Sample Positive Support Plan

This support plan can be used with students at the secondary level.

This is a plan for _____. It states the ways that _____will take care of themselves, and lets others know how to help them feel better (use back if necessary).

Sometimes I feel overwhelmed, hopeless, and/or _____ (student's feeling word).

1. These are the negative things that I think about, say to myself, or do when I feel overwhelmed, hopeless, or _____ (student's feeling word):

2. These are some of the "trauma reminders" that might make me feel _____:

3. When any of these happen, there are some things that I can do to help myself feel better. I ***will*** use the following positive coping skills (things that make me feel better):

4. These are several people at home and at school *(add additional school resources here, such as Communities In Schools, School Social Workers, etc.)* that I can talk to when I begin to feel overwhelmed or _____:

5. When I'm feeling upset, these are things they can do or say to help me feel better:

   At Home:

   At School:

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6. This is what they can say or do to check in with me and see how I am feeling:

I agree to let them know if I am feeling like hurting myself. I will also share this plan with all of the people listed above.

I will call the local HELP line at XXX-XXX-XXXX or the **Texas Youth Hotline at 1-800-210-2278** or the **National Suicide Hotline at 1-800-784-2433** if I need more support. ***If it is an emergency,*** and I feel ***totally overwhelmed and hopeless*****, I will call 911.**

I believe that taking care of myself is important and worth doing, and this is a plan that I am willing to carry out.

Student Sign _____ Date _____

Parent/Guardian Sign_____ Date _____

School Staff _____ Date _____

(Principal/designated administrator notified – name/date_____)

SAMPLE

Directions for Completing the Positive Support Plan

The plan is designed to identify the people in a student's life who can best support them and help to keep them safe when they are experiencing extremely difficult and complex emotions.

The plan should provide concrete statements or actions that the ***student believes*** would be helpful, so that the student would know the caring person wants to help them.

1. Whenever a student's safety is in question, there must be someone outside of school who is included in the plan. This person will help to keep them safe at home and other times outside of school. One of those people should be a caring adult in the home.

    - If they don't feel that they have a "caring adult" at home, then have the student choose the best option they have for an adult who can support them and help to keep them safe at home. They may have other adults, like a relative or older sibling or neighbor, who can check in with them. But there should always be an adult at home checking in. Asking the student, "What could your dad do to just check in and make sure you're OK and safe?" or "How could your mom ask you about how you're doing in a way that would help you to feel supported?" or "How could you let someone at home know if you're feeling really sad or thinking about hurting yourself?"
    - All of the adults in the Positive Support Plan should get a copy of the plan. This gives them specific instructions for how to keep the student safe and feeling supported.

Scaling Questions for Suicide Risk Daily Follow-up (for Self-Harm Risk Follow-up, see Scaling Questions for Non-Suicidal Self-Injury [NSSI] Risk Form*). "Since we last checked in …"*

Where is the student starting at? Anything over a 1 must be shared with a parent / caretaker and needs to be taken seriously. The student should be considered at risk of self-harm, and you must ask the questions, "Are you thinking about killing yourself?" "Are you still wanting to kill yourself now?" **If the answer to either question is yes, complete a full suicide assessment**.

I'm feeling better and I'm going to be OK.	I'm feeling down, but I can handle it.	I'm having thoughts of hurting myself, but I don't want to die.	I'm having thoughts of wanting to die, but I don't plan to do anything.	I'm thinking about maybe trying to kill myself now.	I have a definite plan or a strong desire to die and I intend to do something to kill myself.	I tried to kill myself.
0	1	2	3	4	5	6

If the student rates themselves at a 4 - 6, a School Resource Officer (SRO) / Mental Health Officer must be contacted.

If they rate themselves at a 2 - 3, the professional must determine if: (1) it is safe for them to go home with a protective caretaker who has been thoroughly informed, will carefully monitor the student, remove access to dangerous items, and is included in the Positive Support Plan, or (2) call Mobile Crisis Outreach Team (MCOT) or (3) have caretaker take student to be assessed by personal therapist / psychiatrist or Psych Emergency Services. Does the student's "intention" to hurt themselves change as you talk; was it more impulsive or have they been thinking about it over time, and are they still at risk?

This scale can also be used to assess how they are doing in their daily check-ins with you *after* a reported suicide risk incident. In this case, answer the questions based on "Since we last checked in …"

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