

Pain Isn't Always Obvious

**KNOW  
THE SIGNS**

Suicide Is Preventable.org

## Youth Suicide Prevention in Schools and Communities



# Welcome!

- Please mute your line
- If you have a question, technical problem or comment, please type it into the “Questions” box or “raise your hand” by clicking the hand logo on your control panel



*NOTE: All slides and information covered with be shared via email following the presentation*

# Introductions



Monica Nepomuceno  
Sacramento, CA



Alex Graham  
Anaheim, CA



Rob Coppo  
Del Mar, CA



Scott Fisher  
Poway, CA



Stan Collins  
San Diego, CA

Know the Signs >> Find the Words >> Reach Out

**Each Mind Matters is California's Mental Health Movement.** We are millions of individuals and thousands of organizations working to advance mental health.

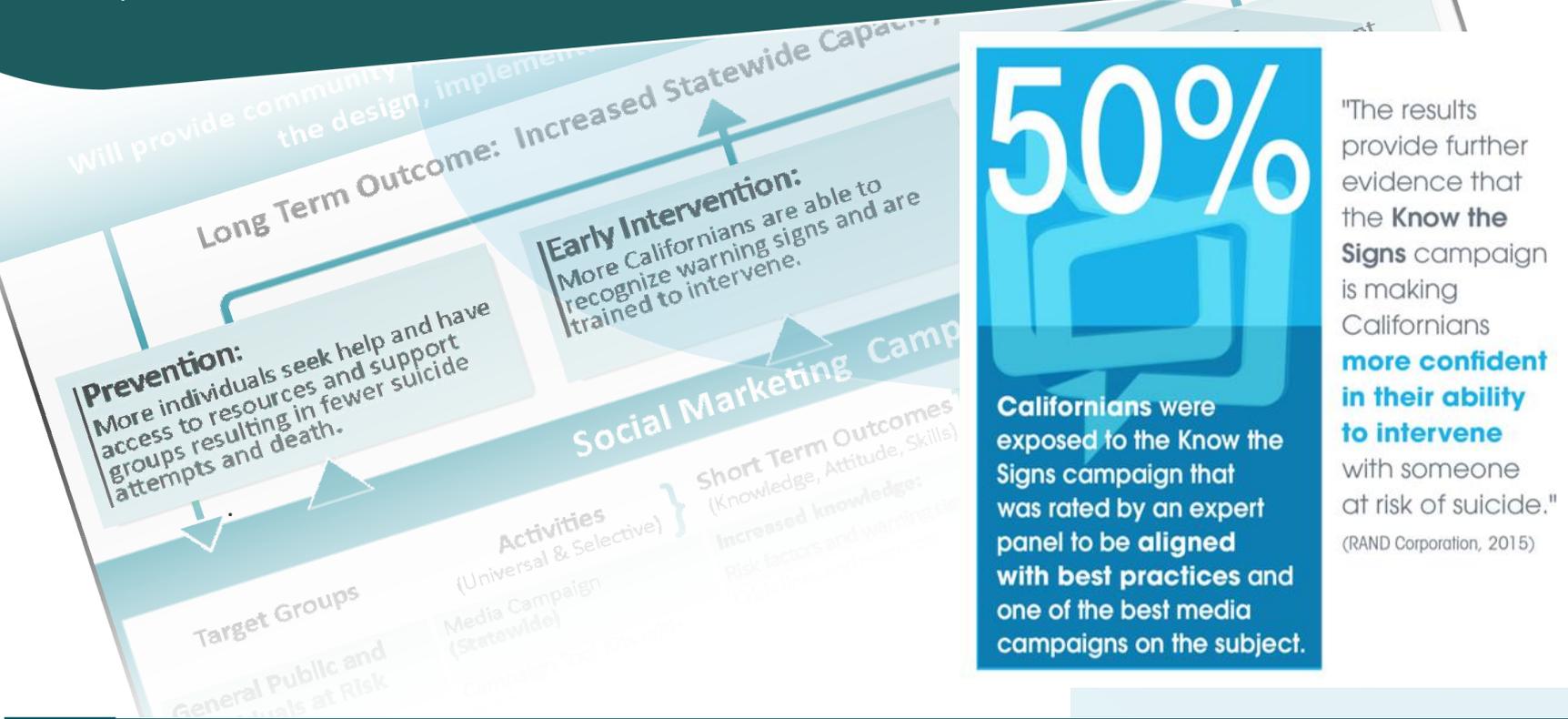


---

**Know the Signs >> Find the Words >> Reach Out**

Know the Signs is a statewide suicide prevention social marketing campaign with the overarching goal to increase Californians' capacity to prevent suicide by encouraging individuals to know the signs, find the words to talk to someone they are concerned about, and to reach out to resources.

# KNOW THE SIGNS



Know the Signs >> Find the Words >> Reach Out

# PAIN ISN'T ALWAYS OBVIOUS.

Every day friends, family and co-workers suffer from the invisible wounds of emotional pain. Talking about this pain, feelings of suicide or the need for help may be too difficult and although their pain may go unseen most people thinking of suicide show some type of signs. They may be subtle, but they are there. By recognizing those signs, finding the words, and reaching out you have the power to make a difference, and the power to save a life.

- Start
- Know
- Find
- Reach
- Share

RECOGNIZE THE  
WARNING SIGNS

Read On +

LEARN HOW TO  
HAVE A CONVERSATION

Get Started +

REACH OUT FOR  
ADDITIONAL RESOURCES

Learn More +

SPREAD THE WORD



Media | About | Contact Us

suicideispreventable.org

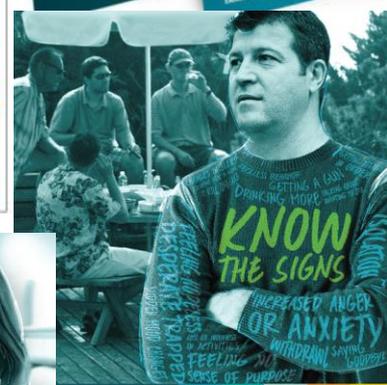
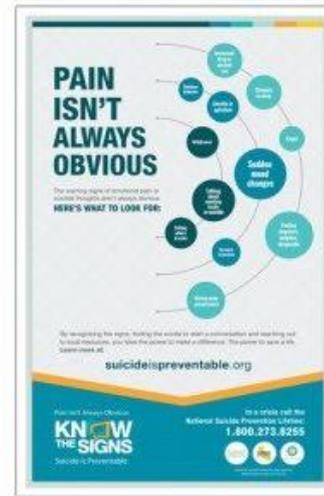
elsuicidiodesprevenible.org



# Tools and Resources

A wide range of mental health and suicide prevention educational resources are available for diverse communities across the lifespan:

- African American
- API youth
- Cambodian
- Chinese
- Filipino
- General public
- Hmong
- Individuals in crisis
- Korean
- Lao
- LGBTQ youth and young adults
- Middle aged men
- Spanish-speaking
- Vietnamese
- Russian
- Punjabi



Know the Signs >> Find the Words >> Reach Out

# Student Policy Updates: Mental Health and Suicide Prevention



Monica Nepomuceno  
California Department of Education  
Education Programs Consultant



# Assembly Bill 2246 (AB2246):

- AB2246: Passed in Sept. 2016, required all LEAs serving pupils in grades 7-12 to implement suicide prevention policies by 2017-18 school year
- CDE released “Model Youth Suicide Prevention Policy” which recommends:
  - Training for all staff
  - Specialized training in risk assessment
  - Review/update of referral processes
  - Vetting and referral of community resources
  - Utilization/sharing of crisis resources
  - Implement/update re-entry procedures
  - Focus on high risk groups
  - Student engagement/education
  - Creation of a “postvention plan”

# Going Beyond AB2246

- AB 2639: Requires that school suicide prevention policies be updated, at a minimum, every five years
- AB 1808: Funding for online suicide prevention training for staff and students
- SB 972: Crisis resources on student ID cards



# Assembly Bill 1808 (online training opportunities)

- The CDE shall identify one or more evidence-based online training programs for staff and students
- The program(s) must:
  - Be evidence-based
  - Be consistent with CDE “Model Youth Suicide Prevention Policy”
  - Address needs of high-risk groups: LGBTQ, Disabilities/Substance Abuse/Mental Illness, Loss Survivors, Homeless /Out-of home settings
  - Track aggregate statewide usage
  - Assess trainee knowledge (before and after)
- CDE shall provide grants to local County Offices of Education
  - COE shall make the training program available to local LEAs at no cost
  - LEAs are not required to use training program

# Senate Bill 972: Student IDs

- July 1, 2019, a public school (including a charter school, or a private school) that serves pupils in any of grades 7 to 12, and that issues pupil identification cards shall have printed on either side of the pupil identification cards:
  - The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.
  - The Crisis Text Line, which can be accessed by texting HOME to 741741.
  - A local suicide prevention hotline telephone number.



---

Know the Signs >> Find the Words >> Reach Out

# Engaging the Community: What I Wish My Parents Knew



Scott Fisher  
Principal (retired)  
Poway Unified School District

# What I Wish My Parents Knew

- Developed by the community serving Poway Unified School District (San Diego County).
  - First event in fall of 2013
- Focused on engaging parents and the entire community in supporting youth
- As the title suggests, a key principle in engaging youth at every step in the process (from planning to presentations)
- Events are repeated 2-3 times throughout the school year (ideally district wide)



# What I Wish My Parents Knew

## Key principles in our philosophy:

- Involve the power of the student voice
- Utilize strong teaching principles
  - No lengthy lectures (no “sit and get”)
  - Interactive presentations
- Sessions would be open, interactive and confidential
- Avoid “the blame game”, use a positive message always
- More than a “one time” event
- No personal profit or benefit (for planning team members)

# What I Wish My Parents Knew

## Outline / Agenda

- Resource fair for parents featuring local community resources (30 min, optional)
- Brief welcome/keynote remarks by principal or district administrator. Consider including a community leader or speaker (10 to 15 min)
- Concurrent break-out sessions featuring workshops on a variety of topics (2 repeating sessions, 45-60 min each)

# What I Wish My Parents Knew

1. Form a planning committee of committed leaders
2. Identify and agree on principles
3. Send out student survey for input on topics
4. Set a date, location, and identify speakers
5. Promotion
6. Host event

# What I Wish My Parents Knew

## Involving Youth

- Student survey asking youth “What they wish their parents knew” and what topics they would like covered
- Topics typically suggested by youth include:
  - Suicide Prevention and mental illness
  - Academic pressure
  - Communicating with youth/parents
  - Handling stress
  - Substance abuse
  - Social media
  - Bullying
  - Peer Pressure
  - Managing expectations

# What I Wish My Parents Knew

## Involving Youth in Presentations

- When possible, it is valuable to involve youth directly in the presentation (or at least on a panel)
- However, it is primary to consider the safety of youth involved especially for topics such as suicide prevention, mental health and bullying
  - Ensure youth are in a “safe place” and well into a “recovery phase”
- Confirm parent/guardian support and permissions
- Spend time prepping students and engaging safety supports
- Consider engaging youth who have recently graduated from the school/district

# What I Wish My Parents Knew

## Partnerships and collaboration

- Promotion is key to success
- Work with local organizations (you trust) that reach youth and parents for presentations and promotion
  - In Poway, the key partner in our success was local faith institutions
  - Other partners include community based organizations focused on youth and parents: PTSA, YMCA, Boys and Girls Clubs, NAMI chapters, etc.

# What I Wish My Parents Knew

## Lessons Learned / Steps to Success

- There is no “right” answer for raising kids
- Build upon and rely on partnerships
  - Our planning team still has the same members
- Trust the experts, use the experts
- Continue to learn and adapt to the needs of your community (evaluate your sessions)
- Keep youth involved

# What I Wish My Parents Knew

Tools and Resources available to support you:

- What I Wish My Parents Knew Toolkit
- Parent invitation email template
- Flier
- Planning guides:
  - Exhibitor Tracking
  - Presenter Tracking



Know the Signs >> Find the Words >> Reach Out



---

Know the Signs >> Find the Words >> Reach Out

# Responding After a Suicide: Postvention

## Postvention is Prevention

# Responding After a Suicide: Postvention

## Resources

- [\*After a Suicide: A Toolkit for High Schools\*](#)
- [\*Preventing Suicide: A Toolkit for High Schools\*](#)
- [\*HEARD Alliance: Toolkit for Health Promotion and Suicide Prevention\*](#)



# Responding After a Suicide: Postvention

Key elements of an effective postvention plan include:

- Process for enacting Postvention Response Plan
- Confirmation of death (and cause)
- Contact with family of the deceased
- Notification to staff
- All staff meeting
- Identify students significantly affected
- Communication to students/community
- Memorial considerations
- Media response (including social media)

Steps to Take in Immediate Aftermath	Staff Responsible	External Contacts (Phone Numbers)	Tools
<b>Notify key individuals</b>			
1. Verify death	Lead: _____ Backup: _____	Police: _____ Medical examiner: _____	
2. Ensure that staff know how to respond to inquiries and manage the campus for safety	Lead: _____ Backup: _____		Tool 3.A.1: Sample Script for Office Staff
3. Notify superintendent's office	Lead: _____ Backup: _____	Superintendent : _____ Backup/weekends: _____	
4. Notify district crisis team*	Lead: _____ Backup: _____	District crisis team: _____ Weekend/vacation/late night contacts: _____	
5. Notify schools attended by family members of the deceased	Lead: _____ Backup: _____	Other schools in district: _____	
6. Contact and coordinate with external mental health professionals	Lead: _____ Backup: _____	Community mental health providers: _____ External crisis response professionals: _____	Tool 3.A.2: Sources of Postvention Consultation
7. Reach out to and work with the family of the deceased	Lead: _____ Backup: _____		Tool 3.A.3: Guidelines for Working with the Family
<small>*In tribal communities, Bureau of Indian Education schools notify the main office and tribal schools notify the principal.</small>			

# Responding After a Suicide: Postvention



Robert Coppo  
Principal  
Torrey Pines High School



# Postvention – Triage

- **Just the Facts:** The initial communication needs to include only facts, regardless of media, staff, student speculation
- **Timely, Accurate Communication:** In the information age, this is incredibly challenging
- **Contact Affected Teachers & Set up Support**
- **You Aren't Alone:** Immediately engage district, county and site support teams
- **Staff Debrief:** Don't rely on email, get in front of your staff
- **Keep Media Off-Site:** Designate a spokesperson, but do not bring them on campus
- **Be Visible & Available:** The community needs to see the principal out in front at a time like this

# Postvention – Fallout

- **Everyone Is An “Expert”**: Be ready for lots of advice
- **This Isn’t About Failure Or Blame**: Don’t lose sight of what you do well, or how many kids you’ve already helped
- **Teacher Support**: Some will be triggered, others are not capable of engaging students on this level
- **Take Care of Yourself**: Principals, by nature, fix things, but we need to be aware of our own stress level
- **Memorials**: Balance the community need to heal with the school’s need to continue to be a school

# Postvention – Lessons Learned

- **There Isn't a Script:** Even with all of our experience, no postvention is ever the same
- **Local News Is a Challenge:** Respect their role, but protect the family and your school
- **Known vs. Unknown Students:** Postvention efforts are different considering the circumstances of the student

# Postvention – Lessons Learned

- **Can We Even Say the “S-word?”**: Respect the families wishes
- **Staff Support**: Our staff trusted fellow staff members
- **Graduation**: Engage the family and student leaders in the plan
- **Be Prepared for the Anniversary**: Depending on the circumstances, this might be big deal, or it might not



---

Know the Signs >> Find the Words >> Reach Out

More than a film contest:  
*The Directing Change Program and  
Film Contest*



# The Directing Change Program and Film Contest

## Learning Methodology



Directing Change integrates sound pedagogical principles into the filmmaking process so that participants are engaged via all methods of the “learning spectrum”: to see, experience, discuss, and apply. Once created films are used in schools and communities to raise awareness and start conversations about these topics.



Know the Signs >> Find the Words >> Reach Out

# The Directing Change Program and Film Contest

Directing Change is effective at:

- Increasing knowledge and skills
- Changing attitudes and behaviors related to mental illness and suicide prevention

“It is remarkable that significant findings persisted even months after the program had ended—with fielding of the survey among participants in the program 3 - 6 months after completing their film submissions”



**NORC**<sup>75</sup>  
*at the UNIVERSITY of CHICAGO*

# The Directing Change Program and Film Contest

Submit 30-second or 60-second films in one of the following categories:

- Mental Health Matters (MHM)
- Suicide Prevention (SP)
- Through the Lens of Culture (MHM or SP)
- SanaMente (Spanish, 30-seconds)
- Animated Short (30-seconds)
- Walk in Our Shoes (60-seconds)



**Directing Change**

*Program & Film Contest*

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



The contest is open to students in grades 6-12, youth and young adults ages 14 to 25

- All film teams need to identify an adult advisor to review the film.
- There is no limit on the number of submissions by participants, schools, or organizations.
- There is no limit on the number of people who can work on a film

**Submission Deadline: March 1, 2019**

# The Directing Change Program and Film Contest

Create. Compete.  
**Direct Change**  
to Save Lives.  
Youth create films to promote social justice in schools and communities.

**Directing Change**  
Program and Film Contest

EachMind MATTERS presents

AB 2246 ACT

To keep up with the latest updates, visit [www.facebook.com/DirectingChangeCA](http://www.facebook.com/DirectingChangeCA)

**CALLING ALL YOUNG FILMMAKERS AND CHANGE AGENTS! MAKE A DIFFERENCE AND WIN CASH PRIZES BY CREATING SHORT FILMS THAT WILL BE USED TO RAISE AWARENESS AND HELP YOUNG PEOPLE ACROSS CALIFORNIA.**

SUBMISSION CATEGORIES:  
SUICIDE PREVENTION • MENTAL HEALTH MATTERS  
ANIMATED SHORT • THROUGH THE LENS OF CULTURE

**SUBMISSIONS ARE DUE MARCH 1 every year**

Visit [www.DirectingChangeCA.org](http://www.DirectingChangeCA.org)

EachMind MATTERS  
Mental Health Matters  
Directing Change  
Program & Film Contest  
www.DirectingChangeCA.org

## Youth Suicide Warning Signs

*Talk to a trusted adult or reach out to someone you are concerned about if you observe one or more of these warning signs, especially if the behavior is new, has increased or seems related to a painful event, loss or change:*

1. Talking about or making plans for suicide
2. Expressing hopelessness about the future
3. Displaying severe/overwhelming emotional pain or distress
4. Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above.

Specifically, this includes significant:

- Withdrawal from or changing in social connections/situations
- Changes in sleep (increased or decreased)
- Anger or hostility that seems out of character or out of context
- Recent increased agitation or irritability

*If you are concerned about someone, reach out and ask: "Are you thinking about suicide?"*

Whatever you're going through, you're not alone. If you're in pain or concerned for someone else, call the National Suicide Prevention Lifeline 800.273.8255 (TALK) or text HOPE to 741-741. You can also visit [suicideispreventable.org](http://suicideispreventable.org) for more information.

Know the Signs >> Find the Words >> Reach Out

More than a film contest:

*The Directing Change Program and Film Contest*



Alex Graham  
Film Teacher / Instructor  
Canyon High School  
Chapman University



# Canyon High School & Directing Change

- My classes have participated for the past **5 years**
- Over **200 students per year** make films in groups (over 1,200 total over 5 years)
- Finished PSA's are broadcasted to the **entire campus** in our school's weekly broadcast as well as submitted and screened in various **film festivals** in the Southern California area
- Students have received many awards and recognition from **peers, local & state government, press/media** as well as awards from **Directing Change**

# Our Process

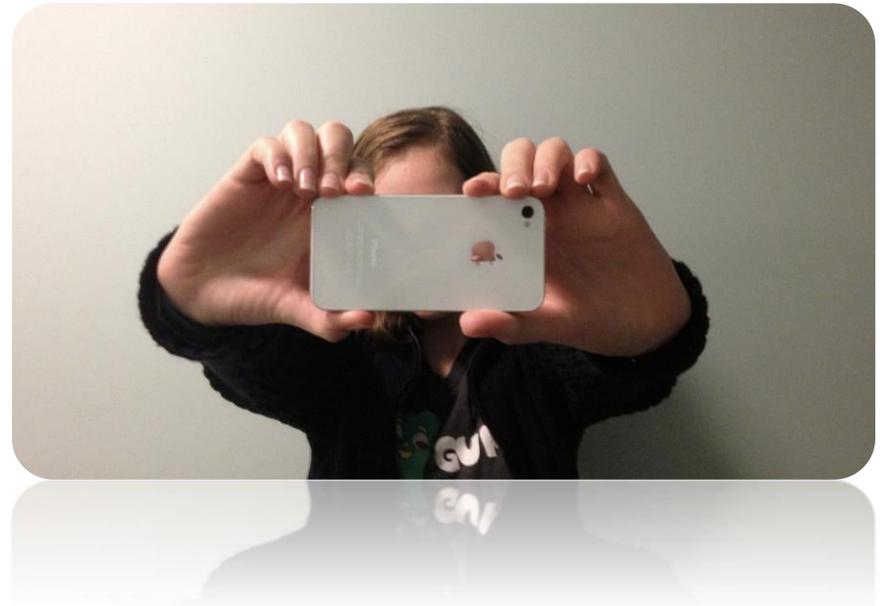


- Focus on learning **how** a PSA is constructed from a writing, filmmaking & visual-storytelling perspective
- Research the topics and **GET EDUCATED** about facts and resources
- **Watch and assess** PSA's that address the topics of Suicide Prevention and Mental Health (Are they appropriate, sensitive, powerful, thought & action provoking?)
- Do exhaustive **research** the subject matter with a small group and **plan their own film and shoot their own film** with the intent to **CHANGE** the mind of an audience (often requiring role playing and creative ways to introduce facts and solutions)

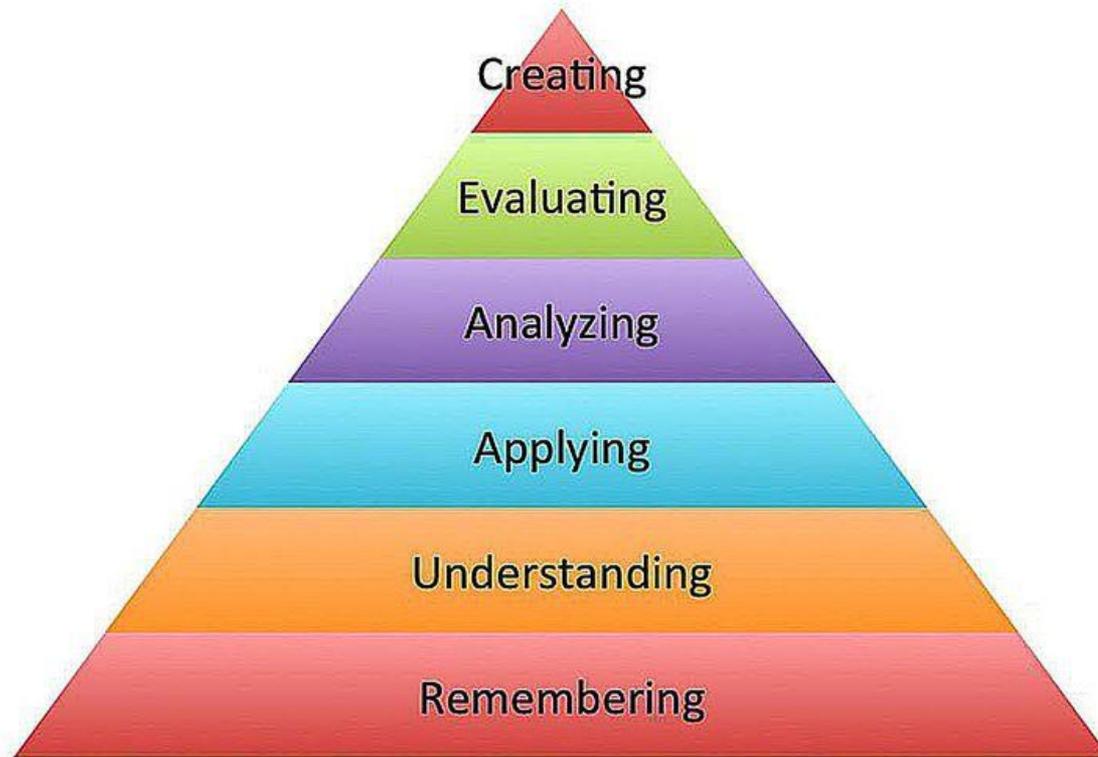
# No Equipment Needed

**(it's easy and the kids  
already know how to  
do it...)**

**and they are already  
doing it in their other  
classes!)**



Anyone can listen to a speaker and remember a few things,  
but **CREATING** a film takes the student to the highest  
level of Bloom's Taxonomy



# The Results

- **Conversations open up** between teachers and students who are in great need & get help immediately
- Students reach out for friends they are concerned about to get help and **KNOW the resources**
- Students have even decided they want to **pursue careers** in Social Work (or similar fields) after the entire experience
- **In the future**, our kids will certainly encounter these experiences in their lives and will know what they can do to help



---

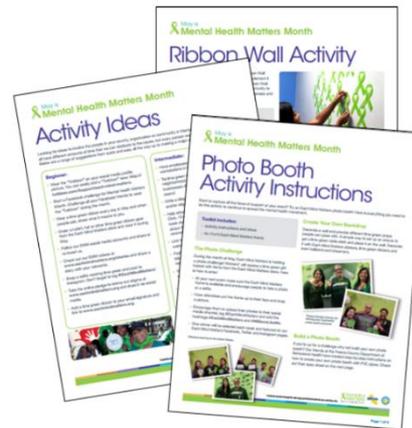
Know the Signs >> Find the Words >> Reach Out

# Raising Awareness

- Range of resources from event planning guides, posters, guides on engagement through social media, and suggestions for activities to get your community involved
- Available in print and electronically on the Each Mind Matters website.

## Mental Health Matters Month

May  
*(California)*



## Suicide Prevention Awareness Toolkit

First full week in  
September  
*(National)*

## Mental Health Awareness Week

First full week in  
October  
*(National)*

# Activities and Tips for Schools

1. Work with youth to host a **Suicide Prevention Activity**.
2. Host a **What I Wish My Parents Knew Event** to educate parents about suicide prevention and mental health.
3. Engage youth by **creating a film about suicide prevention** or by implementing a suicide prevention activity.
4. Create a **Suicide Prevention Hand-out** and distribute it to all staff.
5. Complete the **postvention checklist** for your school.

## In the Toolkit:

- **What I Wish My Parents Knew Event Guide**
- **School-based Suicide Prevention Activity Tip Sheet**
- **Suicide Prevention One-Pager for School Staff**
- **Postvention: Responding to Suicide in your School Community**
- **Resources**

# Staff Hand-Outs

## Suicide Prevention: Recognizing Risk and Responding to Students

### Warning Signs:

Warning signs are indications that someone may be in danger of suicide, either immediately or in the near future. **Most people show one or more warning signs, so it is important to know the signs and take them seriously especially if a behavior is new or has increased and if it seems related to a painful event, loss, or change.**  
(www.youthsuicidewarningsigns.org)

- Talking about or making plans for suicide.
- Expressing hopelessness about the future.
- Displaying severe/overwhelming emotional pain or distress.
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. *Specifically, this includes significant:*
  - Withdrawal from or changing in social connections/situations
  - Changes in sleep (increased or decreased)
  - Anger or hostility that seems out of character or out of context
  - Recent increased agitation or irritability

### Questions to Ask:

- **Are you thinking about suicide?**
  - Asking someone "Are you thinking about suicide?" will not put thoughts of suicide in his or her mind. In fact, asking this direct question is important.
- **Do you have a plan? Have you thought about how you might do this?**
  - This will help identify further information to assist with the risk assessment later.

### Referral and Support:

**Don't leave the student alone at any time.** As soon as possible, either walk the student up to the counseling office or contact the following individuals (see list). No matter what time of day it is, **you are required to immediately ensure the student is connected to further support following district protocol.**

Referral Contact List (continue moving down the list until you've made direct contact to provide further assessment for the student):

1. Contact Name, phone number
2. Contact name, phone number
3. Contact name, phone number
4. Contact name, phone number
5. Contact name, phone number
6. Contact name, phone number
7. Contact name, phone number
8. Contact name, phone number
9. Contact name, phone number
10. Contact name, phone number

For additional information about suicide prevention visit: [suicideispreventable.org](http://suicideispreventable.org)  
For educational resources visit: [www.directingchange.org/schools/](http://www.directingchange.org/schools/)



## Create a Postvention Plan

Steps to Take in Immediate Aftermath	Staff Responsible	External Contacts (Phone Numbers)	Tools
<b>Notify key individuals</b>			
1. Verify death	Lead: _____ Backup: _____	Police: _____ Medical examiner: _____	
2. Ensure that staff know how to respond to inquiries and manage the campus for safety	Lead: _____ Backup: _____		Tool 3.A.1: Sample Script for Office Staff
3. Notify superintendent's office	Lead: _____ Backup: _____	Superintendent: _____ Backup/weekends: _____	
4. Notify district crisis team*	Lead: _____ Backup: _____	District crisis team: _____ Weekend/vacation/late night contacts: _____	
5. Notify schools attended by family members of the deceased	Lead: _____ Backup: _____	Other schools in district: _____	
6. Contact and coordinate with external mental health professionals	Lead: _____ Backup: _____	Community mental health providers: _____ External crisis response professionals: _____	Tool 3.A.2: Sources of Postvention Consultation
7. Reach out to and work with the family of the deceased	Lead: _____ Backup: _____		Tool 3.A.3: Guidelines for Working with the Family

\*In tribal communities, Bureau of Indian Education schools notify the main office and tribal schools notify the principal.

# The Directing Change Program and Film Contest

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

Sponsors and Partners | Judges | Watch and Use Films | 2018 Award Ceremony | Media | A

RULES AND FAQ | SUBMISSION CATEGORIES | FORMS AND COPYRIGHT

EachMind MATTERS presents

## Directing Change

Program and Student Film Contest



### Honorable Mention "Your Story"

Orange County  
Filmmakers: Kenna Madrick & Paige Walker  
Canyon High School  
Advisor: Alex Graham

[View](#)  
[Download](#)

Please view and download the amazing films created by our young and talented film makers and check out this [tip sheet](#) for ideas to use the films. You can also [contact us](#) to receive a DVD with the films and please let us know how you are using the films!

[Films by County](#)  
[Films for Diverse Communities](#)



### My Friend Tyler

<https://youtu.be/gq4B8tB84io>

Know the Signs >> Find the Words >> Reach Out

# WALK IN OUR SHOES



## Performance

Statewide school-based performance tour



## Website

Educational, interactive website (English and Spanish)



## Media

Targeted mass media (radio, digital, cable TV)

Comprehensive campaign targeting 9-13 year olds

[WalkInOurShoes.org](http://WalkInOurShoes.org)

[ponteenniszapatos.org/](http://ponteenniszapatos.org/)

Know the Signs >> Find the Words >> Reach Out

# WALK IN OUR SHOES



## FOR GROWNUPS

**NEED HELP NOW?**

### FOR TEACHERS

Mental health challenges are more common than one realizes. As an educator, you play a crucial role in introducing the subject of mental health to your students. In fact, some of your students have probably experienced their own mental health challenges.

The following resources provide information about mental health, a synopsis of the Walk In Our Shoes campaign and a Classroom Facilitation Guide, with accompanying activities, that familiarize students with mental health and wellness.

**INTRODUCING MENTAL HEALTH (TEACHERS)**  
**ABOUT WALK IN OUR SHOES**  
**CLASSROOM FACILITATION GUIDE**  
**CLASSROOM LESSON PLANS**  
**CLASSROOM ACTIVITIES**

# Additional Resources for Youth

- **Active Minds:**
  - “Be a Friend” Resources
  - [www.ActiveMinds.org](http://www.ActiveMinds.org)
- **National Alliance on Mental Illness**
  - NAMI on Campus Clubs
  - Ending the Silence (classroom presentations)
  - <https://namica.org/>



# Each Mind Matters Resource Center

The image shows a screenshot of the Each Mind Matters Resource Center website. The main header includes the logo and navigation links: Initiatives, Collections, About Us, Contact Us, and a SEARCH button. Below the header is a paragraph describing the organization as California's Mental Health Movement. A blue sidebar on the left contains a search bar and a 'SEARCH' button, with an 'Advanced Search' link. The main content area features a 'Featured' section with a 'Mental Health Awareness Week Toolkit' and an 'Explore Our Initiatives' section with three cards: 'Each Mind Matters', 'Know the Signs', and 'SanalMente'. A large, tilted overlay on the right side of the page displays a 'COLLECTIONS' banner for 'Suicide Prevention Resources for Youth, Schools, and Parents'. Below the banner is a paragraph of text and a 'Resources' section listing items like 'Suicide Prevention Activity Tip Sheet for Schools' and 'What I Wish My Parents Knew: A Step By Step Guide to Implement a Suicide Prevention and Mental Health Parent Event'. A search bar is also visible on the overlay.

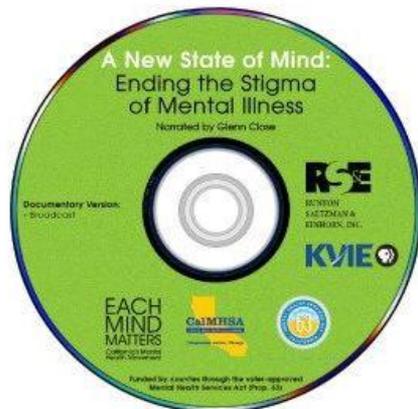
<https://emmresourcecenter.org/>

Know the Signs >> Find the Words >> Reach Out

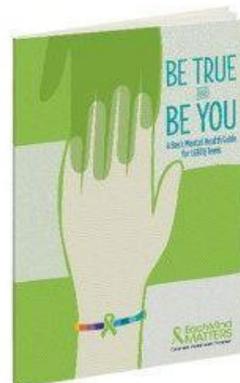
## Shop

The Each Mind Matters Shop provides promotional and educational materials for supporting California's Mental Health Movement. If you would like to order materials with a Purchase Order, please [review the Purchase Order Process](#). If you have any questions about your order or the Shop, please contact [Store@EachMindMatters.org](mailto:Store@EachMindMatters.org).

*Your purchase helps fight stigma in your community! All proceeds from the Each Mind Matters store go to support mental health outreach and education across California.*



**"A New State of Mind"**  
 Documentary DVD Toolkit



**"Be True and Be You"** Booklet for  
 LGBTQ Teens



**"Stories of Hope, Resilience and  
 Recovery"** Vignette DVD

# Bookmark us!

[EachMindMatters.org](http://EachMindMatters.org)  
[SuicideIsPreventable.org](http://SuicideIsPreventable.org)  
[EMMResourceCenter.org](http://EMMResourceCenter.org)  
[DirectingChangeCA.org](http://DirectingChangeCA.org)  
[WalkinOurShoes.org](http://WalkinOurShoes.org)



[SanaMente.org](http://SanaMente.org)  
[ElSuicidioEsPrevenible.org](http://ElSuicidioEsPrevenible.org)  
[PonteEnMisZapatos.org](http://PonteEnMisZapatos.org)



Twitter: @eachmindmatters



Facebook.com/eachmindmatters



Instagram: eachmindmatters



Funded by counties through the voter-approved Mental Health Services Act (Prop. 63).

For questions email: [info@suicideispreventable.org](mailto:info@suicideispreventable.org)

To access the Each Mind Matters Collection for  
***Suicide Prevention for Youth, Schools and Communities online:***  
<https://emmresourcecenter.org/collection/suicide-prevention-resources-youth-schools-and-parents>

