

**UPDATED!**

# Mental Health Support & Suicide Prevention

For Schools in Tompkins County



**Prepared by:**

Suicide Prevention & Crisis Service of Tompkins County  
American Foundation for Suicide Prevention—Greater Central New York  
National Alliance on Mental Illness—Finger Lakes  
Mental Health Association in Tompkins County  
The Sophie Fund

**2026–2027**



# FAST FACTS

## Youth Mental Health



Suicide is the **2nd** leading cause of death for ages 10-24 (CDC, 2025)



2 in 3 US high school students identifying as LGBTQ+ reported sadness or hopelessness; 4 in 10 considered suicide (YRBS, CDC 2024)



Nationally, nearly all indicators of poor mental health and suicidal thoughts and behaviors in high school students worsened from 2013 to 2023 (YRBS, CDC, 2024)



**40%** experienced persistent feelings of sadness or hopelessness

**29%** experienced poor mental health

**20%** considered attempting suicide

**16%** made a suicide plan

**9%** attempted suicide



In Tompkins County, indicators of poor mental health in high school and middle school students aligned with the national survey data. (CLYDE, 2025)

**44%** felt anxious or worried on most days

**32%** felt sad or depressed on most days

**28%** "Sometimes I think life is not worth it."

**38%** "At times I think I am no good at all."

**11%** thoughts of suicide



# TRENDS

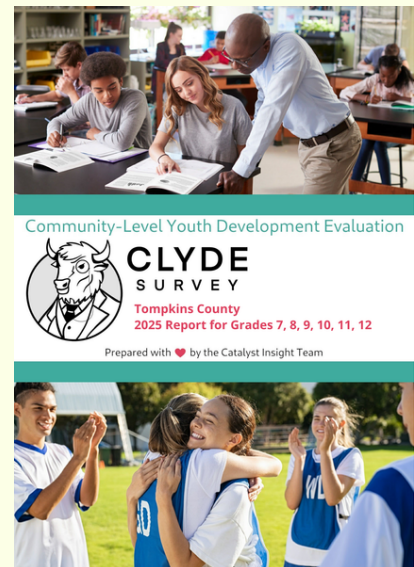
## Youth Mental Health

### Community-Level Youth Development Evaluation (CLYDE) Survey 2025

*TST BOCES, Tompkins County Whole Health,  
Alcohol & Drug Council of Tompkins County*

Data on health behaviors and experiences of middle  
and high school students in Tompkins County, NY.

[https://clyde.catalyst-insight.com/public/  
dashboard/tompkins\\_ny](https://clyde.catalyst-insight.com/public/dashboard/tompkins_ny)



### Youth Risk Behavior Survey: Data Summary & Trends Report 2013-2023

*U.S. Centers for Disease Control and Prevention (CDC)*

Data on health behaviors and experiences of high school  
students in the United States.

[https://www.cdc.gov/yrbs/dstr/pdf/YRBS-2023-Data-  
Summary-Trend-Report.pdf](https://www.cdc.gov/yrbs/dstr/pdf/YRBS-2023-Data-Summary-Trend-Report.pdf)



# Risk of Youth Suicide

(American Academy of Pediatrics)



## Individual Risk Factors:

- Previous suicide attempts
- Mental health conditions, such as depression
- Social isolation
- Substance use



## Relationship Risk Factors:

- Adverse childhood experiences
- Bullying
- Family history of suicide
- Family or peer conflict



## Community and Societal Risk Factors:

- Barriers to health care
- Stigma associated with mental health or help-seeking
- Access to lethal means
- Unsafe media portrayals of suicide
- Systemic trauma or marginalizing experiences based on socioeconomic factors, race/ethnicity or gender/sexual identity



## Warning Signs

- Talking about killing oneself, feeling hopeless, feeling like a burden, or having no reason to live
- Mood changes, including depression, anxiety, and agitation
- Behavior changes:
  - Increased substance use
  - Withdrawing from activities
  - Isolating from family and friends
  - Sleeping too much or not enough
  - Giving away prized possessions
  - Irritability





## Protective Factors

- Coping and problem-solving skills
- Connections to family, friends, and community
- Supportive relationships with caregivers
- Access to health care
- Limited access to lethal means



## What leads to suicide?

“There’s no single cause for suicide. Suicide most often occurs when stressors and health issues converge to create an experience of hopelessness and despair. Depression is the most common condition associated with suicide, and it is often undiagnosed or untreated. Conditions like depression, anxiety, and substance problems, especially when unaddressed, increase risk for suicide. Yet it’s important to note that most people who actively manage their mental health conditions go on to engage in life.”

**—American Foundation for Suicide Prevention**



## Suicide Prevention & Crisis Service of Tompkins County

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

Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org) | (607) 272-1505

### HELPLINES | COMMUNITY EDUCATION | INFORMATION TABLING

#### 988 Suicide & Crisis Lifeline

Dial 988 to talk, text, or chat. (Or call (607) 272-1616). Free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

#### Ithaca Warm Line (607) 210-8328

Service for individuals needing someone to connect with but not finding themselves in a crisis situation.

#### LGBTQ+ Peer Support Line (607) 276-1771

A safe space for LGBTQ+ community members to engage with peers in casual conversations, share experiences, or get support for crisis situations or thoughts of suicide.

#### Applied Suicide Intervention Skills Training (ASIST)

Training to recognize when someone may be thinking about suicide, and how to provide a skilled intervention and develop a safety plan with the person to connect them to further support.

<https://www.samhsa.gov/resource/dbhis/applied-suicide-intervention-skills-training-asist>

#### Counseling on Access to Lethal Means (CALM)

Training in how to work with people at risk for suicide—and their families—to reduce access to suicide methods such as firearms and medications. Separate courses for clinicians and general public.

<https://sprc.org/online-library/calm-counseling-on-access-to-lethal-means>

#### safeTALK

Program to recognize and engage persons who might be having thoughts of suicide and to connect them with community resources trained in suicide intervention.

<https://livingworks.net/training/livingworks-safetalk>

#### Postvention LOSS Team (Local Outreach to Suicide Survivors)

Interventions conducted after a suicide, primarily aimed at providing support for the bereaved, including family, friends, professionals, and peers.

#### SafeZone Project

Program to create a network of visible allies for members of the LGBTQ+ community, providing information and resources.

<https://thesafezoneproject.com>



## American Foundation for Suicide Prevention (AFSP)

Greater Central New York

[www.afsp.org/chapter/greater-central-new-york](https://www.afsp.org/chapter/greater-central-new-york)

Kerr Flanders (Community Education) | [kflanders@afsp.org](mailto:kflanders@afsp.org) | (315) 664-0346

Crystal Howser (Community Walks) | [IthacaAFSP@gmail.com](mailto:IthacaAFSP@gmail.com) | (607) 351-7911

### COMMUNITY EDUCATION | COMMUNITY WALKS | INFORMATION TABLING

#### **Talk Saves Lives**

Introduction to suicide prevention providing a clear understanding of suicide as a leading cause of death, including the most up-to-date research on suicide prevention, and what participants can do in their communities to save lives.

<https://afsp.org/talk-saves-lives>

#### **More Than Sad: Suicide Prevention Training for Parents, Teachers, and Other School Personnel**

Teaches how to recognize signs of depression and other mental health problems to initiate a conversation about mental health with children; and to get help.

<https://afsp.org/more-than-sad/#parents>

#### **It's Real: Teens and Mental Health**

Provides young people with mental health education and resources; including how to start a conversation about mental health, the importance of self-care, and how to reach out for help.

<https://afsp.org/itsreal>

#### **Out of the Darkness Walks (*Greater Ithaca Walk; Cornell University Campus Walk*)**

AFSP's Community Walks, held in hundreds of cities across the country, give people the courage to open up about their own connections to the cause, and a platform to create a culture that's smarter about mental health. Friends, family members, neighbors, and coworkers walk side-by-side, supporting each other and in memory of those we've lost. The walks are an important chance to be there for one another and take steps to safeguard our mental health and prevent suicide.

<https://afsp.org/chapter/greater-central-new-york>



## National Alliance on Mental Illness (NAMI) Finger Lakes

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

Sandra Sorensen | [support@namifingerlakes.org](mailto:support@namifingerlakes.org) | (607) 252-NAMI (6264)

### HELPLINE | SUPPORT GROUPS | COMMUNITY EDUCATION COMMUNITY WALKS | INFORMATION TABLING

#### Ending the Silence

Presentation for middle and high school aged youth to learn about the warning signs of mental health conditions and what steps to take if you or a loved one is showing symptoms of a mental health condition.

<https://go.namifingerlakes.org/youth/educators>

#### NAMI FLARE

A free, trauma-informed mental health literacy curriculum designed specifically for middle school and high school classrooms that empowers students to recognize warning signs, navigate complex emotions, combat mental health stigma, and safely seek help early. The program features 23 different lessons that teachers can mix, match, and customize to meet local or state standards. Educators receive complete packages containing PDF lessons, instructional videos, PowerPoint decks, and student handouts.

<https://go.namifingerlakes.org/youth/educators>

#### Mental Health Chat

Presentation for students in grades 3-5 delivered in the classroom exploring the concepts of mental health in an age appropriate manner; Opens dialogue for students to be able to talk about feelings and moods, and helps them to identify when to reach out to a trusted adult for help for themselves or a friend.

<https://go.namifingerlakes.org/youth/educators>

#### Me In Mind

Free social-emotional learning programs for youth in grades K-2, 3-5, and 6-8. They provide hands-on, developmentally tailored activities to help children name emotions, build resilience, and practice healthy coping skills at home, in the classroom, or in any youth-centered environment (day care, after-school programs, camps, etc.).

<https://go.namifingerlakes.org/youth/educators>

#### Meet Little Monster

A coloring and activity book for young people to express and explore their feelings in a fun, creative, and empowering way, and to foster dialogue between children and the safe adults in their lives.

<https://go.namifingerlakes.org/youth/educators>



## Mental Health Association in Tompkins County

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

Josephine Gibson | [jgibson@mhatompkins.org](mailto:jgibson@mhatompkins.org) | (607) 277-PEER (7337)

### PEER COUNSELING | SUPPORT GROUPS | COMMUNITY EDUCATION | INFORMATION TABLING

#### Peer Counseling

Meet one-on-one with a Peer Specialist, someone who has lived experience with mental health recovery. Peer support offers a safe, judgment-free space to talk, explore resources, and build personal wellness goals.

<https://www.mhatompkins.org/counseling>

#### Mental Health Community Partners (MHCP)

This family-focused, 90-day program brings together individuals (ages 12+) and their chosen supporters to learn about mind-body health, emotional safety, and recovery.

#### CarePath™

Designed for youth and adults managing behavioral health needs, CarePath helps participants create personalized recovery plans with support from family and friends.

#### Wellness Recovery Action Plan (WRAP)

WRAP is an evidence-based program that helps people identify tools and strategies to stay well and navigate mental health challenges. In this peer-led group, you'll learn to recognize what helps you thrive and craft a unique action plan that promotes long-term wellness.

#### Mental Health First Aid

Teaches the skills needed to recognize and respond to signs and symptoms of mental health and substance use challenges, as well as how to provide someone with initial support until they are connected with appropriate professional help. Youth Mental Health First Aid prepares adults who work with or care for young people to recognize concerns and provide appropriate support. Teen Mental Health First Aid teaches teens how to recognize challenges in their peers, offer support, and connect a friend with a trusted adult.

<https://www.mentalhealthfirstaid.org>

#### Family Support Program

Raising a child with emotional or behavioral challenges can be overwhelming. Our Family Peer Advocates, parents with lived experience, offer guidance, resources, and non-judgmental support to help families navigate complex systems and advocate for their child's needs. You're not alone, and support is available.

<https://www.mhatompkins.org/family-peer-support>





# RESOURCES DIRECTORY

## Tools for Suicide Prevention in Schools

**The Suicide Prevention Center of New York**

***A Guide for Suicide Prevention in New York Schools***

Manual outlining best practices for school districts in developing policies and procedures to prevent, assess the risk of, intervene, and respond to youth suicidal behavior.

<https://www.preventsuicideny.org/wp-content/uploads/2022/12/SchoolsSuicidePreventionGuide.pdf>

**U.S. Substance Abuse and Mental Health Services Administration (SAMHSA)**

***Preventing Suicide: A Toolkit for High Schools***

Guide to help high schools, school districts, and their partners design and implement strategies to prevent suicide and promote behavioral health among their students.

<https://sprc.org/wp-content/uploads/2022/12/AfteraSuicideToolkitforSchools-3.pdf>

**American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project**

***Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources***

Model policies and best practices for school districts to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

[https://www.thetrevorproject.org/wp-content/uploads/2021/08/Model\\_School\\_Policy\\_Booklet.pdf](https://www.thetrevorproject.org/wp-content/uploads/2021/08/Model_School_Policy_Booklet.pdf)

**HEARD Alliance**

***Toolkit for Mental Health Promotion and Suicide Prevention***

Comprehensive tool inspired by California's Pupil Suicide Prevention Policy for implementing strategies for emotional health promotion and suicide prevention for K-12 schools.

<https://www.heardalliance.org/schools>

**JED Foundation and McLean Hospital College Mental Health Program**

***The Comprehensive Approach to Mental Health Promotion and Suicide Prevention for High Schools***

Guide providing high schools and districts with a framework to support and improve student mental health, reduce risk for suicide, and prepare students emotionally for the transition out of high school and into young adulthood.

[https://jedfoundation.org/wp-content/uploads/2021/07/The-Comprehensive-Approach-to-Mental-Health-Promotion-and-Suicide-Prevention-for-High-Schools\\_JED.pdf](https://jedfoundation.org/wp-content/uploads/2021/07/The-Comprehensive-Approach-to-Mental-Health-Promotion-and-Suicide-Prevention-for-High-Schools_JED.pdf)

**U.S. Surgeon General**

***Protecting Youth Mental Health: The U.S. Surgeon General's Advisory***

Recommendations for supporting the mental health of children, adolescents, and young adults; and systemic change recommendations for the schools, community organizations, health care systems, technology companies, media, funders and foundations, employers, and government.

<https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>





# RESOURCES DIRECTORY

## Suicide Safety Training in Tompkins County

### Creating Suicide Safety in School

Training to assist school administrators, school-based mental health and health professionals, school safety staff, and school counselors with planning suicide prevention activities.

<https://www.preventsuicideny.org/training-options>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

### Suicide Safety for Teachers and School Staff (SST)

Reviews the importance of suicide prevention and characteristics of at-risk students, outlines educators' limited but critical roles, clarifies building referral procedures, and identifies school and community resources.

<https://www.preventsuicideny.org/training-options>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

### Helping Students at Risk for Suicide

Training to improve the competence and confidence of school-based professionals to intervene when suicide risk is identified, and to assist school leaders with developing standardized policies and procedures to support best practices.

<https://www.preventsuicideny.org/training-options>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

Offered by: Suicide Prevention Center of New York | [www.preventsuicideny.org](http://www.preventsuicideny.org)

Contact: Sally Manning | [sally.manning.ithaca@gmail.com](mailto:sally.manning.ithaca@gmail.com)

### More Than Sad: Suicide Prevention Training for Parents, Teachers, and Other School Personnel

Teaches how to recognize signs of depression and other mental health problems to initiate a conversation about mental health with children; and to get help.

<https://afsp.org/more-than-sad/#parents>

Offered by: American Foundation for Suicide Prevention | [www.afsp.org/chapter/greater-central-new-york](http://www.afsp.org/chapter/greater-central-new-york)

Contact: Kerr Flanders | [kflanders@afsp.org](mailto:kflanders@afsp.org)

### Applied Suicide Intervention Skills Training (ASIST)

Training to recognize when someone may be thinking about suicide, and how to provide a skilled intervention and develop a safety plan with the person to connect them to further support.

<https://www.samhsa.gov/resource/dbhis/applied-suicide-intervention-skills-training-asist>

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Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

Offered by: Suicide Prevention Center of New York | [www.preventsuicideny.org](http://www.preventsuicideny.org)

Contact: Sally Manning | [sally.manning.ithaca@gmail.com](mailto:sally.manning.ithaca@gmail.com)





# RESOURCES DIRECTORY

## safeTALK

Program to recognize and engage persons who might be having thoughts of suicide and to connect them with community resources trained in suicide intervention.

<https://livingworks.net/training/livingworks-safetalk>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

## Talk Saves Lives

Introduction to suicide prevention providing a clear understanding of suicide as a leading cause of death, including the most up-to-date research on suicide prevention, and what participants can do in their communities to save lives.

<https://afsp.org/talk-saves-lives>

Offered by: American Foundation for Suicide Prevention | [www.afsp.org/chapter/greater-central-new-york](http://www.afsp.org/chapter/greater-central-new-york)

Contact: Kerr Flanders | [kflanders@afsp.org](mailto:kflanders@afsp.org)

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

## The Columbia Protocol—Columbia Suicide Severity Rating Scale (C-SSRS)

Training for individuals and systems in suicide risk screening through a series of simple, plain-language questions that anyone can ask.

<https://cssrs.columbia.edu/training/training-options>

Offered by: The Columbia Lighthouse Project | [www.cssrs.columbia.edu](http://www.cssrs.columbia.edu)

Contact: <https://cssrs.columbia.edu/about-the-project/contact-us/>

## Stanley-Brown Safety Plan

Training in a brief, collaborative intervention for counselors, therapists, and clinicians that aims to mitigate acute suicide risk.

[www.suicidesafetyplan.com](http://www.suicidesafetyplan.com)

Offered by: Stanley-Brown Safety Planning Intervention | [www.suicidesafetyplan.com](http://www.suicidesafetyplan.com)

Contact: [www.suicidesafetyplan.com](http://www.suicidesafetyplan.com)

Offered by: Suicide Prevention Resource Center

Contact: [www.sprc.org/news/safety-planning-for-youth-suicide-prevention](http://www.sprc.org/news/safety-planning-for-youth-suicide-prevention)

## Counseling on Access to Lethal Means (CALM)

Training in how to work with people at risk for suicide—and their families—to reduce access to suicide methods such as firearms and medications. Separate courses for clinicians and general public.

<https://sprc.org/online-library/calm-counseling-on-access-to-lethal-means>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

## Question, Persuade, Refer (QPR)

Basic suicide prevention training to recognize the signs of mental distress, ask simple and direct questions, and help those in need to access local resources.

<https://qprinstitute.com/>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)





# RESOURCES DIRECTORY

## Mental Health Training and Education in Tompkins County

### Mental Health First Aid

Teaches the skills needed to recognize and respond to signs and symptoms of mental health and substance use challenges, as well as how to provide someone with initial support until they are connected with appropriate professional help. Separate Adult, Youth, and Teen programs available.

<https://www.mentalhealthfirstaid.org>

Offered by: Mental Health Association in Tompkins County | [www.mhaedu.org](http://www.mhaedu.org)

Contact: Josephine Gibson | [jgibson@mhatompkins.org](mailto:jgibson@mhatompkins.org)

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

### SafeZone Project

Program to create a network of visible allies to people who identify as part of the LGBTQ+ community, providing information and resources related to sexual orientation, gender identity, gender expression, and vocabulary.

<https://thesafezoneproject.com>

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

### What Is Active Listening

Listening skills training to alleviate isolation, loneliness, low self-esteem, and to show a person in crisis that they are deserving of our time and attention.

Offered by: Suicide Prevention & Crisis Service of Tompkins County | [www.ithacacrisis.org](http://www.ithacacrisis.org)

Contact: Tiffany Bloss | [blosst@ithacacrisis.org](mailto:blosst@ithacacrisis.org)

### Ending the Silence

Presentation for middle and high school aged youth to learn about the warning signs of mental health conditions and what steps to take if you or a loved one is showing symptoms of a mental health condition.

<https://www.nami.org/support-education/mental-health-education/nami-ending-the-silence>

Offered by: NAMI Finger Lakes | [www.namifingerlakes.org](http://www.namifingerlakes.org)

Contact: Sandra Sorensen | [support@namifingerlakes.org](mailto:support@namifingerlakes.org)

### Meet Little Monster

A coloring and activity book for young people to express and explore their feelings in a fun, creative, and empowering way, and to foster dialogue between children and the safe adults in their lives.

[https://www.nami.org/wp-content/uploads/2024/05/NAMI\\_Meet-Little-Monster\\_ENG.pdf](https://www.nami.org/wp-content/uploads/2024/05/NAMI_Meet-Little-Monster_ENG.pdf)

Offered by: NAMI Finger Lakes | [www.namifingerlakes.org](http://www.namifingerlakes.org)

Contact: Sandra Sorensen | [support@namifingerlakes.org](mailto:support@namifingerlakes.org)

### It's Real: Teens and Mental Health

Provides young people ages 14-28 with mental health education and resources.

Offered by: American Foundation for Suicide Prevention | [www.afsp.org/chapter/greater-central-new-york](http://www.afsp.org/chapter/greater-central-new-york)

Contact: Kerr Flanders | [kflanders@afsp.org](mailto:kflanders@afsp.org)





# RESOURCES DIRECTORY

## Recommendations to Address Youth Use of Social Media

### U.S. Surgeon General

#### ***Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory***

Recommendations for addressing the urgent public health concern about the effects of social media on youth mental health.

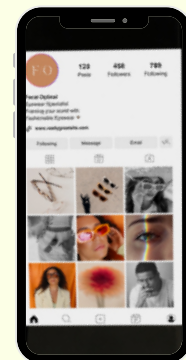
<https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

### American Psychological Association

#### ***Advisory on Social Media Use in Adolescence***

Recommendations based on current scientific evidence on the potential beneficial and harmful effects of social media use on adolescents' social, educational, psychological, and neurological development.

<https://www.apa.org/topics/social-media-internet/health-advisory-adolescent-social-media-use.pdf>



**FEELING OVERWHELMED?**

**5 Simple Steps**  
KEEP YOURSELF SAFE, RIGHT NOW  
Modified from Stanley-Brown Safety Plan

- 1 BE AWARE**  
Becoming very sad? Quick to anger?  
Recognize personal warning signs that your mood may be deteriorating.
- 2 DISTRACT YOURSELF**  
Think about anything else.  
Go somewhere you like.  
Find a friend. Talk to someone.  
Do something you enjoy.
- 3 REACH OUT**  
Who can you call when you're feeling really down? Contact them.
- 4 CALL OR TEXT 988**  
Talk to a counselor about anything, anytime. They want to listen and provide help.
- 5 STAY SAFE**  
Get away from things or places that could be used to harm yourself. **YOU** matter.

Suicide Prevention & Crisis Service; American Foundation for Suicide Prevention CNY; National Alliance on Mental Illness-Finger Lakes; The Sophie Fund

**Click on Image to Download Pocket Safety Guide**

To receive sticker versions, request from [support@namifingerlakes.org](mailto:support@namifingerlakes.org)





***A**SK YOUR STUDENTS  
**C**CARE FOR YOUR STUDENTS  
**E**SCORT YOUR STUDENTS*



**See Reverse for Questions  
that Can Save a Life**

| Always ask questions 1 and 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Past Month                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|
| 1) Have you wished you were dead or wished you could go to sleep and not wake up?                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |
| 2) Have you actually had any thoughts about killing yourself?                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |
| If <b>YES</b> to 2, ask questions 3, 4, 5 and 6.<br>If <b>NO</b> to 2, skip to question 6.                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |
| 3) Have you been thinking about how you might do this?                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |
| 4) Have you had these thoughts and had some intention of acting on them?                                                                                                                                                                                                                                                                                                                                                                                                                     |  | High Risk                    |
| 5) Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?                                                                                                                                                                                                                                                                                                                                                                    |  | High Risk                    |
| Always Ask Question 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Life-time      Past 3 Months |
| 6) Have you done anything, started to do anything, or prepared to do anything to end your life?<br><br><i>Examples: Took pills, tried to shoot yourself, cut yourself, tried to hang yourself, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump, collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, etc.</i><br><b>If yes, was this within the past 3 months?</b> |  | High Risk                    |

If YES to 2 or 3, a mental health referral may be helpful. If the answer to 4, 5 or 6 is **YES**, get **immediate evaluation: Call or text 988, reach out to a helping resource, or use QR codes for the app to find referrals.**

**If you are helping someone else STAY WITH THEM** until they can be evaluated.

### Download Columbia Protocol app

iPhone Users    Android Users



**988**  
SUICIDE & CRISIS  
LIFELINE

# Safety Plans Work

*There is hope.*



- 1. Write 3 warning signs that a crisis may be developing.**

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- 2. Write 3 internal coping strategies that can take your mind off your problems.**

- 3. Who/What are 3 people or places that provide distraction?**  
(Write name/place and phone numbers)

Phone

Phone

Phone

- 4. Who can you ask for help?** (Write names and phone numbers)

Phone

Phone

Phone

- 5. Professionals or agencies you can contact during a crisis:**

Clinician:

Phone

Local Urgent Care or Emergency Department:

Address

Phone

Call or text 988 or chat 988lifeline.org

- 6. Write out a plan to make your environment safer.**

(Write 2 things)





Create safer school environments by preventing and addressing bullying.

## What is Bullying?

Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived imbalance of power. The behavior is repeated, or has the potential to be repeated, over time.

Bullying is a widespread issue in the United States and negatively impacts those who are bullied, those who bully others, bystanders, and others in the school community. Bullying can threaten students' physical and emotional safety at school and negatively impact their ability to learn. It is linked to many negative outcomes including impacts on mental health, substance use, and suicide, and in some instances can play a contributing role in school violence.



## Bullying Prevention Strategies

While there is not a one-size-fits-all approach to addressing bullying, there are a number of things school staff can do to make schools safer and prevent bullying. The first step is properly identifying bullying and taking actionable steps to prevent it. Reducing bullying behavior in schools requires a multi-faceted approach that also includes immediate response and appropriate consequences and support for serious incidents.

School-based programs that strengthen youths' skills and modify the physical and social environment have also been shown to reduce bullying or key risk factors. This includes the adoption of school climate initiatives and support for positive character development and digital citizenship.

Everyone at school can work together to create an environment where bullying is not acceptable. The following are **some** strategies school leaders, teachers, and staff can consider implementing to help identify, address, and prevent bullying in schools.



### Develop and Implement an Assessment

Assessments – such as anonymous surveys – can help schools determine the frequency, locations, and types of bullying behavior. Assessments involve asking students and school community members about their experiences and thoughts related to bullying to help understand the current landscape, determine an appropriate intervention or prevention plan in response, and measure the results of efforts over time to ensure they are working.



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## Build a Safe and Supportive Environment

Numerous studies have shown that elements of a positive school climate reduce bullying behaviors and lessen negative outcomes for students who have been bullied. Schools should establish a culture of inclusion that welcomes all students, set a tone of respect in classrooms, monitor places where bullying is more likely to occur such as bathrooms, playgrounds, and the cafeteria, and enlist the help of all school staff that interact with and influence students to help create an environment where bullying is not acceptable.



## Implement Social and Emotional Learning

Social and emotional learning (SEL) involves the processes through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Research has shown that effective SEL in schools significantly improves students' social-emotional skills, attitudes about self and others, and social interactions, and can help prevent bullying. Implementation of school-wide SEL frameworks and teacher-led integration of SEL in classrooms are a few ways to include SEL into schools and help develop students' social and emotional skills.



## Set Policies

Establishing and enforcing school policies that outline how students are expected to treat each other, and the consequences for violations of these policies, can help prevent bullying. School leaders should train teachers and staff on school policies, and give them the tools to respond to bullying consistently and appropriately.



## Engage Parents and Youth

Parents and youth play a critical role in stopping bullying at school because they can inspire others and contribute to a positive school climate. Parents can get involved by volunteering or participating in school events, and students can offer their viewpoints and experiences with bullying, take leadership roles in school to promote respect and inclusion, and communicate about bullying prevention with their peers.

For additional information on these and other strategies to prevent and address bullying, visit [StopBullying.gov](https://stopbullying.gov).

Sources: [CDC.gov/violenceprevention](https://www.cdc.gov/violenceprevention) | [SafeSupportiveLearning.ed.gov](https://www.safesupportivelearning.ed.gov) | [StopBullying.gov/prevention/assess-bullying](https://stopbullying.gov/prevention/assess-bullying) | [StopBullying.gov/prevention/build-safe-environment](https://stopbullying.gov/prevention/build-safe-environment) | [StopBullying.gov/prevention/engage-parents](https://stopbullying.gov/prevention/engage-parents) | [StopBullying.gov/prevention/rules](https://stopbullying.gov/prevention/rules) | [StopBullying.gov/resources/research-resources](https://stopbullying.gov/resources/research-resources) | [SafeSupportiveLearning.ed.gov/social-emotional-learning](https://www.safesupportivelearning.ed.gov/social-emotional-learning)



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SchoolSafety.gov



# Key Community Contacts

**Suicide Prevention & Crisis Service of Tompkins County: (607) 272-1505**

**988 Suicide & Crisis Lifeline: 988 or (800) 273-8255**

**The Trevor Project: (866) 488-7386 or text START to 678-678**

**American Foundation for Suicide Prevention CNY: (315) 664-0346**

**National Alliance on Mental Illness–Finger Lakes: (607) 252-6264**

**Mental Health Association in Tompkins County: (607) 277-PEER (7337)**



Compiled by  
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[www.thesophiefund.org](http://www.thesophiefund.org)

*Designed by Laurie Knoll*