



Policy to Practice: Suicide Intervention Toolkit

The aim of this toolkit is to share protocols, templates and resources that align with best practices in suicide intervention.

CREATED BY THE SDCOE STUDENT WELLNESS AND SCHOOL CULTURE DEPARTMENT



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REVISED 8/2025

Policy to Practice: Suicide Intervention Toolkit

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Some linked documents in this toolkit are templates that districts can adapt and modify to meet the unique needs of their school communities.



Columbia-Suicide Severity Rating Scale

The Columbia Protocol, also known as the **Columbia-Suicide Severity Rating Scale (C-SSRS)**, supports suicide risk screenings through a series of simple, plain-language questions that anyone can ask. The answers help users identify whether someone is at risk for suicide, assess the severity and immediacy of that risk, and gauge the level of support that the person needs. It is evidence based, free, and universally used for all ages and settings.

- [C-SSRS Education Brochure](#) provides an overview of utilizing the screener in an educational setting.
- [C-SSRS Screener Free Online Training](#) can be used to train any adult in a school setting on using the tool through a prerecorded webinar in less than 30 minutes. ([available in Spanish](#)).
- [Suicide Risk Assessment and the C-SSRS](#) is a training for conducting the assessment and screener scales that can be completed in under an hour. [This assessment](#) can be used after the screener to help with treatment planning that includes risk and protective factors.



THE COLUMBIA
LIGHTHOUSE
PROJECT
IDENTIFY RISK. PREVENT SUICIDE.

COLUMBIA-SUICIDE SEVERITY RATING SCALE *Screen with Triage Points for Schools*

Ask questions that are in bold and underlined.	Past month	
	YES	NO
Ask Questions 1 and 2		
1) Have you wished you were dead or wished you could go to sleep and not wake up?		
2) Have you actually had any thoughts of killing yourself?		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) Have you been thinking about how you might do this? e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."		
4) Have you had these thoughts and had some intention of acting on them? as opposed to "I have the thoughts but I definitely will not do anything about them."		
5) Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?		
6) Have you ever done anything, started to do anything, or prepared to do anything to end your life? Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: <u>Was this within the past 3 months?</u>		

Possible Response Protocol to C-SSRS Screening

*If all answers are no, there is no current risk identified.
Item 1 Behavioral Health Referral
Item 2 Behavioral Health Referral
Item 3 Behavioral Health Referral
Item 4 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room
Item 5 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room
Item 6 Behavioral Health Referral
Item 6 3 months ago or less: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room

C-SSRS

[C-SSRS Spanish Version](#)

[C-SSRS Elementary Version \(ages 6-11\)](#)

[Suicide Risk Monitoring Tool](#)

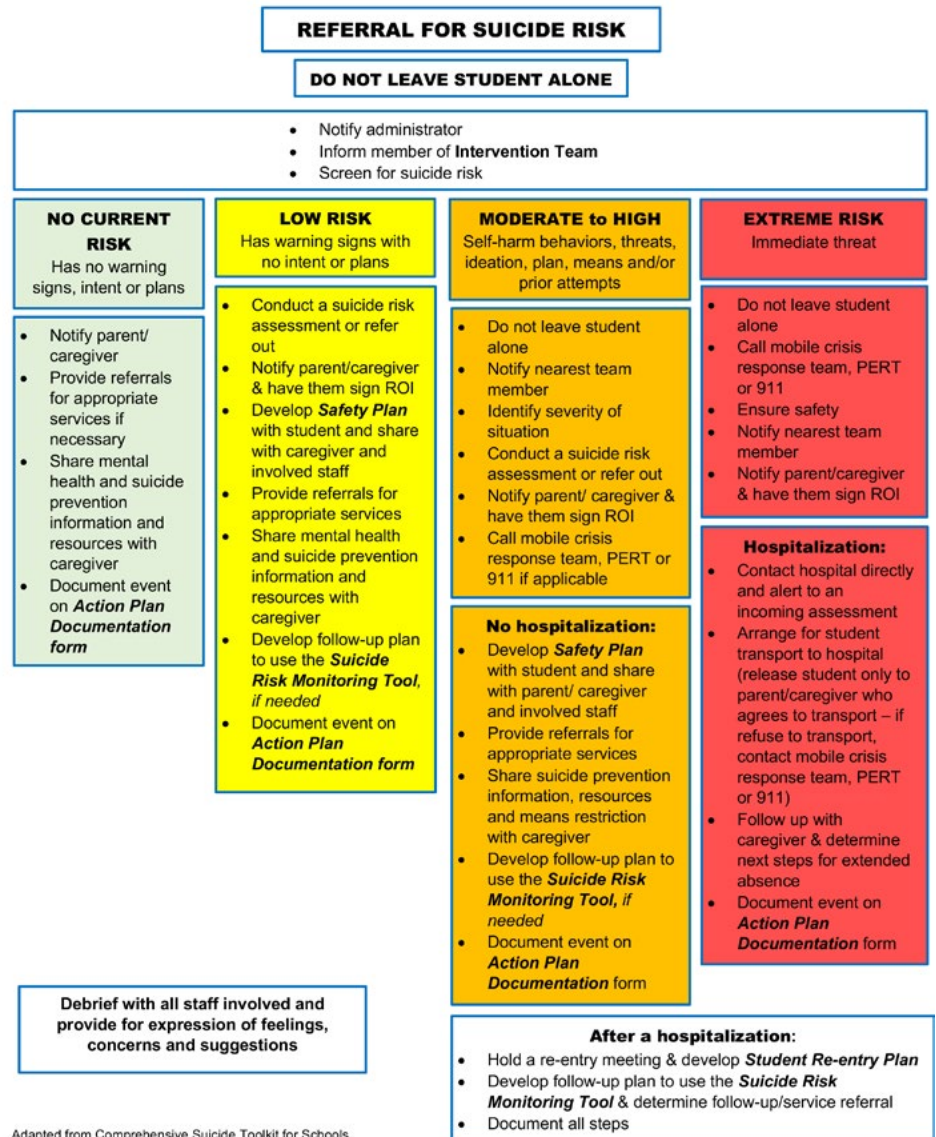
Adapted from Columbia Lighthouse Project

Protocol Flowchart for Suicide Intervention

This flowchart is adapted from the Comprehensive Suicide Toolkit for Schools-HEARD Alliance 2018. The protocol is determined by the following:

- Role of person that initiates the concern
- Severity level of risk assessment, which is color coded to align with the C-SSRS color coding
- Staffing and resources available in the schools

Protocol Flowchart for Suicide Intervention



Adapted from Comprehensive Suicide Toolkit for Schools, revised March 2025

[Protocol Flowchart for Suicide Intervention](#)



Action Plan Documentation

This **Action Plan Documentation** was adapted from Duarte & Kim. It provides a step-by-step checklist to document and guide the intervention process based on the severity level.

It is color coded to align with the **Protocol Flow Chart** and **C-SSRS** based on severity level of low (yellow), moderate (orange) and high risk (red), and identifies a staff person for each step along with responsible external contacts and phone numbers. On the bottom of the plan there is space for additional documentation.



Action Plan Documentation – No Current Risk Identified

Determined No Current Risk Identified based on C-SSRS Screening			
- No suicidal ideation - No intent (degree to which student has planned suicidal behavior) - No plans	- No to few risk factors - Good self-control - Presence of protective factors	DATE:	STUDENT:
Staff who identified student as being at risk:		SCHOOL:	GRADE:
Reason for concern:			
Staff notified:			
Action Plan Checklist	Responsible Party	Contact Information	
☐ Notify administration ☐ Notify parent/caregiver with student present if appropriate ☐ Download and complete Parent/Caregiver Notification Form (pg. 6 of Policy to Practice Toolkit) ☐ Share suicide prevention and mental health information and resources with parents/caregiver if necessary (pg. 6 of Policy to Practice Toolkit) ☐ Refer to primary care or mental health services if necessary ☐ Share Teen Guide to Mental Health & Wellness (Spanish) or Young Person's Guide to Wellness (Spanish) with student ☐ Document all actions and conversations			
Additional Information:			

Action Plan Documentation – Low Risk

Determined Low Risk based on C-SSRS Screening			
- Suicidal ideation with low frequency, intensity and duration - No intent (degree to which student has planned suicidal behavior) - No plans	- Few risk factors - Good self-control - Presence of protective factors	DATE:	STUDENT:
Staff who identified student as being at risk:		SCHOOL:	GRADE:
Reason for concern:			
Staff notified:			
Action Plan Checklist	Responsible Party	Contact Information	
☐ Take every warning sign seriously ☐ Notify administration ☐ Conduct a suicide risk assessment or refer out for an assessment ☐ Notify parent/caregiver with student present if appropriate ☐ Download and complete Parent/Caregiver Notification Form (pg. 6 of Policy to Practice Toolkit) ☐ Get parent signature on Authorization for Release and/or Disclosure of Information Form ☐ Develop Student Safety Plan and/or Self-Care Plan with student and parents if necessary (pgs. 7 & 10 of Policy to Practice Toolkit) ☐ Complete Web of Support with student (pg. 11 of Policy to Practice Toolkit) ☐ Share Teen Guide to Mental Health & Wellness (Spanish) or Young Person's Guide to Wellness (Spanish) with student			

Action Plan Documentation – Moderate-High Risk

Determined Moderate-High Risk based on C-SSRS Screening			
- Suicidal ideation with moderate frequency, intensity and duration - Non-specific intent, some plans, not concrete	- Many risk factors including history of suicidal attempts, hospitalization and/or self-injurious behaviors - Moderate self-control, presence of some protective factors	DATE:	STUDENT:
Staff who identified student as being at risk:		SCHOOL:	GRADE:
Reason for concern:			
Staff notified:			
Action Plan Checklist	Responsible Party	Contact Information	
☐ Remain with student to ensure safety ☐ Notify administration and other appropriate staff members ☐ Conduct a suicide risk assessment or refer out for an assessment ☐ Notify parent/caregiver with student present if appropriate and have them come pick up the student if high risk is present ☐ Download and complete Parent/Caregiver Notification Form (pg. 6 of Policy to Practice Toolkit) ☐ If hospitalization is not required: ☐ Develop Student Safety Plan and/or Self-Care Plan with student and parents (pgs. 7 & 10 of Policy to Practice Toolkit) ☐ Complete Web of Support with student (pg. 11 of Policy to Practice Toolkit) ☐ Share Teen Guide to Mental Health & Wellness (Spanish) or Young Person's Guide to Wellness (Spanish) with student ☐ Discuss means restriction and increased supervision with			

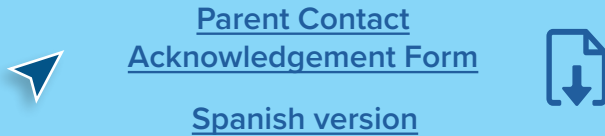
Action Plan Documentation – Extreme Risk

Determined Extreme Risk based on C-SSRS Screening			
- Frequent, intense and enduring suicidal ideation - Clear intent, specific/concrete plans and/or access to lethal means - Pervasive symptoms of psychological distress, depression/sense of hopelessness	- Many risk factors including history of suicidal attempts, hospitalization and/or self-injurious behaviors - Limited self-control, low level of rescue and reversibility of plan - IF ACUTE LIFE-THREATENING SITUATION, CALL 911	DATE:	STUDENT:
Staff who identified student as being at risk:		SCHOOL:	GRADE:
Reason for concern:			
Staff notified:			
Action Plan Checklist	Responsible Party	Contact Information	
☐ DO NOT LEAVE STUDENT ALONE ☐ Call mobile crisis team, 911 or PERT to mobilize crisis response ☐ Clear students from the area and ensure their safety ☐ Notify administration and other appropriate staff members ☐ Notify parent/caregiver about seriousness of situation ☐ Download and complete Parent/Caregiver Notification Form (pg. 6 of Policy to Practice Toolkit) ☐ Student released to parent/caregiver or appropriate authority (student should only be released to parent/caregiver who agrees to transport -- if refuse to transport, contact mobile crisis team/PERT/911) ☐ Debrief with involved staff to assist with the intervention and provide space for support and feedback ☐ Document all actions and conversations ☐ If hospitalization is required: ☐ Contact hospital directly to alert them to an incoming assessment ☐ Follow-up with parent/caregiver ☐ Determine next steps for extended absence ☐ Get parent signature on Authorization for Release and/or Disclosure of Information Form ☐ Before student returns to school, schedule re-entry meeting with parent/caregiver and student to complete the Student Re-Entry Plan			

Adapted from Duarte & Kim, Revised March 2025

Parent Information and Resources

The fillable **Parent Contact Acknowledgment Form** adapted from 2009 Maine Youth Suicide Prevention Program is used to notify the parent/guardian that a suicide risk assessment has been completed (if appropriate) and asks them to follow up with the student's continuing care.



Links to Parent Information and Resources

The following resources are to ensure parents/guardians are equipped with the information and resources needed to keep their child safe.

- [Suicide Prevention Resource for Parents Brochure](#)
- [Suicide Prevention Resource for Parents Brochure \(Spanish\)](#)



This brochure, created by Each Mind Matters, includes key questions parents/guardians can ask themselves to identify warning signs, know what to do, and learn about resources.

- [Preventing Youth Suicide: Tips for Parents and Educators](#)
- [Preventing Youth Suicide: Tips for Parents and Educators \(Spanish\)](#)



This infographic, created by NASP, is for parents and teachers who are in a key position to identify warning signs and get youth the help they need.

- [Suicidal Thinking and Threats: Helping Handout for Home](#)



This handout is to prepare parents/guardians to respond to youth who have thoughts of ending their life.

- [Means Safety: Striving to Keep a Loved One Safe from Suicide](#)



This website provides strategies and a checklist to keep youth safe during a crisis.

Student Safety Plans

The **Student Safety Plan** can be used in conjunction with the **Action Plan Documentation** forms. It should be done with the student and parent/guardian and written in the student's own words.

This safety plan was adapted from *Safety Plan Template* ©2008, 2021 Barbara Stanley and Gregory K. Brown and it has six steps that include a list of internal coping strategies, sources of supports and a list of resources that the student can use in a crisis.

STANLEY - BROWN SAFETY PLAN

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: _____ Contact: _____

2. Name: _____ Contact: _____

3. Name: _____ Contact: _____

STEP 4: PEOPLE WHOM I CAN ASK FOR HELP DURING A CRISIS:

1. Name: _____ Contact: _____

2. Name: _____ Contact: _____

3. Name: _____ Contact: _____

STEP 5: PROFESSIONALS OR AGENCIES I CAN CONTACT DURING A CRISIS:

1. Christian/Agency Name: _____ Phone: _____

Burgundy Contact: _____

2. Christian/Agency Name: _____ Phone: _____

Burgundy Contact: _____

3. Local Emergency Department: _____

Burgundy Department Address: _____

Burgundy Department Phone: _____

4. Suicide Prevention Lifeline Phone: 1-800-275-TALK (8255)

STEP 6: MAKING THE ENVIRONMENT SAFER (PLAN FOR LETHAL WEAPONS SAFETY):

1. _____

2. _____

3. _____

The Stanley-Brown Safety Plan is copyrighted to Barbara Stanley, PhD & Gregory K. Brown, PhD (2008, 2021). Individual use of the Stanley-Brown Safety Plan form is permitted. Written permission from the authors is required for any change in the format or use of the form in the classroom setting. Additional resources are available from www.safetyplan.com.

Stanley-Brown
Safety Planning Intervention

Student Safety Plan
(English & Spanish)

Social Work Tech adapted the work of *Barbara Stanley and Gregory K. Brown's (2008) Student Safety Plan* and modified it to include contemporary language and future-oriented talk by listing the students' reasons for living. This plan provides an additional option to the one on the left.

's Safety Plan on Today's Date: _____

Step 1: My Warning Signs of a Crisis

Step 2: Activities I Can Do By Myself to Try to Take my Mind off of Things

THINGS I LIKE TO DO, COPING SKILLS, OR THINGS I'M GOOD AT: _____

Step 3: Taking My Mind off of Things

PEOPLE WHO CAN DISTRACT ME: _____ PLACES I CAN GO TO: _____

Step 4: People I Can Call for Help

NAME OF PERSON: _____

RELATIONSHIP: _____

CONTACT INFO: _____

Step 5: Ways That Supportive People Can Help Me Stay Safe

Step 6: I Can Call These Very Important Phone Numbers To Stay Safe!

WHO: _____

CONTACT INFO: _____

WHEN: _____

I'M GOING TO USE MY PLAN BECAUSE THESE ARE MY REASONS TO LIVE

Safety Plan | Adapted by Social Work Tech (2021) from an original work by Barbara Stanley Gregory K. Brown (2008).
[Document provided for reference only and must] answer rules involved with safety planning.
It work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 4.0 International License.

Social Work Tech Safety Plan
2021 (English & Spanish)

This colorfully illustrated **Home-School Safety Plan** from Suicide in Schools includes space for identifying distractors and support in school and at home. It is recommended to use the student's words when developing the safety plan. This version may be visually appealing for younger students.

HOME-SCHOOL SAFETY PLAN

SIS: Suicide in Schools Model

RED FLAGS & WARNING SIGNS

CRISIS LINES

988 Suicide & Crisis Lifeline
1-800-985-5899
Crisis Text Line
Text "988" to 741-741
Travis Project
Text "988" to 678-678
Phone: 866-488-7386
Trans Lifeline
(877) 545-8860

TRIGGERS

Think of the most recent suicidal crisis. Write a note to help remember description of what prompted the suicidal crisis.

My triggers are more prominent at: (circle all that apply)

HOME JOB SCHOOL OTHER

THINGS I CAN DO TO DISTRACT MYSELF

at HOME at SCHOOL

PLACES I CAN GO

at HOME/in the COMMUNITY at SCHOOL

PEOPLE I CAN COUNT ON TO DISTRACT ME

at HOME at SCHOOL

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Home-School Safety Plan

Student Re-Entry Plan

When a student re-enters the school after a suicide attempt or hospitalization, it is critical that the student is monitored by parents, mental health professionals, and designated school professionals.

The **Student Re-Entry Checklist** template outlines best-practice procedures to ensure staff provide a supportive and caring environment and monitor for continuing risk. The checklist includes:

- Re-entry school meeting
- Student accommodations
- Assignment accommodations
- Classroom accommodations
- Testing accommodations



Student District Info/Logo		Student Re-Entry Checklist	
Completed	Meeting Date:	Follow-up Date:	School Liaison:
☐	Obtain Parent/Guardian Authorization for Release/Exchange of Information		
☐	Physician/Mental Health Professional: - Name: - Contact Number:		
☐	Have a parent/guardian accompany the student for re-entry meeting: - Parent/Guardian re-entry meeting with administrator, counselor, student (if appropriate), and additional staff as needed. - Plan together what information the student wants shared and with whom. - Reassure the student and family that sharing information with school personnel will be done on a need-to-know basis. - Treat the student's return to school as you would have had the student been out sick for a few days. Let the student know you are glad they are back.		
☐	Develop a safety plan with student and parent/guardian if not already completed with medical staff (e.g. Stanley-Brown Safety Plan or Social Work Tech Safety Plan): - It is important that staff and teachers who have direct contact with the student be a part of their safety plan. - Ask student how school staff can best support them. - Refer to and update the student's safety plan as needed. - Complete the Web of Support or other relationship map with the student to ensure they have a safety net of three caring relationships. - Provide relevant skill-building and coping strategy resources (e.g. Teen Guide to Mental Health & Wellness, Spanish Teen Guide, Young Person's Guide to Wellness).		
☐	Notify student's teachers as appropriate using the Treat with Care Memo .		
☐	Health Technician notified of return and transition instructions <u>if medications are needed</u> : HT Initials:		
☐	Identify school staff member/s to check in with student on a _____ basis (frequency to be determined by team and updated as needed): - Staff Name/s: - Start date: - End date:		
☐	Identified school staff will check in with parent/guardian on the following date: - Staff Name: - Date: - Ongoing Frequency:		
Comments:			

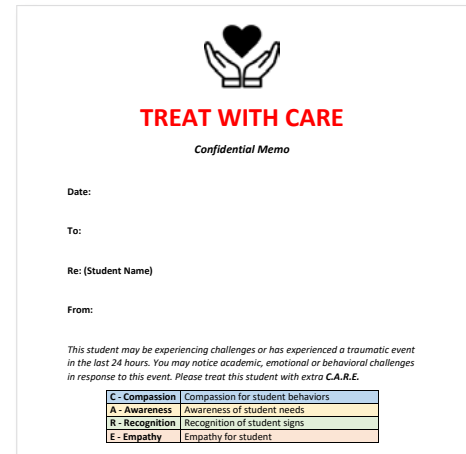
Testing Accommodations	
Medical Staff: mark all suggested accommodations	
School Staff: mark final accommodations determined during re-entry meeting	
Completed	Action Items
☐	Exams in alternate format (e.g. multiple-choice, essay, presentation, portfolio)
☐	Use of assistive computer software (e.g. optical character recognition)
☐	Extended time for test-taking
☐	Exam in a separate, quiet, and distraction-free place
Comments:	
Parent/Guardian Signature:	
School Staff Signature:	
Administrator Signature:	

Student Re-Entry Checklist

Treat With Care Memo

After a student has been assessed for risk of suicide, this confidential memo can be sent to the teacher (leaving out specific details) stating that the student may be experiencing challenges or has experienced a traumatic event and to treat with care (specific messaging should be determined by the team). The intent of the memo is for the teacher to:

- Serve as a silent observer
- Practice compassion and empathy
- Increase awareness of student's needs




TREAT WITH CARE
Confidential Memo

Date: _____

To: _____

Re: (Student Name) _____

From: _____

This student may be experiencing challenges or has experienced a traumatic event in the last 24 hours. You may notice academic, emotional or behavioral challenges in response to this event. Please treat this student with extra C.A.R.E.

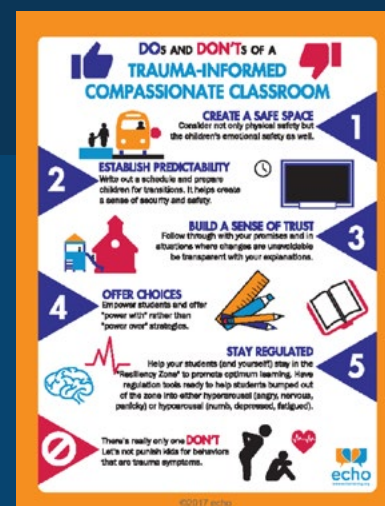
C - Compassion	Compassion for student behaviors
A - Awareness	Awareness of student needs
R - Recognition	Recognition of student signs
E - Empathy	Empathy for student

Treat With Care Memo

These supplemental infographic tips sheets created by Echo can be sent to teachers along with the Treat with Care Memo. They include **“What do I do?”** a step-by-step guide to a trauma-informed response, and **“Dos and Don'ts of a Trauma-Informed Classroom.”**



What do I do? Trauma-Informed Support for Children



Trauma-Informed Compassionate Classroom

Student Self-Care Plan

This tool, adapted from Social Work Tech, was designed for students to develop a balanced self-care plan to promote wellness and reduce vulnerability to exhaustion and hopelessness. Here is the Student Self-Care Plan with an example plan and a blank plan that include:

- 1. Mind:** Pleasurable activities that promote a sense of accomplishment
- 2. Body:** Basic physical needs such as sleep, exercise, healthy eating, and hydration
- 3. Spirit:** Social connection, meditation, prayer or gratitude practice

A blank template for a student self-care plan. It is titled "'s Self-Care Plan!". The template is divided into four main sections: MIND, BODY, SPIRIT, and a section for SUPPORTIVE PEOPLE IN MY LIFE. There is also a section for I WANT TO ACCOMPLISH. The template includes a Social Work Tech logo and a disclaimer at the bottom.

An example of a completed student self-care plan for a student named IGNACIO. The plan is divided into four main sections: MIND, BODY, SPIRIT, and SUPPORTIVE PEOPLE IN MY LIFE. The MIND section includes: MEDITATE, TAKE LOTS OF BREAKS, MUSIC, FUN!, and LIFE LONG LEARNING. The BODY section includes: TEA, NOURISHING FOOD, EXERCISE, SLEEP EIGHT HOURS, and EVERYTHING IN MODERATION. The SPIRIT section includes: MEDITATE, HUMAN CONNECTIONS, SELF-REFLECTION, FULFILLMENT THROUGH USING MY AWESOME SKILLS, and PEACE. The SUPPORTIVE PEOPLE IN MY LIFE section lists: GRETCHEN MOM, MIE VIEJO ALBERTO, LYNN CAROLINE, REED, and DEBORAH. The I WANT TO ACCOMPLISH section lists: SERENITY, CONTROL, HAPPINESS, GOOD WORK, and BE A GOOD PERSON.



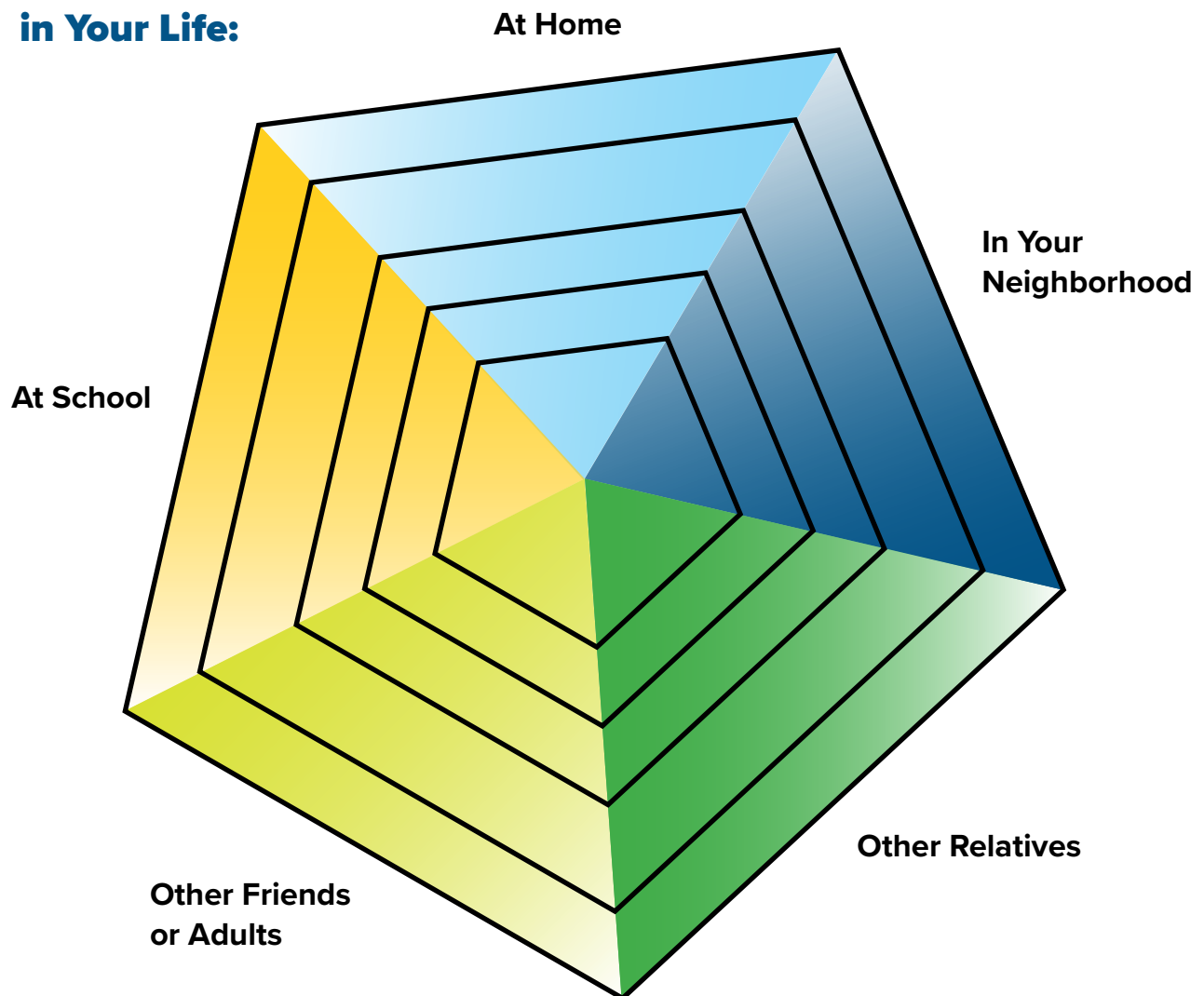
[Student Self-Care Plan](#)
[Spanish version](#)

Web of Support

Protective factors such as positive relationships at home, school, and in the community are essential to creating webs of support.

Below is a relationship mapping tool adapted from *Fallin 2001* and is intended to be completed with the student to identify caring adults or peers that can be a part of their **Web of Support** and included in their safety and self-care plans.

Important People in Your Life:

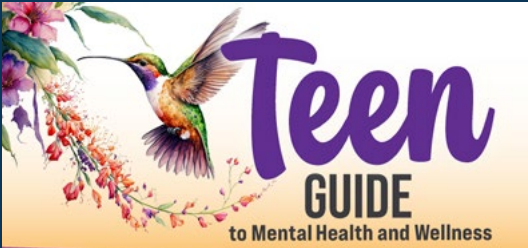


Web of Support
(English & Spanish)

Student Information and Resources

The **Young Person's Guide** and the **Teen Guide to Mental Health and Wellness** were created by SDCOE's Student Wellness and School Culture department. They provide information, tools, and resources to support students and their friends and peers. The Young Person's guide includes videos, apps, and strategies for wellness. The Teen Guide is offered in English and Spanish and includes:

- Hotlines and warm lines
- Free apps for teens on wellness and self-care
- Resources to increase mental health literacy



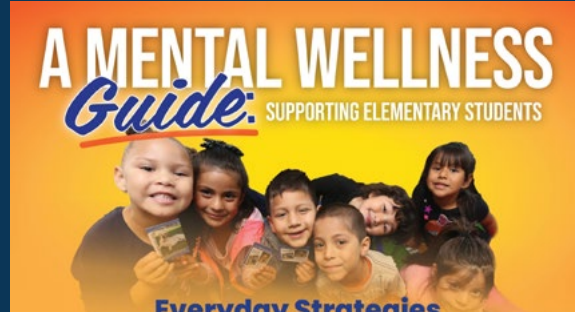
Teen GUIDE
to Mental Health and Wellness

- ✓ **Blackline**
1-800-664-5841 (24/7)
Open to anyone, but geared toward the Black, Black LGBTQ, Brown, Native, and Muslim community
*Not for crisis support
- ✓ **California Warmline**
1-855-846-7465 (24/7)
A non-emergency resource for anyone seeking emotional support
- ✓ **Child Abuse Hotline**
1-800-344-8000 (24/7)
If you or a friend is being hurt or neglected
- ✓ **Crisis Text Line**
Text TALK to 38255 to text with a trained counselor for free
- ✓ **National Domestic Violence Hotline**
1-800-799-7233 • Text LOVERS to 22522
Resources for teen dating violence
- ✓ **Suicide and Crisis Line**
988 (24/7)
If you or someone you know needs support now, call or text 988 or chat at 988lifeline.org to connect with a trained crisis counselor who can help
- ✓ **Teen Line**
Call 800-695-8288 (8 p.m. to 10 p.m. PST)
Text TEEN to 358953 (6 p.m. to 9 p.m. PST)
A confidential hotline for teenagers, staffed by trained teens
- ✓ **The Trevor Project**
Call 1-866-486-7389
Text TREVOR to 1-202-304-1000
Chat thetrevorproject.org
Information and support for LGBTQ youth (24/7)
- ✓ **Trans Lifeline**
1-877-565-0860 (8 a.m. to 2 a.m. everyday)
Staffed by transgender people for transgender people *Not for crisis support

You don't have to be alone.
Help is available.

 WWW.SDCOE.NET/MENTALHEALTH

[Teen Guide to Mental Health and Wellness \(Spanish version\)](#)



A MENTAL WELLNESS Guide. SUPPORTING ELEMENTARY STUDENTS

Everyday Strategies

- 1 **Create a routine or daily schedule:** Include time to wake up and go to bed, meals, screen time, chores or tasks, playtime, hanging out with family, and downtime.
- 2 **Express how you feel:** Tell or show someone how you feel through writing, drawing, singing, painting, arts and crafts, or music.
- 3 **Get active:** Get some exercise in every day with a family-friendly exercise video, a scavenger hunt, playing hide-and-seek, building a fort, or making an obstacle course.
- 4 **Stay connected:** Notice what you are thinking and feeling, observe what's around you, and notice what is happening right now.

For additional resources, visit the SDCOE Virtual Wellness Center and the Parent Guide to Mental Health and Wellness.



Calming Videos

- Belly Breaths
- Bubble Breathing
- Five-Finger Breathing
- Silly to Calm
- Square Breathing

Wellness Apps

- BrightLife Kids
- Meditations for Kids
- Mindful Powers
- Mushi Kids
- Smiling Mind



[Young Person's Guide To Wellness \(Spanish Version\)](#)

Student Information and Resources

The SDCOE **Virtual Wellness Center** was created to support the well-being of staff, students, and parents as well as connect them to calming activities and tools to promote health and wellness. This is a safe space to take a break, rest, and refocus.

[About SDCOE](#)
[County Board of Education](#)
[Working at SDCOE](#)
[Calendars](#)
[Find LCAPs](#)

[SCHOOLS](#)
[EDUCATORS](#)
[SPECIAL POPULATIONS](#)
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VIRTUAL WELLNESS CENTER

This virtual Wellness Center is brought to you to support the well-being of staff, students, and parents as well as connect them to calming activities and tools to promote health and wellness. This is a safe space to access support, take a break, rest, and refocus.

[Mental Health Supports](#)
[Suicide Prevention](#)
[Social Emotional Learning](#)
[Training](#)

Calming Apps

Coloring and Creativity

Games and Puzzles

Gratitude

Journaling

Mindfulness

Physical Health and Nutrition

Positive Thinking

Resiliency

Sounds and Music

Stress and Anxiety

Virtual Tours and Webcams



[SDCOE Virtual Wellness Center](#)



For more information and resources on suicide prevention, visit the San Diego County Office of Education's Suicide Prevention website.



[SDCOE Suicide Prevention Links](#)



Note: *This material is not intended to provide medical advice and is not a substitute for professional advice, diagnosis or treatment.*