



Suicide Prevention Across the Educational Continuum

6-Part Webinar Series



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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of Dr. Aaron Fischer do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SMHSA for the opinions described in this presentation is intended or should be inferred.



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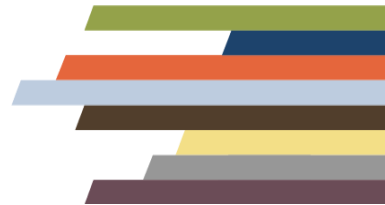
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School-Based Prevention Interventions for K-12 Populations

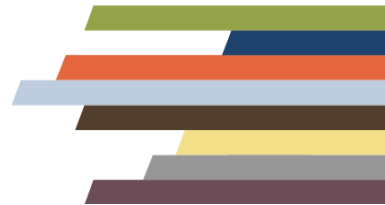
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SCHOOL PSYCHOLOGY

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Technology in Training,
Education, and Consultation

- Multi-Tiered School Mental Health Program
- Teleconsultation
- Multi-Tiered Behavior Supports and Consultation
- Integrated Public School Day Treatment Programs
- Professional Development
- Functional Assessment and Function-Based Treatment Planning



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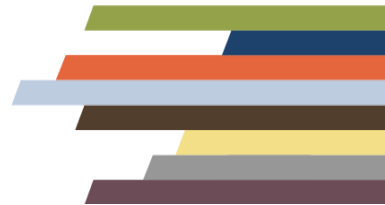
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Key Questions

1. What are the multi-tiered systems of positive behavior and social emotional learning supports to prevent suicide in K-12 settings?
2. What are effective universal suicide prevention strategies?
3. What are effective targeted prevention strategies?
4. What are effective individualized prevention strategies?
5. How do you identify students who are at risk and know if your services are working?



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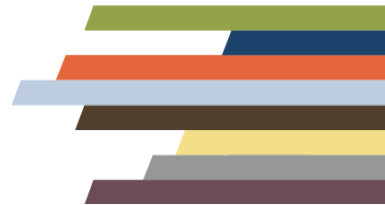
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REFERRAL PROCESS FOR MENTAL HEALTH SUPPORT

Tier 3: Individual Psychotherapy

- Referrals may come from: students themselves, guardians, and/or teachers
- Students at this level receive therapy for acute needs, including:
 - Major depression
 - Psychosis
 - Active suicidal ideation
- All referrals will be routed to a check-in interview, UNLESS:
 - Immediate emergency response is needed
 - Student self-referral for therapy
- If student shows lack of interest, they will be pushed for Tier 2 supports instead

Students can be directly referred to Tier 3 by self-referral, guardian referral, and administration referral.

Tier 2: Groups and Check-Ins

- Teachers should make student referrals to school counselors
- School Counselor will make referrals to WBT if warranted. If so, WBT will conduct 20-min check-in:
 - Interview student about any suicidal ideation or trauma
 - Based on the student's global well-being, the student may receive the following services:
 - Individual psychotherapy (Tier 3, high-risk)
 - Groups selected by information provided at check-in (Tier 2, at-risk)
- Students remaining at the Tier 2 level will have bi-monthly check-ins. Student well-being will be monitored over time.

Teachers refer to school counselors, who will then refer them to WBT.

Tier 1: Universal Supports

- Social-emotional learning through Second Step
- Schoolwide social-emotional attitudes and values (i.e., school rules, reinforcement systems, positive interactions)
- School culture
- Class-wide psychoeducation
- Teacher well-being
- Family involvement

Remember:
When referring students, report symptoms and behaviors rather than diagnoses.



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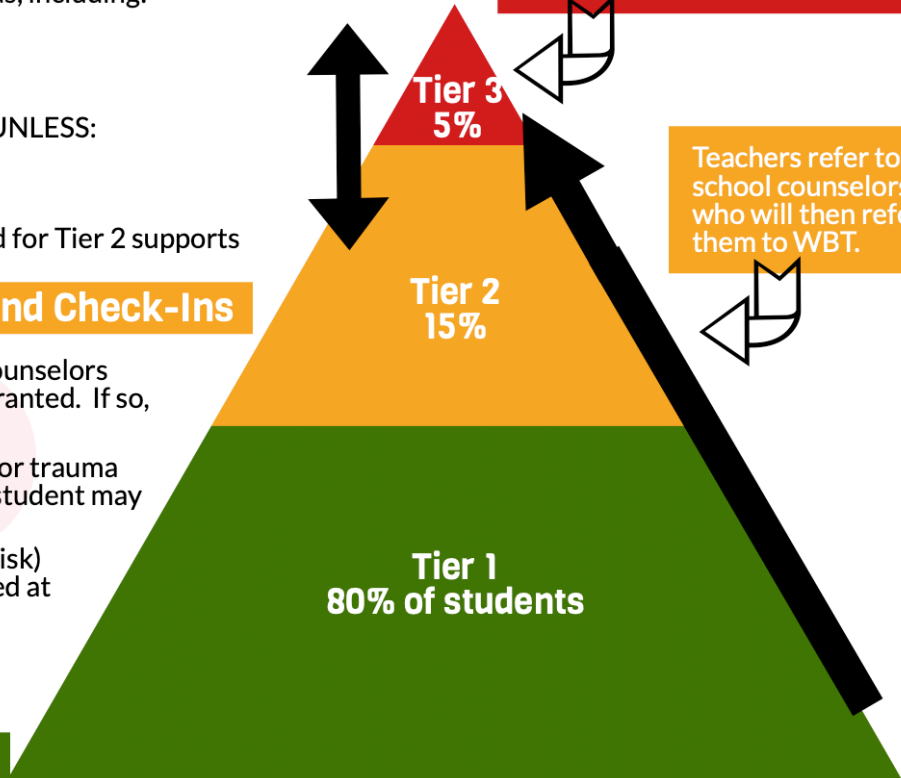
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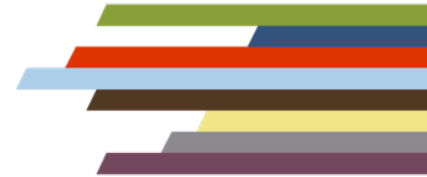
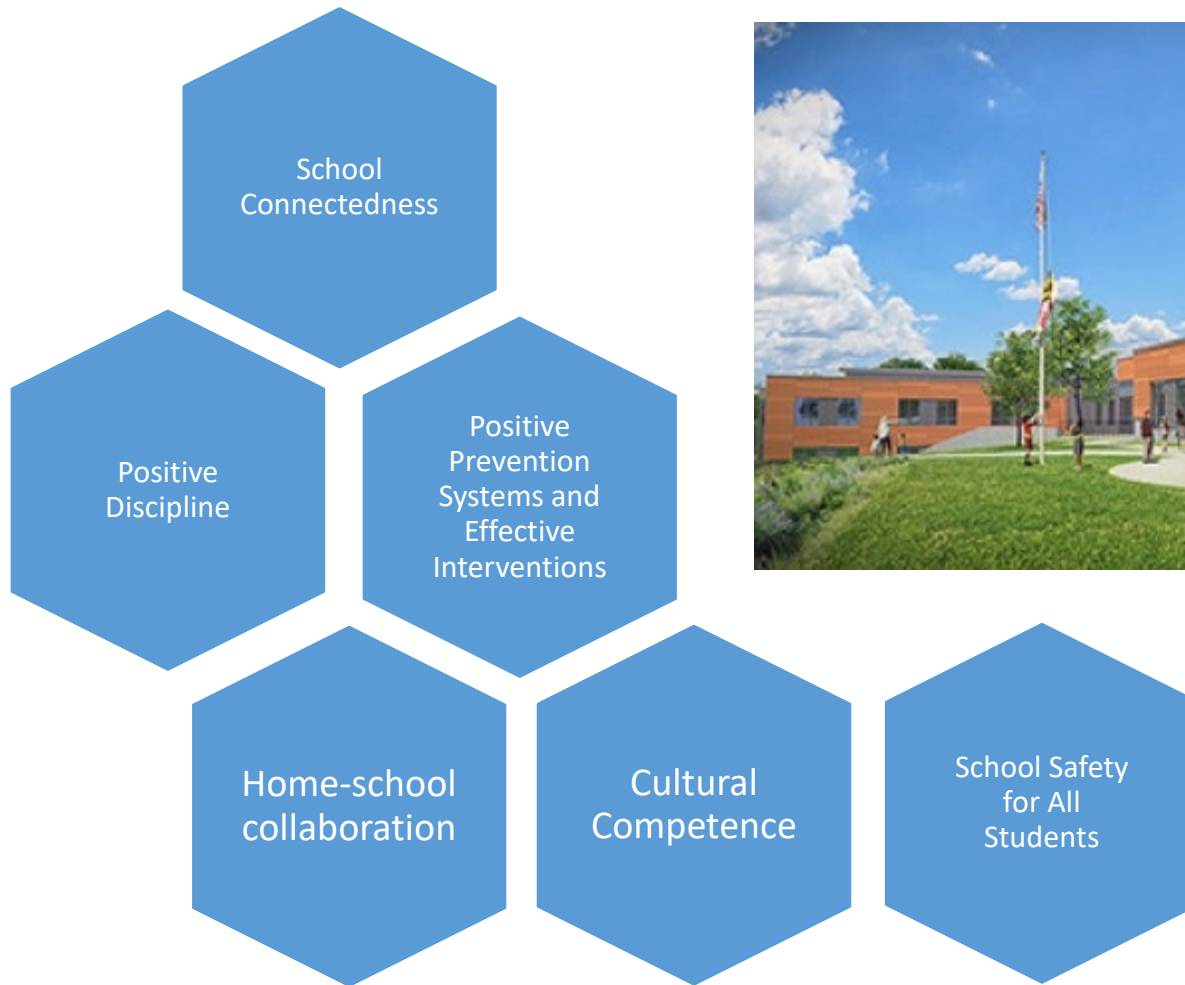
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School Climate



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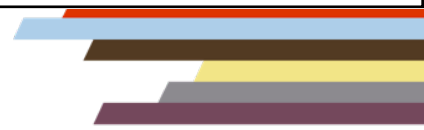
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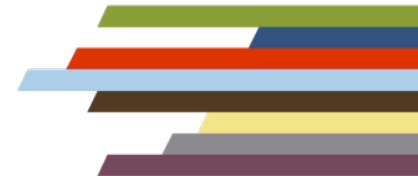


Safe UT App



SafeUT (2018)

- The SafeUT Crisis Chat and Tip Line is a statewide service that provides real-time crisis intervention to youth (K-12) through live chat and a confidential tip program – right from your smartphone
- Licensed clinicians in 24/7 Crisis Line call center respond to all incoming chats and calls by providing:
 - Supportive or crisis counseling
 - Suicide prevention, and
 - Referral services
- They help anyone with emotional crises, bullying, relationship problems, mental health, or suicide-related issues



What does SafeUT do?

- Answers calls and chats confidentially and for free.
- Counseling topics include:
 - Depression, anxiety, or other mental health issues;
 - Suicide prevention;
 - Loss and grief;
 - Bullying and Cyberbullying;
 - Drug and alcohol problems;
 - Self-harm;
 - Relationship difficulties;
 - Any life challenge



SafeUT, 2018



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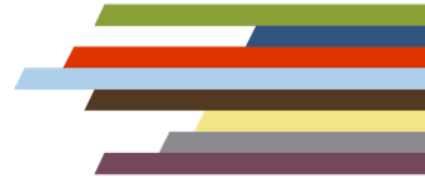
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How does SafeUT help?

- Help users in a place of crisis move to a calmer, safer place.
- Create a plan to stay safe and provides them with resources for support (SafeUT, 2018).

- Supportive listening,
- A safe and nonjudgmental space to discuss crisis,
- Problem-solving with a crisis counselor, and
- Information about resources that might offer more support



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What does SafeUT look like?



Text messages submitted in the Crisis Line are received by licensed therapists at University Neuropsychiatric Institute who specialize in supportive listening, joint problem-solving, crisis intervention, and suicide prevention (SafeUT, 2018).



Conversations are anonymous, protected by a password that users create themselves.



Using the “Call-CrisisLine” button results in dialing the National Suicide Prevention number and users have the option to start the call.

SafeUT Smartphone App. (2018). Retrieved from <https://healthcare.utah.edu/uni/safe-ut/>



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Similar Programs Across the Nation



	SafeUT	Safe2Tell	SafeOregon	StopIt	Protocall	Crisis Text Line
Licensed Clinical Staff	Yes	No	No	No	Yes	No
Type of Service	Safety Tip, Crisis Text and Call Line	Safety Tip Only	Safety Tip Only	Safety Tip Only	Crisis Call Line Only	Crisis Text Only
Live Chat/Text Available	Yes	No	No	Yes	No	Yes
Current States	UT	WY, CO	OR	TX, UT, HI ...	OR, UT, NM ...	Nationwide

University of Utah Health, 2017



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Student Subjective Wellbeing Questionnaire (SSWQ)

Here are some questions about what you think, feel, and do at school. Read each sentence and choose the one best answer.

<https://osf.io/t9w4q/>

Joy of Learning Scale: items 1, 5, 9, 13
School Connectedness Scale: items 2, 6, 10, 14
Educational Purpose Scale: items 3, 7, 11, 15
Academic Efficacy Scale: items 4, 8, 12, 16

	<i>Almost Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Almost Always</i>
1. I get excited about learning new things in class.	1	2	3	4
2. I feel like I belong at my school.	1	2	3	4
3. I feel like the things I do at school are important.	1	2	3	4
4. I am a successful student.	1	2	3	4
5. I am really interested in the things I am doing at school.	1	2	3	4
6. I can really be myself at my school.	1	2	3	4
7. I think school matters and should be taken seriously.	1	2	3	4
8. I do good work at school.	1	2	3	4
9. I enjoy working on class projects and assignments.	1	2	3	4
10. I feel like people at my school care about me.	1	2	3	4
11. I feel it is important to do well in my classes.	1	2	3	4
12. I do well on my class assignments.	1	2	3	4
13. I feel happy when I am working and learning at school.	1	2	3	4
14. I am treated with respect at my school.	1	2	3	4
15. I believe the things I learn at school will help me in my life.	1	2	3	4
16. I get good grades in my classes.	1	2	3	4

Renshaw, T. L. (2018); Renshaw, T. L., & Chenier, J. S. (2018)



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Targeted Prevention



- Wellbeing Committee
- Brief Check-in
- Group Therapies
- Electronic School-Home Notes
- Check in, Check out



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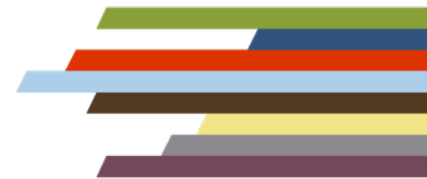
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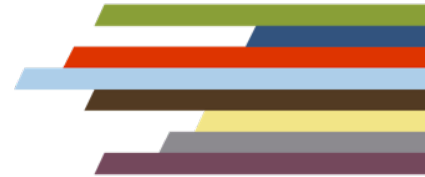
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Wellbeing Committee

- Team at the school building that supports student wellbeing and mental health
- Meets at least monthly to discuss
 - Schoolwide wellbeing plans
 - Students who are at risk or experiencing mental health concerns
- Problem-solve access/practical issues
- Lead efforts to promote wellbeing throughout the school
- Uses team initiated problem-solving (TIPS)

Newton, Algozzine, Algozzine, Horner, & Todd, 2011



Brief Check In



- Initial
 - 20-minute semi-structured conversation
 - Wellbeing, suicidal ideation, trauma
- Ongoing
 - 20-minute semi-structured conversation
 - Bi-monthly
 - Wellbeing, suicidal ideation, trauma
 - Check in regarding any previous information



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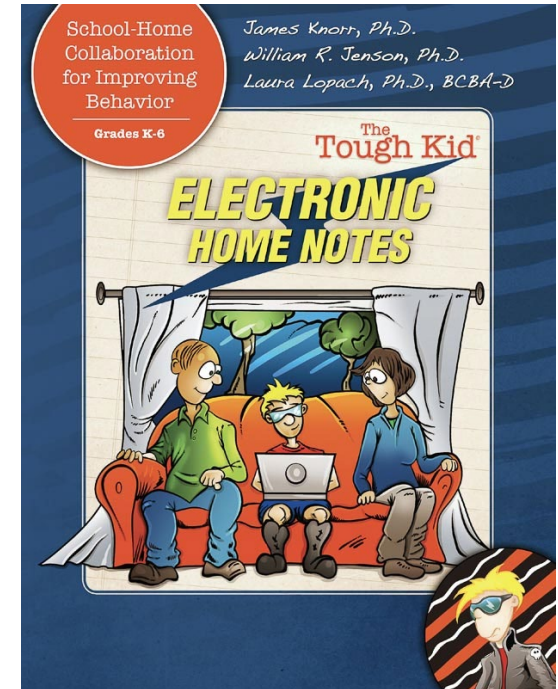
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Electronic School-Home Note

- Effective intervention for improving student on-task behavior and parent connection
- Allows for digital communication between the parent/caregiver and school staff about targeted goals of the student.
- Data entry, graphing, and management is automated
- Parents provide contingencies at home for meeting goals
- <https://www.ancorapublishing.com/product/the-tough-kid-electronic-home-notes/>



Knorr, Jenson, O'Neill, Clark, Hood, & Davis, 2018



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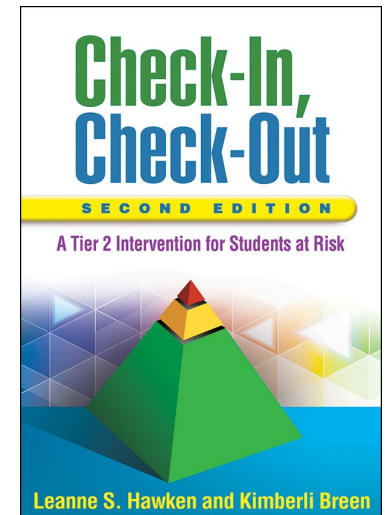
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Check in, Check Out

- Mentor-based intervention
- Increase positive interactions between students school staff through multiple opportunities for feedback throughout the school day
- <https://www.guilford.com/videos/Check-In-Check-Out/Hawken-Breen/9781462524587>



Drevon, Hixson, Wyse, & Rigney, 2019; Hawken, L., Bundock, Eber, Breen, & Phillips, 2015



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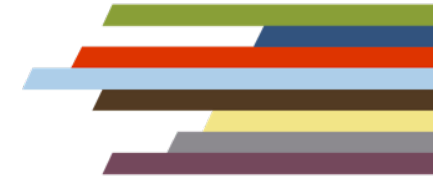
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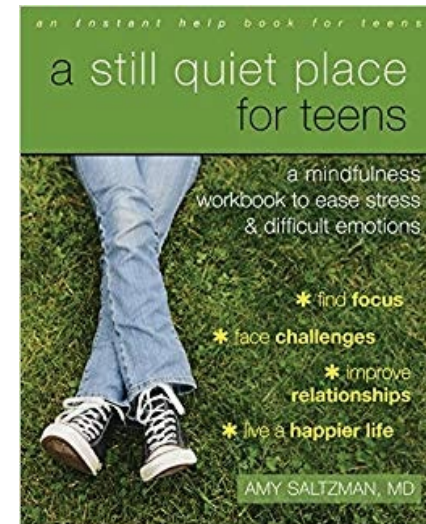
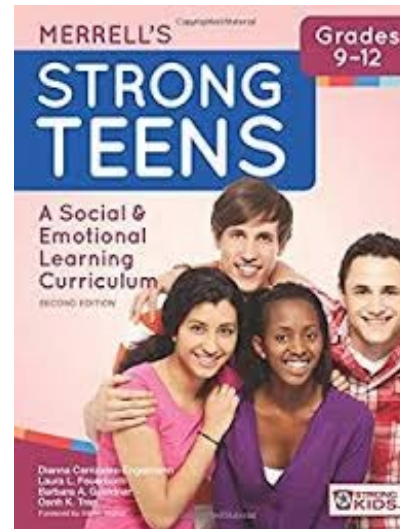
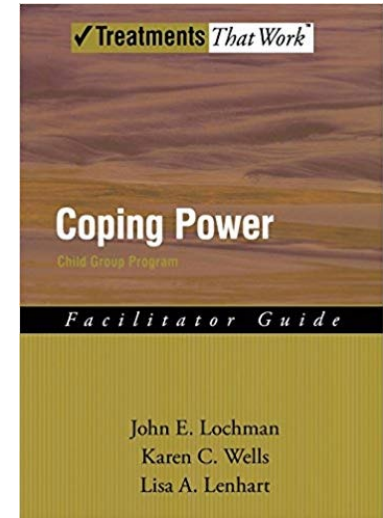
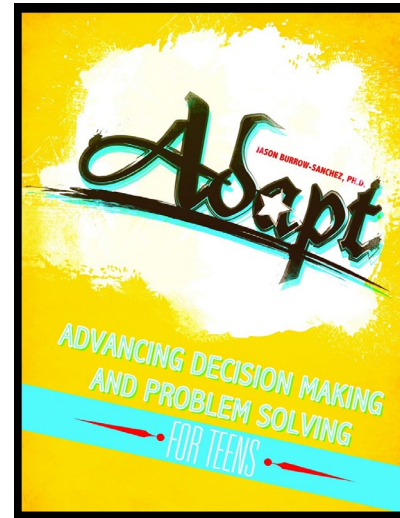
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Group Prevention

- Problem-solving and decision making
- Emotional understanding and expression
- Social skills and support
- Interpersonal /communication skills
- Conflict resolution skills



Individualized Prevention

- Individual psychotherapy
 - Anxiety
 - Depression
 - Trauma
 - Interpersonal problems
- Community collaboration
 - Mental health providers
 - Medical providers



Progress Monitoring

Youth Internalizing Problems Screener

Here are some questions about what you think, feel, and do.
Read each sentence and circle the one best answer.

	Almost Never	Some- times	Often	Almost Always
1. I feel nervous or afraid.	1	2	3	4
2. I feel very tired and drained of energy.	1	2	3	4
3. I find it hard to relax and settle down.	1	2	3	4
4. I get bothered by things that didn't bother me before.	1	2	3	4
5. I have uncomfortable and tense feelings in my body.	1	2	3	4
6. I feel moody or grumpy.	1	2	3	4
7. I feel like I'm going to panic or think I might lose control.	1	2	3	4
8. I do not really enjoy doing anything anymore.	1	2	3	4
9. I feel worthless or lonely when I'm around other people.	1	2	3	4
10. I have headaches, stomachaches, or other pains.	1	2	3	4

<https://osf.io/t9w4q/>
Renshaw, 2019

Progress Monitoring

Youth Externalizing Problems Screener

Here are some questions about what you think, feel, and do.
Read each sentence and circle the one best answer.

	Almost Never	Some- times	Often	Almost Always
1. I lose my temper and get angry with other people.	1	2	3	4
2. I have a hard time sitting still when other people want me to.	1	2	3	4
3. I fight and argue with other people.	1	2	3	4
4. I break rules whenever I feel like it.	1	2	3	4
5. I talk a lot and interrupt others when they are talking.	1	2	3	4
6. I say or do mean things to hurt other people.	1	2	3	4
7. I have a hard time focusing on things that are important.	1	2	3	4
8. I like to annoy people or make them upset.	1	2	3	4
9. I get distracted by the little things happening around me.	1	2	3	4
10. I choose not to follow directions and don't listen to adults.	1	2	3	4

<https://osf.io/t9w4q/>
Renshaw & Cook, 2018

REFERRAL PROCESS FOR MENTAL HEALTH SUPPORT

Tier 3: Individual Psychotherapy

- Referrals may come from: students themselves, guardians, and/or teachers
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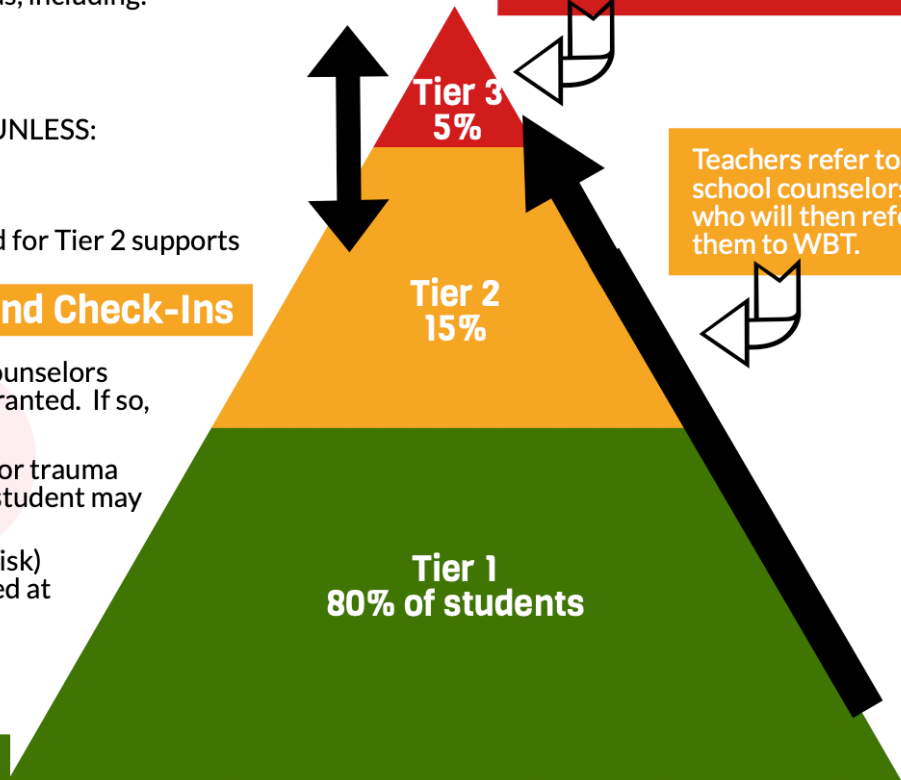
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Please use the chat feature for questions



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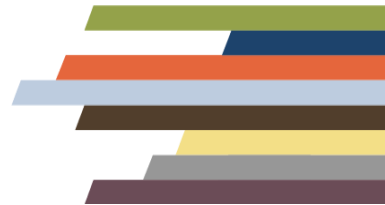
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