

Brackett
Independent
School District
Suicide Plan

Youth suicides can devastate a school and community. How school officials treat students who have the potential to take their own life and those left to wonder why the suicide happened can go a long way toward healing the community. Suicide in Texas is a serious public health concern - and one that might be addressed successfully through a coordinated and comprehensive approach aimed at prevention.

Suicide is a leading cause of death associated with mental illness and therefore seldom recognized as a significant public health problem.

Facts:

- In the next 24 hours 1,439 Teens will attempt suicide.
- Suicide is the 3rd leading cause of death among adolescents aged 15-19 years.
- Males are more likely to commit suicide than females. In 2003 276 boys and 72 girls died as a result of suicide.
- Every 17 minutes in America someone commits suicide.
- Every 20 seconds in America someone attempts to commit suicide.
- Every 90 minutes in America a teenager or young adult is successful in committing suicide.
- Between 60-80% of youths have sought help within the previous month of committing suicide.
- "Copy" cat suicides can occur and may follow dramatic portrayals of suicides on TV programs or media items.
- 80% of people who die from suicide have made at least one other attempt already.

Myths:

- It can't happen to "my" teenage child.
- Suicide usually happens with no warning.
- Suicides occurs only in lower socio-economic groups.
- Children will "learn" from their "mistakes" and they won't try again.
- Depression and other mental disorders do not occur in young people.

Warnings Signs

The Student:

- actually talks about suicide.
- talks about feeling hopeless and/or worthless.
- gives away important possessions.
- seems to be getting his/her affairs in order.
- seems preoccupied with death.
- no longer shows an interest in favorite things or activities.
- although has seemed sad, suddenly he/she is calm and happy.
- is reckless, endangering his/her life and/or those of others.
- is abusing drugs and/or alcohol.
- has suffered a recent loss; employment, death, divorce, money, status, relationships, etc.
- suffers from symptoms of depression - crying, insomnia, inability to think or function, excessive sleep or appetite loss.
- Verbal behavior that is ambiguous - I'm going on a really long trip, You don't have to worry about me anymore, I want to go to sleep for a really long time.
- An attempt to purchase a gun or possess pills.
- Deteriorating physical appearance or reckless actions

If Warning Signs are present

Immediate Interventions:

- ✓ Ask if the person is thinking about suicide
- ✓ Listen openly and without judging.
- ✓ Believe what a person says, and take all threats seriously.
- ✓ Never keep someone's suicidal feelings a secret.
- ✓ Share responsibility by getting others involved.
- ✓ Reassure the person that help is available, and support, and encourage him/her to reach out to sources of help in the community.
- ✓ Act immediately if you feel someone is at imminent risk for suicide by involving others who can help.... And if necessary make contact with the police, emergency services, or a hospital to ensure the person's safety.
- ✓ Take action sooner rather than later.
- ✓ Get the individual who is at risk connected with professional help.
- ✓

Crisis Management Plan

Incident: Suicide Off Campus

Recommended steps to follow:

1. Verify the report of a suicide death with the Police Department or Medical Examiner.
2. Inform the Security Department Ask for assistance from the CARE crisis team.
Decide on a plan of action.
3. Meet with the faculty to communicate the facts about the suicide and allow for their expressions of grief. Explain school procedures and plans to effectively deal with problems within the school setting. Discuss possible age-appropriate reactions from the students. Ask the teachers to inform their students with assistance from the counselors and CARE team as needed. Do not make a public announcement or hold an assembly for this purpose.
4. Arrange for counseling for students and staff who are affected by the suicide. Be aware of students who have a history of suicide attempts or threats. These students need to be carefully monitored.
5. Work with the Public Information Director to respond to media inquiries. Send a letter home to parents.
6. Provide a debriefing session for the faculty at the end of the school day to discuss future needs and plans. Permanent memorials in the suicide victim's name are not recommended.
7. Debrief with the crisis teams. Decide on need of follow-up services.
8. Contact the deceased's parents in order to offer assistance and to determine additional needs. Ask parents if they would like to come to school for their child's personal belongings or would they prefer the items to be brought to them.
9. Attend the funeral. Plan to speak at the service if asked by the family. Allow students to be released with parent permission. Do not close the school during the day of the funeral.

Incident: Suicide Attempt On Campus

Recommended steps to follow:

1. Request immediate assistance from the school nurse and the school counselor. If the attempt is a medical emergency, call 911 for the paramedics.
2. Clear witnesses from the area.
3. Assign someone to inform the parents and meet them at the hospital.
4. Provide for crisis counseling while waiting for the arrival of an ambulance or parents.
5. Ask parents to come to school to meet with the counselor if an ambulance is not needed. Refer the family to a community resource for further evaluation and treatment. Parents are responsible for transportation and expenses.
6. Ask the SRO to help secure transportation if the parents are not accessible. Do not allow the student to be unsupervised or sent home alone until parents are notified.

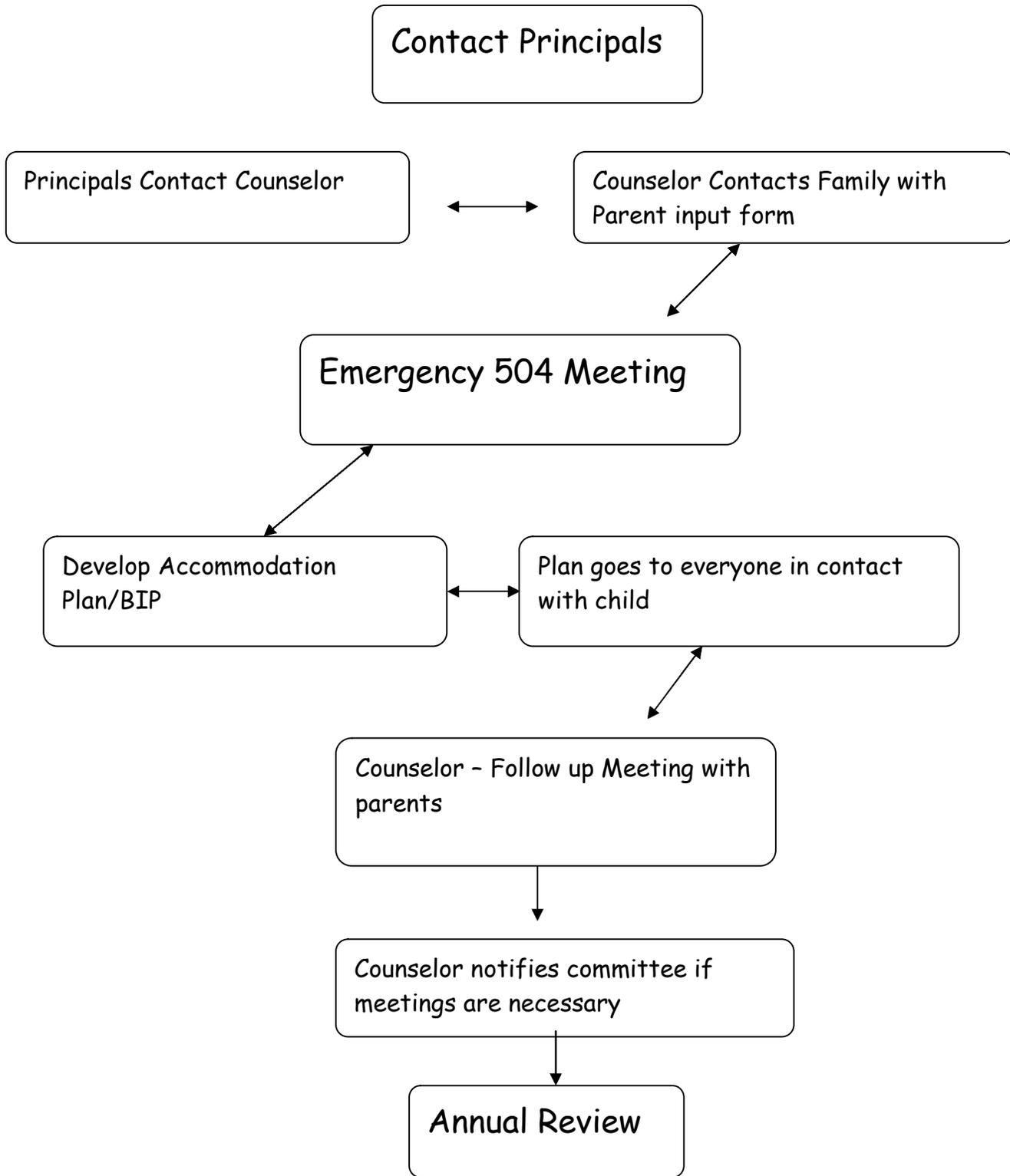
7. Inform the Security Department #
8. Provide counseling support for witnesses.
9. Formulate a re-entry plan with the student, parents and appropriate staff to address the needs of the student when the student returns to school after an absence for hospitalization or treatment. Seek input from the therapist.
10. Log all decision and actions.

Incident: Suicide Cluster

Recommended steps to follow

1. Verify information with the Police Department, family or medical examiner after each suicide.
2. Follow guidelines under suicide for each death.
3. Work with the Parent/Student Support Crisis Coordinator to decide on a plan of action.
4. Assist in forming a task force of school and community leaders including representatives of the medical and mental health agencies to organize a community response plan.
5. Assure that all students with suicidal history be monitored and supported by the counseling staff. Refer vulnerable students for additional counseling and treatment.
6. Work with the Public Information Director to respond to media inquiries.
7. Keep the faculty informed about plans and actions to prevent further suicides.
8. Provide suicide awareness sessions for all staff.
9. Arrange for a community meeting to educate the parents about suicide prevention, elicit their ideas to prevent additional suicides, and seek their support for the community task force plan.
10. Log all decisions and actions.

Referral Process:



Section 504 Behavior Intervention Plan - Suicide

Students Name

Id Name

Campus

Behavior Management Plan Begins _____(date)

_____ Remove the student from the group or activity until he/she can demonstrate appropriate behavior and self control.

_____ Communicate with parents (e.g. notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for appropriate behavior at school.

_____ Evaluate the appropriateness of the task to determine (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is adequate.

_____ Prevent frustrating or anxiety-producing situations from occurring (e.g., give the student tasks on his/her ability level, give the student only the number of tasks that can be tolerated in one sitting, stop social interactions that stimulate the student to threaten self-harm, etc.)

_____ Interact frequently with the student to prevent self-abusive behavior by meeting the student's needs as they occur.

_____ Maintain visibility to and from the student. The teacher should be able to see the student and the student should be able to see the teacher. Make eye contact possible at all times.

_____ Facilitate on-task behavior by providing a full schedule of daily events. Prevent lag time from occurring when the student will be free to engage in self-abusive behavior.

_____ Remove from the environment any object that the student may use to hurt himself/herself.

_____ Provide the student with positive feedback that indicates he/she is successful, important, respected, etc..

_____ Maintain a positive/calm environment (e.g., positive comments, acknowledgment of successes, quiet communications, etc.)

_____ Provide the student with a quiet place to work (e.g., carrel, study area)

_____ Reduce the emphasis on competition. Repeat failure may result in anger and frustration that may cause the student to try to hurt himself/herself.

_____ Maintain consistent expectations.

_____ Allow the student to have input relative to making decisions (e.g., changing activities, choosing activities, deciding length of activities, etc...)

_____ Provide the student with a selection of optional activities to be performed (e.g., if an activity results in harmful behaviors, an optional activity can be substituted)

_____ Teach the student appropriate ways to deal with anxiety, frustration, and anger (e.g., move away from the stimulus, verbalize unhappiness, choose another activity)

_____ Teach the student problem-solving skills: (a) identify the problem (b) identify goals and objectives, (c) develop strategies, (d) develop a plan of action, and (e) carry out the plan.

_____ Maintain consistent daily routine.

_____ Do not allow the student to be unsupervised anywhere in the school environment.

_____ Avoid discussions or prevent stimuli in the environment that remind the student of unpleasant experiences/sensitive topics (e.g. divorce, death, unemployment, alcoholism, etc...)

- _____ Do not criticize. When correcting the student, be honest yet supportive. Never cause the student to feel badly about himself/herself.
- _____ Intervene early when there is a problem to prevent more serious problems from occurring.
- _____ Treat the student with respect. Talk in an objective manner.
- _____ Maintain trust and confidentiality with the student at all times.
- _____ Make certain the student is allowed to voice an opinion in a situation to avoid becoming angry or upset.
- _____ Talk to the student about ways of handling situations successfully without conflict (e.g. walk away from the situation, change to another activity, ask for help, etc.)
- _____ Reinforce the student for demonstrating appropriate behavior based on the length of time the student can be successful. As the student demonstrates success, gradually increase the amount of time required for reinforcement.
- _____ Structure the environment so the student does not have time to dwell on real or imagined problems.
- _____ Establish classroom rules: work on task, work quietly, remain in your seat, finish task, meet task expectations. Review rules often. Reinforce students for following rules.
- _____ Speak with the student to explain (a) what the student is doing wrong (e.g. threatening to hurt self) and (b) what the student should be doing (e.g. talking about the situation, demonstrating self-control, problem solving, etc.)
- _____ Reinforce the student for engaging in appropriate behavior (a) give the student a tangible reward (e.g. classroom privileges, line leading, passing out material, five minutes free time .etc..) or (b) give the student an intangible reward (e.g. praise, handshake, smile etc....)
- _____ Share concerns with administration and seek referral to an agency for investigation of abuse or neglect.
- _____ Investigate the possibility of the student being involved in the use of drugs or alcohol.
- _____ Act as a resource for parents by providing information on agencies, counseling programs, etc.
- _____ Reinforce those students in the classroom who engage in appropriate behavior.

Students Name _____ I.D. number _____ Campus _____

Accommodations Begin _____(Date)

To ensure better coordination among the teachers in the regular education program, the checked instructional accommodations have been approved by the Section 504 Committee for the curriculum area listed. Each teacher who serves a 504-eligible student shall review and implement the identified accommodations under the supervision of the designated building administrator or campus 504 coordinator.

Regular Discipline
(No modifications)
___yes ___no
(if answer No, BIP must be developed)

Individual Behavior
Intervention Plan (BIP)
___yes ___no

Identified Related Services
___tutorial program
___transportation
___counseling
___other

The individual(s) responsible
For the coordination & monitoring
Of these modifications:

Name

THE INFORMATION ON THIS
INSTRUCTIONAL/BEHAVIOR
ACCOMMODATIONS ARE
CONFIDENTIAL AND
MAY ONLY BE AVAILABLE
TO:

1. Teacher(s) of student
2. 504 committee
3. Campus Administrators
4. Parent(s)
5. Special Educations Staff
6. TEA Monitoring Staff
7. School Counselor
8. Office of Civil Rights
9. Instructional Facilitators

Accommodations By Class (See Notes for Additional Explanation)																			
1. Send to Counselor																			
2. Verbal Offer Of Support																			
3. Extended Time																			
4. Student Accompanied when leaving class																			
5. Accessibility to teacher and counselor																			
6. Cooling off Period																			
7.Counseling Time_____																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			

Section 504 Student Accommodation Plan

(Please note: If the student's placement is General Education Homebound, services for the student should be documented on Form 15. This form is not to be used for General Education Homebound.)

Date: _____

Student's Name: _____

I.D. Number _____

School: _____

Grade _____

Date of Birth _____

Check one of the following:

1. _____ Initial

2. _____ Annual Review

3. _____ Failure/Discipline Review

4. _____ Three-Year Evaluation Review

5. _____ Other (specify) _____

Certificate of Distribution

(insert dates distributed to each, or N/A)

_____ Parent
_____ English Teacher
_____ Mathematics Teacher
_____ Science Teacher
_____ Social Studies/History
_____ Physical Education Teacher

_____ Fine Arts Teacher
_____ Vocational Teacher
_____ Administrator
_____ Other
_____ Other
_____ Other

Signature verifying delivery

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If You Need Help Now

If you feel suicidal or you need to help someone else who does, put down this toolkit and call for help immediately.

On the Phone

- Call **1-800-273 TALK (8255)** to be connected to a suicidal and crisis center in your area.
- The National Suicide Prevention Lifeline is the only national suicide prevention and intervention telephone resource funded by the Federal Government. Its mission is to provide immediate assistance to individuals in suicidal crisis by connecting them to the nearest available suicide prevention and mental health service provider through a 24 hour, toll free number 1-800-273-TALK (8255)

- Call the local crisis center listed -
- Call **911** and ask for the mental health crisis team of your local law enforcement agency.
- Call or go to the nearest hospital emergency room
- Call one of the Texas crisis centers -
- Call your doctor or other health care provider for a referral to someone who provides suicide prevention and intervention services.
- **School Counselor** elem 830-563-5391 secondary 830-563-5398
- **STAR Counseling** 877-441-4188
- **Kinney County EMS** 830-563-9090

On the Web

- <http://www.txcouncil.com/crisis.html>. The Texas Council of Community MHMR centers has a list of Texas crisis lines supported by local mental health authorities on a county by county basis.
- <http://www.dshs.state.tx.us/mhservices/default.shtm>
The Texas Department of State Health Services, Community Mental Health Services division maintains an easy to use listing of local mental health authorities and their 24/7 crisis lines. You are able to search by county, city, or zip code to find the one nearest you.
 - <http://www.befrienders.org> An international, multilingual 24 hour confidential service operated by the Samaritans.
 - <http://www.metanoia.org/suicide> A source of potentially life-saving advice for anyone who is feeling suicidal
 - <http://wwwsuicidehotlines.com/texas.html> A Web-based listing of Texas crisis hotlines with links to other resources.