



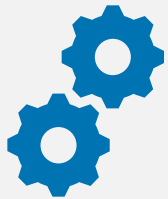
Suicide Prevention and Intervention

WEBINAR

Presented by the
Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center



Overview and Introductions



Guest Presentation



State Case Study: A Look at Collaborative Efforts in Connecticut

PRESENTER INTRODUCTIONS



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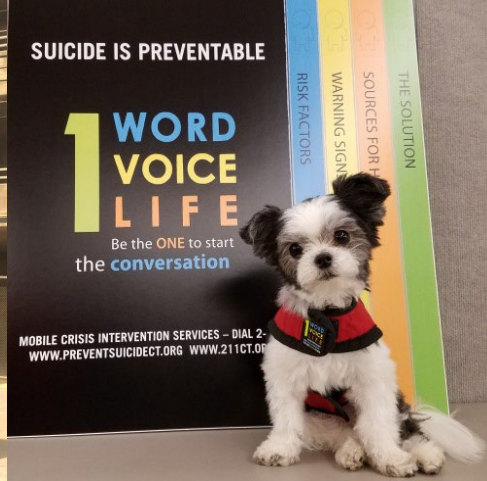
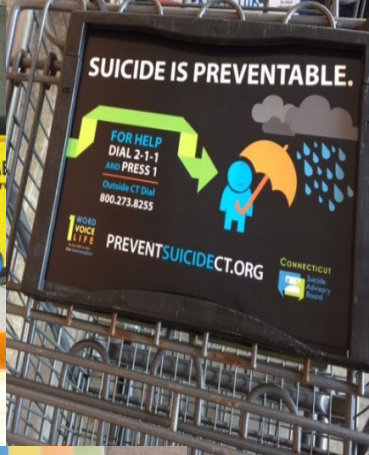
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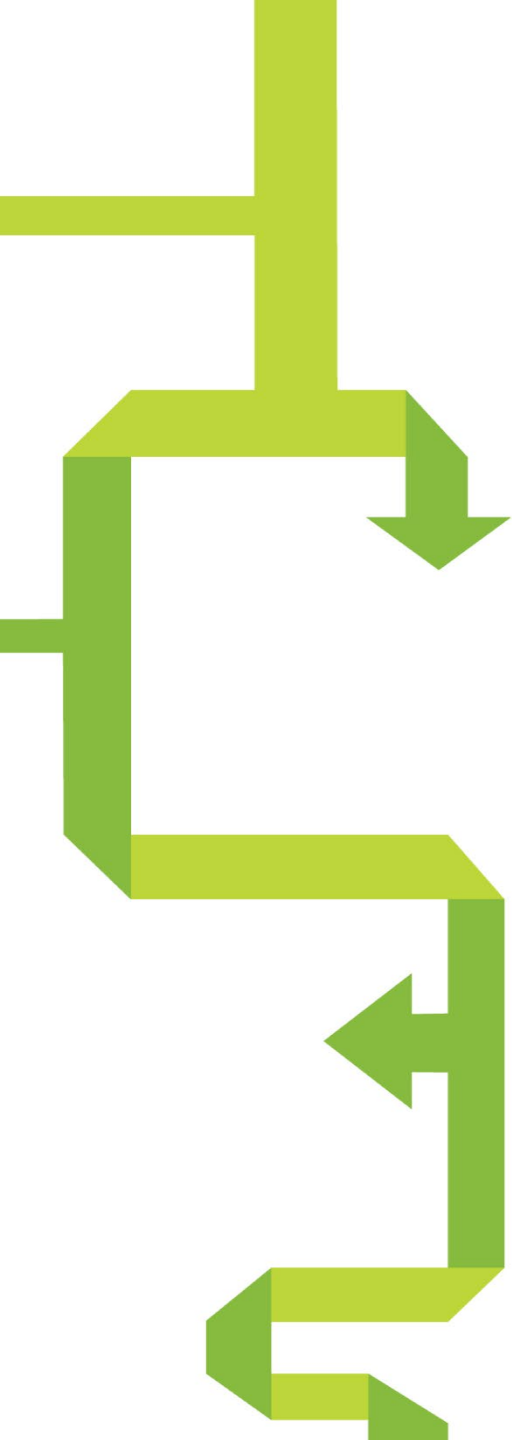


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CALL IN CT, 211
CALL/TEXT 988
CHAT 988LIFELINE.ORG

1 WORD VOICE LIFE
PREVENTSUICIDECT.ORG





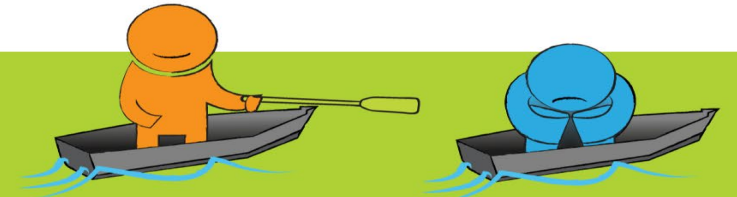
CONNECTICUT



Suicide
Advisory
Board

Postvention Partnerships

Self-Care

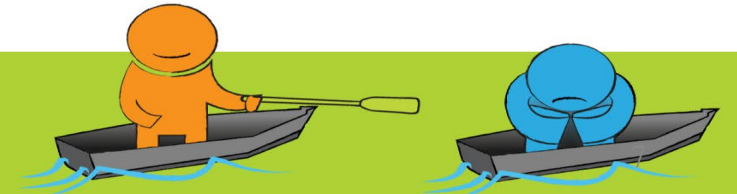


Connecticut Suicide Advisory Board (CTSAB)

CTSAB is the statewide suicide advisory board and coalition, addressing suicide prevention and response across the lifespan and co-chaired by the Connecticut State Department of Mental Health and Addiction Services, the Connecticut State Department of Children and Families, and the Brian Dagle Foundation ([PA 22-58; CGS Chapter 319, 17a-52](#)).

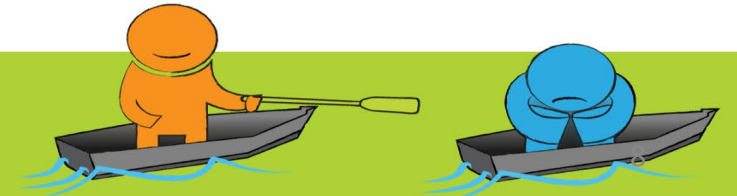
Mission: CTSAB is a diverse network of advocates, educators, and leaders concerned with addressing the problem of suicide, with a focus on prevention, intervention, and response.

Vision: CTSAB seeks to eliminate suicide by instilling hope across the lifespan and through the use of culturally competent advocacy, policy, education, collaboration, and networking.



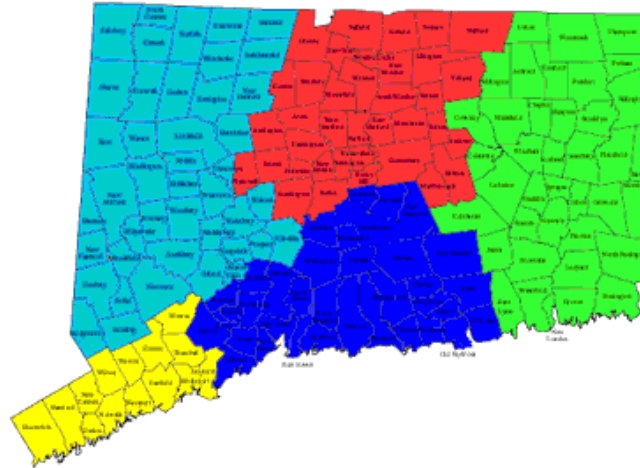
CTSAB

- Consultation on prevention, intervention, and response
- Training and education
- Data and surveillance
- Statewide and local networking
- Resource exchange
- Peer support
- Free print and promotional materials
- Website with extensive resource pages
- CTSAB membership and resources:
www.preventsuicidect.org and
www.Gizmo4MentalHealth.org
- CTSAB list serve: www.preventsuicidect.org/get-involved/join-the-ctsab-list-serve



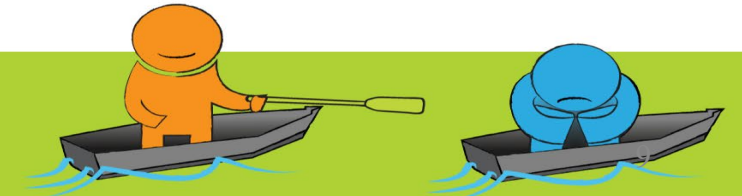
Regional Suicide Advisory Boards

- Support and promote CTSAB's mission and vision and the goals and objectives of the state plan in respective regions.
- Engage key stakeholders to identify unique regional needs and implement suicide prevention and response efforts.



Points of Contact

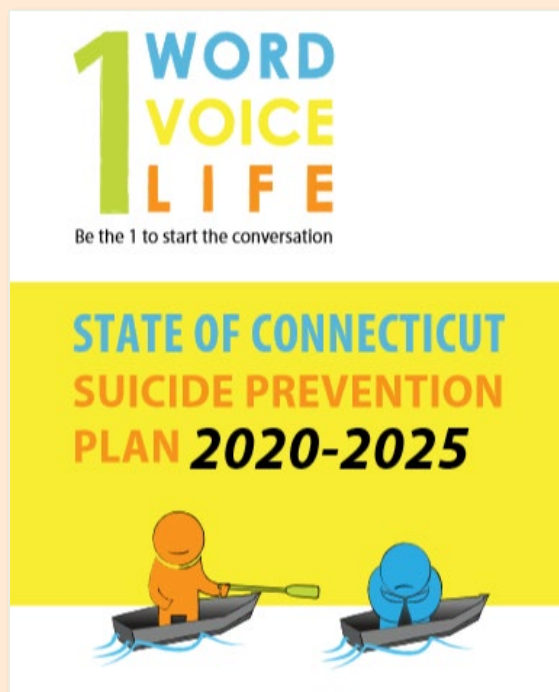
- Southern: The Hub
- Western: Western CT Coalition
- South Central: Alliance for Prevention and Wellness
- North Central: Amplify, Inc.
- Eastern: SERAC



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www.preventsuicidect.org

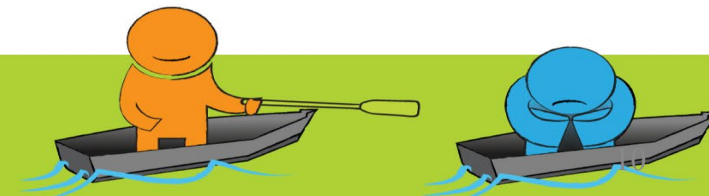
GOAL 1: Integrate and coordinate suicide prevention activities across multiple sectors and settings.

GOAL 2: Develop, implement, and monitor effective programs that promote wellness and prevent suicide and related behaviors.

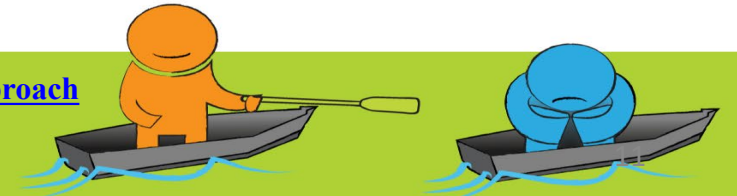
GOAL 3: Promote suicide prevention as a core component of health care services. (Adopt the *Zero Suicide* framework as an aspirational goal.)

GOAL 4: Promote efforts to reduce access to lethal means of suicide among individuals with identified suicide risk.

GOAL 5: Increase the timeliness and usefulness of state surveillance systems relevant to suicide prevention and improve the ability to collect, analyze, and use this information for action.

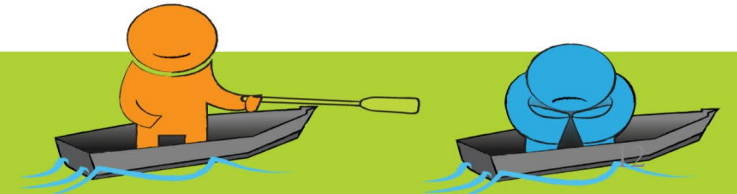


Comprehensive Approach to Mental Health Promotion & Suicide Prevention



What Is Postvention, and Why Does It Matter?

- Timely, effective postvention is prevention.
- Postvention—a series of planned best-practice interventions that are initiated immediately after notifying family members that a loved one has died by suicide, with the intention to:
 - Facilitate the grieving or adjustment process;
 - Stabilize the environment;
 - Reduce the risk of negative behaviors; and
 - Limit the risk of further suicides through contagion.



The Postvention Response Process in Connecticut

Who and What

CTSAB Postvention Response

- Promotes best practices.
- Supports coordination among community-based responders and affected sites.
- Provides consultation, guidance, and training.
- Co-hosts community conversations.

Connecticut Office of the Chief Medical Examiner

- Determines cause of death.
- Notifies the Office of the Child Advocate when someone age 24 or younger dies by suicide.
- Provides resources to surviving family members.

Connecticut Office of the Child Advocate

- Activates CTSAB postvention response by sending death notifications to partners.
- Searches social media for relevant details that may support response efforts.
- May perform outreach advocacy on behalf of child/community safety.
- Performs child fatality reviews.

Connecticut State Department of Children and Families

- Alerts the Mobile Crisis Intervention Services (MCIS) team of the death so MCIS is ready to respond upon request. MCIS coordinates with other local response leaders to determine outreach to the affected school.
- Contacts media as needed, with support from the public information officer.

The Postvention Response Process in Connecticut

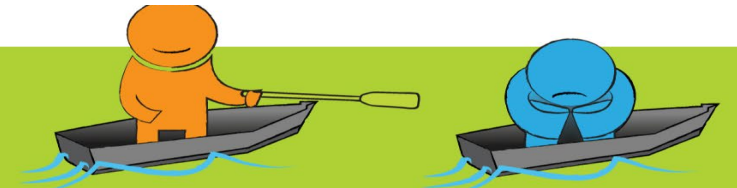
Who and What

Connecticut State Department of Mental Health and Addiction Services

- Notifies the regional suicide advisory board to connect with community-based local prevention councils and promote and support best-practice postvention activities. Also acts as the point agency for various responding groups and supports resource acquisition.
- Alerts the provider of mobile crisis services for adults of the death so it is ready to respond upon request.
- May contact campus and university administration.
- May engage peer support for first responders.
- When the loss affects multiple states, contacts state suicide prevention coordinators to support postvention efforts.
- Contacts media as needed, with support from the public information officer.

Connecticut State Department of Education

- Contacts the superintendent of schools as needed to encourage use of available best-practice postvention resources and to identify needs.
- Can confirm whether siblings are affected.



The Postvention Response Process in Connecticut

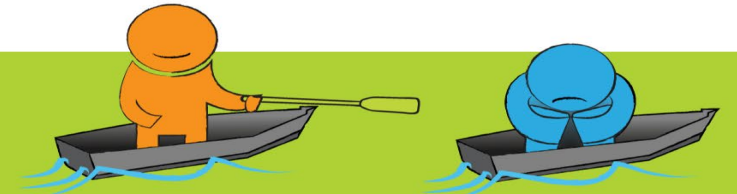
Who and What

Connecticut Center for School Safety and Crisis Preparation

- In coordination with other local response leaders, connects with schools to identify needs and encourage best-practice postvention activities and use of available resources.
- Coordinates regional crisis teams of trained school-based professional peers who are available for both formal and informal crisis support.
- Provides consultation and on-site support to member school districts upon the occurrence of a crisis event within or related to a school, at the request of the district.

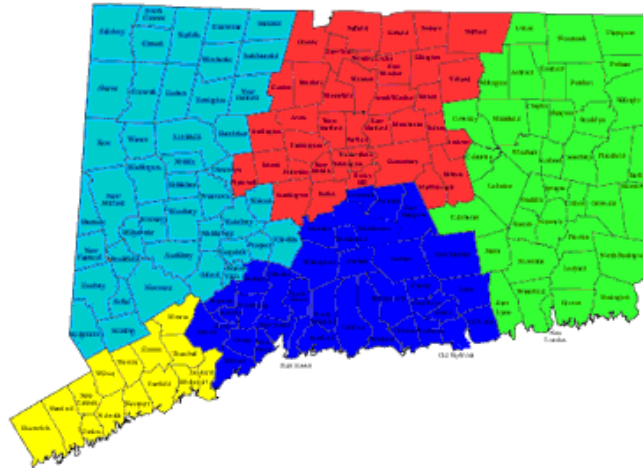
Connecticut foundations (the Connecticut chapter of the American Foundation for Suicide Prevention, the Brian Dagle Foundation, and the Jordan Porco Foundation)

- Help guide postvention efforts to support survivors.
- Provide direct peer support to survivors of suicide.
- Keep fingers on the pulse of survivor community needs and advocates.



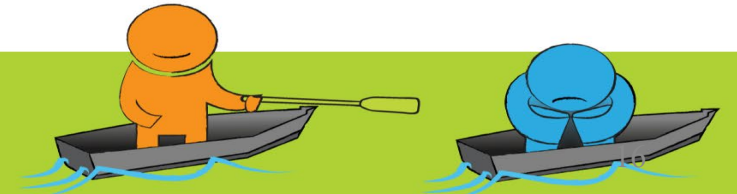
Regional Suicide Advisory Boards

- Support CTSAB's mission and vision in respective regions.
- Engage key stakeholders to identify unique regional needs and implement suicide prevention and response efforts.



Points of Contact

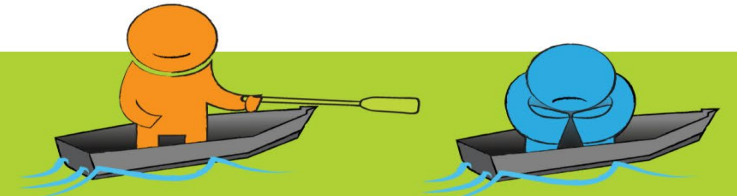
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- Eastern: SERAC



Regional Suicide Advisory Board



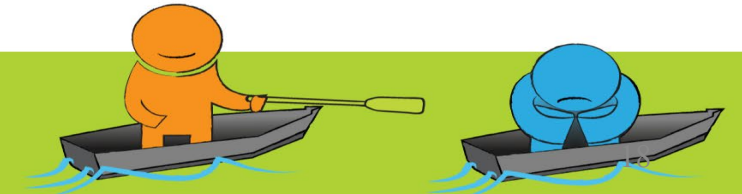
- Facilitates a monthly meeting—postvention agenda item.
- Coordinates the regional response with other providers.
- Provides an overview of postvention training and postvention team development.
- Offers post-traumatic stress management groups.



Connecticut Center for School Safety and Crisis Preparation

The Connecticut Center for School Safety and Crisis Preparation works with K–12 schools to provide:

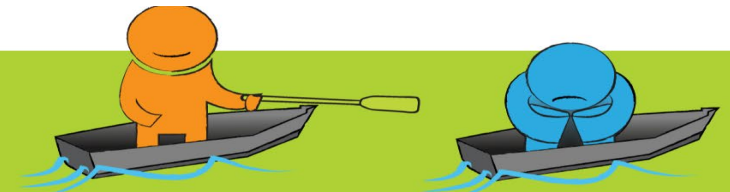
- Outreach
 - Regional crisis team
 - Consultation
 - Prevention and planning
 - Crisis response
- Professional development
 - The National Association of School Psychologists' PREPaRE Model
 - Workshop 1: Comprehensive School Safety Planning: Prevention Through Recovery
 - Workshop 2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools
- Research



Connecticut Mobile Crisis Intervention Services

(call 211, and then press 1 and then 1 again)

- The **Mobile Crisis Intervention Services** program is for youth under age 18 (and 18 years old in high school) and provides:
 - Rapid face-to-face crisis response for children and their families, expanding to operate 24 hours a day, 7 days a week, 365 days a year
 - Mental health screening and suicide risk assessment based on national best practices
 - Collaborative safety planning
 - [Access to various home- and/or community-based services, treatment services, and peer support resources](#)
 - Short-term follow-up care
 - Discharge collaboration with treatment locations
 - Information and materials: <https://www.mobilecrisisempct.org>



Connecticut Adult Mobile Crisis Services

(call 211, and then press 1 and then 2)

- **Statewide mobile crisis support services** for those who are 18 or older provide:
 - Person-centered telephonic support or face-to-face response, expanding to operate 24 hours a day, 7 days a week, 365 days a year
 - Mental health screening and suicide risk assessment based on national best practices
 - Collaborative safety planning
 - [Access to various community- and/or treatment-based services and peer support resources](#)
 - Follow-up contacts
 - Information and materials: <https://uwc.211ct.org/actionline>



ADULT CRISIS TELEPHONE
INTERVENTION AND
OPTIONS NETWORK

**WE ARE HERE
FOR YOU**

1-800-467-3135

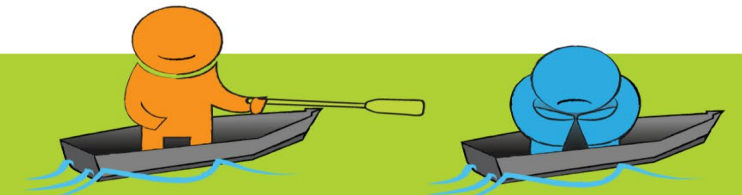
YOU HAVE OPTIONS
ACTION LINE
1-800-HOPE-135 or 211



2-1-1 of Connecticut

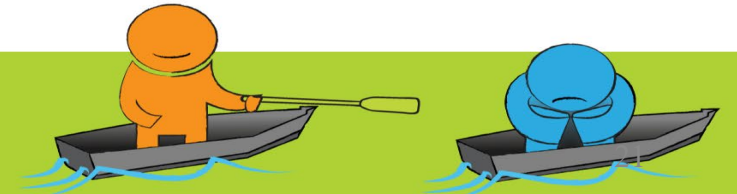


988
SUICIDE
& CRISIS
LIFELINE



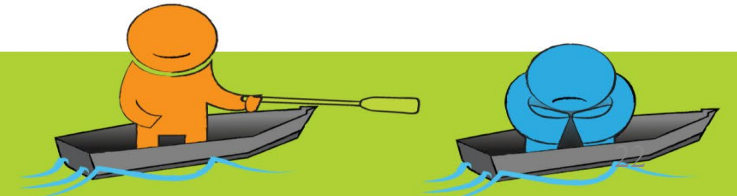
Postvention Protocol Recommendations

- Develop *a team* representing different sectors of the community (e.g., the town manager, an elected official, prevention councils, youth and family/human services, public health agencies, law enforcement, fire departments, faith-based organizations, the school system, and businesses). Responsibilities are *tied to positions* rather than specific individuals.
- Establish clear, understandable *procedures* that are free of jargon.
- Set up *communication channels* among team members and with the press (*one* point of contact).
- *Secure* public safety.
- Quickly mobilize and organize *resources*.



Postvention Protocol Recommendations

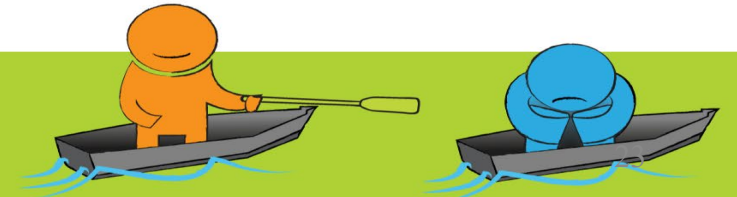
- Provide both *immediate* (i.e., 72 hours after a death) and *long-term* plans (e.g., for anniversaries).
- Be *specific* enough to be useful yet *flexible* enough to apply to different circumstances.
- Be free of bias; consider the needs of various ethnic, racial, cultural, spiritual, sexual orientation, and gender identity groups, and address *unique community needs*.
- Address complex *mental health issues* that may arise for individuals and groups.
- Involve *mobile crisis resources* for adults and children.
- Offer *grief support resources* provided by peers.



Community Response to the Ripple Effect

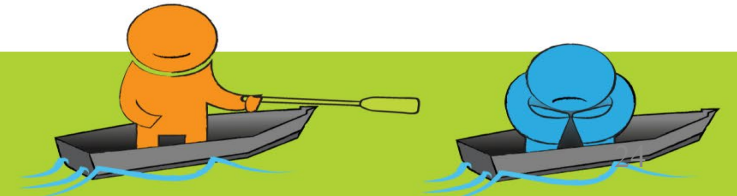


Community Case Scenarios



Suicide Response Can Affect You

- Postvention efforts can affect those involved. Some responders feel sad, powerless, angry, or even numb. All of these are normal reactions.
- Factors that may heighten reactions include:
 - Personal history with a loss from suicide
 - Personal history with suicidal thoughts or behaviors
 - Time on scene
 - Strong visual images, sounds, or smells
 - Reminders of someone in your life
 - Knowing the victim
 - The victim's being a child or young person
 - The level of violence involved
 - Distress of the family or individuals who found the victim



Taking care
of your mind &
thoughts

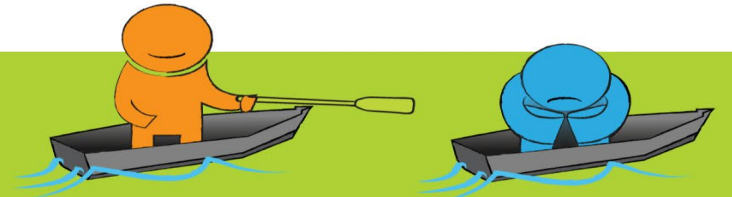
Taking care of
your physical
health & body

Self-Care

Increasing your
own well-being through self-
care behaviors

Taking care
of your spiritual
health

Taking care of
your emotions



Guidance Resources

➤ ***Safe and Effective Messaging Guidelines***

<https://sprc.org/keys-to-success/safe-and-effective-messaging-and-reporting/>

➤ **After a Suicide: Toolkit for *Schools***

<http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>

➤ **Postvention: A Guide for Response to Suicide on *College Campuses***

<http://hemha.org/wp-content/uploads/2018/06/jed-hemha-postvention-guide.pdf>

➤ **A Manager's Guide to Suicide Postvention in the *Workplace*: 10 Action Steps for Dealing With the Aftermath of a Suicide**

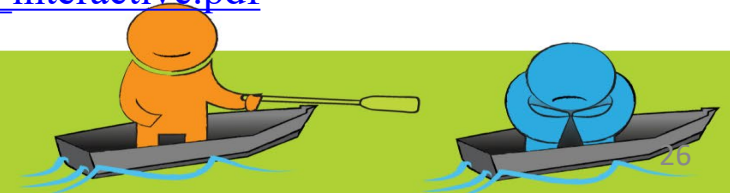
<https://theactionalliance.org/sites/default/files/managers-guidebook-to-suicide-postvention-web.pdf>

➤ **After a Suicide: Recommendations for *Religious Services & Other Public Memorial Observances***

<https://sprc.org/wp-content/uploads/2023/01/aftersuicide.pdf>

➤ **Suicide Prevention Competencies for *Faith Leaders*: Supporting Life Before, During, and After a Suicidal Crisis**

https://theactionalliance.org/sites/default/files/fhl_competencies_v8_interactive.pdf



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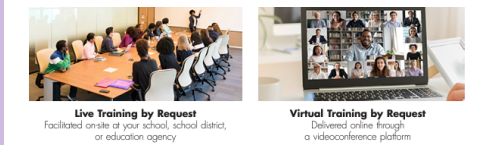
RESOURCES

FROM THE REMS TA CENTER

School Behavioral Threat Assessments: An Introduction

Live and Virtual Trainings by Request

The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center, in partnership with the U.S. Department of Education, Office of Safe and Supportive Schools, is pleased to offer the *School Behavioral Threat Assessments: An Introduction* training topic in the Train-the-Educator format. Available through the *Live Trainings by Request* and *Virtual Trainings by Request* programs, this training provides information on preventing and reducing targeted violence in schools through behavioral threat assessments and can be delivered in person or virtually. For each training modality, the REMS TA Center will provide — free of charge — training materials, as well as one or more live subject matter expert trainers and staff support for the event hosted at your site or online.



Learn various components of school behavioral threat assessments, originally put forth by the *Safe School Initiative*, alongside new information and guidance from the Federal Bureau of Investigation in the *Guide for Developing High-Quality School Emergency Operations Plans*. The training highlights key aspects of school behavioral threat assessments that need to be considered when deciding which threat assessment features are most appropriate for the district, school, and/or local community. In addition, participants will receive guidance on how to develop a multidisciplinary behavioral threat assessment team and conduct a meeting. According to *The Role of Districts in Developing High-Quality School Emergency Operations Plans*, school districts and schools should establish a threat assessment team and develop a Behavioral Threat Assessment Annex. Below, you will find information about each synchronous training format.

	Live Training by Request	Virtual Training by Request
Duration	7 hours	4 hours
Number of participants	25 minimum 100 maximum	25 minimum 475 maximum

Psychological First Aid: How to Help Students Recover After a Personal, Community, or School-Based Emergency

FACT SHEET

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

Psychological First Aid (PFA) is a concept that can be traced to an article published by the American Psychiatric Association in 1954 recognizing the benefits of early crisis interventions that relieve stress and human suffering. Following the events of Newtown, CT, the U.S. Departments of Education, Health and Human Services, Justice, Federal Bureau of Investigation, and Homeland Security, led by the Federal Emergency Management Agency, have supported the idea that brief and focused intervention can help students and educators in schools recover from the emergency incidents they may encounter. Models of PFA include the following:

- Psychological First Aid for Schools:** trains teachers and other staff as a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy after disasters and acts of mass violence
- PFA: Listen, Protect, Connect — Model and Teach:** described in this publication
- PFA-TEACH:** created for everyday problems experienced by students that interfere with learning and attendance.

This fact sheet explores the goals of PFA models; outlines when and how schools can implement PFA, including considerations to keep in mind when implementing; and describes the type of training school staff need to use this strategy effectively.

Listen, Protect, Connect: An Evidence-Informed Model

"Psychological First Aid for Students and Teachers: Listen, Protect, Connect — Model & Teach," (hereafter, LPC — Model & Teach) is a five-step crisis response strategy designed to reduce the initial distress of students or adults and to help students return to school, stay in school, and resume their learning. It is not a 'one and done' single session recital of events but a set of steps that can guide the interactions of students and educators over time through the process of recovering from an individual, group, or schoolwide community crisis event. For example, over time, students may wish to tell their stories many times in different settings (individually, in a small group, or other significant events that remind them of loss, trauma, or the anniversary of the tragedy). They may have delayed reactions, not wanting initially to tell their story depending on the individual student level, or stress or fear. Teachers, counselors, and other adults can apply these guiding principles in a flexible manner, acknowledging the student's need for a safe place and trusting relationship to share their experience with trauma.

The two main goals of PFA for students and teachers are to

- Stabilize the emotions and behaviors of students; and

The Role of School Mental Health Professionals in Supporting School Safety Efforts


The 988 Suicide & Crisis Lifeline: What Does It Mean for Educators?

Template for a letter on safe firearm storage

Resilience Strategies for Educators (RSE): Techniques for Self-Care and Peer Support

RESOURCES FROM NATIONAL PARTNERS

The Suicide
Prevention
Resource Center
(SPRC)

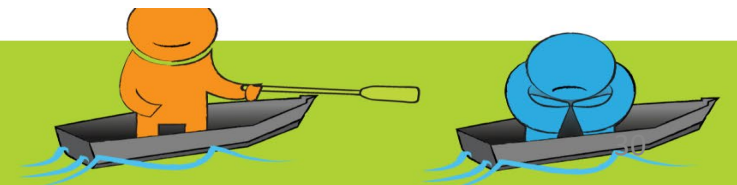


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SUICIDE
& CRISIS
LIFELINE

988 Lifeline Chat and Text connects people with caring crisis counselors for emotional support 24/7/365.

National Support Resources

- **American Foundation for Suicide Prevention (AFSP) resources related to loss:** <https://afsp.org/ive-lost-someone>
- **AFSP's Healing Conversations survivor outreach program:** <https://afsp.org/healing-conversations>
- **Support groups for coping with suicide-related loss:** <https://afsp.org/find-a-support-group>
- **The U.S. Department of Veterans Affairs' Uniting for Suicide Postvention community:** <https://www.mirecc.va.gov/visn19/postvention/community>
- **TAPS' suicide loss survivor assistance (military/veterans):** <https://www.taps.org/suicide>





1-855-781-REMS [7367]

<https://rems.ed.gov>

info@remstacenter.org

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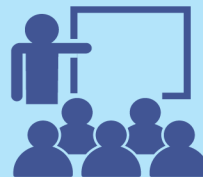
Enhance Emergency Operations Plans



Access Relevant Federal Guidance



Use EOP-Enhancing Interactive Tools



Request an On-Site Training in Key EOP-Related Topics



Learn Anytime via Virtual Trainings on all Topics in Emergency Management



PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER