

Wisconsin Youth Suicide Prevention Guide 2008

Student Services/Prevention & Wellness Team
Division for Learning Support: Equity and Advocacy



Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin

This publication is available from:

Student Services/Prevention & Wellness Team
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-8960
<http://dpi.wi.gov/sspw/suicideprev.html>

Bulletin No. 08100

© 2008 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

Table of Contents

Introduction.....	1
Chapter 1: Making the Case.....	5
Chapter 2: Building a Strong Coalition	8
Chapter 3: Screening Tools and Classroom Curricula.....	11
Chapter 4: Gatekeeper Training and Lethal Means Restriction.....	13
Chapter 5: Complementary Programs.....	16
Chapter 6: Crisis Planning and Response	18
Chapter 7: Evaluation Tools	21
Chapter 8: Funding Your Youth Suicide Prevention Program	22
Chapter 9: Additional Resources	24

Introduction

Welcome to the *Wisconsin Youth Suicide Prevention Guide*. This guide provides you with resources and links to documents and web sites that will assist you in creating a comprehensive youth suicide prevention program. This guide is just one of two parts of the *Youth Suicide Prevention Toolkit for Wisconsin Schools*. The toolkit also includes various resources that come on DPI's compact disc, including a classroom curriculum that meets the requirements in state law for educating students about suicide prevention.

The toolkit is a collaborative effort of the Mental Health America of Wisconsin (MHA) and the Department of Public Instruction. Our audience is assumed to be a community-wide collaborative of schools, agencies, and individuals working together to prevent youth suicide in their community. Suicide is a public health problem and is best addressed using a comprehensive prevention approach with the cooperation of multiple stakeholders. Given the youth focus of this prevention project, school-based prevention is given special attention. Whenever possible, we have included some materials that are school specific and some materials that are useful for community coalitions.

It is not our intent to include everything there is to know about suicide prevention. In fact, the abundance of information available on this topic can be overwhelming and is one rationale for creating this guide. We have selected the best resources for Wisconsin and collected them in one place. We are well aware that, with dwindling resources, agencies and staff can be stretched to the limit. Therefore, we took information and resources with strong support in the professional literature and realistic suggestions. We have also attempted to provide you with concrete models, examples, and templates.

We hope this guide is a dynamic tool for you to continue to develop over time—we expect you will learn some new things. These may also be reflected in new resource materials, so if you have received this guide in a 3-ring binder, you can add materials as you go along. If you received the guide on a CD, you can print whichever parts are useful to you. Please note that on the CD version of the guide, all the links below are “hot links.” In other words, you can click on them directly from MS Word. Each of the links was tested in the month of March, 2008.

Best wishes with your youth suicide prevention initiative.

The Chapters

This guide is divided into nine chapters, each of which is important to a successful suicide prevention coalition. We strongly suggest that schools collaborate with community members to form a coalition for youth suicide prevention. However, we do not think it's likely this will take place in every school and community. Therefore, we have included a header on each of the pages making it easy to identify to which context the information applies.

Chapter 1, “Making the Case” provides resources to develop a rationale for youth suicide prevention work in your school and community. You will find resources to locate national, state, county, and local data. Other documents help you interpret the data. Finally, we have included Wisconsin policy references.

Chapter 2, “Building a Strong Coalition” discusses the importance of working in a coalition. For too long, schools have been asked to shoulder the burden of youth suicide prevention alone. The reality of youth suicide is that it impacts many people, and everyone has an important role to play in prevention. This chapter on building coalitions provides a list of essential partners and information on how to build and sustain a coalition. Many of these resources include worksheets, tips, and ideas. We have also provided an example document from a successful coalition in La Crosse, WI.

Chapter 3 is entitled “Screening Tools and Classroom Curriculum.” The chapter offers you an overview of evidence-based screening tools for youth as well as some information about what we mean when we say a program is “evidence-based.” We provide our own Department of Public Instruction classroom curriculum. It is critical to note that Wisconsin law (s. 118.01, Wis. Stats.) requires schools to educate students about suicide prevention. There is a great deal more information about the law in this chapter, but it will suffice to say here that schools should be sure to meet all the requirements of state law. The DPI curriculum meets all such requirements.

Chapter 4 is all about “Gatekeeper Training and Lethal Means Restriction.” Gatekeepers are those individuals in a community (parents, teachers, clergy, etc.) who are in positions to observe high-risk behaviors and take action. The goal of gatekeeper training is to equip participants with basic suicide prevention education and intervention skills. There are many examples of gatekeeper workshops, and we have included some of the best. There are materials specific to school-based gatekeeper workshops (e.g., designed for school staff) including a sample from DPI. Again, there are other school staff gatekeeper workshops available but those included in this guide were chosen for their “best fit” with the needs and culture of Wisconsin schools. In this chapter, you will also find fact sheets on lethal means restriction, a component of any gatekeeper training.

Lethal Means Restriction is historically the most effective suicide prevention method. The idea is to keep lethal weapons out of the hands of children and youth when they are struggling with depression or any sort of crisis in their lives. And, as we know, for adolescents, sometimes things that do not seem too important to adults can affect them in very significant ways. By securing firearms and toxic medications, we keep youth from making impulsive decisions with fatal results.

Chapter 5, “Complementary Programs” addresses classroom curriculum that focuses on increasing assets in youth that have been shown to be protective factors in suicide prevention. Specifically, problem-solving, coping skills and conflict resolution skills are important elements of resiliency that may reduce the likelihood of suicide. Another essential component of suicide prevention is safety. Everyone needs environments that are both physically and psychologically safe in order to flourish. Therefore, programs that address bullying and prevent violence naturally complement suicide prevention programs by contributing to an environment in which youth succeed. Chapter 5 gives you recommendations for what we call “Complementary Programs.”

In Chapter 6, we address “Crisis Planning and Response.” This chapter addresses how to develop and implement a school crisis plan. We have included three sample crisis plans from schools. These examples should provide you with some good ideas. This chapter also has recommendations from the Statewide Crisis Intervention Network addressing crisis planning from a community-wide perspective. Crisis response issues are addressed with the Federal Guide for Crisis Planning and recommendations on cultural competency from the National Association of School Psychologists. We have included a school-based crisis response model with the Maine guidelines and two community post-vention models from Wisconsin (MHA) and New Hampshire (Frameworks). We include media guidelines here as well. How they report on the suicide can affect subsequent suicidal acts in youth.

Chapter 7, entitled “Evaluation Tools,” will help you determine the impact of prevention programming. We have included some general resource information on the topic of evaluation and have left space to add new evaluation materials.

Chapter 8 is called “Funding Your Youth Suicide Prevention Program.” This chapter outlines potential funding sources. We also provide a few suggestions for creative local funding options. Our belief is that with stronger and more diverse community coalitions come wider opportunities for ongoing funding.

Chapter 9 “Additional Resources,” is a list of contact people, project site contacts, and national and state suicide resource organizations. You will also find a list of books on the topic of suicide and youth suicide prevention. Some of these books are resource reading but many are titles you may choose to share with youth or other gatekeepers as part of your project. We encourage you to contact John Humphries at DPI (608-266-7189) for additional information on the appropriate context and audience for this reading if you have not attended one of the DPI-sponsored workshops.

Credits

This guide is made possible through the collaboration of the Mental Health Association of Wisconsin and the Department of Public Instruction. In particular, the partners would like to extend sincere and heartfelt gratitude to several people, without whom this guide would not be possible. For her tremendous breadth and depth of knowledge of all aspects of suicide prevention, we thank Katherine Wooten of the Suicide Prevention Resource Center. A special thank you goes to the schools who generously shared their crisis plans. We also thank La Crosse County for their coalition resources. Finally, we thank Jorel Tingesdahl and Barb Hernandez of the Hiebing Group in Madison, WI, for graphic design work and marketing ideas. Several staff of the MHA provided essential assistance in the creation of this guide including Lisa Roehl, Shel Gross, Cara Hansen, Brenda Jennings, Danielle Lennie and Angela Meyers. At DPI, it was Nic Dibble, Jon Hisgen, and John Humphries. And, for her expedient and dedicated editing, formatting, and other assistance in publishing this document, we owe Office Operations Associate Jackie Brashi our collective thanks.

Chapter 1: Making the Case

The most effective youth suicide prevention initiatives start by getting “buy-in” from important stakeholders. National, state, and local data are keys to getting leaders to support your efforts. This section will assist you in making your case by providing data on depression, suicidal thinking, and completed youth suicides in your community, in Wisconsin, and the U.S. In addition to statistics, you can use data on hospitalizations as well as other risk factors to strengthen your case. These materials are found in Section A: Data on Youth Suicide below. You can also strengthen your case by using Section B: State Laws, Policies, and Strategies. Show how your work supports the Wisconsin Suicide Prevention Strategy and meets the requirements in state law. These are compelling arguments to use with stakeholders.

Section A: Data on Youth Suicide

The Youth Suicide Prevention School-Based Guide (“Florida Guide”)

Briefs and checklists that can be referenced for this section are: Brief 1 on Information Dissemination, Brief 2 on School Climate, and Brief 4 on Administrative Issues. The complete guide is on the CD and can be accessed at:
<http://theguide.fmhi.usf.edu>

Suicide Prevention Resource Center: Finding Data on Suicidal Behavior

Local data can help communities in understanding the scope of suicidal behavior and can help in planning for prevention. The following link provides information on potential sources of data. This resource is on the CD.
www.sprc.org/library/datasources.pdf

Wisconsin Interactive Statistics on Health (WISH)

This site provides data on injury-related mortality. To locate the data you are looking for, you may shape your query in several categories including number of deaths, cause or manner of death (including suicide/self-inflicted injury), geographic area, years, age groups, gender, race and ethnicity. This resource is a link only.
www.dhfs.wi.gov/wish/ (click on Injury Mortality for deaths)

Wisconsin Violent Injuries and Deaths: Annual Report

The Wisconsin Department of Health and Family Services (DHFS), in collaboration with the Medical College of Wisconsin, published the 2004 Wisconsin Violent Death Reporting System report in the summer of 2006. The report examines suicides throughout Wisconsin. This information may provide further insight for local prevention initiatives. The executive summary is included in this guide. The complete report is available at this link:
www.dhfs.state.wi.us/health/injuryprevention/pdf/ViolentDeathreport.pdf

Wisconsin Youth Suicide Fact Sheet

Fact sheet is from the Wisconsin Department of Public Instruction (DPI).
www.dpi.wi.gov/sspw/doc/suicythfactsheet.doc

“The Burden of Suicide and Homicide of Wisconsin’s Children and Youth” by Thomas Shiffler, MD; Stephen Hargarten, MD, MPH; and Richard L. Withers, JD. WI Medical Journal 2005, Volume 104, No. 1, p. 62-67. Describes the epidemiology of violent deaths (suicides and homicides) of youth in Wisconsin.

www.wisconsinmedicalsociety.org/_WMS/publications/wmj/issues/wmj_v104n1/shiffler.pdf

“Youth Suicide in Wisconsin: Mortality, Hospitalizations, and Risk Factors” by Todd L. Eisenberg, MD; Randall L. Glysch, MS; Patrick L. Remington, MD, MPH; Murray L. Katcher, MD, PhD. WI Medical Journal 2005, Volume 104, No. 7, p. 54-58. Reviews Wisconsin data on youth suicide mortality, hospitalizations from nonfatal self-inflicted injuries, and self-reported risk behaviors.

www.wisconsinmedicalsociety.org/_WMS/publications/wmj/issues/wmj_v104n7/104no7_Eisenberg.pdf

Advancing Suicide Prevention Journal, January 2006 “Youth Issue.”

Learn about suicidal youngsters and the role that schools have in keeping them safe. Read actual notes from a youngster who lived for seven years with clinical depression, and ultimately died by his own hand. This compelling issue also features barriers that impede treatment of suicidal youths, barriers that are staggering, formidable and can have dire and deadly consequences.

www.advancingsp.org/

The Southwest Wisconsin Youth Survey (SWYS)

The SWYS (formerly TAP) is a regional survey developed for communities in Southwest Wisconsin to assess risk behaviors in youth. The survey and results can be found at:

www.uwex.edu/ces/cty/grant/tap/index.html

The Survey of Student Resources and Assets by America’s Promise and Search Institute

The Search Institute and The Alliance for Youth collaborated in developing a tool to assess the healthy development of youth using 40 developmental assets they believe help protect youth from high-risk behavior. It also assesses risk behaviors in youth.

www.search-institute.org/

The Wisconsin Department of Public Instruction (DPI): Youth Risk Behavior Survey

Offers a confidential student survey system to assist school communities in gathering data that can be used in grant applications and to meet grant evaluation requirements. The results of this survey include information on suicide and violence statistics and risk factors. In addition, data can be used to monitor and plan other risk behavior prevention programs aimed at school-aged youth. An online version is also available. This can be accessed at:

www.dpi.wi.gov/sspw/yrebsindx.html

Section B: State Policies and Strategies

Wisconsin Suicide Prevention Strategy

This strategy, based on the National Suicide Prevention Strategy, identifies the goals for youth suicide prevention and provides guidelines to assist communities in developing their own suicide awareness and prevention campaigns.

www.dhfs.wisconsin.gov/health/InjuryPrevention/pdffiles/WISuicidePrevStrategy.pdf

Healthiest Wisconsin 2010: The State Health Plan

Mental health and mental disorders are identified as one of the eleven health priority areas in Wisconsin's public health plan for 2010. The plan can be found at:

www.dhfs.wi.gov/statehealthplan/index.htm

Chapter 2: Building a Strong Coalition

Youth suicide is a public health problem. One suicide in a community impacts many people, multiple systems, and has far reaching consequences, not just for that individual's family and loved ones, but the entire community. Therefore, effective suicide prevention initiatives involve community representatives across systems. Eight Steps to Developing an Effective Coalition (see reference below) suggests, "A coalition is a union of people and organizations working to influence outcomes on a specific problem. Coalitions are useful for accomplishing a broad range of goals that reach beyond the capacity of any individual member organization."

In Section A: Essential Partnerships, you will find resources that assist in identifying partners for your youth suicide prevention coalition. Section B: Obtaining Community Buy-In offers a tool for alerting your community to the problem of youth suicide. In Section C: Building and Maintaining Successful Partnerships, we help you get it started and keep it going. In Section D: Strategies for Sustaining Your Community Coalition, we specifically focus on maintaining the effort. These materials offer concrete tips and suggestions to get you started. Finally, Section E: Examples/Resources provide samples of successful coalitions in Wisconsin. We have included an example of the results of the La Crosse County collaboration on youth suicide prevention.

Section A: Essential Partnerships

Eight Steps to Developing an Effective Coalition—Tip Sheet

Although the examples given in this paper are specific to injury prevention coalitions, most can be applied to coalitions working on a variety of health-related issues. Written in the format of eight specific steps, this paper attempts to give structure to a process that can vary from place to place. This paper can be a general guide. Each group will find ways of interpreting the eight steps to best suit their own needs.

www.preventioninstitute.org/pdf/eightstep.pdf

Section B: Obtaining Community Buy-In

Suicide Prevention Community Assessment Tool

Buy-in often begins by conducting a needs assessment of the community, involving many individuals and organizations from throughout the community. See an example at:

<http://www.sprc.org/library/catool.pdf>

Section C: Building and Maintaining Successful Partnerships

Suicide Prevention Resource Center: Community Coalition Checklist

This checklist can generate helpful discussion during assessment and planning phases.

www.sprc.org/library/ccspchecklist.pdf

The Community Infrastructure Survey (CIS)

The CIS is a tool to assist the local sites in assessing knowledge of suicide and suicide prevention among community and agency leaders. The survey also enables a local program coordinator to learn about existing suicide prevention efforts and to keep track of increases in these programs and participating agencies over the course of a program. The coordinator can

learn from this survey what prevention programs are currently in place, agency policies and procedures for referring high risk youth to treatment facilities, and whether an agency is part of a network of programs and services in the community that work to prevent suicide. The survey also helps to establish relationships with key agencies that will, in turn, form the foundation of an organized network. Survey results will highlight the community's suicide prevention assets and help identify gaps in the suicide prevention infrastructure; information the suicide prevention team will use to develop their community suicide prevention plan. The CD contains a folder called "Community Infrastructure Survey" with a number of tools in this area.

The University of Kansas Community Toolbox

Click on the link below to get an outline of the 46 chapters, divided into Parts A through M. Each part gives you a brief description of the content of the chapters within that part. Chapters 1-9 (in Parts A-D) involve creating a coalition or partnership. Chapters 10-13 (within Parts D and E) are relevant to the maintenance of a coalition. Click the chapter you are interested in accessing and a dropdown will appear.

<http://ctb.ku.edu/tools/en/>

Section D: Strategies for Sustaining Your Community Coalition

Suicide Prevention Resource Center: Customized Information

Suicide Prevention Resource Center offers specific information about suicide for various stakeholders. Each page includes information on "Your Role in Suicide Prevention," targeting the message to engage these stakeholders. Each section also includes resources for that group. Customized information sheets for Law Enforcement Personnel are included in this guide as an example. Other sheets may be downloaded from the web.

www.sprc.org/featured_resources/customized/lawenforcementpersonnel.asp

Youth Suicide Prevention School-Based Guide

This online resource was developed by the Florida Mental Health Institute at the University of South Florida. It provides a framework for schools to assess their existing or proposed suicide prevention efforts and provides resources and information that school administrators can use to enhance or add to their existing program. Information is offered in a series of issue briefs and corresponding checklist. This guide may be accessed online and is also provided on the CD in the National Resources folder.

<http://theguide.fmhi.usf.edu/>

Section E: Examples/Resources

Suicide Prevention Manual for La Crosse County

An example of a county-wide collaborative effort to prevent the incidents of suicide by youth in La Crosse County. This information can be found on the CD.

Wisconsin's Collaborative Systems of Care

The following web site is a resource to parent groups, mental health providers, schools, law enforcement, human services, and social services personnel who are involved in or would like to learn more about involvement in collaborative systems of care:

www.wicollaborative.org

To access local information, click on “Contacts,” then click on “Statewide WCSOC Contact List.” Or, you may contact White Pines Consulting at (608) 266-7561, (715) 258-5430 or the Department of Health and Family Services at (608) 266-0907.

Mental Health Crisis Intervention Network

All coalition members should be aware of the contact information for crisis intervention services. Crisis staff can assist not only after a crisis has occurred, but also can help with development of crisis policies and plans. A list of crisis resources in Wisconsin can be found in Chapter 6 of this guide.

Wisconsin Family Ties (WFT)

WFT can assist groups through the maze of available services and supports. Contact their office in Madison at (608) 267-6888 or visit their web site at:
www.wifamilyties.org

Resource Directories

Wisconsin First Step can help find resources for children from birth to 21 with special needs. It has access to a database of more than 3,000 agencies. Call (800) 642-7837, 24 hours a day/7 days a week.

Resource House is an online database that can be searched by city or zip code.
www.resourcehouse.info/en/wi/cgi-bin/location.asp

Chapter 3: Screening and Classroom Curricula

This section provides you with screening tool fact sheets created by the Suicide Prevention Resource Center (Suicide Prevention Resource Center). The fact sheets are a useful tool to compare and contrast the programs for your community.

According to the Suicide Prevention Resource Center (Suicide Prevention Resource Center), the term “evidence-based:”

“...generally refers to interventions that have been evaluated and found to produce the desired results, in this case, reductions in suicidal behaviors or risks.” “Suicide Prevention Resource Center also recognizes that the suicide prevention field can benefit from dissemination of other types of information in addition to evaluated programs, i.e., (1) guidance and recommendations created by experts or consensus processes; and (2) programs, practices, and policies that have undergone review to assess whether the content is accurate, safe, likely to meet specified objectives, and consistent with standards of program design” (7/17/07).

www.sprc.org/featured_resources/bpr/index.asp

“**About Evidence-Based Suicide Prevention Programs**” is a document on the CD that describes in more detail the differences between the levels of evidence for the various programs in the guide.

Each of the resources listed below is available on the Toolkit CD in the folder named “Section III: Screening and Classroom Files.”

Section A: Screening Tools

“List of Screening Tools”

This is a list of adolescent suicide and depression screening tools that are useable by anyone with a strong background in behavioral assessment and test interpretation.

TeenScreen (Screening Tool)

The purpose of the Columbia TeenScreen Program is to identify youth who are at-risk for suicide and potentially suffering from mental illness and then ensure they receive a complete evaluation. While screening can take place in any number of venues, including juvenile justice facilities, shelters, and doctor’s offices, the program has been primarily conducted in school settings. See Fact Sheet on CD.

SOS: Signs of Suicide (Screening Tool)

SOS incorporates multiple well-respected suicide prevention strategies into a single program, combining a curriculum that aims to raise awareness of suicide and related issues with a brief screening for depression and other risk factors associated with suicidal behavior. It also has materials for teachers and parents and public awareness information. It is also listed in the Curriculum Section below. See Fact Sheet on CD.

Section B: Classroom Curriculum

Wisconsin Department of Public Instruction Unit of Instruction (Classroom Curriculum) on Suicide Prevention

Modules for grades 6-8 and for 8-10 are based on best practices. The curriculum is provided on the CD or can be obtained on a separate CD with other classroom units for mental health topics. The DPI curriculum was designed to meet all requirements in state law. It is based on a review of best practices. Unlike the SOS curriculum and Lifelines ASAP below, it has not been independently evaluated.

SOS: Signs of Suicide (Curriculum)—Middle School and High School versions.

SOS incorporates multiple well-respected suicide prevention strategies into a single program, combining a curriculum that aims to raise awareness of suicide and related issues with a brief screening for depression and other risk factors associated with suicidal behavior. It also has materials for teachers and parents and public awareness information. It is also listed in the Screening section above. See Fact Sheet on CD.

Lifelines ASAP

Lifelines is a school-based suicide prevention curriculum with a promising rating. It uses four 45-minute classroom sessions, and also includes school-based model policies and procedures for responding to at-risk youth, suicide attempts, and completions; presentations for educators and parents; and a one-day workshop to train teachers to provide the curriculum. See Fact Sheet on CD.

Other Resources

Maximizing the Return of Parent Consent Forms

Provides recommendations on how to effectively gain active parental consents for mental health services. See Fact Sheet on CD.

Chapter 4: Gatekeeper Training and Lethal Means Restriction

Gatekeeper workshops vary in a number of ways. Some are appropriate for everyone in a community (including youth), while others are designed for one specific population, such as school personnel or law enforcement personnel. Programs may include lectures, small group discussions, use of videos and case studies, and/or role plays. Some programs include combinations of these educational strategies. Gatekeeper workshops vary in length from very brief to multiple day workshops. A few programs combine gatekeeper training with screening (i.e. SOS—Signs of Suicide). All gatekeeper programs are designed to raise awareness about suicide and suicide prevention. These efforts provide basic information about youth suicide, warning signs, and how to refer people to help. The most effective gatekeeper programs are combined with a larger public health approach to suicide prevention (e.g., using multiple strategies across the system at the same time), but this is not absolutely necessary. Section A is about community-based gatekeeper training, while Section B is for school-based gatekeeper training.

As discussed in Section C, Lethal Means Restriction is an important part of Gatekeeper training. As we discuss the issues of youth suicide prevention with community members, parents, teachers, or any stakeholder group, it's important that we help them understand the critical part that lethal means play in youth suicide. Many of the programs below include information on this important topic. There are also some resources specific to means restriction aside from inclusion in the gatekeeper training.

Each of the resources listed below is available on the Toolkit CD in the folder named “Section IV: Gatekeeper & Lethal Means Files.”

Resource

Preventing Youth Suicide Through Gatekeeper Training: A Resource Book for Gatekeepers, Coleman L., and O'Halloran S (Maine Youth Suicide Prevention, 2004)

This book was designed for use in youth suicide prevention gatekeeper workshops and to provide basic information about suicide prevention, crisis intervention, support for survivors of suicide, and suicide prevention resources. The book was created for the Maine Suicide Prevention Program. The book is found on the CD, under the title, “Maine Gatekeeper Manual.”

Section A: Community Wide Gatekeeper Training Programs

QPR

QPR stands for “Question, Persuade, Refer,” an emergency mental health intervention for suicidal persons created by Paul Quinnett, and first described in 1995 in a number of presentations and publications by the QPR Institute. It is a best practice gatekeeper training that is in the process of being evaluated. See Fact Sheet on CD. The QPR Institute can be contacted via their web site: www.qprinstitute.com/

Applied Suicide Intervention Skills Training (ASIST)

ASIST is a two-day workshop designed to provide participants with gatekeeper knowledge and skills. They have added a three-hour tutorial called Safe Talk that provides an overview of ASIST and links the user to ASIST for information on how to register for the training. See Fact Sheet on CD.

Yellow Ribbon

A school- and community-based suicide prevention program. For the most part, it has a sound theoretical base, but at this time it lacks enough evidence to be listed as Effective or Evidence-Based. Yellow Ribbon incorporates a collaborative, grass-roots model to decrease suicide risk by promoting help-seeking behavior. Using all-school assemblies for suicide prevention are not supported by research and DPI does not suggest schools allow such assemblies. See Fact Sheet on CD.

Section B: Free Online Gatekeeper Workshops for School Personnel

The Department of Public Instruction created a free video gatekeeper training for schools. In a 30-minute presentation, John Humphries of DPI reviews the basics of youth suicide and what schools can do to prevent students from making destructive choices to end their own lives. The workshop teaches a simple and effective skill for suicide prevention: ACT.

A=Acknowledge the signs and symptoms

C=show Care and Concern for the person

T=Tell someone who knows how to intervene (pupil services professional)

Suicide is usually an impulsive act by a young person who doesn't understand how to effectively cope with life's challenges. Through gatekeeper training, staff understands that they do not need to be mental health professionals to help a student in crisis. Nor do they increase the risk of suicide by asking if students have thoughts about hurting themselves. If they know how to ACT, they reduce the likelihood of suicides.

The workshop can be accessed via the DPI web site on the suicide prevention page. Look for the “Gatekeeper Training” link.

www.dpi.wi.gov/sspw/suicideprev.html

Supplemental Educator Training—Mental Health in Schools/Classroom Eliminating Barriers Initiative (EBI)

This gatekeeper training is designed to instruct classroom teachers about the impact of mental health problems on their student’s ability to learn. The four modules cover the links between social emotional development and learning, address the impact of stigma surrounding mental health issues, discuss strategies to formulate a plan to help students, and promote a positive classroom climate. The MHA, in collaboration with Wisconsin United for Mental Health, facilitated several “train the trainer” day-long workshops for pupil services staff on this initiative.

For more information see
www.mhawisconsin.org/Content/school-based_outreach.asp#EBI

or call Lisa Roehl, Director of Programs
Mental Health Association
(414) 276-3122; lisa@mhawisconsin.org

Section C: Lethal Means Restriction

Resources

National Strategy for Suicide Prevention (NSSP): Goal 5

Goal 5 in the NSSP discusses means restriction in-depth on pages 71-77 (73-80 of the PDF). The definition of means and means restriction can be found in the NSSP glossary (page 201 of the PDF). Example ideas for means restriction are provided throughout the objectives section. The entire National Strategy is included on the CD in the National Resources section.

Lethal Means Restriction: Its Value and its Problems

A paper presented at the Suicide Prevention Resource Center Regions 7 and 8 Conference on 28-30 October 2003. The paper reviews different types of means restriction, discussing such topics as policy and legislation (e.g., changes in gun laws), and presents examples and effects of unrestricted and restricted access to lethal means (e.g., safety barriers on bridges, incorporation of questions related to guns in the home into physician intake). See:
www.sprc.org/featured_resources/trainingandevents/conferences/co/pdf/lethalmeans.pdf

Programs

Emergency Department Means Restriction Education

A Suicide Prevention Resource Center fact sheet describing an effective, evidence-based gatekeeper training program regarding means restriction. This program is designed to educate parents of youth at high risk for suicide within emergency departments of hospitals. See Fact Sheet on CD.

Limits on Analgesic Packaging

A Suicide Prevention Resource Center fact sheet describing an effective, evidence-based gatekeeper training program regarding the sale of analgesics (used in suicide attempts). This environmental strategy was aimed at pharmacies and the general public. See Fact Sheet on CD.

Suicide prevention: Restricting access to lethal means (Suicide Prevention Resource Center Discussion Series)

A presentation on the effectiveness of restricting access to lethal means. The discussion series webpage contains an author biography, PowerPoint slides, and an audio file of the discussion. This material is not part of this guide but may be accessed at:
www.sprc.org/traininginstitute/disc_series/index.asp

Chapter 5: Complementary Programs

Protective factors reduce the likelihood of suicide. Research suggests that youth who are skilled at problem-solving, resolving conflicts, and handling disputes in nonviolent ways are less likely to have a host of problems including suicidal thinking and suicide completions. Combining programs that teach these skills with direct suicide prevention programs is likely to reduce the youth suicide rate. Because resistance to suicide is not permanent, programs that support and maintain these positive skills are most effective when they are ongoing or include “refreshers.” The programs listed below should, therefore, be supported and embedded within an overall school climate that promotes mental health, non-violence and diversity.

Each of the resources listed below is available via the link or other information provided. Some items are also on the Toolkit CD in the folder named “Chapter 5: Complementary Program Files.”

Anti-Bullying and Violence Prevention Programs

DPI’s Bullying Prevention Curriculum for Grades 3-5 and Grades 6-8

These guides, expanded from the Wisconsin Clearinghouse for Prevention Resources Sticks n’ Stones Bullying Prevention Curriculum by DPI, are important resources for elementary and middle school teachers. In an age-appropriate, multi-strategy approach, these two curricular units explore the key knowledges, skills and dispositions needed to develop a school that is free of bullying behavior. Students will explore such issues as 1) the friend who bullies, 2) ways to use comebacks that work, 3) necessary skills to build a bully-free school, and 4) practice lessons on being a bystander. In addition, there are helpful resources in such areas as developing policy, communicating with parents and knowing what research has to say about the impact of bullying on the victim, bystander and bully.

For more information, contact DPI Publication Sales, (800) 243-8782

DPI Model Bully Prevention Policy

These guidelines were developed by DPI to meet a need from schools for clear and consistent policies. A copy of the model is included in the CD.

Stop Bullying Now

A campaign and web site designed to help students and adults prevent bullying.
www.stopbullyingnow.hrsa.gov

Olweus Bullying Prevention Program

Clemson University Bullying Prevention Program.
www.clemson.edu/olweus

Problem-Solving and Coping Skills Enhancement Programs

1. Reconnecting Youth—A peer group approach to building life skills

www.son.washington.edu/departments/pch/ry

2. ***Think Good/Feel Good***, Stallard, P. (2002) Workbook-cognitive behavior intervention skills for youth. Available from any commercial book vendor.
3. **Taking Action-Program for depressed youth**
www.workbookpublishing.com/depression.htm
4. **PATHS-Promoting Alternative Thinking Strategies**
www.channing-bete.com
5. **Second Step–Violence prevention program**
www.cfchildren.org
6. **Zuni Life Skills Training–for Native American Tribal members**
See fact sheet on CD.

Conflict Resolution and Violence Prevention Programs

1. ***Think First*** –Addressing aggressive behavior in secondary schools
www.guilford.com
2. ***Stop & Think***, Knoff, H., Social skills program (Grade 6-8)
www.sopriswest.com
3. **Helping School Children Cope with Anger–A cognitive-behavioral intervention.**
www.nprinc.com/mental_health/hsc.htm
4. **SMARTteam—Students Managing Anger and Resolution Together (Grade 6-9)**
See Fact Sheet on CD.
5. **Reconnecting Youth**
A school-based selective/indicated prevention program that targets at risk youth, grades 9-12. It is a semester long curriculum that teaches resiliency skills with respect to risk factors and to moderate early signs of substance abuse and depression/aggression. This program is rated as promising by Suicide Prevention Resource Center. See fact sheet on CD.

Chapter 6: Crisis Planning and Response

When a young person dies by suicide, the repercussions can be felt widely in the community and for a time period that stretches far into the future. This chapter provides information to help you plan for such a situation as well as respond to it if it does. Finally, we provide some guidelines to be used proactively for media reporting.

Each of the resources listed below is available via the link or other information provided. Some items are also on the Toolkit CD in the folder named “Chapter 6: Crisis Planning and Response.”

Section A: Planning for Crisis

The Youth Suicide Prevention Suicide Prevention School-Based Guide, prepared by Katherine Lazear, Stephen Roggenbaum and Karen Blase, and developed by the Louis de la Parte Florida Mental Health Institute at the University of South Florida. This guide offers information and checklists for developing a school-based crisis response plan. Information and strategies related to preparing for and responding to a death by suicide are included. The entire guide is on the CD in “National Resources.”

Practical Information on Crisis Planning: A Guide for Schools and Communities, The Office of Safe and Drug-Free Schools, U.S. Department of Education, 2003. This guide is intended to provide schools and communities the critical concepts and components of good crisis planning and stimulate thinking about the crisis preparedness process and provide examples of promising practices. While not suicide-specific, this guide does offer schools useful checklists for each phase of crisis planning and response. This document is included on the CD, and is entitled “Federal Guide for Crisis Planning.”

National Association of School Psychologists: National Emergency Assistance Team
The National Emergency Assistance Team (NEAT) is part of the National Association of School Psychologists' (NASP) strategic commitment to help schools, families, and communities cope with crisis situations. While every school ideally should have the internal capacity to provide appropriate, effective intervention in a crisis, some traumatic events require outside assistance from professionals with specific expertise in crisis intervention. NEAT is comprised of nationally-certified school psychologists who have had formal training in and direct crisis experience involving manmade and natural disasters. NEAT's role varies according to the needs of each situation, but team members provide services ranging from advice over the phone to joining a crisis management team at the scene when invited.
www.nasponline.org/resources/crisis_safety/NEAT.aspx

Examples of School Crisis Plans

Sudden Death-Suicide-Critical Incident, Crisis Response Procedures for Principals and Student Services Staff, Madison Metropolitan School District, revised August 2005. For more information contact Kathy Halley, Program Support Staff for School Psychology at 608-663-8422 or khalley@madison.k12.wi.us, or Luis Yudice, Coordinator of School Security Services, at 608-663-1904; lyudice@madison.k12.wi.us.

Eau Claire School District– Serious Injury or Death Response

For more information contact John Humphries at the Department of Public Instruction, (608) 266-7189 or (800) 441-4563 or by e-mail at john.humphries@dpi.wi.gov .

Emmet D. Williams Elementary School, Shoreview, Minnesota-**Emergency Response Procedures 2006/07**. For more information contact Mr. Jan Vanderwall at (651) 635-1600.

Cedarburg, WI, **School District Policy on Memorials**, included on CD.

For Communities

Wisconsin Crisis Network

The Statewide Crisis Intervention Network meets quarterly to review current trends, problem solve difficult issues, keep updated on current legislation affecting crisis services and to influence legislation. The network can be a useful place for support in the development of your crisis plans as well as information on best practices. To join this network contact George Hulick, Clinical Consultant, Bureau of Mental Health and Substance Abuse Services, DHFS, 608-261-7800 or hulick@dhfs.state.wi.us

Crisis Line Services by County Fact Sheet

These are county-level crisis response centers around the state, listed on the CD as “WI Crisis Lines.”

WI Administrative Rule HFS 34, Subchapter III

HFS 34 by the Department of Health and Family Services outlines the codes required of a county to be licensed as an emergency mental health service and provide crisis care. Subchapter III (pp. 5-11) of this document outlines the necessary elements needed in a crisis plan (pp. 7-9) and outlines the necessary elements of assessment and response (pp. 9-11).
www.legis.state.wi.us/rsb/code/hfs/hfs034.pdf

Section B: Crisis Response

The Youth Suicide Prevention School-Based Guide, prepared by Katherine Lazaer, Stephen Roggenbaum and Karen Blase, and developed by the Louis de la Parte Florida Mental Health Institute at the University of South Florida.

Issue briefs and checklists that can be referenced for this section are: **Brief 6b-Crisis Intervention Teams and Brief 7a-Steps for Responding**. The complete guide is provided on the Department of Public Instruction CD included with this guide or can be accessed at <http://theguide.fmhi.usf.edu/>

Culturally Competent Crisis Response: Information for School Psychologists and Crisis Teams

This document by the National Association of School Psychologists, discusses both how to develop culturally competent crisis plans and culturally competent crisis response.
www.nasponline.org/resources/culturalcompetence/cc_crisisresources.pdf

Section C: Media Guidelines

“Safe Reporting on Suicide”

A two-page summary from Suicide Prevention Resource Center, “Safe Reporting.” Research indicates that the way suicide is reported in the media can contribute to additional suicides and suicide attempts. Conversely, stories about suicide can inform readers and viewers about the likely causes of suicide, its warning signs, trends in suicide rates, and recent treatment advances. A copy is in “Miscellaneous Resources” file on the CD.

The Youth Suicide Prevention School-Based Guide, prepared by Katherine Lazaer, Stephen Roggenbaum and Karen Blase, and developed by the Louis de la Parte Florida Mental Health Institute at the University of South Florida. Issue brief and checklist that can be referenced for this section is Brief 7b—Preparing for and Responding to a Death by Suicide: Responding and Working With the Media. The complete guide is provided on the Department of Public Instruction CD included with this guide or can be accessed at <http://theguide.fmhi.usf.edu/>

Model School-based Post-vention Program

Maine Youth Suicide Prevention Guidelines—This 71-page report lays out the components of Maine’s school-based youth suicide prevention and post-vention policies and protocols. It offers specific guidelines and sample documents for schools. Post-vention information is found on pp. 14-17 and sample announcements after a suicide are found on pp. 36-38. The complete document may be found on the CD.

Model Community-Wide Post-vention Programs

MHA of Wisconsin’s Community Based Guidelines—MHA compiled information for people who may be directly involved after a suicide. The guidelines do not replace agency protocols, but they may assist in understanding suicide and enhance protocols. Their Post-vention Workgroup compiled information from many sources to find the best fit for information for law enforcement, emergency medical responders, clergy, funeral directors, coroners, and the media. These groups are viewed by the public as professionals and can either help in a time of need or possibly hinder or even hurt in sensitive times. There are a set of guidelines to help survivors and those who support survivors as well.

www.mhawisconsin.org/content/communitybasedguidelines.asp

Frameworks Youth Suicide Prevention Project: Post-vention Community Response to Suicide

Frameworks is a project by NAMI New Hampshire that provides a framework of specific steps to be taken in response to a youth suicide event by specific stakeholders. It is a collaborative approach between multiple systems. There is a section regarding cultural competence with excellent, easy to review guidelines on this topic on pp. 14-19. The rest of the document is organized by specific protocol recommendation by community stakeholder groups. The appendix provides fact sheets, FAQ’s and recommendations on language, contagion, memorial services and death notices, community forums and distress tolerance skill. The entire guide can be downloaded at:

www.naminh.org/frameworks_community_protocols_postvention_main_page.php

Chapter 7: Evaluation Tools

Perhaps no component of suicide prevention is more critical than the ability to evaluate interventions. In order to continue to “make our case” we need evaluation data. In order to determine what strategies are effective in suicide prevention and for whom, we need evaluation tools. Below are resources that explain prevention evaluation concepts, as well as provide examples and tips.

Section A: Resources

Suicide Prevention: Prevention Effectiveness and Evaluation

A booklet by the Suicide Prevention Action Network (SPAN) that explains important prevention and evaluation concepts in the context of suicide prevention. Included in CD at “Effectiveness and Evaluation” and available at this link:

www.sprc.org/library/prevguide.pdf

Suicide Prevention Resource Center: Evaluation Resources. A long list of resources.

Included in CD at “Evaluation Resources,” and available at this link.

www.sprc.org/library/evalresources.pdf

Evaluate the Initiative: Narrative Outline for Evaluating Initiatives (with links to how-to sections of the Community Tool Box, University of Kansas Community Tool Box

Includes examples, quick tips, and troubleshooting your evaluation process. This document is not included in your guide but can be accessed at

<http://ctb.ku.edu/tools/evaluateinitiative/index.jsp>

Youth Suicide Prevention School-Based Guide, prepared by Katherine Lazear, Stephen Roggenbaum and Karen Blase, and developed by the Louis de la Parte Florida Mental Health Institute at the University of South Florida.

Issue Brief and Checklist 4 on Administrative Issues can be referenced for this section. The complete guide can be found in the National Resources section of the CD.

Section B: Local Evaluation Tools

Youth Risk Behavior Survey (YRBS)

This survey can be conducted for evaluation purposes.

www.dpi.wi.gov/sspw/yrbsindx.html

Chapter 8: Funding Your Youth Suicide Prevention Program

This section is intended to empower you to seek additional sources for funding. Often we are just beginning to do our best work when the funding dries up! Preparation can be a strong protective factor in maintaining funding streams. We have also included both national and state level funding organizations. If you know of others or your coalition gets creative, please share your knowledge with us so we may add resources to this list.

Tips and Guides to Getting Funding

Ask and You Will Receive: A fundraising guide for Suicide Prevention Advocates

A 14-page document that presents new ways to think about generating support for your program. Links to other resources are embedded throughout the document so that you can easily find the most relevant materials. This guide will help you think through your approach, select a strategy, and get started on a fundraising campaign.

www.SuicidePreventionResourceCenter.org/library/span_fundraising.pdf

Developing and Writing Grant Proposals

Tips from proposal development to writing proposals

www.sprc.org/library/devproposals.pdf

Techniques for Effective Grant Writing

Each step of the grant writing process is explained

www.sprc.org/library/gwritingtech.pdf

Tips for Funding Your Program, Determining Your Needs and Developing A Plan

Contains funding tips, as well as websites for government grants, foundations, and statement research

www.sprc.org/library/fundingtips.pdf

National Funders

National Strategy for Suicide Prevention (NSSP)/Funding Opportunities

This site lists the national organizations that fund suicide prevention efforts as well as organizations that fund complementary initiatives such as depression funding. Please disregard the first entry from 2004.

<http://mentalhealth.samhsa.gov/suicideprevention/funding.asp>

The Centers for Disease Control (CDC)

The CDC web site has a database of funding opportunities for adolescent and school health programs.

www.cdc.gov/HealthyYouth/funding/index.htm

Suicide Prevention Resource Center (SPRC)

The Suicide Prevention Resource Center web site has a list of national funding opportunities. Go

to:

www.sprc.org/news/index.asp

Click on “Funding” under the “News” section on the left side of the screen.

The Center for Health and Health Care in the Schools’ Grant Alerts

www.healthinschools.org/home.asp

Wisconsin Funders

Suicide Prevention Resource Center (Suicide Prevention Resource Center)

Click on “Funding” under the “News” section on the left. Click on “State and Regional” funding opportunities in the first paragraph.

www.sprc.org/news/index.asp

Wisconsin Department of Public Instruction (DPI)

This listing is maintained to enhance access to information about state and federal education and library funds that are available through the DPI. Links are provided to pages with grant details, special requirements, and contact information.

www.dpi.wi.gov/grants.html

The Wisconsin Partnership Fund for a Healthy Future (Blue Cross Program)

These funds support partnerships that address the most important health issues in Wisconsin with the goal of advancing public health through prevention of disease, injury and disability.

www.wphf.med.wisc.edu/

Healthier Wisconsin Partnership Program

These funds support community-academic partnerships that address public and community health improvement. Forms and instructions on how to apply for funding are included on the site.

www.mcw.edu/

Foundations in Wisconsin: A Directory by the Funding Information Center of Marquette University.

Contains an “Area of Interest Index” that includes Mental Health. The directory is not included in this guide but a print or online copy of this publication can be purchased at

www.marquette.edu/library/fic/

In-Kind Contributions

Past MHA school-based youth suicide prevention grant recipients have also received in-kind contributions from a number of community partnership organizations including: County Health Departments, County Departments of Social Services, private mental health clinics, HMO systems, local universities, police department, and sheriff’s departments. Other ideas included UW Extensions and local CESAs. For examples from past grant recipients refer to the MHA web site or contact Shel Gross at (608) 250-4368 or shelgross@tds.net.

www.mhamilw.org/education/suicideprevention/minigrants.asp

Chapter 9: Additional Youth Suicide Prevention Resources

Suicide Hotlines

1-800-273-TALK (8255)

1-800-SUICIDE (784-2433): National Suicide Hotline

National Resources

American Association of Suicidology

AAS promotes research, public awareness programs, public education, and training for mental health professionals, researchers, suicide prevention/crisis intervention centers, school districts, survivors of suicide and a variety of lay persons who have an interest in suicide prevention.

www.suicidology.org

(202) 237-2280

American Foundation for Suicide Prevention

AFSP is the only national not-for-profit organization exclusively dedicated to funding research, developing prevention initiatives and offering educational programs and conferences for survivors, mental health professionals, physicians and the public.

www.afsp.org

(888) 333-AFSP

inquiry@afsp.org

Jed Foundation

The Jed Foundation is committed to reducing the young adult suicide rate by furthering understanding of the underlying causes of suicide, by increasing awareness of the issue of college student mental health and suicide, and by creating effective prevention programs on college campuses.

www.jedfoundation.org/

(212) 647-7544

emailus@jedfoundation.org

National Association of School Psychologists

Go to the NASP web site, www.nasponline.org, and search the term “Suicide” or “Self-Mutilation” to link to these useful handouts:

- Times of Tragedy: Preventing Suicide in Troubled Children and Youth, 2 Parts
- Save a Friend: Tips for Teens to Prevent Suicide
- Questions and Answers: Suicide Intervention in Schools
- After a Suicide: Answering Questions for Students
- Understanding and Responding to Students Who Self-Mutilate
- Understanding Students Who Self-Mutilate: Information for Educators

National Suicide Prevention Lifeline

Crisis centers in the network are equipped to take a wide range of calls from immediate suicidal crisis to information about mental health and referrals.

www.suicidepreventionlifeline.org

1-800-273-TALK (8255)

Suicide Awareness/Voices of Education (SAVE)

SAVE is committed to the education of the general public about the depressive brain diseases that if left untreated may result in suicide and to reduce the stigma associated with these diseases.

www.save.org

(888) 511-SAVE (7283)

Suicide Prevention Action Network USA (SPANUSA)

Dedicated to preventing suicide through public education and awareness, community engagement, and federal, state, and local grassroots advocacy. Includes resources for suicide prevention and resources for those who have lost a loved one to suicide.

www.spanusa.com

(202) 449-3600

info@spanusa.org

Suicide Prevention Resource Center (SPRC)

Suicide Prevention Resource Center provides, “the best of science, skills and practice; prevention support, training, and informational materials” to strengthen suicide prevention networks and advance the National Strategy for Suicide Prevention. Web site includes a library of evidence-based practices.

www.sprc.org

(877) GET– SPRC (438-7772)

info@sprc.org

The Trevor Project

Suicide hotline for gay and questioning teens.

www.thetrevorproject.org

866-4-U-TREVOR (866) 488-7386

Yellow Ribbon

Yellow Ribbon is a comprehensive community-based suicide prevention program that promotes awareness and education, intervention, post-vention, collaboration and community building.

Curricula are designed for children, parents, professionals, law enforcement and include an elementary-age module.

www.yellowribbon.org

Wisconsin Resources

Alliance for Wisconsin Youth

Works to support and enhance the capacity of coalitions in their prevention and positive youth development efforts.

www.allianceforwisconsinyouth.org

(800) 442-5772

Department of Public Instruction (DPI)

Student Services/Prevention and Wellness Team

Provides technical assistance, training and education, and facilitates school district and community efforts to meet specific needs of students.

www.dpi.wi.gov/sspw/suicideprev.html

John Humphries

(608) 266-7189 or (800) 441-4563

john.humphries@dpi.wi.gov

Helping Others Prevent and Education about Suicide

HOPES is a nonprofit organization composed of volunteers; as suicide survivors, our losses have motivated us to action. Web site includes a local Survivors of Suicide group listing and free support for communities working to end suicide.

www.hopes-wi.org

Sue Opheim

(608) 274-9686

smopheim@aol.com

Wisconsin Clearinghouse for Prevention Resources

A unit of University of Wisconsin-Madison Health Services, this agency provides education and training and includes a comprehensive resource center.

www.wch.uhs.wisc.edu

Nancy Kendall

(608) 262-9177 or (800) 442-5772

wchpr@www.uhs.wisc.edu

Wisconsin Crisis Network

Meets on a quarterly basis to review trends and research, problem-solve, and influence legislation affecting crisis services. A useful resource for development of crisis plans as well as information on best practices.

George Hulick, Clinical Consultant

Bureau of Mental Health and Substance Abuse Services

(608) 266-0907

hulicgh@dhfs.state.wi.us

Wisconsin Family Ties

A statewide organization run by and for families that include children and adolescents who have an emotional, behavioral and mental disorders. Programs and services include advocacy, support groups, information and referral and education.

www.wifamilyties.org

Joan Maynard

(608) 261-8773

joanm@wifamilyties.org

Wisconsin Suicide Prevention Initiative (SPI)

A public-private collaboration working to implement the Wisconsin Suicide Prevention Strategy.

Shel Gross

(608) 250-4368

shelgross@tds.net

Resources for Parents

Helping Your Depressed Teenager: A Guide for Parents and Caregivers, Oster, Gerald D. & Montgomery, Sarah S. (1995). New York: John Wiley & Sons, Inc.

The authors, experts in this field, have created a highly readable practical guide to dealing with teen depression and suicide. They help you distinguish the subtle and sometimes not so subtle signs that something is seriously wrong. Some of the useful information provided includes: what families can do to prevent teen depression, how to tell the difference between moodiness and depression, how to read the warning signs of a troubled teenager, how to know when professional help is needed and where to find it, and how to choose the right treatment options for your teen.

The Optimistic Child: Proven Program to Safeguard Children from Depression and Build Lifelong Resilience, Seligman, Martin E. (1995). New York: Houghton Mifflin Company.

Seligman's mission is to teach parents and other concerned adults how to instill in children a sense of optimism and personal mastery. He proposes that self-esteem comes from mastering challenges, overcoming frustration and experiencing individual achievement. Seligman uses anecdotes, dialogues, cartoons and exercises, and offers a concrete plan of action based on techniques of self-evaluation and social interaction.

Helping Your Child Cope with Depression and Suicidal Thoughts (The Jossey-Bass Psychology Series), Shamo, Tonia K. & Patros, Philip G. (1996).

In this book, the authors show parents: how to learn to talk, listen, and communicate effectively with a depressed child; what situations can cause a child or adolescent to wish to commit suicide; what signs to watch for; myths and misinformation about suicide; how to determine the risk of suicide; and how to intervene.

Help Me, I'm Sad": Recognizing, Treating, and Preventing Childhood and Adolescent Depression. Fassler, David G. & Dumas, Lynne S. (1998), Penguin Books.

This book discusses how to tell if your child is at risk; how to spot symptoms; depression's link with other problems and its impact on the family; teen suicide; finding the right diagnosis,

therapist, and treatment; and what you can do to help. For parents who have—or suspect they may have—depressed children, this is practical, easy-to-understand information.

But I Didn't Say Goodbye: For parents and professionals helping child suicide survivors.

Rubel, Barbara. (1999). New Jersey: Griefwork Center, Inc.

This book is a highly recommended resource to help children deal with the difficult and often hidden and stigmatizing after effects of suicide. It takes a straightforward approach to helping child suicide survivors. At the end of each chapter the author has included easy to read worksheets and exercises for parents to engage in with their children. Barbara Rubel is also available for workshops, presentations, and training.

A Broken Heart Still Beats. McCracken, Anne & Semel, Mary. (1999). Minnesota: Hazelden Publications.

This is an anthology of poetry, fiction, and essays compiled from the literature of loss and grief. The authors have included pieces from everyone from William Shakespeare to Dwight D. Eisenhower whose works explore the shock, the grief, and the search for meaning that come with the death of a child. Each piece is clearly introduced explaining the details surrounding the person's loss.

Resources for Teachers and School Administrators

Teachers may use literature as a way to understand and help students with problems they may be experiencing. Through the exploration of stories, discussion, and reflections on their own experiences, students can begin to recognize and understand the complexities of their world.

Developing Resiliency Through Children's Literature: A Guide for Teachers and Librarians, K-8. Cecil, Nancy L. & Roberts, Patricia L. (1992). MacFarland & Company.

This book details about 200 selections from children's literature featuring characters who demonstrate positive coping behaviors. The selections are divided into four parts: folk literature, historical fiction, biographies and contemporary fiction. Professionals who work with children may utilize this book in teaching and building resiliency.

Helping Students Overcome Depression and Anxiety: A Practical Guide. Merrel, Kenneth, W. (2001). New York: The Guilford Press.

This guide contains thorough, specific discussions of techniques that teachers can use with students to alleviate common emotional stresses, without being either overly technical or too general. It lists guidelines for teacher assessment, target behaviors for students, steps in social skills training, and more. The book provides useful, practical methods for teachers and counselors to help students resolve a variety of problems that they experience, particularly in adolescence.

Books for Children and Teens

Conquering the Beast Within, Cait Irwin

“This is the account of the author's battle with depression, which began when she was 13 years old. It is written like a child's storybook, complete with scary beasts and drawings by the author, yet is deadly serious. Its strength is that Irwin portrays depression as an illness, not a sign of

weakness. And as an illness, it is curable. This book is a must for anyone who is afflicted by depression; fellow sufferers will gain courage and family members will find hope knowing it is possible for their loved ones to regain life.”

School Library Journal, Sheila Barry, Chantilly Regional Library, VA

Glad Monster, Sad Monster. Miranda, Anne & Emberley, Ed (Illustrator). (1997).

Children who lack the vocabulary to distinguish the emotions they're feeling may find some comfort in this book, which makes use of masks to unmask feelings. Monsters of different colors explain what makes them feel glad, sad, loving, worried, silly, and angry. Fold-out masks encourage readers to talk about their feelings. Children and adults can discuss feelings in an easy and non-threatening way.

When Nothing Matters Anymore: A Survival Guide for Depressed Teens. Cobain, Bev. (1998). Minnesota: Free Spirit Publishing, Inc.

A guide to understanding and coping with depression, discussing the different types, how and why the condition begins, how it may be linked to substance abuse or suicide, and how to get help. The author, a cousin of singer Curt Cobain, wrote this book to help make sense of her cousin's suicide. It helps adolescents understand what they might be feeling when they are depressed. It discusses how to interrupt the downward spiral and find a way out. The book covers both social and biological aspects of depression.

The Adolescent Depression Workbook. Copeland, Maryellen & Copans, Stuart. (1998). Peach Press.

This book was written to help adolescents who are depressed, sad, thinking about hurting themselves, dropping out of their old activities that used to make them feel good about themselves, and irritable and/or angry with their parents. Used successfully by other young adults, this book will help you through the process of finding help for yourself and getting on the road to feeling happy and healthy.

The Power to Prevent Suicide: A Guide for Teens Helping Teens. Nelson, Ph.D., Richard E. & Galas, Judith C. (1994). Free Spirit Publishing.

For grade 6 and up, this book is an excellent, practical manual that is easy to read and understand. The authors' premise is that, as trusted and caring friends, young adults have a special role in the prevention of suicide among their peers, and discuss what to do if they observe the danger signals. Suggestions are given for assessing the degrees of concern and tips on “active listening.”

Other Related Books

Darkness Visible, William Styron

The Noonday Demon: An Atlas of Depression, Andrew Solomon

Recovering from Depression: Workbook for Teens, Mary Ellen Copeland/Stuart Copans

My Son, My Son, Iris Bolton

Comprehensive Textbook of Suicidology, Maris/Berman/Silverman

Remembering Garrett, U.S. Senator Gordon Smith

Why People Die by Suicide, Thomas Joiner

After a Suicide: Workbook for Grieving Kids, by the Dougy Center

Aftershock: Help/Hope/Healing in the Wake of a Suicide, Arrington Cox

You can also access *Suicide the Forever Decision: For those Thinking about Suicide and for those who Know, Love and Counsel Them*, by Dr. Paul Quinnett. It is available at:
www.qprinstitute.com/Forever.htm

Thanks to the New York Association of School Psychologists for sharing parts of this list with the State of Wisconsin.