

THE BUTTERFLY EFFECT: ANALYSIS OF THE SNOWBALL EFFECT IN *13 REASONS WHY*

*Jerusha Martin, Noor Bhavan, Chikkadugodi 2nd Main, Brindavan Nagar,
Tavarekere, Bangalore, India*

Abstract:

*Suicide is a topic that is hardly ever dealt with in front of adolescents. The Television show *Thirteen reasons why* brings out the reasons behind one girl's suicide. Although it received a lot of criticism, the show wishes to convey a message that is rather relevant to today's times. In this paper we have connected the stages of suicide ideation and related it with that of the show using substantial evidence from previous research. Our hypothesis of how everything affects everything is proved to be true. Further research can be done on the other character of the show having a larger sample thus resulting in a variety of responses to situations.*

Keywords: *Suicide ideation, depression, victimization, 13 reasons why, butterfly effect, chaos theory.*

On March 31st, Netflix released the Television show *Thirteen Reasons why*, an adaptation of Jay Asher's book, *Thirteen Reasons why*. The story revolves around a young boy, Clay whose friend Hannah Baker leaves behind seven tapes mentioning the reasons she killed herself. The rules are the first person on the tape listens to all thirteen, passes it on to the next person (the next reason) till it reached the last person. If they break the rules then the tapes will be made public. It sounds like a game but on screen the depiction of each tape portrays what an individual goes through in High school and how it changes their lives for better or worse.

Along with good reviews, there was a lot of criticism that was brought forth regarding the graphic content in the show. Although it was meant for an above 18 audience it was watched by teenagers. This was because the book was meant for their target group and they were familiar with it prior to the show. Critics raised their voice saying that the show was glorifying the notion of suicide. Another concern was that the reasons mentioned were not important enough for suicide. Different aspects of the show were picked apart, the graphic suicide scene, the idea of suicide as revenge, these were a few among the many negative remarks about the show. What was not mentioned however, was the last episode titled 'Beyond the Reasons' that talked about the intention of the show, how "Everything affects everything" (Baker, episode 3).

The narrator of the story, Hannah Baker talks about the Chaos Theory, a pattern that seems random or complex there is always a beginning that starts the whole process, and the butterfly effect, when a butterfly flaps its wings there is a hurricane in some part of the world (Baker, Episode 3). We will base the research on the two theories mentioned above, both lead us to the question of what led Hannah to her death. As each tape is shown, we notice the events have a snowball effect on Hannah's life drastically changing everything. There is a lack of understanding these core concepts of the show and the need for this show. One can never really understand the psychological trauma a person goes through before committing suicide, some dots are left unconnected. We never have all the motives, either the person is unwilling to share every bit of detail or they are successful in their concluding act, suicide (Johnson, 1987). *Thirteen reasons why* makes the connection between each factor that leads to one girl's suicide making people more aware of the effect their action has on someone.

Hannah's final decision of suicide was not impulsive or a ploy to get attention but the effect of consistent bullying, depression and hopelessness along with a lack of self-expression.

The aim of this paper is to examine each reason in detail, substantiate it with previous research done on that particular topic. We will also compare Hannah's decision with characters from the movies, 'Easy A' starring Olive Penderghast and the movie 'Speak' starring Melinda, to understand why they survived and Hannah did not although their situations were similar in many ways. Along the process we will look at the outcome of bullying, slut shaming in particular, the need for interpersonal relationships consequences of loneliness. We will also understand why Hannah made the decisions she did, and why she did not ask for help when it was most needed. We will look into the questions by analysing each tape and the effect it had on Hannah, from her perspective substantiating the evidence with previous research done on the subject. Then we will connect all the dots and see how the flow of events led Hannah to her death.

According to a study conducted by the office for national statistics, London, suicidal thoughts occur at least once in the life of 25% to 45% of older adolescents (Hawton et al, 2005). The stresses that often lead to suicidal ideations are coping with the society, romantic relationships, competing with the surroundings and finally, a reason to escape from current situations, broken homes, Psychiatric disorders, or substance misuse (Barbre, 2000). Communicating with others about problems that one is facing can be beneficial. The desire for interpersonal attachments is a fundamental human motivation (Buameister R. F. and Larry M. R., 1995). The problem with depression is that you want to have someone to depend on but you also have a contradictory feeling, to be left alone (Stuart, 1967). Emotion regulation is imperative and one way of doing this is to hurt oneself, either to create a negative effect or to break a pattern of psychological numbness (Prinstein, 2008). This is where we will compare Hannah's decisions to the characters of the other movies under study, how self-expression and interpersonal relationships helped them and lack of it affected Hannah.

High-school is a hard place and time for most children due to victimisation. According to CDC, 2005 8.5% of high school students attempt suicide in 1 year (Prinstein 2008). The effects of bullying can be low psych well-being that is general unhappiness, loneliness then anxiety and depression (Rigby 2003). Verbal bullying is depicted in the show and the repercussions are fatal. It includes gossip, labels and rumours which lead to a feeling of rejection from the society, loneliness and anxiety (Jacobsen and Sheri Bauman 2007). All three characters we're dealing with were deemed as sluts with no ounce of truth to the label. This paper attempts to study the repercussion of such an act. A continuation of victimisation leads to anxiety and depression, this condition is most noted among young girls. (Bond et al, 2001).

Victims of depression feel a sense of hopelessness. It leads to a lack of purpose in life following suicide ideation or drug abuse (Harlow, et al, 1986). Depression is a group of disorders, one of which is called hopelessness depression (Abramson, et al, 1989). Beck had conducted an experiment where he created a hopelessness scale in order to find the relation between hopelessness and suicide. (Beck et al, 1985) His study further reveals the intensity of the suicidal desires is stronger in those who have no hope, there is a sense of pessimism towards their future. This state of mind leads to a certain vulnerability that exists in the patients. We notice the same problem faced by Hannah after her encounter with Bryce and finally with the councillor. We will understand how hopelessness played a role in her final decision.

We have taken a brief look into the existing literature on these aspects separately and we see how it fails to reach through to people because of the research done in detached chunks. In this paper we will bring all the pieces together to form the underlying picture the show is trying to expose. There is not a lot of research done on this particular show although it is very important for the present day with suicide being the second leading cause of death among youths. So much can be done to help, prevent and identify suicide ideations and we will look into those that are brought out from the show.

Victimization and its effects

Bullying is an ordinary affair faced by high school students in the United States, as portrayed in

every high school related T.V show or movie. As this paper deals with a work of fiction, we shall take this point into account. Students are harassed on an everyday basis as depicted in the show. One of the reasons for bullying is to establish a hierarchy in power. This immediately puts the victim in place of low self-worth. Low self-esteem is scrutinizing the negative attributes that one possesses (Owens 1994). In the show we see how the Jocks are in power, how they command the rest of the school. Characters such as Bryce Walker, Justin Foley, and Zach Dempsey fall under this category, each have a tape of their own. Let us now look into the core aspect of the issue, starting with Justin. Justin Foley received the first tape for showing off compromising pictures of Hannah to his friends who then made it public. This can be described as an act of peer pressure because sex is considered a necessity before high school or it is insulting, as I've noticed in many works of fiction. When Justin tells his friends about Hannah 'putting out' on the first date he creates an image of Hannah being easy. We will not look into what Justin himself was going through that led him to this decision although it would be a rather interesting study. We will focus only on Hannah Baker and her responses to victimisation. The picture is circulated throughout the school making Hannah a victim of cyber and verbal bullying. That includes rumours, unnecessary gossip and labels. Another aspect about bullying is repetitiveness and intent to harm (Jacobson and Bauman 2007). After this episode the next tape is for a rather different jock, Alex Standal. Alex made a list objectifying the girls in class, rating them on the best and worse body part. He gave Hannah the title of best ass and his girlfriend the worst. Not only did Hannah lose her two best friends, she was furthermore tormented in school. Clearly, the intention of the list was to hurt Jessica but it had an effect on Hannah's life, something Alex did not foresee. Here, the show displays the effect one action can have on a person you did not expect and how it can set into motion an array of obstacles that the person will have to go through due to one small list. The effect bullying has is very serious, it can change a person forever and the memories can haunt them later in life. The risk is greater if there is less social support (Rigby, 2003). This leads to poor social adjustment making the person less and less trusting of other, building a wall around themselves. Rigby says that it can lead to suicide ideation because of less self-worth. After the list was out, Hannah had an encounter with one of her classmates, Bryce who grabbed her behind in a store. This was the first time Hannah was truly hurt and disturbed. Her self-esteem was low because all the boys saw was an object, not a person. Low self-esteem can bring to light all one's negative attributes shadowing the good (Owens, 1994). Hannah felt that everyone would only look at her in a sexual way and not see her for who she really is. Name calling such as 'slut' can have serious effects on one's social and mental health (Rigby, 2003). The dominos had begun to fall, one after the other. Once Hannah Baker's identity was ruined and she was objectified, the boys in the school lost all respect for her and started to treat her differently. Even Clay Jensen was one of the people who believed the rumours and pictures that were being circulated although they has no truth to it. The show clearly depicts the power of social media and gossip, a combination that is hard to stop without the right help. As we are doing a comparative study with two other works, the movies 'Speak' and 'Easy A' it is imperative to notice that both characters in the movies face similar problems. We will not get into the details of the stories as it plays a rather small and comparative role in this paper. Olive, from Easy A is also deemed a slut due to various circumstances, not similar to Hannah's. Melinda from Speak is cast away from her social group of friends, because she called the police to one of the parties where she went through a traumatic experience that no one was aware of. All three women went through the same social changes but the way they got there was different and how they reached out to others.

Interpersonal relationships and their effects

Durkheim says "Man is man only because he is social" (Hynes 1975). There is a lot of truth to this statement as the complexity of human language is one of the many aspects that differentiate us from other species. The ability for human beings to express what they feel through words is rather a gift because it is known to relieve oneself of the burdens on their shoulders, getting it off their chest. Hannah Baker had only two friends, Jessica and Alex who ignore her after the list incident. All she had was Clay but they were not

close enough. The only place Hannah felt safe was home and that was ruined by Tyler Down, the school photographer who was stalking Hannah because he had a crush on her. Hannah reached out to a friend, Courtney who said she would help catch the culprit but in the process they end up kissing. Tyler takes a photo of this and makes it public after an argument with Hannah. This affects them both, Courtney and Hannah who no longer remain as friends. In this incident we note that Hannah's safety was threatened, someone could get into her room and expose everything. Nowhere was safe for her, not school and now not her home. Safety is one of the basic needs of a human according to Maslow's hierarchy of needs. On top of this we see how Hannah lost another friend due to cyber bullying, another picture circulated at school destroyed a bridge she had built with someone. We can notice in this scenario that the picture was circulated only after Tyler had tried to talk to Hannah but she turned him away. So we see the aftermath of Hannah's response and the effect it had on Tyler. The show does not just bring to light Hannah Baker's reaction to someone else's actions but the effect she had on the others. Courtney took it further when she spread rumours about Hannah and her already tarnished image got worse and had some sort of confirmation. The boys in school needed only this to take complete advantage of her.

Marcus Cole is one such person who goes out a date with Hannah on Valentines' day. He brings his friends along just to show that he is going to move on Hannah and publically attempts to sexually assault her. After her efforts to say no he exclaims that she was supposed to be easy. Hannah is frozen to the seat speechless, being called a slut once again. Hannah is bombarded with the idea that she is a slut and after a while one loses the hold they had on themselves and starts to believe what the rest are saying. Hannah, for instance thought in some way maybe she did make it seem like she was easy although that was not the case. Right after this incident, Zach Dempsey sits near Hannah, quiet and patient, waiting for her to talk but she doesn't respond. Before we get into Zach's effect there is a scene in the show where Clay takes Courtney to Hannah's grave and she runs away because she is not able to deal with it. It shows how people, bullies are never really blamed for their actions or refuse to take responsibility because they want to believe otherwise and society agrees with them because in some way or another, they are also a part to blame. Another incident where Alex Standal gets into a fight, the show clearly symbolises or connects that incident to that of Hannah's, although Alex reacted in a way no one expected, the other kid who was driving too fast was to blame for his actions because he almost ran over Alex but in Hannah's case it was her fault. The other kid takes responsibility but says Alex reacted unnecessarily. This is sadly the way suicide is commonly dealt with, the victim is always criticised for taking that option but the reasons for that decision are never explored. We tend to be quick to blame the victim but never take any responsibility or think what could have gone differently. Zach Dempsey did something that might seem small to others but was more hurtful and had a worse end result than the former reasons. "Humans are a social species. We rely on connections to survive" (Baker, episode 7). After her previous encounters with people that had gone so horribly wrong, Hannah had given up on trying. Suicide ideation arises for many reasons varying from bad report cards to rejection by friends (Johnson et al, 1987), a feeling of loneliness is created, thinking no one can understand them. Here is where hopelessness arises, a main factor causing people to refrain from social interaction as they fail to see the point. Hannah's sense of hopelessness was aggravated after Zach. Hopelessness depression is then divided into two factors, negative expectations 1) were the future seems terrible 2) The helplessness theory were one cannot control the outcomes of the future thus feeling useless as they think that nothing good will come out of any situation (Abramson, et al. 1089). This is how Hannah felt about Zach's attempt to being her friend. She thought he was reaching out for the wrong reasons and so refused his friendly advances. Zach was offended so took away one of her last lifelines, communications class. Everyone needs compliments, it keeps people going. Dempsey stole Hannah's complement chits from class thus taking away her one form of feeling good about herself. Even after she confronts him about it, Zach does not budge. Later in class Hannah writes an anonymous note contemplating suicide, if the best way to not feel bad is to not feel anything at all. The different opinions from the class depict the different

ways people see suicide attempts or depression, a joke or the most common, attention and rarely do people see it for what it really is, a cry for help. By this stage Hannah was depressed. Lack of interpersonal relationships can have ill effects on health. The need to belong is strong and fundamental (Baumeister 1995). Depression leads to a lack of purpose in life and this is where Hannah was. Boys tend to lean towards drugs and substance abuse while women commit suicide (Harlow, et al. 1986). Comparing this show with the two movies, we see how social isolation affected these women. The three of them were alone, sad, and felt like they had no way out and that no one would listen to them. Without knowing having a reason to exist, why exist at all? The idea of interpersonal relationships is that someone is always there to support you, a rather romantic notion would be a person to catch you when you fall. Even the Bible states that two is better than one and three is still better (New King James, Ecclesiastes 4: 9-12). So it is essential to have people one can trust or count on when situations are bad. Bad experiences of relationships leads to a pessimistic view of people, even good individuals are not easy to trust. Even if there is a person to comfort, the victim of hurt does not see them as a helping hand rather another that will break them even more. This leads to loneliness and a closed off attitude towards society leaving the individual more vulnerable than before. But Hannah found a small loophole, Poetry.

The next relationship we will look into is that of Hannah's and the school newspaper editor/publisher Ryan Shaver. Hannah joined a poetry club and read out loud one of her poems which was made public by Ryan. Due to this Hannah lost her interest towards poetry. It was the only way for her to tell someone how she feels because teenagers cannot understand what they are going through themselves (Hedrick, episode 14). Barlow says that vulnerable individuals when faced with sad situations go through uncontrollable bouts of sadness causing double depression (Mineka, et al, 1991). Thus writing it on paper helps one to express emotion. This is in some ways therapeutic as it brings about the notion of sharing your burdens with someone else making the load lighter. Religion is one way to follow this, another is expression through art or writing. As Wordsworth has said "Poetry is the spontaneous flow of feelings" (651). "See me for my Soul alone" (Baker, episode 8). This is a line from Hannah's poem expressing that people stopped looking at her as a human and she wishes that it would stop. When Ryan made this public, he broke the trust that Hannah shared with him and poetry reminded her of the time her inner thoughts meant for the club was published in the school paper. Here Hannah lost the only form of self-expression she had. Melinda from the movie *Speak* uses art as her way of communication. She expresses all her thoughts and fears through drawings and thus relieves herself of all the built-in pressure of sadness.

The one person who was still there was Clay. Clay Jensen and Hannah had a sexual encounter at a party which ended with Hannah pushing Clay away because she thought of Clay as every other boy in her school who sexually assaulted her even though she had given him her consent. Post-traumatic stress disorder can be seen in rape or sexual assault victims (Kilpatrick and Veronen, pp. 113). Hannah started seeing vivid images of every time she was called a slut, grabbed or harassed. When she yelled at Clay he left as he was asked to do, but Hannah in her tape mentions that she did not want him to leave. Here we note the Para-suicidal behaviour which is manipulative in nature, to expect others to help them even when they least want it (Page, 1996). In a depressive state one is not of sound mind, making them weaker thus having to depend on someone else for strength and when neglected they lose all hope. Social Anxiety disorder is a risk factor for major depression and when heightened, it can lead to suicidal ideations (Stein, et al. 2001). We clearly see by this time Hannah was done with trying to reach out to a friend and even if she wanted to she didn't know how.

Guilt and Its effects

Another reason for suicide ideation is self-blame. Guilt can have a very powerful hold on someone. Hannah experienced guilt when she left for a party where she saw her friend Jessica get raped but couldn't do anything about it. Fight flight or freeze, these are the responses one has when faced with tough situations (Hendrick, episode 14). Given the mental state Hannah was in she couldn't move in that moment.

In the last episode of the show, 'Beyond the reasons' psychologists talk about how it would be easy for the audience to talk about what they would have done in that position. But it is not that easy to do. After that, Hannah was involved in an accident with a classmate and they broke down a stop sign which resulted in the death of a classmate. The show is very affective in bringing out the Butterfly effect of life, how one occurrence can affect another in an unexpected way. Hannah tries to make amends with Clay but he is still hurt about the previous incident and rightfully so. Although she wants to talk to him, she feels like he would not understand or that she is not good enough for him. After Hannah realises all her friends are gone, she also feels like she disappointed her parents after she loses a chunk of money. Hannah continues to say that no matter what she does she only hurts people. When a person is always bright and happy but then goes through a series of unfortunate events there is a chemical imbalance that occurs in their minds (Johnson, et al. 1987). This leads them to change drastically and most often the change is noticed.

Rape and its effects

Hannah had changed forever and could not find her way back. She felt a void in her and so went to a party. Taking a look into this we notice that Hannah just wanted any form of human communication at this point, anything to make her feel again. The party was at Bryce's house, she encountered Bryce who raped her in the hot tub. The scene is rather graphic and real with camera shots of Hannah's wrist being scraped against the sides of the cement platform depicting a sort of death that happens during that moment. As I could not talk to a person who had gone through rape, we will look at the previous literature done on the effects of the crime. 13% of college students had been raped in study done on the subject. They all had fear, worry and diminished self-esteem with the sense of helplessness. They also experience a numbing of responsiveness (Kilpatrick and Veronen) exactly what Hannah went through. We can also compare this to a work of literature, the rape of Lucretia. (Glendinning, pp. 61-82). This figure had killed herself after she was raped, a rather dramatic moment in the story. After a lot of research was done on the subject, there were many perspectives, one more relevant to Hannah Baker's condition. Augustine says that Lucretia killed herself because deep down, she felt like she had consented somehow. Hannah Baker did not openly say no but she did not say yes, she tried to get away. But the society would not respect her stand because she did not openly say the words. The show brings light to how high school boys should be educated on what consent really is and the victim should not be blamed. In reference to the current day, Al Qaeda recruits female rape victims to be suicide bombers. This shows the extent of the distress rape has on the victim, it is severely life threatening. This was the final incident that lead Hannah to her decision. After that she felt dead inside, like nothing else mattered. Once hopelessness has entered into the minds of a victim suicide ideation is inevitable.

In most rape cases the victim knows the assailant. Comparing this to the two other movies under study we see that Melinda from the movie *Speak* was raped by her school senior. She stopped talking to people and closed herself off completely. But her one way of expression was art class, a teacher who took interest in her, who knew she was broken. It is the same with *Easy A*, Olive Penderghast's English teacher takes an interest in her and tries to talk to her. Although he is not the reason she changed he was one of the factors that helped her in her situation. She also had a friend who was with her when it mattered the most. Here we see how teachers can guide one back from suicidal decisions or depression. This was precisely the problem in Hannah Baker's case.

After her rape, Hannah went to the school councillor, Mr Porter for help because she was already contemplating suicide and wanted someone to direct her in another way. Here we see that Mr Porter is unequipped to give Hannah the help she needs. Mr. Porter also hesitates to believe Hannah thus making her lose trust in him. This could be avoided however if he knew the psychological conditions of a rape victim diagnosing her of being a victim (Massaro, pp. 395) a study done to show victims have been raped in court just reviewing their psychological and physical well-being. Here, Hannah blames Mr Porter for not being able to help her, we see an interpersonal disturbance in her, a feeling of being sick and not able to do

anything hence others are imposed to help (Stuart, 1967). Hannah could not put her feelings into words and this leads to a belief that one cannot have ideas, thus cannot alter life and has a lack of control over it (Stuart, 1967). When others fail to respond the way the victim expects it is almost as if that person is hurting them on purpose. One of the well-known works in this area of interest (suicide) is Durkheim's *Suicide*, explaining four different types of suicide, egoistic, altruistic, anomic and fatalistic (Hynes, 1975). Egoistic suicide is when one feels that there is no support for them in the society, that they are all alone. The present failure moves to future failure. Here, the show conveys a message on how schools need to be more equipped to handle situations such as the mentioned. Even family and friends fail to see the real pain a loved one is going through. According to a study done, proximity to a person makes it difficult for one to see the situation for what it really is, and immediately seek help as they do not want to believe it (Owens, et al, 2011).

The need to discuss this show or book in classrooms is highly essential due to its relevant content to the real world. Unlike other shows or movies, one is not always lucky enough to have a happy ending. The last episode 'Beyond the reasons' is a full-fledged explanation of why the show exists and what its purpose is. Many fail to watch it as it has no real drama in it. But Drama was not the point, it was to discuss a topic that has been hid long enough and is on the rise now, in epidemic proportions. It discusses the role of a peer, a teacher, a parent or a random soul who could reach out and change the life of one person. What we haven't looked at is the flaws in Hannah's reasons. The producer of the show talks about how Hannah was an imperfect person and how she could have done much more. This was another piece of the puzzle the show was trying to discuss. When asked, the people who watch the show all have similar opinions, Hannah was dramatic, everybody goes through it so what makes her any different, and the most common was she could have done so much more. The cast of the show agrees. This was another notion they wanted to bring out in the minds of the audience that no matter how terrible a situation is there is always help. This aspect of the show is hardly known because it is never discussed and this brings us back to the need of this book in schools. It is out there in the world and it is the job of the educators or parents to interpret it in the right way so children get the right message.

There is an interesting scene where Clay and his former friend Sky have a conversation and she brings up self-harm as a substitute for suicide. The show brings out every aspect of depression including self-harm. Non Suicidal self-injury [NSSI] is a condition in certain people in which they deliberately hurt themselves (Knock et al, 2009). It most often involves cutting oneself with a knife or a blade, burning the skin in specific areas or punching walls. But the above reasons comprise physical harm but there is also emotional pain that can be inflicted, such as masochism. Most children in school practice this and it is ignored as people are not aware of the reasons or are not equipped to deal with the situation. But in this paper we will only deal with Suicide ideation thus not further exploring into NSSI. Another scene that needs mention is when Hannah sees her future with Clay by her side. This shows suicidal people that if they could only wither this storm then a life of bliss and happiness is on their way, but most often than not it is forgotten.

Suicide is a subject that has been dealt with time and again due to the phenomenon being contradictory to basic human instinct which is survival. Fiction rarely shows suicide especially that of a teenagers because the idea of a person saved is better for cinema than the other option. But reality is not so kind. In the present day, a game called 'The Blue whale challenge' has been circulated to school children and others that are older. The aim of the game is to complete fifty tasks that are assigned to the player by a user, the tasks include carving of one's skin, others that cause psychological and physical trauma, and finally to end one's own life. Many children have already lost their lives to this game. Children must be educated that there is nothing glorious about suicide, that it is gruesome, painful and lonely, precisely what the show brings about through the last scene. Some depressed patients have fantasies about gloating on the misery they cause other people (Stuart, 1967). Some people feel as if they have been forced into that

condition as they expect others to help them out, putting a huge responsibility, their own lives on someone else's shoulder (Stuart, 1967). Literature has a way of romanticising the concept of suicide. The most well-known story would be that of Romeo and Juliet who kill themselves because of undying love. The story more related to this particular research problem would be the show under study. The protagonist Hannah Baker dies leaving behind a legacy and crushed souls. As the paper deals with a work of fiction, the notion that suicide is a grand yet gruesome gesture on the television or in paper is relevant and noteworthy.

But in this paper we only look at how the victim got there and why nothing was done to help them and in what way could they have been saved. Most often people forget this question and focus on everything else. It is important for suicidal people to know that their action hurts those that were not intended to feel the pain. In this story, Hannah's parents go through a very difficult time coping with the death of their only daughter. Jay Asher in an interview said that he intended for the book to reach teenagers and make them aware of how they treated others. He was glad that many reacted positively and understood the message (Gillis 2011). Two teacher in a high school, James and Trent (2012) took up this book for their course plan for the 10th graders and started a conversation in class. Most children said that she was being dramatic and oversensitive but one girl spoke up to mention that it was not about the final reaction but what got her there, but a chain of events that brought her down each time. This is the intent of this paper, to bring out the importance of its discussion in classes teach children how to identify victims of depression, to be more sensitive to other people. It is not always that people in the worst situations kill themselves, it could be people like Hannah, someone from a good social background with loving parents. Each person has their own level of tolerance and a problem that seems trivial to one may not be to the other.

The final scene of the show ends with Clay reaching out to Sky, a girl who he notices is falling down the same road as Hannah. This is the intention of the paper, to make people more aware of their actions and its effects, to notice those in trouble, who need help and if not capable of providing the necessary help then contact someone who can. The victims of depression can learn from Hannah that there are people who want to help, they do not have to face situations alone and communication is of the utmost importance, either through words of some other medium. What could not be looked into is the effect Hannah had on other people, although she did not want to be treated badly, she left behind tapes that ruined the lives of 13 kids and took one life, Alex Standal who shoots himself in the last episode. Although cruel, it was necessary for the children to know how they can affect people. A more in-depth study can be done to see how other kids deal with their problems and why Hannah chose to kill herself. This will show an array of reactions people have to different situations, a wider sample will give a better perspective, something we could not explore in paper. Here, pupil's definition of bullying differs from that of a researchers and this paper gives a clear view of the pupil's definition not filtered by a researchers' (Suzanne, Hennessy 2002).

In conclusion, Hannah Baker did not bring it upon herself but was deeply affected due to a sequence of unpleasant trials that lead her to believe that no one would ever help her. People must be criticised for the way they treat one another and should know the distress they bring on their fellow peers or the people around them. Suicide Ideation starts with problems, escalating of the problems, no adaptive techniques (withdrawal from society), loss of last friend, depression and hopelessness (Johnson, et al. 1987). As we have put together all the pieces one can now be more aware of the effect they have on others. Zach Dempsey perfectly says "If one thing had gone differently somewhere along the line maybe none of this would have happened" (Dempsey, episode 12).

Bibliography

1. Aaron T. Beck, Betsy Garrison, Maria Kovacs, Robert Steer. "Hopelessness and eventual suicide." *American journal of psychiatry*, 1985, pp 559-563 (web)
2. Asher, Jay, Bryan Gillis. "Interview with Jay Asher." *Journal of adolescent and Adult Literacy*, vol. 54, no. 7, 2011, pp. 543-545.

3. Abramson, Y Lyn, Lauren B. Alloy and Gerald I. Metalsky. "Hopelessness depression: A theory based subtype of depression." *Psychological review*, vol. 96, no. 2, 1989.
4. Barbre, Claude "Coping with teen suicide by James Murphy" *Journal of religion and health*, Vol. 39. Springer, 2000. pp. 72-74.
5. Berger, S. Paula, "Suicide in Young Adult Literature." *The high school Journal*, vol.70, no. 1, 1986, pp. 14-19.
6. Cain, E. William. "Preface to Lyrical Ballads." *The Norton Anthology of theory and Criticism*, edited by Vincent B. Leitch, W. W Norton & Company, 2001, pp. 648-668.
7. Chisholm, S. James, Brandie Trent. "Everything Affects Everything: Promoting Critical Perspectives towards bullying with Thirteen reasons why." *The English Journal*, vol. 101, no. 6, 2012, pp. 75- 80.
8. *Easy A*, Directed by Will Gluck, Olive Bridge Entertainment, 11 Sep. 2010.
9. Glendinning, Eleanor. "Reinventing Lucretia: Rape, Suicide and Redemption from Classical Antiquity to the Medieval Era." *International Journal of the Classical Tradition*, vol. 20, no. 12, 2013, pp. 61-68.
10. Guerin, Suzanne and Eilis Hennessy. "Pupil's definitions of Bullying". *European Journal of psychology Education*, vol. 17, no. 3, 2002, pp. 249-261.
11. Harlow, L. Liza, Michael D. Newcomb and P.M. Bentler. "Depression, Self-derogation, substance abuse and suicidal ideation: Lack of purpose in life as a mediation factor." *Journal of Clinical Psychology*, vol. 42, no. 1, January 1986, pp. 5-21.
12. Hynes, Eugene. "Suicide and Homo-duplex an interpretation of Durkheim's typology of suicide." *The sociology Quarterly*, vol. 16, no. 1, 1975, pp. 87-104.
13. Jacobsen, E Kristen and Sheri Bauman. "Bullying in Schools: School councillors' responses to three types of bullying incidents." *Professional School Counselling*. Vol. 11, no. 1, 2007, pp. 1-9.
14. Johnson, J Howard, Glenn C Marble, Patricia Coey. What researcher says to the practitioner -About Suicide." *Middle school Journal*, vol. 18, no. 2, pp. 8-10.
15. Keith Hawton and Anthony James. "ABC of adolescence: Suicide and deliberate self-harm in young people" *British Medical Journal*, Vol. 330, 2005.
16. Kilpatrick, G. Dean, Louis J. Veronen. "Factors predicting psychological distress in rape victims." *Trauma and its Wake*, vol. 1, no. 4, pp. 113-125.
17. Lyndal Bond, John B. Carlin, Lyndal Thomas, Kerryn Rubin, George Patton. "Does bullying cause emotional problems? A prospective study of young teenagers" *British Medical journal*, Vol. 323. 2001, pp. 480-484.
18. Mathew K. Nock "Why do people hurt themselves" *Current directions in psychological science*, Vol 18, 2009. pp. 78-83 (web)
19. Massaro, Toni. "The Rape Trauma Syndrome Issue and its Implications from expert Psychological Testimony." *Expert Psychology Credibility and rape*, vol. 69, pp. 394-470.
20. Mineka, Susan, Alice G Luten, Cynthia L. Pury. "Is lack of control over emotions, or stressful life events more important in disorders of emotion?" *Psychological Inquiry*, vol. 2, no. 1, 1991, pp. 83-86.
21. Owen, J Timothy. "Two dimensions of self-esteem: Reciprocal effects of positive self-worth and self-deprecation on adolescent problems." *American Sociology review*, vol. 59, no. 3, June 1997, pp. 391-407.
22. Owens, Christabel, Gareth Owen, Judith Belam, et al. "Recognising and responding to suicidal crisis with family and social networks: Qualitative study." *British Medical Journal*, vol. 343, no. 7828, 2011, pp. 834.
23. Page, M. Randy. "Youth Suicidal Behaviours: Completion attempts and ideations." *The High School Journal*, vol. 80, no. 1, 1996, pp. 60-65.
24. Prinstein, J. Mitchel. "Introduction to the special section on suicide and non-suicidal self-injury: A

- review of unique challenges and important directions for Self-Injury Science.” *Journal of Consulting and Clinical Psychology*, vo. 76, no. 1, 2008 pp. 1-8.
25. R.F Baumeister and Leary M.R. “The need to belong: Desire for interpersonal attachments as a fundamental human motivation.” *Psychologists Bulletin*, vol. 117, no. 3, 1995, pp. 497-521.
 26. Rigby, Ken. “Consequences of Bullying in schools.” *The Canadian journal of Psychiatry - In review*, vol. 48, no. 9, 2003.
 27. *Speak*, Directed by Jessica Sharzer, Show time networks Inc., 20 Jan. 2004.
 28. Stein, B. Murray, et al. “Social Anxiety Disorder and the risk of depression: A prospective community study of Adolescents and Young adults.” *Arch Gen Psychiatry*, vol. 58, 2001, pp. 251-256.
 29. Stuart, B Richard. “Casework Treatment of depression viewed as an interpersonal disturbance.” *Social Work*, vol. 12, no. 2, 1967 pp. 27-36.