



Group Interventions for Trauma and Suicide



UNC

Pre-training survey



Please fill out the survey below regarding past experience with group interventions.

[Pre-training Survey](#)



THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

GROUP INTERVENTIONS IN SCHOOLS

A GUIDE FOR PRACTITIONERS



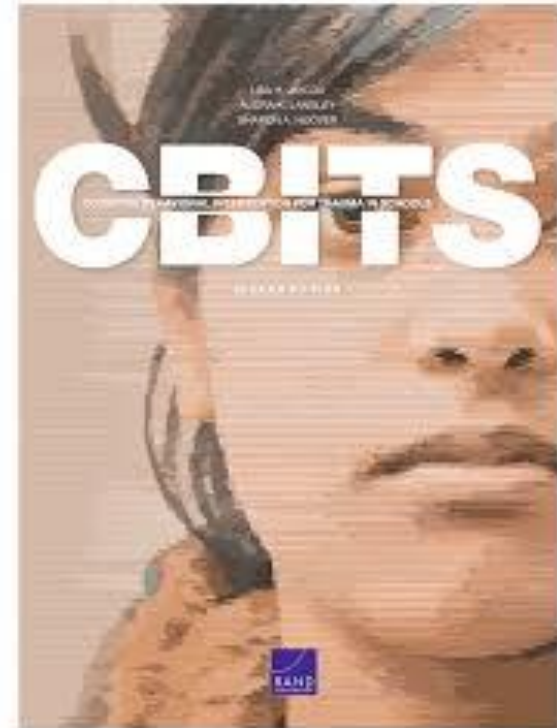
Jennifer P. Keperling, Wendy M. Reinke,
Dana Marchese, and Nicholas Ialongo



EVIDENCE-BASED INTERVENTIONS FOR TRAUMA AND SUICIDE PREVENTION

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School-based group and individual intervention for students in grades 3-8 (ages 6-12) who have experienced some form of trauma in their lives
- Designed to reduce symptoms of PTSD, depression, and behavioral problems (e.g., school violence, physical abuse, domestic violence, death, and natural disasters)
- Also strives to improve peer and parent support, enhance coping skills
- 10 group sessions and 1-3 individual sessions, designed to be delivered in school setting *Also offers 2 parent psychoeducational sessions and 1 teacher educational session

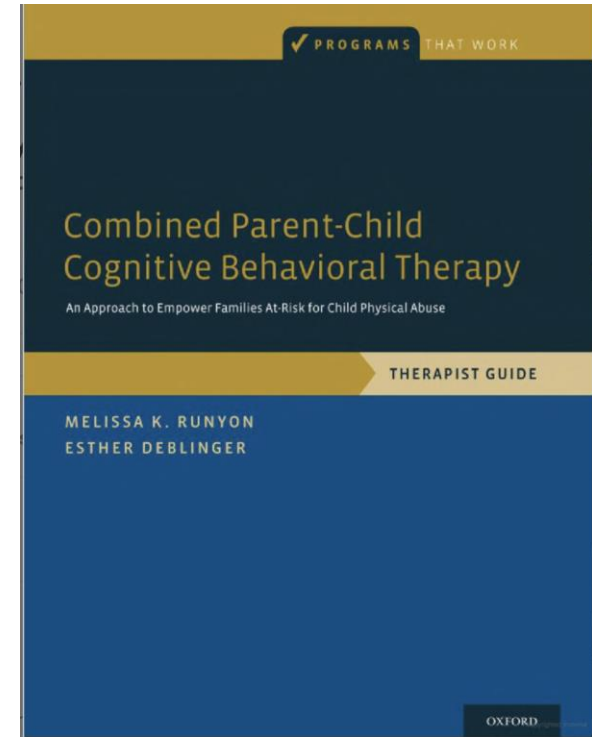


[CBITS](#)

[Download Second Edition Manual for free here](#)

Combined Parent-Child Cognitive Behavioral Therapy (CPC-CBT)

- Based in CBT, suited for ages 3-17 and parents or caregivers
- Structured group or individual treatment program that targets a more severe population than other programs. Often includes families in which child physical abuse by parents has occurred, and parents who have reported significant stress and fear that they may lose control and hurt their child.
- Goals: reduce children's PTSD symptoms and behavior problems while improving parenting skills and parent-child relationships, reduce use of corporal punishment, offer healthier home
- 16-20 sessions that are 2 hours each
- 4 session phases: engagement, skill building, safety, and clarification
- Group leaders also conduct child- and parent-only sessions

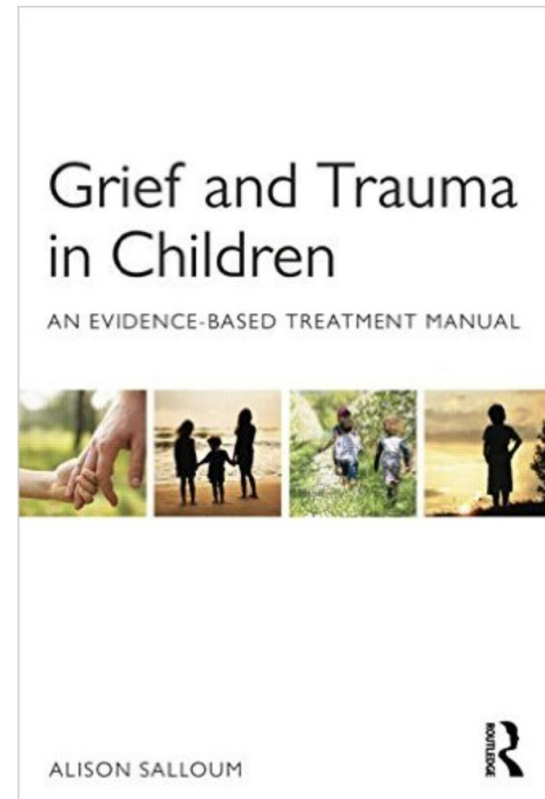


[Fact Sheet from The National Child Traumatic Stress Network \(NCTSN\)](#)

[CPC-CBT Handouts and Forms](#)

The Grief and Trauma Intervention (GTI) for Children

- Individual or group intervention designed for ages 6-12 with posttraumatic stress due to witnessing or being a direct victim of one or more types of violence or a disaster.
- 10 sessions of approximately 1 hour each. Also 1 session conducted with parents and 1 individual session with the child if delivered in group setting.
- Methods: art, drama, and play, while focusing on dreams/nightmares, questioning, anger, and guilt



[GTI for Children](#)

Evidence for Adapting DBT to Suicidal Behavior in Adolescents



- Originally developed for treating women diagnosed with borderline personality disorder (BPD)
- Treatment designed to increase capacity of clients to regulate the self
- Studies suggest DBT was effective in reducing vulnerability factors for suicide at one year follow up
 - Reduced behavior problems in suicidal adolescents checked in to inpatient units
 - Significant reductions on the Beck Depression Inventory (BDI)
 - Significant reductions on the Kazdin Hopelessness scale

(Feigenbaum, 2009; Katz, 2004; Rathus & Miller, 2002; Walsh, 2004)



DBT-A Skills Training
with Allie Wille





Engaging Group Members

Bridging the Gap:
In-Depth Group Intervention Training



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Putting Group Members at Ease



Enthusiasm
about the
group

Build
rapport
with each
group
member

Make all
members
feel safe
and
important

Celebrate
group
successes

Check-in

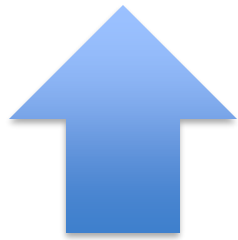


1. What ideas do you have?
2. If you've experienced leading group interventions, what has worked for you?

Specific ways to build group cohesion and encourage participation in Child Groups



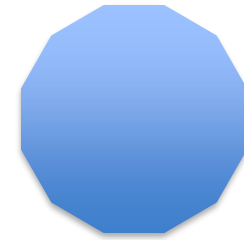
Group Check-In



Increases
engagement



Opportunity to
address
occurrences since
last session



Plan length of time
and stick to it

Specific ways to build group cohesion and encourage participation in Child Groups

Go through the four options on the following two slides. Take some time to decide which appeals to you the most, and why.

4 Options to help students feel heard and supported

Option 1

Give the student a few minutes to express their concerns. Then, continue with the check-in. When the designated amount of time for check-in has passed, ask the student if you could continue the discussion after the group and move forward with the session's agenda.

Option 2

Give the student a few minutes to express their concerns. Continue with the check-in. Next, ask the student to write down any other thoughts, feelings, and problem-solving techniques that he or she could use to solve the problem while the rest of the group moves on to the items on the agenda for the day.

4 Options to help students feel heard and supported

Option 3

Give the student a few minutes to express their concerns. Then have the co-leader meet with the student one-on-one while the group moves on to reviewing the agenda for the day.

Option 4

Allow the student to continue with the check-in, but connect the challenging situation to the day's session content.

Specific Ways to Encourage Participation in Child Groups

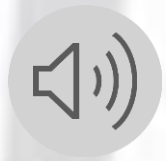


Homework and Goal Sheets

Role Plays

Group Discussions

More on Group Discussions



- Ensure every member is an active participant
- Allow students to pass, but challenge them to share their thoughts
- Talking piece
- Provide points and reinforcers for positive participation, and explain what that looks like (providing an answer when asked a question, raising a hand, etc.)
- Acknowledge even the slightest comment made by a withdrawn student, and praise their efforts
- If a student is dominating the conversation, redirect
- Rules if students are difficult to redirect e.g., two comments per member, comments move around until everyone has had a chance
- Popsicle sticks
- Soft object as talking piece that members can toss to those who have not yet participated
- Students write answers in notebooks or on small whiteboards, then hold them up at the same time

Building Group Cohesion



Communication Systems

Buddy System

Icebreakers



Abuse, Neglect, Crisis Situations, and Suicidal Ideation in Groups

Bridging the Gap:
In-Depth Group Intervention Training



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Abuse and Neglect



Be familiar with the definitions, policies, and procedures for abuse and neglect in your state.

Inform group members about the limits of confidentiality during the first group session. Revisit confidentiality and its limits in subsequent sessions.

- “If you tell me that an adult has done something to hurt you, then I will need to keep you safe by telling your family or another adult.”

Physical Punishment



- Not necessarily a form of abuse
- Important to listen carefully to what is being disclosed
- Many children use typically explosive language used by their parents and community members
- If unsure, ask what they mean
- Don't assume
- When sharing information with colleagues, share only general information to determine the need for reporting, and only when necessary

Suspicion of Child Abuse and Neglect in Child Groups



- ❑ Strong suspicion but no disclosure, consider having an individual session to further assess the situation
 - ❑ Remind student of confidentiality rule and its limits
 - ❑ You don't want the student to feel tricked into disclosing abuse or neglect
 - ❑ If the student describes a reportable incident, tell them you will need to share the information with other adults, but that you would like the child to be involved in these conversations.
 - ❑ At a minimum, explain who you will be talking to and exactly what you will tell.

Reporting Abuse or Neglect



Action is needed when you receive information that a student has been

- Physically injured in some way
- Sexually abused
- Or neglect is occurring at home.

Speak individually with the student immediately after the group.

Carefully consider the student's safety and well-being, and involve parents to the greatest extent possible.

Guidelines for Parental Involvement

If the abuse may involve the parent and place the student in greater harm from the parent, reporting should be made without informing the parent beforehand

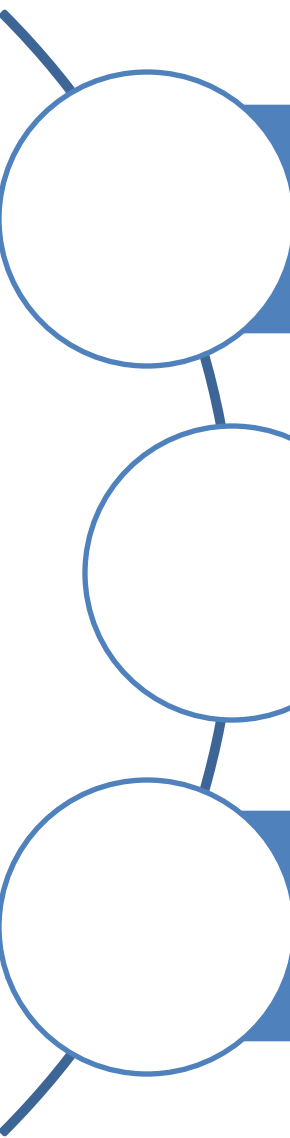
It is recommended to involve the parent as much as possible

- Inform parents of need to report disclosed incident
- Frank discussion about likely consequences associated with reporting
- Have parents present when you call child protective services (CPS) and immediately provide information following the call

If the Parent was involved

- ❑ It can be helpful to have the Parent make the call to CPS while you are present
 - ❑ Be sure to talk to the agency yourself, expressing concerns and providing necessary information
- ❑ If parents are not comfortable making the call, make the call in their presence and provide them with immediate feedback

Crisis Management



When a personal crisis arises (e.g., a serious health problem, a death in the family, substance abuse in the family, divorce, marital problems), students may become more oppositional or withdrawn

More intense intervention than what the current group offers may be required

Consider individual or family sessions

Preparing a list of Referral Resources

- ❑ Have a comprehensive, up-to-date list of community resources ready, prior to beginning any groups
- ❑ Substance Abuse and Mental Health Services Administration (SAMHSA) Behavioral Health Treatment Services Locator
- ❑ Referral resources can also be obtained by calling the parents' insurance provider
 - ❑ Offer to contact the referral for the parent or to be present while the parent makes the call

Suicidal Ideation



The Myths and Facts of Youth Suicide:

<http://suicideprevention.nv.gov/Youth/Myths/>

Youth Suicide Prevention Presentation Training Aid:

<http://smhp.psych.ucla.edu>

NASP resources:

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis>

National Suicide Prevention Lifeline: (1-800-273-8255)

<https://suicidepreventionlifeline.org/>

Suicide Awareness/Voices of Education (SAVE):

<https://save.org/>

Suicide Prevention Resource Center (SPRC):

<http://www.sprc.org/>



If a student brings up suicide in group

It is your duty to follow all safety precautions and assess whether the student is at imminent risk of suicide



Assess the following: plan, access to the method, intent



If you do not feel qualified to make the assessment, seek assistance from a mental health clinician or other qualified professional



If you assess there is *imminent danger*, seek immediate assistance through hospitalization

- Be familiar with hospital procedures in the surrounding area



Consult with supervisor, colleagues, or other mental health professionals to ensure you are following appropriate policies and protocols for your agency, school district, and state

Icebreaker 1: Meet and Greet (15 minutes)

Description: Have group members turn to a parent they do not know. They then interview each other to find out what they do for a living, where they grew up, how many children they have, and other information of interest. Finally, each member introduces the other to the whole group, sharing the information he or she has learned.

Icebreaker 2: Three People

Description: Have each group member meet at least three other people in the group and find out one interesting fact about each of them.

Icebreaker 3: I Am Famous

Description: Write famous people's names on index cards and tape them on each parent's back. Have parents go around the room and ask "yes" or "no" questions until they figure out the name on their backs.

Icebreaker 4: Candy Color (15 minutes)

Description: Have group members each choose one Jolly Rancher (or another type of candy that has multiple color options). Ask each group member to go around and introduce him- or herself. Depending on what color Jolly Rancher group members have chosen, they are to respond to the following:

If the parent chose red: "What is one activity that you really enjoy doing with your child?"

If the parent chose green: "What is one movie your family could watch during a family movie night?"

If the parent chose blue: "What is one book that you really enjoy reading to your child?"

If the parent chose purple: "What is one game that your family could play during a family game night?"

Icebreaker 5: Family Strengths (10 minutes)

Description: Have the group members introduce themselves to the group and name one strength they think represents their family. Start by introducing yourself and then giving an example of a family strength (e.g., "I feel that my family communicates well by the way we can talk through issues and figure out the best way to solve problems and share feelings").

Icebreaker 6: What Makes Me Unique? (15 minutes)

Description: Ask group members to think of a unique quality or interesting fact about themselves (e.g., "I have a twin sister"; "I have five kids"; "I have gone skydiving"). Then have them write it down on an index card, not showing anyone. Shuffle the index cards and hand them back out to each group member. As you pass out the index cards, make sure that no one receives his or her own index card. If members do receive their own, give them another card and reshuffle theirs into the pile. Ask group members to move around the room introducing themselves to other group members and trying to find the person whose index card they have. Parents then introduce themselves to the whole group and share their interesting fact or quality.

Table 7.1 Adult Icebreaker Activities from *Group Interventions in Schools*, by Keperling et al.

Appendix 25 Goal Sheet from *Group Interventions in Schools*, by Keperling et al.

APPENDIX 25

Goal Sheet

(Group/Program Name)

Name: _____ Week of: ____/____/____

This week my goal is: _____

I, _____, have chosen the above goal and am responsible for doing my best to meet this goal, having my teacher sign this sheet, and returning it to group each week.

Monday	Y N	_____

Tuesday	Y N	_____

Wednesday	Y N	_____

Thursday	Y N	_____

Friday	Y N	_____

Teacher: Please sign your name on the line provided and indicate whether or not the goal was met by circling Y (Yes) or N (No). If the child did not meet the goal, please provide a brief explanation as to why. Praise and encouragement are recommended for student commitment to goals.

Teacher Signature: _____

Student Signature: _____

Quick Find resources for *Suicide Prevention* from <http://smhp.psych.ucla.edu>

Quick Find On-line Clearinghouse

TOPIC: Suicide Prevention

The following represents a sample of information to get you started and is not meant to be exhaustive. (Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one.)

Center Developed Documents, Resources, and Tools

Center Policy Issues Analysis Brief

- [Suicide Prevention in Schools](#)

Introductory Packets

- [Assessing to Address Barriers to Learning](#)
- [Introductory Packet: Affect and Mood Problems related to School Aged Youth](#)

Information Resource

- [Suicide Prevention and Schools: Some Basic Information](#)

Newsletter

- [Youth Suicide/Depression/Violence](#)

Other

- [Hotline Numbers](#)

Presentation and Training Aid

- [Youth Suicide Prevention: Mental Health and Public Health Perspectives](#)

Quick Training Aids

- [Suicide Prevention](#)
- [Case Management in the School Context](#)

Resource Aid Packet

- [Responding to Crisis at a School](#)
- [Screening/Assessing Students: Indicators and Tools](#)

Practice Notes

- [About Supporting Those Who Seem Depressed](#)
- [Suicidal Crisis](#)
- [When a Student Seems Dangerous to Self or Others](#)

Technical Aid Packets

- [School-Based Client Consultation, Referral, and Management of Care](#)
- [School-Based Mutual Support Groups \(For Parents, Staff, and Older Students\)](#)

Technical Assistance Samplers

- [Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning](#)
- [School Interventions to Prevent Youth Suicide](#)

Other Relevant Documents, Resources, and Tools on the Internet

Assessment

- [A Measure of Adolescent Potential for Suicide \(MAPS\): Development and Preliminary Findings](#)
- [Detecting Suicide Risk in a Pediatric Emergency Department: Development of a Brief Screening Tool](#)
- [Feasibility of Screening Adolescents for Suicide Risk in "Real-World" High School Settings](#)
- [Facts and Warning Signs for Suicidal Thoughts in Children](#)
- [Preventing youth suicide in rural America \(2008\) Suicide Prevention Resource Center and State and Territorial Injury Prevention Directors Association](#)
- [School Connectedness and Suicidal Thoughts and Behaviors: A Systematic Meta-Analysis](#)
- [School Screening Programs](#)
- [Screening for Mental Health: Depression](#)
- [Trends in the prevalence of suicide-related behaviors national YRBS: 1991-2017](#)

Prevention

- [Addressing a Crisis: Cross-Sector Strategies to Prevent Adolescent Substance Use and Suicide](#)
- [After a Suicide: A Toolkit for Schools](#)
- [A Comprehensive Approach to Suicide Prevention](#)
- [Better Ways To Prevent Suicide](#)
- [Charting the Future of Suicide Prevention: A 2010 Progress Review of the National Strategy and Recommendations for the Decade Ahead](#)
- [Choosing and Implementing a Suicide Prevention Gatekeeper Training Program](#)
- [Creating Linguistically and Culturally Competence Suicide Prevention Materials](#)
- [K-12 Toolkit for Mental Health Promotion and Suicide Prevention](#)
- [Model School District Policy on Suicide Prevention](#)
- [Lifelines: A Suicide Prevention Program](#)
- [Preventing Youth Suicide in Rural America: Recommendations to States, 2008](#)
- [Question, Persuade, Refer: Suicide Prevention](#)

Quick Find resources for *Suicide Prevention* from <http://smhp.psych.ucla.edu> continued

- [Question, Persuade, Refer: Suicide Prevention](#)
- [SAMHSA-Resources for Suicide Prevention](#)
- [Save Program: Suicide Prevention](#)
- [Red Flags Program: A Suicide Prevention](#)
- [Research-Based Guidelines and Practices for School-Based Suicide Prevention](#)
- [School Based Suicide Prevention Programs](#)
- [School Based Youth Suicide Prevention Guide](#)
- [Secondary Teachers' Perceptions of Their Role in Suicide Prevention and Intervention](#)
- [Sources of Strength: Youth Suicide Prevention](#)
- [Suicidal Thoughts and Behavior in Children and Adolescents: An Ecological Model of Resilience](#)
- [State Requirements for School Personnel Suicide Prevention Training](#)
- [State Suicide Prevention Planning: A CDC Research Brief, 2008](#)
- [Suicide prevention in schools: What are states doing?](#)
- [Suicide Prevention Resource Center](#)
- [Suicide Prevention: Strategies That Work](#)
- [Ten Recommendations for Effective School-Based, Adolescent, Suicide Prevention Programs](#)

Intervention

- [HOTLINE - The National Suicide Prevention Lifeline](#)

Also can be accessed by calling 1-800-273-TALK (8255). The lifeline is a toll-free suicide prevention hotline that provides free and confidential crisis counseling to anyone in need 24/7.

- [Youth suicide and self-Harm Prevention: 2017 Resource Guide](#)
- [The Evaluation of Interventions to Prevent Suicide](#)
- [Issues to Consider in Intervention Research with Persons at High Risk for Suicidality](#)
- [Suicide & Bullying: Preventing Suicide through Collaborative Upstream Interventions](#)

Fact/Information Material

- ["Child Suicide and the Schools"](#)
- [Common Misconceptions about Suicide](#)
- [Fact Sheet on Suicide 2006\(National Adolescent Health Information Center\)](#)
- [Fast Stats Self-Inflicted Injury/Suicide](#)
- [How to talk to a child about a suicide attempt in your family](#)
- [National Suicide Statistics at a Glance](#)
- [Suicide Prevention: Suicide Statistics in the US](#)
- [Suicide Fact Sheet](#)
- [Suicide Trends Among Youths and Young Adults Aged 10--24 Years --- United States, 1990--2004](#)

Other (including Research Findings)

- [Addressing a Crisis: Cross-Sector Strategies to Prevent Adolescent Substance Use and Suicide](#)
- [Breaking Down Barriers: Using Youth Suicide-Related Surveillance Data From State Systems](#)
- [Childhood Abuse, Household Dysfunction, and the Risk of Attempted Suicide Throughout the Life](#)

- [Childhood Abuse, Household Dysfunction, and the Risk of Attempted Suicide Throughout the Life Span: Findings from the Adverse Childhood Experiences Study](#)
- [Cyberbullying and suicide: a research summary.- A Cyberbullying Research Center Report, 2010](#)
- [Examining the Unanticipated Adverse Consequences of Youth Suicide Prevention Strategies: A Literature Review with Recommendations for Prevention Programs](#)
- [General Suicide Education \(CDC\)](#)
- [Model School District Policy on Suicide Prevention](#)
- [Media Contagion and Suicide among the Young](#)
- [Pediatric suicide-related presentations: A systematic review of mental health care in the emergency department](#)
- [Prevent Temporal Variations in School-Associated Violent Deaths \(PDF Document, 131K\)](#)
- [Reporting on Suicide: Recommendations for the Media](#)
- [Risk and Protective Factors for Suicide](#)
- [The Role of High School Mental Health Providers in Preventing Suicide](#)
- [School Gatekeeper Training \(CDC\)](#)
- [Suicidal People on the Internet: A University of Queensland \(Australia\) Study, 2009](#)
- [Suicide and Bullying: An SPRC Issue Brief, 2011](#)
- ["Suicide" query prompts Google to offer hotline: A New York Times article, 2010](#)
- [Suicide Contagion and the Reporting of Suicide](#)
- [Suicide Prevention in Schools: What Are States Doing to Prevent Youth Suicide?](#)
- [Youth Risk Behavior Surveillance System \(YRBBS\)](#)
- [Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel](#)
- [Youth Suicide Prevention Program \(YSPP\)](#)
- [Youth Suicide Prevention School-Based Guide](#)

Related Agencies and Websites

- [Action Alliance for Suicide Prevention](#)
- [American Association of Suicidology \(AAS\)](#)
- [American Foundation for Suicide Prevention \(AFSP\)](#)
- [The Befrienders](#)
- [Center for Disease Control and Prevention](#)
- [Center for the Study of Prevention of Suicide](#)
- [Center for Suicide Research and Prevention](#)
- [National Action Alliance for Suicide Prevention](#)
- [National Adolescent Health Information Center](#)
- [National Center for Mental Health Promotion and Youth Violence Prevention](#)
- [National Injury Data Technical Assistance Center](#)
- [The National Suicide Prevention Lifeline](#)
- [Oxford University Center for Suicide Research](#)
- [QPR Institute](#)
- [Samaritans USA](#)

Quick Find resources for *Suicide Prevention* from <http://smhp.psych.ucla.edu> continued

- [Samaritans USA](#)
- [SAVE: Suicide Awareness/Voices of Education](#)
- [Self Abuse Finally Ends \(S.A.F.E.\) Alternatives](#)
- [Speak Up, Stand Up, Save a Life Movement](#)
- [Suicide Information and Education Center \(SIEC\)](#)
- [Suicide Fact Sheets Based on National Violence Death Reporting System](#)
- [Suicide Prevention Action Network USA, Inc. \(SPAN\)](#)
- [Suicide Prevention Resource Center](#)
- [The Jason Foundation, Inc. \(JFI\)](#)
- [World Health Organization Statistical Information System](#)
- [Youth Suicide Prevention Project](#)

For updated references to this topic, go to [Google Scholar](#)

We hope these resources met your needs. If not, feel free to contact us for further assistance. For additional resources related to this topic, use our [search](#) page to find organizations, websites and documents. You may also go to our [technical assistance page](#) or contact ltaylor@ucla.edu for more specific technical assistance requests.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future.

Reflection



- How are the ideas and information presented connected to what you already knew?*
- What new ideas did you get that extended or broadened your thinking in new directions?*
- What challenges or puzzles have come up in your mind from the ideas and information presented?*

Post-training survey



Please fill out the survey below regarding how you feel about your ability to implement group interventions with fidelity after completing this training.

[Post-training Survey](#)

Thank you!



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References

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