

Inspiring Healing in the Aftermath

IBSC, London, 2011

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Inspiring Healing in the Aftermath

- **Introduction**
- **The Event**
- **The Context**

Inspiring Healing in the Aftermath



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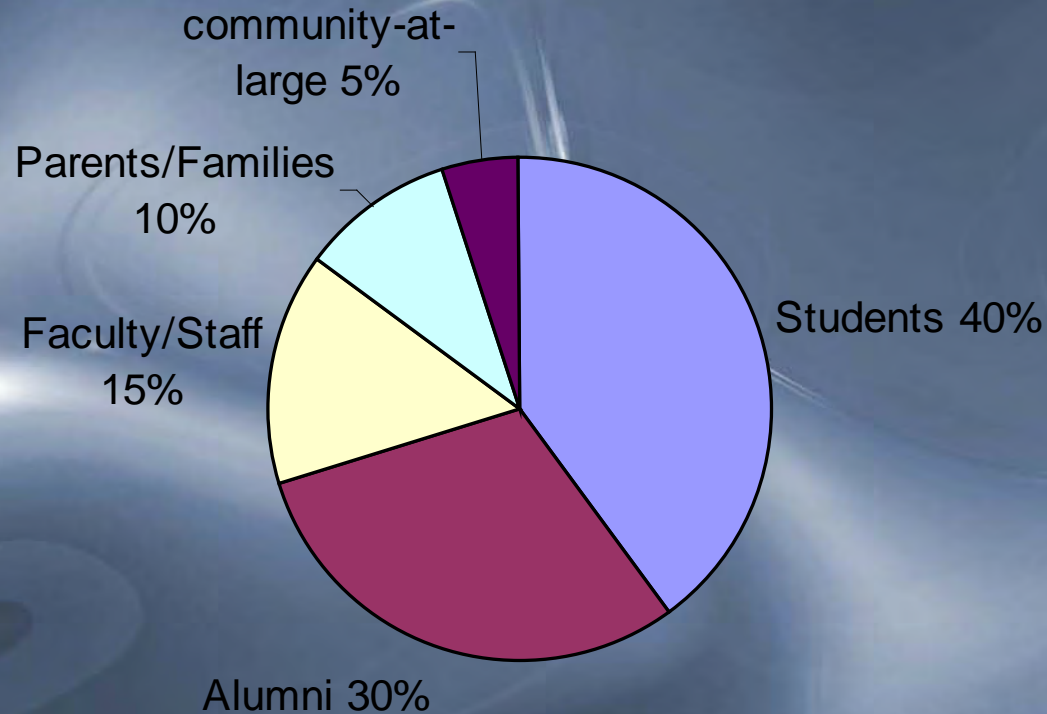
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- **Role of instant communication**
 - **Impact on Constituents**
 - **The “How?” and “Why?”**

Impacted by Suicide



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- **Impact on Alumni**
- **Impact on headmaster**
- **Initial impact on faculty**
 - **Email to faculty**

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- **Impact on students**
- **Impact on parents**
 - **Email to parents**

Consulting Psychologist's role at this juncture:

- **Their reactions are valid**
- **The need to give and accept support**
- **Be alert for those considering suicide as a viable decision**

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Secondary aftermath

- **Classes and Advisor Groups**
- **Individual students and faculty**
 - **Community at large**

Developmental Aspects

A. Younger Boys (ages 9-11)

- **Confusion/Anger**

Developmental Aspects

A. Younger Boys (ages 9-11)



- I can't go to the memorial because I still have a cold. Well, really I can't go because...

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Developmental Aspects

A. Younger Boys (ages 9-11)

- **Disbelief/Denial**
 - **Fear**

Developmental Aspects

A. Younger Boys (ages 9-11)



- I used to be a happy kid, then I saw everyone crying – at least I saw a lot of older guys crying...

Photo: Creative Commons: flickr kris morrell

Developmental Aspects

A. Younger Boys (ages 9-11)

- **Withdrawal**
 - **Sadness**
- **Silliness/Joking**

Developmental Aspects

A. Younger Boys (ages 9-11)

Contextual variables for each boy

- **Preparation for the death – none**
- **Experience of past losses/death**
- **Reactions of adults and significant others**
 - **Cultural and religious background**

Developmental Aspects

B. Older Boys (ages 12-15)

- **Shock and confusion**

Developmental Aspects

B. Older Boys (ages 12-15)

- **Words cannot express the pain and loss of a suicide, especially when the guy who did it...**

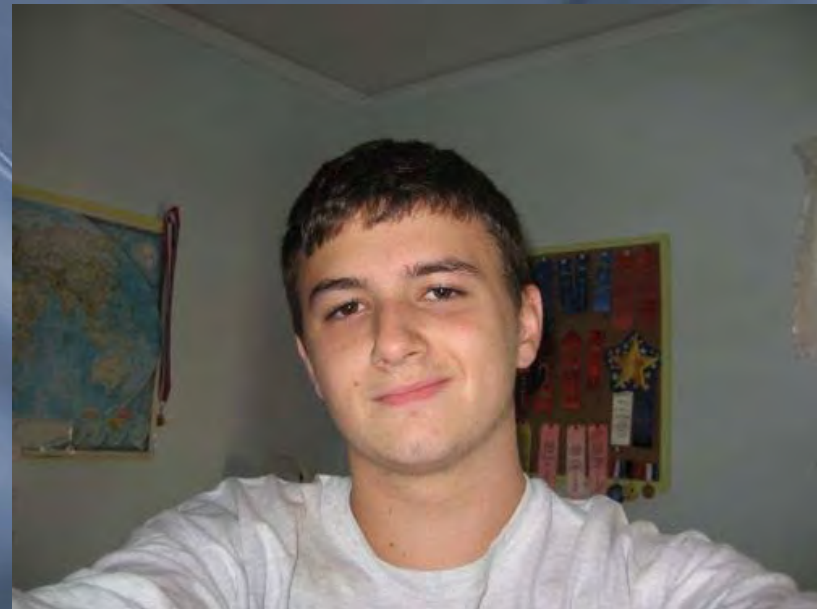


Photo: Creative Commons: flickr mesaj

Developmental Aspects

B. Older Boys (ages 12-15)

- **Disbelief/denial**
 - **Anger**
 - **Sadness**
 - **Fear**

Developmental Aspects

B. Older Boys (ages 12-15)

- **There are no words to describe the pain and agony I still feel one week later...**



Photo: Creative Commons: Flickr bfraz

Developmental Aspects

B. Older Boys (ages 12-15)

- **Withdrawal/need to escape**

Developmental Aspects

B. Older Boys (ages 12-15)

- **I'm looking outside and see clouds drift away, and realizing: so do the ones we truly love...**

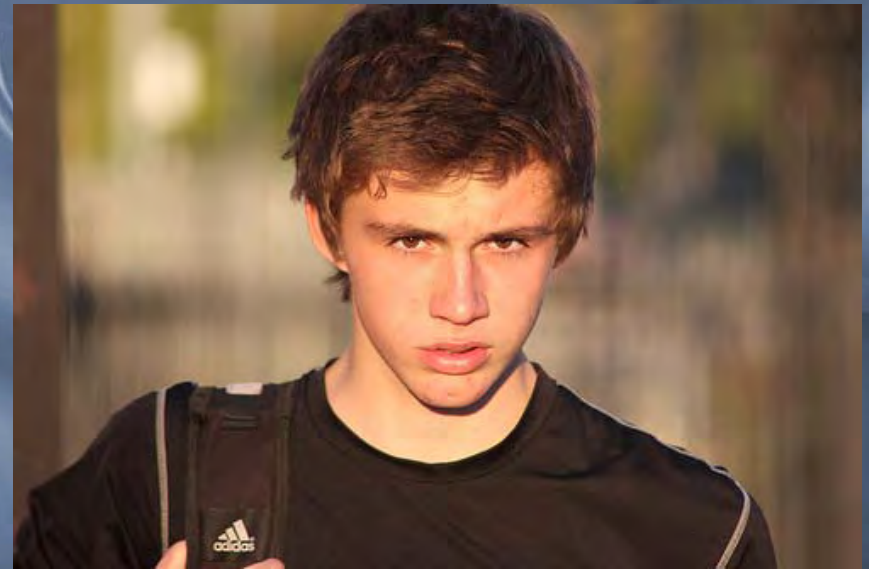


Photo: Creative Commons: flickr stefan kloo

Developmental Aspects

B. Older Boys (ages 12-15)

Contextual variables for each boy

- **Preparation for event – none**
- **Personal and family experiences with death**
 - **Personal experiences with suicide**
 - **Reaction of peers**
 - **Reactions of significant adults**
 - **Personal convictions regarding morality/cultural norms**

Reactions of Alumni and Parents

(in addition to those for older boys)

- **Need to talk about the event**
 - **Need to gather data**
- **Need to protect others: peers and other teens**

Reactions of Alumni and Parents

(in addition to those for older boys)



- I feel a need to raise a question more broad and philosophical than the email we received: how do we take the next steps?...

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Reactions of Alumni and Parents (in addition to those for older boys)



- **I am at a loss of what to do. My son refused to go to sleep last night...**

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Reactions of Alumni and Parents (in addition to those for older boys)

For younger alumni:

- **Need to glorify the deceased**

Reactions of Alumni and Parents

(in addition to those for older boys)

Contextual variables for alumni/parents

- Personal experiences of loss**
- Suicides in the family or of loved ones**
 - Cultural and religious norms**
- Reactions of friends and peer group(s)**

On-going aftermath

- **Holidays and Anniversary**

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- **Conclusion and Discussion**