

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

Publications regarding self-injury in educational settings

1. Baetens, I., & Van Hove, L. (2020). Het begeleiden van leerlingen met zelfverwondend gedrag binnen de schoolcontext. *Welwijs*, 31(4), 8-11.
2. 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-Richarson, I. Baetens, & J. Whitlock (Eds.), *The Oxford Handbook of Nonsuicidal Self-injury*. Oxford University Press.
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.
5. Dawkins, J., Hasking, P., & Boyes, M (2021). Knowledge of parental nonsuicidal self-injury in young people who self-injure: The mediating role of outcome expectancies. *Journal of Family Studies*, 27, 479-490.
6. 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.
7. Dawkins, J., Hasking, P., & Boyes, M. (2021). Thoughts and beliefs about nonsuicidal self-injury: An application of Social Cognitive Theory. *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., Luck, C., & Boyes, M. (in press). Implicit assessment of self-injury related outcome expectancies: A comparison of three behavioural tasks. *Psychological Reports*.

10. 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*.
11. 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.
12. 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>
13. Hamza, C.A., Robinson, K., Hasking, P.A., Heath, N.L., Lewis, S.P., Lloyd-Richardson, E.E., Whitlock, J., & Wilson, M.S. (2021). 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>
14. 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.
15. 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.
16. 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.
17. 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.
18. 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>
19. Hasking, P.A, Lewis, S.P., Bloom, E., Brausch, A., Kaess, M., & Robinson, K. (2020). Impact of the COVID-19 pandemic on students at elevated risk of self-injury: The

- importance of virtual and online resources. *School Psychology International*, 42(1), 57-78. <https://doi.org/10.1177/0143034320974414>
20. 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.
 21. 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*.
 22. 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*.
 23. 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>
 24. 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>
 25. Kruzan, K.P., Whitlock, J., & Hasking, P. (2020). Development and initial validation of scales to assess decision balance (NSSI-DB), processes of change (NSSI-POC) and self-efficacy (NSSI-SE) in a population of young adults engaging in non-suicidal self-injury. *Psychological Assessment*, 32, 635-648.
 26. 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*.
 27. 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*.
 28. 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>

29. 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>
30. 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>
31. 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>
32. 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*.
33. 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
34. 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*.
35. Tonta, K., Hasking, P., Mark, M., Howell, J., McEvoy, P., & Kiekens, G. (in press). Measurement invariance of three brief measures of rumination in young adults with and without a history of self-injury. *European Journal of Psychological Assessment*.
36. 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.
37. 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>
38. Whitlock, J., Baetens, I., Lloyd-Richardson, E., Hasking, P., Hamza, C., Lewis, S.P., ... Robinson, K. (2018). Helping schools support parents of youth who self-injure:

Considerations and recommendations. *School Psychology International*, 39, 312-328.
<https://doi.org/10.1177/0143034318771415>

Conferences

39. 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.
40. 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.
41. 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. (ICES)*. 11th Annual International Society for the Study of Self-Injury Conference, Eau Claire, WI, USA.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.

47. 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.
48. 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.
49. 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

50. Lloyd-Richardson, E., Lewis, S.P., & Hasking, P.A. (March 2020). *Podcast: Addressing self-injury in schools*. National Association of School Nurses.
51. 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.
52. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *Talking to students about self-injury*. An infographic.
53. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *Talking to individuals about self-injury*. An infographic.
54. 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.
55. International Consortium on Self-Injury in Educational Settings (ICSES; 2018). *Facts versus myths*. An infographic.
56. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Strategies for supporting someone who self-injures*. An infographic.
57. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Tips for parents*. An infographic.
58. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Role of the school*. An infographic.
59. International Consortium on Self-Injury in Educational Settings (ICSES; 2020). *Strategies for parents*. An infographic.