



CENTER FOR RURAL SCHOOL HEALTH & EDUCATION



Reminders:

1. Turn your video on
2. Test your audio
3. Mute your mic unless you are speaking
4. Make sure you are in a quiet area for the entire session
5. Add your name to the Zoom chat box for attendance

Evidence-Based Youth Suicide Prevention

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Objectives

Participants will be able to...

1. describe facts and figures about the topic including which sub-populations experience high rates;
2. list evidence-based practices across all three MTSS tiers for each topic; and
3. become familiar with available resources and additional learning opportunities.

Youth Suicide Prevention

MYTH:

- Talking to students about suicide or asking a student if they are suicidal is risky because it might put the idea in their head

FACT:

- You don't give a suicidal person morbid ideas by talking about suicide
- Bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do

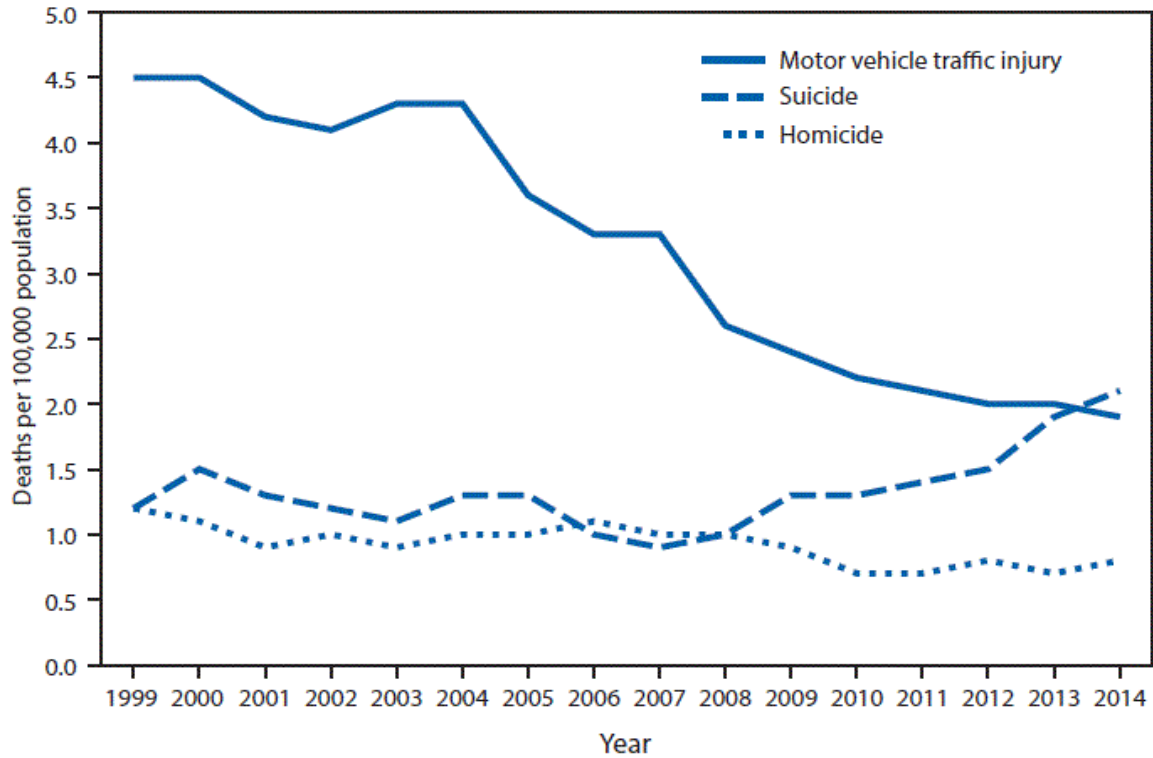
Prevalence of Youth Suicide

In 2017, U.S. students reported:

- 17% Seriously considered attempting suicide
- 14% Made a plan about how they would attempt suicide
- 7% Attempted suicide one or more times
- 2% Attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

<https://www.cdc.gov/healthyyouth/data/yrbs/results.htm>





Suicide Risk for Children 10-14



SOS Signs of Suicide Program

- Only universal school-based suicide prevention program that has shown a reduction in self-reported suicide attempts in randomized controlled trials
- Compared with students in the control group, students who received SOS:
 - were 64 % less likely to report a suicide attempt in the next 3 months
 - reported more favorable attitudes toward getting help for themselves or friends for depression and/or suicidal thoughts

Universal Prevention

-  Target the entire population
-  Overrides adults' assumptions about who may be most at risk
-  Focus on risk reduction and health promotion
-  Promotes learning and resiliency in all students

SOS Goal: Prevent Youth Suicide

- Increase knowledge and adaptive attitudes about depression
- Encourage help-seeking behavior
- Reduce stigma
- Engage parents and school staff as partners in prevention
- Encourage schools to develop community-based partnerships

SOS Components

Suicide prevention education:
video and guided discussion

SOS for High School Students



Mental health
screening:
depression and
signs of suicide

SOS Signs of Suicide® Prevention Program

Student Screening Form

- Age: _____
- Grade: _____
- Gender: Female Male Transgender
- Ethnicity: Hispanic/Latino Not Hispanic/Latino
- Race: *(Check all that apply)*
 American Indian/Alaska Native Black/African American White
 Native Hawaiian/Other Pacific Islander Other/Multicultural Asian
- Are you currently being treated for depression? Yes No

Brief Screen for Adolescent Depression (BSAD)*

Please answer the following questions as honestly as possible by circling the "Yes" or "No" response.

In the last four weeks...

- | | | |
|--|-----|----|
| 1. Have you felt like nothing is fun for you and you just aren't interested in anything? | Yes | No |
| 2. Have you had less energy than you usually do? | Yes | No |
| 3. Have you felt you couldn't do anything well or that you weren't as good-looking or as smart as most other people? | Yes | No |
| 4. Have you thought seriously about killing yourself? | Yes | No |
| 5. Have you EVER, in your WHOLE LIFE, tried to kill yourself or made a suicide attempt? | Yes | No |
| 6. Has doing even little things made you feel really tired? | Yes | No |
| 7. Has it seemed like you couldn't think as clearly or as fast as usual? | Yes | No |

Identifying Trusted Adults

List a trusted adult you could turn to if you need help for yourself or a friend (example: "My English teacher," "counselor," "my mother," "uncle," etc.)
In school _____
Out of school _____

SOS in One Class Period

1. Introduce program
2. Show video
3. Facilitate guided discussion
4. Students complete screening forms and student response slips
5. Follow up with students requesting help/screening in

Identifying Students in Need

Students are identified in 3 ways:

- Help-seeking: students ACT and tell a trusted adult
- Student response slip
- Screening

BASED ON THE VIDEO AND/OR SCREENING, I FEEL THAT:

- I need to talk to someone ...
- I do not need to talk to someone ...

ABOUT MYSELF OR A FRIEND.

NAME(PRINT): _____

HOMEROOM SECTION: _____

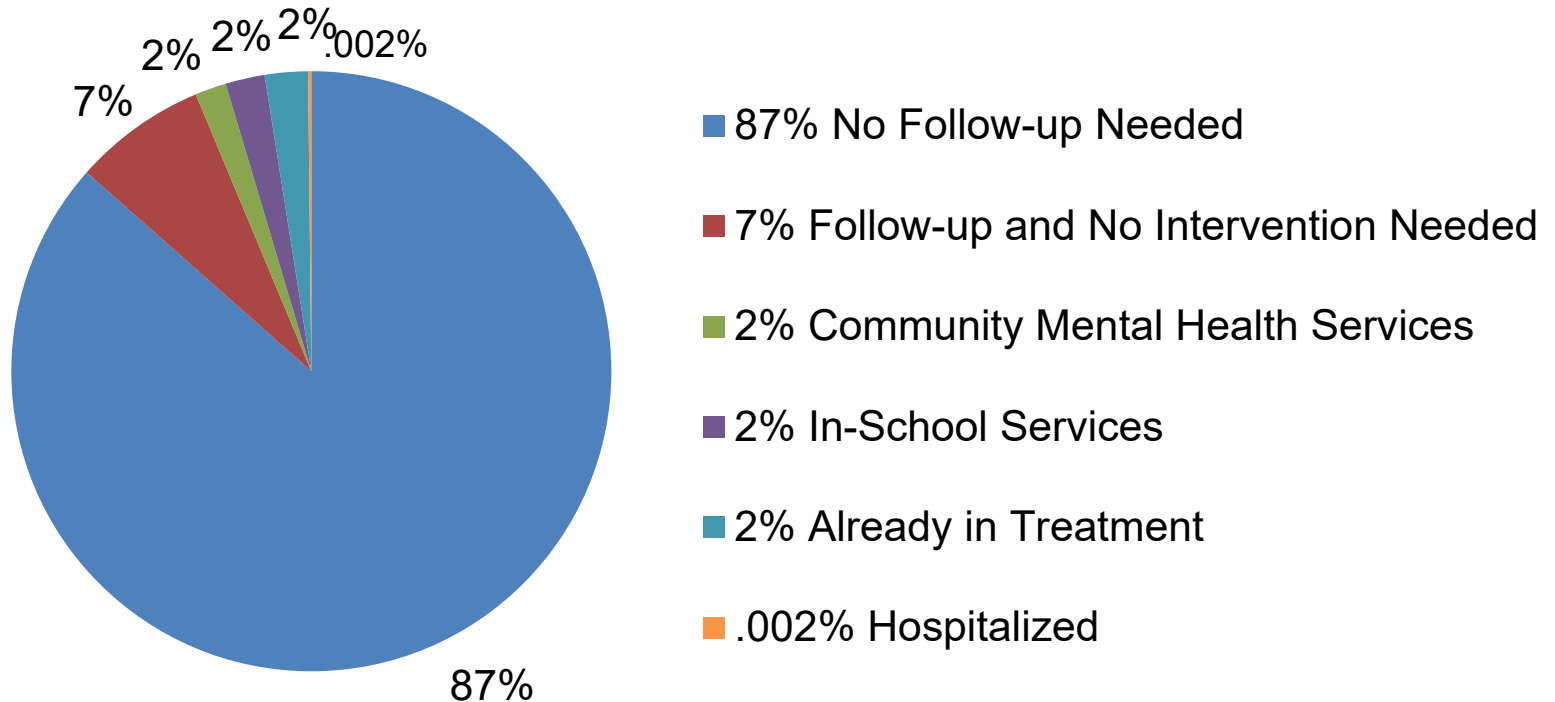
TEACHER: _____

IF YOU WISH TO SPEAK WITH SOMEONE, YOU WILL BE CONTACTED WITHIN 48 HOURS. IF YOU WISH TO SPEAK WITH SOMEONE SOONER, PLEASE APPROACH STAFF IMMEDIATELY.

Students Receiving Follow up

- Data collected from schools around the country have shown similar follow-up rates for all schools
- **Anonymous screening:** CHADS Coalition has served over 100,000 St. Louis area students with a follow-up rate of 12%
- **Identified screening:** Elyssa's Mission has served over 300,000 Chicago area students with a follow-up rate of 13%
 - Approximately 50% of these students were referred for additional evaluation/services

Type of Intervention



Training Trusted Adults

Acknowledge that you are seeing signs of depression or suicide in a student and that it is serious

Care: Let the student know you **care** about them and you can help

Tell: Follow your school protocol and **tell** your mental health contact

Populations at Elevated Risk

It is important for school staff to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

- Alcohol or drug use
- Non-suicidal self-injury or previous suicide attempt
- LGBTQ
- Homeless or out-of-home settings
- Medical conditions or disability
- Impacted by suicide

Messages to Parents

- Open up a conversation about mental health
 - Over **90%** of people who die by suicide have a mental health disorder
 - Depression is treatable
- Reduce risk
 - Suicide crises are often short-term but having access to a gun makes it easier to carry out the act in an instant
 - Don't store guns in the home. If you choose to, keep it locked, unloaded, and lock/store ammunition separately
 - Firearms used in youth suicide usually belong to a family member (82%)

Watch and Listen



Watch for significant changes in behavior:

- Extreme withdrawal
- Increased or decreased sleep
- Anger or hostility that is out of character or out of context
- Increased agitation or irritability



Listen for:

- Talk about suicide
- Sounding hopeless
- Sounding overwhelmed by emotional pain or distress

Summary

- There's a need for youth suicide prevention
- Evidence-based suicide prevention works
- It's important to use a universal prevention approach by:
 - teaching students about suicide/depression and also
 - engaging faculty/staff and parents as partners in prevention

Sample the SOS Program and Learn More

url: sossignsofsuicide.org

Username: sos-sample-imp

Password: sossample

Visit MindWise.org to sign up for the SOS newsletter and follow us on social media for program updates and webinars.



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@thisismindwise



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Funding Available in Colorado

Fill out a scholarship application for your school:

<http://bit.ly/SOSscholarship>

World Suicide Prevention Day

<https://www.youtube.com/watch?v=jiEJnJTYaPw&t=8s>

Questions/Suggestions?

For more information, contact:

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References

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Plemmons, G., Hall, M., Doupnik, S., Gay, J., Brown, C., Browning, W., . . . Williams, D. (2018). Hospitalization for suicide ideation or attempt: 2008–2015. *Pediatrics*, *141*(6).

Centers for Disease Control and Prevention (CDC). (2017). Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbs. Accessed on 8/9/2018.

QuickStats: Death Rates for Motor Vehicle Traffic Injury, Suicide, and Homicide Among Children and Adolescents aged 10–14 Years — United States, 1999–2014. *MMWR Morbidity & Mortality Weekly Report* 2016;65:1203. DOI: <http://dx.doi.org/10.15585/mmwr.mm6543a8>

Centers for Disease Control and Prevention, National Centers for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS) [online]. (2005) {cited 2018 Aug. 09}. Available from: www.cdc.gov/injury/wisqars

Case Study Presentation

Tracy Schenk
School Counselor
Pagosa Springs



Case Study Discussion

1. Summary of the case
2. Clarifying questions
3. Recommendations
4. Wrap Up

Case Study Sign Up

- A case study is a real-life challenge you are experiencing as a rural school mental health professional.
- We have created a safe and supportive place for you to bring your most challenging cases to a group of peers while ensuring anonymity of those involved.
- We will collaborate together around how you might work through your particular challenge.
- To sign up visit: www.signupgenius.com/go/805084ba4a823a0f85-echodu



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**THANK
YOU**