# Suicide Prevention Training for School Employees (March 2018)

The trainings included in the chart below meet criteria for school employee training as required by IC 20-28-3-6.

<table>
<thead>
<tr>
<th>Training</th>
<th>Audience</th>
<th>Training Description</th>
<th>Program Outcomes/Objective</th>
<th>Contact/Cost</th>
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</thead>
</table>
| Applied Suicide Intervention Skills Training (ASIST) | • School Counselors  
• Social Workers  
• Nurses  
• School Psychologist. | A two-day intensive and interactive training aimed at developing “suicide first aid” skills and competencies. This model involves assessment of suicide risk and the development of a “safeplan,” which provides various options depending on present and future risk, available resources and the needs of the person at risk. | • Recognize that caregivers and persons at risk are affected by personal and societal attitudes about suicide.  
• Discuss suicide in a direct manner with someone at risk.  
• Identify risk alerts and develop related safe plans.  
• Demonstrate the skills required to intervene with a person at risk of suicide.  
• List the types of resources available to a person at risk, including themselves.  
• Make a commitment to improving community resources.  
• Recognize that suicide prevention is broader than suicide first-aid and includes life promotion and self-care for caregivers. | 1.888.733.5484  
Email: usa@livingworks.net  
Cost can vary by: Trainer and/or # of participants/organization/materials |
| At-Risk for PK-12 Educators Online Program | • Pk-12 School Educators | 120 minutes, online, interactive gatekeeper training | • Recognize and respond to signs of psychological distress in students. | Kognito
https://kognito.com/products/at-risk-for-high-school-educators
1-212-675-9234
Cost can vary by: Trainer and/or # of participants/organization/materials |
| Question Persuade Refer. (QPR) | • Any and all school personnel • Volunteers | A two-hour program designed to teach school staff how to recognize and refer someone at risk of by following three steps. | • Knowledge about suicide. • Gatekeeper self-efficacy. • Knowledge of suicide prevention resources. • Gatekeeper skills. • Diffusion of gatekeeper training information. | 1.888.726.7926
Email: qpr@qprinstitute.com
Cost can vary by: Trainer and/or # of participants/organization/materials |
| Question Persuade Refer (QPR) Training for Trainers (T4T) | • Any and all school personnel • School volunteers | An eight-hour training where you will learn how to conduct a QPR Gatekeeper Training, be given valuable teaching tools geared to increase awareness about suicide risk factors, and learn life-saving suicide prevention strategies. | • Understanding the nature and range of suicidal communications. • Knowing the groups at greatest risk of suicide and why QPR can work for them. • Suicide and suicide prevention in history. • The how, why and the research. • New and promising approaches to suicide prevention. • How QPR fits into national efforts. | 1.888.726.7926
Email: qpr@qprinstitute.com
Cost can vary by: Trainer and/or # of participants/organization/materials |

Substance Abuse and Mental Health Services (SAMHSA) – National Registry of Evidence-based Programs and Practices - [https://www.samhsa.gov/nrepp](https://www.samhsa.gov/nrepp)

Suicide Prevention Resource Center - [http://www.sprc.org/resources-programs?type=66&program_evidence[]=1&populations=All&settings=All&problem=All&planning=All&strategies=89&state=All](http://www.sprc.org/resources-programs?type=66&program_evidence[]=1&populations=All&settings=All&problem=All&planning=All&strategies=89&state=All)
- Trainings should be data-informed and responsive to address the unique needs of vulnerable populations, such as LGBTQ youth, foster youth, individuals with disabilities, and cultural, ethnic and racial groups.
- Training programs need to be culturally informed and developed with a focus on equity for specific subpopulations.
- All trainings can have instructors focus on specific district subpopulations and equitably address the needs of vulnerable youth.
- All trainings should be responsive to the social, emotional, cultural, educational, physical and developmental needs of the student population.