

Suicide

The Friend Stealer

A proactive approach to a potentially tragic event. Tools to understand and prevent the loss of another student from this generation.

By Mark Schaufler

Suicide the Friend Stealer
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What's Inside?

The Carnivorous
PAC-man

The Emotion and
Experience Factor

Tools to Help

Warning Signs

A curriculum to train your students
to make a difference
with their friends and families.

Introduction

What do you hold in your hands?

It was over thirty years ago when the word “suicide” first meant anything to me. Someone in our community had taken their own life and I found out about it weeks after the event. I remembered the person alive, I could not imagine him dead. Later, one year out of college, it was one of my roommates who took his life.

Since that time, I have been involved directly in responding to over thirty suicide attempts or threats. I have called the police in other communities, knocked down doors, and woken people up in the middle of the night. All of these people are still alive. No matter how inconvenient any of this was, it is much better than the memories of the two young men who took their lives.

You may find yourself needing to help someone. More importantly you can train others with the tools they need to help. Together we can make a difference.

I would encourage you to listen to the CD or watch the DVD first. The next time you listen read through the material at the same time. As you begin to internalize it you will begin to equip yourself to make a difference and equip others.

Then get your network in place. Once you begin to train others to deal with suicide you may find that there are those who need immediate help or know someone who does. It could be your first opportunity to make a difference.

The first time you present the material use as many notes as you need. It is just as important to get the information across in a learnable fashion as it is to be seen as a good presenter.

Allow for interaction and questions. Typically, at least twenty percent of the audience will have been directly effected by at least a suicide attempt. They may have questions. They or someone they know may need help.

An ounce of prevention really is worth a pound of cure, especially when there is no cure for the dead.

Mark Schuler

Suicide: History and Background, a reality we must prevent or face.

Every 42 seconds someone attempts suicide and every 17 minutes someone dies by suicide (here in the United States of America). That means over two thousand people a day attempt to take their own lives and over eighty people succeed (National Center for Suicide Statistics).

Like most unpleasant experiences we hope it will never come our way. Like most unpleasant experiences it will, unless we are proactive in our approach to this potentially devastating event.

If you are fifteen; then over ten million suicide attempts have been made in your life time. If you are thirty; then double that. Most likely you have been touched by one of those events. I know I have.

The devastation that is caused lasts a lifetime. Regret, guilt, confusion, and uncertainty all follow this kind of tragic death. The high level of emotional attachment to suicide is often the reason why we don't address the issue at all. That is our greatest mistake. It won't go away because we don't want it to happen.

Within this manual you will find tools to understand the key elements of suicide. This will enable you to help others understand. You will find some of the key elements that produce the stress that often leads to suicide. Again you will find the tools you need to help others. Finally, you will find the warning signs that people often exhibit before they make an attempt and then what to do about it.

Your next step is to take the time to proactively prepare others. If you work with students, a proactive approach is much more effective than trying to pick up the pieces after an attempt.

A Proactive Plan

Where do you go from here?

It takes about four hours to go through this material. It will take another four weeks to process it and internalize it into your life. At that point you are ready to work with others in a proactive way.

If you work with a school classroom then you could cover this effectively in two hours. If you work with a church, YMCA, scout, or 4-H group then you might need two or three separate meetings to accomplish the task because of the additional activities of your normal gatherings.

Ideally, you should schedule it during a time when you can focus on this as a leadership tool. These tools will help students to become leaders by understanding life better themselves. Then they can help others who may be struggling.

It is the kind of tool that you will need to retrain periodically. For students, every time you get a new roster. For groups and clubs, as often as you get a new influx of students. When retraining, it is good to include your previous students in the training. Have them share the parts that they understand best. It will help them to remember it as well as develop leadership skills and reduce the boredom that can come from repetition.

A “we can make a difference” attitude will help the students you work with. They won’t have to go down the suicide path themselves and they will be able to realistically help others.

Bringing in an outside speaker can be a big help as long as they are proactive in their approach, positive and able to effectively communicate to students. Not all experts can communicate well in a public presentation but would be helpful to answer any questions you might have privately.

It is also possible that as you present this you find some suicidal students in the group you are presenting this information to. With that in mind you should have your NET ready for them if this occurs. The NET is discussed in detail later on in the material (page 24).

Sample Suicidal/Tendency Notes

Scanned from actual file examples

Sometimes I want to cry,
But can't find the tears
Sometimes I don't know why
I fulfill my fears
And sometimes I wonder why,
God created such a stupid thing,
Because sometimes I just wanted to,
and give up everything.

Sample Suicidal/Tendency Notes

Scanned from actual file examples

~~LOVE~~

~~LOVE~~

~~LOVE~~

Lost in thought?
Well, I've been thinking too.
I wrote a song, but I
have no one to sing it to.
And it hurts me to say
this is my life:

I feel every day like the
point of a knife

I cry out in my suicidal pain.
Scream & shout, but I cry out
in vain.

no one stops to talk to me;
I scream and no one hears
why do I cry and no one sees
the tears?

It's so hard to keep the
hope that life demands,

When living itself, ruins
all my plans

Sample Suicidal/Tendency Notes

Scanned from actual file examples

She needs help!?

Miami 2/1

What would you like to do tonight my love?
we've seen all movies and there's nothing on T.V.
I have something new in mind~
would you like to ^{watch} see me die?
would you like to kill me with your bare hands?
or would you like to use a knife?
Do you want to kill me slowly?
Do you want to watch me bleed?
Should I kill myself and let you watch?
would you like me to cut off my fingers & toes?
would you like to see me peel back some skin?
Should I get out the razor blades?
or should I just use my teeth?
I could just fit in my oven
Do you want to see me bath?
why don't you drag me behind a moving automobile?
Am I not good enough for you?
don't you like to hear me scream?
I just bought a soldering iron.
would you care to ^{join me in a suicide?} ~~ignite~~
we could bath with the radio.
Do you want to put a plastic bag over my head?
would you like to twist the knife?
Do you want to kill me now?
or should I suffer through the night?
Do you want to leave a scar?
will you laugh as I die?
I want to entertain you.
Do you want to watch me die?
or...

Profiles of actual suicide cases.

The names have been changed.

Bryan

He had successfully completed his college years to prepare for a career in law enforcement. Within two years of starting his career he took his life one night at home. He had encountered problems he didn't see solutions for and no one had offered him any viable help. In fact, the last words he is known to have heard were, "If that's what you think you need to do then do what you have to do."

Birdman

His growing up years had been experienced in a career dad's home who would ultimately leave the family. As a result he was exposed to others who molested him.

In time he grew up trying to please everyone and fix every problem he encountered. His failures in these endeavors resulted in his first suicide attempt at the age of eighteen.

It would be the first of many attempts until he was able to find success and stability in a realistic way.

Kyle

Was a home schooled kid. There he was hiding from a world he didn't think he could cope with. At home he could control his environment to his liking, at least most of the time.

In time it became evident to him that he really wasn't in charge and the fears of facing real life became too much for him. It resulted in an attempt to take his own life. When he learned how to deal with the issues of control and life he was able to go on and live his life.

Ian

Was a successful kid by all standards, except his. Academically, he was top in his class, on the basketball court he was better than most, and personality wise, he was easy to like.

But when he was facing the mirror deciding what to do with the hand full of pills, life didn't look too promising to him. As he found other goals for his life (other than professional sports) he realized that suicide wasn't the answer he was after.

Shelley

Had grown up in a divorced home setting where mom had begun to bring

various men home to try and fill the dad and husband role. This instability of her home and mother soon resulted in her inability to cope with the changes of her own teenage life.

Her overdose was a culmination of months of desperation and deciding what to do next. In time she would graduate from High School and go on to succeed in a variety of areas of life.

Cindy

Lived in a home with her original mom and dad. It wasn't a happy home as dad struggled with anger in his personal life and career. Home was filled with episodes of rage for dad and fear for the rest of the family.

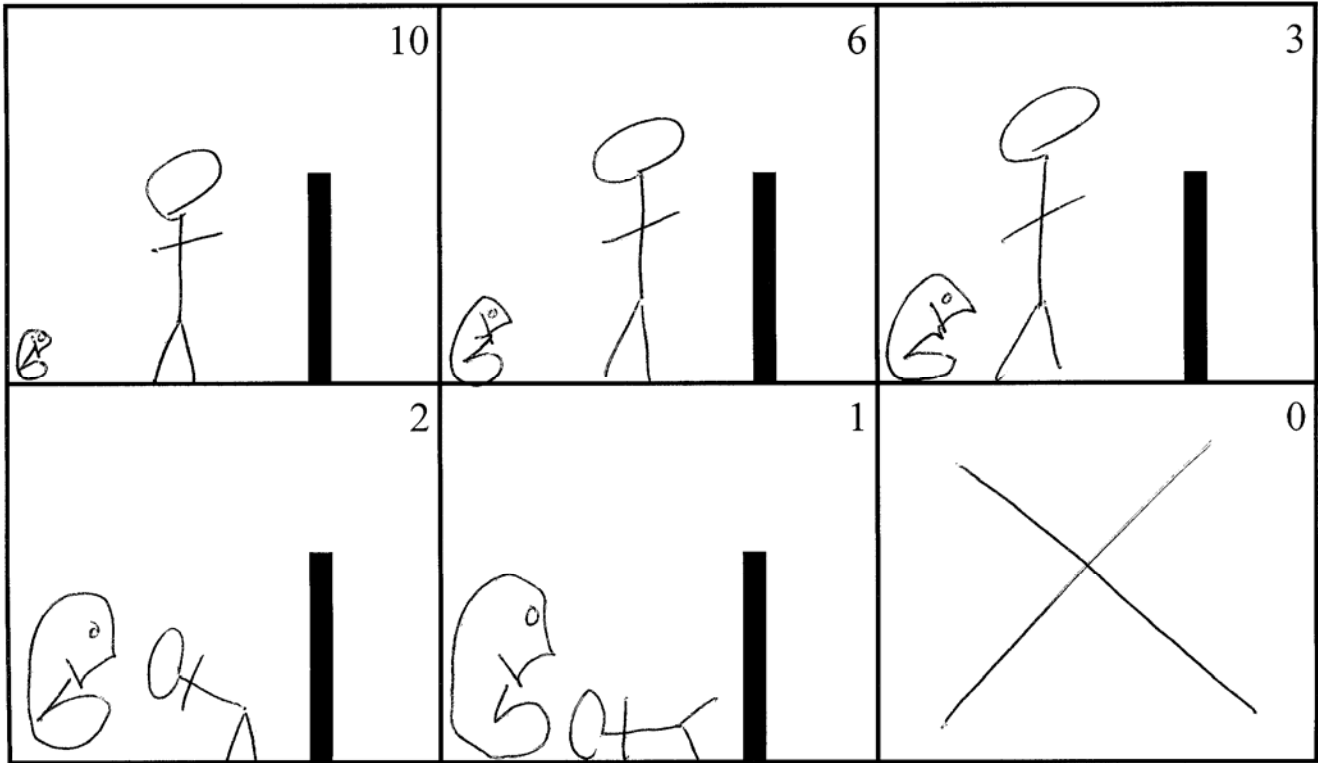
On the outside it looked like any other family. Inside Cindy was getting desperate to get out of the situation. Her only option seemed to be to take her own life. After her pill taking attempt she began to realize that she wouldn't live at home forever and so moved on with her life.

Holly

Her home looked like the model American success story to most people. For Holly it was anything but successful. The internal strife of the family had driven her (age 14) to the point of slashing her wrists. Fortunately the wounds weren't fatal, nor were the family problems. Only a few key counseling sessions helped bring the whole family along in their search for success and eliminate the majority of the internal stress that had driven Holly to the point of a suicide attempt.

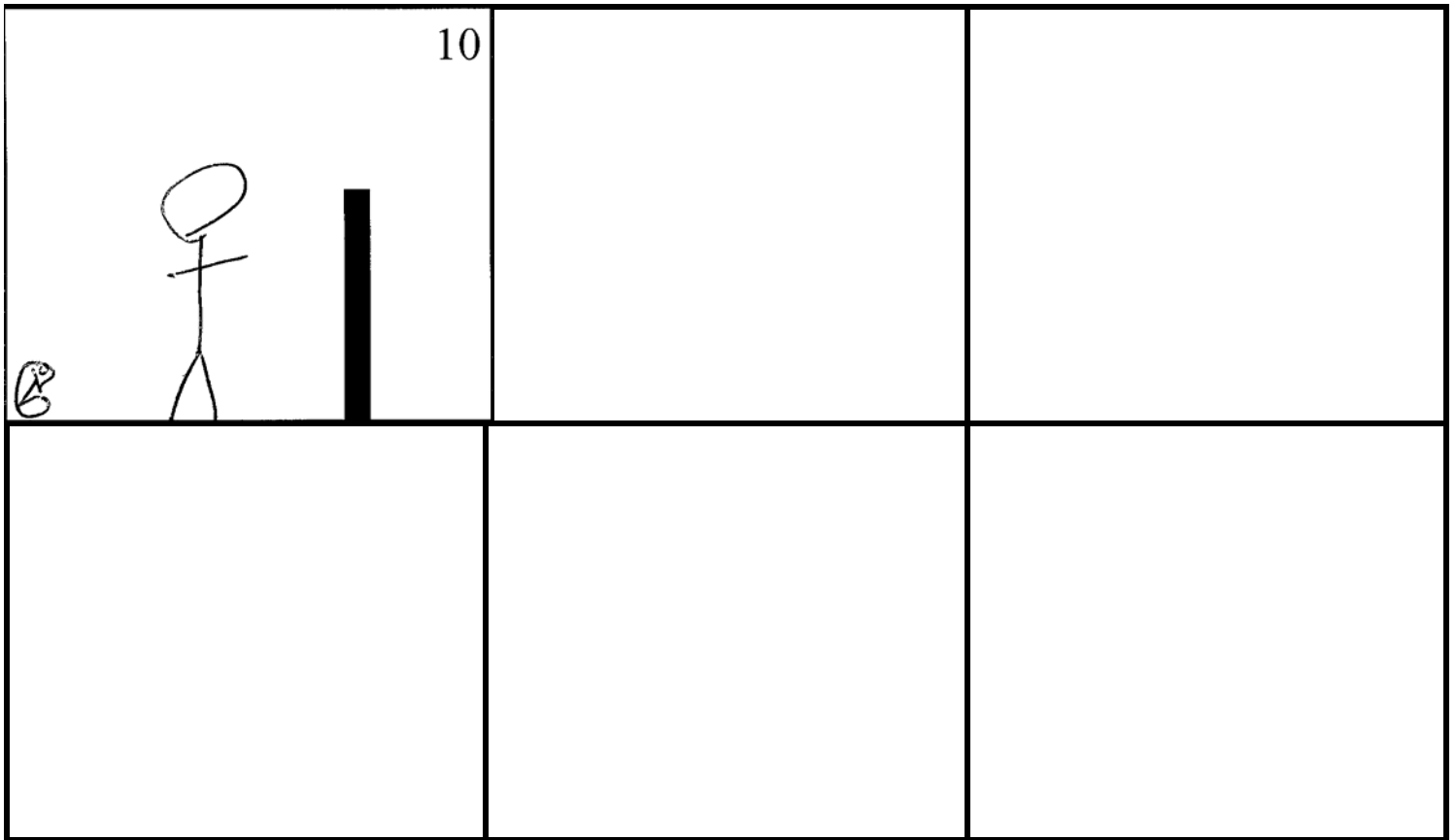
Each of these people came from different backgrounds. There was no one profile to make them easy to spot and help. But there were consistent clues that we can use to help others. As we begin to bring you the tools to understand and help, you will see how each of these cases fit.

When you start the training everyone should have a blank piece of paper with this on it. In time it will look like the next page with all the pictures and information on it.



When it is completely filled out like this it is now a tool that can accomplish several tasks.

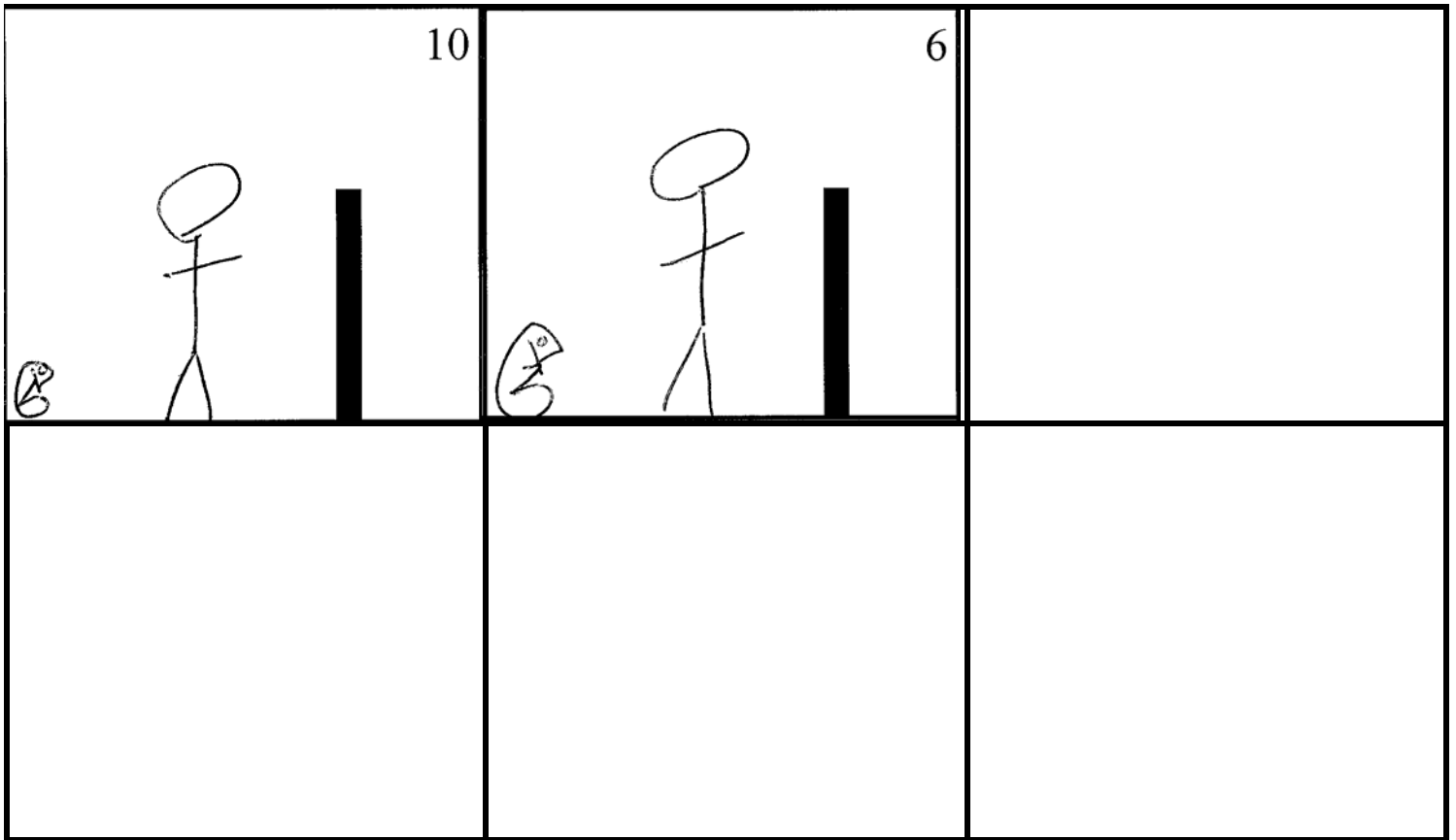
- ◆ It can be used to start the communication process between two people. Suicide is not easy to talk about and this tool can bridge that gap.
- ◆ It can be used to explain why and how people get to the point of considering suicide. Often this will enable them to understand the confusing emotions that accompany the suicidal tendencies.
- ◆ It can be used by anyone (artist or not), to proactively help prevent another attempt.



Healthy people are willing to try and overcome an obstacle ten times (not a scientific number but a number that will help us to see the sequence that leads to suicidal tendencies). At that point the things they fear (represented by the carnivorous PAC-man; remember the game?) are small and manageable. They can be kicked out of the way like a soccer ball.

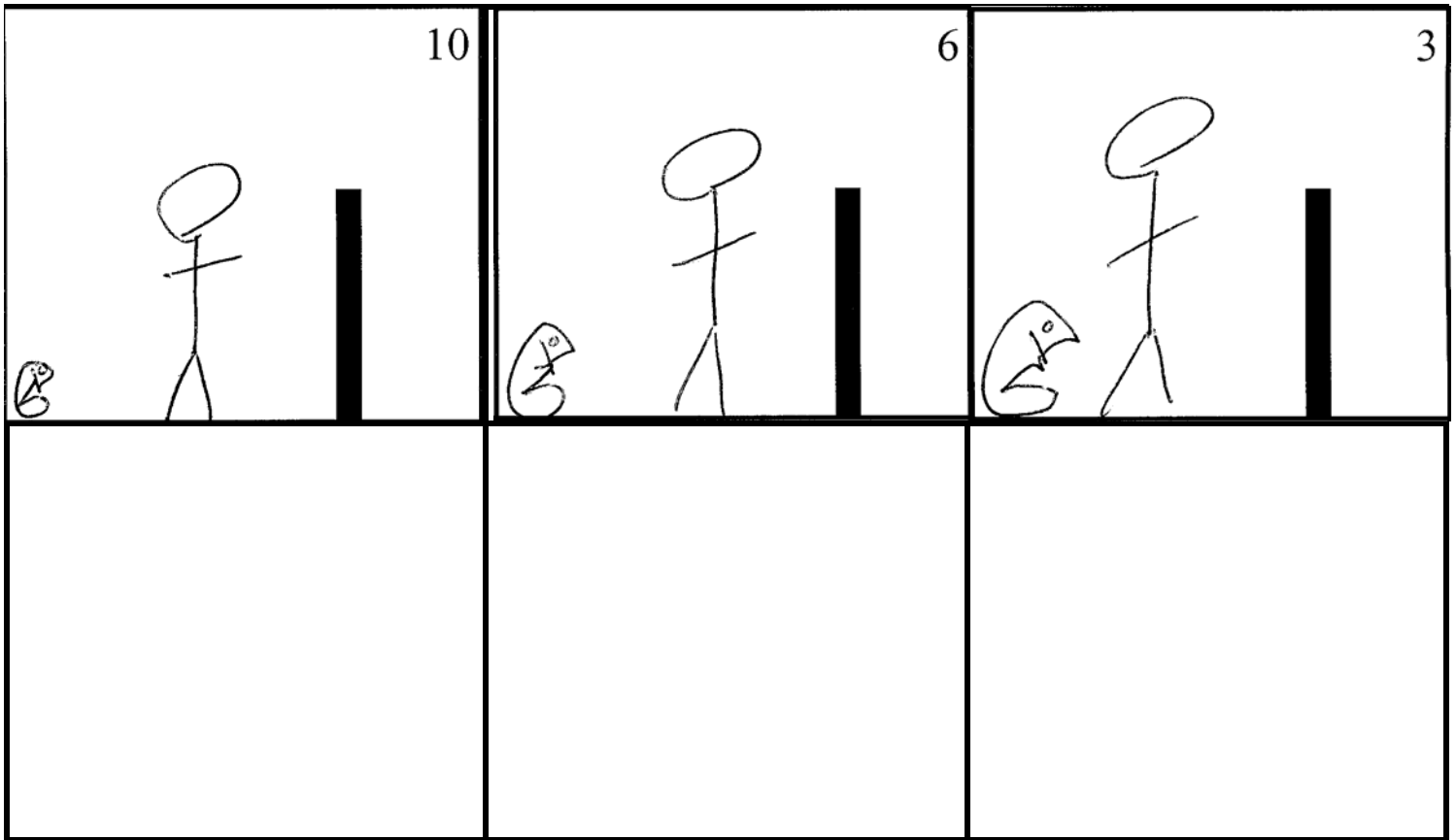
Remember watching someone learn to walk? It wasn't pretty but we called it success eventually. Much of life is that way. Eventually you get it if you don't give up.

Ask them what some of their fears are. As you build the list they give you ask them what life would be like if all of them happened at once?



Let's suppose that some obstacle isn't conquered. It can be a failed relationship, a job, disease, grades, or any one of the dozens of challenges that each day may present. Now that someone has failed they may only try six times to get over the same obstacle or the next one.

Now the fears are a little bit bigger. More the size of a beach ball. They can still generally be kicked out of the way but they are harder to ignore than they were before.

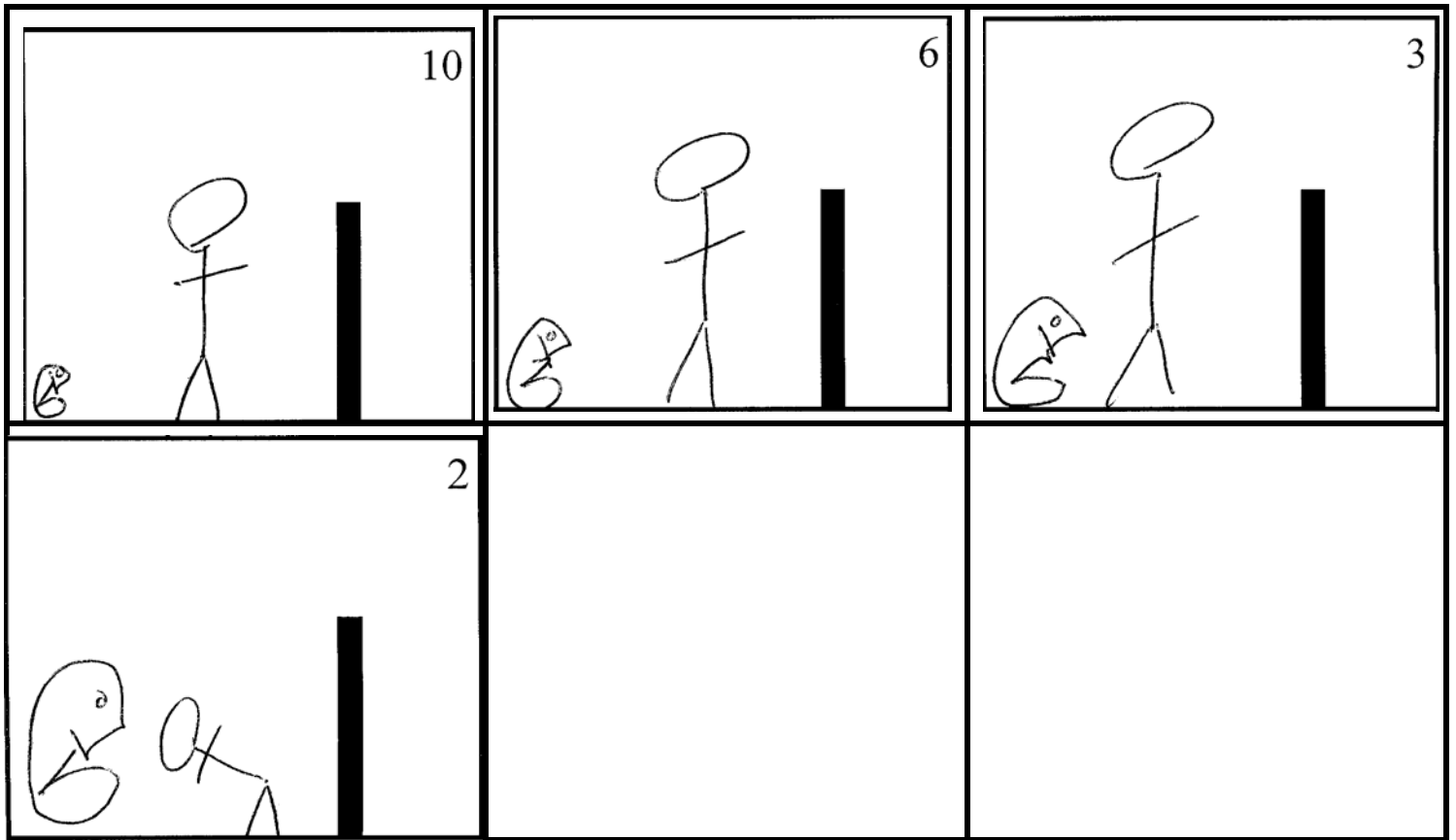


There have been several failures at this point. The carnivorous PAC-man has grown to the size of a bean bag chair. Now they may begin the rapid slide towards suicide. Here they will only try three times to overcome an obstacle. As the motivation to try goes down (10-6-3, etc) the potential of success goes with it.

Fear is difficult to ignore at this point. Each person has their own set of fear buttons. As I have spoken with students here are some of the things they have said.

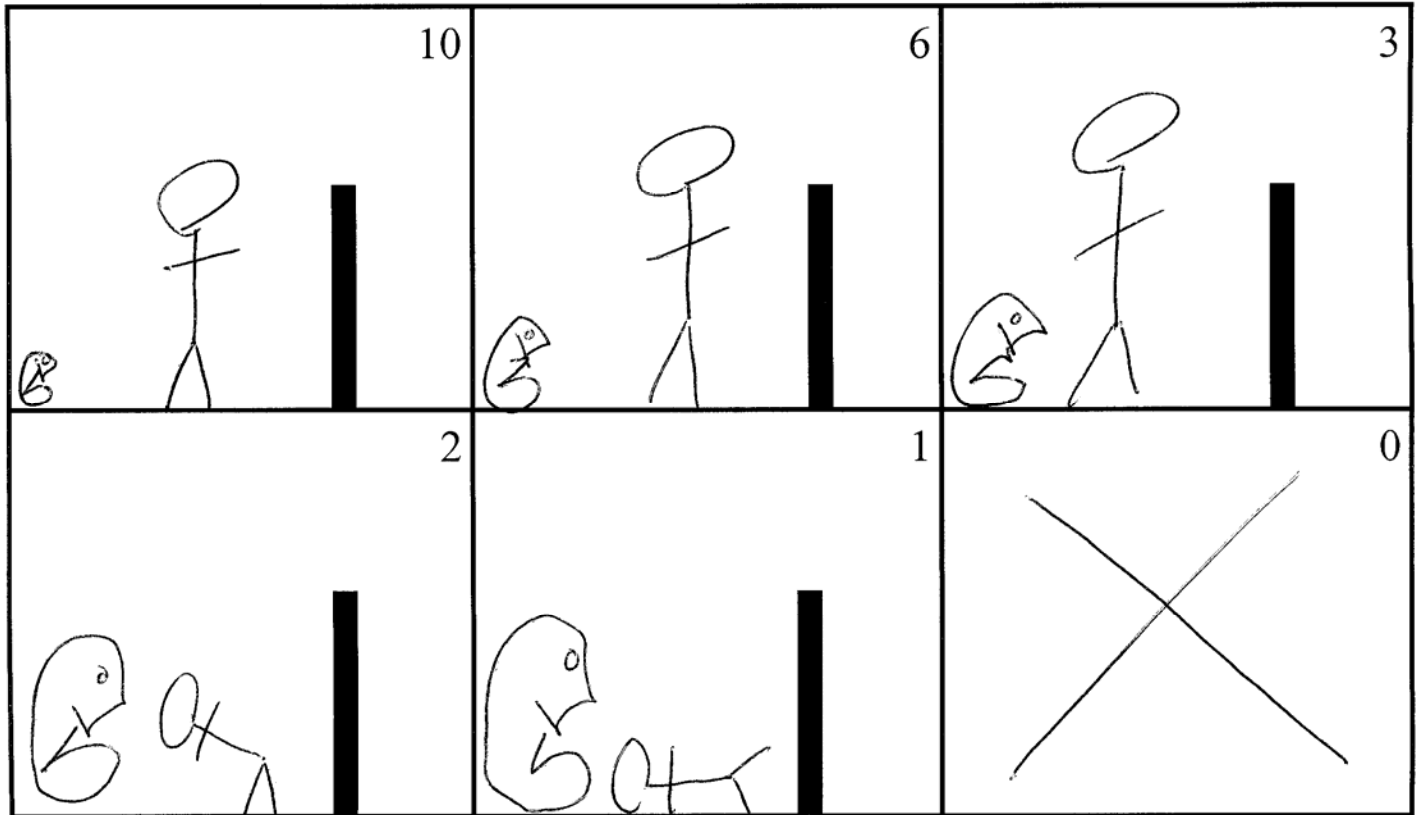
- ◆ STD's
- ◆ Death
- ◆ Terrorists
- ◆ Failing at a sport
- ◆ War
- ◆ Police
- ◆ Fast cars driven by others
- ◆ Being overweight
- ◆ Spiders, snakes, heights, night, etc.
- ◆ Divorce
- ◆ Kidnapping
- ◆ Bad Grades
- ◆ Relationship Breakups
- ◆ Parents
- ◆ Finances
- ◆ Pregnancy
- ◆ Going Up a Dress Size

The challenge is that they still look the same. On the outside there aren't any easy to see signs that something is wrong. Clues will come but not necessarily for an extended period of time.



Help is needed at this point. Clues will begin to surface. Now is when a trained person can step in and make a significant difference. The individual will probably only try two times. That minimal amount of effort can take place very quickly and they are ready to give up completely.

In a latter session, we will discuss the clues you can look for and the steps you can take to help. At this point we are developing an understanding of the suicide process.



Help is especially crucial here. If there is no help given often there won't be a sixth frame. This is not a time to hide behind inaction or fear. The person will only try once. If there isn't immediate success they are ready to do the one thing they think may solve the problem-suicide.

Having worked with dozens of suicidal situations it becomes apparent that certain keys need to be understood. Each of the obstacles that seemed impossible to the person facing them had an answer. The impossible could be overcome with the help from someone outside the situation.

Ask for a general understanding of the suicide process from the students. Let them know that they now have a tool that can serve several purposes.

- ◆ They understand and can communicate the suicide process to someone who might be suicidal.
- ◆ They can open up the topic of suicide to someone they know through the drawing. It is a difficult subject to approach and having this drawing to help can make the difference between someone opening up or walking away.
- ◆ They can potentially help someone deal with an issue before it becomes too serious because of the person understanding their own condition.

Applying the Drawing to a Real Life Scenario

One Person's True Story

Sara

Her folks had divorced early and the second marriage had brought an older step brother into the home. At an early age he had molested her repeatedly at home and in a variety of settings. When that was discovered the second marriage ended.

These failures on the mother's part to pick good husbands and fathers resulted in her becoming chronically suicidal. That meant the daughter grew up with enough liquor and pills in the house so mom could make an attempt when she wanted to.

Sara made her first attempt when a dating partner broke off their relationship in her Junior year of High School. Nothing she could do would bring him back (that was obstacle number one). As she missed some school trying to cope with the ended relationship her grades started to fall. That endangered her high academic standings at school and now she watched her whole world crumble in a matter of weeks (as her grades dropped she saw no way to get back into the top ten-obstacle number two).

Her top ten status was gone and now she would not be able to graduate with her friends (who she was losing rapidly) who she had gone to school with her whole life (obstacle number three).

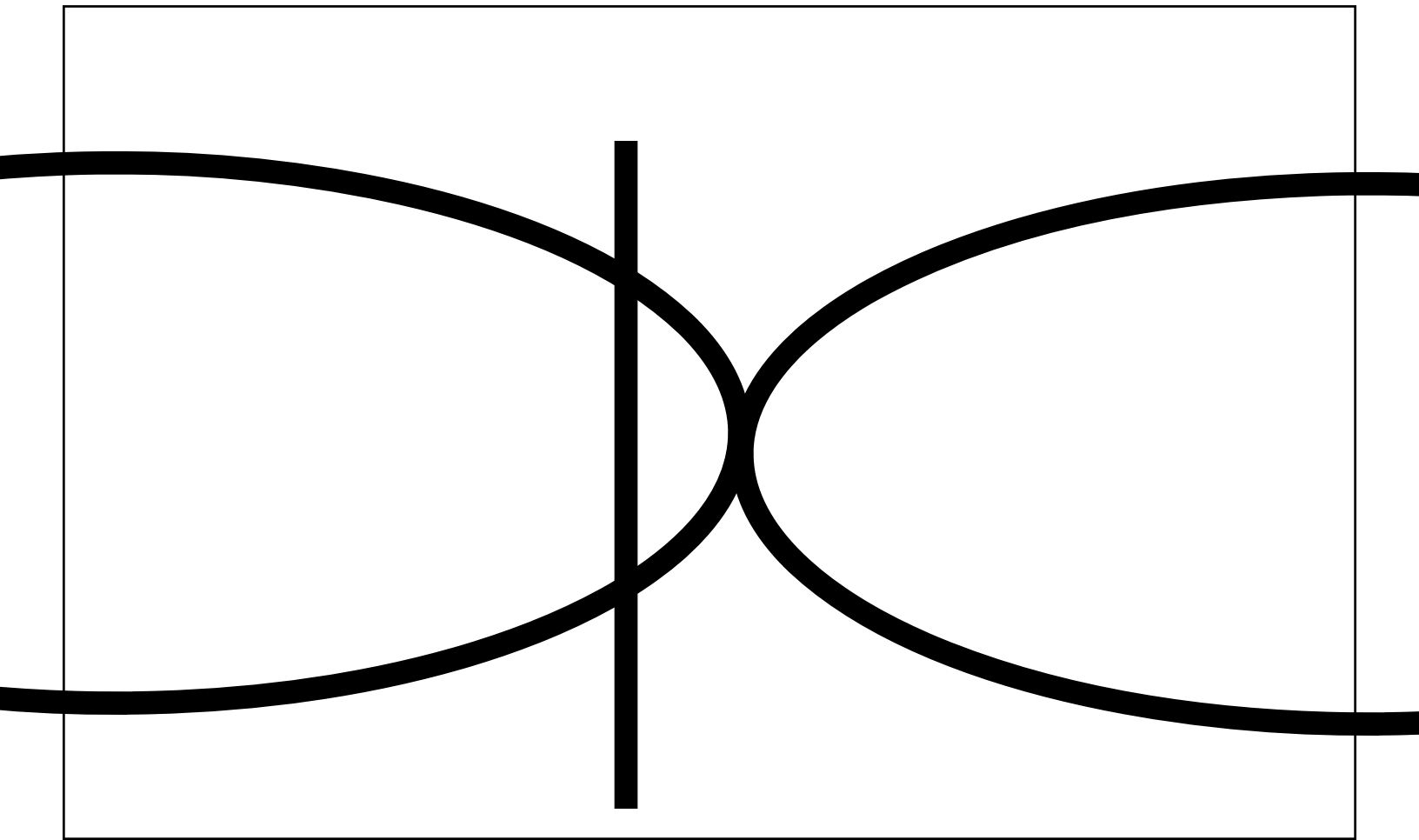
Her past now took care of whatever initiative and drive she had left for life. Her life had been one big failure after another (obstacles number four and five).

Many attempts followed including pills, a car accident, a plan to step in front of a train, and moving to a new location to make attempts. Each episode in her struggle only reinforced how hopeless things were as she began to use alcohol and engage in no win relationships.

Fortunately for her, she had a number of people in her world who would help her through the some of the toughest days of her life. With their help enough obstacles were removed that she could begin again to move forward in life.

She was ultimately able to get her GED and begin community college. She did well in school and realized that she could succeed in life and that the tragedies of her past didn't have to determine her future. Since her graduation from college she has continued to overcome the obstacles of life.

This next section will help you to see why what seems hopeless to some isn't really hopeless at all.



Start this part by drawing these lines on a blank square. At this point you begin to draw and explain the factor that emotions and experience play in life and how they effect someone in a suicidal situation.

Eventually the drawing will look like it does on the next page. To get there you will explain several processes. First, life begins with emotions running the show. Babies respond to little else. Unfortunately emotions are too often wrong or over-reactive. How many of us have thought we were going to die because we were so hungry, explode because we were so mad, or go insane because of stress?

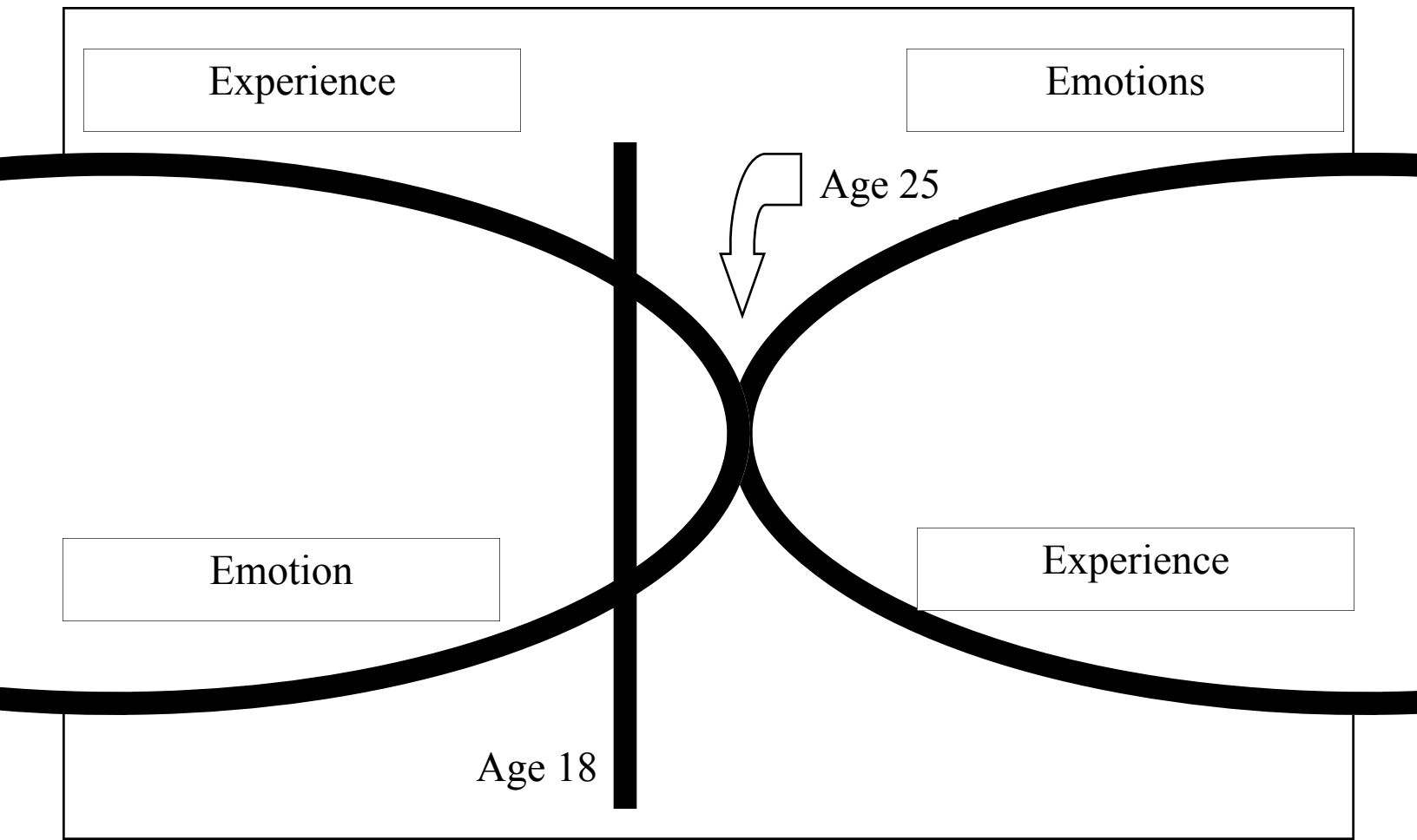
In time experience becomes your response base. Unfortunately that doesn't happen till people hit about twenty-five. If you have learned the tools to deal with life you will continue to do that throughout life. If not, then you will face a crisis with each new stage of life and the challenges it presents. For some it will be marriage, a mid-life review, an economic downturn, or the realities of aging and death.

For students who find themselves in an emotional situation, they won't necessarily be able to find help among their friends. They will need to be willing

to go beyond the cross- over line of twenty-five to get help.

Emotions are stress makers and experience is the stress breaker. Without the experience of life you won't get the answers to the obstacles you are facing. Every obstacle does have a solution. Only the experienced side of life will show that.

In every suicide situation there are answers. This reality leads us to the next step-tools that we can use to help.



Emotions-Stress Makers

Experience-Stress Breakers

Tools To Help

NET-If you want to catch someone use a net not a single lifeline (more on next page).

SOBRIETY-80% of all suicides take place under the influence of drugs or alcohol.

SERIOUS-Take any form of threat or talk seriously. Learn to listen. Don't just tell them it will be "ok" unless you know something they don't and it really will be ok.

DON'T REMIND-Them of how others will feel if they do something "stupid." They already feel "stupid" enough to kill themselves.

HEALTH-Help them get back on track with life, exercise, good night's sleep, eating right, etc.

GRIEF-If there is a loss that hasn't been dealt with it can add to the depression and hopelessness that comes from feeling like you are backed into a corner by the carnivorous PAC-man.

COMMUNICATION-Talk to them and have them talk to you. If needed, start with the cartoon strip you've learned.

SUN-Very few people make good decisions in the middle of the night. Help them hang on until morning to see what this day holds.

NO PROMISES-Don't promise to "keep a secret or not tell." Let them know that you will do what is best for them in every situation.



As you share these with your students help them to see how you could apply each one of them. Ask for their input on how you could apply this to a friend or family member.

Building the Network (NET) before you need it.

If you are a teacher you need to know of all the school resources that are available for you in a suicide situation. In a small community that may mean people outside of your school community. It is also important when possible to get to know parents of students who have suicidal tendencies.

If you work with other groups you need to consider the fooling people as a part of the NET that can make the difference between a student living and dying.

- ◆ Parents
- ◆ School Teachers
- ◆ School Counselors
- ◆ Ministers
- ◆ Sport Coaches
- ◆ Scout Leaders
- ◆ 4-H Leaders
- ◆ Probation Officers
- ◆ Friends
- ◆ 911
- ◆ Employers
- ◆ School Bus Drivers
- ◆ Neighbors
- ◆ Grandparents
- ◆ Aunts and Uncles
- ◆ Mental Health Agencies
- ◆ Hospitals
- ◆ Doctors
- ◆ Psyche Wards
- ◆ Brothers and Sisters
- ◆ Etc.

You can see there are many people that can become a part of the net. The more people who can realistically be brought in to help, the better. If you know the person you are working with, it is good to make a note of who might be a potential part of their safety net.

Resources you can use.

ORGANIZATIONS

State Mental Health Services

Local Crisis Care Hot Lines

Local Hospitals

WEB SITES-Do a word search for Suicide Prevention Information and you will get pages of pages. Here are some ones that I have found to be helpful.

www.spanusa.org

www.sfsuicide.org

www.cdc.gov/ncipc/factsheets/suifacts.htm

www.yellowribbon.org

Warning Signs

DIVORCE-Either their parents or a dating relationship. Dating is often times marriage without a ring. That means a breakup is a divorce without the paper work.

DEATH TALK or SILENCE-If what they have been talking about changes in a significant way, listen. If they start asking questions about death, dying, or the afterlife.

1+1+1=15-If you see a number of smaller things all falling apart at once then pay attention to their concerns. No one thing may be a big deal but all together they can be fatal.

MONO MANIACS-Some people push themselves so hard and fast that they live a lifestyle that leads to panic and poor decisions. It is not uncommon for people to get less than six hours of sleep on a regular basis. For most people that is setting the stage for trouble.

FAMILY PROBLEMS-If there is a significant family problem brewing.

DRUG & ALCOHOL USE-If this is a new lifestyle or its use increases, remember the eighty percent statistic.

CLEANING HOUSE-Often people will start to give their prize possessions to people they think will take care of them-Not normal.

ARTWORK-If artwork begins to dwell on the dark side of life.

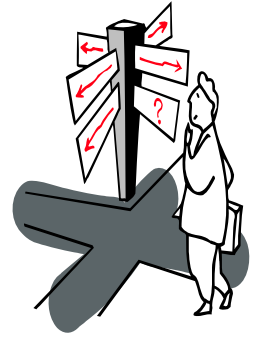
SEXUAL PROMISCUITY-Dropping all moral boundaries and engaging in new or increased activity with multiple partners.

DON'T CARE-They no longer take care of themselves, their appearance, or their actions.

RISKY BEHAVIOR-Driving exceptionally fast or taking risks in dangerous situations.

THREATS & NOTES-It may appear as a poem or doodle but take it seriously. Look at the ones contained in the text for examples.

WHEN IN DOUBT-CARE ENOUGH TO CHECK IT OUT



As you share the warning signs with your students, you are giving them tools to use with their friends.

It may also be that you are helping them to identify problems in their own lives and they may need someone to talk to.

Be ready to be proactive with them in your training time. Have a NET ready.

Spiritual Factors

As a pastor you have additional tools to help in this battle for students lives. To help you in your work we are including some key scriptures and how to utilize them. These first scriptures help us to understand why people get to the point of a suicide attempt.

1 Peter 5:8 Be self controlled and alert. Your enemy the devil prowls around like a roaring lion looking for someone to devour (they are being pursued by a very real enemy-the carnivorous pac-man).

John 8:44 You belong to your father, the devil, and you want to carry out your father's desire. He was a murderer from the beginning, not holding to the truth, for there is no truth in him. When he lies, he speaks his native language, for he is a liar and the father of lies (help them learn to distinguish the lies from the truth).

Ephesians 2:12 remember that at that time you were separated from Christ, excluded from citizenship in Israel and foreigners to the covenants of the promise, without hope and without God in the world (people that don't know Christ don't have a real hope in this world).

Matthew 9:36 When he saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd (Jesus knows the real state of people no matter how it looks to others).

- A roaring lion looking for someone to devour
- A murderous father, and you want to carry out your father's desire
- Without hope
- Harassed and helpless

It is a wonder that the suicide rates aren't higher than they are. Many students that you work with will come from this background. They don't have the help and hope that Jesus can bring. Others will know Christ but won't have allowed Him to help. Either way they need you to help them without assuming that saying the sinner's prayer will solve all their problems.

For some a prayer will be the key they need to walk out of the suicide vortex. Others will continue to struggle with long established life patterns. They will take Christ' help when they understand it and have the strength to pursue it. Until that time you will need to help them the way you would someone without a relationship with God.

Helping them to overcome at least one of the obstacles in their path is a key to them trusting you enough, to trust Jesus as their Savior and Lord. If progress can be made then the carnivorous pac-man doesn't have as much roar. After all, the power in his roar is based on the hopelessness that a student can feel. Once progress is made then you can help establish patterns in their lives that will foster that growth. Suicidal actions aren't usually caused by one event in time. It is usually the fruit of a variety of root causes.

As you read through the case histories you could see some of the potential root issues that lie beneath the surface (molestation, divorcee, family tension, dating breakup, etc.). In time all of these issues will need answers as well. John 8:32 says that truth sets us free. But it is only applied truth that accomplishes this in a life.

Here are some of the key truths that students need to hear, understand, and apply to their lives if they are battling with suicide.

- 1 John 1:9 If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness (the Holy Spirit convicts us of sin until we go to the cross and deal with it-too often students wait or assume they have done something that can't be forgiven).
- James 1:5 If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him (a situation can seem hopeless to a student because they don't have the life experience needed to find answers-but they are there).
- 2 Corinthians 1:3-4 Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves have received from God (no matter how bad it has been, God can comfort if He is given the chance).
- 2 Corinthians 1:8-9 We do not want you to be uninformed, brothers, about the hardships we suffered in the province of Asia. We were under great pressure, far beyond our ability to endure, so that we despaired even of life. Indeed, in our hearts we felt the sentence of death. But this happened that we might not rely on ourselves but on God, who raises the dead (the Christian life isn't always easy or fun-yet there is always hope in the midst of it).
- Jeremiah 19:5 They have built the high places of Baal to burn their sons in the fire as offerings to Baal—something I did not command or mention, nor did it

enter my mind (not everything that happens is God's will-just ask the sons who were offered to Baal).

- Matthew 5:4 Blessed are those who mourn, for they will be comforted (our culture doesn't promote crying-sometimes that is exactly what they need).
- Psalm 27:10 Though my father and mother forsake me, the Lord will receive me (the stress of a crumbling home and absent parents can be absorbed in God's love).
- 2 Corinthians 10:5 We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought and make it obedient to Christ (they must learn to control what happens between the ears-thoughts can be controlled as they submit themselves to God).
- James 4:7 Submit yourselves, then, to God. Resist the devil, and he will flee from you (even the attack of Satan himself can be repelled).
- Philippians 1:6 being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus (Jesus won't give up on you as long as you don't give up on Him).
- Romans 8:35-39 Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword? As it is written: "For your sake we face death all day long; we are considered as sheep to be slaughtered." No, in all these things we are more than conquerors through him who loved us. For I am convinced that neither death nor life, neither demons or angels, neither the present nor the future, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord (Jesus won't give up on us if we don't give up on Him).
- Mark 5:1-20 This is an account of a man who was really messed up (even cutting himself nightly) and found freedom through the power of Jesus. It can give hope to students and potentially help locate the cause of the problem. This particular example doesn't mean that all suicidal people are demon possessed by any means. It does however point the way, to a cure, for some. I read this passage to a young lady who saw visions of demons in her room. We had never met but a friend of hers was in our youth group. She was suicidal and could relate to the Gerasenes man. After reading this to her she prayed to receive Christ and the demons left her room. Even though the Biblical account happened almost two thousand years ago some things have not changed at all.

Each of these can help students through their valley of the shadow of death (Psalm 23). Working within the students net, you may be the only Christian. Other may be professionals or well intentioned people, so don't neglect the

spiritual realities the students are facing.

Each students suicide attempts are unique. But they all have some common root causes and solutions. By being proactive and equipping your students for this ahead of time you will decrease or eliminate it from your students and allow them to be hero's for somebody else in their time of need.