

Components of a Suicide Risk Assessment

- Suicidal Ideation / Homicidal Ideation / Self-harm Assessment
 - Current Thoughts
 - Frequency of Thoughts
 - Duration of Thoughts
 - Triggers of Thoughts
 - Plan (Method? Time? Location? Details? Lethality of means? Availability of means?)
 - Intent (Passing thought of suicide vs. avoiding pain vs. ending the pain)
 - Ambivalence (Degree of desire to live)
 - Made Prior Arrangements
 - Previous Attempts
 - Previous Inpatient Hospitalization
 - Alcohol/Substance Use
 - History of Violent/Aggressive Behaviors
 - Homicidal Ideation
 - History of Bullying
 - History of Trauma/Victimization
 - Current Psychiatric Diagnoses
 - Hopelessness
 - Worthlessness
 - Isolation
 - Depression
 - Anxiety
 - Empathy/Remorse
 - Stressors (Academic, social, familial, personal)
 - Recent Losses
 - Religious Affiliation and Participation
 - Gang Affiliation
 - Family History of Suicide
 - Mental Status Exam (Appearance, attitude, behavior, speech, mood and affect)

- Protective Factors
 - Positive Social Support
 - Spirituality
 - Connectedness
 - Sense of Responsibility to Family
 - Positive Coping Skills
 - Positive Problem-Solving Skills
 - Positive Therapeutic Relationship
 - Ability to Access Services

Components of a Safety Plan¹

- Warning signs of suicide
 - Includes “personal situations, thoughts, images, thinking styles, moods, or behaviors” (p. 258)
- Internal coping strategies
 - Emphasized as a first-line technique to increase self-efficacy
 - “Primary aim of identifying and doing such activities is to serve as a distraction from the crisis” (p. 259)
- Social contacts and social settings for distraction
 - If internal coping strategies don’t work, person can interact with others in present setting or go to a preferred, pleasurable social setting
 - No outward mention of being in crisis
- Friends and family to resolve crises
 - “Patients explicitly reveal to others that they are in crisis and need support and assistance in coping with the crisis” (p. 259)
 - Should be someone with whom the safety plan can be shared and this person should be named on the plan
- Contacting mental health professionals
 - Can list regular provider and others who can be contacted during non-business hours
 - Emergency info and national crisis numbers should be listed
- Restricting access to lethal means
 - Plan how access to these means will be reduced
 - “The specific behaviors [and people] necessary to make the patients’ environment safer should be noted on the safety plan and the length of time (e.g., 1 month, 2 weeks) that this restriction should be in place can be noted” (p. 260)

Components of a Notification of Emergency Conference Form

- Statement indicating parents were notified of risk
- Type and level of risk
- Recommendations for outside psychological services
- Signatures of parent/guardian and school officials
- Attempts to make contact with the parent/guardian and designated emergency contacts

¹ Stanley, B., & Brown, G. K. (2012). Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk. *Cognitive and Behavioral Practice, 19*(SPECIAL SERIES: Working with Suicidal Clients: Not Business as Usual), 256-264. doi:10.1016/j.cbpra.2011.01.001

RESOURCES FOR SUICIDE PREVENTION AND INTERVENTION

American Foundation for Suicide Prevention – Resources for suicide prevention and intervention. <https://afsp.org/>

American Indian Life Skills Development – A school-based, culturally sensitive, suicide-prevention program for high school and some middle school American Indian adolescents, also known as Zuni Life Skills Development. <http://www.crimesolutions.gov/ProgramDetails.aspx?ID=246>

Bostwick, W. W, Meyer, I., Aranda, F., Russell, S., Hughes, T., Birkett, M., & Mustanski, B. (2014). Mental health and suicidality among racially/ethnically diverse sexual minority youths. *American Journal of Public Health, 104*(6), 1129-1136. doi:10.2105/AJPH.2013.301749

Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (Vol 3; pp. 781-798). Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Nickerson, A. B., Reeves, M. A., & Jimerson, S. R. (2008). Best practices for school psychologists as members of crisis teams: The PREPaRE Model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (Vol. 4; pp. 1487-1504). Bethesda, MD: National Association of School Psychologists.

The Care, Assess, Respond, Empower (CARE) program – A high school-based suicide prevention program that targets high-risk adolescents and youth. The CARE program was designed to decrease suicide behaviors and suicide-related risk factors and to increase personal and social assets by assessing an individual's needs and providing him or her with counseling and social support resources. <http://www.childtrends.org/?programs=care-assess-respond-empower-care>

Crisis Text Line – A free, 24/7 support for those in crisis via text message. Responses usually sent within 5 minutes. Text START to 741-741.

Goldston, D. B., Molock, S. D., Whitbeck, L. B., Murakami, J. L., Zayas, L. H., & Hall, G. N. (2008). Cultural Considerations in Adolescent Suicide Prevention and Psychosocial Treatment. *American Psychologist, 63*(1), 14-31.

International Association for Suicide Prevention (IASP) – A Non-Governmental Organization in official relationship with the World Health Organization (WHO) concerned with suicide prevention. <https://www.iasp.info/>

The Jed Foundation - Resources for suicide prevention and intervention. <http://www.jedfoundation.org/>

Joe, S., Romer, D., & Jamieson, P. E. (2007). Suicide acceptability is related to suicide planning in U.S. adolescents and young adults. *Suicide and Life-Threatening Behavior, 37*(2), 165-178.

NASP PREPaRE School Crisis Prevention and Intervention Training Curriculum – Designed to help schools meet the needs of students, staff, and families following school associated crisis events. PREPaRE is a comprehensive crisis prevention and intervention curriculum developed by school-based professionals who have had direct experience in preparing for and responding to school crises. <https://www.nasponline.org/professional-development/prepare-training-curriculum>

National Organization for People of Color against Suicide – A volunteer organization seeking additional supports to develop a national center and provide resources on suicide prevention and intervention for people of color. <http://nopcas.org/>

Pena, J., Matthieu, M., Zayas, L., Masyn, K., & Caine, E. (2012). Co-occurring risk behaviors among White, Black, and Hispanic US high school adolescents with suicide attempts requiring medical attention, 1999-2007: Implications for future prevention initiatives. *Social Psychiatry & Psychiatric Epidemiology, 47*(1), 29-42. doi:10.1007/s00127-010-0322-z

Project CAST (Coping and Support Training) – A school-based small group counseling program for at-risk youth that has demonstrated decreased suicide risk factors among other positive outcomes in adolescents. It can be delivered by trained teachers, counselors, social workers, or others with similar experience. <http://www.reconnectingyouth.com/programs/cast/>

Readiness and Emergency Management for Schools Technical Assistance Center – The REMS TA Center Community of Practice (CoP) is a virtual space for representatives from schools, school districts, institutions of higher education (IHEs), and their community partners to collaborate on special projects, share news and resources, discuss trends and ideas, and learn from the experiences of others in the field. <http://rems.ed.gov/Default.aspx>

SAMHSA Suicide Assessment Five-Step Evaluation and Triage (SAFE-T) – Pocket Card for Clinicians- Assists clinicians in conducting a suicide assessment using a 5-step evaluation and triage plan to identify risk factors and protective factors, conduct a suicide inquiry, determine risk level and potential interventions, and document a treatment plan. Additional resources available in a mobile app. <http://store.samhsa.gov/apps/suicidesafe/index.html>

Stanley, B., & Brown, G. K. (2012). Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk. *Cognitive and Behavioral Practice, 19* (SPECIAL SERIES: Working with Suicidal Clients: Not Business as Usual), 256-264. doi:10.1016/j.cbpra.2011.01.001

Suicide Awareness Voices of Education (SAVE) – Resources for suicide prevention and intervention. www.save.org

Suicide Prevention Resource Center [SPRC] After a suicide: A toolkit for schools – Online resource for schools facing the suicide death of a student or other member of the school community. The Toolkit incorporates relevant existing material and research findings as well as references, templates, and links to additional information and assistance. <http://www.sprc.org/bpr/section-III/after-suicide-toolkit-schools>

Suicide Prevention Resource Center (SPRC) – Resources for suicide prevention and intervention of multicultural groups & LGBTs <http://www.sprc.org/populations/racial-or-ethnic-groups/>; http://www.sprc.org/sites/sprc.org/files/library/SPRC_LGBT_Youth.pdf

Suicide Prevention Lifeline – Resources for suicide prevention and intervention. www.suicidepreventionlifeline.org

- Phone: 1-800-273-TALK (8255)
- Text: 838255
- Mobile App: MY3 app
- Chat line: <http://www.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

TexasSuicidePrevention.org – The Texas Suicide Prevention initiative is the result of a collaborative effort throughout the state of Texas of community-based organizations, state and local agencies, academic institutions and many others who work together to reduce suicides in Texas. The following link provides updated summary of Texas laws (statutes) related to suicide prevention <http://www.texassuicideprevention.org/wp-content/uploads/2015/09/Tx-Statutes-Regarding-Suicide-FINAL-7.15-copy.pdf>

The Trevor Project – The leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. <http://www.thetrevorproject.org>

You Matter – Resources for suicide prevention and intervention with direct links to the Suicide Prevention Lifeline. <http://www.youmatter.suicidepreventionlifeline.org/>

Yellow Ribbon Suicide Prevention Program – Dedicated to preventing suicide and attempts by making suicide prevention accessible to everyone and removing barriers. yellowribbon.org

Safety team contact on social media:

- Facebook-<https://www.facebook.com/help/contact/?id=305410456169423>
- Twitter-<https://support.twitter.com/forms/suicide>
- Tumblr-<https://www.tumblr.com/help>
- MySpace: Click on the “Report Abuse” link that appears at the bottom of every MySpace page and complete the form. MySpace will then send an e-mail to the MySpace user with the Lifeline number.
- YouTube: To report suicidal content, click on the flag icon under a video and select “Harmful Dangerous Acts” and then “Suicide or Self-Injury.” You Tube will then review the video and may send a message to the user that uploaded the video with the Lifeline number.