Topics for discussion –

>**About suicide prevention campaigns**

Links to a few other relevant resources & other topics of concern

Note: Go to http://smhp.psych.ucla for links to other Center resources including
>Upcoming initiatives, conferences & workshops
>Calls for grant proposals, presentations, and papers
>Training and job opportunities
>Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

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Topic for Discussion –
>**About suicide prevention campaigns**

Request: "We are still recovering from the storm and are about to implement a school district suicide awareness campaign. Any words of wisdom?? Any curriculum that you have found is better than others? We are thinking More than Sad."

Center Comments:

"...If schools are to do a better job in addressing problems ranging from interpersonal violence to suicide, they must adopt a model that encompasses a full continuum of interventions -- ranging from primary prevention through early-after-onset interventions to treatment of individuals with severe and pervasive problems. School policy makers must quickly move to embrace comprehensive, multifaceted school-wide and community-wide models for dealing with factors that interfere with learning and teaching. Moreover, they must do so in a way that fully integrates the activity into school reform at every school site...."
From: *School Interventions to Prevent Youth Suicide*
http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf

School campaigns about mental health concerns are calls for action. From our perspective, such calls aim at (1) countering the conditions that produce frustration, apathy, alienation, and hopelessness, (2) helping those experiencing problems, and (3) generally enhancing school climate and the quality of many lives. To increase the potential impact, such calls are directed not just at students and school staff, but at families and the community at large.

For schools, a primary obligation is to minimize aspects of schools and schooling that are major contributors to learning, behavior, and emotional problems. Of particular concern is making systemic changes that can enhance a caring and supportive climate and reduce unnecessary stress throughout a school. Such changes not only can have positive impact on current problems, they can prevent subsequent ones.

Examples: Schools need to ensure students feel truly welcome and connected with peers and adults through ensuring there are a range of social supports and advocacy. Over the school year, a myriad of strategies can contribute to students feeling positively connected to the classroom and school. These include personalized instruction, regular student conferences, fostering social and emotional development, and opportunities for students to attain positive status. Efforts to create a caring climate benefit from programs for cooperative learning, peer tutoring, mentoring, advocacy, peer counseling and mediation, human relations, and conflict resolution.

About Specific Programs

Excerpt from: "School-Based Suicide Prevention, Intervention, and Postvention." Miller D.N., Mazza J.J. (2018). In: Leschied A., Saklofske D., Flett G. (eds) *Handbook of School-Based Mental Health Promotion*. https://link.springer.com/chapter/10.1007/978-3-319-89842-1_15

> For schools to take a proactive approach in helping to prevent and reduce youth suicidal behavior, they need to implement social emotional learning (SEL) curricula that help students acquire emotion regulation skills that (a) focus on perceived burdensomeness and interpersonal relationship skills and (b) target thwarted belongingness at all levels within a multi-tier systems of support (MTSS) structure. Given that subjective well-being is a major tenet of the dual factor model of mental health, SEL programs also need to address issues of school climate and connectedness and perceptions of school and life satisfaction in addition to symptomatology related to mental health problems.
>
> Schools often tend to focus on high-risk students when it comes to mental health issues, and there are several important reasons why this might be the case. Using a service approach that only focuses on those students currently experiencing mental health difficulties (i.e., students at the Tier 3 level within a MTSS structure), however, does little or nothing to stem the flow of youth who may experience future mental health problems. In addition, adopting this type of approach is reactionary rather than preventive and implies that students must exhibit clear and severe mental health problems (i.e., ones that are having a significant impact on their behavior at school) before they can receive mental health services.
>
> There are several Tier 1 programs that have been identified to prevent youth suicidal behavior, four of which we describe below.
>
> *Sources of Strength* (LoMurray, 2005) – a universal suicide prevention program that utilizes peer leaders to help strengthen protective factors and identify students who may be at risk for suicide. The Sources of Strength program attempts to reduce suicidal behavior by increasing help-seeking behavior among youth through peer social networks in conjunction with caring adults. ...
>
> *Signs of Suicide Middle School and High School Prevention Programs* – a universal curriculum design to teach about depression awareness and suicide prevention to middle and high school students. The goals of SOS are to decrease youth suicidal behavior by increasing students' knowledge about suicide and depression, to encourage help-seeking behavior for a friend or self, to reduce the stigma of suicide and mental health, to engage parents and school staff as partners through gatekeeper education, and to encourage community-based partnerships that support youth mental health....
>
> *Lifelines: A Suicide Prevention Program* (Underwood & Kalafat, 2009) – designed for middle and high school students with the primary goal of developing and promoting a caring and competent school community where help seeking is modeled and encouraged....
>
> *Dialectical Behavior Therapy Skills in Schools: Skills Training for Emotional Problem Solving for Adolescents* (DBT STEPS-A; Mazza, Dexter-Mazza, Miller, Rathus, & Murphy, 2016) – a newly developed SEL curriculum.... The curriculum is designed for students ages 12–19 years and taught at the Tier 1 level by general education teachers who demonstrate an awareness of mental health issues ..."

Excerpt from: "Developing a Comprehensive School Suicide Prevention Program" (2019) P. Granello & B. Zyromsk. *Professional School Counseling*
https://journals.sagepub.com/doi/full/10.1177/2156759X18808128

"Although evidence-based packaged programs are scarce, the literature identifies various types of suicide prevention programs. Four types are suggested: (a) universal curricular suicide education, (b) in-service education for gatekeepers, (c) school-wide suicide screening programs, and (d) enhancing protective factors.

Universal curricular suicide education. Universal curricular suicide education often takes the form of health class lectures to students. These types of programs are blanket attempts to educate entire populations of students about suicide. Examples include the Red Flags program (https://www.RedFlags.org) and the Save program (https://save.org).

In-service education for gatekeepers. In-service education is generally for gatekeepers, teachers, and sometimes the staff in the school building. Gatekeepers are individuals who have received some specific training on identification and referral of students who may be at risk of suicide. Examples include the question, persuade, refer (QPR) program and recognize the warning signs, engage with empathy, ask about suicide, communicate hope, help connect to resources (REACH) program....

School-wide suicide screening programs. School-wide suicide screening programs often target an entire grade level of middle or high school students and typically take the form of instruments (paper or computer mediated) designed to identify at-risk students. One evidence-based suicide screening program is Signs of Suicide....

Enhancing protective factors. The fourth area of programing focuses on enhancing protective factors that may include parent education. Parental education strategies might range from sending home newsletters to conducting parent workshops to home meetings with parents...."

More Resources on Suicide Prevention – see the Center online clearinghouse Quick Find on
>*Suicide Prevention* – http://smhp.psych.ucla.edu/qf/p3002_02.htm

Re: Screening – see
>*Screening Mental Health Problems in Schools* –
http://smhp.psych.ucla.edu/pdfdocs/policyissues/mhscreeningissues.pdf

For Additional Resources on Building Strong Relationships to Support Students – see
>*Classroom/school climate* – http://smhp.psych.ucla.edu/qf/environments.htm
>*Peer relationships/ peer support* – http://smhp.psych.ucla.edu/qf/peersupport.htm
>*Prevention for students at risk* – http://smhp.psych.ucla.edu/qf/prevention.html
>*Resilience/protective factors* – http://smhp.psych.ucla.edu/qf/resilience.html

For More Indepth Discussion of Addressing Problems and Improving Schools
>*Addressing Barriers to Learning: In the Classroom and Schoolwide* –
http://smhp.psych.ucla.edu/improving_school_improvement.html
>*Improving School Improvement* –
http://smhp.psych.ucla.edu/improving_school_improvement.html

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Please let us hear from you!

Share your perspective about
reducing alienation and despair in students in your schools.

And send them and any other comments to Ltaylor@ucla.edu

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Links to a few other relevant resources & other topics of concern

Sources of strength: youth suicide prevention – https://sourcesofstrength.org/

Lifelines: A suicide prevention program – https://www.hazelden.org/web/public/lifelines.page

Red Flags program: A suicide prevention – https://www.RedFlags.org

Save program: Suicide prevention – https://save.org

Question, persuade, refer: Suicide prevention – https://qprinstitute.com/

Anxiety in the classroom –
https://childmind.org/article/classroom-anxiety-in-children/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-11-26-19

How anxiety leads to disruptive behavior –
https://childmind.org/article/how-anxiety-leads-to-disruptive-behavior/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-11-26-19

Noteworthy: The landmark Student Opportunity Act was signed into law in Massachusetts, guaranteeing an additional $1.5 billion in funding for k-12 public schools across the Commonwealth

Four years after a state commission determined the existing foundation budget formula underestimates the cost of education by $1 billion annually and more than a year after a previous bill to correct inequalities collapsed, the focus now shifts to implementing the funding law and holding districts accountable for improvement plans.

The new money is intended to reduce disparities between districts across the state and to put communities with larger cost drivers - special education, employee health care, and high numbers of low-income students and English language learners - on a more even footing with their peers.

Charlotte Kelly, Executive Director,
Massachusetts Education Justice Alliance

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*
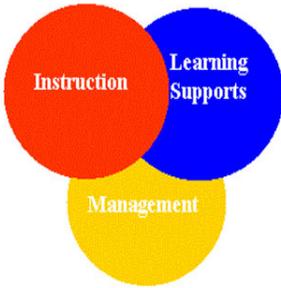
For information about the

National Initiative for Transforming Student and Learning Supports

go to http://smhp.psych.ucla.edu/newinitiative.html

Also online are two related free books

Improving School Improvement
http://smhp.psych.ucla.edu/improving_school_improvement.html

Addressing Barriers to Learning: In the Classroom and Schoolwide
http://smhp.psych.ucla.edu/improving_school_improvement.html

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the Net Exchange on our website at http://smhp.psych.ucla.edu/newnetexchange.htm and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)