



# SUICIDE TOOLKIT VIDEO

## Follow along and document your training

As you watch the annual training video, you can complete this worksheet and reference the [toolkit text](#) here. Your district may allow you to submit this completed document as proof of the annual Jason Flatt required training. Please verify with your district administration.

Training video link:

<https://youtu.be/GB0N-9jDMfM>

## Introduction Section

On p. iii of the toolkit, Dr. Watson states assisting students in crisis is the responsibility of

\_\_\_\_\_.

On p. 3, the text states, "Asking questions to a student who is presenting to educational staff

that they are in crisis is a \_\_\_\_\_

and \_\_\_\_\_ intervention measure.

## Section One: Training and Prevention; pages 5-26

List 3 ways a teacher or student could respond if a friend is struggling?

- 1
- 2
- 3

In prevention, it is critically important to include \_\_\_\_\_  
and/or \_\_\_\_\_ education when training. Best practices  
even include training \_\_\_\_\_ annually so they know the  
mental health supports they have available in their school and community.

List the people who are part of your school mental health team (SMHT):

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Suicide is preventable. List some risk factors discussed:

- 1
- 2
- 3
- 4
- 5
- 6

List some warning signs of suicide

- 1
- 2
- 3
- 4
- 5

What are some protective factors that can reduce the probability of suicide:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

## Section Two: Intervention; pages 27-52

List the 11 Principles to remember in any crisis:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Who can screen that a person may be at risk? \_\_\_\_\_

If a potential suicide risk is detected, what are your next steps:

What is the name of the screener Kansas schools are recommended to use? (Look at p. 41 and also notice possible responses to support you with this conversation.

\_\_\_\_\_

## Section Three: Reintegration; pages 53-60

p. 49 Discusses the Stanley Brown Safety Plan. Tell each of the steps:

- 1
- 2
- 3
- 4
- 5
- 6

p. 56 describes a support plan where the student checks in with an identified staff member.

This plan needs to be \_\_\_\_\_ and can be modified by

whom? \_\_\_\_\_,

\_\_\_\_\_, or \_\_\_\_\_.

## Section Four: Postvention; pages 61-104

When responding to the loss of a staff or student, you MUST HAVE permission to identify if they died by suicide. Clear communication of this cause of death is a protective factor. Explain the difference between the non-suicide death subsection (4.1) and the death by suicide subsection (4.2).

## Appendix 105-113

List 4 terms from p. 106 you want to take away from this year's training and learn more about:

- 1
- 2
- 3
- 4

List 2 resources, 2 educational interventions, and 2 references you want to look into deeper to become more informed:

Resources

- 1
- 2

Educational Interventions

- 1
- 2

References

- 1
- 2

## Conclusion / Contact

KSDE thanks you for the time you spent in awareness on the topic of suicide. Please remember, if you or your child is in crisis and needs assistance or support, please call or text 988. You may also call the crisis line directly at 785-841-2345. Certified and trained counselors will provide assistance and help you figure out what the best next steps could be for you or your child.



*Kansas leads the world in the success of each student.*

For more information, contact:

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