

Working towards improved suicide prevention in children and young people

Dr Lyn O'Grady, Community Psychologist

... it must be remembered that every suicidal child is a unique individual who has become vulnerable to life-threatening behaviour because a combination of factors have become operative simultaneously to create a high suicidal risk ... (Pfeffer, 1986, p. 274.)



Figure 1. Characteristics of complex interventions.

What are complex interventions in suicide research? Krishnamoorthy, et al. (2022)

Useful recent resources:

Gatekeeper Training and Minimum Standards of Competency – Hawgood, et al. (2021)
<https://psycnet.apa.org/fulltext/2021-64121-001.pdf>

NICE Guidelines: Self harm: assessment, management and prevention of recurrence (2022)
<https://www.nice.org.uk/guidance/ng225/chapter/Recommendations#information-and-support>



Contact details:

lynjogrady@gmail.com



Figure 2. Relationship between clinical data and risk formulation.

<https://www.suicidepreventionaust.org/wp-content/uploads/2020/11/The-lived-experience-perspective-of-suicide-A-rapid-review.pdf>



<https://www.ncbi.nlm.nih.gov/pubmed/26667005>

Roles of mental health professionals and schools in supporting children and young people:

- Encourage adults to take suicidality seriously
- Model honest conversations about suicide and the meaning of the suicidality at the time
- Collaborate on a safety plan/s with the child or young person, family and school
- Explore with the child or young person and family underlying issues
- Utilise evidence-based responses (e.g. family mediation, CBT, DBT, Mentalisation Therapy)
- Provide a sounding board for family members
- Encourage parents to seek their own psychological support and effective self-care
- Offer hope.