



# CHADS COALITION

## SOS - Signs of Suicide®

### Lesson Overview

CHADS strives to be a partner in helping as many students as possible through SOS and our other support services. This document outlines the program requirements and contents of each lesson/presentation

### Program Requirements

#### *Student Training Requirements*

- All student presentations fit into one class period (45-90 minutes).
  - 1 Class Period = 1 Training Session
- Hosted in a classroom with groups no larger than 25 students (or average classroom size).
- Counselors or mental health professionals **must be present and accessible for the entire day** during and after the training sessions.
- **Staff involved need to be active, engaged and manage the classroom**

#### *All Session Requirements*

- Schedule all presentations at least 3 weeks in advance.
- Participants must have a device with internet access or writing utensil to take pre/post surveys and to engage with trainers.
- Access to projector/screen/internet to share slide show
- Engage in a Follow Up Meeting after the last training session to review data collected, learning outcomes and share feedback on the SOS program.

# Training Session

## Curriculum Overview

### 5th Grade

#### Empathy & Emotion Management

##### *Program Description*

Students will understand different emotions and how to process emotions in positive, healthy ways. The curriculum also introduces the Acknowledge, Care, Tell (ACT®) technique to help students seek out a trusted adult if they struggle with managing their emotions.

##### *Curriculum Outline*

1. Introduction to CHADS Coalition
2. What is Empathy?
3. Naming Emotions
4. When Strong Emotions are Triggered
5. The Cycle of Emotions and Stop Signals
6. Managing Emotions and Anxiety
7. Acknowledge, Care, Tell (ACT)
8. Resources and Connecting

##### **Requirements:**

- Designed for 5th grade students who have not yet received the Signs of Suicide (SOS)
- Best scheduled during late fall, typically on a Friday
- Precursor to 5th Grade SOS in the late Spring (see middle school page for explanation)



# Training Session

## Curriculum Overview

## Middle School

### Signs of Suicide

#### Program Description

SOS is an evidence-based youth suicide prevention program that improves students' knowledge and attitudes about suicide risk and depression. SOS presentation teach students how to identify signs of anxiety, depression and suicide in themselves and their peers. It includes a screening for depression providing an opportunity to ask to speak to a counselor.

#### Curriculum Outline

1. Introduction to CHADS Coalition
2. Warning Signs of Depression
3. Signs & Symptoms of Anxiety
4. Warning Signs of Suicide
5. Acknowledge, Care, Tell (ACT)®
6. Video and class discussion/activity
7. Depression Screening and Response Slips
8. Resources and Connecting

#### Requirements:

- Scheduled Monday-Thursday and not before a holiday or break
  - 5th grade classes: Late Spring only (April or May)
  - 6th grade classes: recommended August/September **\*\*if students have had SOS in 5th grade, they should not repeat in 6th grade\*\***
- Foundation for follow-up EYES trainings
- School Counselor/Social worker must be present and available the entire day of trainings

### Every Year, Every Student (EYES)

EYES presentations review the SOS program and cover topics related to mental health. Lessons are curated specifically to follow the Signs of Suicide program. Each year builds on the last to reinforce previous learning while incorporating new materials and activities tailored to each grade level. **All presentations include a depression screening and student response slips, which are reviewed by the school counselor or social worker after each session.**

#### 6th Grade "Bully Free"

1. What is Bullying?
2. Be an Upstander
3. Reporting Bullying
4. Healthy Coping Skills
5. Activity

\*March/April scheduling

#### 7th Grade "Peer Pressure"

1. What is Peer Pressure?
2. Peer Pressure Bag of Tricks
3. Handling Peer Pressure
4. Healthy Coping Skills
5. Activity

\*October/November scheduling

#### 8th (9-11) Grade "Self-Injury"

1. What is Self-Injury?
2. Risk Factors for self-injury
3. Myths, Facts, and Statistics
4. Healthy Coping Skills
5. Activity

\*January/February scheduling

# Training Session

## Curriculum Overview

### High School (9th-12th)

**Requirements:**

- Scheduled Monday-Thursday and not before a holiday or break
- Best scheduled for all students to participate
- School Counselor/Social worker must be present and available the entire day of trainings

#### Signs of Suicide

##### *Program Description*

SOS is an evidence-based youth suicide prevention program that improves students' knowledge and adaptive attitudes about suicide risk and depression. The High School SOS presentation teaches students how to identify signs of anxiety, depression and suicide in themselves and their peers based on challenges that often arise during their teen years. The presentation includes a depression screening as well as a chance to self id to indicate a student needs to talk with a counselor.

##### *Curriculum Outline*

1. Introduction to CHADS Coalition
2. Warning Signs of Depression
3. Signs & Symptoms of Anxiety
4. Warning Signs of Suicide
5. Acknowledge, Care, Tell (ACT)®
6. Video and class discussion/activity
7. Depression Screening and Response Slips
8. Resources and Connecting

#### EYES Healthy Coping Skills (10th Grade)

##### *Program Description*

The presentation introduces the differences between healthy and unhealthy coping strategies and how stress can both debilitate and motivate us. Students will distinguish between stress and trauma and understand how different sets of skills are needed to effectively manage both.

##### *Curriculum Outline*

1. Review of CHADS Coalition
2. Definition of Stress and Coping
3. Unhealthy Coping
4. Healthy Coping (Avoid, Alter, Adapt, Accept)
5. Signs of Suicide and ACT® Review
6. Acknowledge, Care, Tell (ACT)®
7. Depression Screening and Response Slips
8. Resources and Connecting

#### SOS 2nd ACT: Life After High School (11th/12th Grade)

##### *Program Description*

Transitioning from a high school student to college or entering the workforce/military can be incredibly challenging and stressful. The SOS 2nd ACT® presentation addresses these stressors, outlines the warning signs of depression and suicide, and identifies resources young adults can access when in need of mental health support.

##### *Curriculum Outline*

1. Review of CHADS Coalition
2. Triggers and stressors
3. Seeking Treatment & Resources
4. Healthy Coping
5. Depression Screening and Response Slips
6. Resources and Connecting



# Training Session Curriculum Overview

## Grades 6th-12th

### Technology and Mental Health

This new topic area was created to meet the need of a growing issue directly impacting teens and adolescents- technology and social media. Similar to the EYES programs, this presentation was curated specifically to follow the Signs of Suicide program. It is meant to build on the SOS foundation reinforcing previous learning while incorporating new materials and activities. All presentations include a depression screening and student response slips, which are reviewed by the school counselor or social worker after each session.

#### *Program Description*

Students will learn how technology can impact their mental health. Pros and cons of social media and other technology will be discussed. In addition, some ideas for establishing healthy boundaries with technology will be discussed.

#### *Curriculum Outline*

- 1.What is technology?
- 2.Why do we need to talk about technology and mental health
- 3.Pros and cons of social media and technology
- 4.Setting healthy boundaries with technology
- 5.Activity



# Training Session Curriculum Overview

## Adult Programs

### SOS Training Trusted Adults®

#### *Program Description*

This presentation educates parents and school staff about the signs and symptoms of adolescent depression and suicide. Content includes a deeper dive into the prevalence of mental health issues, high-risk groups, and how adults can respond confidently and empathically to children concerned about themselves or someone they know. Mirroring the language of the student SOS program, participants will be able to recognize warning signs, utilize ACT, and help struggling adolescents.

#### *Curriculum Outline*

1. Introduction to CHADS Coalition
2. The prevalence of youth suicide
3. Risk Factors and Warning Signs for Youth Suicide
4. Protective Factors and Strategies to Seek Help
5. Healthy Boundaries for Offering Help
6. Self-Care Practices
7. Resources and Connecting

### Training Trusted Adults: Technology and Mental Health

#### *Program Description*

This presentation educates parents and school staff about the impact that technology has on mental health. Content includes different types of technology and how it can impact one's mental health, pros and cons of social media, and practical strategies for establishing boundaries on technology use. The language and information in this presentation mirrors what is included in the student session.

#### *Curriculum Outline*

1. Why do we need to talk about technology and social media?
2. How does technology impact us?
3. Pros/Cons of Social Media/Technology
4. Setting Healthy Boundaries
5. Healthy Coping Strategies

#### **Program Requirements:**

- Can be offered to parents, faculty and staff members, community partners, and other important adults that regularly interact with youth.
- Best scheduled prior to students participating in SOS
- Available virtual and in person
- Presentation times: -Parents = 1hr to 90mins -Staff & faculty = 90m min to 2hrs

\*\*\*\*\*Fees apply - email [SOSshared@chadscoalition.org](mailto:SOSshared@chadscoalition.org) for more information

# Training Session

## Curriculum Overview

### Adult Programs

#### Bullying Prevention

##### Program Description

This presentation is geared toward school personnel. Staff will learn what bullying behavior is and is not. They will learn strategies for addressing and de-escalating the behavior as well as how to respond and report bullying. Participants will come away from the session with many practical ideas for dealing with bullying on the spot as well as ways to set up a bullying prevention program within their classrooms.

##### *Curriculum Outline*

1. What is bullying behavior?
2. Learn strategies for addressing bullying behavior
3. Become equipped with specific strategies for de-escalating behavior
4. Learn how to respond to and report bullying behavior
5. Practical interventions

#### Suicide Risk Assessment Training

##### Program Description

Staff will be equipped to determine risk, support suicidal youth, identify and use best practices for communication, safety plans and reentry and recognize additional community resources.

\*\*\*This training is 4 hours. The cost is \$600

##### *Curriculum Outline*

1. Understand warning signs/triggers of suicide in young people.
2. Build an individualized risk assessment plan for your school
3. Outline counselor/staff responses to students at risk for suicide
4. Learn how to safety plan and reduce lethal means
5. Prepare student reentry plans and understand how to support students



# Training Session Curriculum Overview

## Recommended Training Timeline

### Early to Mid-August

- Faculty/Staff Training Trusted Adults Training
- Parents/Community Training Trusted Adults
- Counselor/Social Worker/CIT Risk Assessment Training

### Early to Mid-Fall Semester (August/September)

- 5th Grade: EYES Empathy and Emotion Management
- 6th Grade: SOS Middle School (if not in 5th Grade)

### Mid to Late Fall Semester (October/November)

- 7th Grade: EYES Peer Pressure
- 9th Grade: SOS High School
- 6th-12th Grade: EYES Technology and Social Media (anytime)

### Late Fall Semester (November/December)

- 10th Grade: EYES Healthy Coping Skills

### Early to Mid-Spring Semester (January/February)

- 8th Grade: EYES Self-Injury
- 11th Grade: EYES Self-Injury
- 6th-12th Grade: EYES Technology and Social Media

### Mid to Late Spring Semester (March/April)

- 6th Grade: EYES Bully Free

### Late Spring Semester (April/May)

- 12th Grade: SOS 2nd ACT
- 5th Grade: SOS 5th Grade

\*\*This is the recommended timeline and progression based on CHADS expertise. However, if you would like to adjust timeframes or the progression of EYES presentations we are happy to accommodate.





# Training Session Curriculum Overview

## Frequently Asked Questions

### **How long is each presentation?**

All of our presentations fit into one class period. The minimum time needed for the presentation is 45 minutes but we can accommodate block scheduling and talk with groups of students for up to 90 minutes. The more time we give our trainers, the more in-depth they're able to go with the material and engage the students with discussions and activities.

### **What technology do we need for each presentation?**

All of our presentations have a power point presentation and our Signs of Suicide® presentations also have a video accessed online. It is easiest if the school/venue is able to provide the projector, computer, and sound; however if this isn't possible with your set up, just let us know and we can bring our own equipment.

### **How far in advance do we need to schedule?**

The earlier a school or group schedules presentations, the better. While we do our best to accommodate all requests and the first date submitted, we do have a small team of trainers that go into over 150 schools and community organizations. Even if you don't know exact times you'll need a trainer, it's best to put in a request to lock in your day as soon as possible.

### **How many trainers/presentations can we have in one day?**

Most often we will send 1-2 presenters to a school for an entire day where they will speak to classes throughout the entire school day. If you need more than 2 trainers for a day, give us a call so we can find the best days that work for you and our team. We do our best to accommodate all requests that come through.

### **Can we do an all-school assembly?**

No. The SOS program is best implemented in a classroom-sized group setting (no more than 35-40 students). The students respond better in the smaller groups and are more likely to ask for help if they need it.

### **What about parent permission?**

We always recommend involving the parents when CHADS is speaking to students. Knowing about the SOS presentation enables the parents to engage their students in conversation about depression, suicide, and other mental health issues. We will provide you with an opt out letter if you would like to use it (not required by us). In addition, you will be emailed a Parent handout that you can share with parents containing discussion questions so they can continue the conversation at home.

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# Training Session

## Curriculum Overview

## Frequently Asked Questions

### **Why does the counselor need to be available on the day of the presentations?**

At the end of all of our presentations, we do a depression screening and ask students to fill out a self-ID slip. Based on how a student responds on the slip, the counselor may need to talk to them immediately (before the end of the school day) or within a few days (by the end of the week). It is paramount that the counselor and/or social worker is available before, during, and after presentations to see any students that self-ID as well as students that may be triggered by the content of the program. If you do not have a counselor or social worker, or if they are not available on the day of the presentation, contact us as soon as possible.

### **How many students usually self-ID or ask to speak with a counselor?**

The breakdown does vary by presentation and by grade level, but the average across all presentations throughout the year is 12%. Some schools have higher self-ID rates than others, and often times the first year CHADS provides SOS in a school, the self-IDs are higher. If your team needs extra help screening self-IDs, please contact CHADS as soon as possible.

### **What does "self-ID" mean? Do all of the presentations ask students to self-ID?**

Self-ID is the opportunity for the students to confidentially disclose if they'd like to speak with a school counselor/social worker about themselves or someone they know. At the end of all of our SOS and EYES presentations, we do a depression screening (BSAD) and ask the students to fill out a slip selecting one of three options:

- I would like to speak to someone immediately about myself or someone I know.
- I would like to speak to someone within a few days about myself or someone I know.
- I do not need to speak with anyone about myself or someone I know.

All students fill out the slip which is collected by the trainer and handed directly to the counselor or social worker to protect the privacy of the student. The counselor/social worker then follows up with the student one on one to determine what is going on and best next steps.

### **What do the EYES presentations cover? Can we do EYES before SOS?**

Our EYES (Every Year, Every Student) programs are a follow up to the SOS® presentation. The SOS presentation is a foundation and the EYES presentations include a review of the signs of depression and suicide and in-depth information about an age-appropriate topic. The presentations can be rearranged based on the needs of the school or even a particular class, but all students must have the SOS program before moving into the EYES programs. See the Recommended Timeline for information on best times of the year to schedule EYES.