

T4T Study Guide

The questions in this study guide will help to focus your learning as you work through the *safeTALK Trainer Manual* and supporting documents. Your preparation will significantly increase your learning while at T4T.

TIP: The T4T emphasizes principles and their relationship to details. If you can answer most of the questions in this study guide, you can expect to learn even more at the T4T.

Part A: Background and Underlying Principles

These questions relate to the *Essential Information for safeTALK Trainer Candidates* document and Chapters 1, 2 and 3 in the *safeTALK Trainer Manual*.

- Consider the *Core Beliefs About safeTALK*. Which ones are inconsistent with your own beliefs? Which are new to you?
- What is meant by the “safety/challenge dimension,” and why is this an important consideration?
- What do you think about “our important standards”?
- What are the recommendations for presenting *safeTALK* to youth? How do these compare with your community’s views on this subject?
- “Persons with thoughts of suicide invite help.” To what extent do you agree with this? How will your position with this belief influence your ability to effectively present *safeTALK*?
- What are the differences between awareness training, alertness training and intervention training? Which of these is the focus of *safeTALK*? Why is it important to make this distinction at a *safeTALK* training?
- How do *safeTALK* and *ASIST* complement one another?
- What is positive framing, and why do *safeTALK* trainers use it?
- Why is it important for *safeTALK* trainers to understand the policies of the suicide helping/intervention resources within a given community before doing any *safeTALK* training?

- › What are some important considerations in determining who are suitable participants for *safeTALK*?
- › How might you respond if a participant in your *safeTALK* were to disclose thoughts of suicide?
- › Do you agree with the content and idea of the Just Wonderings? What informs your agreement or disagreement?
- › Can you imagine yourself presenting *safeTALK*? Which parts challenge you and why?

TIP: Think of the co-trainer as a model for being an effective *safeTALK* trainer.

- › Is the way *safeTALK* is written the way you would say it? Does the way you would say it convey the same meaning?
- › How do you prepare for presentations? Will that work with *safeTALK*, or do you need to do something different?

Part B

The following questions refer to specific parts of Chapter 4: Standard Procedures in the *safeTALK Trainer Manual*.

TIP: Try reading Chapter 4 aloud, as if you are presenting *safeTALK*. Visualize an audience of about 25 people. Recognize that some of them will have been touched by suicide in quite personal ways. Recognize that you want all of them to be able to approach persons with thoughts in a direct and open way. Accept that how comfortable you are with direct and open talk about suicide will have a big influence on how comfortable they become.

1.1 and 1.2

- › What does the trainer or co-trainer say that helps to establish safety?
- › What does the trainer or co-trainer say that establishes that there will be challenges?
- › Why are *ASIST* and/or suicide intervention caregivers discussed so early in *safeTALK*?
- › What do you think the impact of the non-alert video clips will be?
- › Why does the *safeTALK Trainer Manual* suggest in most instances that the trainer pause for a moment after showing the non-alert and alert clips?

1.3 - 1.8

- › What do you think the impact of the alert video clips will be?
- › What is the purpose of the Just Wonderings?
- › What is the value of having participants first practice asking about thoughts of suicide in their head?
- › What is the connection between this content and the core beliefs about suicide in *Essential Information for safeTALK Trainer Candidates*?

2.1 - 2.3

- › How does *safeTALK* make it clear that it is not blaming anyone for missing, dismissing and/or avoiding?
- › Why is there a video clip in which suicide is not involved?

2.4 - 2.6

- › Why is *safeTALK*'s practice structured this way?

2.7

- › Why are the *safeTALK* stickers not handed out until the end of *safeTALK*?
- › Why do *safeTALK* trainers leave the training site slowly?