

1. A priority 2-3 student will be brought down to E112 by our runners, if capacity allows. If not these students will be seen on Wednesday and Friday. **If this on Wednesday or Friday go to Step 2. If this on Tuesday/Thursday go to Step 3.**
2. You will be given a **YELLOW** (priority 2) or **GREEN** (priority 3) folder with documents, including the screener completed by the student. If it's a Wednesday or Friday, you will be asked to connect with the student by going to get them from their class immediately.
  - a. Knock on teacher's door
  - b. Ask teacher to step out (don't step into the classroom)
  - c. Introduce yourself and your role to the teacher
  - d. Ask teacher to send the student out of the classroom with their belongings
  - e. Introduce yourself to student
  - f. Tell them:
    - i. You are not in trouble, I am following up from PE class because we care and I am going to walk you to my office and check in with you
  - g. Walk in silence
    - i. Please do not talk to fill the silence, or ask how they are doing, or try to convince them "there is hope" or "they should not feel this way" or "it's going to be okay"
  - h. Stay off our own cell phones during transport of student, unless needed to contact Command Central about an urgent student situation
  - i. If the student does not want to go with the staff member (or go to E112)
    - i. Tell them that they need to come and you will talk about this more in the office when they get there
    - ii. If they persist in saying no, reiterate the importance of coming because we care and have to check in with the student
    - iii. Request Safety to assist with transport as needed by calling ext. 7500
    - iv. Call E112 for assistance - extension x7008 or:
    - v. **Administrator Name** (assistance principal, student services, etc.), **Phone Number**
  - j. Do not leave the student alone
3. Walk the student back to your office to begin assessment using the same risk assessment form.
4. Build rapport.
  - a. Rapport-building strategies that can be used in the first few minutes of an interview or assessment to reassure and engage the student include the following:
    - i. explaining your role and the purpose of the interview/assessment; asking the student their preference for how you address them; tell them you are following up from PE class because we care
    - ii. use a calm, reassuring tone of voice;
    - iii. Explain limits of confidentiality:
      1. harm to self
      2. harm to others
      3. Someone is harming them
5. Begin assessment.

- a. Fill out the top portion of the screener.
- b. Take time to listen to the student's responses
- c. Avoid providing 'quick' solutions which may leave the student feeling misunderstood or dismissed.
- d. Directly ask about question #4 and #5 in screener. Write down notes in the section.

If student continues to share they've never thought about hurting themselves or have ever tried, complete the following sections:

- WARNING SIGNS,
- PROTECTIVE FACTORS,
- BSAD,
- Use professional judgment regarding the additional areas section
- Complete action taken/recommendations section.

If student opens open and tells you that they have thought about hurting themselves or have ever tried,

**complete all sections.**

**Follow [Priority 1 Student Steps](#)**

6. Call and inform parent/guardian of assessment.
  - a. Share with parent/guardian what your recommendation will be (i.e. follow up with freshman mental health team, outside referral, referral to student services, or nothing more).
    - i. Share resources with parent/guardian, if needed.
    - ii. If student desires and parent agrees, send student back to class.
7. Debrief and File
  - a. Write the name of the student on the red folder and return to E112.
  - b. Inform Administrator (assistant principal, student services, etc.) regarding the steps taken.