



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

Tuesday, January 30, 2024

### **WEBINAR**

Presented by the

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center and the Substance Abuse and Mental Health Services Administration (SAMHSA)















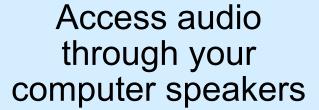






# HOUSEKEEPING







Download and share resources posted



Send us questions using the Q&A chat box





















# PRESENTERS & PANELISTS



Ruth Ryder

Deputy Assistant Secretary for the Office of Policy and Programs, Office of Elementary and Secondary Education, U.S. Department of Education



**Ya-Shi Duhon** 988 Counselor, Qualified Mental Health Professional Supervisor, Integral Care



Monica Johnson
Director, 988 & Behavioral Health
Crisis Coordinating Office,
Substance Abuse and Mental Health
Services Administration



**Lisa Capoccia**Social Worker/ Adjustment Counselor



Janelle Hughes
Project Director,
Readiness and Emergency
Management for Schools
TA Center



Addison Eggebeen
Teen with lived experience

# Welcome from the U.S. Department of Education





















## **WEBINAR AGENDA**



Connection to Emergency Management Planning and Emergency Operations Plan (EOP) Development



Overview of 988 Lifeline



Panel Discussion and Q&A



Key Resources to Support Your Work





















# **POLL: SHARE YOUR ROLE**

#### What is your role?

- School administrator
- Teacher
- School counselor, social worker, or mental health support
- School nurse or other health care provider
- School safety/security officer
- Other school staff
- Parent or caregiver
- Community organization
- Other



# Connection to Emergency Management Planning and EOP Development





















# **COLLABORATIVE PLANNING**

Creating and revising a model EOP are done by following a collaborative process.

Multidisciplinary planning teams should be assembled in Step 1.





# **IDENTIFY A CORE PLANNING TEAM**





# PRIORITIZE THREATS AND HAZARDS





**Culture and Climate Assessments** 

**Behavioral Threat Assessments** 

**Capacity Assessments** 





# **IDENTIFY FUNCTIONS**



Goal (Before): Ensure that there is a mechanism in place for students and staff to request mental health support.

Goal (During): Provide psychological first aid.

Goal (After): Provide individualized mental health services to students and staff.



# **IDENTIFY COURSES OF ACTION**





Outline the roles and responsibilities of mental health staff in responding to a variety of threats and hazards and in activating various emergency functions.



# FORMAT, WRITE, APPROVE, SHARE



Confirm protocols around information sharing.







# REVIEW, REVISE, MAINTAIN





Train stakeholders.

Conduct exercises.

Update the plan.



# Overview of 988 Lifeline



















988
SUICIDE
& CRISIS
LIFELINE

**Overview of 988 and How Schools Can Raise Awareness** 

Monica Johnson, M.A., LPC Director, 988 & Behavioral Health Crisis Coordinating Office

**January 30, 2024** 



#### **About SAMHSA**

#### Who We Are

 The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services (HHS) that leads public health efforts to advance the behavioral health of the nation and to improve the lives of individuals living with mental and substance use disorders, and their families.

#### **Mission**

• SAMHSA's mission is to lead public health and service delivery efforts that promote mental health, prevent substance misuse, and provide treatments and supports to foster recovery while ensuring equitable access and better outcomes.

#### **Vision**

• SAMHSA envisions that people with, affected by, or at risk for mental health and substance use conditions receive care, thrive, and achieve well-being.



#### Poll: Familiarity with 988



# Before seeing the announcement for this webinar, had you ever heard of the 988 Suicide & Crisis Lifeline or 988?

- I had never heard of it.
- I heard of it but didn't know much about it.
- I was somewhat familiar with it.
- I was very familiar with it.



# 988 Overview

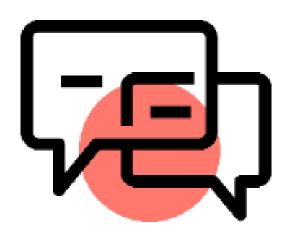


#### What 988 Is: Someone to Talk To



988 helps thousands of people overcome mental health, substance use, emotional crises, and distress every day.

- 988 connects people who are struggling—or someone who is concerned about a person struggling—to trained, caring counselors.
- People can access 988 via chat, text, or phone.
- 988 is free and available to everyone in the U.S., 24/7.
- Specialty services are available for veterans, Spanishspeakers, LGBTQI+ youths and young adults, and those who are deaf and hard of hearing.
- Additional language services are available for more than 240 languages beyond Spanish.





#### What Happens When You Contact 988

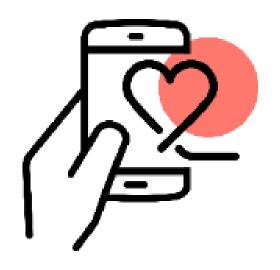


988 is a safe space, open 24/7, to talk about whatever is bothering you or someone you care about. If you contact 988, trained and caring counselors will:

- Listen to you and work to understand how your problem or a loved one's problem is affecting you or them.
- Provide support, work on safety planning, and share other resources that can offer additional support.

The primary goal of 988 is to provide support for people in suicidal crisis or mental health-related distress in the moments they need it most and in a manner that is person-centered.

The vast majority of those seeking help from 988 do not require additional interventions at that moment. FeWer than two percent of 988 contacts require a connection to emergency services like 911, and most of those are done with the consent and cooperation of the person who contacted 988. This occurs when there is an imminent risk to someone's life that cannot be reduced during the 988





#### **How 988 Works**



## People who call 988 are given four options to connect to a caring, trained counselor:

- Press 1 to connect with the Veterans Crisis Line.
- Press 2 to connect with the national Spanish subnetwork.
- Press 3 to connect with national LGBTQI+ support for youths and young adults.
- Remain on the line and be connected to a counselor who can listen and provide local support resources.
- Press 0 to bypass the message and connect directly.

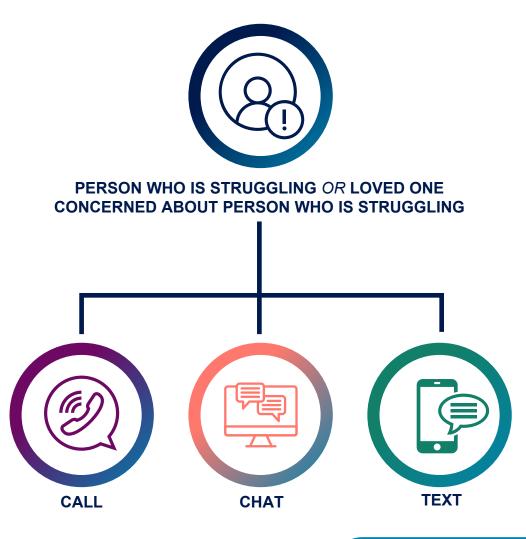
#### People who text/chat 988:

- LGBTQI+ subnetwork: text 988 and answer Y, or chat at <u>988lifeline.org</u>.
- Spanish-language support national subnetwork: text "AYUDA" to 988, or chat at <a href="mailto:linea988.org/chat">linea988.org/chat</a>.

All people who text/chat are connected to crisis centers that are equipped to respond through texts and chats.

#### **Deaf and Hard-of-Hearing Service**

- For videophone services, dial 988 directly on a videophone to connect with crisis counselors who can communicate in American Sign Language (ASL).
- Select "ASL Now" from <u>988lifeline.org</u> for service in ASL.





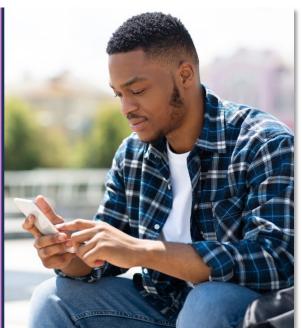
#### **Reasons to Contact 988**



People connect with 988 to get help with a lot of things, but this list is by no means exhaustive. People can connect with 988 for whatever reason, anytime, anywhere.

- Thoughts of suicide
- Drinking too much or drug use
- Anxiety
- Sexual orientation
- Feeling depressed
- Mental and physical illness
- Loneliness
- Trauma
- Relationship
- Economic Worries









#### 988 is proven to work and helps thousands of people every day.

Research has shown that after speaking with a skilled, compassionate counselor from 988, most people who contact 988 are significantly more likely to feel:

- less depressed
- less suicidal
- less overwhelmed
- more hopeful





#### 988 is One Part of a Robust Crisis Care System



Someone to talk to. Someone to respond. A safe place for help.



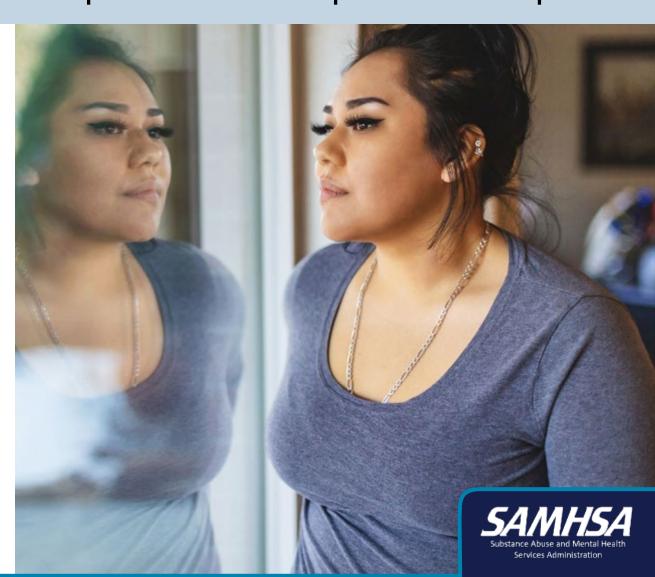
#### 988 Lifeline:

An important step toward achieving part of that vision—providing someone to talk to.



#### **Crisis Care System:**

A robust system that provides the crisis care needed anywhere in the country.



#### **Transforming Crisis Care Together**







# 988 Resources



#### 988 Information and Resources are Online



#### **Two Websites for 988**

# INFORMATION AND PROMOTIONAL MATERIALS:

#### samhsa.gov/988

- FAQs, performance metrics, and other related information
- Partner Toolkit/Resource Library with print and digital marketing materials
- Goal: Help organizations understand and promote the 988 Lifeline

# FOR PEOPLE NEEDING HELP:

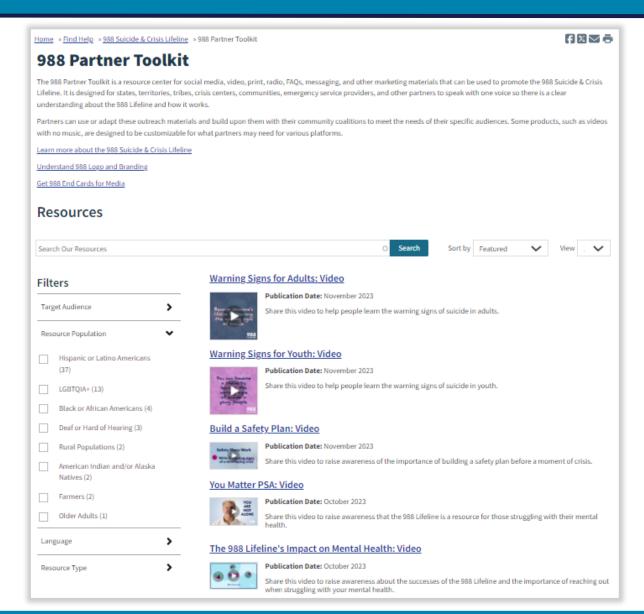
#### 988lifeline.org

- Direct access to 988 Lifeline counselors for people who need care (or people trying to help loved ones)
- Google-optimized for search



#### Find Materials in the 988 Partner Toolkit





#### **SAMHSA's 988 Partner Toolkit**

https://www.samhsa.gov/find-help/988/partner-toolkit

#### **Contains:**

- Videos
- Social Media Images and Content
- Print Materials
- Radio Ads
- Fact Sheets
- FAQs

#### Searchable by:

- Target Audience and Resource Population
- Language



#### A Sample of 988 Partner Toolkit Materials

988 LIFELINE

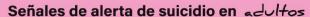














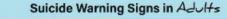
Cambios en el comportamiento, como:

Aumentar el consumo de alcohol o drogas.

Mostrar ansiedad o agitacón.

Comportarse de forma irresponable.

988 LÍNEA DE PREVENCIÓN DEL



Behavior Changes Like:

Talking about being a burden to others



#### Visit

https://www.samhsa.gov/resource-search/988

to access materials and to sign up for the **988 Partner Newsletter** with new, monthly materials.







#### **SAMHSA 988 Partner Newsletter**



Sign up for 988 email updates on www.samhsa.gov/find-help/988 (scroll to the footer on the home page) and follow the instructions below:

1 Enter your email address.

Scroll to "Behavioral Health Topic Areas."

3 Select "Suicide Prevention."

Click "Subscribe."



# 988 and Schools



#### Schools Can Raise Awareness of 988 as a Resource



- Use the 988 Partner Toolkit resources and materials around your school and in messages to students, parents, and staff.
  - Use promotional materials such as posters to publicize 988 in your school.
  - Use social media content and graphics on your school's social media account.
  - Give out 988 stickers for laptops and water bottles.
  - Add 988 to student IDs or other core resources and materials.
  - Include QR codes on digital and print materials for easy access to 988.
- Include key messages and FAQs about 988 in messages to parents and staff so they can learn more about the service it provides (visit <a href="https://www.samhsa.gov/find-help/988">https://www.samhsa.gov/find-help/988</a> for this information).
  - Think about places you already communicate with parents, students and staff, such as school newsletters, resource listings, and manuals.
- Foster partnerships with other schools and community organizations to increase understanding of 988 and scale up communication efforts.





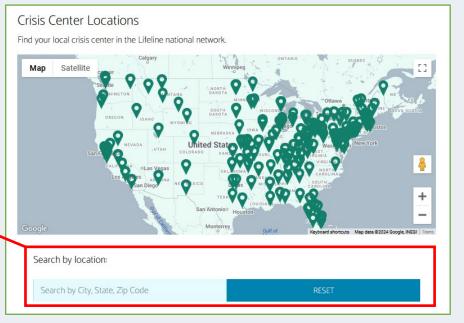


# Work or volunteer with a 988 Crisis Contact Center Near You

- Go to <u>988lifeline.org/our-network</u>
- Scroll down to the map
- Search by location
- If there are multiple centers in your area, call and ask if your location is in their coverage area

**Note:** Not all crisis contact centers answer 988







# **Panel Discussion**



Ya-Shi Duhon 988 Counselor Qualified Mental Health Professional Supervisor



**Lisa Capoccia**Social Worker/Adjustment
Counselor



Addison Eggebeen
Teen with lived experience













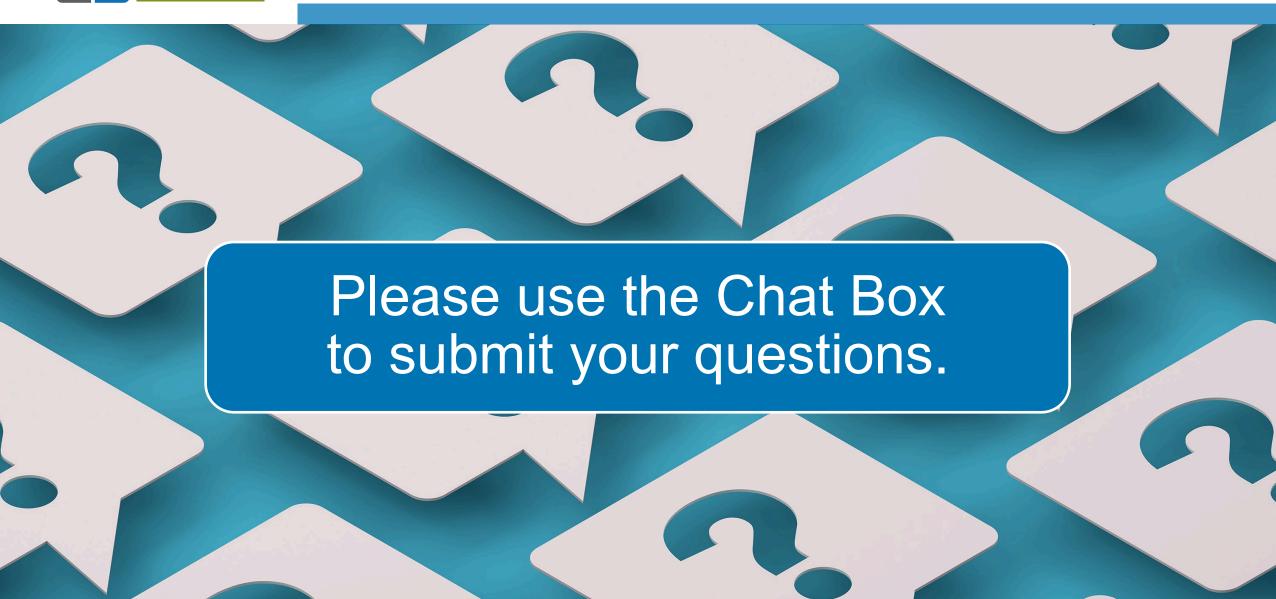








# **QUESTION-AND-ANSWER SESSION**





# Key Resources to Support Your Work





















# REMS TA CENTER RESOURCES

#### Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center PSYCHOLOGICAL FIRST AID TIP SHEET

10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, staff, and families in the limit of the first Aid (PFA) is an evidence-informed intervention model to assist students, staff, and families in the immediate aftermath of a disaster or emergency event, and can be used by any trained talff membra a carbon aftermath of a disaster or emergency event, and can be used by any trained talff membra as carbon that member or school administrator. PFA is designed to reduce the initial dozenous and summa closed by emergencies, and to help students return to their usual school-based activities after such an event. By setting the school administrator or their usual school-based activities after such an event. By setting the school administrator return to their usual school-based activities at status, present. By using those brief and effective interventions in the form of the five steps of 9'A (Lister, Protect, Conners, Marchael and Conner or varing triese brief and effective interventions in the form of the five steps of 97A (Listen, Francisco, Connect, Model, and Teach), schools can provide a long-lasting, positive influence on triuma-related

PFA is a five-step program that provides educators guidelines on how to speak with students and peer. Who have experienced an emergency event or disaster. Each step is formulated to help teachers relice districts and facilitate students and peers' return to the classroom. The steps are based on a model of volumes and racilitate students and peers' return to the classroom. The steps are based on a moon is cognitive learning that helps people put their experiences and feelings into words, projects support and encouragement, encourage must be applied to their experiences and feelings into words, projects support and encouragement, encourage must be applied to the project of the proj regrutive rearring that helps people put their experiences and feelings into words, provides support encouragement, engages users in practical problem solving, models calm and optimistic behavior, and teaches others above how traveled the practical problem solving, models calm and optimistic behavior, and Webbase or Web name on the Secretary and the Secretary Secre teaches others about how traumatic stress affects human behavior. To learn more, please check out of <u>Webhat or Web page</u> on PFA or our <u>"Helpful Hints"</u> publication that gives more details about each of the five PFA steps mentioned below. We also offer this publication in <u>Spanish</u>.

Usten: School staff should provide peers and students with an opportunity to share their experiences and express feelings of worry, araiety, fear, or other concerns about their safety. It's important to and express teelings of worry, anxiety, fear, or other concerns about their safety. It's important to establish rapport and trust as quickly as possible. Your intent in listening to the person speaking to you about his or her exists is their concerns and the property of the person speaking to you about his or her crisis is that you want to convey your interest and your empaths.

Protect: To avoid any possibility of re-traumatization, school staff members should by to re-establishmen of books should be s freter: To avoid any possibility of re-traumatization, school staff members should try to re-extraord feelings of both physical and emotional safety. This can be done in many ways, including solviding as what is calm revening or official and emotional safety. This can be done in many ways, including solviding as what is reenings of both physical and emotional safety. This can be done in many ways, including providing a being draine or offering information about events surrounding the emergency event, such as what is being done in the community and the school to keep everyone safe.

Connect: In this step, we help students and peers re-establish their normal social relationships and stay Connect: In this step, we help students and peers re-establish their normal social relationships and trauma or fave is connected to others in order to experience social support. One of the most common reactions to trauma or fave is connected to other the support. connected to others in order to experience social support. One of the most common reactions to trauma or fear is emotional and social isolation and the sense of loss of social supports. Restoring and building connections promotes exclude.

building connections promotes stability, recovery, and predictability in people's lives. Model: Teachers and other school personnel who are affected by an emergency event may not book exactly how they will navignes the granter of the second seco

model: Teachers and other school personnel who are affected by an emergency event may not know exactly how they will navigate the process of recovery, but they can acknowledge the distress and needs of others and demonstrate a societies and negligibles and negligibles and negligibles. of others and demonstrate a positive and optimistic approach. Through their example, they expended the process of recovery, but they can acknowledge the outrest of others and demonstrate a positive and optimistic approach. Through their example, they expended the process of t or others and demonstrate a positive and optimistic approach. Through their example, they experience demonstrate that adults can effectively cope with the stress despite the fear or loss they experience. Teach: School counselors, nurses, psychologists, or social workers can teach faculty students, saff, families, and volunteers about common against to the faculty students as the faculty students are detaster, such as the faculty students are detaster. feach: School counselors, nurses, psychologists, or social workers can teach faculty students, staff, fact families, and volunteers about common reactions to the emergency event or disaster, such as the fact that children and youth may have more different executions when energies event. They can help

ramilies, and volunteers about common reactions to the emergency event or disaster, such as the ran that children and youth may have more difficulty with learning after the specific event. They can help If you have questions or need additional anishance, please contact the William A.















# REMS TA CENTER TRAININGS





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

A Train-the-Educator Curriculum











# WE ARE HERE FOR YOU



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