



Creating and Implementing Effective Suicide Practices in Schools

3/16/2022

Presented by

Dr. Mitch Samet
School Psychologist



Hosted by

Dr. John Kelly
& George Dayton

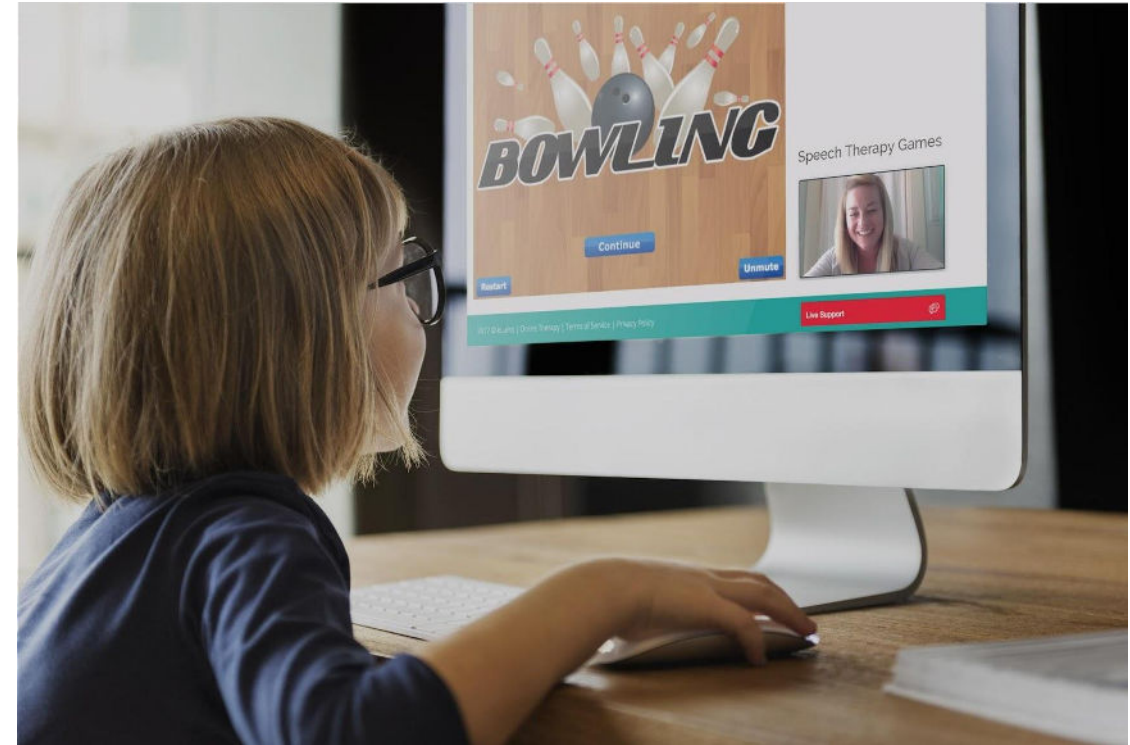
Agenda

Introduction	5:00 pm EST (5 minutes)
Presentation	5:05 pm EST (25 minutes)
Discussion	5:30 pm EST (20 minutes)
Q&A	5:50 pm EST (10 minutes)

Who is eLuma?

eLuma

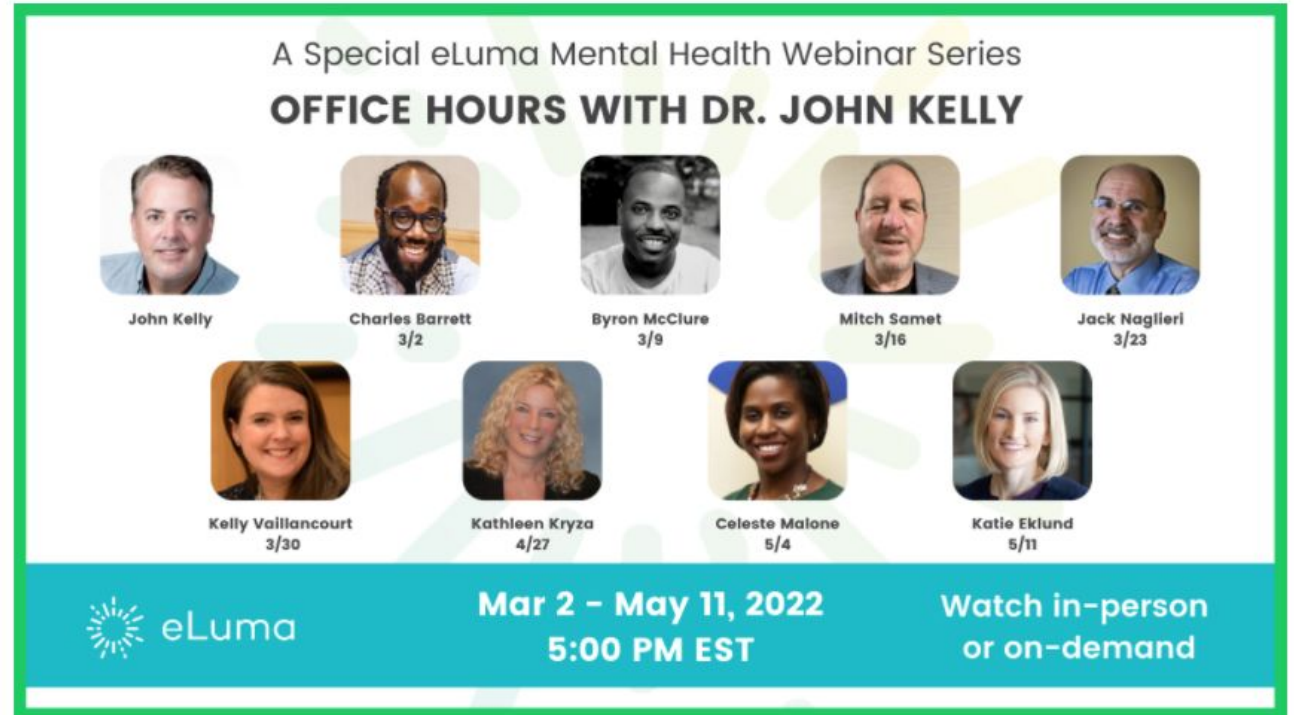
- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 300+ dedicated team members
- ▶ Over 30,000 students served in 36 states
- ▶ Follow us on Twitter [@eLumaTherapy](https://twitter.com/eLumaTherapy)
- ▶ Follow us on Facebook facebook.com/elumatherapy/



The Webinar

A few facts:

- ▶ Part of our Webinar Series, “Office Hours with Dr. John Kelly.”
- ▶ Closed captioning provided via Zoom
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar.

A promotional graphic for a webinar series. It features a white background with a green border. At the top, it reads "A Special eLuma Mental Health Webinar Series" and "OFFICE HOURS WITH DR. JOHN KELLY". Below this, there are two rows of circular headshots of speakers. The first row includes John Kelly, Charles Barrett (3/2), Byron McClure (3/9), Mitch Samet (3/16), and Jack Naglieri (3/23). The second row includes Kelly Vaillancourt (3/30), Kathleen Kryza (4/27), Celeste Malone (5/4), and Katie Eklund (5/11). At the bottom, there is a teal banner with the eLuma logo, the dates "Mar 2 - May 11, 2022", the time "5:00 PM EST", and the text "Watch in-person or on-demand".

A Special eLuma Mental Health Webinar Series
OFFICE HOURS WITH DR. JOHN KELLY

John Kelly
Charles Barrett 3/2
Byron McClure 3/9
Mitch Samet 3/16
Jack Naglieri 3/23

Kelly Vaillancourt 3/30
Kathleen Kryza 4/27
Celeste Malone 5/4
Katie Eklund 5/11

eLuma Mar 2 - May 11, 2022 5:00 PM EST Watch in-person or on-demand

The Presenter

Dr. Mitch Samet

- ▶ Mitchell J. Samet, Ph.D. is a NY licensed Psychologist, a former School Psychologist, Adjunct Graduate Professor and a NYASP Board Member.
- ▶ Dr. Samet currently chairs the School and Youth Workgroup for the NYS OMH Suicide Prevention Council, trains extensively in suicide prevention and intervention, and consults with numerous school districts and organizations on this topic.
- ▶ Dr. Samet co-authored A Guide for Suicide Prevention in NY Schools and is a developer and trainer of Helping Students At Risk for Suicide, an evidenced-based intervention and prevention program which was recently published in NASP's School Psychology Review.



Dr. Mitch Samet

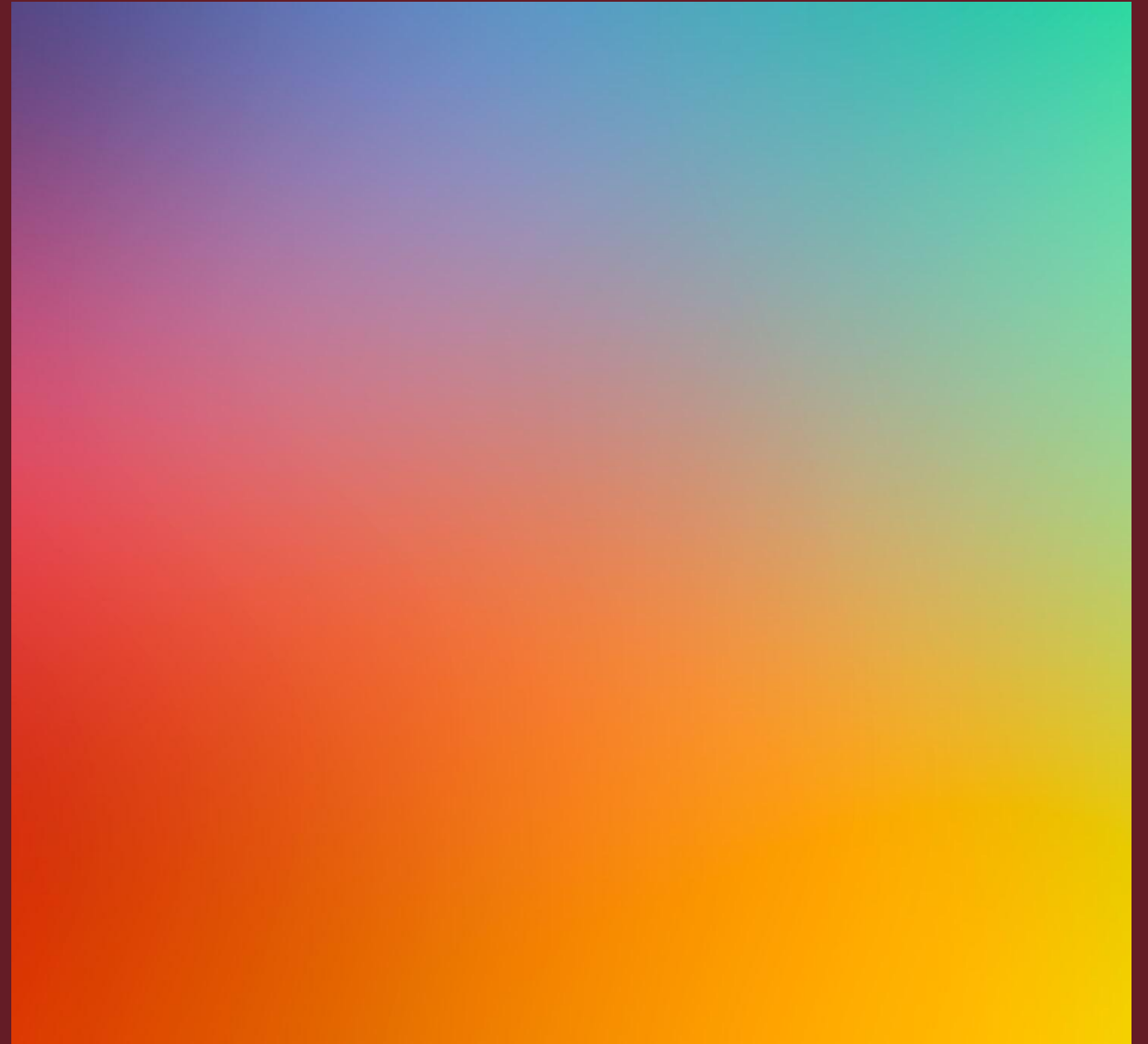
Creating and Implementing Effective Suicide Practices in Schools

Mitchell Samet, Ph.D.

March 16, 2022

Special thanks to

Dr. John Kelly



The Big Picture

Recent media coverage of several high-profile suicide deaths underscores the fact that suicide is a growing health concern

Suicide has grown to become the 10th leading cause of death in the US

Has surpassed death rate for motor vehicle accidents, homicides and breast cancer

5,000+ in US and 1,700+ in NY State

Among Youth

Suicide is the second leading cause of death among children and teens

For youth, 18.8% report having considered suicide within past year

15.7% of school-age kids have made a plan

8.9% have made an attempt

Recent Trends:

Since 2007 (smart phones/social media) suicide deaths have surpassed homicide deaths for young people

2007-2022 suicide twice as likely to occur among younger adols

Trends consistent across varied ethnic groups

Some groups even more at risk than the general population

Warning Signs: What to look for... FACTS



We need a better pathway to care

- Children and youth are (by far) the group most seen in ERs for self-harm (4,500/year in NYS)
- However, only 1/3 of youth sent to ER are then hospitalized
- Pathway of referral-out to comm mental health not adequate
- Instead, clinicians in schools and school-based clinics may be in best position to assess children/adolescents and provide intervention and short-term therapeutic support

Gatekeeper Training:

Know the Warning Signs- Look for the ... FACTS

- **FEELINGS:** Hopelessness, worthlessness, despair, worry
- **ACTIONS:** Actions include trying to gain access to lethal means, showing aggressive behaviors inconsistent from past, self-harm
- **CHANGES:** Looking for changes in student's previous attitude, behavior or moods
- **THREATS:** Direct (*I am done with living; I wish I were never born*) or Hints (*people would be better off without me; I am a burden to...*)
- **SITUATIONS:** Look for triggers (failure; discipline; relationship)

School-Based Suicide Prevention Best Viewed Through a MTSS Lens:

Tier I: Universal Supports

Prevention; Mental Wellness Education; School Climate/Connectedness

Tier II: Targeted Supports for Those More At-Risk

Individual Risk Factors: Stress; Bullying; Violence; Mood; Homeless)

Groups At Greater Risk: LGBTQ+; LatineX; Indigenous ; Disabilities

Tier III: Individualized Interventions

Individual Risk Factors; Suicide Risk Assessment; Safety Planning

Tier I: Universal Considerations



Does your school, district or clinic have a mental health/wellness literacy curriculum? K-12? Are these tools research-based? Parents?

Do you have a suicide policy or practice document in place? Is it inclusive? Does your admin/clinical staff get regular training?

Does your front-line staff receive ongoing recognition training? Do they know the procedure for referral and warm hand-off?

Is your district/building doing enough to help foster a culture of inclusion, acceptance and connectedness?

Tier II: Targeted Interventions

Know Your Students and Student Population

Is the student struggling with individual concerns which may put them at greater risk? (Depression; Substance; Self-Harm; Prior Suicidal Behavior)

Is the student struggling with family concerns which may put them at greater risk? (Homelessness; Poverty; Violence; Abuse; Parent Death)

Has the student been exposed to events that increase risk?
(Failure; Discipline; Relationship; Bullying; Peer Rejection; Peer Attempt)

Does the student identify with a group outside the mainstream?
(Minority Group; LGBTQ+; Disability)

Tier III: Individual Interventions:

Know How to Assess Students and How to Help Keep Them Safe

Does your clinical staff receive training on risk assessment tools, like the Columbia Suicide Severity Rating Scale? Is this part of your practice?

Do you have the staff available to utilize a collaborative model when intervening with at-risk kids? Is this possible where you work?

Does your building have a crisis or intervention team? Are you using a collaborative team approach, with shared decision-making and responsibilities?

Do you have a documentation template? Have procedures for follow up? Are you prepared to help guide parents? Do safety planning with students?

Take homes for today:

- 1. District/building has a policy/practice document in place
- 2. Focus on school climate, connectedness and inclusion
- 3. All front-line staff receive gatekeeper training (warm hand-off)
- 4. Develop a crisis or intervention team (get training)
- 5. Use evidence-based assessment tools (CSSRS)
- 6. Develop a reliable community MH referral network
- 7. Safety planning

A group of diverse children of various ethnicities and ages are smiling and looking towards the camera. The image is overlaid with a green and yellow gradient. The text "Q&A" is centered in white.

Q&A

Upcoming Webinars



Dr. Jack Naglieri

A Social Justice Approach to Identifying Gifted Students

Wednesday, March 23, 2022 at 5 pm EST

Researchers have estimated that approximately 1,250,000 students of color in public schools today are smart enough to be included in gifted educational programs but were not identified (Brulles, Lansdowne & Naglieri, 2022). A key factor is the demands of the intelligence tests used to identify very smart students favors those with good academic skills. Test instructions, content of the verbal and quantitative questions and the verbal expression demands are an obstacle for many students of color. To address these issues Naglieri, Brulles and Lansdowne (2021) created verbal and quantitative tests, that can be solved regardless of the language a student knows, which have minimal knowledge demands and are combined with a nonverbal test of general ability. Three research studies have shown that these three general ability tests yield very similar scores across gender, race, ethnicity and parental educational levels (Selvamenan, 2022).

*This is part of our Webinar Series, "Office Hours with Dr. John Kelly." You will receive an email with the watch link as the webinar gets closer.

Upcoming Webinars



**Dr. Kelly
Vaillancourt**

Strategies to Support Student and Educator Wellness

Wednesday, March 30, 2022 at 5 pm EST

The COVID-19 pandemic brought to the forefront the importance of prioritizing students' social emotional learning and mental and behavioral health. It has also raised the importance of supporting educator wellness. This session will highlight key components of a comprehensive mental and behavioral health service delivery system; describe the elements of an effective school community partnership, and highlight key practices schools can implement on day one that promote student and staff wellness.

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Thank You

For more information contact:

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