

# Implementing School-Based Programs

Issues & Strategies

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## Issue: Sustainability

- **Culture**
  - What is the role of the school
  - Respond to the myth
- **Focus**
  - What can be accomplished
- **Resources**
  - Time, personnel, material, space
- **Basis**
  - Empirical, conceptual, similar models

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## Competent Community

- Leaders: committed & engaged
- Members:
  - Shared responsibility
  - Collective competence to respond

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## Competent Community

### School Officials:

*In this school, we care deeply about the safety and positive development of all our members.*

### Members:

- *In this school, we take care of each other.*
- *We know how to come to the assistance of those in need.*

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## Response to the Myth

- Will not be students' first exposure
- **CDC:**
  - "There is no evidence of increased suicidal ideation or behavior among program participants"  
*Youth suicide prevention programs: A resource guide*, (1992). Atlanta, GA: CDC (pg. 66).
  - "Furthermore, numerous research and intervention efforts have been completed without any reports of harm" Potter, Powell, & Kacher, (1995). *SLTB*

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## Response to the Myth

- **IOM:** "School-based intervention programs at the universal, selective, and indicated levels can help to limit suicide among youths and should be pursued"  
Goldsmith, Pellmar, Kleinman, Bunney (Eds.). (2002). *Reducing suicide: A national imperative*. Washington, DC: The National Academies Press.
- Long term follow up of 2 programs found reductions in target county suicide rates not found at state or national levels for same time period
- Six programs that include lessons for students have been designated as evidence-based by NREPP

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## Issue: implementation Fidelity

- Training: demonstration, practice, feedback, practice
- Transfer: on-site coaching/TA/fidelity checks
  - *Implementation research: A synthesis of the literature* (2005)  
<http://nim.fmhi.usf.edu>
  - Kalafat, J. & Ryerson, D. M. (1999). The implementation and institutionalization of a school-based youth suicide prevention program. *Journal of Primary Prevention*, 19, 157-175.
- Identify core & adaptable features

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## *Lifelines School-Based Suicide Response Program*

An example of an evidence-based program

John Kalafat  
Sue O'Halloran  
Maureen Underwood

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## Program Features

- Educational Focus
  - Not mental health
  - Problem-centered
  - Participatory: media & exercises
- Fit into class schedules
  - Lesson plans can be adapted to schedules
  - No pull-out
- Teacher Provided
  - School-based supports

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## Universal Program

- Goal: Increase identification of, response to, and referral of at-risk youth
- Theme: Competent Community

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## Comprehensive Approach

- Ecological: all levels of the school.
  - Before students can be trained to get help, the school must be ready to respond
    - Policies & procedures
    - Faculty & staff Education
    - Parent Education
- Systemic: community contacts
  - Referrals
  - Responses
  - Re-entry

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## Systems

- Everything is Connected
- Context is Critical
- Only Effective as Weakest Link
- Takes Time to Build
- Needs Constant Maintenance
- Takes Time to See Impact

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## Lifelines Implementation

### Administrative Consult (2-8 hours)

- Policies & Procedures
- Coordination with Community Providers
- Educator Training (1 hour)
- Parent Training (1 hour)
- Gatekeeper Training (optional; 6 hours)
- Classroom Curriculum (four 45' lessons)

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## Classroom Lessons

- Workshop to train teachers (6 hours)
- Lessons usually provided by health teachers as part of health curriculum
- Detailed lesson plans
- Includes discussion, exercises, roleplays, two videos

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## Instructional Objectives

### School Adults will:

- School administrators will know community providers and referral procedures.
- Faculty and staff will know school procedure & school contact persons for responding to at-risk, attempt, completion, student returning after hospitalization.
- Faculty and staff will know relevant suicide facts, risk factors, warning signs.

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## Instructional Objectives

Students will:

- Recognize the threat of suicidal thoughts & behavior and take troubled peers seriously.
- Know relevant facts about suicide, including warning signs.
- Demonstrate positive attitudes about intervention and help seeking
- Know how to respond to troubled peers.
- Know resources: be able to name one adult and know how resources will respond.

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## Lifelines Evaluation

- Increased knowledge about suicide and school resources
- Increased inclination to tell an adult about an at-risk peer
- Increased confidence in school response capability
- Increased referrals

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## HELP PREVENT YOUTH SUICIDE

TAKE YOUR FRIEND  
BY THE HAND BEFORE  
THEIR HAND TAKES  
THEIR LIFE



Learn the Warning Signs - Ask the Questions - Show your Care  
and Call for Help.

**"OPEN LINE"**  
Yorkland County Crisis Line  
(509) 575-4200  
1-800-572-8122

YORKLAND COUNTY EDUCATIONAL SERVICES  
**YW**

YORKLAND COUNTY  
**YCS**

EDWARD BAY SERVICE  
Orangeburg High School

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## Additional Information

- *Guidelines for School-Based Suicide Prevention Programs*
  - <http://www.suicidology.org/>
    - *Click on Prevention*
- *Lifelines contact:* [kalafat@rci.rutgers.edu](mailto:kalafat@rci.rutgers.edu)
- *Washington State YSPP:* Sue Eastgard  
[sue@yspp.org](mailto:sue@yspp.org)

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