

# Youth Mental Health Awareness & Suicide Prevention Initiatives

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HAMILTON COUNTY  
**Mental Health &  
Recovery Services Board**

## Housekeeping Notes:

- Continuing education will only be awarded for those who view the live session
- You must attend the entire training to receive continuing education hours
- Post-event evaluation surveys are required to receive continuing education
- For Nursing/Social Work/Mental Health Counselor credits you must provide your license number in the post-event evaluation survey
- For CHES credits, you must provide your CHES ID in the post-event evaluation survey
- You will receive your certificate for continuing education by email within **30 days** of this training



# Youth Mental Health Awareness & Suicide Prevention Initiatives



**SOURCES**  
OF STRENGTH



**BE PRESENT OHIO**

# SESSION OBJECTIVES



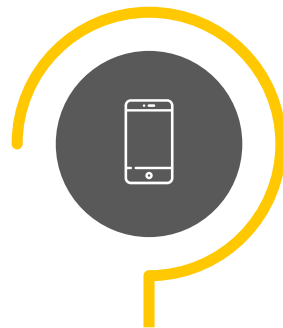
## OHIO'S FOCUS

State Mental Health  
Initiatives provided at  
NO COST



## SOURCES OF STRENGTH

OHIO initiative- suicide  
prevention & mental  
health awareness  
program



## BE PRESENT OHIO

Online resource promoting  
mental health awareness,  
coping mechanisms, self-care  
and help seeking behaviors

# AGENDA

1.

## Sources of Strength OHIO

Overview of statewide initiative and deeper dive

2.

## Be Present Ohio

An online resource platform to assist youth and young adults

3.

## Q & A

Chat and End of Session

**33**

**A youth in Ohio dies by  
suicide every 33 hours**

# WHY OHIO & WHY NOW?

CARES Act funding made available by the Ohio Department of Mental Health and Addiction Services (OhioMHAS) is affording the opportunity for all elementary and secondary schools to receive Sources of Strength at NO COST



[Supported by OhioMHAS and ODE](#)

# Available SOURCES programs



## **Elementary Program (grades 3-6)**

COACH- 12 unit universal curriculum that develops social emotional learning



## **Secondary program (grades 7-12)**

TRAINER- Adult Advisors team with Youth Peer Leaders to change the school culture and create norming around help seeking



Visit [www.sourcesofstrengthohio.org](http://www.sourcesofstrengthohio.org)

## UPCOMING EVENTS



### Elementary Coaches Training

No costs for  
implementation in  
following years

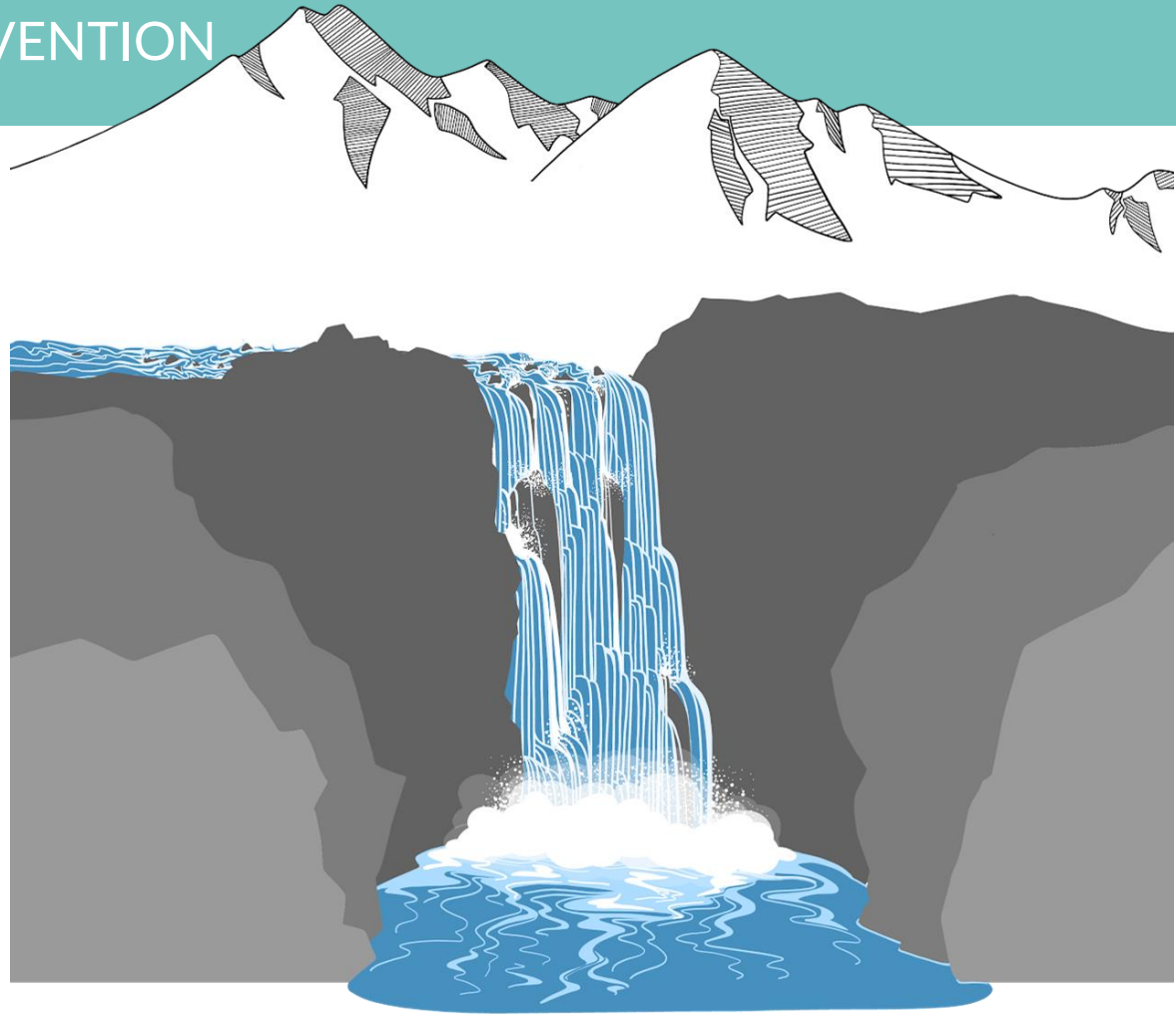
OCT  
4-5

### Secondary T4T

*Limited availability*

OCT  
19-22

# UPSTREAM PREVENTION





## UPSTREAM PREVENTION

Sources of Strength primary mission

## INTERVENTION

Sources of Strength secondary benefit. Peer Leaders are 4x more likely to refer a suicidal friend or student

## POSTVENTION

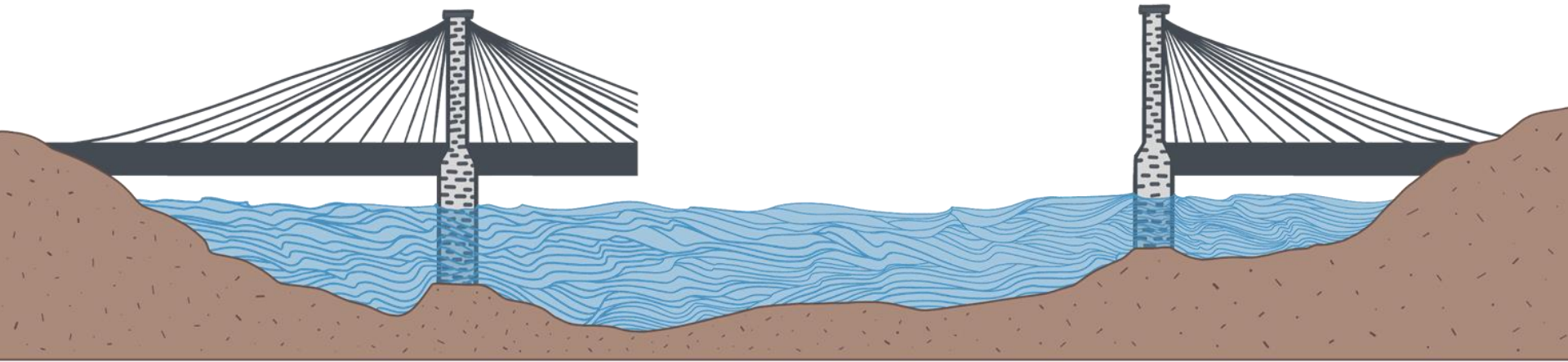
Effective postvention is effective prevention



# SOURCES OF STRENGTH

## History & Philosophy

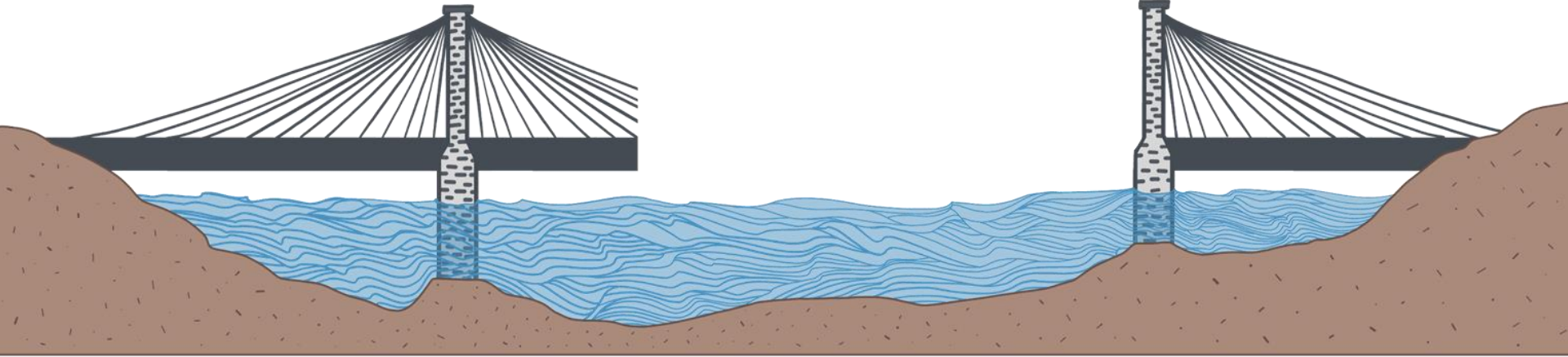
# BRIDGING THE GAPS PREVENTION



**RISK  
BASED**

# BRIDGING THE GAPS PREVENTION

**STRENGTH  
BASED**

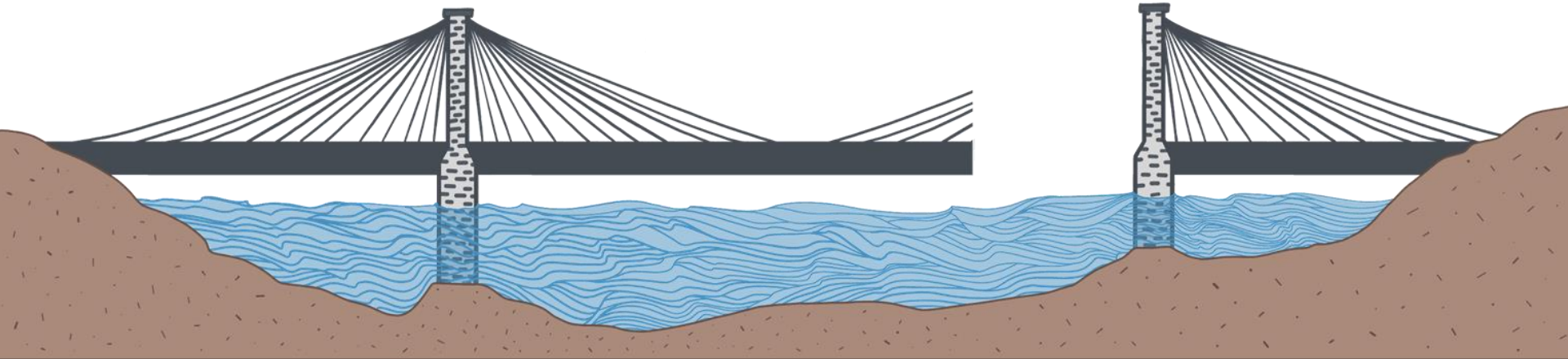


**RISK  
BASED**



# BRIDGING THE GAPS PREVENTION

**STRENGTH  
BASED**

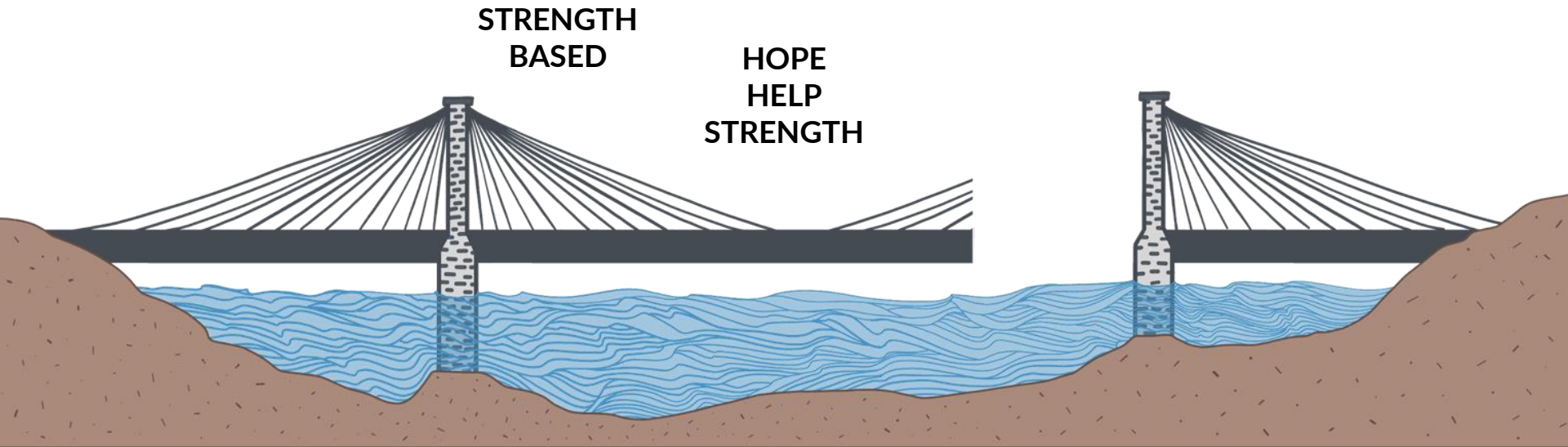


**RISK  
BASED**

**SAD  
SHOCK  
TRAUMA**



# BRIDGING THE GAPS PREVENTION



**STRENGTH  
BASED**

**HOPE  
HELP  
STRENGTH**

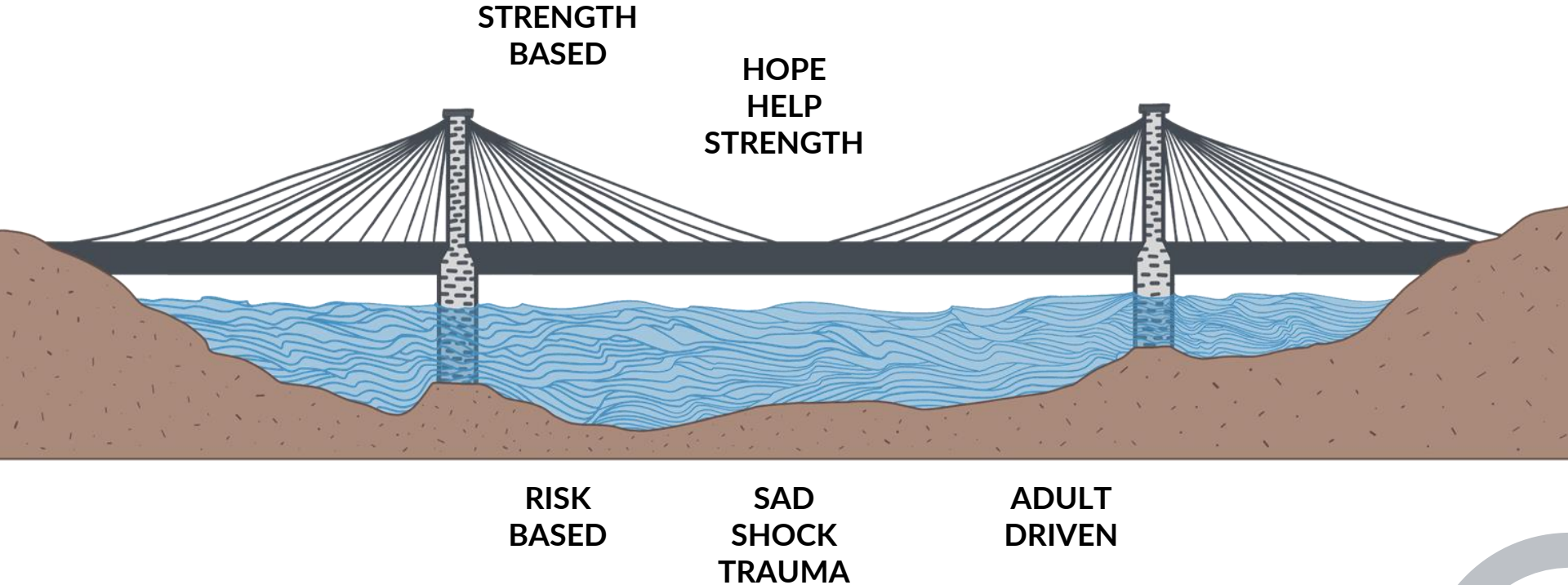
**RISK  
BASED**

**SAD  
SHOCK  
TRAUMA**

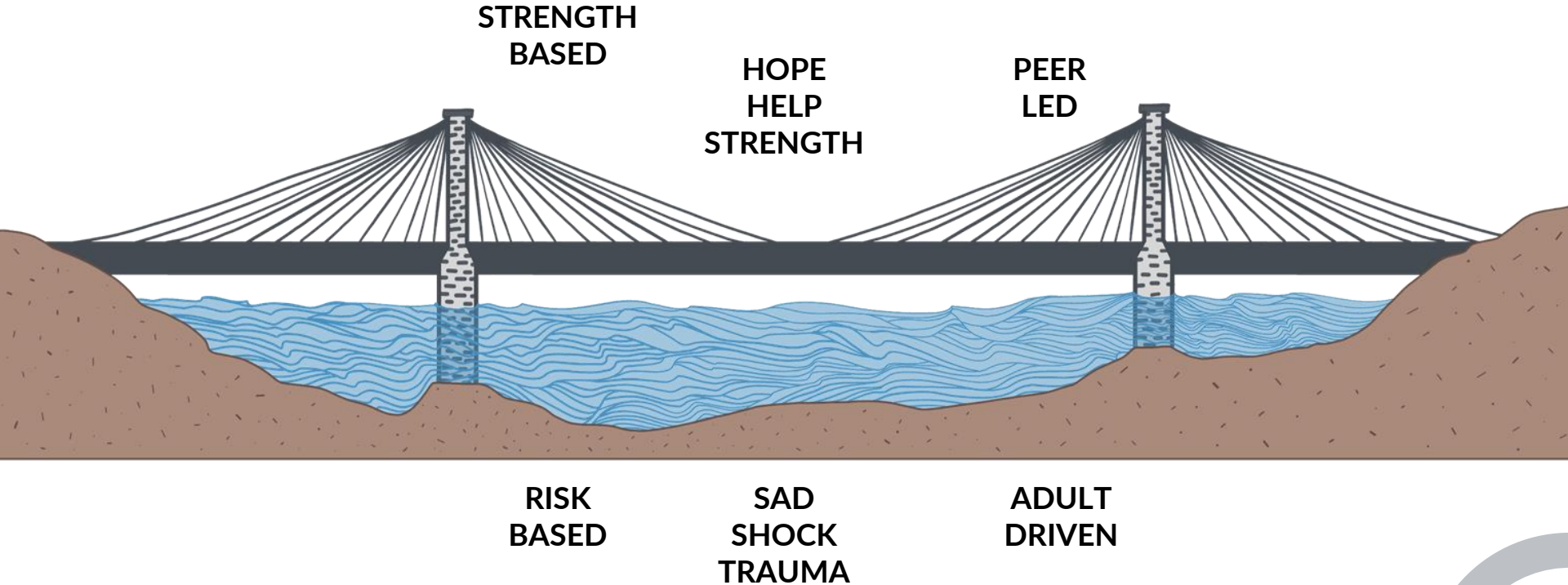




# BRIDGING THE GAPS PREVENTION

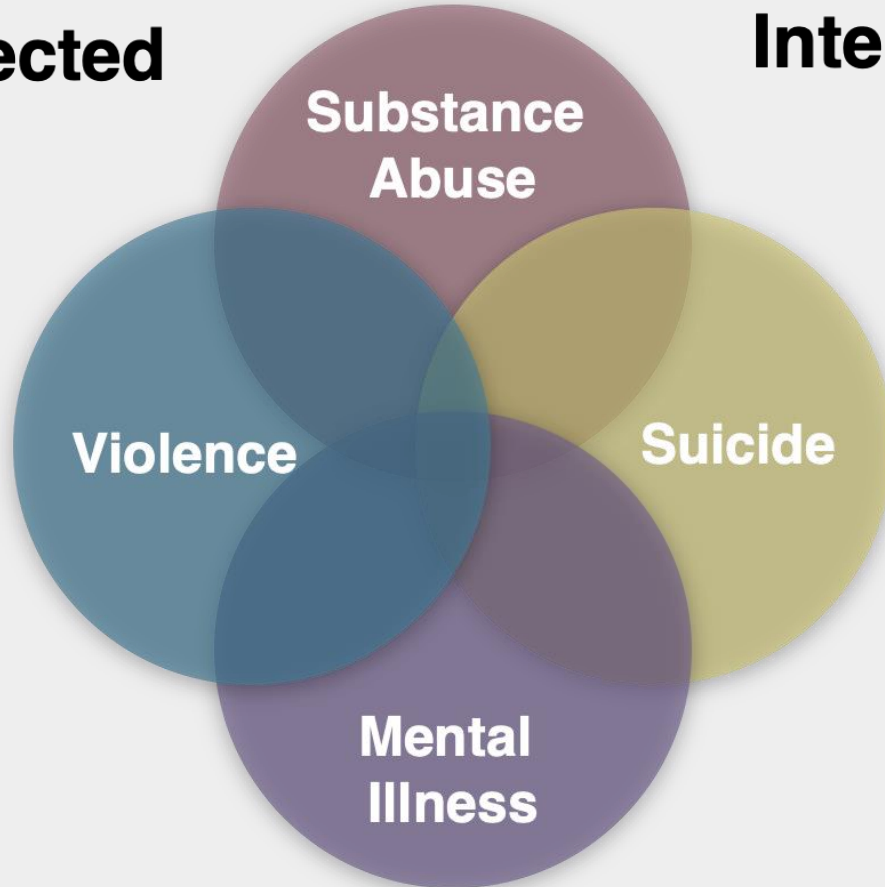


# BRIDGING THE GAPS PREVENTION

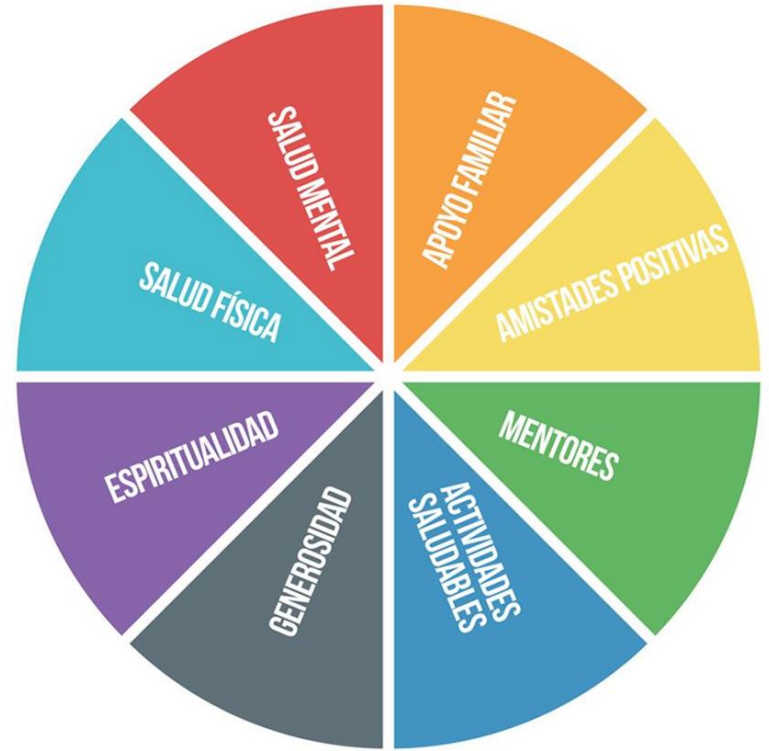


# Interconnected Risks

# Interconnected Protective Factors



# Sources of Strength Wheel



# Middle/ High School - Peer Leader Model



# Elementary- Classroom-Based Instruction



## WHY ELEMENTARY?

The work of prevention is not done solely through focusing on risk factors, warning signs, and intervention, but rather involves discovering, teaching and celebrating resilience, help seeking, connection, strength, and belonging.

*At Sources of Strength our vision is to empower a well world.*

We have heard from our partners across the country about the need for a quality strength-based prevention curriculum at the elementary level. Much of what exists in this space includes solid Social Emotional Learning content but an inadequate focus on mental health or proactive prevention for things like bullying, substance abuse, violence and suicide.



- Integrates with many of the practices & programs that schools are already using, such as Restorative Practices, Mindfulness, PBIS, etc.
- Aligns with the Collaborative for Academic, Social, & Emotional Learning (CASEL).

# Secondary Model

## COMMUNITY OF STRENGTH

DIVERSE  
INCLUSIVE  
COLLABORATIVE

( ADULT ADVISORS + PEER LEADERS )



CARING, CONNECTED,  
AND POSITIVE



INFLUENCE WITHIN THEIR  
SOCIAL GROUP

# Secondary Model

## COMMUNITY OF STRENGTH

DIVERSE  
INCLUSIVE  
COLLABORATIVE

( ADULT ADVISORS + PEER LEADERS ) X

STRATEGIC MESSAGING  
CAMPAIGNS



CARING, CONNECTED,  
AND POSITIVE



INFLUENCE WITHIN THEIR  
SOCIAL GROUP



ENGAGE, INTERACT,  
AND APPLY

# Secondary Model

## COMMUNITY OF STRENGTH

DIVERSE  
INCLUSIVE  
COLLABORATIVE

( ADULT ADVISORS + PEER LEADERS ) X



CARING, CONNECTED,  
AND POSITIVE



INFLUENCE WITHIN THEIR  
SOCIAL GROUP

STRATEGIC MESSAGING  
CAMPAIGNS =



ENGAGE, INTERACT,  
AND APPLY

POSITIVE CULTURAL  
CHANGE



POSITIVE SOCIAL NORMING





# Campaign

## WHAT HELPS US CAMPAIGN PLANNING CALENDAR

Example



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Meeting 1 Define & Identify	Create a Feelings Wheel Challenge on Social Media...	Wheel Wednesday	Create a collage of...	
2		...Continue Feelings Wheel Challenge			
		...items that help			
3	Meeting 2 Reflect & Share		Wheel Wednesday	Create What Helps...	
4		...Us videos			
5	Meeting 3 Explore & Expand	Complete Wellness Plans as a classroom assignment...	Wheel Wednesday		
6		...Continue Wellness Plans as classroom assignment			
7	Meeting 4 Celebrate & Evaluate		Wheel Wednesday		

# Meeting Plan

## TRUSTED ADULT CAMPAIGN

Peer Leader Meeting Three: Explore and Expand What Helps Us

### Goal

Explore new strengths that can help when we feel Big Emotions, and build upon existing skills and relationships to grow in What Helps.

### Welcome (1-2 minutes)

Thank all the Adult Advisors and Peer Leaders for joining the meeting. Reaffirm to Peer Leaders that their voices and actions have power, and they are **Agents of Change** and **Connectors to Help** in their schools and communities.

### ONE PART FUN (5-15 minutes)

Don't forget the fun factor! In this meeting play DisDance Master or another [Sources of Strength Online Game](#).

### ONE PART SHARING (15-30 minutes)

As we deepen our understanding of What Helps Us, it is important that we continue learning how we can grow in our emotional resilience. Listening to other people's experiences of What Helps has the power to strengthen our own.

**Prompt:** Over the past few weeks, we have heard a lot of stories on What Helps.

**Who is someone in your life who has shown you how to navigate Big Emotions in a healthy way?**

**What is it about them that inspires you?**

**Do you see a characteristic in them which you would like to grow in yourself?**

*Have the facilitator share first and then call on Peer Leaders and Adult Advisors, one-by-one to share. If you sense that your team may not feel comfortable sharing in a large group, move to breakout rooms to share in smaller groups.*

### ONE PART PLANNING (10-20 minutes)

Let's create opportunities for learning and growth! In these campaign suggestions, focus on creatively expanding your index of strengths and activities that help.

- **Complete Wellness Plans as a classroom assignment.** Use our templated Wellness Plans, or have your team create these helpful tools for when we are feeling down or stuck to strengthen your physical, relational, and emotional wellness.
- **Interview Trusted Adults and Mentors about What Helps them in times of stress or difficulty.** Share your interviews on a podcast, social media platforms, or the school website, and invite others to do the same.
- **Award individuals whom others have seen using What Helps** with a flamingo (garden gnome, misc. lawn art, etc.). Accept nominations from the student body, and transfer awards to their home or school!
- **Challenge teams to create games that highlight Whats Helps** or share out the Sources of Strength Board Game or QINGO (Quarantine Bingo) for students and their families to play.

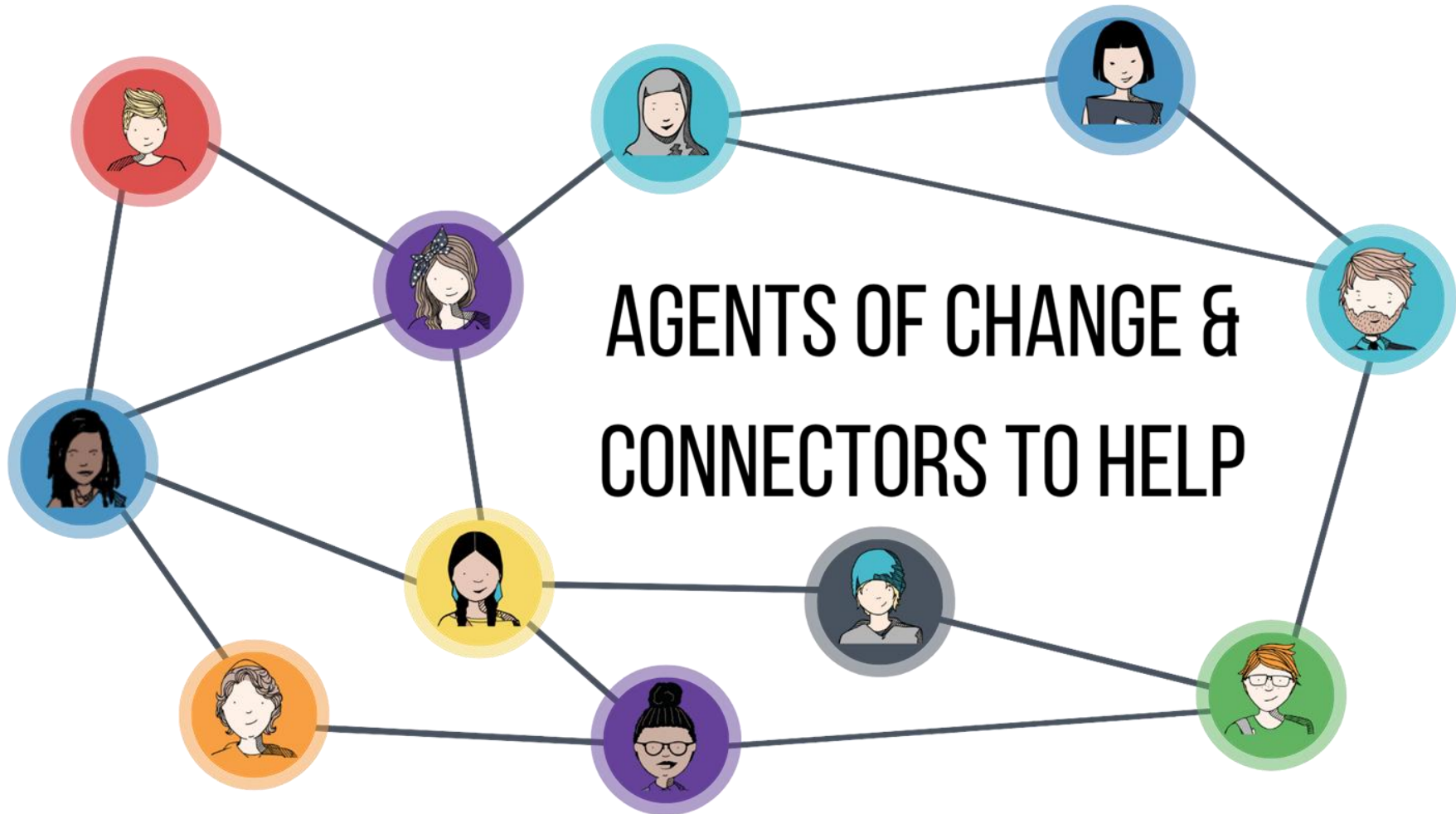
We recommend these campaign strategies, but feel free to supplement or substitute any of the additional activities from the What Helps Us Campaign Overview. As a group visit [www.sourcesofstrength.org](http://www.sourcesofstrength.org) and Sources Social Media platforms (specifically Instagram [@sourcesofstrength](https://www.instagram.com/sourcesofstrength/)) for more ideas.

SPREAD MESSAGES OF

HOPE, HELP, & STRENGTH

AVOID MESSAGES OF

SAD, SHOCK, & TRAUMA



**AGENTS OF CHANGE &  
CONNECTORS TO HELP**

# ELEMENTARY CURRICULUM OVERVIEW



- UNIT 1: Introduction to Sources of Strength
- UNIT 2: Brain and Body Science
- UNIT 3: Emotional Regulation
- UNIT 4: Connecting to Help  
Transitions 1
- UNIT 5: Family Support
- UNIT 6: Mentors
- UNIT 7: Positive Friends
- UNIT 8: Healthy Activities
- UNIT 9: Generosity
- UNIT 10: Spirituality
- UNIT 11: Physical Health  
Transitions 2
- UNIT 12: Mental Health



## POSITIVE FRIENDS LESSON 6.3

### Belonging and Community

#### Lesson Spotlight

Creating an environment where students feel like they belong involves developing relationships that celebrate diversity and cultural differences rather than fear of differences.

#### Preparation

- Cut out two paper Leaves per student for class BrainTree
- Optional: Have a camera ready to video some of the student-created handshakes!

#### Time

30 minutes

#### SEL Focus

Self-Awareness, Social Awareness, Relationship Skills

#### Instructor Overview

In this lesson, we will highlight that Positive Friends is a strength, not a weakness. Diversity and differences in others as a Strength rather than a weakness. Sometimes differences can make us feel afraid or unsettled, but they serve as wonderful opportunities to move into a space of curiosity and appreciation of differences.

#### Talking Circle (5 min)

Invite the students to the Talking Circle.  
"Each and every one of us is unique and different. For instance, some of us like cats, some of us like dogs, and some of us like both. We all learn different things in different ways. We can come from big families or small families. Some might live in houses, and others in apartments. No two of us are exactly the same. Being different isn't a bad thing, because we are all different. In fact, our differences are what make us really special! What are some of the ways we are different that make us unique?" Popcorn share answers from the group (number of siblings, interests, languages we speak, foods we like, skin color, move through the world in a different way, etc.).

#### Create a Shake Activity (8-10 min)

"Let's do an activity together! In a moment, we will split up into pairs, each pair will create their own three-part handshake. You will have two minutes to create a special three-part handshake with your partner. It can include high fives, fist bumps, dance moves, sound effects, or whatever else you can think of!"

Divide the students into pairs, taking care to pair students up with another student they don't normally partner with. You are invited to pair up with one of your students for this activity. You can have a group of three if you have an odd number. Give the students two minutes, and encourage them to practice their handshake a couple times once they have finished. Encourage students who are finished early to name their handshake.





# Impact of Sources of Strength

Cluster Randomized Control Trial (NIMH, SAMSHA Funding)

18 Schools; 465 Peer Leaders; 2,700 Students

## Peer Leaders

- Increased healthy coping attitudes/norms
- More connections to adults (M +1 connection)
- 4X more likely to refer peer to adults
- Largest Gains for least connected or healthy PL's

## School Population

- Increased help-seeking acceptability
- Increased perception that adults help suicidal peers
- Largest gains for students with a history of suicide attempts
- First suicide prevention program involving peer leaders to enhance protective factors associated with reducing suicide at the school population level.

Wyman et al. (2010). *American Journal of Public Health*

# Accreditations

- Sources of Strength has been listed on the National Best Practices Registry (BPR) by the Suicide Prevention Resource Center (SPRC)<sup>1</sup> and The American Foundation for Suicide Prevention (AFSP)<sup>2</sup> since 2009.
- Sources of Strength has also been listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)<sup>3</sup> since 2011.
- The conclusion and designation of Sources of Strength as an Evidence-Based strategy has been promoted by the Centers for Disease Control and Prevention, Substance Abuse and Mental Health Services Administration, Suicide Prevention Resource Center, and National Institute for Mental Health.



Funding Partners include (but are not limited to):



**COLORADO**  
Department of Public  
Health & Environment



**Black Dog  
Institute**



Research Partners include (but are not limited to):

- Australian National University
- Johns Hopkins University
- Stanford University
- University of Florida
- University of Manitoba
- University of Montana
- University of Rochester
- Texas Tech University

Current Research:

- 6-year National Peer Leadership Study funded by National Institute of Mental Health; the largest study ever conducted on peer leader's impact on suicide outcomes
  - Sources of Strength and the University of Rochester began a follow-up randomized control trial using Sources of Strength with more than 40 high schools to measure the impact of 1,500 peer leaders on approximately 15,000 adolescents in 2010. Publications from this NIMH study are forthcoming.<sup>5</sup>
- 5-year trial funded by Center for Disease Control and Prevention evaluating shared risk and protective factors framework and outcomes on sexual violence, bullying, and harassment, and suicide
  - The study is in partnership with the CDC the Colorado Department of Public Health and Environment (CDPHE) and research teams at the University of Rochester, University of Florida, and Texas Tech. The randomized control trial was launched in the fall of 2017 and will conclude in the spring of 2021.
- 4-year trial funded by Black Dog institute evaluating outcomes in Australian schools throughout New South Wales and Australian Capital Territory



# Evidence-Based Research

- [Sources Evidence-Based Handout](#) - lists research articles below (and more) and major findings.
- [An Outcome Evaluation of the Sources of Strength Suicide Prevention Program Delivered by Adolescent Peer Leaders in High Schools](#). American Journal of Public Health. 2010
- [Positive-Themed Suicide Prevention Messages Delivered by Adolescent Peer Leaders: Proximal Impact on Classmates' Coping Attitudes and Perceptions of Adult Support](#). The American Association of Suicidology. 2015.
- Preliminary articles published from the NIMH National Peer Leadership study (2012):
  - [Emotion Regulation Difficulties, Youth-Adult Relationships, and Suicide Attempts Among High School Students in Underserved Communities](#). Journal of Youth and Adolescence
  - [Associations between suicidal high school students' help-seeking and their attitudes and perceptions of social environment](#). Journal of Youth and Adolescence.
- [Suicide Prevention Resource Center- Sources of Strength](#)
- [Sources of Strength is on The NREPP registry, which only lists a handful of programs and is the Gold Standard of prevention in the United States.](#)



BE  
PRESENT  
OHIO

# What is Be Present Ohio?

An online resource,  
Created for youth by youth,  
Encourages young people to be  
present for themselves and others,  
De-stigmatizes mental health issues!



# What does “Be Present” Mean?



Mindfulness

Self-awareness

Engagement

Turning off distractions

Turning on our senses

Reaching our potential



[www.bepresentohio.org](http://www.bepresentohio.org)



@BePresentOhio



@BePresentOhio



*Like Be Present Ohio*

**Follow  
Us  
Online!**





BE  
PRESENT  
OHIO

#ONESummerChallenge  
HELP US SPREAD THE WORD!  
ALL IT TAKES IS ONE.

# ONE photo

to remind someone  
they matter to you.



# ONE text

to remind someone  
you are there for them.



# ONE call

to catch up with someone.



# Practicing Presence

Being present is a skill – it takes work to get good.



# Questions?



HAMILTON COUNTY  
Mental Health &  
Recovery Services Board

## Post Training Info:

- The recording and supplemental materials will be available on the PreventionFIRST! website under **TrainingHUB**.

- Please complete the evaluation survey here:



- STAY CONNECTED:



@PreventionFIRST



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prevention-first.org



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