# - AB 2246: Suicide Prevention, Intervention, and Postvention

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**Lemoore Union High School District** 

#### AB 2246- An Introduction



- Author: Assemblymember Patrick O'Donnell, 70th District (D- Long Beach) o Cosponsors: Equality California, The Trevor Project
- Legislation approved by Governor Brown and chaptered by Secretary of State Padilla in September of 2016 (National Suicide Prevention Awareness

# AB 2246: Pupil Suicide Prevention Policy Requirements

- · Requirement of all local educational agencies (LEAs), including County Offices of Education, school districts, state special schools, and charter schools
- and charter schools

  The pupil suicide prevention policy must:

  Be implemented by all LEAs that serve students in grades 7-12 before the start of the 2017-2018 school year

  Be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts

  Address procedures relating to suicide prevention, intervention, and postvention

# Requirements, continued



- The suicide prevention policy must specifically address:
  - o Needs of high-risk groups
    - Youth bereaved by suicide
    - Youth with disabilities, mental illness, or substance abuse disorders
    - Youth experiencing homelessness or those in out-of-home settings, such as foster care
    - LGBTQ+ youth



#### Requirements, continued

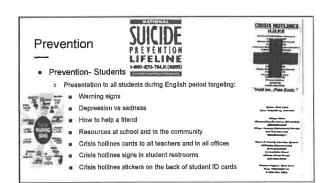


- Suicide Awareness and Prevention Training (prevention, intervention, and postvention)
  - o Teachers of students in grades 7-12
  - o Identify appropriate mental health services, both at school and in the community
  - o Instructions on how to refer students for these services
- School employees may act only within the authorization and scope of the employee's credential or license
  - May not perform non-credentialed or licensed diagnosis or treatment

# A Look at LUHSD: Prevention



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  - Training provided to all staff during buy-back days
  - Included Info on at-risk groups, warning signs
  - Policy manual review- district policy on how to report concerns at school and during non-school hours



# Intervention

Intervention

LUHSD has response procedures dependent on type of suicide threat:

1-4-		:
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- staff member learns that a student has expressed suicidal ideations (spoken, written, posted, etc.), or signs of distress, they contact the student's school counselor for an initial screening.
- If a <u>student</u> is concerned about a peer they will notify a staff member.
- The school counselor will:
  - o notify the principal/designee
  - o provide/arrange supervised transportation to the office
  - o conduct an initial threat assessment to determine risk and intervention(s)

#### Intervention: Screening

- LUHSD has attempted to utilize evidenced-based and research-based practices and resources.
- Columbia-Suicide Severity Rating Scale (C-SSRS)
- The C-SSRS is a questionnaire to help guide questions
   Developed by multiple institutions, including Columbia University, with NIMH support

  The scale is evidence-supported
- Implemented across many settings, Including schools, college campuses, military, fire departments, the justice system, primary care and for scientific

### Intervention: Suicidal Threat Screening

- - administrator, YDO, or school psychologist
- If the student has expressed suicidal ideations or intent, another crisis response team member will be notified to assist
- In addition to interviewing the student, guardians and teachers will be interviewed as appropriate

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Intervention: Suicidal Act or Attempt on School Grounds	
or During a School-Sponsored Activity	
Locate individual and follow emergency response procedures     Remove students and arrange for supervision.	
Crisis Team is notified	
the attempt	
<ul> <li>Provide supportive counseling and document all actions taken.</li> <li>Follow up with individual and family</li> </ul>	
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Intervention: Out-of-School Suicide Threats/	
Attempts (SUICIDE)	
Suicidal Threats	
Maintain contact with the student (either in person, online, or on the phone) until police and/or parents have been	
contacted.	
Intervention: Out-of-School Suicide Threats/	
Attempts	
Suicide Attempts 1. Call the police and/or emergency medical services, such as 911.	
Inform the student's parent/guardian.     Inform the principal.	
Principal/designee will contact the Crisis Prevention Site	

S. Crisis Prevention Site Coordinator will contact the Crisis Prevention
 District Coordinator.
 The Crisis Prevention Site Coordinator will notify the Crisis

Response Team.

# Intervention: Substantive Screening or Attempts • Requires re-entry meeting 90% OF PARENTS ARE Follow up UNAWARE THEIR Guardian contact CHILD HAS ATTEMPTED SUICIDE Lian M. Horowez, PhD, MPH, Nabonal Irrelature of Mental Health, 2016 Documentation: Substantive Screening or Attempts ( raver it has think which course HURSDANIE CONTACT Less regrond parallel des de la production de la production de la constant de la Talk in a third feder was associated as one of the second as the second Documentation & Resources

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Postvention —	
Postvention  An organized response in the aftermath of a death by suicide to accomplish:  To facilitate the healing of the grief, trauma, and distress resulting from a death by suicide  To mitigate negative effects of exposure to suicide  To prevent death by suicide among students and/or staff who are at high risk after exposure to a death by suicide  Ensure effectiveness after a death by suicide has occurred	
LUHSD Postvention Procedures Overview  Notify D.O. Notify and assemble CRT ochecklist Schedule staff meeting Secure county resources Identify friends and family of student/staff member Aeries Media Make contact with family Notify students Staff resources (e.g., EAP) Student resources (e.g., EAP)	

# Postvention: Actions to Avoid

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- Do not announce the death of anyone over the public address system.
- Do not hold an assembly program or bring large groups of students together in one place to discuss suicide.
- Avoid canceling school, classes or pre-planned activities
  - students find comfort in following their normal routine when they are under stress, within reason.

Researchers had long observed, a suicide "copycat" effect, which predicts an increase in suicides effer a single high-prific suicide. Some studies have suggested up to 13 percent of suicides are copycat suicides that can be explained by "suicides clustering".

#### Postvention: Memorials

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- Staff Initiated on-campus memorials (e.g. photos, flowers)memorials will not be permitted
- Student initiated memorials will be removed during a natural break (e.g., weekend, school holiday, etc.)
  - will include a focus on how to prevent future suicides
  - resources will be disseminated.
- Flag will not be flown at half-mast
- School will not be cancelled for the funeral



#### Postvention: Documents



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structure. Hery knows and seve every day, and discous plans for handling students who are horsing difficulty.  Brief staff about scientifying and referring at-risk students as well as the name to know records of those efforts.	
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Postvention: Documents	
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Offer verbal appreciation of the staff.      Deriver the day's challenges and successes.	
Debried, share experiences, express concerns, and sak questions Check in with staff to sases whether any of them need additional support, and refer accordingly	:
☐ Disseminate unformation regarding the death and/or fuzzeral arrangements ☐ Discuss plans for the next day.	
<ul> <li>Remind staff of the importance of self-care.</li> <li>Remaind staff of the importance of documentary crisis response efforts for future planning and</li> </ul>	
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Contact Us	
If you are interested in additional resources or have questions, feel free to contact us.	
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