

Confidential
Highline Public Schools
Suicide Risk Protocol

Completed by school counselor, social worker or nurse

****If student is in immediate risk contact your administrator or 911.

Guidelines: This tool is intended for use by school staff who are responsible for intervening with youth at risk of suicide. The tool presumes that the school staff knows what behavioral, emotional, and situational signs to look for and when observed, is able to ask directly about suicide. If the answer is “yes” (or anything other than a definitive “no”) this tool should help to make some determination as to the level of concern/risk for the student’s safety and what to do.

Step 1: Gather Information

- Talk to the student directly
- Screen for suicide ideation
- Contact mental health providers if applicable
- Interviews with parents and/or other (being mindful of confidentiality)

Screening Questions- **If “yes” or anything but a definitive “no” to the below questions complete an assessment.

- Do you ever wish you were not alive anymore?
- Have you ever had thoughts of killing yourself?
 - No assessment needed if there is no suicide ideation, however explore the situation further and provide supportive resources

Step 2: Assessment and Formulation of Risk

- Identify long-term risk factors, impulsivity/self-control, past and present suicide behavior, identifiable stressors, clinical presentation, and rater’s subjective assessment of level of engagement and reliability
- Use sample questions to help gather information
- Consult/collaborate with counselor, nurse, social worker or Crisis Line 206-461-3222
- Assess level of risk and rationale
- Summarize risk level and rationale

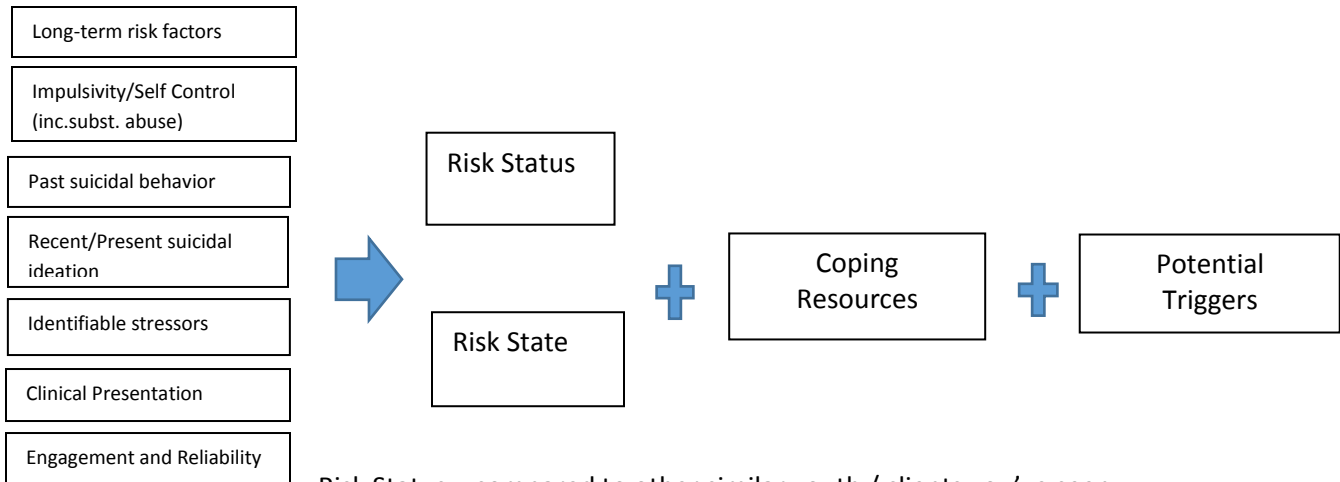
Step 3: Intervention Plan and Document:

- Plan Intervention according to level of risk
- Develop safety plan (Appendix A) with the student (student gets a copy and one goes in a locked file cabinet)
- Complete action plan to reduce risk, consultation received and from whom, response from screening (if used) and parent involvement and plans to follow up

Step 4: Follow up/Re-entry Plan (Appendix B)

- In some situations students will need to have a re-entry meeting. People you may include-student, parent, counselor, administrator, social worker/nurse, teacher, mental health provider

Step 2 Assessment & Formulation of Risk



Risk Status = compared to other similar youth / clients you've seen
 Risk State = compared to another baseline period for this person

Background

Long term risk factors: (ie. Hx of trauma/abuse, suicide, homelessness, poverty, diagnosis of mental health)

Impulsivity/self-control: (ie. Substance use pattern, risk-taking behavior Q: Does it work?)

Past suicide behavior: (ie. Previous attempts, thoughts Q: What ways have you tried to kill yourself?)

Recent/Present Suicidal ideation (ie. Current thoughts or plans Q: How have you thought about killing yourself...)

Identifiable stressor: (ie. Bully victim, new stressor, Q: How have things gotten better or worse than...)

Clinical presentation: (ie. Increased withdrawal, agitation)

Engagement/reliability: (ie. Engagement with you, willingness to talk? Student's reliability)

In light of these factors...

Risk Status: (ie. (Student name's) risk is less than, similar, or greater than other students I see for soc/emot support)

Risk State: (ie (Student name) risk is less than, similar, or greater than previous times I've worked with this student)

Coping resources: (ie. strong social support, good insight)

Potential triggers or changes that could increase risk: (ie. disciplinary action in school)

Step 3 Intervention Plan

Level of Risk: Depending on the answers you obtain, you need to decide the level of risk and what to do. The purpose of formulating risk is not to predict the likelihood of a suicide attempt - but it is for planning what to do.

LOW risk is defined a student who identifies thoughts of suicide/death, but has no intent, no plan and no suicidal behavior and/or the student who is experiencing some stressors but also has strong supports.

What do I do?

- Connect with behavioral health services before ideation becomes more serious
- Involve parent/guardian where possible/desirable
- Complete a Safety Plan

MODERATE risk is defined as a student who is thinking about suicide and has identified a plan, but has no intention of following through on the plan.

What do I do?

- Keep student safe and supervised until school based evaluation is completed
- Ensure appropriate referral to mental health provider or connect with current mental health provider
- Complete or update Safety Plan
- Keep parent/guardian informed and engaged where possible/desirable

HIGH risk is defined as a student who is in severe distress due to mental health symptoms and/or student who has identified a realistic suicide plan with the intervention to follow through on it, but no attempt yet.

What do I do?

- Keep student safe/supervised until outside evaluation can occur (CCORS or current mental health provider) and/or transfer to hospital
- Keep guardian informed and engaged
- Complete or update Safety Plan

IMMINENT risk is defined as immediate danger to student's self or others.

For example, possible presence of a weapon or other means the student intends to use to harm self or others, or there is a suicide attempt in progress such as a drug or medication overdose.

What do I do?

- Keep student safe and supervised
- Protect student body and staff, if appropriate
- Activate emergency response systems
- Keep guardian informed and engaged

Notes:

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Date: _____ School: _____
 Student Name: _____ Referral source: _____
 Name of Completing Staff: _____ Name of Consulting Staff: _____

Action Plan

Action	Yes/ No	Who will complete	When/Notes
Contact Parents/Guardians			
Contact School Administrator			
Provide Crisis/Suicide Hotline Phone Numbers 800-273-8255			
Develop Safety Plan (attach copy)			
Was (CCORS) contacted (crisis line 206-461-3222)			
Were Emergency Services contacted? SRO/Police/Local ER			
Was there a referral to provider or contact with existing provider?			
Were steps made to reduce access to lethal means?			
Follow-up			
Re-entry form			

Notes:

SAFETY PLAN FOR _____

Step 1: Warning signs:

1. _____
2. _____
3. _____

Step 2: Internal coping strategies-Things I can do to take my mind off my problems without contacting another person:

1. _____
2. _____
3. _____

Step 3: People and social settings that provide distraction:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Place _____
4. Place _____

Step 4: People I can ask for help:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Name _____ Phone _____
4. Name _____ Phone _____

Professionals or agencies I can contact during a crisis:

1. Clinician name: _____ Phone: _____
Pages or Emergency Contact # _____
2. Clinician name: _____ Phone: _____
Pages or Emergency Contact # _____
3. Suicide Prevention Lifeline: 1-800-273-TALK (8255)
4. Local Emergency Help: _____

Making the environment safe:

1. _____
2. _____

Other: _____

Guardian Contact: _____

Guardian next steps:

1. _____
2. _____
3. _____

