Sample Follow-Up Response Plan: Priority 1, 2 and 3 Students

*\*This is a sample template. This should be customized to fit your school’s needs. Elyssa’s Mission does not necessarily endorse all components of this form\**

**Priority 1**

1. A priority 1 student will be escorted to Student Services for an interview.

2. The social worker/counselor facilitating the interview will receive the student’s folder. Included in this folder is 1) the screener completed by the student 2) Suicide Risk Monitoring Tool 3) Safety/Support Plan 4) list of resources.

3. Introduce yourself to the student. Walk them back to your office to begin the risk assessment.

4. Establishing rapport

* Explain your role and the purpose for the interview/assessment (“My job as a social worker is to hear from you what is going on and figure out what I can do to help you.”)
* Use a warm, calm and reassuring tone of voice
* Explain limits of confidentiality
  + Harm to self
  + Harm to others
  + Someone is harming them
* Use affirming statements (e.g. “It takes courage to share difficult emotions.”)

5. Begin the risk assessment

1. Fill out the top portion of the document
2. Directly ask about question #4 and #5 from the screener. Write down notes in the section
   1. If the student denies suicidal thoughts and behaviors, go to the BSAD section
3. Check-in frequently with the student to assess their understanding
4. When the student says something especially meaningful or significant, include their verbatim words and mark these words off with quotation marks
5. Don’t’ take “no” or “I don’t know” as a final answer

6. Determine level of risk

1. Read descriptions in risk assessment form
2. Seek consultation, if needed

7. Take action based on level of risk. ***Do not leave the student alone***. If you need to leave your office to make a phone call or consult, ask for a staff member to sit with the student.

**Priority 2**

* Follow steps 1-7.
  + \*Optional: Priority 2 students escorted to Student Services

**Priority 3**

* Begin informal interview. Gather information on the reason(s) why student requested to speak with someone:
  + Discuss a personal problem, unrelated to suicide
  + Referring a friend/peer
  + Other
* Review the student’s completed screener. Address the questions to which student answered “Yes.”
* If the student is referring a friend/peer, ask:
  + What happened that made you concerned about your friend? When did it happen? What have you seen and/or heard?
  + Have there been changes in their friend’s behavior?
  + Does anyone else know about the situation?
  + What else would you like me to know?
* Indicate action taken:
  + Friend was referred to Student Services; parent/guardian contacted

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| Low Risk | * Call and inform parent/guardian of assessment and level of risk * Create a safety plan with student/parent (if necessary) * Identify school-based supports * Share resources with parent (connect parent to community mental health services) * If student is deemed to be safe and at no-to-low risk, send them back to class |
| Moderate Risk | * Call and inform parent/guardian of assessment and level of risk * Create a safety plan with the student, involving the parent, if possible * Identify school-based supports (increase frequency and/or duration of visits with school staff member if this is a continued service) * If deemed necessary, ask parent/guardian to pick up student OR if student desires and parent agrees, send the student back to class * Share resources (connect parent to community mental health services) * Discuss with parent/guardian the importance of increased supervision and limiting access to means |
| High Risk | * Call and inform parent/guardian of assessment and level of risk * Arrange with parent/guardian to transport the student to a hospital/ER for evaluation. Parent/guardian may choose to take their child to their outside therapist, psychiatrist, etc. * Student collects belongings; escorted to and from locker/classroom * While waiting for parent/guardian to arrive to the school, make two copies of the risk assessment for parent/guardian and ER/therapist/doctor. Keep the original * Upon arrival, greet the parent/guardian. Introduce yourself and ask if they have questions. * Ask parents to sign “Parent Acknowledgement Form.” Discuss with the parent what will occur at the hospital as well as what will happen if the student is hospitalized (e.g. homework, tests, classes) and re-entry process   If parent/guardian/emergency contact does not answer after attempting contact within that first hour:   * Call the principal/nurse/etc. (following school protocols) and request an ambulance * Inform other relevant staff members   For students who are SASS eligible, follow the above protocol and have the hospital call the CARES line |