

Transfer of Responsibilities for a Student

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?

Legally, school personnel transfer responsibility for a student through parent notification. However, before transferring responsibilities school personnel must assess the ability of the parent to carry out needed treatment and supervision

Objective

The goal 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.

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=suicide22

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?

Based on the results of a suicide risk assessment, the individual responsible for the student's safety may need to take action(s) that may include monitoring warning signs and making outpatient appointments for a student with low risk to transporting a high-risk student to the hospital.

It is important to confirm agreement about necessary actions such as getting counseling and removing lethal means when these actions are warranted.

Local CPS should be called if parents refuse to come to school or personally pick the student up, rather than allowing a student to walk, take the bus, or be dropped off at home without a parent present.

If the parent cannot be located in an imminent danger situation or refuses to take responsibility for the student, school personnel should exhaust emergency contact numbers first and, if unsuccessful, notify the local medical facility and make arrangements to have the student transported to the emergency room.

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:

Assess the ability of a parent to carry out needed treatment and supervision for a suicidal student.

Read the vignettes below and then answer the question that follows each vignette.

The school counselor calls a parent to explain that they just preformed a suicide evaluation on their student and they came back at high risk. The parent seems shocked, but concerned, commenting "I can't believe it, that doesn't sound like him. Is he okay? What should I do?" The school counselor says that because he is so imminently at risk, he should not be alone, and suggests that the parent come pick up their student and take them to the hospital for further evaluation. The parent agrees, and the school counselor sits with the student until the parent arrives. Assess the ability of the parent in the above vignette to carry out needed treatment and supervision for their child.

Should you transfer responsibility of the student to them? If not, why?

Yes, the parent is able to carry out needed treatment and supervision for the student.

No, the parent is NOT able to carry out needed treatment and supervision for the student.

The school counselor calls a parent to explain that they just evaluated their student for suicide and that the student is at high risk, but no one picks up. The counselor tries two more phone numbers in the student's file and eventually reaches the mother. The mother sighs deeply at the suggestion that her child is suicidal, commenting in a frustrated tone "this again?" and then is silent for most of the rest of the call while the counselor discusses the assessment. When the counselor suggests that the mother should come pick the student up, the mother responds "I'm at work, but I can talk to her about it when I get home- I told her what would happen if she kept doing this. She can wait at home." The counselor tells her that they can't send a suicidal student home alone, and that she should really be taken to the hospital, the mother responds "listen, I know my child better than you. She does this all the time. She doesn't mean it, it's just for attention. Send her home or don't, but she's going to be fine. Just don't tell me how to raise my own kid. I'm at work and need to go." The mother then hangs up the phone. Assess the ability of the parent in the above vignette to carry out needed treatment and supervision for their child. Should you transfer responsibility of the student to them? If not, why?

Should you transfer responsibility of the student to them? If not, why?

Yes, the parent is able to carry out needed treatment and supervision for the student.

No, the parent is NOT able to carry out needed treatment and supervision for the student.

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

- Practice with colleagues, in role play, anticipated reactions from parents and how to handle them so that you can be more prepared in a crisis situation.
- All members of the school community, including office staff and administrators, should be aware of parent notification practices so that they may assist, when needed (e.g., bringing parents into conference rooms, finding contact information, being present for discussions if necessary).

Overcoming Barriers to Implementation

- Training and ongoing communication about parent notification of suicide risk is essential for smooth continuity of care.
- Discuss with administrators how hypothetical situations of not being able to release a student home should be handled. Discuss issues regarding school transport to a hospital, staying with students after school hours, and other procedures in the event that a student cannot be released home in a suicidal crisis.

Collaboration Strategies

- Ongoing outreach to community providers will help with making referrals easier when students are 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:cb6653da-ee61-4df9-a751-108d88e93246>

Below you can find other supplemental materials that may be helpful for you in your professional practice.

<https://img1.wsimg.com/blobby/go/6f351b1d-5ae1-4308-855c-eacec363cfc2/downloads/04%20Emergency%20Notification%20Form%20FINAL.doc?ver=1600961345809>

Feedback

How can I help improve this training?

The objective of this training was 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.

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=suicide22

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, Terri & Singer, Jonathan & Poland, Scott. (2015). Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention.

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 *Suicidal Ideation and Mandated Reporting*. In this training, you will 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/

Return to the module directory

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

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