

Suicide Prevention with American Indian and Alaska Native Youth



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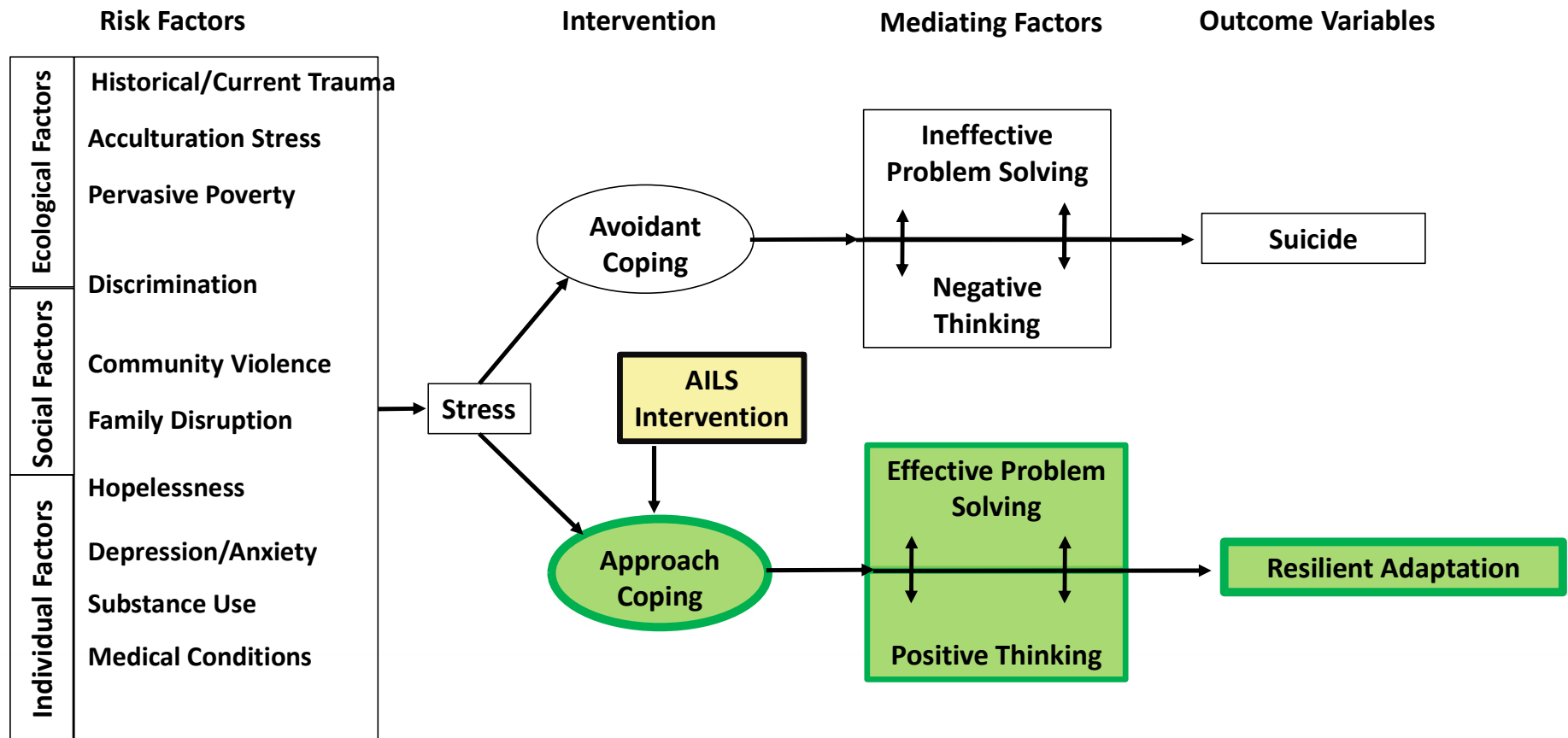
School as a Critical Context for Prevention



Zuni Life Skills: Community-Driven Intervention



Zuni/American Indian Life Skills Stress-Coping Model



7 Sections of the Zuni/American Indian Life Skills Intervention

1. **Who am I? Building self-esteem**
2. **What am I feeling? Emotions and stress (SEL)**
3. **How can I communicate with others and solve problems effectively? (SEL)**
4. **How can I recognize self-destructive behavior and find ways to eliminate it?**
5. **Why do people attempt suicide?**
6. **How can I help my friends who are thinking about suicide?**
7. **How can I plan ahead for a great future?**

Interventionists can select from 44 lessons based upon the needs of students.

www.youtube.com/watch?v=IBfyJG5jwW0&feature=youtu.be&list=PLBXgZMI_zqfQEgcN674q4nVvdPqdrWdQP

Target Skills from Zuni/American Indian Life Skills Intervention

Mechanism of Action: Positive Thinking/Effective Problem Solving



Lessons Build Core Skills to Address:

- ❖ Depression recognition/management
- ❖ Stress management
- ❖ Anger regulation
- ❖ Suicide prevention
- ❖ Individual/community goal setting

Effectiveness of Zuni Life Skills from Zuni High School Evaluation

Intervention vs. Comparison Group

Self-Report Survey

- ❖ Less hopelessness
- ❖ More confidence in ability to manage anger

Behavioral Role Play Study

- ❖ Better peer suicide intervention skills
- ❖ Better peer problem solving skills



LaFromboise & Howard-Pitney, 1995; Posttest Immediately Following Intervention

Effectiveness of AILS in Schools in a Northern New Mexico Reservation

Pretest vs. Posttest Intervention Group Only Design

Decreased:

Hopelessness

Suicide Risk

Increased:

Public Collective Esteem

Self-Efficacy

Self-Awareness



AILS = American Indian Life Skills; Independent Evaluation Conducted in the Southwest; No follow up

Effectiveness of AILS-Middle School Version with Early Adolescents

Pretest vs. Posttest Intervention Group Only Design



Increases in self-efficacy to
Manage depression
Cope with stress
Enlist community support
Enlist social resources

LaFromboise & Malik, 2016.; Daily intervention conducted over 6 weeks.

Takeaways

- 1. Schools are often overlooked as sites for suicide prevention**
- 2. School-based suicide prevention interventions have shown positive outcomes**
 - Across an array of settings
- 3. Many AI/AN youth have benefitted from school-based suicide prevention interventions**
- 4. Approaches to family-involvement and community-wide change in suicide prevention with AI/ANs are increasing, but understudied**

