

# Suicide Prevention Black, Indigenous and Other Students of Color Part 2 of 2



Hosted by:  
ASBA's Black Alliance and  
Hispanic Native American Indian Caucus



# Agenda



Introductions

Mental Health Perceptions or Stigmas

Warning Signs

Culturally Relevant Resources

Questions Board Members Should Ask

Resources and Training

# Presenters



**Zeruah Buchanan, MPH**  
Suicide Prevention Epidemiologist  
AHCCCS - Office of the Director



**Tallerita Tunney Rogers, LMSW, MPA**  
Director of Community Development  
Native Americans for Community Action, Inc.



**Heliana Ramirez, PhD, LISW**  
Senior Research Associate  
Center for Applied Research Solutions



**Moderator:**  
**Julie Bacon, MSW**  
Leadership Development Specialist  
Arizona School Boards Association

# The Board's Role

- A.R.S. 15-120 Suicide Prevention and Training
  - Requires school districts to provide training in suicide awareness and prevention beginning SY20-21
  - Includes: school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve.
  - The training must occur at least once every 3 years and include prevention, warning signs in adolescents, appropriate interventions and referral techniques
  - The training must use evidence-based training materials.
- ASBA Model Policy IHAMD
- Budget and Accountability



# Stigma/Perceptions Surrounding Mental Health (Indigenous)

- Help-seeking as “weakness” or devaluing traditional practices/ways of being well
- Knowing where to get help
- Limitations on crisis response
- Insurance coverage when seeking care outside home communities



# Stigma

Her/Historical  
Context

Stereotypes

“White People  
Problem”

Cultural  
Humility

# **What are *some* of the perceptions or stigmas held in different Latinx communities around mental health and suicide?**

- Religious Values (e.g., Catholicism – Sin, praying for intercession)
- Cultural Idiomatic Expressions
- Acculturation Stress
- Cultural Dissonance (especially gendered cultural expectations)

# Warning Signs

- Disengagement and isolation
  - In general, Indigenous communities are community focused and enhanced through relationships (k'e')
- “Escape” through maladaptive behaviors
  - Substance use, *however*, despite popular beliefs, American Indian populations have lowest rates of use/abuse especially with Alcohol



# Warning Signs

Research Needed

Treatment of Signs In School

- Argumentative
- Poor Concentration
- Bodily Pain
- Chronic Fatigue
- Avoidance of people, places, or activities

Structural Racism

## **What are the warning signs school personnel should be aware of when it comes to Latinx Students and Mental Health/ Suicide?**

## **How might they look different/ same compared to White “common” signs of suicide or mental distress?**

- All Youth: withdrawal, behavioral problems, sudden changes in school performance, dropping out of after school programming, AOD use, self-harming behaviors or expressions
- Latinx-specific: rejection of or no connection with family or cultural community, not disclosing MH challenges due to stigma of “sin,” recent deportation of family member, experiences with targeted and/or systemic racism (bullying at school, hate crimes in community, images of detention centers, ICE raids, debates about Dreamers, police violence)



## Importance of Culturally Responsive Care

- Autonomy is vital
  - Motivational interviewing empowers and allows for people in general to retain a sense of control
- Acknowledge and celebrate any form of help-seeking

# Definition, meaning, and importance of culturally relevant/appropriate resources

1. address acculturation, cultural dissonance, access to mental health care, and barriers to accessing care
  2. build on cultural, communal, and individual strengths and resiliencies
  3. interrupt internalized racism, sexism, homophobia, classism and reconnect to culture
  4. address the “up stream” stressors that overwhelm coping strategies (e.g., systemic racism, food insecurity, migration-related complex and intergenerational trauma)
- In Latin American countries, parents’ “hands off approach” to school
  - Have EBPs been tested with and standardized to Latinx youth?

# Questions to Ask

---

## Cultural Humility

Are sources equipped to handle the needs of students of color?

---

Does the training also teach you about suicide in the context of different cultures?

---

Which is more important? Fidelity or relevance?

---

# What questions should boards and school leaders be asking when seeking out training or resources for students/families/staff?

**Interventions for Families-** What is the program's language accessibility and cultural fluency for programs? If an EBP, were Latinx youth included in the sample? How can fears about ICE be addressed (e.g., if on Zoom camera off, pseudonyms, don't record)? What scheduling does not conflict with work?

**Interventions For students-** Does the intervention use art, poetry, physical exercise or other activities that Latinx youth can gather around & discuss mental health challenges after rapport is developed? Is the intervention peer-led and youth driven?

Does the intervention address the chronic "upstream" stressors like food insecurity, family health crises, deportations, racism at school and in the community?

**For staff-** Does the intervention include concrete tools like assessments (e.g., ASQ, C-SSRS), safety plans, and self-regulating activities that staff can use with students? Does the intervention account for existing shortages in mental health care in the school by highlighting culturally responsive community-based resources and non-911 emergency options?

## All Audiences

- Does the intervention highlight strengths and resiliency of Latinx cultures and communities in addition to health disparities?
- Does it present culture as a protective factor (i.e., Familism in Latino Cultures)?
- Which trusted Latinx community leaders (priest, curandera, promadora, Ballet Folklorico instructor) can the school board and leaders partner with?

# Tribal Suicide Prevention Resources

SAMHSA Tribal Training and Technical Assistance Center Resources:  
<https://www.samhsa.gov/tribal-ttac/resources/suicide-prevention>

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment (SAMHSA) Treatment Improvement Protocol (TIP) 61, Publication No. 18-5070 (2018):  
[http://www.sprc.org/sites/default/files/resource-program/TIP\\_61\\_AIAN\\_full.pdf](http://www.sprc.org/sites/default/files/resource-program/TIP_61_AIAN_full.pdf)

Suicide Prevention Resource Center: American Indian/Alaska Native Settings:  
<https://www.sprc.org/settings/aiian>

Suicide Prevention Resource Center: Risk and Protective Factors – American Indian and Alaska Native Populations (2013):  
[http://www.sprc.org/sites/default/files/resource-program/Risk%20and%20Protective%20Factors%20AI\\_AN.pdf](http://www.sprc.org/sites/default/files/resource-program/Risk%20and%20Protective%20Factors%20AI_AN.pdf)

Suicide Prevention Resource Center. (2018). *Suicide surveillance strategies for American Indian and Alaska Native communities*. Waltham, MA: Education Development Center, Inc.:  
<http://www.sprc.org/sites/default/files/resource-program/TribalSurveill%20final%20and%20508%20compliant.pdf>

Suicide Prevention Resource Center: Transforming Tribal Communities – Indigenous Perspectives on Suicide Prevention:  
<https://www.sprc.org/resources-programs/transforming-tribal-communities-indigenous-perspectives-suicide-prevention>

Zero Suicide Toolkit for American Indians:  
<http://zerosuicide.edc.org/toolkit/indian-country>



# Resources

## AHCCCS & ADE

- Free Online QPR
- Virtual Youth Mental Health First Aid
- Free Online Acts on Facts

## Postvention

## AHCCCS & CRN

- <https://resilientarizona.org/>
- Call 211

# Upcoming learning opportunities

Check out all of our upcoming, no cost learning opportunities by accessing [our monthly event forecast](#)

- **Pacific Southwest School Mental Health Wellness Wednesdays:** Every 2<sup>nd</sup> Wednesday of each month, 2-3 p.m. PT: [REGISTER HERE >](#)
- **[Interconnected Systems Framework: Systems \(structures & leadership\) and Practices \(services & supports\) For This Moment](#):** Led by Susan Barrett, MA, and University of Southern California trauma informed specialists Steve Hydon, Pamela Vona, and Vivien Villaverde, we invite you to explore the ISF framework by examining systems change (structures and leadership) and the practices (services and supports) needed to ensure student support equity.
- **Pacific Southwest MHTTC Office Hours-** *4th Monday of each month, 3rd Monday in February*
  - Next Session: October 26; [register here](#)
- **Trauma Informed Suicide Prevention: Leading School District, County, and State Systems - Examples from California:** Join us for a three-part webinar series for school field leaders who are leading systems' support for student suicide prevention.
  - 12/1, 12/7, 12/14 from 3-5pm PT; [view the flyer here](#)
- **Submit to our SCRR Día de los Muertos Altar!** This year, the SCRR project is building a digital altar to honor school communities who have experienced loss. We invite you to submit a picture or art piece so that together, we can remember and celebrate. [Submit your altar offering here](#) by 10/27/20
- **The Mental Health Technology Transfer Center Network's Grief Sensitivity Virtual Institute** is back for Part II: "Applying Concepts to Practice." Over 5,000 participants attended Part I in September; join for Part II in November (11/12 & 11/13) with leading grief experts across the country. The series is geared towards providing our workforce (mental & school mental health and the general public) with tools and strategies that can be used when addressing the needs of individuals experiencing grief and loss during COVID-19 and beyond. [Download the event flyer here](#)
  - November 12<sup>th</sup> & 13<sup>th</sup> 9am-2:45pm PT both days. [Register here.](#)

# References

- American Psychiatric Foundation [Stress and Trauma Toolkit for treating Hispanics in a changing political and social climate](#)
- CNN (3/26/2019). [Showing Compassion, Accepting Cultures: Preventing Suicide in the Latino Community, April 2019](#)
- Each Mind Matters (2018) [Talking Points and Data Briefing on Suicide Prevention for Latina Youth](#)
- National Association of Mental Illness (NAMI) [Latinx/Hispanic Identity and Cultural Dimensions](#)
- Suicide Prevention Center, [Suicide Rates for females and by race and ethnicity between 1999-2017](#)

# Have you joined the Black Alliance or Hispanic Native Caucus?

To join the Hispanic Native Caucus: <https://azsba.org/about/hispanic-native-american-indian-caucus/membership-form/>

To join the Black Alliance: <https://azsba.org/about/black-alliance/membership-form/>

# Thank You!



**Zeruiah Buchanan, MPH**  
Suicide Prevention Epidemiologist  
AHCCCS - Office of the Director  
zeruiah.buchanan@azahcccs.gov



**Tallerita Tunney Rogers, LMSW, MPA**  
Director of Community Development  
Native Americans for Community Action, Inc.  
trogers@nacainc.org



**Heliana Ramirez, PhD, LISW**  
Senior Research Associate  
Center for Applied Research Solutions  
hramirez@cars-rp.org



**Moderator:**  
**Julie Bacon, MSW**  
Leadership Development Specialist  
Arizona School Boards Association  
jbacon@azsba.org