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# Suicide Prevention in Schools

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**FOREFRONT IN THE SCHOOLS** establishes a long-term collaboration between schools and the University of Washington with the goal to build capacity for comprehensive suicide prevention and behavioral health promotion.



# Forefront in the Schools

Our integrated framework includes training for teachers, parents, counselors and students; crisis planning tools; strengthening linkages to community supports and elevating student voice with an emphasis on social emotional learning and wellbeing.



# Adopting a Comprehensive Approach

## Phase 1: Planning

- Crisis Response Prevention Protocols
- Advanced Intervention Skills for ESAs
- Dedicated Team, Resource Mapping & Community Partners



## Phase 2: Implementation

- Peer-led Training for Staff, Parents & Students
- Promoting a Culture of Wellbeing for All
- Youth Voice & Student-led Prevention Projects



## Phase 3: Sustainability

- Prevention Framework Practices
- Universal Screening
- Data Informed Sustainability

FIS is a multi-year program providing schools with a framework based on [CDC](#), [WSCC](#), [SAMHSA](#) and [MTSS](#) with tools to address youth suicide and suicidal behavior. FIS uses an integrated and evidence-informed approach to preventing suicide.



## 2012-21 Legislative Focus

- HB 1373 - Promoting student access to information about behavioral health resources
- HB 2589 - Suicide prevention & crisis intervention organizations on student & staff ID cards
- HB 1363 - Policies & procedures to address secondary trauma in schools
- HB 1221 - Improving crisis planning in schools and behavioral health navigation in each ESD
- HB 1336 - Schools must adopt a plan for responding to students in emotional distress
- HB 2366 - Health professional's complete education in suicide assessment, treatment/mgt

# Schools Top Concerns Heading into 2021-22

**transition to in person learning**

Continued focus on equity, culturally responsive, and anti-racist practices.

**uncertainty**

**social emotional learning**

Creating a school culture that responds to the mental health needs of our students.

**limited resources**

**academic support**

How do we support the growing needs of our students and community when our resources are so limited?

**lack of connection**

**mental health**

How will the return to in-person school impact our students? staff? programs?

**equity**

**effective training and training modalities**

Managing the SEL concerns that will spring up with return to full week/full day attendance.

Rebounding from remote and hybrid learning with a healthy mindset.

**impact of the pandemic**

Re-engaging students, and tending to their mental health in light of their isolation.

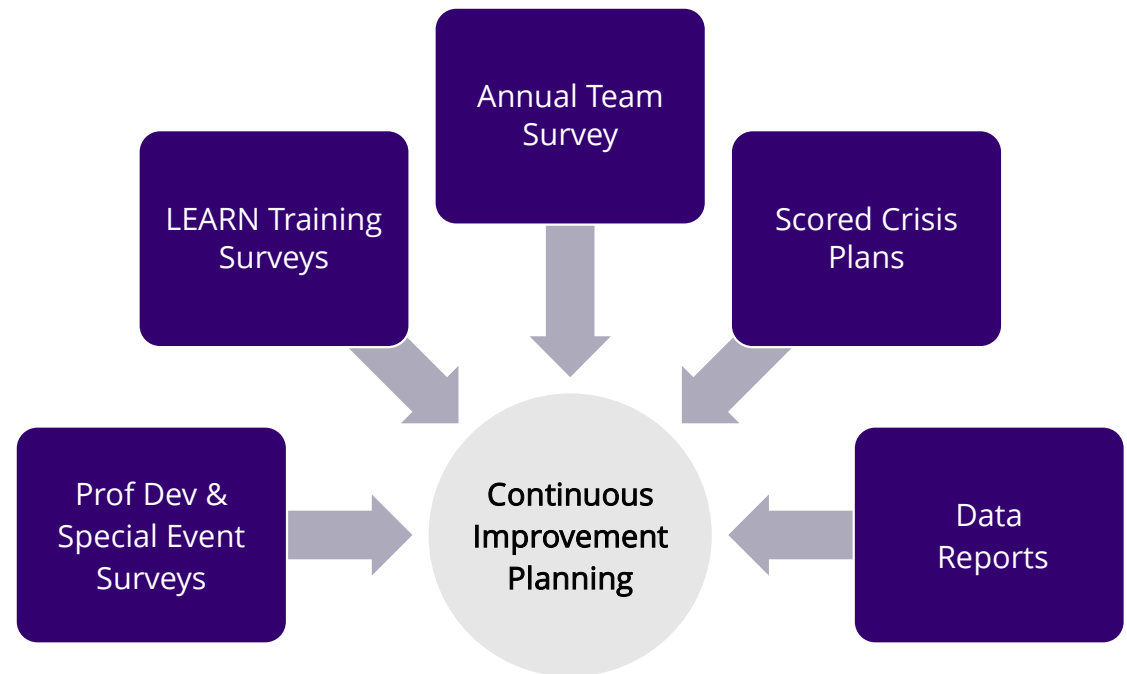
Helping students adjust during a return to "normal"-- it's going to be a difficult transition. There is so much uncertainty on the horizon.

**continuity**

# Program Goals & Data Monitoring



1. Suicide prevention is a school-wide responsibility
2. Schools have model crisis plans in place with feedback and tools for continuous improvement planning
3. More students are identified for behavioral health services and receive safety plans; more parents are contacted regarding concerns about students
4. Parents, teachers, and students have greater knowledge of signs and understand next steps to help a student at risk for suicide



# Program Goals

## Phase 1: Build >>

### Team Formation

- Coordinated top-down support
- Create diversified team/team lead

### Crisis Response Plan

- Build/review plan using FIS tools
- FIS scoring "Meets" or "Exceeds"

### Community Linkages

- Identify potential/existing partners
- Meet with partners

### Data Assessment

- Provide baseline data
- Identify staff to collect/submit data

### Advanced Training

- Intervention Skills Training - ESAs
- Crisis Plan Webinar - Admin/ESAs

### Resource Mapping

- Prevention framework (i.e., MTSS)
- SEL/Wellbeing programs/practices

## Phase 2: Integrate >>

### Team Integration

- Monthly meetings with FIS Coach
- Continuous recruitment

### Crisis Response Plan

- Refine essential elements
- Integrate supplemental documents

### Community Linkages

- Strengthen partnerships (MOU)
- School website includes resources

### Data Integration

- Survey assessment and systems
- Progress monitoring

### Staff LEARN Training

- Peer-led
- In-person/virtual delivery

### Parent Learn Training

- Peer-led
- In-person/virtual delivery

### Student LEARN Training

- Staff/Parents must be trained first
- Delivered by teacher/peer-led
- In-person only

### Youth Engagement

- Youth-led prevention projects
- Day of Hope Student Conference
- Student reps on FIS team

## Phase 3: Sustain

### Team Sustainability

- Quarterly meetings with FIS Coach
- Maintain diversified team

### Crisis Response Plan

- Continuous Improvement Plan
- Annual reviews

### Community Linkages

- Strengthen partner collaboration
- MOU reviewed

### Data Informed Decision Making

- Sustain data informed culture
- Ongoing assessment

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- Youth-led prevention projects
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## Program Implementation & Supports

- Coaching & Consultation
- Data Driven Decision-making
- Peer-led Train the Trainer Model
- Crisis Planning Tools
- Professional Development
- Team-driven Shared Leadership
- Parent Volunteer Coaching
- Community Partnerships
- Student Voice & Engagement
- Cross Collaboration & PLCs

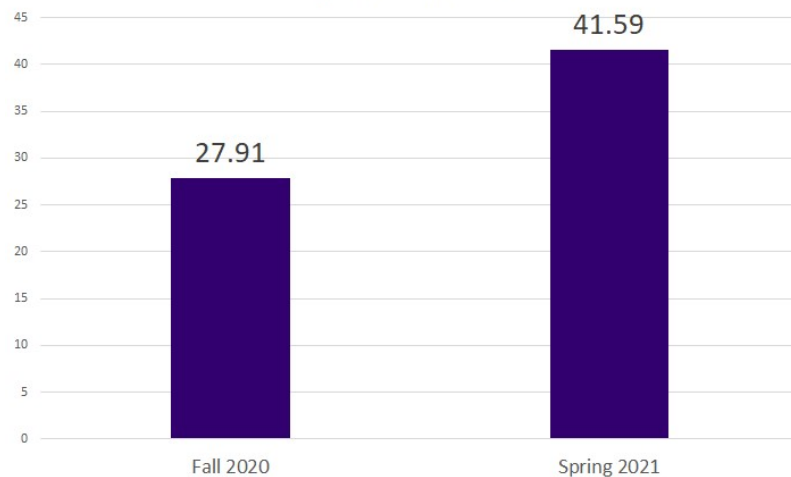


# Crisis Planning Tools

- Crisis Plan Checklist
- Model Plan Template
- Personalized Feedback
- Safety Plan Template



Average Crisis Plan score by year  
(out of 79 points)



Name of School:

Reviewer Name:

Date:

Scoring	
Yes = 1	No = 0

TOTAL FOUNDATIONAL SCORE: /79

TOTAL RECOMMENDED ELEMENTS SCORE: /10

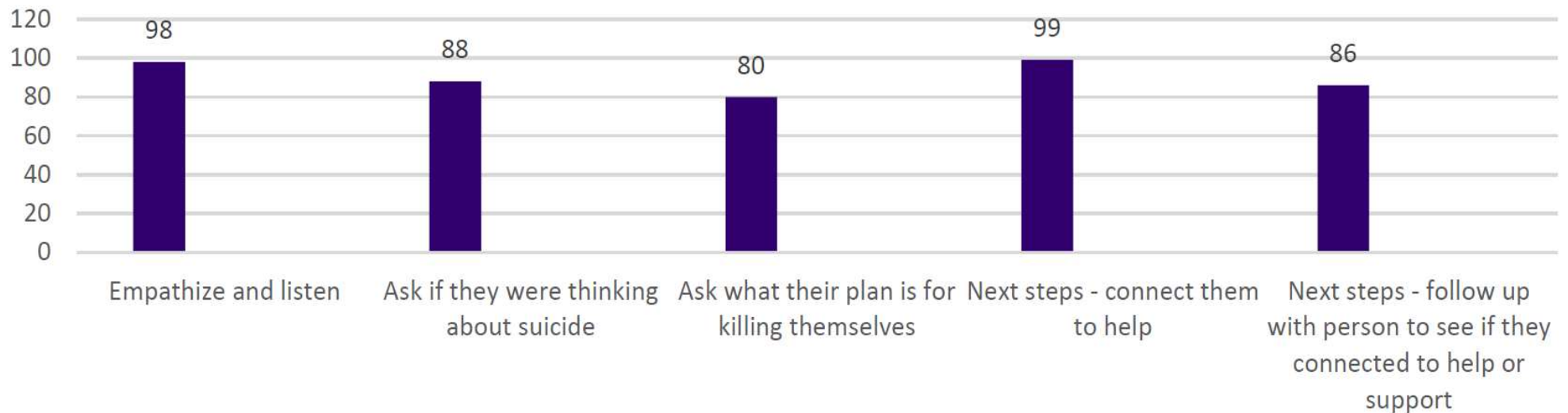
**SUICIDE PREVENTION AND CRISIS ACTION PLAN CHECKLIST:** This checklist is designed to help ensure that your school is providing a safe, civil and secure environment to support students in emotional or behavioral distress. [RCW 28A.320.127](#) This plan should be aligned with your overarching suicide prevention policy and integrated into the school's emergency operations plan. This model checklist provides actionable suicide prevention steps that your school can take. Additionally, this also serves as a method for measuring the comprehensiveness of your suicide response and crisis action plan.

1 - INFRASTRUCTURE	Yes	No	Notes
<i>Includes a list of school staff, including team lead and other building/district personnel, who have expertise in behavioral health and suicide prevention.</i>			
a. Includes names of individuals at the school who will be listed as a person students/family can contact about students of concern (e.g., students at risk for suicide or with other behavioral health concerns). Includes name, job title, and phone number, and/or e-mail address	<input type="checkbox"/>	<input type="checkbox"/>	
b. Indicates frequency (annually, bi-annually, etc.) by which the plan	<input type="checkbox"/>	<input type="checkbox"/>	

# Suicide Prevention Training Results



Likelihood of Engaging in the LEARN Steps



# Participants Trained

Year	Parent LEARN	Student LEARN	Student-led LEARN	Teacher/ Staff LEARN	ESA Advanced LEARN	Staff Mental Health Awareness
2019-2020	230	873	2083	1097	N/A	571
2020-2021	719	35	400	1919	130	503

# Online Materials, Resources & Forum



**FOREFRONT**  
**SUICIDE PREVENTION**

[Giving](#) [Contact](#) [f](#) [Twitter](#) [YouTube](#)

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## Forefront in the Schools



### PROGRAMS

**Forefront in the Schools**

[Safer Homes, Suicide Aware](#)

[Public Policy](#)

[Research & Evaluation](#)

[INSPIRE in Postsecondary Education](#)

# Resources & Partners



No matter how many resources you have,  
the work begins in your heart.

*Derek Francis - Director of Counseling Services, Minneapolis Public Schools*

- CAST training - Reconnecting Youth
- DBT in Schools - Steps A training
- Family Movie Night with expert panel
- JED - Set to Go SEL lessons
- NAMI - Ending the Silence
- Mindfulness for Parents & Educators
- Parent Educators Coaching Support
- Racial Trauma & Implicit Bias Workshops
- SBIRT - Best Start for KIDS
- Sources of Strength training

# Thank you!

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For more information please contact:  
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