

Suicide and Self-Harm Prevention (SSHP) Change Package

Instructions

Select 1-3 strategies to implement and spread. For each strategy selected, collect data for the primary measure and any to all of the secondary measures to report on monthly as well to inform your improvement efforts.

Strategies	Measures
<p>1. Implement and spread Zero Suicide in health and behavioral health organizations throughout the state or jurisdiction</p>	<p>Primary 1. Number of organizations using Zero Suicide</p> <hr/> <p>Secondary 1a. Number of children and adolescents receiving services through Zero Suicide</p> <hr/> <p>Guidance For the primary measure, identify the number of organizations you aim to reach (e.g., middle school, high school, community health clinic, etc.). Report on a monthly basis the number of schools and organizations implementing Zero Suicide. For the secondary measure, you may need to estimate the number of children and adolescents (e.g., number of children and adolescents the organizations serve)</p>
<p>2. Implement and spread evidence-based gatekeeper training for health and mental health care providers, school personnel, peers, and home visitors throughout the state or jurisdiction (e.g., Question, Persuade and Refer, Signs of Suicide, etc.)</p>	<p>Primary 2. Number of schools and organizations providing gatekeeper training</p> <hr/> <p>Secondary 2a. Number of individuals trained 2b. Number of children and adolescents reached through the training(s) 2c. Number of children and adolescents referred to additional care</p>

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	<p>Guidance For the primary measure, identify the number of schools and organizations you aim to reach. Report on a monthly basis the number of schools and organizations implementing a gatekeeper training(s). Report the name of the training(s). For secondary measures, you may need to estimate the number of individuals and children and adolescents (e.g., number of children in the grades receiving the training, number of children in the school that interact with professionals who have been trained, etc.)</p>
<p>3. Implement and spread valid and reliable screening for suicide risk among schools and healthcare organizations throughout the state or jurisdiction (e.g., ASQ Suicide Risk Screening Tool, Beck’s Scale for Suicide Ideation, Mood and Feelings Questionnaire, Suicidal Ideation Questionnaire, The Suicide Behaviors Questionnaire-Revised, etc.)</p>	<p>Primary 3. Number of schools and health care organizations using a valid and reliable screening tool for suicide risk</p> <hr/> <p>Secondary 3a. Number of children and adolescents screened</p> <hr/> <p>Guidance For the primary measure, identify the number of schools and health care organizations you aim to reach. Report on a monthly basis the number of schools and healthcare organizations using a valid and reliable screening tool(s). Report the name of the screening tool(s)</p>
<p>4. Implement and spread evidence-based parenting/caregiving programs that address risk factors for adverse childhood experiences (e.g., Incredible Years, Strengthening Families)</p>	<p>Primary 4. Number of schools and organizations providing evidence-based parenting programs that address risk factors for adverse childhood experiences (e.g., decrease child behavior problems, reduce parental stress)</p> <hr/> <p>Secondary 4a. Number of parents/caregivers who participated in the program(s) 4b. Number of children and adolescents reached through the program(s)</p> <hr/> <p>Guidance For the primary measure, identify the number of schools and organizations you aim to reach. Report on a monthly basis the number of schools and healthcare organizations providing a parenting program(s). Report the name of the program(s). For secondary measure 4b, you may need to estimate the number of children and adolescents (e.g., number of 10-19 year olds for which each parent/caregiver is responsible)</p>

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Strategies	Measures
<p>5. Implement and spread evidence-based social and emotional learning programs for children and adolescents (e.g., Promoting Alternative Thinking Strategies (PATHS) Program, Good Behavior Game, etc.)</p>	<p>Primary 5. Number of schools and organizations providing social and emotional learning programs</p> <hr/> <p>Secondary 5a. Number of children and adolescents who participated in the social and emotional learning program(s)</p> <hr/> <p>Guidance For the primary measure, identify the number of schools and organizations you aim to reach. Report on a monthly basis the number of schools and organizations providing a social and emotional learning program(s). Report the name of the program(s). For the secondary measure, you may need to estimate the number of children and adolescents (e.g., number of children and adolescents in the grades, school, or afterschool program participating in the program)</p>
<p>6. Implement and spread evidence-based multi-component suicide and self-harm prevention programs for children and adolescents (e.g., Coping and Support Training, Model Adolescent Suicide Prevention Program, Sources of Strength, etc.)</p>	<p>Primary 6. Number of schools and organizations providing evidence-based multi-component suicide and self-harm prevention programs</p> <hr/> <p>Secondary 6a. Number of children and adolescents who participated in the program(s)</p> <hr/> <p>Guidance For the primary measure, identify the number of schools and organizations you aim to reach. Report on a monthly basis the number of schools and organizations providing a suicide and self-harm prevention program(s). Report the name of the program(s). For the secondary measure, you may need to estimate the number of children and adolescents (e.g., number of children and adolescents in the grades, school, or afterschool program participating in the schools and organizations providing the program(s))</p>

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7. Implement and spread evidence-based emergency mental health programs (e.g., Youth Mental Health First Aid Training)

Primary

7. Number of schools and organizations providing evidence-based emergency mental health programs

Secondary

7a. Number of individuals trained in evidence-based emergency mental health for youth

7b. Number of children and adolescents reached through the program(s)

Guidance

For the primary measures, identify the number of schools and organizations you aim to reach. Report on a monthly basis the number of schools and organizations providing an emergency mental health program(s). Report the name of the program(s)

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References and Resources

Butchart, A., Harvey, A.P., & Mian, M. (2006). *Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence*. World Health Organization (WHO) and International Society for Prevention of Child Abuse and Neglect. Available at: http://apps.who.int/iris/bitstream/10665/43499/1/9241594365_eng.pdf

Center for Substance Abuse Treatment. Substance Abuse and Suicide Prevention: Evidence and Implications—A White Paper. DHHS Pub. No. SMA-08-4352. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2008. Available at: <https://radarcart.boisestate.edu/library/files/2017/07/SubstanceAbuseAndSuicidePrevention.pdf>

Centers for Disease Control and Prevention. (2014). Essentials for Childhood Framework: Steps to Create Safe, Stable, and Nurturing Relationships and Environments for all Children. Available at: <https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf>

Centers for Disease Control and Prevention (2017). Preventing Suicide: A technical package of policy, programs, and practices. Available at: <https://www.cdc.gov/violenceprevention/pdf/suicideTechnicalPackage.pdf>

Centers for Disease Control and Prevention (2019). Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence. Available at: <https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf>

Centers for Disease Control and Prevention (n.d.). State Suicide Prevention Planning: A CDC Research Brief. Available at: <https://www.cdc.gov/violenceprevention/pdf/State-Suicide-Prevention-Planning-Brief.pdf>

Centers for Disease Control and Prevention. *Strategic Direction for the Prevention of Suicidal Behavior: Promoting Individual, Family, and Community Connectedness to Prevent Suicidal Behavior*. Available at: http://www.cdc.gov/ViolencePrevention/pdf/Suicide_Strategic_Direction_Full_Version-a.pdf

Coping and Support Training (CAST). Available at: <https://www.reconnectingyouth.com/content/our-programs/cast>

Goldston, D. (2000). *Assessment of Suicidal Behaviors and Risk among Children and Adolescents*. Available at: <http://www.sprc.org/sites/sprc.org/files/library/GoldstonAssessmentSuicidalBehaviorsRiskChildrenAdolescents.pdf>

Good Behavior Game. Available at: <http://goodbehaviorgame.air.org/index.html> and <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=188>

Greenberg, M., Kusche, C., Cook, E., & Quamma, J. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology*, 7(1), 117-136. doi:10.1017/S0954579400006374

Incredible Years. Available at: <http://incredibleyears.com/>

LEADS (Linking Education and Awareness of Depression and Suicide) for Youth Curriculum. <https://www.sprc.org/resources-programs/leads-youth-linking-education-and-awareness-depression-and-suicide-0>

Lifelines Curriculum. Available at: <https://www.sprc.org/resources-programs/lifelines-curriculum>

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Model Adolescent Suicide Prevention Program. Available at: <https://www.sprc.org/resources-programs/model-adolescent-suicide-prevention-program-maspp>

Positive Behavioral Interventions and Supports (PBIS). Available at: <http://www.pbis.org/>

QPR Institute. Available at: <https://qprinstitute.com/about-qpr>

Sources of Strength. Available at: <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=473>

Strengthening Families Program. Available at: <http://www.strengtheningfamiliesprogram.org/>

Suicide Prevention Resource Center. (2014). *Suicide Screening and Assessment*. Waltham, MA: Education Development Center, Inc. Available at: http://www.sprc.org/sites/sprc.org/files/library/RS_suicide%20screening_91814%20final.pdf

Triple P Positive Parenting Program. Available at: <http://www.triplep.net/glo-en/home/>

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