Re-entry and Management Following Student Absence

School Resources to Support Military-Connected Students is a project by the Clearinghouse for Military Family Readiness an applied research center at The Pennsylvania State University and is funded by the Department of Defense Education Activity Grant number HE1254-19-0009.

For more information on these resources click on the links below:

https://schoolresources.militaryfamilies.psu.edu/

https://militaryfamilies.psu.edu/

https://www.psu.edu/

https://dodeagrants.org/

Our goal is to provide school personnel with free, evidence-based resources to support military-connected students. This training is part of our Suicide Prevention series.

Important Reminders

Before starting this training, please read the items below carefully and check the box in front of each item to indicate your understanding.

- The following content discusses suicide and may be upsetting to some individuals.
- Follow all district, local, state, and federal regulations. This training is **NOT** intended to replace or override existing procedures or laws.

Introduction

What is the purpose of this training?

Because a student who has experienced a mental health emergency is often at greater risk for another in the months following the crisis, it is extremely important to closely monitor the student's re-entry into school and to maintain close contact with parents and mental health professionals working with that student.

Objective

The goal of this training is to increase your confidence in your ability to:

Implement best practices regarding re-entry and management following a student absence.

How confident are you in your ability to do this now?

Please click on the link below to submit your response.

https://pennstate.qualtrics.com/jfe/form/SV_6Gp3iBHlvhcTluR?modulenumber=suicide27

Verify that you have completed each of the tasks below before proceeding with this training.

Answered the survey question in the link.
Clicked the arrow underneath the survey question to submit your response.

Recorded the ID number provided after you submitted your answer to the survey question. You will need it to complete the survey at the end of this training.

Research

What is most important for me to know?

For students who were assessed with moderate or higher risk, a re-entry conference should be held prior to or immediately upon the student's return to school. It is important to assess current student need. You should integrate information from all available resources, meaning an ROI is again important for keeping up-to-date with a student's progress. All conference attendees should become familiar with the basic information about the case, including:

1. how the student's risk status was identified
2. what precipitated the student's high-risk status or suicide attempt, and
3. what medication(s) the student is taking (SAMHSA, 2012).

A sample re-entry plan that demonstrates recommended guidelines and procedures is available on the resources page later in this training.

A re-entry conference should be focused on the creation of an Action Plan. A Functional Behavior Assessment (FBA) process and Behavior Intervention Plan (BIP) can provide a valuable structure to this Action Plan. If a BIP is already active, it should be updated at this time. It is important to involve the student and parent(s) in the plan when possible to ensure that communication continues. For instance, if the student has academic concerns, potential options such as modification of the student's schedule or course load, tutoring, or non- penalized extensions should be discussed.

A re-entry meeting is a good opportunity to ensure that all services and resources the student is receiving are integrated and complementary to ensure smooth functioning during the transition. Case management for suicide is essential to support the integration of services for best outcomes for students.

Broadly, management can be thought of using the Four Essential M's of Suicide Management, conceptualized by Dr. Sam Knapp of the Pennsylvania Psychological Association:

Motivate

"Motivate" refers to safety planning and a commitment to life agreement. It is important to emphasize your care and willingness to help as a motivator for students considering suicide, who often feel ambivalence about suicide.

Means

"Means" refers to removing or restricting access to lethal means. Remember, probe all possible methods. While students seldom substitute one means of suicide for another, it is important to be thorough to reduce the risk of a suicide.

Medicate

For "Medication," except as a management strategy for schizophrenia and bipolar disorder, medications do not appear to reduce suicidal risk in the short run. It is important to consider medications for their side effects as well as increased risk when starting or getting off medication.

Monitor

"Monitoring" may include regular check-ins with a school counselor, school psychologist, or designated trusted teacher.

Application

How might this look in my professional practice?

Remember that the goal of this training is to increase your confidence in your ability to:

Implement best practices regarding re-entry and management following a student absence.

In the questions below, decide if the following statements are true or false.

1. A behavior intervention plan should be updated to include suicide information.
   a) True
   b) False

   Correct Answer: a) True

2. It is not the school's job to help case manage for a student.
   a) True
   b) False

   Correct Answer: b) False

3. It is important to remove all access to suicidal means.
   a) True
   b) False

   Correct Answer: a) True

4. Medication, such as for bipolar disorder, can cure suicidality.
   a) True
   b) False

   Correct Answer: b) False

Implementation

How can I effectively implement this content in my professional practice?

Please review the considerations below regarding potential implementation strategies, barriers to implementation, and collaboration strategies related to this content. This will help you coordinate the next steps as you begin to incorporate the information presented in this training into your professional practice.

This information can also be found on a handout that you will be able to download at the end of this training.

Implementation Strategies

- As part of your regular meetings with your school's crisis team, various team members should be designated as potential managers for returning students who are at-risk.
- Be sure to think carefully about potential burnout and adequate training. Redundancy on your crisis team for those who serve as managers will ensure enough support and minimizing overburdening team members.

Overcoming Barriers to Implementation

- Forms, procedures, and plans should be developed and designated in advance and tailored for each student's

circumstances.
- If there are team members or school personnel who hesitate to participate as managers, speak with those persons to examine the barrier (e.g., role saturation, lack of training, feelings of inadequacy).

Collaboration Strategies

- Schedule regular meetings to discuss students who are being monitored (e.g., biweekly or monthly meetings).

Resources

Are there any resources available to help me implement this content?

Click on the link below to download a tool that you can use to implement this content in your professional practice.

https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:c6813ebd-b31a-424e-8207-1e27555513a3

Sample Re-entry Plan

Click the link below to download a sample re-entry plan developed by Dr. Terri Erbacher. This resource and many others can be downloaded from https://erbacherconsulting.com/.

https://img1.wsimg.com/blobby/go/6f351b1d-5ae1-4308-855c-eacec363cfc2/downloads/Re-Entry%20Plan%20Suicide%20in%20Schools%202nd%20Ed.pdf?ver=1600961345810

Feedback

How can I help improve this training?

The objective of this training was to increase your confidence in your ability to:

Implement best practices regarding re-entry and management following a student absence.

Answer the questions in the link below to let us know how well this training increased your confidence in your ability to accomplish this objective. Once you have answered all of the questions, click the blue arrow button underneath to submit your responses.

https://pennstate.qualtrics.com/jfe/form/SV_d771mLr9ZgW3kyx?modulenumber=suicide27

Verify that you have completed each of the tasks below.
Answered all of the survey questions above. You may have to scroll to see all of the questions.
Clicked the arrow underneath the last survey question to submit your responses.

Additional Readings

Where can I learn more about this content?

The following resources were used to create this training. If you would like more information about the information presented in this training, we encourage you to start here.

Knapp, S. (2020). Suicide prevention: An ethically and scientifically informed approach. Washington, DC: American Psychological Association.

Substance Abuse and Mental Health Services Administration. (2012). Preventing Suicide: A Toolkit for High Schools. (HHS Publication No. SMA-12-4669). Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Thank You!

Thank you for taking the time to complete this training. If you have any questions or comments, please email us at schoolresources@psu.edu.

Proceed to the next training

Click on the link below to move on to the next training titled *Continued Monitoring of Student Suicide Risk*. In this training, you will increase your confidence in your ability to monitor students following a suicide risk assessment.

https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_28-continued-monitoring-of-student-suicide-risk_201022/

Return to the module directory

Click on the link below to return to the module directory.

https://schoolresources.militaryfamilies.psu.edu/modules/