.12115>
52. Lloyd-Richardson, E. E., Hasking, P. A., Lewis, S. P., Hamza, C. A., McAllister, M., Muehlenkamp, J., A., & Baetens, I. (2020). Addressing self-injury in schools, Part 1: Understanding nonsuicidal self-injury and the importance of respectful curiosity in supporting youth who engage in self-injury. *NASN School Nurse*, 35, 92-98. <https://doi.org/10.1177/1942602X19886381>
53. Lloyd-Richardson, E. E., Hasking, P. A., Lewis, S. P., Hamza, C. A., McAllister, M., Muehlenkamp, J., A., & Baetens, I. (2020). Part 2: Addressing self-injury in schools: How school nurses can help with addressing issues related to assessment, ongoing care, and referral for treatment. *NASN School Nurse*, 35, 99-103. <https://doi.org/10.1177/1942602X19887353>
54. Lloyd-Richardson, E., Hasking, P., Lewis, S., Hamza, C., McAllister, M., Baetens, I., & Muehlenkamp, J. (2020). Understanding non-suicidal self-injury and the importance of respectful curiosity in supporting youth who engage in self-injury. *NASN School Nurse*, 35, 92-98.

55. Perkins, N., De Riggi, M., Heath, N., & Hasking, P.A. (under review). Slipping through the cracks: The critical role of school principals in addressing and responding to nonsuicidal self-injury among adolescents. *School Mental Health*.
56. Slabbert, A., Boyes, M., & Hasking, P. (2021). Measurement invariance of the Distress Tolerance Scale among student with and without a history of non-suicidal self-injury. *PeerJ*. PeerJ 9:e10915 DOI 10.7717/peerj.10915
57. Slabbert, A., Hasking, P., Notebaert, L., & Boyes, M. (in press). The role of distress tolerance in the relationship between affect and NSSI. *Archives of Suicide Research*.
58. Staniland, L., Hasking, P., Boyes, M., & Lewis, S.P. (in press). News media framing of self-harm in Australia. *Journalism and Mass Communication Quarterly*.
59. Staniland, L., Hasking, P., Boyes, M., & Lewis, S.P. (in press). Stigma and nonsuicidal self-injury: Application of a conceptual framework. *Stigma and Health*.
60. Taliaferro, L. A., Jang, S. T., Westers, N. J., Muehlenkamp, J. J., Whitlock, J. L., & McMorris, B. J. (2019). Associations between connections to parents and friends and non-suicidal self-injury among adolescents: The mediating role of developmental assets. *Clinical Child Psychology and Psychiatry*, 25(2), 359-371. <https://doi.org/10.1177/1359104519868493>
61. Van Hove, L., Baetens, I., Vanderstichelen, S., Hamza, C A., & E. Dierckx (invited chapter, in progress). Non-suicidal and suicidal self-injury in older adults: A systematic review. In E. E. Lloyd-Richardson, I. Baetens, & J. Whitlock (Eds.), *The Oxford Handbook of Nonsuicidal Self-injury*. Oxford University Press.
62. Waals, L., Baetens, I., Rober, P., Lewis, S., Van Parys, H., Goethals, E.R., & Whitlock, J. (2018). The NSSI family distress cascade theory. *Child and Adolescent Psychiatry and Mental Health*, 12(52). <https://doi.org/0.1186/s13034-018-0259-7>
63. Whitlock, J., & Lloyd-Richardson, E. (2019). *Healing self-injury: A compassionate guide for parents and other loved ones*. New York, NY: Oxford University Trade Press.
64. Whitlock, J., Baetens, I., Lloyd-Richardson, E. E., Hasking, P. A, Hamza, C. A., Lewis, S. P., Franz, P., & Robinson, K. (2018). Helping schools help caregivers of youth who self-injure: Considerations and recommendations. *School Psychology International*, 39(3), 312-228. <https://doi.org/10.1177/0143034318771415>

65. Baetens, I., Whitlock, J., Lewis, S.P., & Arbuthnott, A. (2017). *Self-injury and the family: State-of-the field knowledge, implications, and future directions*. Panel discussion. 12th Annual International Society for the Study of Self-Injury Conference, Philadelphia, PE, USA.
66. Hamza, C.A., Hasking, P., Heath, N., Lewis, S.P., Lloyd-Richardson, E.E., Robinson, K., ... Wilson, M.S. (2019). *An international study on student and staff understanding of nonsuicidal self-injury on university campuses*. International Society for the Study of Self-Injury, Orlando, FL, USA.
67. Hasking, P., Baetens, I., Bloom, E., Hamza, C., Heath, N., Lewis, S., Lloyd-Richardson, E., & Whitlock, J. (2018). *Roundtable discussion: NSSI in educational settings – Current activities and future directions*. 13th Annual International Society for the Study of Self-Injury Conference, Brussels, Belgium.
68. Hasking, P., Heath, N.L., Kaess, M., Lewis, S.P., Plener, P.L., Walsh, B.W., ... Wilson, M.S. (2016). *International consortium on self-injury in educational settings. (ICSES)*. 11th Annual International Society for the Study of Self-Injury Conference, Eau Claire, WI, USA.
69. Hasking, P., Kelada, L., & Melvin, G. (2016). *Collaborative schools: Psychologists, parents and youth working together to address NSSI*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.
70. Hasking, P., Heath, N., Lewis, S., & Whitlock, J. (2015). *Nonsuicidal self-injury in school settings*. The 28th World Congress of the International Association for Suicide Prevention. 16-20 June. Montreal, Canada.
71. Hasking, P., Baetens, I., Melvin, G., & Plener, P. (2015). *Exploring non-suicidal self-injury (NSSI) from different perspectives: Interpersonal, clinical, cognitive and biological reflections*. Invited symposium. 14th European Congress of Psychology. 7-10 July Milan, Italy.
72. Heath, N., Hasking, P., Whitlock, J., Plener, P., Finn, C., & Bloom, E. (2016). *Symposium. Non-suicidal self-injury in youth: Implications for school programs*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.

73. Heath, N., Finn, C., & Bloom, E. (2016). *Discussion of school applications and implications of symposium*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.
74. Heath, N., Plener, P., Hasking, P., Bloom, E. & Finn, C. (2016). Workshop: *International response to self-injury in the schools*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.
75. Kruzan, K. P., Whitlock, J., Bazarova, N. N., Miller, K. D., Chapman, J., & Won, A. S. (2020, April). Supporting self-injury recovery: The potential for virtual reality intervention. In *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (pp. 1-14).
76. Lewis, S., Baetens, I., Hasking, P., Heath, N., Muehlenkamp, J., Plener, P., Whitlock, J., & Wilson, M. (2017). *Beyond the classroom: Other considerations when addressing self-injury in educational settings*. Panel discussion. 12th Annual International Society for the Study of Self-Injury Conference, Philadelphia, USA.
77. Plener, P. (2016). *Knowledge, attitudes towards, and confidence in dealing with non-suicidal self-injury among school staff in Germany*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.
78. Whitlock, J., & Heath, N. (2016). *Non-suicidal self-injury as a gateway to suicide in young adults: Implications for school programs*. 38th International Conference of the International School Psychology Association (ISPA). Amsterdam, The Netherlands.

Outreach

79. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *If your child is self-injuring: Guidelines developed by the International Consortium on Self-Injury in Educational Settings (ICSES)*. An infographic. Portuguese translation.
80. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *If your child is self-injuring: Guidelines developed by the International Consortium on Self-Injury in Educational Settings (ICSES)*. An infographic. Hindi translation.
81. Lloyd-Richardson, E., Lewis, S.P., & Hasking, P.A. (March 2020). *Podcast: Addressing self-injury in schools*. National Association of School Nurses.
82. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic.
83. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. Dutch translation.
84. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. Persian translation.
85. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. French translation.
86. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. Spanish translation.
87. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. Chinese translation.
88. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic. Ukrainian translation.
89. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *If your child is self-injuring: Guidelines developed by the International Consortium on Self-Injury in Educational Settings (ICSES)*. An infographic. Russian translation.
90. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *For parents: Stages of change, signs of progress*. An infographic.

91. International Consortium on Self-Injury in Educational Settings (ICSES; 2018).
Talking to individuals about self-injury. An infographic.
92. International Consortium on Self-Injury in Educational Settings (ICSES; 2018).
Talking to individuals about self-injury. An infographic. French translation.
93. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to individuals about self-injury. An infographic. Dutch translation.
94. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to individuals about self-injury. An infographic. Persian translation.
95. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to individuals about self-injury. An infographic. Spanish translation.
96. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to individuals about self-injury. An infographic. Chinese translation.
97. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to individuals about self-injury. An infographic. French translation.
98. International Consortium on Self-Injury in Educational Settings (ICSES; 2018).
Talking to students about self-injury. An infographic.
99. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to students about self-injury. An infographic. French translation.
100. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to students about self-injury. An infographic. Dutch translation.
101. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to students about self-injury. An infographic. Persian translation.
102. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to students about self-injury. An infographic. Spanish translation.
103. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Talking to students about self-injury. An infographic. Chinese translation.
104. International Consortium on Self-Injury in Educational Settings (ICSES; 2018).
Facts versus myths. An infographic.
105. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Facts versus myths. An infographic. French translation.
106. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Facts versus myths. An infographic. Dutch translation.
107. International Consortium on Self-Injury in Educational Settings (ICSES; 2020).
Facts versus myths. An infographic. Persian translation.

108. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Facts versus myths*. An infographic. Spanish translation.
109. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Facts versus myths*. An infographic. Chinese translation.
110. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Strategies for supporting someone who self-injures*. An infographic.
111. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Strategies for supporting someone who self-injures*. An infographic. Dutch translation.
112. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Tips for parents*. An infographic.
113. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Tips for parents*. An infographic. Persian translation.
114. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Tips for parents*. An infographic. Dutch translation.
115. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Tips for parents*. An infographic. French translation.
116. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic.
117. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic. Dutch translation.
118. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic. Persian translation.
119. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic. French translation.
120. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic. Chinese translation.
121. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic. Spanish translation.
122. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Strategies for parents*. An infographic.
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