

Reducing Risk-Factors and Increasing Protective Factors for Suicide Prevention: A Curated List of School-Based Programs and Peer-Based Programs or Clubs

The Hero In Each of Us



www.LASuicidePreventionNetwork.org



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

The Los Angeles County Youth Workgroup, a subcommittee of the Los Angeles County Suicide Prevention Network (LASPN) has put together the following list of evidence-based and promising programs, as well as existing peer-based clubs and programs geared towards youth and schools that aim to reduce risk factors and increase protective factors for suicide prevention. Please note that this is just a small sample of recommended programs and we appreciate hearing about additional programs you have found effective for your school or district.

If you're unsure where to start, have questions about programs and 'fit' for your district and schools, or anything else we are available to help. Further, if you are a school or district that has implemented any of the listed programs or others, we would love to hear from you. For either of the above, please contact us at info@lasuicidepreventionnetwork.org

Save The Date: May 5th, 2021 9AM to 12PM - Youth Suicide Prevention Program Roundtable: Building Protective Factors and Reducing Risk Factors. We will be holding virtual "round tables" from specific programs which will include short presentations and time for questions and answers. [Learn more and register here](#)

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INTRODUCTION (Cover Letter)

To Whom It May Concern,

The Los Angeles County Youth Workgroup, a subcommittee of the Los Angeles County Suicide Prevention Network (LASPN), is working to implement peer and community-based approaches to suicide prevention that will support a long term vision of zero suicides in Los Angeles County.

As part of our plan to implement peer and community-based approaches, we have identified that promotion of mental health includes a comprehensive approach to wellness. In particular, students need to be taught what mental health is and given the skills to achieve it. Two evidence-based strategies, Social Emotional Learning (SEL) and Mindfulness, have been found to enhance youth academic achievement and wellness, decrease risky behaviors, and improve relationships with peers and teachers. The skills and strategies that children and teens gain through SEL have been shown to increase protective factors and reduce risk factors associated with suicide. Effective SEL helps students to develop skills in problem solving, conflict resolution, and nonviolent ways of handling disputes, as well as develop a sense of connectedness, all of which serve as protective factors for youth against suicide and other self-destructive behaviors during transitions or crises.

Thus, we have established the following objectives:

- (Objective 1:1) by the end of 2024/2025 school year, a minimum of 25% of schools will have a peer-based club, program, wellness center or are actively promoting Teen Line on campus.
- (Objective 1.2) by the end of 2024/2025 school year, a minimum of 25% of schools will implement at least one effective program or strategy intended to reduce risk and strengthen protective factors suitable to meet the needs of their student body.

In order to facilitate adoption of Objective 1:1 and 1:2 by schools within our community, the LA County Youth Workgroup has put together the attached list of evidence-based and promising programs, as well as existing peer-based clubs geared towards youth and schools that aim to reduce risk factors and increase protective factors. All programs were evaluated based upon a set of criteria which included promising evidence, cultural fit to LA, capacity to expand, sustainability and affordability, as well as if they address risk and protective factors for suicide relevant to the needs of LA schools.

The implementation of peer and community-based approaches to suicide prevention that support our long term vision of zero suicides in Los Angeles County requires a collective effort; therefore, **we are asking you to implement, if you are not already doing so, at least one of the risk and protective or peer-based programs listed in the attached document.**

If you're unsure where to start, have questions about programs and 'fit' for your district and schools, or have concerns about anything else, we are available to help. We will also be holding virtual "round tables", from specific programs which will include short presentations and time for questions and answers on May 5th, 2021 from 9am – 12pm: [Learn more and register here](#). Further, if you have implemented any of the listed programs or other programs, we would love to hear from you.

For any of the above, please contact us at info@lasuicidepreventionnetwork.org.

PROGRAMS THAT ADDRESS RISK & PROTECTIVE FACTORS FOR SUICIDE PREVENTION

The following programs focus on risk and protective factors, which are the primary targets of effective suicide prevention programs used in school and community settings. The goal of these programs is to build new and strengthen existing protective factors and reverse or reduce risk factors for suicide in youth.

Break Free From Depression

Overview: Break Free from Depression is an evidence and school-based curriculum designed to increase adolescents' awareness and knowledge about depression, enhance their ability to recognize signs and symptoms in themselves and their friends, and increase students' skills and strategies for finding help for themselves and their peers. This 4-session curriculum for high school students combines didactic and interactive activities. The Break Free From Depression Program has been received by 30,000 students and 1,500 educators in over 60 schools in 38 states.

Purpose / Risk and Protective Factors: Increase knowledge about depression and suicide; Greater confidence in identifying signs of depression and suicide in themselves and their peers; Improved ability to find help for themselves and their peers.

Audience: The program has been evaluated and approved for students in grades 8 - 12.

Training: The training is free and online at <https://learn.openpediatrics.org/learn/dashboard/channel/60>

Evaluation: The curriculum was evaluated for safety, feasibility, and effectiveness. The results are published in the Break Free from Depression Manual in Chapter 5 entitled Evaluation. The manual is available online in the Resource section after the training is completed.

Cost: Free and available online. Includes access to online curricula training, teaching materials will be available upon successful completion of the online training. Included in the materials are step-by-step directions, handouts, resources, and presentations for the student curriculum, parent workshop, staff workshop, and the Break Free from Depression documentary.

Virtual Application: All resources can be adapted for distance learning.

To Get Started: BCHNP@childrens.harvard.edu or call us at 617.919.3226 or Karen Capraro, LICSW at karen.capraro@childrens.harvard.edu or 617-919-3220.

CAST (Coping and Support Training) (Special Focus: At Risk Youth)

Overview: CAST (Coping And Support Training) consists of twelve, 55-minute sessions facilitated by an adult who works well with at-risk youth and who is trained to implement the CAST program. The twelve 55-minute CAST sessions are usually offered twice per week in a (middle or high) school setting as a pull-out program, or outside of the school setting by youth-oriented agencies, mental health professionals, and community centers. CAST delivers life-skills training and social support in a small-group format (6-8 students per group).

Sessions focus on group support, goal setting and monitoring, self-esteem, decision-making skills, better management of anger and depression, "school smarts," control of drug use with relapse prevention, and self-recognition of progress through the program. Each session helps youth apply newly acquired skills and increase support from family and trusted adults. Every session ends with a "Lifework" assignment that calls for the youth to practice the session's skills with a specific person in their school, home, or peer-group environment.

Purpose / Risk and Protective Factors: The program has been selected as a model program by Substance Abuse Mental Health Services Administration (SAMHSA) and is listed on SAMHSA's National Registry of Evidence-based Programs and Practices. It is identified as a Centers for Disease Control (CDC) Promising Practice. CAST participants in several National Institute of Health (NIH) funded studies saw significant and sustained reduction of suicide risk behaviors, reduction of drug use, reduction in depression, increase in personal control, increase in problem-solving, and increase in family support.

Audience: Youth in grades 6-12. CAST may be used as a Universal (Tier 1) SEL program, Selective (Tier 2) program for at-risk youth, and/or Indicated (Tier 3) program for students evidencing current risk factors related to drug use, school dropout and/or emotional distress. A single curriculum is suitable for all grade levels, as long as the Facilitator is trained and fidelity is supported by a strong infrastructure.

Training: 4-day, on- or off-site training workshop for CAST leaders and coordinators / 2-day, on- or off-site advanced training for CAST coordinators (optional).

Evaluation: Several fidelity monitoring tools are available from the developers for process evaluation and a pre-post survey is available online for student outcome measurement. Data analysis and reporting is also available through the developer, if sites wish.

Cost: Foundational RY Facilitator Training is offered in a three-part training series (total 6 hours of live webinar-style learning, plus between-Module assignments) = \$1,499.95 per participant (includes required *RY Curriculum Set*). RY Student Workbooks (consumable, one for each RY student) = \$35.50/each (paperback) or \$25.50 (digital) and 10%-20% discounts for bulk orders

Virtual Application: Due to the pandemic (Covid-19), in-person trainings are suspended for the time being. Several online and digital offerings are available to meet your training and implementation needs while distancing measures are in place.

To Get Started: Visit www.reconnectingyouth.com or contact info@reconnectingyouth.com

Directing Change Program

Overview: An evaluated and free youth mental health promotion and suicide prevention program supported by the Department of Education and Los Angeles County Office of Education where youth research and apply knowledge about mental health, suicide prevention, warning signs, how to get help, and how to help a friend to the creation of short films or art projects that are then used to raise awareness and promote conversations in schools, families and communities. . Directing Change has been implemented in over 100 (or 109, if we want to be precise) middle schools, high schools, universities, and youth organizations and clubs in Los Angeles County since its implementation in 2012. Participants in Los Angeles County can access free online modules that cover suicide prevention and mental health content as well as filmmaking fundamentals here:

https://lacoeb.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=446_1&content_id=28214_1. To access the TEAL blackboard site, you don't have to log in, just click "Preview as a Guest" under the login boxes and the CDOL-Directing Change modules should be on the right side for review.

Purpose / Risk and Protective Factors: To educate young people about critical health topics through the medium of film and promote social justice by changing conversations in schools and communities. To increase knowledge of the warning signs for suicide and how to support a friend, change conversations about mental health in families, schools and communities, promote healthy coping, increase help seeking behaviors, and reach young people from non-English speaking families, immigrant and other cultures.

Audience: Middle school, high school, higher education students and youth outside of schools aged 12 - 25.

Training: No training required, but available upon request at no charge. Mental health and suicide prevention lesson plans available for download or can be provided free of charge by program team.

Evaluation: Directing Change has been independently evaluated by NORC at the University of Chicago, and has been found to create knowledge, attitude, and behavior changes around mental health and suicide prevention. A quick summary of findings can be reviewed here: https://www.directingchange.org/wp-content/uploads/NORC_Directing-Change-Infographic-2017.pdf and the full report can be read here: <https://www.directingchange.org/wp-content/uploads/CalMHSA%20DC%20Eval%20Report.pdf>.

Cost: No cost.

Virtual Application: The program can be implemented equally in a distance learning or traditional classroom setting.

How to Get Started: Resources and further information about the program can be accessed on the program website at www.DirectingChangeCA.org. For more information contact Devin@directingchange.org

Erika's Lighthouse

Overview: Evidence-informed, school-based teen depression awareness program, encouraging good mental health and breaking down the stigma surrounding mental health issues. The organization has impacted over 850,000 students since its founding. They are currently in over 530 schools across 39 states and 4 countries, including several schools in California and have a strong partnership with Los Angeles Unified School District and schools throughout Orange County, California. Erika's Lighthouse offers school communities classroom education, teen empowerment, family engagement and school policy & staff development opportunities.

Purpose / Risk and Protective Factors: The program provides a thorough and scientific understanding of depression, explores and clears away negative stigma associated with mental illness, provides guidance on how to seek help for oneself and a friend, and addresses the importance of adopting and maintaining healthy coping mechanisms to combat everyday stressors.

Audience: Upper Elementary, Middle school, and High school students at schools or organizations. Starting next school year, Erika's Lighthouse will offer programming for grades 4-12 with three programs; Level I: We all Have Mental Health; Level II: Depression Awareness; Level III: Depression Education and Suicide Awareness. All of their programs are focused on mental health/depression literacy, help-seeking and good mental health. The organization believes that depression education is suicide prevention.

Training: Offers formal staff training along with a variety of materials and resources, including videos and lesson plans.

Evaluation: A multi-disciplinary evaluation offers Erika's Lighthouse and schools a 360-degree review of the program's use and effectiveness by surveying students, educators and school mental health staff.

Cost: All programming and resources are free of charge.

Virtual Application: A remote learning program is available for schools working virtually.

To Get Started: Simply create a free Resource Portal account at ErikasLighthouse.org/portal.

Finding Focus

Overview: Finding Focus is an online attention training program for high schools, helping students train their brains for calm and focus. It was founded in the belief that training attention gives students greater influence over their thoughts and emotions. The program is a 22-day course, where students learn how to improve their mental health through four 12-minute lessons as well as daily 4-minute exercises. It has been scientifically designed with students in mind including interactive lesson plans that keep students engaged, advanced personalization of content to each student, and taught using best practices from Learning Science. There is an intuitive interface that allows teachers to effortlessly enroll students and track their progress.

Purpose / Risk and Protective Factors: The program has been shown to improve stress management, emotion regulation and focus ultimately removing barriers to learning.

Audience: High school students.

Training: None required, the program is self-led.

Evaluation: Research reveals that this course can be beneficial for students. It has led to significant improvements in stress management, emotion regulation, and classroom focus. Part of the reason this course is beneficial is because it changes students' beliefs about focus. It leads to significant increases in growth mindsets about attention, motivation to practice, and confidence on how to train their focus.

Cost: Thanks to a grant from the U.S Dept. of Education, high school staff can share the course with as many students as they like at no cost.

Virtual Application: The program is done exclusively in a virtual format.

To Get Started: Visit <https://www.findingfocus.app/>

GritX

Overview: [GritX.org](https://gritx.org) is a FREE digital platform that combines evidence-based interventions from Cognitive Behavior Therapy (CBT) and Dialectical Behavior Therapy (DBT) to be used with your students (13-26 years old). Spanish and English is available currently. [GritX.org](https://gritx.org) is not for emergencies, as the main focus is Wellness Education. If there is a mental health emergency, users are recommended to call 9-1-1 or the Suicide Hotline at 1-800-273-8255. [GritX.org](https://gritx.org) may be used along with and not as a replacement for services provided by a mental health professional.

Purpose / Risk and Protective Factors: [GritX.org](https://gritx.org) helps individuals with emotional literacy, helps increase coping skills, helps identify unhelpful thinking patterns, and may help to increase resiliency and reduce challenges brought on by trauma and Adverse Childhood Experiences (ACEs).

Audience: Students 13 – 26 years old. Additionally, the "Catch Your Breath" portion of the platform may be used to guide mindful breathing exercises. This can be used for most ages, even for K-6 students, if developmentally appropriate. This can be accessed at <https://gritx.org/breathing/>.

Training: No training is required to use the [GritX.org](https://gritx.org) platform. Wellness Together School Mental Health is glad to lead a training or a "deep dive" into the platform for school staff, mental health practitioners, or other youth-serving professionals.

Evaluation: The [GritX.org](https://gritx.org) platform is one of the main tools used in the Wellness Together School-Based Mental Health Program in secondary school sites and university settings. It has been shown effective to help increase interpersonal and intrapersonal skills, connecting with others, and increasing resiliency.

Cost: No cost

Virtual Application: All virtual.

To Get Started: Visit gritx.org - Anyone can access [GritX.org](https://gritx.org) as it is a free Wellness Education platform. If it is helpful to have staff trained, Wellness Together School Mental Health would be glad to help. Please contact Jeremiah Aja, Assistant Director at jeremiah@wellnesstogether.org or (916) 905-6086.

Reconnecting Youth

Overview: Reconnecting Youth (RY), a Peer Group Approach to Building Life Skills, is a school-based prevention program that uses small group skills training in order to enhance personal competencies and social support resources. The RY class is part of a school curriculum, meeting daily or on a block schedule, and should be offered for credit and graded. The lessons are fast-paced and interactive, incorporating many different learning styles. The students learn life skills that enhance protective factors associated with self-esteem enhancement, decision-making, personal control, and interpersonal communication. RY also incorporates several social support mechanisms for participating youth: social and school bonding activities to improve teens' relationships and increase their repertoire of safe, healthy activities; development of a crisis response plan detailing the school system's suicide prevention approaches; and parent involvement, including active parental consent for their teen's participation and ongoing support of their teen's RY goals.

The course curriculum is taught by an RY Facilitator, a member of the school staff or partnering agency who has abilities as a "natural helper," has healthy self-esteem, is motivated to work with high-risk youth, and is willing to comply with implementation requirements.

Purpose / Risk and Protective Factors: To teach skills to build resiliency against risk factors and control early signs of substance abuse and emotional distress. Risk and protective factors: builds life skills and support mechanisms to achieve outcomes in the three program goal areas: Increased School Performance, Decreased Drug Involvement and Decreased Emotional Distress.

Audience: Students in grades 6-12, targeting youth who demonstrate poor school achievement and a high potential for school dropout. Eligible students can include those at risk for school dropout, must have either (1) fewer than the average number of credits earned for all students in their grade level at their school, high absenteeism, and a significant drop in grades during the prior semester or (2) a record of dropping out of school. A single curriculum is suitable for all grade levels, as long as the Facilitator is trained and fidelity is supported by strong infrastructure.

Training: Several interactive and comprehensive training options are available to implementers, including online options, in addition to solid and practical background material to prepare staff for their roles.

Evaluation: Several fidelity monitoring tools are available from the developers for process evaluation and a pre-post survey is available online for student outcome measurement. Data analysis and reporting are also available through the developer if sites wish.

Cost: Foundational RY Facilitator Training is offered in a three-part training series (total 6 hours of live webinar-style learning, plus between-Module assignments) = \$1,499.95 per participant (includes required *RY Curriculum* Student Workbooks (consumable, one for each RY student) = \$35.50/each (paperback) or \$25.50 (digital) and 10%-20% discounts for bulk orders.

Virtual Application: Due to the pandemic (Covid-19), in-person trainings are suspended for the time being. Several online and digital offerings are available to meet training and implementation needs,

To Get Started: Visit www.reconnectingyouth.com or contact info@reconnectingyouth.com

RULER

Overview: Evidence-based, school-wide approach to promote emotional literacy, which includes Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. RULER implementation involves systematic professional development for the adults involved in the education of children so that emotions become central to learning, teaching and parenting. The program was developed at the Yale Center for Emotional Intelligence, with a team of over 50 researchers, educators, psychologists, trainers, coaches, curriculum writers, and support staff. Applying research to real-world practice is a central tenet of our Center's mission.

Purpose / Risk and Protective Factors: Develop emotional literacy, self and social awareness, empathy, and perspective-taking ability, as well as to foster a healthy emotional climate.

Audience: PreK-12 schools and districts, public, private and parochial.

Training: [RULER Institute Online](#) is similar to their in person institute, but allows for an online version of their training. Teams of 3 to 5 school leaders and educators from each preK-12 school attend together virtually through their own personal devices. The online experience consists of weekly live and recorded sessions with RULER trainers, two hours of individual participation per week, implementation planning, discussions with other training participants and the RULER training team, and research based content. For more information, you can view a [brief video](#).

Evaluation: The organization is working on establishing measures for each stage of the RULER implementation process to provide schools to assist them in measuring quality of implementation and to inform their work going forward. All measures will be provided at no additional cost.

Cost: Per school costs are as follows: \$6,000 for 3 participants - \$7,000 for 4 participants - \$8,000 for 5 participants. This includes a 6-week online training, 2 years of access to an online platform of staff development and preK-12 curricular resources as well as coaching, newsletters and webinars.

Virtual Application: All materials are currently available online.

To Get Started: Visit www.rulerapproach.org for more information or contact rulertraining@yale.edu with questions.

Second Step

Overview: Program rooted in social-emotional learning (SEL) that helps transform schools into supportive successful learning environments uniquely equipped to help children thrive, includes a bullying prevention unit and child protection unit. The prevention program is designed to reduce impulsive and aggressive behavior in children and adolescents by increasing their social competency skills. Research-based Second Step is in about 750 Los Angeles and Orange County Schools. Since 2006, kits have been ordered and replaced and since 2017, online licenses are in many Middle Schools.

Purpose / Risk and Protective Factors: The holistic approach helps create a more empathetic society by providing education to professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. Increase students' social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting.

Audience: Pre-K – 8th grades.

- Second Step SEL Early Learning for ages 4-5
- Second Step SEL for grades K-5
- Second Step SEL Middle School grades 6-8 (includes bullying prevention)
- Bullying Prevention Unit for grades K-5
- Child Protection Unit for Early Learning through Grade 5
- Out-Of-School Time research-based SEL for grades K-5
- Social-Emotional Learning for Adults being developed and piloted now. Will be ready in 2021.

Training: Training and implementation required, online training option is available for teachers and counselors. Free live webinars are also available.

Evaluation: Second Step has assessment options based on your goals for: Implementation Fidelity, Needs Assessment, and Summative Assessment. See the grid with the link below. The organization works with DESSA, Panorama, SDQ, DECA, and SELweb. [Student Assessment](#)

Cost: Individual grade-level kits are available for \$250-\$325, while a bundle of kits for grades K-5 is available for \$1,250-\$1,500. You can find more information on pricing view [Second Step Programs Price List PDF](#)

Virtual Application: There are a variety of remote and virtual adaptations for the majority of all programs available.

To get Started: Contact Neal Robbins, Senior Education Partnerships Manager for aggregated purchases NRobbins@cfchildren.org or support@secondstep.org for initial inquiries.

Sources of Strength

Overview: A best practice youth mental health promotion and suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. It was developed in 1998 in North Dakota, in partnership with rural communities. Since 2006, Sources has been implemented in hundreds of communities and thousands of schools across 40 states including many schools and communities throughout California and many American Indian/Alaska Native and First Nations communities.

Purpose / Risk and Protective Factors: The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength utilizes an upstream model which strengthens multiple sources of support around young individuals so that when times get hard they have strengths to rely on. Program activities aim to reduce the acceptability of suicide as a response to distress, increase the acceptability of seeking help, improve communication between youth and adults, and develop healthy coping attitudes among youth.

Audience: Adolescent and young adults (13-25) in urban, suburban, rural and/or frontier geographic locations. Sources of Strength has been utilized at the Middle School, High School, Community, and University levels. Additionally in 2020 Sources of Strength launched an Elementary program available for 3rd-6th grade students, that is now running in more than 200 schools nationwide.

Training: Certified trainers provide an initial 3-6 hour interactive training for Adult Advisors and a 5-6 hour interactive training for Peer Leaders and Adult Advisors together. Adult Advisors and Peer Leaders participate in ongoing meetings over the duration of the school year in which they plan, launch, and deliver public health campaigns that engage the broader school population to create positive social norm change, fostering communities of greater connection, resilience, belonging, and wellness.

Evaluation: Sources of Strength has been listed on the National Best Practices Registry (BPR) by the Suicide Prevention Resource Center (SPRC) and The American Foundation for Suicide Prevention (AFSP) since 2009. Sources of Strength has also been listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) since 2011. The Center for Disease Control and Prevention's (CDC) 2017 *Preventing Suicide: A Technical Package of Policy, Programs, and Practices*^[4], featured Sources of Strength as an evidence based Peer Norm Program.

Cost: Initial training and implementation with Sources of Strength costs \$5,000. This is an all-inclusive fee that includes front end support, travel expenses, training of Adult Advisors, training of Peer Leaders, materials, and ongoing follow up support. Sources of Strength also offers a Train the Trainer model to increase scalability, affordability, and sustainability which reduces sustaining fees to \$500 per year. Contact Sources of Strength for a personalized quote based on project timeline, deliverables, and scale. <https://sourcesofstrength.org/startup-questionnaire/>

Virtual Application: Sources of Strength has developed virtual trainings and remote learning resources to support effective program implementation during COVID.

To Get Started: Fill out a startup questionnaire on Sources of Strength's website to set up an exploratory conversation <https://sourcesofstrength.org/startup-questionnaire/> Sources of Strength also has a [Grant Writing Resource Packet](#) to assist in acquiring funds.

The PAX Good Behavior Game (PAX GBG)

Overview: The PAX Good Behavior Game is a classroom-based, evidence-based preventive intervention applied by teachers as part of their daily management of their classroom. This intervention consists of a set of research-based strategies based in behavioral science, neuroscience, and cultural wisdom that improve academic performance as well as a host of lifetime outcomes for children. PAX GBG and its proven outcomes, which includes reduced problematic behavior, increased standardized test scores, and reduced mental, emotional, & behavioral disorders, have been implemented in over 50,000 classrooms since 2006. In California only, a minimum of 450 teachers have been trained including from SFUSD, SSFUSD and VUSD.

Purpose / Risk and Protective Factors: PAX GBG promotes teacher and peer reinforcement for the inhibition of problematic behavior and exhibition of pro-social behavior. PAX GBG increases student engagement and on-task behavior. PAX GBG reduces violence at school and at home and also improves relationships at home. PAX GBG decreases prevalence and onset of an array of risky behaviors and reduces the risk probability of psychiatric disorders and suicide.

Audience: PAX GBG is focused on grades K-8 but can be implemented K-12. PAXIS Institute offers distinct training for those working with elementary and adolescent students.

Training: PAXIS Institute offers PAX GBG Initial Training to begin implementing PAX GBG as soon as the very next school day. PAX Partner Training teaches local external support personnel to guide, coach, and troubleshoot the implementation. PAX Sustainability Training teaches internal school leaders to guide and sustain PAX GBG implementation. PAX Next Steps Training helps implementers troubleshoot their implementation as well as fully integrate PAX GBG into other initiatives such as Social-emotional Learning, PBIS, MTSS, or Trauma-informed Classrooms. PAX Heroes Training extends PAX strategies for students in need of more individualized, intensive supports. PAX Tools Training provides caregivers and community personnel who work with youth many of the same strategies found in PAX GBG for use at home or in the community.

Evaluation: PAXIS Institute collaborates with stakeholders, implementers, and research institutions around the world on data tracking, analysis, research and dissemination of outcomes - regardless of result. Evaluation may include training effectiveness, implementation maintenance, predictive impact, or any of a number of customized, local outcomes that are meaningful to the stakeholder.

Cost: Contact Info@PAXIS.org to discuss your sites particular needs and custom pricing.

Virtual Application: All PAX-related trainings are available in both face-to-face and virtual formats. PAXIS also provides hundreds of resources for implementing PAX strategies and improving outcomes in face-to-face, virtual, and socially-distanced formats with students.

To Get Started: Visit [PAXIS.org](https://www.paxis.org) or email Info@PAXIS.org to discuss your PAX GBG implementation.

The Trevor Project Trainings

Overview: The Trevor Project offers accredited lifesaving, life-affirming programs and services to LGBTQ youth that create safe, accepting and inclusive environments over the phone, online and through text.

Purpose / Risk and Protective Factors: A research-based, culturally grounded approach to help ethically, socially and religiously diverse families to support their LGBT children.

Audience: Lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13 - 24.

Training: The organization offers several suicide prevention trainings and workshops. The Trevor Lifeguard Workshop is a free online learning module based on an in-person workshop, which is listed in the SPRC/AFSP Best Practice Registry for Suicide Prevention. LGBTQ on Campus is an online, interactive training simulation for students and faculty in higher education. Step-In, Speak-Up are online, interactive training simulations for faculty and staff working with youth in grades 6 - 12.

Evaluation:

Cost: Training and workshops range from free of cost to a fee.

Virtual Application: Many of the trainings and workshops are available in a digital format.

To Get Started: Visit <https://www.thetrevorproject.org/about/programs-services/>

PEER BASED PROGRAMS

The following programs harness the power of peer-to-peer interaction, an integral component of many youth suicide prevention programs.

Bring Change to Mind

Overview: Bring Change to Mind's mission is to end stigma and discrimination surrounding mental illness. The organization develops multimedia campaigns, curates storytelling movements and develops youth programs to encourage a diverse cultural conversation around mental health. Bring Change to Mind's High School Program is a student-led club that gives teens a platform to share their voices and raise awareness around mental health. Their goal is to empower students to educate one another, and their communities, and to create a culture of peer support within their schools. As of Fall 2020, the program is operating within seven main geographic regions, including Northern California and Southern California.

Purpose / Risk and Protective Factors: The High School Program helps to erase the stigma surrounding mental illness by increasing awareness and education, fostering student empowerment, building mentoring opportunities, and encouraging youth to challenge the misconceptions that so commonly surround mental health conditions.

Audience: High school students.

Training: Students are provided with 1. \$500 annual grant for group and campus wide activities 2. educational and promotional materials 3. access to the Club Portal which contains event and activity breakdowns, educational presentations and a club guidebook 4. Invitations to annual summits where all club members come together to learn from leaders in the mental health field 5. Free annual Headspace meditation app subscription 6. And invitations to upcoming events in the area.

Evaluation: From 2015 to 2017 Bring Change to Mind funded a formal evaluation of their High School Program to ensure the program's efficacy and impact. The evaluation performed by UC Berkeley findings indicated that high school students can and do reveal meaningful reductions in stigma as a result of the Bring Change to Mind High School Program club participation. The organization is currently working with Indiana State University to conduct all school evaluations, with multiple school sites, as they assess the ripple effect of the club on youth perspectives, knowledge and attitudes towards mental illness.

Cost: No cost.

Virtual Application: Virtual, hybrid and in-person models are available.

How to Get Started: If you are a student or school staff member interested in launching a Bring Change to Mind High School Program club at your school, you can fill out an application form [here](#). If you have any questions or need additional information, email highschool@bringchange2mind.org.

GLSEN Training (Special focus: LGBTQ)

Overview: GLSEN works to ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment. Their resources include educator resources that enable them to create safe and affirming classrooms and implement lesson plans and activities that foster LGBTQ+ inclusion. Further, their Gender and Sexuality Alliance (GSA) resources invite students who are part of these LGBTQ-focused student clubs to learn more about how to create sustainable clubs that promote LGBTQ student advocacy, connection, and leadership in their school communities.

The organization has a total of 41 GLSEN volunteer-based chapters across the country, with one in L.A. that can provide professional development and GSA support for schools in LAUSD.

Purpose / Risk and Protective Factors: Transform schools into the safe and affirming environment all youth deserve via developing supportive educators, comprehensive policies, inclusive curriculum and support students.

Audience: All school-aged students.

Training: Offers a variety of webinars and workshops

Evaluation: GLSEN research indicates that students at schools with a GSA were less likely to feel unsafe because of their sexual orientation or gender expression and missed less school than their peers who attended schools without a GSA. LGBTQ students with a GSA at their school also reported less anti-LGBTQ discrimination.

Cost: Majority of resources come at no cost. Costs associated with professional development are set per chapter. Contact for more information.

Virtual Application: Majority of resources are available virtually. Costs associated with professional development are set per chapter. Contact for more information.

To Get Started: Visit GLSEN.org. If students or educators are interested in starting GSA's at their schools, they can email students@gsen.org. The GLSEN L.A chapter can be reached at losangeles@chapters.glsen.org.

Kognito Friend2Friend

Overview: *Friend2Friend* is a 25-minute, online, interactive training program for high school students. In the training, users assume the role of a high school student concerned about a friend and engage in a simulated conversation with this friend.

Purpose / Risk and Protective Factors: Users learn and practice effective conversation strategies for broaching the topic of psychological distress, motivating the peer to seek help, and avoiding pitfalls, such as giving unsolicited advice and criticizing. This program is based on *At-Risk for College Students*.

Audience: Youth ages 13 - 18

Training: 25 minute online training program.

Evaluation:

Cost: Individual users \$33.60, District \$5,000 (\$400 per school) includes yearly subscriptions to simulations that include hosting, technical assistance, program evaluation and usage reports.

Virtual Application: Yes

How to Get Started: Visit <https://kognito.com/products/friend2friend> for further program information, a demo and pricing.

Life Savers Training Program

Overview: A three-day suicide and crisis prevention program that trains high school and college-aged young people to listen to peers compassionately and confidentially using specialized techniques designed to help teenagers cope with the challenges of drugs and alcohol, peer and family relationships, sexual issues, academic problems, aggression, anxiety, and suicide. The organization has trained young-people in as many as 40 different schools since its inception in 1987.

Purpose / Risk and Protective Factors: To increase understanding of warning signs of suicide, increase the ability to intervene with students who may be at risk for suicide, increase knowledge of referral points for students who may be a risk for suicide, enhance listening skills and learn coping skills.

Audience: High school and college-aged young people. There is a three-day training program for high school students, a two-day program for college students, and an overnight program for middle school students. All programs teach listening and referral skills, but each is geared for the special needs of trainees at different age levels.

Training: Training retreat curriculum includes learning via a multi-format presentation (lectures, role-playing, music, physical activity, written work, interactive experiences, appropriate physical contact, open discussions, etc.). Train the Trainer option is also available – participate in a 4-day training retreat, or participate in a 2-day retreat with other LifeSavers from all schools to enhance skills.

Evaluation: The program is based on 30 years of evidence and is evolutionary. Trainers should be willing to embrace the philosophy and steps of the training process.

Cost: The 3-day training costs approximately \$230 per participant with a minimum of 45 student trainees. Schools are responsible for transportation. Application for reduced fees on a sliding scale is available.

Virtual Application: The organization is currently looking into developing virtual teaching tools. The program involves connecting to peers personally and emotionally.

To Get Started: For more information contact Kelley R Gardiner, MA, LifeSavers Training Corporation, Executive Director at 618-615-662 or executivedirector@lifesavertrainingcorp.org or visit lifesavertrainingcorp.org.

NAMI on Campus High School Club (NCHS)

Overview: Peer-led, mental health awareness clubs on high school and college campuses. Student members raise awareness on their campuses about mental health, reduce stigma, and become advocates. In a NAMI On Campus High School Club, it is expected that it is a safe place where people can share their experience with the knowledge that their information will remain within the club and will not be something that they are judged for in the future. Advisors of NCHS Clubs are also held to be mandated reporters and will notify the relevant authorities if they hear something that could be of concern to a student's safety. They currently have about 70 clubs across California; 25 within Los Angeles and Orange County.

Purpose / Risk and Protective Factors: Educate and increase mental health awareness, end stigma that surrounds mental illness, create an inclusive, safe and supportive school environment, encourage people to recognize early signs of mental illness.

Audience: Clubs are open to all students, faculty and staff on high school campuses. NCHS clubs educate those within the campus, but also directly or indirectly educate families of the students and staff on the importance of mental health awareness through presentations like Ending the Silence and club led activities.

Training: All NCHS Clubs must complete a NCHS Training either in person or virtually. The purpose of this training is to educate new clubs on what mental health and stigma is, how to combat the stigma that surrounds mental health conditions, and prepare them to start a successful club that will continue on after all original members have graduated.

Evaluation: Twice a year Biannual Report forms are sent out to gather information on how clubs are doing and in what areas they feel they need more support. In past reports, clubs have reported that they have made positive impacts on their campuses by either educating students on the importance of mental health or making students aware of where to go to seek mental health resources on campus and in their community.

Cost: There is currently no cost to become a NCHS Club.

Virtual Application: Each club will receive a digital copy of the manuals, toolkits, and activity guide. We have also developed a virtual training for new clubs to continue the start-up process.

How to Get Started: If someone is interested in creating a NCHS Club on their campus, they can fill out in an interest form here- <https://www.surveymonkey.com/r/CQJQN6J> . They can also get more information by contacting the NCHS Coordinator- NCHS@namica.org

Teen Line

Overview: Aims to destigmatize mental health issues by improving mental health knowledge and understanding, build protective factors by teaching coping skills and identifying support network, and promote help seeking behavior by providing helpful resources, such as Teen Line's peer hotline. Interactive presentations work to inform youth about common struggles, warning signs and symptoms, and provide support during the difficult teenage years:

- **General Presentation** (Anxiety/stress, depression, relationships, etc): Focuses on the Teen Line hotline and volunteer opportunities. We discuss difficult teen issues such as depression, self harm, suicide, anxiety and stress. We teach coping skills, help students identify their support network and how to reach out for help.
- **Suicide Prevention:** Focuses on the warning signs of suicide, as well as ways to help yourself or a friend. *Note: Not conducted virtually*
- **Understanding Gender Identities and Sexual Orientation:** What are the differences between gender identity and sexual orientation? LGBTQ stands for...? We will discuss what it means to be an ally, including how to give and get support.
- **Healthy Relationships:** What makes a healthy relationship? How are they different from unhealthy and abusive relationships? We discuss the importance for communication and boundaries, how to support others experiencing abuse and provide additional resources for youth.

Purpose / Risk and Protective Factors: Coping skills, mental health education, awareness and destigmatization, identify support networks, identify healthy vs unhealthy relationships, and how to reach out for help.

Audience: Middle or high schools or community organizations serving youth. Outreach services are tailored to accommodate different schedules and populations and range from 45 minutes to 1 ½ hours. Given the interactive nature of the presentations, the programs are conducted only in classroom settings.

Training: Different outreach presentations are offered.

Evaluation: 87% of youth who attended a Teen Line Outreach Program reported having a better understanding of teen issues after the program. 89% of youth who received Teen Line outreach report having learned new ways to manage stress and anxiety.

Cost: No cost

Virtual Application: <https://teenlineonline.org/downloads/> Brochures on a variety of mental health topics as well as cards are available to download. Our general brochure and suicide prevention brochure are also available in Spanish. Posters (as well as hard copy cards and brochures) can be requested as well.

How to Get Started: Contact outreach@teenline.org or <https://teenlineonline.org/outreach/>

Wellness Center

Overview: The John Marshall High School Student Wellness Center Model is a School-based student-oriented, student-led, and student-driven wellness program. The model was originally created in a partnership between students and social workers identification of gaps in student preventative services and lack of mental health literacy on campus. It uses a peer-to-peer model to deliver effective and relevant programming.

Purpose / Risk and Protective Factors: An asset of the program is its use of students in its work. Students are able to effectively work amongst themselves and make mental health work relevant to other young people. When training youth, you are creating advocates and health promoters within the population that is being targeted. This training along with the creativity, energy, and passion that youth bring to supporting their peers, allows this type of work to be so successful and provide meaningful experiences to the advocates, and the student population.

Audience: Highschool youth

Training: Training opportunities vary, please contact for more information.

Evaluation: 75 percent of students reported they are happy at school, up from 64 percent from last year; 92 percent of students feel that LGBTQ+ students are accepted on campus, up from 75 percent; 92 percent of students feel comfortable in school, up from 71 percent, and 63 percent of students feel as if they are a part of the school, up from 54 percent.

Cost: No cost

Virtual Application: Students have found success implementing virtual mindfulness practices and increasing dialogues with students. Self-care has been difficult during the pandemic, but students have been able to share self-care / mental health tips over social media!

How to Get Started: Email JMHSWellness@gmail.com or (213) 309-5590 or (213) 725-5600 ext 1006 Tu-Thur 9 am-3 pm when school is in session.

ADDITIONAL RESOURCES

- [Search Institute](#)
- [The Collaborative for Academic Social and Emotional Learning](#)