

# Integrated Depression Education as Suicide Prevention



Raise Awareness



Break Stigma



Spread Empathy



## LA County Youth Workgroup on Suicide Prevention

**Peggy Kubert**  
*Senior Director of Education*



**EMPOWERING TURN-KEY AUTHENTIC HOPEFUL ACCESSIBLE PEER-LED**

## Founded in 2004

Founded seventeen years ago after the loss of a 14-year-old who died from her depression; it was the second suicide in the community in the same school year

## Mission-driven

Dedicated to educating and raising awareness about adolescent depression, encouraging good mental health and breaking down the stigma surrounding mental health issues

## Free programs, always

All programs are no cost and focus on bringing our hopeful and empowering message to schools

## Evidence-informed

Published in *Advances in Social Work* in January 2019 based on an independent evaluation conducted by Michael S. Kelly, PhD, LCSW, of the Loyola University Chicago School of Social Work



# OUR STORY



Erika's Lighthouse®

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# OUR CORE MESSAGES

## Depression is..

a mood disorder  
common  
serious  
treatable

Everyone  
deserves good  
mental health

You are  
not alone—  
there is hope



# OUR PROGRAMS

We teach young people the skills to seek help through depression education that is teen centered, factual and hopeful.

## AUTHENTIC

Real stories from real teens

## EMPOWERING

Teens can find their voice

## ACCESSIBLE

Flexible and ready to use

## HOPEFUL

Not fear-based; comes from the heart



# OVER 900,000 TEENS HAVE BEEN EDUCATED SINCE 2004

218<sub>k</sub>

TEENS

533

SCHOOLS

39

STATES

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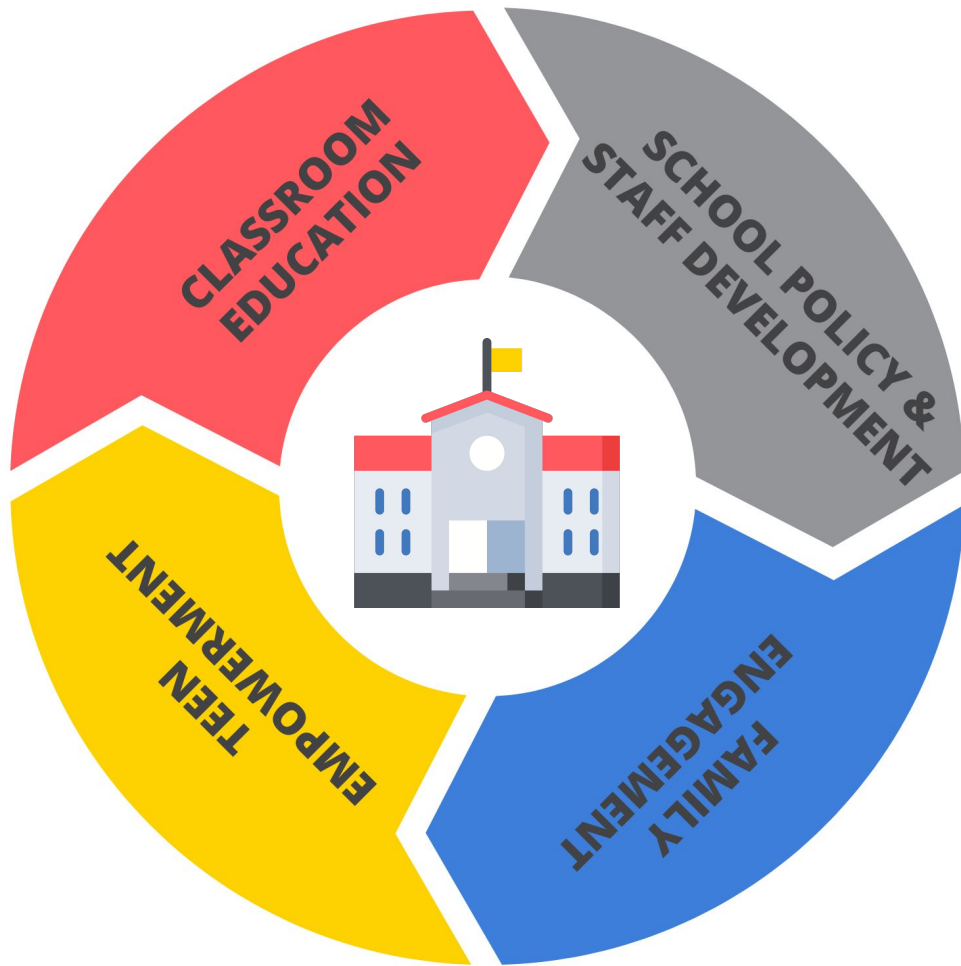
2019-20 School Year







Support lasting  
**CULTURE CHANGE**  
in schools



# WHY DEPRESSION EDUCATION?

- Mental health is just as important as physical health
- Early identification and intervention
- Identify more struggling students vs. just suicide prevention
- Can be taught in unison with traditional suicide prevention



**90-98%** of all youth suicides involve a mental illness, the most common being **depression.**

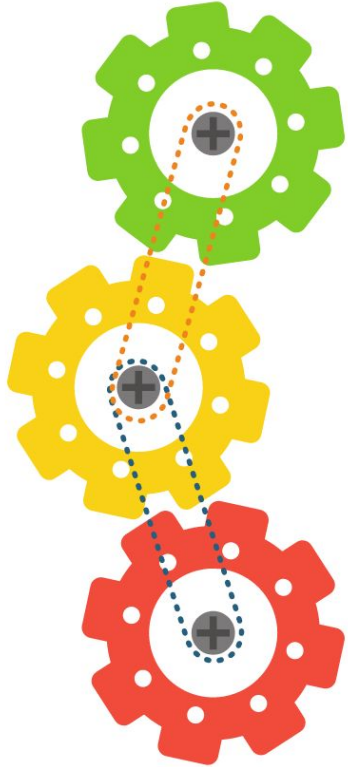


**80%** of young people with depression will go  **unrecognized and untreated.**



# CLASSROOM EDUCATION

*Together or Standalone - Beginning 2021-22 school year*



*Level I | Ideal for grades 4-6, fully bilingual*

## **We All Have Mental Health**

Introduction to mental health by understanding everyday feelings vs. overwhelming feelings with a strong focus on help-seeking and good mental health.

*Level II | Ideal for grades 5-9, mostly bilingual*

## **Depression Awareness**

Introduction to depression by recognizing signs and symptoms with a strong focus on help-seeking and good mental health.

*Level III | Ideal for grades 8-12, mostly bilingual*

## **Depression Education & Suicide Awareness**

Introduction to depression and suicide along with a strong focus on help-seeking and good mental health.



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# PROGRAM COMPONENTS

All levels are:

- Video-based
- Skills-based, meeting NHES
- 4 Lessons with 1-day options
- Flexible to allow for grade level crossover
- Utilizing the same best practices and aligning seamlessly with other programs
- Leveraging universal resources to share the same worksheets, handouts and add-ons
- Reviewed and updated regularly to maintain evidence-informed status
- Ideal for multi-disciplinary implementation within schools



**RECOGNIZING DEPRESSION** I come from Mexico City [and] a really loving family, a lot of support. The first interaction with depression I was about 14, 13. I was in Mexico. All of a sudden, I felt something was wrong. I thought it was mostly because of my relationship. I loved this girl with all my heart, but then for one reason or another, things didn't work out, especially with me moving to the United States. I knew that was going to be a tough transition.

Latinos, we know family, community. Leaving that behind, no matter where you go, even if you're leaving for the greatest thing, you're not going to have your family with you. That is the hardest part I think. That support, it's people who know when you're sad, when you're happy, they know everything about you. So not having that support [after you move], it's tough.

**IMPACTING DAILY LIFE** I knew that my grandma and my mom would have a hard time [with me leaving Mexico] because I'm their only son and their only grandson. So I knew that was going to be tough on them, so I was kind of sad for that reason too. I felt slow, my mind was clogged. My mood wasn't as happy, or as energetic. My thoughts were of guilt, thinking I could have done things different to sustain my relationship [with my girlfriend in Mexico]. I was clumsy in my movements, I did not want to do as many activities. My mom was a little angry and surprised. She had never seen [me depressed] like that, and she told me about how I was not focused. Coaches told me the same thing, my level of play wasn't as it used to be and they wanted me to perform well. The desire to learn wasn't as strong.

**SEEKING HELP AND FINDING SUPPORT** The inner struggle was that I was someone who I didn't think would have depression. I am outgoing. But it was happening to me. [For me, getting help was] going to therapy, meeting with my therapist. I miss her, she was a big part of my recovery from that state of mind. I remember the first sessions were just like basic stuff, getting to know me. After a while, that's when I really started opening up about the core of my depression.

EDGAR 2

Lesson 1 Overview and Objectives

Lesson 1 is the core lesson of *The Erika's Lighthouse Program* and is designed to raise students' awareness and knowledge of key concepts related to depression, suicide and help-seeking. Students watch a portion of *The Erika's Lighthouse Program* 18-minute video, which teaches key concepts about depression and suicide through student stories, narration and graphics. The lesson concludes by educating students on where and how to access help should they need it for themselves or a friend.

**NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT**

**STANDARD 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.  
**STANDARD 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**LEARNING OBJECTIVES**

Students will be able to:

- Define depression as a common mood disorder with specific changes in moods, thoughts and behaviors.
- Explain that depression can happen to anyone, anywhere.
- Explain that there's not one reason someone has depression.
- Recognize that depression can get better and you can find support.
- Access information on depression.

**TOTAL INSTRUCTION TIME**  
45 minutes

**TEACHING STRATEGIES**  
Video  
Discussion  
Accessing Information Activity

1





# GETTING STARTED

## *Where will the program fit?*

- Advisory
- Homeroom
- Health
- Physical Education

## *Who can teach it?*

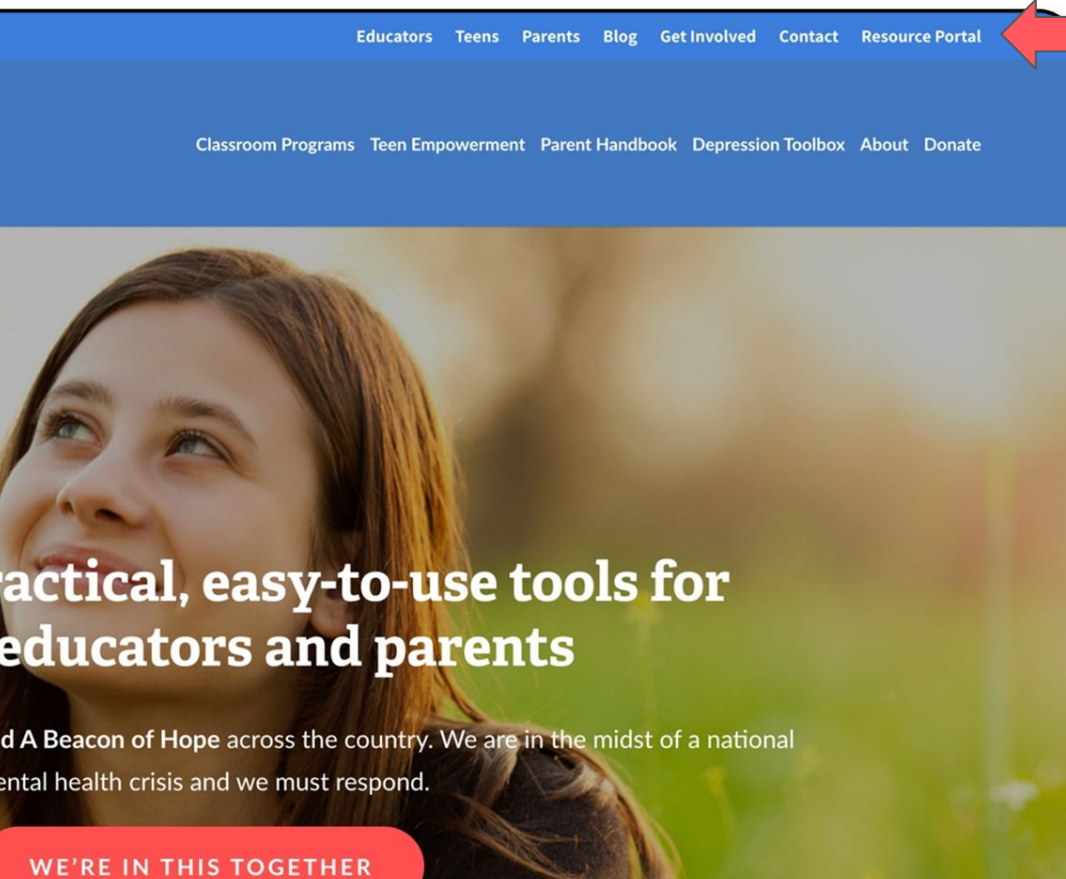
You! Ideal to team teach with an educator and a mental health staff person.

Review and communicate mental health protocol to all staff and/or host a staff training.

Access the programs the our online Resource Portal and review all program materials.



# HOW TO ACCESS OUR RESOURCES



Go to [ErikasLighthouse.org](https://ErikasLighthouse.org)

Click on the **Resource Portal** in the upper right corner of the screen.

# CULTURE CHANGE

*Supporting inclusive school communities*

## Teen Empowerment

### Teen Empowerment Clubs

*Official & Affiliate clubs to spread good mental health*

### Awareness into Action Activities

*Turn-key activities for schools to create inclusive cultures*

## Family Engagement

### Parent Handbook

*Understanding depression, treatment & good mental health*

### Family Night Workshops

*Turn-key program to educate families*

## School Policy & Staff Development

### Staff Training

*45-120 min training*

### Educator Support

*Email, phone, discussion board*

### Staff Engagement

*Self-care, collaboration and more*

### Policy Recommendations

*Interventions, partnerships, committees & more*

## Integrated Programs

### Universal Resources

*Shared documents, worksheets, philosophies and more across programs*

### Comprehensive Culture Change

*Working together, school communities can implement an array of programs to create inclusive school cultures*

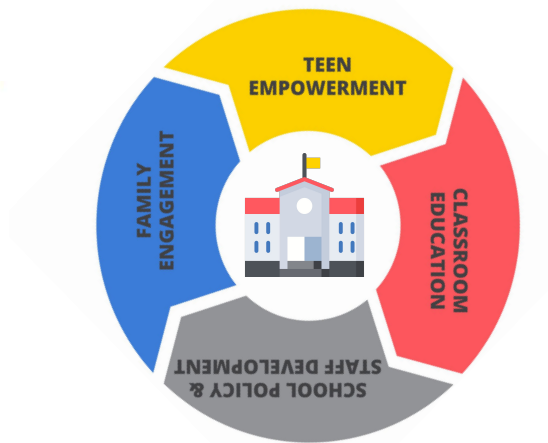
## Strategic Partnerships

### Maximize Interventions

*Support schools in implementing programs that are complementary to maximize impact*

### Best of the Best

*Carefully curated partners that represent the best programs available for school communities*





# KEEP US FREE

*Join our community dedicated to inclusive school communities around mental health*



**Team Resilience**  
Race for Depression Awareness with Erika's Lighthouse  
*from a 5k to the Chicago Marathon*  
[www.TeamResilience.Run](http://www.TeamResilience.Run)



**Shine A Light**  
Get Depression Out of the Dark with Erika's Lighthouse  
*Fundraise your way - your choice.*  
[www.ShineALight.fund](http://www.ShineALight.fund)

## SCHOOL-BASED OPPORTUNITIES

Take the  
**Positivity Pledge**  
31 📅 to Put Some 😊 in the 🌍

*Take the pledge, raise funds,  
support your mental health.*  
[www.ErikasLighthouse.org/get-involved/](http://www.ErikasLighthouse.org/get-involved/)



**Beacon of Hope**  
Community Walk & Fun Run

*Community & School walk & fun run to  
promote good mental health.*  
[www.BeaconofHope.fun](http://www.BeaconofHope.fun)



**SHINE BRIGHT**  
**NEON** Dance Relay  
Raising awareness and funds for good mental health through Erika's Lighthouse

*Dance relay customizable for your school  
community to promote good mental health.*  
[www.neonrelay.dance](http://www.neonrelay.dance)





# Erika's Lighthouse

A Beacon of Hope for Adolescent Depression®

[ErikasLighthouse.org](https://ErikasLighthouse.org)

## Program Support

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