

# KY Suicide Prevention



Requirements	Level I (grades 4-6)	Level II (grades 5-9)	Level III (grades 8-12)	Optional Program Additions	Staff Training
All middle and high school STUDENTS are required to receive suicide prevention information before September 15 and January 15 of every year	✓	✓	✓	✓	
All STAFF are required to receive one-hour suicide prevention training every year.				✓	✓

## Implementation

Action	Resource(s)	Location on the Erika's Lighthouse Resource Portal
Teach the Erika's Lighthouse Curriculum	Level I, Level II, and/or Level III: (Full 4-day lesson or 1-day lesson)	Under "Classroom Education"
Empower staff through education	Staff Training modules	Under "School Policy & Staff Development"
Optional: Add additional worksheets or resources	Quick add-ins for deeper dive	Under "Optional Program Additions"



**Suicide Prevention Resource Center**

Erika's Lighthouse Level I, II, and III Classroom Programs are listed on the [Best Practices Registry](#) from the Suicide Prevention Resource Center.



KRS 156.095 6.B. Every public school and public charter school shall provide **two (2) evidence-based suicide prevention awareness lessons each school year**, the first by **September 15** and the second by **January 15**, to all students in **grades six (6) through twelve (12)**.

## Recommended Implementation Plan 1:

(Using our Full Day Program\*)

### 6th - 8th Grades

- Teach **Level II: Full Program**

### 9th - 12th Grades

- Teach **Level III: Full Program**

*\*Teaching the Level II and III Full programs will meet the requirement for two (2) evidence-based suicide awareness lessons each school year. It is recommended to teach the first and second lessons of Level II and Level III before September 15 and the remaining lessons before January 15.*

## Recommended Implementation Plan 2:

(Using our One-Day Lesson + Optional Program Additions)

### Student Education #1: Prior to September 15

#### 6th - 8th Grades

- Teach **Level II: One-Day Lesson**

#### 9th - 12th Grades

- Teach **Level III: One-Day Lesson**

### Student Education #2: Prior to January 15

#### 6th - 12th Grades

- Choose from a variety of Optional Program Additions. See below for examples.



**Having Supportive Conversations with Peers**

There are lots of ways to have supportive conversations with your peers. It can be difficult to know how to respond when someone opens up to you about their mental health. Here are ideas about how to have supportive conversations with your peers.

When a friend says...	Unhelpful Response	Helpful Response
I'm not feeling like myself lately.	Things could be worse.	I care about you. What do you think is causing you to feel this way?
I know we don't talk much, but I'm having a tough time.	Yeah, me too. I'm so stressed out.	I'm so sorry you're going through this. It sounds really hard.
A friend confides in you that they have had suicidal thoughts recently.	I promise I won't say anything to anyone.	Let's go talk to a trusted adult. I'll go with you. This really goes you told me.



**Sadness - Grief - Depression**

It's important to make sure you are using the right words to describe the various parts of mental health and mental illness. Doing this helps to improve mental health literacy. Understanding words can lead to misunderstandings and misrepresentations of individuals' experiences and emotions.

**Sadness**

Sadness is a normal emotion that everyone feels at times. It is often connected to a specific cause like a disappointment, setback or challenge. Being sad is normal, healthy and necessary. It can lead to more time to rest and be accompanied by other feelings like, it can cause you to feel more tired and it can lead to changes in your eating and sleeping habits.

**Grief**

Grief is a normal response to a painful loss. The death of a loved one, friends, pet, loss, relationship or a significant event. It can accompany any event that brings about a change in your sense of reality or your future. Grief can be a challenge, but it can also support and strengthen that it is a natural part of getting better, and that it is a sign of caring.

**Depression**

Depression is a mental health condition that causes feelings of sadness, loss of interest in activities, changes in eating and sleeping habits, and thoughts of self-harm or suicide. It is a serious condition that can be treated with therapy and medication. It is not a sign of weakness or a character flaw. It is a medical condition that can be treated with therapy and medication.



**Overcoming Barriers to Asking for Help**

The majority of young people do not seek or receive the help they deserve. That can be changed by having fewer barriers to seeking and help.

**Common Barriers:**

- I'm not sure I need it.
- I'm not sure I can get it.
- I'm not sure I can afford it.
- I'm not sure I can get it in time.
- I'm not sure I can get it in my area.
- I'm not sure I can get it in my language.
- I'm not sure I can get it in my culture.
- I'm not sure I can get it in my religion.
- I'm not sure I can get it in my community.
- I'm not sure I can get it in my school.
- I'm not sure I can get it in my family.
- I'm not sure I can get it in my neighborhood.
- I'm not sure I can get it in my country.
- I'm not sure I can get it in my world.

**Research shows that trying to change our thoughts can make a positive impact on our mental health. The examples below highlight this.**

Barrier	Instead of Thinking	Try Thinking This Way
I'm a burden.	People have more important things to deal with than me.	If someone was asking for help the same way I'm asking, it'd be willing to listen and help them.
I don't want to disappoint anyone.	I'm sorry I know I've let you down and embarrassed you. It's better next time.	Thank you for your patience and for listening to me. Can we keep this open dialogue going?
I'm not going to reach out to...		



**Text From A Friend**

This exercise is designed to help you identify if a friend needs help and how to help them.

Look for "red flags" in the conversation. The term, "red flag" is used as a sign that something is not right.

**Choose a response:**

Use these boxes to choose the best response to texts. Click me.



A program developed by Erika's Lighthouse

### MENTAL HEALTH RECHARGE

Print a **Mental Health RECHARGE Button** for your classroom.

Access this resource and more at [ErikasLighthouse.org](https://www.ErikasLighthouse.org).

Usar **RECARGA en español** >

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START





## INTEGRATION WITH OUR PROGRAM PILLARS

Erika's Lighthouse suite of programs are designed to act as standalone initiatives or work together as a comprehensive tier-1 program for school communities. Here are suggestions to support a holistic implementation:

When implementing **CLASSROOM EDUCATION** and:



### EMPOWERMENT CLUBS

Empowerment Clubs offers students the opportunity to be leaders in their schools. Through student-led campaigns and initiatives, called Awareness into Action Activities, young people can reduce stigma, normalize conversations, promote good mental health and encourage help-seeking.

- Two weeks before implementing **Classroom Education**, the **Empowerment Club** can use the Beacon of Hope Door Signs activity to identify trusted adults in the school.
- During **Classroom Education** implementation, the **Empowerment Club** can complete Teen Bookmarks or Lunchtime Education activities.
- Two week after implementing **Classroom Education**, the **Empowerment Club** can use the Footprints Activity to remind students there are trusted adults available to help and support them.



### FAMILY ENGAGEMENT

Family Engagement educates and equips families around mental health, depression and suicide. Through workshops, workbooks and other resources, school communities can seamlessly bring families and parents into the conversation to support youth at home.

- Three weeks before implementing **Classroom Education**, send the **Family Engagement** Email/Letter Template with information about resources.
- During **Classroom Education** implementation, provide the **Family Engagement** Bookmark to students to take home as another opportunity to start a conversation at home.
- Students that are identified via the referral card can be provided an additional **Family Engagement** Bookmark to take home.
- Two weeks after implementing **Classroom Education**, send a **Family Engagement** Follow-up Email/Letter Template to families with links to Intervention Language for Families and the Depression Discussion Guide.



### SCHOOL POLICY & STAFF DEVELOPMENT

School Policy & Staff Development are designed to educate and equip school staff around mental health, depression and suicide. Recognizing the signs and symptoms, understanding their role as a trusted adult and understanding how to promote an inclusive school culture will support everyone.

- Six weeks before implementing **Classroom Education**, consider engaging or creating a Mental Health Task Force to ensure resources and actions are aligned.
- Three weeks before implementing **Classroom Education**, use the All Staff Training to prepare everyone in a building shared values and vocabulary around being a trusted adult.
- During **Classroom Education** implementation, provide staff the Mental Health Checklist, Classroom Accommodation Sample and Intervention Language for Educators.



### FOCUS ON THE WHOLE SCHOOL CULTURE

If ready, prepare your whole school with our **School Culture Framework** and **Four Pillar Scope & Sequence**. Leverage all Four Pillars to promote an inclusive school culture around mental health.