

Hazelden Foundation and Voorhees High School

present the

LIFELINES Parents' Program

A Guide to Raising Resilient Children

Is There a Need?

- ▶ **3rd leading cause of death in adolescence**
- ▶ **2nd leading cause of death in college students**
- ▶ **50–200 attempts for every completion**
- ▶ **Almost 7% of high school students report making a suicide attempt**
- ▶ **Over 14% of high school students report suicidal thoughts**

In Simpler Numbers...

- ▶ **EVERY Year**– approximately 10 suicides for every 100,000 youth
- ▶ **EVERY Day**– there are approximately 11 youth suicides
- ▶ **EVERY 2 hours and 11 minutes**, a person under the age of 25 dies by suicide

The Rationale for School Prevention Programs

“School systems are not responsible for meeting every need of their students but when the need directly affects learning, the school must meet the challenge.”

Carnegie Task Force on Education,
1985

Context for Prevention: A “Competent School Community”

- ▶ Over-arching goal of the school is the prevention of self-destructive behavior
- ▶ All members are concerned about each other’s welfare
- ▶ Everyone knows where to get help for themselves and each other and are consistently inclined to do so

The LIFELINES Program

LIFELINES Goal:

To develop the school-based expertise and supports within the context of a competent school community for responding to the problem of adolescent suicidal behavior

LIFELINES Objectives

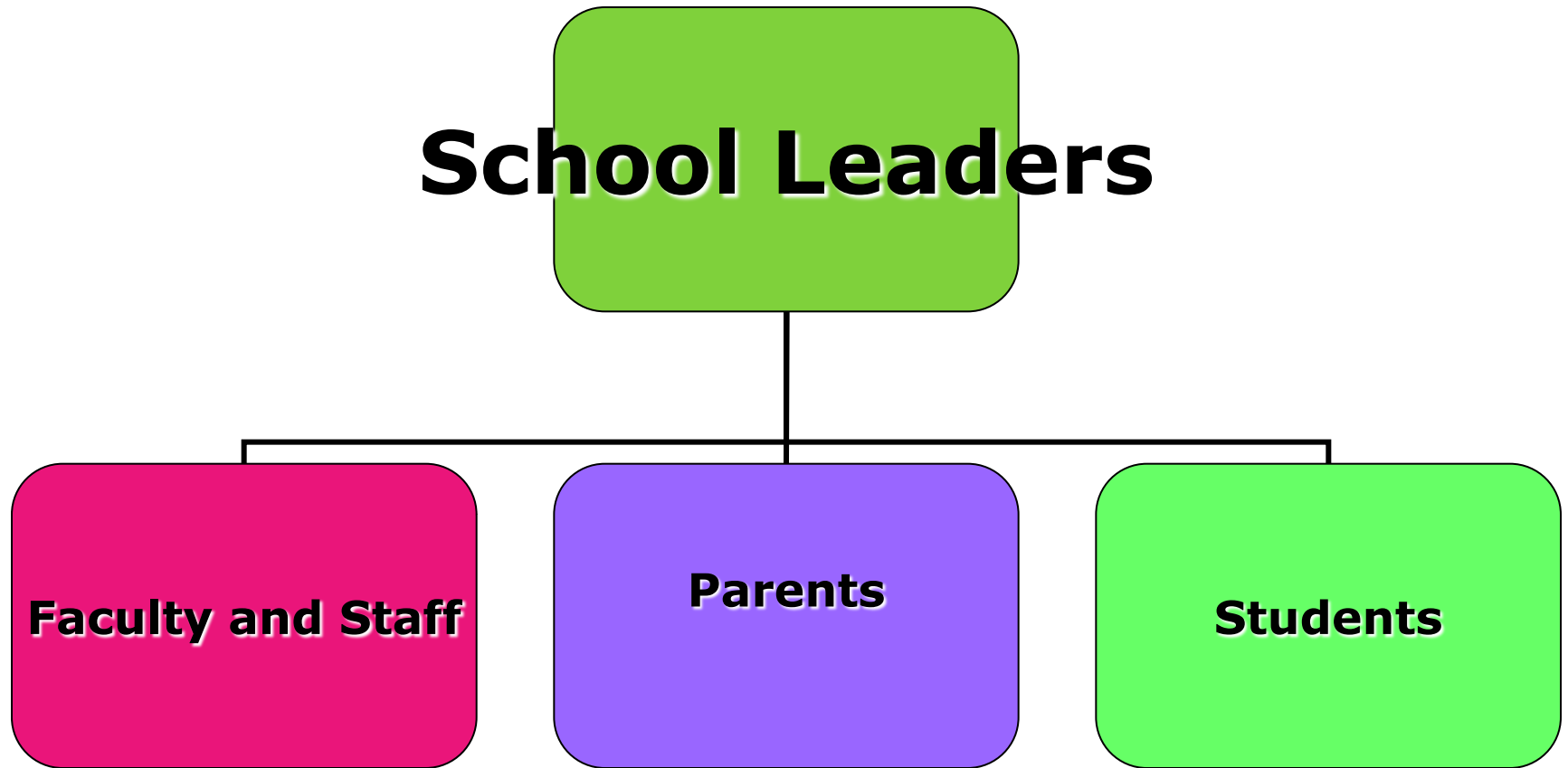
- ▶ **1. To increase the probability that persons who come into contact with potentially suicidal adolescents can:**
 - A. more readily identify them
 - B. know how to respond to them
 - C. know how to rapidly obtain help for them
 - D. be consistently inclined to take such action

- ▶ **2. Troubled youth are aware of and have access to helping resources and are inclined to seek help as an alternative to suicide**

LIFELINES Components

- ▶ Models competent school community with specific, detailed components
 - Administrative consultation
 - Faculty/staff presentation
 - Parent workshop
 - Student curriculum

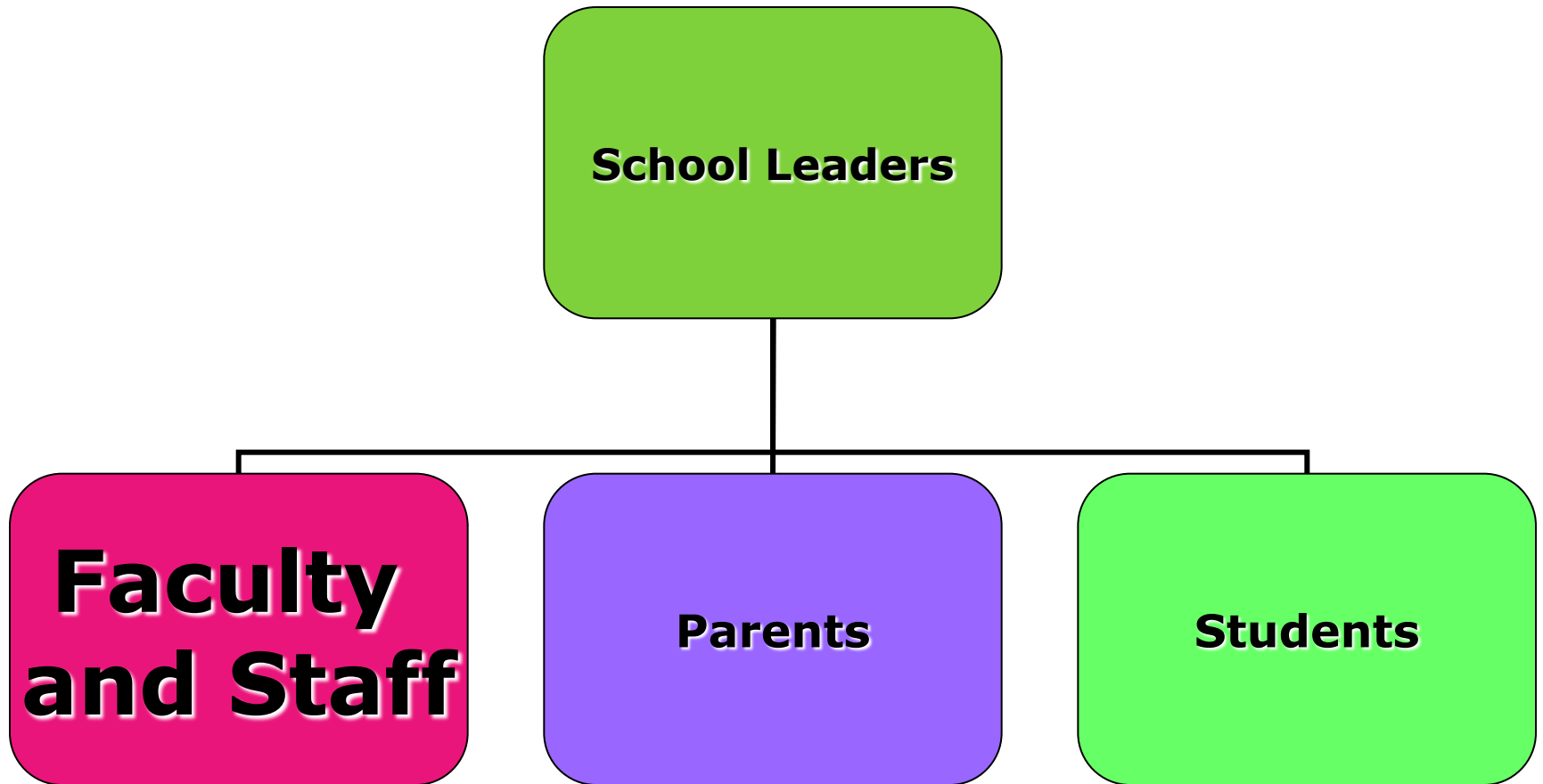
A Competent School Community:



School Readiness Survey

- ▶ Provides specific questions that address prevention, intervention & postvention for all components of competent community to assist in the development of comprehensive policies and procedures

A Competent School Community:



Role of Faculty and Staff

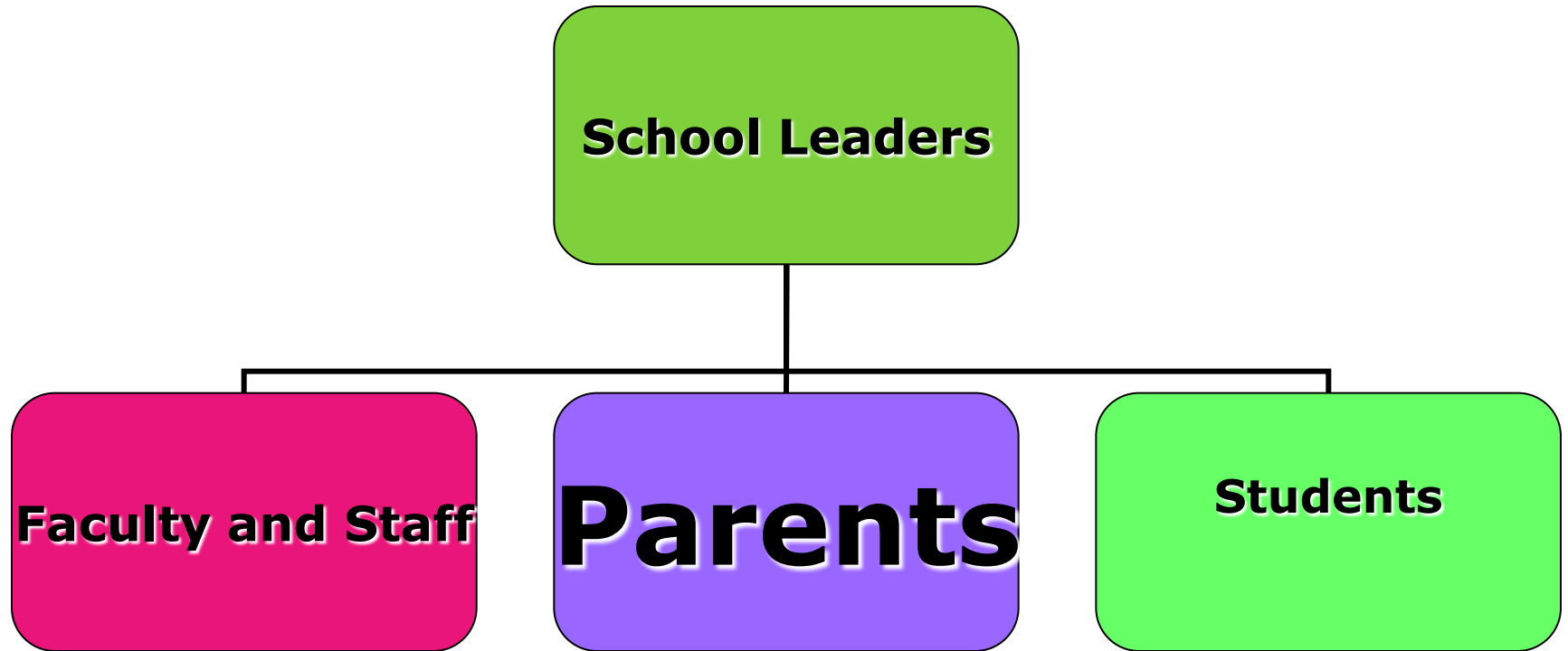
- ▶ To learn information that facilitates identification of at-risk students
- ▶ To listen to students, verbally and nonverbally for warning signs
- ▶ To identify those students who may be at elevated risk based on this identification
- ▶ To refer those students to designated school resources
- ▶ To be familiar with school policies & procedures

Objectives of Staff Suicide Awareness Training

- ▶ Suicide awareness training provides teachers with a procedure which they can utilize when they are presented with suicidal statements or concerns.
- ▶ It also reinforces their natural strengths as good listeners and caring/competent professionals.



A Competent School Community:



Role of Parents

- ▶ Understand school's policies and procedures
- ▶ Understand *Lifelines* curriculum
- ▶ Recognize signs of trouble in their children
- ▶ Know what to do and where to go for resources
- ▶ Understand how to respond to other at-risk youth

“Not My Kid”

What every parent should know.



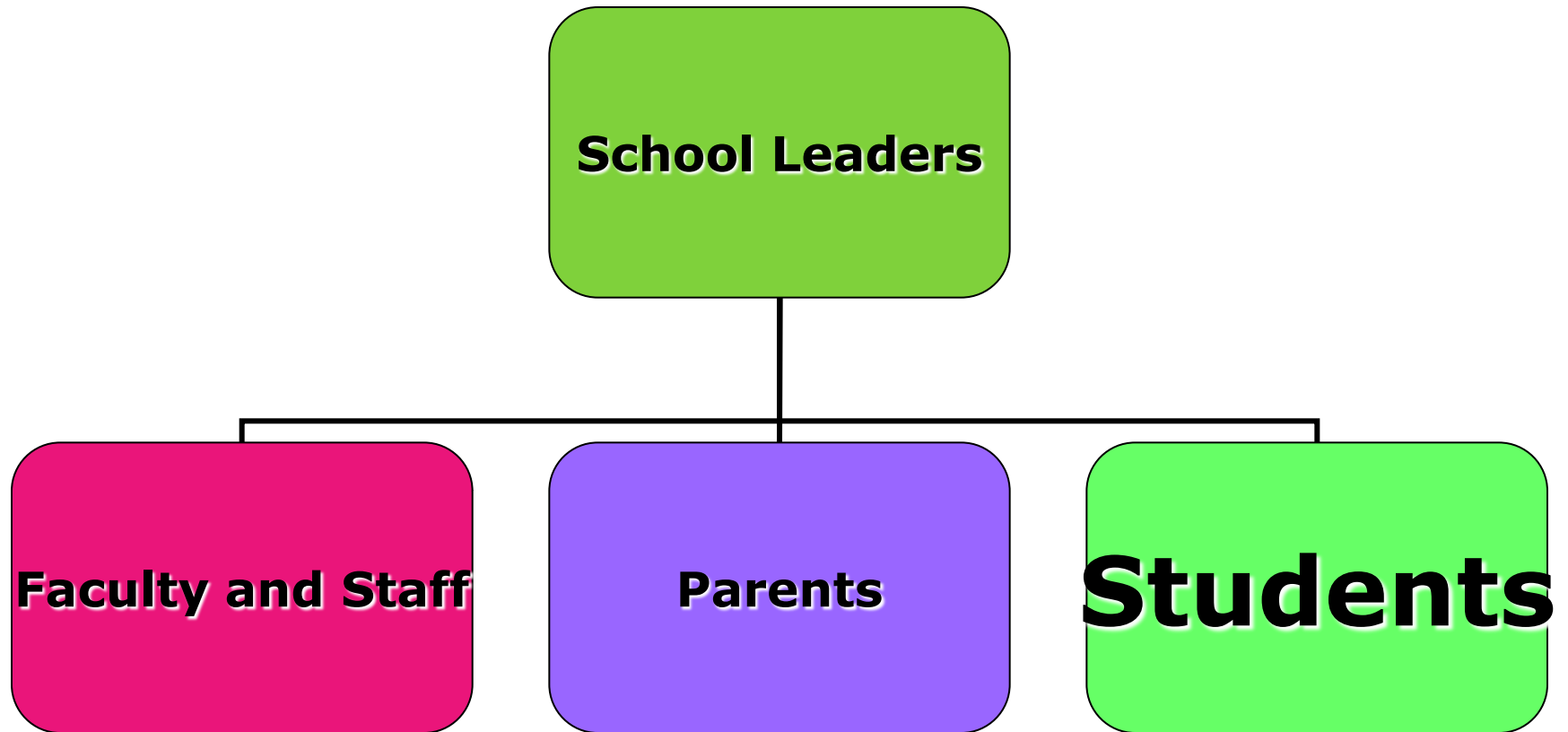
SOCIETY *for the*
PREVENTION *of*
TEEN SUICIDE

“Not My Kid...”

Program Objectives:

- Address resistance– “Not my kid...”
- Enhance capacity of parents to address realities of youth suicide risk by modeling strategies for asking mental health professionals questions about suicide risk
- Empower parents to ask questions!

A Competent School Community:



Role of Students

- ▶ Know relevant facts about suicide, including warning signs
- ▶ Recognize the threat of suicidal thoughts & behavior and take troubled peers seriously
- ▶ Demonstrate positive attitudes about intervention & help-seeking
- ▶ Know how to respond to troubled peers
- ▶ Know resources: be able to name one trusted adult and know how resources will respond

LIFELINES Student Curriculum

- Established educational principles employed in lessons
 - Problem v. content focused
 - Contemporaneous issues
 - Uses participatory learning
 - Only 3 objectives per 45 minute lesson
 - Correlated to national curriculum standards

LIFELINES Student Curriculum

- ▶ 4 session unit usually taught in 8th, 9th or 10th grade health classes, 45 minutes in length
- ▶ Includes detailed lesson plans and audiovisual aids that cover facts about suicide and the students' role in suicide prevention
- ▶ Reviews in-school and community resources
- ▶ Designed to be taught by a school faculty member

Curriculum Learning Objectives

- ▶ To present relevant facts about suicide
- ▶ To alert students to signs of suicide risk in peers and encourage serious response
- ▶ To outline ways to respond to troubled peers
- ▶ To demonstrate positive attitudes about intervention and help-seeking
- ▶ To identify resources

LIFELINES Student Curriculum Learning Objectives

Session 1 – When is a Friend in Trouble?

- Define reasons for a unit on suicide
- Examine personal reactions to a situation involving a peer's suicidal behavior
- Examine the ways in which our feelings about suicide influence our actions
- Identify basic facts about suicide

LIFELINES Student Curriculum Learning Objectives

Session 2: How do I Help a Friend?

- ▶ Organize warning signs around FACTS sheets
- ▶ Name three basic suicide intervention steps
- ▶ Identify the words to use to ask about suicide

LIFELINES Student Curriculum Learning Objectives

Session 3: Where Can I Go to Get Help?

- ▶ Recognize specific warning signs of suicide
- ▶ Identify the steps in a successful peer intervention
- ▶ Define traits of helpful people
- ▶ Identify school procedures for responding to suicidal students

LIFELINES Student Curriculum Learning Objectives

Session 4– How Can I Use What I’ve Learned?

- ▶ Demonstrate ability to help a troubled friend through scripted role–plays
- ▶ Demonstrate willingness to help self or a troubled friend by signing a “Help–Seeking Pledge”
- ▶ Identify the “wallet card” as a resource

LIFELINES Student Curriculum

Evaluation Results

- Increased knowledge about suicide and school resources
- Increased inclination to tell an adult about an at-risk peer
- Increased confidence in school's response capability
- Increased referrals