Gatekeeper Programs for Adults & School Staff

This document was created using information obtained from gatekeeper program manuals, trainings, 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's purpose is to inform Idaho State Department of Education and other stakeholders of gatekeeper programs available to train staff who work in educational settings. Each program was reviewed and a rating scale applied for multiple areas, some inclusion-rated and some on a rating scale. Strengths and opportunities for program improvement are noted for each program.

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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

Inclusion Based Review									
Program	Statistics	Dispelling Myths	How to Ask	Roleplay	Local Resources	Youth Specific	Total Score Out of 6	Unsafe Content[1]	Outdated Material[1]
ASIST	X	X	X	X	X	-	5		
Be A Link! For School Staff	X	X	X	-	X	X	5	X	
Connect	X	X	X	X	X	X	6		X
DHW Suicide Prevention Program School Gatekeeper	X	X	X	X[2]	X	X	6		
Jason Foundation[3]	X	X	X	-	-	X	4	X	X
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		
More than Sad	X	-	X	-	-	X	3		X
QPR	X	X	X	X	X	-	5		
Response In Service Manual	X	X	X	X	X	X	6		X
safeTALK	-	X	X	X	X	-	4		
suicideTALK	-	-	-	-	X	-	1		
Youth Mental Health First Aid	X	X	X	X	-	X	5		X

[1] Check the "opportunities" section for details
[2] Can be added, scenarios available
[3] Based on the recommended starting module, "Silent Epidemic"

Scoring Criteria

X : Included in the program

- : Not included in the program

								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
Be A Link! For School Staff	3	2	2	2	3	2	1	16
Connect	3	3	3	-	2	2	-	13
IDHW Suicide Prevention Program School Gatekeeper	3	2	3	3	2	3	3	19
Jason Foundation[3]	2	2	-	-	-	-	-	4
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
More than Sad	3	3	1	-	2-3[4]	2	0-1[4]	11 to 13
QPR	3	-	-	1	2	2	-	8
Response In Service	2	1	3	2	2	2	-	12
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.

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[4] Use of optional resources would lead to the higher score

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[5] principle

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[5] 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

Definitions	Strengths	Opportunities
Price Key *Excludes travel costs* |	Train the Trainer Cost/Training Kit	Cost per Trainee
Free	No cost	No cost
$	≤ \$500 per trainer/kit	≤ \$35
$$	\$501-\$1,999 per trainer/kit	\$35-\$74
$$$	≥ \$2,000 per trainer/kit	≥ \$75		According to evidence-based guidelines, the follwing ensures safety and promotes effective intervention, help-seeking, hope and positive school culture: • Promotes effective intervention techniques • Promotes hope and strengths-based behavior • Emphasizes help-seeking behaviors • Promotes prevention and healthy coping skills • Promotes that recovery is the normal response to suicidal ideation **Programs with these elements will be listed in the strengths.**	According to evidence-based guidelines, the following can increase risk of suicide and decrease intervention and help-seeking: • Glorifies, romanticizes or normalizes suicide • Presents suicide as an inexplicable act or that it was a result of stress only • Decriptions of personal details of someone who died by suicide • Overly detailed descriptions of deaths or methods of suicide • Discourages gatekeepers from intervening • Includes postvention recommendations that include permanent memorialization, assemblies or activities that may make vulnerable others more at risk for suicide • Includes terminology that stigmatizes survivors of suicide attempts or those who died by suicide **Programs with these elements will be listed as opportunities and described below.**
Program	**Strengths**	**Opportunities**
ASIST $$$	• 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	• 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
Be A Link! For School Staff $	• Helpful tools, including how to ask for help without verbalizing their intent, the "Ask 4 Help!" card, a handout for parents describing how to discuss with their child, and a handout for teachers to remind them on how to talk to a student and "do's" and "don'ts"	• Postvention "Remembering" section, "The Empty Chair" is unsafe due to the nature of the instructions. The memorial description describes using the chair the deceased student used to sit in to collect letters in the classroom, and an option is to move the chair to a permanent location as a memorial.

Connect $$	• 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	• Out of date statistics
DHW Suicide Prevention Program School Gatekeeper Free	• 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	• Currently does not include roleplay in time allotted

Jason Foundation
Free
	• Promotes referral and having a plan of action for the school	• Out of date statistics
		• Unsafe information:
		  • In-depth description of the day of Jason's death, including finding his body
		  • Use of the words "committed suicide" multiple times
		  • Stating that 98-99/100 youth who disclose suicidality "don't mean it"
		  • Statement, "Remember those 100 young people we lose each week to suicide, 80 of them didn't have to die…those 20 are some of the impulsive ones"

Kognito: At-Risk for Elementary School Educators $ - $$$	• Engages teachers to use the skills taught • Coaches to build supportive questions • Allows interaction with a parent and a student • Parent and child give feedback after the conversations	• Training and roleplay is only online and some staff may desire an in-person training • No suicidal student example in the interactive roleplay
Kognito: At-Risk for Middle School Educators $ - $$$	• 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	• Training and roleplay is only online and some staff may desire an in-person training

Kognito: At-Risk for High School Educators $ - $$$	• 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	• Training and roleplay is only online and some staff may desire an in-person training
More than Sad $	• In-depth discussion of mental health disorders that may increase risk of suicide • Engages teachers in the "why" of intervening	• Outdated information is present in some aspects of the program (attendee manual, film, test), sometimes leading to information being presented that is no longer true. An example is the statement that the suicide rate has gone down since the mid 1990's. This has been untrue since around 2010. This statistical data is contradictory to the PowerPoint • Trainer does not need to be trained in suicide prevention leading to an increased risk of misinformation being given to attendees
QPR $	• Discusses direct and indirect verbal cues • Gives guidance on direct and less direct ways of asking someone about suicide	• Missing strength-based components aimed at increasing hope and healthy coping
Response In-Service Manual $	• Addresses barriers to seeking help • Uses case studies • Staff packet covers unique protective factors for different student groups • Easy to follow instructions on how to provide the training to the staff • Reviews confidentiality as it relates to HIPAA and FERPA	• States, "there are many documented cases of students completing suicide as a result of being bullied." (Journum, Inc., 2011, Staff Packet, p. 12) This makes it sound like a single cause for suicide, which is inaccurate because suicide is not due to a sole cause • Outdated statistics in the PowerPoint, though the PowerPoint is editable, so it could be updated by the trainer • Risk factors are emphasized heavily to the point that they are overshadowing warning signs • Trainer does not need to be trained in suicide prevention leading to an increased risk of misinformation being given to attendees

safeTALK $	• 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 $	• Addresses multiple learning styles • Explores the why of suicidal ideation	• Can train large numbers of people at once
Youth Mental Health First Aid $	• 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	• 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