

# Suicidal Risk Screening Outcomes

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 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?

School administrators and student support personnel must make informed decisions on how to support a student based on risk assessment. This training will explain how to respond to a screening outcome of lower, moderate, or higher level of risk.

## Objective

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

**Respond appropriately to the possible outcomes on the suicide risk screening tool.**

*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=suicide18](https://pennstate.qualtrics.com/jfe/form/SV_6Gp3iBHlvhcTluR?modulenumber=suicide18)

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?

Below are the steps you should follow after a full suicidal risk assessment has been completed.

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

### Important Reminders

- Take all threats seriously and inform school administrators.
- Isolate the student in a safe, secure environment and supervise the student at all times.
- Alert the school Crisis Management Team ASAP and contact the student's parent(s) to gather more data, provide information, and plan appropriate actions.
- Document the situation, including statements from potential witnesses.
- A parent may disagree with school recommendations for evaluation of a student's danger to self or may refuse to take responsibility for the safety of their child. The school should inform them that if there are no efforts made to secure the safety of their child or address medical needs, district policy or state-mandated reporting regulations may require a report to the children and youth services for suspected neglect
- If parent and school attempts to evaluate a student at risk escalate into a verbally or physically violent confrontation, local law enforcement may be called if their assistance is deemed necessary. The administrator should follow their district's documentation and reporting guidelines regarding the confrontation.

More information about some of the above reminders can be reviewed by clicking the links below to navigate to additional trainings.

### ***Go to Transfer of Responsibilities for a Student***

Click on the link below to visit the training titled *Transfer of Responsibilities for a Student*. The objective of this training is to increase your confidence in your ability to assess the ability of a parent to carry out needed treatment and supervision for a suicidal student.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_22-transfer-of-responsibilities-for-a-student\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_22-transfer-of-responsibilities-for-a-student_201022/)

### ***Go to Suicidal Ideation and Mandated Reporting***

Click on the link below to visit the training titled *Suicidal Ideation and Mandated Reporting*. The objective of this training is to increase your confidence in your ability to identify situations in which mandated reporting would be required during the suicide risk assessment process.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_23-suicidal-ideation-and-mandated-reporting\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_23-suicidal-ideation-and-mandated-reporting_201022/)

**Step 1:** Determine the student's risk of suicide per the instructions on the screening tool being used. More information about a full suicidal risk screening tool can be reviewed by clicking the button below to visit the training titled *Full Suicidal Risk Screening Tool*.

### ***Go to Full Suicidal Risk Screening Tool***

Click on the link below to visit the training titled *Full Suicidal Risk Screening Tool*. The objective of this training is to increase your confidence in your ability to conduct a suicidal risk screening on a student that is experiencing suicidal ideation.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_17-full-suicidal-risk-screening-tool\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_17-full-suicidal-risk-screening-tool_201022/)

**Step 2:**

If lower risk...	If moderate risk...	If higher risk...
Discuss safety requirements and resources with the parent(s).	Contact the student’s parents/legal guardians, the local mental health agency, and the district office.	Contact the student’s parents/legal guardians, the local mental health agency, and the district office.
Create a safety plan.	Plan the next steps with the parent, which should include either an immediate emergency room (ER) evaluation or an out-patient (OP) evaluation prior to a student’s return to school to ensure student safety.	Determine the safest method of transport to a community or medical provider to conduct an urgent psychological evaluation for Dangerousness to Self – via ambulance or with the parent(s) – and immediately transport the student to the ER for evaluation. Notify the receiving clinic of impending arrival.
If appropriate, the student may return to class with parent approval.	If the parent(s) are unable to provide transportation, then EMS transport may be desired.	If the parent/ legal guardian cannot be located—or refuses to take responsibility for the student—the administrator or crisis facilitator must exhaust emergency contact numbers first and, if unsuccessful, notify the local mental health agency or local medical facility and make arrangements to have the student transported to the emergency room.
Monitor the student for continued in-school counseling with the school counselor and/or school psychologist.	Have the parent(s) sign a Release of Information.	Have the parent(s) sign a Release of Information.
Starting treatment for students who are experiencing their first thoughts of suicide or self-harm—especially at the elementary age—is important. Immediate intervention targeting contributing issues (e.g., anxiety, depression, traumatic events) during the window of opportunity is expected to prevent the lower-risk student from increasing in risk level.	Regular re-evaluation, safety planning, and referral/communication with outside services is important for students at Moderate Risk. Erbacher, Singer, and Poland (2015) recommend that these students should be evaluated by a psychiatrist or psychiatric nurse practitioner for medication, and the frequency and intensity of any outside treatment should be increased.	

More information regarding best practices for responding to various suicide risk screening outcomes can be reviewed by clicking the links below to visit additional trainings.

**Go to *Interventions by Suicide Risk Screening Outcomes***

Click on the link below to visit the training titled *Interventions by Suicide Risk Screening Outcomes*. The objective of this training is to increase your confidence in your ability to select and document interventions for each potential suicide screening outcome.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_20-interventions-by-suicide-risk-screening-outcomes\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_20-interventions-by-suicide-risk-screening-outcomes_201022/)

### ***Go to Safety Plans to Prevent Student Suicide***

Click on the link below to visit the training titled *Safety Plans to Prevent Student Suicide*. The objective of this training is to increase your confidence in your ability to help students at risk of suicide create a safety plan.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_24-safety-plans-to-prevent-student-suicide\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_24-safety-plans-to-prevent-student-suicide_201022/)

### ***Go to Programs and Counseling Treatments for At-Risk Students***

Click on the link below to visit the training titled *Programs and Counseling Treatments for At-Risk Students*. The objective of this training is to increase your confidence in your ability to identify evidence-based programs and counseling treatments for at-risk students.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_25-programs-and-counseling-treatments-for-at-risk-students\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_25-programs-and-counseling-treatments-for-at-risk-students_201022/)

### ***Go to Outside Referral for Student Mental Health Services***

Click on the link below to visit the training titled *Outside Referral for Student Mental Health Services*. The objective of this training is to increase your confidence in your ability to evaluate the ability of community resources to support students experiencing suicidal ideation.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_26-outside-referral-for-student-mental-health-services\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_26-outside-referral-for-student-mental-health-services_201022/)

### ***Go to Continued Monitoring of Student Suicide Risk***

Click on the link below to visit the training titled *Continued Monitoring of Student Suicide Risk*. The objective of this training is to 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/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_28-continued-monitoring-of-student-suicide-risk_201022/)

**Step 3:** For ALL students, give the following documents to the parent(s)...

- Copy of Crisis Intervention Documentation
- Community Resources List

More information regarding how to engage parents following a suicide risk assessment with their child can be reviewed by clicking the button below to visit the training titled *Parent Notification Following a Suicide Risk Assessment*.

### ***Go to Parent Notification Following a Suicide Risk Assessment***

Click on the link below to leave this training and navigate to the training titled *Parent Notification Following a Suicide Risk Assessment*. The objective of this training is to increase your confidence in your ability to engage parents following a suicide risk assessment with their child.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_21-parent-notification-following-a-suicide-risk-assessment\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_21-parent-notification-following-a-suicide-risk-assessment_201022/)

**Step 4:** Keep the original copies of the following documents in a confidential file in a centralized location on-site at the school...

- All screening results
- Release of Information documentation

More information regarding how to engage parents following a suicide risk assessment with their child can be reviewed by clicking the button below to visit the training titled *Suicide Screening Process Documentation*.

## **Go to *Suicide Screening Process Documentation***

Click on the link below to visit the training titled *Suicide Screening Process Documentation*. The objective of this training is to increase your confidence in your ability to identify and implement best practices for documenting the suicide screening process.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_19-suicide-screening-process-documentation\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_19-suicide-screening-process-documentation_201022/)

**Step 5:** For moderate or higher risk, prior to or immediately upon the student's return to school, assess the student's needs.

- Integrate information from all available resources.
- Use an FBA process to help facilitate a re-entry conference and the creation of an action plan.
- Involve the student and/or parent(s) in the plan.
- Create a Behavior Intervention Plan (BIP) or update the BIP if one is already active for the student.

More information regarding re-entry and management following student absence can be reviewed by clicking the button below to visit the training titled *Re-entry and Management Following Student Absence*.

## **Go to *Re-entry and Management Following Student Absence***

Click on the link below to visit the training titled *Re-entry and Management Following Student Absence*. The objective of this training is to increase your confidence in your ability to implement best practices regarding re-entry and management following a student absence.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_27-re-entry-and-management-following-student-absence\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_27-re-entry-and-management-following-student-absence_201022/)

## **Application**

### **How might this look in my professional practice?**

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

### **Respond appropriately to the possible outcomes on the suicide risk screening tool.**

There are several questions below in which you will be asked to indicate how you would respond to various screening outcomes. Check all answers that apply for each question. Attempt to answer the questions based on your memory. Only refer to the content above if needed.

A student has reported that they are experiencing suicidal ideation. You utilized the suicidal risk screening tool and the results indicate the student is lower risk. What do you do?

- a. Discuss safety requirements and resources with parent/ legal guardian.
- b. Tell parents that their student doesn't need counseling because of the low level of risk.
- c. If appropriate, allow to the student to return to class with parent/ legal guardian approval.
- d. Give a copy of crisis intervention documentation to the parent/ legal guardian .
- e. Provide a community resources list to the parent/ legal guardian .
- f. Give the student a list of therapists in the area.
- g. File the screening results in a confidential file in a centralized location at the school.

Correct Answer(s): a., c., d., e., g.

A student has reported that they are experiencing suicidal ideation. You utilized the suicidal risk screening tool and the results indicate the student is moderate risk. What do you do?

- a. Tell the student that since they are only moderately at risk, you either may or may not decide to tell their parents.

- b. Plan next steps with the parent/ legal guardian. Steps may include an ER evaluation or an OP evaluation prior to the student's return to school. If warranted, call for EMS transport for the student if the parent/ legal guardian is unable to provide transportation.
- c. Have the parent/ legal guardian sign a Release of Information
- d. Give a copy of crisis intervention documentation to the parent/ legal guardian.
- e. Provide a community resources list to the parent/ legal guardian.
- f. Send the student home with the evaluation form and ask them to show their parents.
- g. File the screening results in a confidential file in a centralized location at the school.
- h. File the ROI documentation in a confidential file in a centralized location at the school.
- i. Assess student's needs prior to or immediately upon the student's return to school.

Correct Answer(s): b., c., d., e., g., h., i.

A student has reported that they are experiencing suicidal ideation. You utilized the suicidal risk screening tool and the results indicate the student is higher risk. What do you do?

- a. Determine the safest mode of transportation – via ambulance or with the parent/ legal guardian – and immediately transport the student to the ER for evaluation. Call EMS for transport, if necessary
- b. Ask the parents if they have ever thought of their student as acting depressed.
- c. Determine the safest mode of transportation – via ambulance or with the parent/ legal guardian – and immediately transport the student to the ER for evaluation. Call EMS for transport, if necessary
- d. Give a copy of crisis intervention documentation to the parent/ legal guardian.
- e. Find out if the student is in outside counseling and call the therapist to see what kinds of activities they do.
- f. File the screening results in a confidential file in a centralized location at the school.
- g. Provide a community resources list to the parent/ legal guardian.
- h. File the ROI documentation in a confidential file in a centralized location at the school.
- i. Assess student's needs prior to or immediately upon the student's return to school.

Correct Answer(s): a., c., d., f, g., h., i.

## 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

- Establish regular procedures for obtaining and sharing informed consent with local clinics.
- Actively engage parents/ legal guardians to be able to describe moderate or higher risk for suicide or self-harm and recognize the risk factors in their own child.
- Discuss and establish procedures and documentation forms for determining the best ways to release students and their parents/ legal guardians to local medical facilities or mental health agencies for evaluation and intervention.

### Overcoming Barriers to Implementation

- Parents/ legal guardians may feel hesitant to reach out for mental health evaluation and intervention for their children for a variety of reasons (e.g., stigma, lack of knowledge, lack of ability to pay). It is important that you be prepared to discuss options with families and be able to discuss feelings of hesitation, and concerns related to cost of services.

- Parents/ legal guardians will need support to be able to describe moderate or higher risk for suicide or self-harm and recognize the risk factors in their own child. Discuss these warning signs with parents as part of the safety planning process and direct them to local resources for support.

## Collaboration Strategies

- Determine who is available at your location to complete a psychological evaluation for Dangerousness to Self. It always best to have more than one person in any given building prepared to do assessments.
- Determine who is available at the school, district, or community level, to provide support as you navigate a potential mandated report to children and youth services for potential neglect.
- Be aware of resources are available in the community including primary care physicians, local or state mental health agencies, private clinics and private clinicians who may be able to offer support to families in need.

## 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:bb0c9d8e-26cf-4b5e-ace5-2cd42589c691>

## Feedback

### How can I help improve this training?

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

**Respond appropriately to the possible outcomes on the suicide risk screening tool.**

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=suicide18](https://pennstate.qualtrics.com/jfe/form/SV_d771mLr9ZgW3kyx?modulenumber=suicide18)

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.

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). School-based practice in action. Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention. Routledge/Taylor & Francis Group.

## 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](mailto:schoolresources@psu.edu).

### **Proceed to the next training**

Click on the link below to move on to the next training titled *Suicide Screening Process Documentation*. In this training, you will increase your confidence in your ability to identify and implement best practices for documenting the suicide screening process.

[https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide\\_19-suicide-screening-process-documentation\\_201022/](https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_19-suicide-screening-process-documentation_201022/)

### **Return to the module directory**

Click on this button to return to the module directory.

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