Implementing School-Based Programs
Issues & Strategies
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Issue: Sustainability

- Culture
  - What is the role of the school
  - Respond to the myth
- Focus
  - What can be accomplished
- Resources
  - Time, personnel, material, space
- Basis
  - Empirical, conceptual, similar models

Competent Community

- Leaders: committed & engaged
- Members:
  - Shared responsibility
  - Collective competence to respond
Competent Community

School Officials:
In this school, we care deeply about the safety and positive development of all our members.

Members:
- In this school, we take care of each other.
- We know how to come to the assistance of those in need.

Response to the Myth

- Will not be students’ first exposure
- **CDC:**
  “There is no evidence of increased suicidal ideation or behavior among program participants”
  “Furthermore, numerous research and intervention efforts have been completed without any reports of harm” Potter, Powell, & Kacher, (1995). SLTB

Response to the Myth

- **IOM:** “School-based intervention programs at the universal, selective, and indicated levels can help to limit suicide among youths and should be pursued”
- Long term follow up of 2 programs found reductions in target county suicide rates not found at state or national levels for same time period
- Six programs that include lessons for students have been designated as evidence-based by NREPP
**Issue: implementation Fidelity**

- Training: demonstration, practice, feedback, practice
- Transfer: on-site coaching/TA/fidelity checks
  - Implementation research: A synthesis of the literature (2005)
    http://nirn.fmhi.usf.edu
- Identify core & adaptable features

**Lifelines School-Based Suicide Response Program**

An example of an evidence-based program

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**Program Features**

- Educational Focus
  - Not mental health
  - Problem-centered
  - Participatory: media & exercises
- Fit into class schedules
  - Lesson plans can be adapted to schedules
  - No pull-out
- Teacher Provided
  - School-based supports
Universal Program

• **Goal:** Increase identification of, response to, and referral of at-risk youth

• **Theme:** Competent Community

Comprehensive Approach

• Ecological: all levels of the school.
  – Before students can be trained to get help, the school must be ready to respond
    • Policies & procedures
    • Faculty & staff Education
    • Parent Education

• Systemic: community contacts
  – Referrals
  – Responses
  – Re-entry

Systems

• Everything is Connected
• Context is Critical
• Only Effective as Weakest Link
• Takes Time to Build
• Needs Constant Maintenance
• Takes Time to See Impact
Lifelines Implementation

Administrative Consult (2-8 hours)
  ° Policies & Procedures
  ° Coordination with Community Providers
• Educator Training (1 hour)
• Parent Training (1 hour)
• Gatekeeper Training (optional; 6 hours)
• Classroom Curriculum (four 45’ lessons)

Classroom Lessons

• Workshop to train teachers (6 hours)
• Lessons usually provided by health teachers as part of health curriculum
• Detailed lesson plans
• Includes discussion, exercises, roleplays, two videos

Instructional Objectives

School Adults will:
• School administrators will know community providers and referral procedures.
• Faculty and staff will know school procedure & school contact persons for responding to at-risk, attempt, completion, student returning after hospitalization.
• Faculty and staff will know relevant suicide facts, risk factors, warning signs.
**Instructional Objectives**

Students will:

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

**Lifelines Evaluation**

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

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HELP PREVENT YOUTH SUICIDE

**Take your FRIEND **

**BY THE HAND before they haveぼes to **

**their LIFE**

[Image of a hand offering support]
Additional Information

• Guidelines for School-Based Suicide Prevention Programs
  – http://www.suicidology.org/
  • Click on Prevention
• Lifelines contact: kalafat@rci.rutgers.edu
• Washington State YSPP: Sue Eastgard
  sue@yspp.org