

# American Indian/Alaska Native Suicide Prevention & Awareness Resources

## 1. **To Live to See the Great Day That Dawns: Preventing Suicide by American Indian and Alaska Native Youth Adults**

This manual lays the groundwork for community-based suicide prevention and mental health promotion plans for American Indian and Alaska Native teens and young adults. It addresses risks, protective factors, and awareness, and describes prevention models for action.

[Downloadable PDF](#)

**Type:** Guidelines or Manual

**Source:** SAMHSA

## 2. **Suicide Prevention in Indian Country**

This fact sheet, developed for tribal audiences and the agencies that work with them, reviews suicide prevention in Indian Country and how the 2012 National Strategy for Suicide Prevention can apply to tribal communities.

[Downloadable PDF](#)

**Type:** Fact Sheet

**Source:** SAMHSA

## 3. **Suicide Prevention in Alaska Report**

This report gives an overview of suicide prevention strategies used in Alaska. It provides background information on the suicide epidemic within the state, and explores the effectiveness of recent suicide prevention efforts. It also highlights data on suicide rates among American Indians and Alaskan Natives.

[Downloadable PDF](#)

**Type:** Report

**Source:** SAMHSA

## 4. **Adolescent Suicide Prevention Program Manual: A Public Health Model for Native American Communities (2011)**

Contains basic components that can be adapted to multiple sites. Describes the basic approach and systems model with the hope that other communities find them useful and adaptable for their respective cultures and geographies

[Adolescent Suicide Prevention Program Manual \(sprc.org\)](http://sprc.org)

**Type:** Manual

5. **Source:** Center for Native American Youth/SPRC

## Suicide Prevention and Awareness Resources for School Settings

### 1. Preventing Suicide: A Toolkit for High Schools

This toolkit assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. The toolkit includes tools to implement a multifaceted suicide prevention program that responds to the needs and cultures of students. Access the high school kit promotional flyer.

[Downloadable PDF](#)

**Type:** Toolkit

**Source:** SAMHSA

### 2. A Strategic Planning Approach For Suicide Prevention

Designed primarily for people who need to develop or expand community or state suicide prevention strategies. It can also be useful for professionals who are responsible for suicide prevention in organizations, schools, and workplaces.

[Downloaded PDF](#)

**Type:** Online Course Handout

**Source:** Suicide Prevention Resource Center (SPRC) Education Development Center, Inc.

### 3. CBITS-AI (COGNITIVE BEHAVIORAL INTERVENTION IN THE SCHOOLS FOR AMERICAN INDIAN YOUTH)

Information about implementing “CBITS-AI,” the NNCTC’s tribal cultural adaptation of Cognitive-Behavioral Intervention in the Schools, a clinical group intervention developed by Audra Langley and Lisa Jaycox.

**Type:** clinical group intervention

**Source:** National Native Child Trauma Center

[Trauma and Resilience Resources — National Native Children's Trauma Center \(nnctc.org\)](http://nnctc.org)

### 4. BOUNCE BACK FOR CLASSROOMS

Information about implementing “Bounce Back for Classrooms,” the NNCTC’s classroom-based, trauma-informed, social/emotional curriculum for elementary-age students. The curriculum was adapted from “Bounce Back,” a clinical group intervention developed by Audra Langley and Lisa Jaycox.

**Type:** Curriculum

**Source:** National Native Child Trauma Center

[Trauma and Resilience Resources — National Native Children's Trauma Center \(nnctc.org\)](#)

5. **STUDENTS, TRAUMA, AND RESILIENCY (STAR)**

Information about implementing “STAR,” the NNCTC’s classroom-based, trauma-informed, social/emotional curriculum for middle and high school students. The curriculum is based on Cognitive Behavioral Therapy components.

**Type:** Curriculum

**Source:** National Native Child Trauma Center

[Trauma and Resilience Resources — National Native Children's Trauma Center \(nnctc.org\)](#)

## Suicide Loss & Grief Resources for Teens and Families

1. **Suicide Loss: What Teens to Know**

This self-help booklet is designed to support young people who have lost a family member or friend to suicide. This manual includes topics on grief, suicide loss recovery, role of mental illness in suicide, and takes a question-and-answer format for exploring complex grief processes. The booklet is not intended to replace advice of a qualified health care provider, and should be viewed as a supplemental resource for those in need.

[Downloaded PDF](#)

**Type:** Booklet

**Source:** Survivors of Suicide, Inc.

## Peer-Reviewed Academic Articles for AI/AN Suicide Prevention and Awareness

1. **Celina M. Doria , Sandra L. Momper & Rachel L. Burrage (2021) “Togetherness:” the role of intergenerational and cultural engagement in urban American Indian and Alaskan Native youth suicide prevention, Journal of Ethnic**

This literature expands upon previous research by highlighting the important role of cultural and community connectedness in AIAN suicide prevention, and attempts to fill the gap of research examining ways to improve help seeking strategies among AIAN elders, adults, youth The Urban Indian Health Org (UIHO) (receives SAMHSA funding) and a partnering University conducted 6 talking circles (using CRA) over 3 years with AIAN elders, adults, youths, to examine perception of suicide and suicide prevention strategies within their community. This study highlights the importance of cultural and community connectedness as a protective factor against youth suicide. Information collected from the Talking Circles that occurred between 2015-2017.

[Downloadable PDF Journal Article](#)

**Type:** Peer-reviewed article

**Source:** Journal of Ethnic & Cultural Diversity in Social Work

2. **Donovan, Sara, "The Development of a Suicide Prevention Program for American Indian Youth in Nebraskan Communities" (2020). Capstone Experience. 110.**

This paper focuses on the development of a culturally humble suicide prevention program to reduce suicide rates among AIAN's 19-24 years within the State of Nebraska. Four federally recognized tribes make up Nebraska (Santee Sioux, Omaha, Ponca, Winnebago). Current efforts through the Society of Care inter-tribal initiative focuses on serving youth and their caregivers through licensed clinical services, traditional healing, education, and outreach. Outreach support, educational programming and mental health services are available in three counties with the largest AIAN population. Santee Sioux was awarded the Native Connections in 2018 and funds the Society of Care. While paying attention to Indigenous research methodology and ethical principles of recognition, relevance, relationship, reflexivity, responsibility, rights, reciprocity, restorying, revitalization, and respect (Chilisa, 2011; Johnson, 2013; Kirkness & Barnhardt, 1991; Kovach, 2019; Smith, 2013), the student attempts to develop this program “Healing Waters” to be implemented in AIAN communities. Program promotes life through suicide prevention (water is a life force).

[Downloadable PDF Journal Article](#)

**Type:** Capstone Paper

**Source:** University of Nebraska Medical Center

**3. Manzo K, Hobbs GR, Gachupin FC, Stewart J, Knox SS. Reservation-urban comparison of suicidal ideation/planning and attempts in American Indian youth. J Sch Health. 2020**

The aim of the article was to identify sex- and location-specific risk factors for suicide ideation/planning and attempts among American Indian youth. The results indicate differences and similarities in risk behaviors and psychosocial factors associated with suicidality by sex and reservation/urban setting. Implications include screening potentially at-risk students for depression, violent victimization, substance use, and school safety and use of the findings by tribal and school programs in designing prevention and intervention programs.

[Downloadable PDF Journal Article](#)

**Type:** Research Article

**Source:** American School Health Association, Journal of School Health

**4. TRAUMA EXPOSURE AMONG AMERICAN INDIANS AND ALASKA NATIVES**

Regularly updated review of studies measuring trauma prevalence in AI/AN populations. Includes information about nationally representative studies, multi-tribe studies, and single-tribe studies.

**Type:** Fact Sheet/ Resources

**Source:** National Native Child Trauma Center

[Trauma and Resilience Resources — National Native Children's Trauma Center \(nnctc.org\)](#)

## Crisis Numbers

[National Suicide Prevention Lifeline](#)

[\(800\) 273-8255](#) or 866-833-6546 Teen Link or Text “HEAL” to 741741 Crisis Text Line, If you or a loved one are in distress and thinking of suicide, call the National Suicide Prevention Lifeline for free and confidential 24/7 support, information, and resources. You are not alone.

[Suicide.org](#)

[\(800\) 784-2433](#) Call the Suicide.org hotline to receive 24/7 crisis support and information about mental health crisis resources where you live.

[Crisis Call Center](#)

[\(800\) 273-8255](#) Call the Crisis Call Center or text CARE to [839863](#) for 24/7/365 crisis support. The purpose of the Crisis Call Center is to provide a safe source of support for individuals in any type of crisis.

### [YouthLine](#)

[\(877\) 968-8491](#) Call the YouthLine hotline or text teen2teen to [839863](#) to receive teen-to-teen crisis support during select hours and help from adults at all other times.

### [Crisis Text Line](#)

Text HOME to [741741](#) Crisis Counselors are trained volunteers and not professionals. They can provide support, but not medical advice.

### [IMALIVE Online Chat](#)

Go to IMALive's website to connect to crisis support via their live messaging service. IMALive is dedicated to providing a safe place for people to go during moments of intense emotional pain.

### [GriefShare](#)

[\(800\) 395-5755](#) Contact GriefShare to learn more about their mission to connect people who are grieving with one another. You can use their website to find or start local groups or meetings.

### [Grief Recovery After a Substance Passing \(GRASP\)](#)

[\(302\) 492-7717](#) Call GRASP to learn more about their mission to support people who have lost someone to substance use or addiction. You can use their webpage to find local meetings.

### [LGBT National Youth Talkline](#)

[\(800\) 246-7743](#) Call weekdays from 1pm to 9pm PST and Saturdays 9am to 2pm PST for peer support and information about resources for LGBTQ youth.

### [National Alliance on Mental Illness \(NAMI\) Helpline](#)

[\(800\) 950-6264](#) If you or a loved one are living with a mental illness and need help, call the NAMI Helpline for information, resource referrals, and support.

### [SAMHSA's National Helpline](#)

[\(800\) 662-4357](#) Call SAMHSA's National Helpline to reach their free, confidential, 24/7/365 mental health and substance use disorder treatment referral and information service (in English and Spanish).

## Washington State Suicide Resources

### **1. Washington State Suicide Prevention Plan**

Because suicide is one of the leading causes of early death in Washington, preventing it improves the health of Washingtonians and our communities. The Washington State Department of Health is taking many actions for suicide prevention and guides the implementation of suicide prevention.

**Type:** Prevention Plan Report

**Source:** Washington State Department of Health

[Washington State Suicide Prevention Plan](#)

**2. SUICIDE POSTVENTION GUIDE FOR SCHOOLS IN WASHINGTON STATE**

A guide for postvention supports and protocols after a suicide occurs for schools located in Washington State.

**Type:** Guide

**Source:** Washington State Department of Health

[Suicide Postvention Guide for Schools in Washington State.](#)

## Washington State Suicide Prevention Contacts

**1. [Ann Gray](#)**

Behavioral Health and Suicide Prevention Program Supervisor

360-584-2562

**2. [Christian Stark](#)**

Behavioral Health and Suicide Prevention Program Specialist

564-200-3082