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Program Analysis Summary: Suicide Prevention Gatekeeper Training Programs for School Staff

This document was created using information obtained from suicide gatekeeper program manuals, trainings, research findings, videos and/or PowerPoints. This document does not take into account the knowledge and experience of the trainers which can affect program strengths, opportunities, and safety.

This document contains information about school staff training programs which have been approved by a group of subject matter experts convened by the Idaho State Department of Education for eligibility under the 2019 Idaho Lives Project school application. The summary provides details about approved programs to assist schools in making more informed decisions about which programs are best tailored to their needs.



IDAHO DEPARTMENT OF HEALTH & WELFARE
DIVISION OF PUBLIC HEALTH

Compiled by: Jessica Harris, LPC, MA
Program Specialist, Suicide Prevention Program
Idaho Department of Health and Welfare

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EVALUATED COMPONENTS	
Components	Definition of Components
Dispelling Myths	Correcting common myths about suicide
How to Ask	Giving a scripted way to ask someone if they are thinking of suicide
Instilling Hope	Instructing trainees in how to listen and speak to someone at risk in ways that are safe and increase hope
Postvention Guidelines	Including guidelines for safely and effectively managing impacts after a suicide death
Protective Factors	Including factors that buffer individuals from suicidal thoughts and behaviors
Resources for Trainees	Giving materials, tools, and/or hard-copy information to trainees
Risk Factors	Listing a combination of individual, relationship, community, and societal factors that contribute to the risk of suicide
Roleplay	Asking trainees to practice skills in person during the training
Safe Messaging	Including "dos" and "don'ts" of communicating about suicide
State/Local Resources	Modifiable training intended to include state and local community resources
Statistics	Reviewing statistics on suicide deaths, ideation, and/or attempts
Warning Signs	Providing behavioral and verbal signals that indicate a person may be in acute danger
Youth Specific	Program is specifically designed for gatekeepers working closely with youth

Basic Information		
Program	Style of Teaching	Cost
ASIST	Two full days, in-person training	\$2,000 + travel (if needed) for 8-40 people Must purchase \$40 kit/person OR \$125/person from the Hotline within 60 miles of Boise, \$190/person outside 60 miles of Boise
Connect	One full-day training or two half-day trainings, in-person	\$5,000 plus the travel for one trainer for 35+ participants
Suicide Prevention Fundamentals for Idaho: Schools	Two to four hours, in-person training	Free
Kognito: At-Risk for Elementary School Educators	One to two hours, online interactive role-play simulation	Price varies depending on the number of users/schools using it, bulk discounts available, contact Jennifer Spiegler (jennifer@kognito.com) for a specific quote
Kognito: At-Risk for Middle School Educators	One to two hours, online interactive role-play simulation	Price varies depending on the number of users/schools using it, bulk discounts available, contact Jennifer Spiegler (jennifer@kognito.com) for a specific quote
Kognito: At-Risk for High School Educators	One to two hours, online interactive role-play simulation	Price varies depending on the number of users/schools using it, bulk discounts available, contact Jennifer Spiegler (jennifer@kognito.com) for a specific quote
QPR	Ninety-minute, in-person training	Free to \$25/person
safeTALK	Four hour, in-person training	\$500 + travel (if needed) for 15-45 people Must purchase \$10 kit/person OR \$30/person from the Hotline within 60 miles of Boise
suicideTALK	Ninety-minute, in-person training OR Online, ninety-minute training	\$250 + travel (if needed) for up to 90 people OR Online \$20/person, bulk discounts available
Youth Mental Health First Aid	Full-day, in-person training	Price varies, for quote contact Paula at Lifeways (school only pays for travel and booklets): 541-889-9167 ext. 222; Madison Cares (for Eastern Idaho): madisoncares@gmail.com ; The Speedy Foundation: info@thespeedyfoundation.org ; or North Idaho College (William Normington): nicworkforcetraining@nic.edu

Inclusion-Based Review								
Program	Statistics	Dispelling Myths	How to Ask	Roleplay	Local Resources	Youth Specific	Total Score Out of 6	Outdated Material ¹
ASIST	X	X	X	X	X	-	5	
Connect	X	X	X	X	X	X	6	X
Suicide Prevention Fundamentals for Idaho: Schools	X	X	X	X ²	X	X	6	
Kognito: At-Risk for Elementary School Educators	X	X	X	X	X	X	6	
Kognito: At-Risk for Middle School Educators	X	X	X	X	X	X	6	
Kognito: At-Risk for High School Educators	X	X	X	X	X	X	6	
QPR	X	X	X	X	X	-	5	
safeTALK	-	X	X	X	X	-	4	
suicideTALK	-	-	-	-	X	-	1	
Youth Mental Health First Aid	X	X	X	X	-	X	5	X

Scoring Criteria X : Included in the program - : Not included in the program

¹ Check “opportunities” section on page 6 for details

² Can be added, scenarios available

Rating-Based Review

Program	Warning Signs	Risk Factors	Protective Factors	Instilling Hope	Resources for Trainees	Safe Messaging	Post-vention	Total Score Out of 21
ASIST	3	1	2	3	3	3	-	15
Connect	3	3	3	-	2	2	-	13
Suicide Prevention Fundamentals for Idaho: Schools	3	2	3	3	2	3	3	19
Kognito: At-Risk for Elementary School Educators	3	-	2	3	2	3	-	13
Kognito: At-Risk for Middle School Educators	3	-	2	3	2	3	-	13
Kognito: At-Risk for High School Educators	3	-	2	3	2	3	-	13
QPR	3	-	-	1	2	2	-	8
safeTALK	3	3	-	3	3	3	-	15
suicideTALK	1	-	-	-	3	3	-	7
Youth Mental Health First Aid	3	2	-	1	2	-	-	8

The detailed rating rubric for this page is located on page 4.

Rating Rubric				
Category	-	1	2	3
Instilling Hope	Not included	Rigid, minimal connection to hope taught	Includes ways to identify barriers to connection and establishing rapport	Includes ways to identify barriers to connection and/or establishing rapport and instructs on how to identify strengths and/or reasons for living.
Postvention	Not included	Includes a guide for participants to review on their own time	Discusses why postvention is necessary and defines postvention	Discusses guidelines to follow, contagion and school staff role in postvention
Protective Factors	Not included	Defines protective factors	Defines and gives examples of protective factors	Defines and gives examples of protective factors and at least one of the following: case study or real-life examples to build protective factors or awareness of in self or school
Resources for Trainees	Not included	Includes resources	Includes resources that support information trained on and/or are actionable	Includes resources that support information trained on and/or actionable, and locally specific
Risk Factors	Not included	Doesn't define risk factors, or covers risk factors excessively to a point that they overshadow warning signs which are a better predictor of suicide behavior	Covers risk factors but mixes them with warning signs	Defines and lists risk factors and: connects risk factors to why the individuals are at increased risk and/or gives risk factors in a scenario
Safe Messaging	Not included	Uses safe messaging but does not instruct on safe messaging	Uses safe messaging and instructs on safe messaging	Uses safe messaging, instructs in safe messaging, and includes comforting/supportive phrases to use with someone who is suicidal
Warning Signs	Not included	Includes warning signs, but doesn't explain	Includes warning signs with some explanation	Includes 4+ warning signs and at least one of the following: perceived burdensomeness and failed belongingness, how to identify immediate versus urgent warning signs, and/or the stacking ³ principle

³ Stacking is the acknowledgment of what appears to be a singular, external pressure or occurrence before a suicide/suicide attempt is instead “the last straw” or “tipping point” for someone who was already suicidal

Program Strengths and Opportunities

Program	Strengths	Opportunities
ASIST	<ul style="list-style-type: none"> ● Provides a guided way of identification, assisting in guiding towards a turning point to life/reasons for living and supporting afterwards ● Participants roleplay intervening in an in-depth manner ● Participants explore their own views about suicide and how they may be a barrier to intervention ● Addresses multiple learning styles 	<ul style="list-style-type: none"> ● The history and the impacts of adverse events or other factors on people who are suicidal is not discussed in detail ● The training is two full days and participants may have difficulty with scheduling this
Connect	<ul style="list-style-type: none"> ● Describes barriers to discussing suicide and intervening during crises ● Use of interactive games to solidify concepts ● Uses case studies ● Discusses direct and indirect verbal cues 	<ul style="list-style-type: none"> ● Out-of-date statistics
Suicide Prevention Fundamentals for Idaho: Schools	<ul style="list-style-type: none"> ● Discusses direct and indirect verbal cues ● Gives guidance on direct and less direct ways of asking about suicide ● Specific examples of building strengths in students ● Discusses interpersonal-psychological theory of suicidal behavior and relates back to all elements of the training 	<ul style="list-style-type: none"> ● Currently does not include roleplay in time allotted
Kognito: At-Risk for Elementary School Educators	<ul style="list-style-type: none"> ● Engages teachers to use the skills taught ● Coaches to build supportive questions ● Allows interaction with a parent and a student ● Parent and child give feedback after the conversations 	<ul style="list-style-type: none"> ● Training and roleplay is only online and some staff may desire an in-person training ● No suicidal student example in the interactive roleplay
Kognito: At-Risk for Middle School Educators	<ul style="list-style-type: none"> ● Engages teachers to use the skills taught ● Gives case studies ● Assists in sentence construction for communicating with and referring students ● Walk-through of conversations with 3 different students at different levels of risk ● Discusses follow-up from teachers with an at-risk student 	<ul style="list-style-type: none"> ● Training and roleplay is only online and some staff may desire an in-person training

Kognito: At-Risk for High School Educators	<ul style="list-style-type: none"> • Engages teachers to use the skills taught • Gives case studies that include grades, participation, behavior, community engagement and physical appearance changes in the student • Assists in sentence construction for communicating with and referring students • Shows process of inquiry and referral (even with a closed-off student) • Discusses follow-up from teachers with an at-risk student 	<ul style="list-style-type: none"> • Training and roleplay is only online and some staff may desire an in-person training
QPR	<ul style="list-style-type: none"> • Discusses direct and indirect verbal cues • Gives guidance on direct and less direct ways of asking someone about suicide 	<ul style="list-style-type: none"> • Missing strength-based components aimed at increasing hope and healthy coping
safeTALK	<ul style="list-style-type: none"> • Addresses multiple learning styles • Encourages open discussion about attendees' personal beliefs about suicide • Teaches how to overcome common tendencies to miss, dismiss and avoid suicide 	
suicideTALK	<ul style="list-style-type: none"> • Addresses multiple learning styles • Explores the why of suicidal ideation • Can train large numbers of people at once 	<ul style="list-style-type: none"> • Does not address basic gatekeeper objectives, instead it is to get people used to talking about suicide
Youth Mental Health First Aid	<ul style="list-style-type: none"> • Gives an array of mental health concerns that youth may face and provides details of each • Handbook provides information on self-care for the people who intervene 	<ul style="list-style-type: none"> • Not a suicide prevention specific training, spends only a small portion of time on the suicide topic • Role play is included, but no suicide specific scenarios • Outdated information on statistics presented and in handbook, such as the youth suicide death ranking