

March 2019

Program Analysis Summary: Programs for Youth Suicide Prevention

This document was created using information obtained from youth 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 youth 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.



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Grade Level, Evidence and Focus Areas

Program	Grade Range			Evidence-Based ¹		Primary Focus			Special Population Target ²	
	Elementary School	Middle School	High School	Yes	Under Review	Suicide Prevention (SP)	Social Emotional Learning ³	Upstream for Risky Behaviors ²	Yes	No
American Indian Life Skills Development		X ⁴	X	X		X			X	
CAST (Coping and Support Training)		X	X	X				X	X	
Good Behavior Game	X	X	X	X			X			X
HOPE SQUAD – Elementary	X				X	X				X
Lifelines – Prevention 5 th -6 th	X			X		X				X
Reconnecting Youth		X	X	X				X	X	
Sources of Strength	Pending	X	X	X		X		X		X
STEP UP (Strategies and Tools to Embrace Prevention)		X		X			X			X

Duration and Style of Teaching

Program	
American Indian Life Skills Development	Thirty-seven lessons, each taking between one to four class periods, designed to be its own class
CAST (Coping and Support Training)	Twelve 55-minute sessions
Good Behavior Game	Flexible integration with regular class, intended to be used around 1 hour per day
HOPE SQUAD – Elementary	Adult advisors are trained by a Master Trainer; Squad Members: Year 1: 30-45 minutes for each of the 9 phases; Year 2: 25-30 minutes for each of the 9 phases; Year 3: 30-40 minutes for each of the 9 phases
Lifelines – Prevention 5 th -6 th	Four 40 to 45-minute lessons taught by a classroom teacher
Reconnecting Youth	Fifty-seven 55-minute lessons, designed to be its own class
Sources of Strength	Consists of three different trainings in year 1, booster trainings in year 2 and additional trainings as needed in subsequent years: Adult advisor training (4-6 hours), staff training (2-4 hours), peer leader training (5-6 hours), and continues as an integrated, ongoing program
STEP UP (Strategies and Tools to Embrace Prevention)	Eight steps with two 25-minute lessons per step taught by a classroom teacher through repeating all steps in each grade or an alternative sequencing with no repeats

 SEL Program	 Upstream for Risky Behaviors (URB)	 Both SP & URB
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¹ “Yes” based on National Registry of Evidence-based Programs and Practices, a database of rigorously evaluated programs that were deemed evidence-based; it ended in 2018

² See page 3 for details

³ Social Emotional Learning (SEL) and upstream programs have different rating rubrics for one item

⁴ Not all lessons are applicable to middle school. These lessons are noted in the manual.

Curriculum Format and Cost

Program	Format of Curriculum			Cost for Materials
	Manual	Manual and Supplementary Tools ⁵	Training	
American Indian Life Skills Development	X		None	\$40
CAST (Coping and Support Training)		X	Recommended On-site up to 9 people \$9,900 + 1 kit per participant	\$448.65
Good Behavior Game		X	Required On-site up to 40 people, \$2,400 + travel to \$4,600+ travel depending on selections of additional options Online for \$449 per person, includes the teacher kit	\$309
HOPE SQUAD – Elementary	X		Required On-site, \$5000	Included with training
Lifelines – Prevention 5 th -6 th		X	None	\$240
Reconnecting Youth		X	Recommended On-site up to 8 people \$8,800 + 1 kit per participant	\$318
Sources of Strength		X	Required On-site for adult advisors and peer leaders, if approved through Idaho Lives Project (ILP) application, cost is free, and the school gets a \$2,400 stipend for Sources activities, OR ILP self-fund option is \$3,500 which includes a \$2,400 stipend that is allocated for Sources of Strength activities	Included with training
STEP UP (Strategies and Tools to Embrace Prevention)		X	None	\$1042

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⁵ Supplementary materials may include videos, posters, student workbooks, banners and/or activity resources

SPECIAL POPULATION TARGET

Program	Population
American Indian Life Skills Development	Designed to be implemented with American Indian youth, incorporates culturally appropriate information and activities
CAST (Coping and Support Training)	Mostly used with high-risk or at-risk youth; however, can be used with all youth
Reconnecting Youth	<p>Designed to be implemented with youth identified at high-risk based on the below criteria:</p> <p>Meeting all the following criteria:</p> <ul style="list-style-type: none"> • Are in the top 25th percentile for absences • Have a GPA of less than 2.3 or a precipitous drop in grades • Are behind in credits for their grade level <p><u>OR</u></p> <ul style="list-style-type: none"> • Have a prior dropout status or are referred by school personnel and meet one of the above criteria

EVALUATED COMPONENTS

Components	Definition of Components
Activities	Includes experience-based learning, such as games, crafts, etc.
Connecting/Reporting to Adults	Teaches how to identify and approach appropriate adults to report/connect peers in a crisis
How to Ask	Gives a scripted way to ask someone if they are in emotional crisis
Instilling Hope	Instructs on how to listen and speak to someone at risk in ways that are safe and increase hope
Parental Consent/Involvement	Provides ways to include or inform parents of the program being taught to their youth
Positive Social Norming	Provides information and/or activities that support safe, stable, nurturing relationships and environments in the school community
Protective Factors/Strengths/ Healthy Coping Skills	Includes factors that buffer individuals from suicidal thoughts and behaviors which can include identification of personal strengths, and/or healthy coping skills
Relationship Skills	Teaches about healthy relationships and how to improve interactions with others
Roleplay	Facilitates practice of fictitious situations in which youth intervene in an emotional crisis
State/Local Resources	Modifiable training/materials intended to include state and local community resources
Understanding Emotions	Includes emotion recognition, processing, or exploration in a developmentally appropriate way
Unsafe Content	Includes information or materials that may put students at greater risk of an emotional crisis, see “opportunities” on p. 7 for detailed information
Warning Signs	Provides behavioral and verbal signals that indicate a person may be in acute danger

Inclusion-Based Review

Program	Warning Signs	How to Ask	Parental Consent/ Involvement	Positive Social Norming	Roleplay	State/Local Resources	Understanding Emotions	Total Score Out of 7 ⁶	Unsafe Content ⁷
American Indian Life Skills Development	X	X	X	X	X	X	X	7	
CAST (Coping and Support Training)	-	-	X	X	X	X	X	5	
Good Behavior Game	-	-	X	X	-	X	X	4	
HOPE SQUAD – Elementary	X	-	X	X	-	-	-	3	X
Lifelines – Prevention 5 th -6 th	X	X	X	-	-	X	-	4	X
Reconnecting Youth	-	-	X	X	X	X	X	5	
Sources of Strength	X	-	X	X	X	X	X	6	
STEP UP (Strategies and Tools to Embrace Prevention)	-	-	X	X	X	-	X	4	

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

Rating-Based Review

Program	Activities	Connecting/Reporting to Adults	Instilling Hope	Protective Factors/Strengths/Healthy Coping Skills	Relationship Skills	Total Score Out of 15
American Indian Life Skills Development	3	3	3	3	3	15
CAST (Coping and Support Training)	3	3	3	3	3	15
Good Behavior Game	3	3	3	3	3	15
HOPE SQUAD – Elementary	3	2	3	3	3	14
Lifelines – Prevention 5 th -6 th	1	2	1	-	-	4
Reconnecting Youth	3	3	3	3	3	15
Sources of Strength	3	3	3	3	3	15
STEP UP (Strategies and Tools to Embrace Prevention)	3	2	3	3	3	14

Detailed rating rubric included on the following page

SEL Program
 Upstream for Risky Behaviors (URB)
 Both SP & URB

⁶ Scores indicate only the number of categories covered. Individual schools can determine importance.

⁷ Check the “opportunities” section for details on potential safety issues

Rating Rubric				
Category	-	1	2	3
Activities	Not included	Includes activities where the youth fill out a worksheet restating information or provide the trainer with verbal responses to prompts	Includes partner or group work to assisting in reaching educational objectives around suicide prevention	Includes multiple activities to engage youth to build healthy skills (social, coping, etc.) or practice identifying a peer at risk
Connecting/Reporting to Adults	Not included	States that youth need to connect peers with trusted adults if they are concerned	States that youth need to connect peers with trusted adults if they are concerned and gives examples of who these adults may be	Demonstrates multiple ways youth can connect peers to trusted adults through video, scenario or roleplay
OR		OR	OR	OR
Connecting/Reporting to Adults for SEL or Upstream Programs	Not included	Discussing people who may be trusted adults	Identifying trusted adults the youth has as strengths	Connecting relationship skills into how to build and maintain positive relationships with identified trusted adults
Instilling Hope	Not included	Giving an example of hope	Identifying ways youth can help themselves and others during tough times by increasing connection or hope	Teaching ways youth can build hope regarding their daily lives, relationships, or self-worth or assisting others with this hope building
Protective Factors/Strengths/Healthy Coping Skills	Not included	Identifies healthy and unhealthy coping strategies or protective factors	Prompts youth to identify health coping skills they use/could use	Giving many examples of ways youth can cope with stress or emotional crises in a healthy way and practicing them with the youth
Relationship Skills	Not included	Instructing to connect with others even when they do not appear to be in crisis	Teaching interpersonal conflict resolution, how to connect positively in relationships	Teaches in-depth information on healthy relationships, effective communication, dysfunction, how to be assertive, etc.

Program Strengths and Opportunities

Program	Strengths	Opportunities
American Indian Life Skills Development	<ul style="list-style-type: none"> ● Comprehensive in assisting in development of life skills in many areas, such as family functioning, coping with grief, and building plans for the future ● Specific to Native American Indian populations, leading to better connections with this group ● Reduces depression, depressive symptoms and suicidal thoughts/behaviors (LaFromboise & Howard-Pitney, 1995) 	<ul style="list-style-type: none"> ● Uses the word “commit” to describe the action of suicide which can increase stigmatize of suicide
CAST (Coping and Support Training)	<ul style="list-style-type: none"> ● The “homework” associated with the program is a small card after every session that instructs the youth how and when to connect with others positively or how to encourage themselves ● Reductions in suicidal ideation, depression, and hopelessness (Thompson E. , Eggert, Randell, & Pike, 2001) 	
Good Behavior Game	<ul style="list-style-type: none"> ● Includes a small, interactive book for guardians and their student to go through together to process the GBG goals and identify ways is could be implemented at home ● Higher graduation rates for schools implementing PAX GBG (Bradshaw, Zmuda, Kellam, & Ialongo, 2009), students at the greatest risk for mental, emotional, and behavioral disorders showed the greatest clinical improvement – many moving from high clinical risk to low clinical risk in under one semester of PAX GBG (Jiang, et al., 2018), reduces the need for special education services and increases the likelihood of students to graduate from high school, enter college, and have gainful employment (Bradshaw, Zmuda, Kellam, & Ialongo, 2009; Furr- Holden, Ialongo, Anthony, Petras, & Kellam, 2004; Ialongo, Poduska, Werthamer, & Kellam, 2001; Storr, Ialongo, Kellam, & Anthony, 2002; Wilcox, et al., 2008), reduces aggressive, disruptive behaviors, and antisocial personality disorder at least until ages 19-21 (Kellam, et al., 2008), reduces suicide ideation (by 51% at least until their early 20’s) and attempts (Wilcox, et al., 2008) 	
HOPE SQUAD - Elementary	<ul style="list-style-type: none"> ● Teaches about boundaries, listening well ● Discusses resilience, coping skills, and prosocial behaviors ● Differentiates unsafe v. safe secrets 	<ul style="list-style-type: none"> ● Instructs the Jr. Hope Squad Members that they are the eyes and ears of the school but does not have them practice reaching out to trusted adults through roleplay or witnessing through scenarios described. This may give the impression that they are peer counselors and put undue burden on the youth.

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Lifelines – Prevention 5 th -6 th	<ul style="list-style-type: none"> • Explores courage and how to use courage to reach out to trusted adults when needed • Video shows response differences between in-person disclosure and text/social media to encourage youth to take warning signs seriously in both contexts 	<ul style="list-style-type: none"> • Includes a “help-seeking pledge” for the youth to sign saying they will reach out for help if they are suicidal (or someone else is) rather than attempting suicide. Use of these tools has been shown to have ethical and conceptual issues, have not been proven to be effective (McMyler & Pryjmachuk, 2008), and may cause hopelessness (David Rudd, M & Mandrusiak, Michael & E Joiner Jr, Thomas,2006).
Reconnecting Youth	<ul style="list-style-type: none"> • Comprehensive curriculum that includes mood control, interpersonal skills, academic success, self-esteem building, and drug and alcohol use cessation/reduction • Small group format that promotes peer bonding and support (Thompson, Eggert, & Herting, 2000) • Increases in personal control, self-esteem, and social support (Eggert, Thompson, Herting, & Nicholas, 1995) • 80% decrease in suicidal behaviors (thoughts, threats, and attempts) in all treatment groups (Groups 1-3), including the group that did not receive Reconnecting Youth (Group 3). All groups received Measure of Adolescent Potential for Suicide (MAPS). It is hypothesized that there was a decrease in all treatment groups, including Group 3, due to the inclusion of interventions in the MAPS assessment (Eggert, Thompson, Herting, & Nicholas, 1995) 	<ul style="list-style-type: none"> • Only targets at-risk or high-risk youth which may ostracize the participants
Sources of Strength	<ul style="list-style-type: none"> • Addresses barriers that decrease help-seeking • Engages and teaches youth through interactive games/activities • Upstream programs intended to increase healthy coping and connections to others • Large focus on strengths to get through tough times • Trained peer leaders were more likely than untrained peer leaders were to seek help from adults at school, have knowledge of adult help for suicidal students and have a greater decrease in maladaptive coping attitudes (Wyman, et al., 2010) • Increased classmates’ coping attitudes (Petrova, Wyman, Schmeelk-Cone, & Pisani, 2015) • Peer leaders were more likely than controls to refer a suicidal friend to an adult (Wyman, et al., 2010) • Increased perception that adults help suicidal peers (Wyman, et al., 2010) 	

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STEP UP (Strategies and Tools Embrace)	<ul style="list-style-type: none"> • Upstream programs intended to increase healthy coping and connections to others • Parents are given a memo for each of the 16 blocks to encourage practice of the skills at home • Students who participated in the program demonstrated higher levels of self-regulation, social competence and empathy (Grob, Kadlubek, & Canivez, 2014) 	
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