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| ST_black | Trainer Quick Reference |

This quick reference is a template for the presentation steps. It does not cover the practical matters that come before and after a *safeTALK* training. For those, see the *safeTALK* *Trainer Organizing Guide*. Those practical matters are very important to the smooth and successful outcome of your *safeTALK* presentation so do not neglect to review them.

Make edits to make this *your* quick reference. You may wish to transfer some of this content with your modifications to the *safeTALK* *Trainer Notes.*

The lead-ins you use to introduce the co-trainer clips need to be adjusted to fit the content, just prior to a co-trainer clip being shown, and need to take into account what the co-trainer will say. In the same way as you would with a live person, use your
co-trainer’s name in your references to her or him; this personalization supports engagement and learning.

#  Community Reasons for safeTALK

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| Prepare what you will say about this topic in advance including modifying Slide 1.2 in PowerPoint or using a flipchart. |  |  |
| **Slide 0** Wear sticker. Hand out the resource book and describe it as a place to take notes and a source of resource ideas after *safeTALK*. |  |  |
| **Slide 1.1:** Describe *safeTALK*’s function; identify and connect in community’s suicide-safer plan. |  |  |
| **Slide 2:** (2 clicks; wait until graphics fill completely) and Describe relationship between *safeTALK* and *ASIST* or any intervention caregivers. Indicate that a wise use of resources will have many more *safeTALK* helpers than intervention caregivers. |  | *The message should be that alert helpers are essential but also that they need intervention caregivers.* |
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#  Personal Reasons for safeTALK

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| Introduce your co-trainer. Say that he or she will present many of *safeTALK*’s messages, leaving you free to focus on the participants’ questions or concerns. Indicate that we will share personal experiences. |  |  |
| **Co-Trainer 1.2.1:** Experiences I will tell you about are one of the developers’; costs of suicide in personal terms; assumes that participants have hope or want to have hope that something more can be done to save lives; if focusing on past or have no hope, let my co-trainer know. |  | *Some participants may consider this manipulation. Be prepared to assure all that this disclosure is our attempt to be direct and honest about everything we do. For most, the “stories” become as real as they are despite them not being hers or his.* |
| Introduce Community Support Resource as help if past experiences get in the way. Suggest “thumbs-up” rule if leaving the room but okay. |  |  |
| My co-trainer will show us why learning to be alert is important. |  |  |
| **Co-Trainer 1.2.3a:** Something very important doesn’t happen in these three scenes.**Scene 1–3 NA (non-alert)** |  |  |
| **Co-Trainer 1.2.3b:** Was there anything in these scenes that alerted you to the possibility of suicide? If so, you want to become suicide alert. |  | *For most, what happens seems both possible and tragic.* |
| Pause for questions and concerns. |  |  |
| **Co-Trainer 1.2.4 includes Slide 3a:** One in twenty in have thoughts; anyone could have thoughts; most do not injure or kill themselves; instead they want help. |  |  |
| **Wondering #1:** Why invite help if they want to die? Explain that part of them does not want to die. True of almost all people with thoughts. The life part tries to let us know that it wants help. Can be “impulsive” suicides but very rare. |  | *Step to a new place to do this Wondering. Return there with each Wondering you do and for each spontaneous participant question.* |
| Pause for questions and concerns. |  |  |
| **Co-Trainer 1.2.6 includes Slide 3b:** Others want to help but they miss, dismiss or avoid the possibility that help might be needed; alert helpers learn how to recognize that possibility and how to determine if it is real by asking in a direct and open way; would have helped me when I had thoughts. |  |  |

#  Introduce TALK

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| **Slide 5:** (4 clicks) Say that *TALK* stands generally for the idea that direct and open talk about suicide is vital and specifically for Tell, Ask, Listen and KeepSafe. |  |  |

#  Tell

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| My co-trainer will get us started… |  |  |
| **Co-Trainer 1.4.1 includes Slide 6:** Tell is what a person with thoughts does; if done clearly could not be missed. |  |  |
| Ask group why a person might not Tell too clearly. Reinforce suggestions. |  |  |
| **Slide 7.1:** Note too much stigma and taboo to make clear Telling easy or common. As my co-trainer notes… |  |  |
| **Co-Trainer 1.4.4 includes Slide 7.2:** Tell clearly if you have thoughts; if you do, decide whom you would tell; Tell my co-trainer if you can’t think of anyone. Virtually everyone Tells someone. |  | *Convey concern and a desire to recognize unstated messages, not suspicion.* |
| **Wondering #2:** Aren’t those inviting help less serious? Explain that none can be dismissed as not serious. |  | *It is natural that people might want to have a reason to at least dismiss or avoid at least some people with thoughts. Make it clear that this will not work. You may need to acknowledge that the motivation is understandable: we might wish, but…* |
| Pause for questions and concerns. My co-trainer will summarize. |  |  |
| **Co-Trainer 1.4.5 includes Slide 6:** Tell reminds us to Tell and that persons with thoughts are likely Telling us they want help; we need to Tell them what we see, hear, sense or learn about their Telling; they are inviting help. |  |  |
| What might some of these invitations be? You have the general idea. |  |  |
| **Slides 8.1–8.4:** See, hear, sense or learn about. That is one—what might others be? |  |  |
| **Slide 8.5:** Summarize and ask for any other contributions. My co-trainer has a summary… |  |  |
| **Co-Trainer 1.4.9 includes Slide 8.5:** Invitations can be many things, even uninviting things and not just from a list. |  |  |
| **Wondering #3:** Aren’t some people more likely to have thoughts? Yes, but the safest way to find people with thoughts is to be alert to the invitations you see, hear, sense or learn about. |  | *Again, it is natural that people might want to have a reason to dismiss or avoid at least some. Make it clear that thiswill not work. You may need to acknowledge that the motivation is understandable:we might wish, but…* |
| Invitations indicate distress, but always assume—until you know otherwise—that they might also indicate a person asking for help with suicide, which takes priority. |  |  |
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#  Ask

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| The next thing after being invited is to Ask. |  |  |
| **Co-Trainer 1.5.1 includes Slides 9 and 7.2:** Best way to tell a person with thoughts that you have been paying attention to their invitations is to Ask them directly about suicide. Tells about personal experience. |  |  |
| **Wondering #4:** Paying attention and Asking might lead to a person losing their job? The official policy is [     ]. Leaving job alive is preferable. |  |  |
| Pause for questions and concerns. |  |  |
| **Co-Trainer 1.5.2 includes Slide 9.1:** You have to Ask.**Scene 1–3 A** **(alert)** |  |  |
| Pause for questions and concerns. |  |  |
| **Slide 9.2:** (DVD, PowerPoint or flipchart) Suggest they try saying this in their heads. Ask if they are saying it in a way that will invite a true answer. How did you do? Pause for questions and concerns. |  |  |
| **Wondering #5:** Will you give the person the idea if you Ask? No, people are not that easy to influence. You will also let others know that you are caring person, even if suicide is not the issue. |  | *Try this message in new ways if needed. The most powerful is to have them Ask you if you are having thoughts of suicide. Say no but thank them for caring enough to Ask. Add that knowing that there are people who will Ask makes the world seemmore hopeful.* |
| **Co-Trainer 1.5.6 includes Slide 9.1:** Share the reasons you are Asking before you Ask. |  |  |
| **Wondering #6:** What if answer is not clear? Ask again. If they still don’t answer clearly, go to KeepSafe step: Their unwillingness to answer clearly—and, instead, to let you know that they are not being clear—is their invitation. |  |  |
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#  Listen

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| Pause for questions and concerns. My co-trainer will introduce the next step. |  |  |
| **Co-Trainer 1.6.1 includes Slides 10 and 11:** Listen to what brought them to thinking about suicide; again, people don’t want to die; them talking about why they want to die is a good sign that they don’t want to. |  | *It is important that they understand that talking about dying is actually a life-saving activity.* |
| **Supplementary:** What about Listening makes it helpful? |  |  |
| **Supplementary:** How do you know when someone is Listening? |  |  |
| **Wondering #7:** What if they don’t have anything to say? Give them time and a little encouragement to talk. If they still don’t say anything, go on to the last step. That may start them talking, or if it doesn’t, then you need to be doing the last step anyway. |  |  |
| Pause for questions and concerns. My co-trainer has a summary. |  |  |
| **Co-Trainer 1.6.2 includes Slide 11:** End Listening by saying, “This is important.” |  |  |
| **Wondering #8:** What if they can’t stop talking? Just Listen long enough that they will recognize that they have much more to say. |  |  |
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#  KeepSafe

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| Are you ready to move on? Pause for questions and concerns. My co-trainer will introduce the last step. |  |  |
| **Co-Trainer 1.7.1 includes Slide12:** KeepSafe is mandatory; do not promise to keep suicide a secret; say that you are going to connect them whether they want you to or not. |  |  |
| **Wondering #9:** What if they don’t think the situation is serious enough? Say you don’t know either, and that is the very reason you need to connect them with someone who will know how to help. |  |  |
| **Supplementary:** Have group work on things to say to a reluctant person with thoughts or to ones who ask for secrecy. |  |  |
| **Supplementary:** Suggest removing means or person from means. |  |  |
| **Slide 13:** Do not leave a person alone but always make sure you are safe. |  | *Acknowledge that this may sometimes mean leaving a person alone briefly while an alert helper calls in KeepSafe Connections.* |
| **Slide 14:** Read it to group. |  |  |
| **Slide 15:** (DVD, PowerPoint or flipchart) Information can be transferred to page 5 of their resource book. Ask for questions, comments and additions. Indicate that allowing a person with thoughts to choose among the resources is a good idea. |  |  |
| **Wondering #10:** What if they kill themselves anyway? Your only choice is to try to help or miss, dismiss and avoid the chance to help. |  | *If disclosed, accept that feelings of anger at being placed inthis position are understandable. Note that helpers need help too.* |
| **Slide 16.1:** Introduce KeepSafe step.**Slide16.2:** (DVD, PowerPoint or flipchart to match Slide 9.2) Read slide. |  |  |
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#  Conclusion of Part 1

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| **Slide 17:** Briefly summarize steps. |  |  |
| Note that “trying on being a suicide alert helper” is coming next. |  | *Say this in a matter-of-fact way as if there is nothing to fear.* |
| Break. (Use three breaks, one earlier in this section [1.6], one here and one at 2.3 for organizations that have more frequent breaks.) |  |  |

#  Introduction to Part 2

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| Ask rhetorically why, if the steps are so obvious, they are not done? And why might they not do them? Going to clear up any reasons to miss, dismiss or avoid. |  |  |

#  Activating Your Willingness

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| My co-trainer will get us started… |  |  |
| **Co-Trainer 2.2.1 includes Slide 18.1:** Definitions of miss, dismiss and avoid; normal things to do; provides personal example of these being normal activities. |  |  |
| **Slides 18.2–18.4:** Review reasons one might do miss, dismiss or avoid. |  |  |
| **Scene 4 NA** (not alert): Ask why this parent is not exploring what the daughter is saying? |  | *If need be, help participants understand that this person may be in distress themself and unable to cope: helpers also need help.*  |
| **Slide 18.5:** Is this parent missing, dismissing and avoiding? Discuss with the person beside you. Ask for suggestions. If need be, say the parent knows suicide is involved and is avoiding—then ask why she (he) might be doing that? |  |  |
| **Scene 4** **A** (alert): Reinforce what a difference being alert can make.**Slide 17:** Ask what this parent might do now that she (he) sees that suicide is involved? Reinforce contributions. |  | *The main message here is that an alert helper needs to trust the TALK steps and avoid having fear get the best of their intentions to help. Fear is unjustified and unhelpful.* |
| **Wondering #11:** Does Asking the question about thoughts of suicide always happen that fast? It might take longer but often it does not need to. |  |  |
| **Scene 5 NA and A** **(non-alert and alert back-to-back)**: Say that Asking about suicide is helpful even when suicide is not involved. |  |  |
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#  The Importance of Being Nosey and Limits to the  Suicide Alert Role

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| Let’s look at two more reasons for not being alert: a reluctance to be nosey and a notion about the requirements of the alert helper role. My co-trainer will help us with both… |  |  |
| Pause for questions and concerns. |  |  |
| **Co-Trainer 2.3.2 includes Slide 18.1:** Like child abuse and drunk driving, suicide should no longer be regarded as a private thing that ought to be ignored (missed, dismissed or avoided). |  | *There are too many children being harmed, too many people being killed both by automobile accidents and suicide. We have to make these issues public.* |
| Pause for questions and concerns |  |  |
| **Co-Trainer 2.3.3 includes Slide 15:** Your job is not to save their life but rather to get them in touch with someone who can help—nothing magical to do in the Listening step, but if doing Listening is stopping you, just bypass it. |  | *While skipping the Listening step is not preferred, completingthe KeepSafe step is mandatory.* |
| **Supplementary:** Look at helpful and unhelpful characteristics. |  |  |
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#  Preparing for Practice

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| Do you have other concerns that might hinder you from practicing? |  | *Practice is the bestway to address any remaining concerns.* |
| One last reminder of the value of being alert.**Scene 6 NA** **(non-alert)**: What stopped this helper? |  |  |
| One last reminder of how much of a difference being alert can make.**Scene 6 A** **(alert)**. |  |  |
| **Slide 19:** (DVD, PowerPoint or flipchart to match Slide 9.1) Go over this phrase in your mind. Have someone say it to you. |  |  |
| **Slide 15:** Hand out wallet card. Reinforce that they already know what is on it. Refer them to page 5 resources and Slide 15 (used earlier; PowerPoint or flipchart). Say later they may wish to transfer some of the resources to their wallet card. |  |  |

#  Creating the Practice Scene

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| **Slide 20:** (DVD, PowerPoint or flipchart) Develop practice scene with their help. |  |  |

#  Practice

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| Pair up. Decide who will be alert helper and person with thoughts for the first round. Work through practice with the roles one way in the designated amount of time. Signal when done. |  | *While the practice is almost universally successful, look for any opportunity to clarify a concern that might get in the way of being an alert helper. Allow for the possibility that some may decide that they cannot be an alert helper. Your understanding here will actually encourage those who believe they can.* |
| Repeat with roles reversed. |  |  |
| Debrief. |  |  |
| If you are having thoughts of suicide, you have just rehearsed how to get help. |  |  |
| **Slide 16.2:** (DVD, PowerPoint or flipchart to match Slide 9.2) Use your Community Support Resource as the intervention resource and yourself as the person with thoughts. Ask participants to try saying what they might say to the resource. |  |  |
| Congratulate participants. |  |  |
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#  Close

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| Encourage participants to carry their wallet card. Here are my co-trainer’s closing thoughts on *safeTALK*… |  |  |
| **Co-Trainer 2.7.2 includes Slide 21:** Sticker shows you are available to help; put it up and always wear symbolically; encourage others to take *safeTALK* training; personal message about the value of *safeTALK*. |  | *If the enthusiasm with which you do your conclusion is consistent with participants' feelings, learning will be further reinforced.* |
| Hand out the sticker. |  |  |
| **Slide 2:** A reminder of our suicide-safer community.**Slide 22:** A reminder of who needs to take *safeTALK*. |  |  |
| **Slide 0:** Great ideas in their resource book for other ways of contributing to suicide prevention. Final questions; fill out feedback form and hand in; exchange for certificate; thank organizer and participants. |  |  |
| Make slow exit to indicate willingness to respond to individual questions and concerns. |  |  |
| Debrief with Community Support Resource. Look though feedback to see if anyone is requesting help. |  |  |