# Latinos and Suicide: A Clinician's Guide to Suicide Prevention and Treatment

Prepared by Luis H Zayas, PhD

Module 5: when Suicide Happens In Schools

Presenter: Jesse Rocky Romero, PhD, LMSW

October 4th, 2021 1pm EDT







The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

PERSON-FIRST AND FREE OF LABELS

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide\_2019ed\_v1\_20190809-Web.pdf

## Disclaimer

This presentation was prepared for The National Hispanic and Latino MHTTC under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from The National Hispanic and Latino MHTTC. This presentation will be recorded and posted on our website.

At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant No. 6H79SM081788 from the DHHS, SAMHSA.



## **Author Disclose Conflicts of Interest**

The author declares no conflicts of interest.

## Hispanic Heritage Month



#### **Modular Overview**

Module 1: Introduction/Latinos in the US- September 9<sup>th</sup>, 2021

Module 2: Suicide Related Terms- September 9th, 2021

Module 3: Risk and Protective Factors- September 20<sup>th</sup>, 2021

Module 4: Assessment/Prevention/Intervention-September 27th

Module 5: When Suicide Happens In Schools



## **Module 5**

·When Suicide Happens in Schools

## Objectives

- 1. Review culture-specific risk and protective factors for suicidal behaviors among Latinos
- 2. Identify the role of school personnel in prevention and intervention in suicidal behaviors in school settings
- 3. Discuss a case that illustrates concepts related to Latino youth suicidality



# Risk and Protective Factors for Suicidal Thoughts and Behaviors in Youth

- Intrapersonal Factors
- Family Factors
  - History of suicide/suicidal behaviors
  - History of psychiatric disorders
  - Early maternal age
  - Poverty
  - Intimate partner violence



Cha et al., 2018, presented by Dr. Lillian Polanco



# Risk and Protective Factors for Suicidal Thoughts and Behaviors in Youth

- Intrapersonal Factors
- Family Factors
- Interpersonal Factors
  - Perceived burdensomeness
  - Thwarted belongingness
  - Bullying/Peer victimization



Cha et al., 2018, presented by Dr Lillian Polanco



# Risk and Protective Factors for Suicidal Thoughts and Behaviors in Youth

- Intrapersonal Factors
- Family Factors
- Interpersonal Factors
- Community Factors
  - Exposure to community violence
  - Neighborhood poverty
  - Contagion



Cha et al., 2018, presented by Dr. Lillian Polanco



#### Risk and Protective Factors for Suicidal Thoughts and Behaviors in Youth

- Protective Factors
  - Social Connectedness (family, peers, school)
  - Reasons for living
  - Feelings of hope
  - Social Support
  - Intervention

Cha et al., 2018, presented by Dr. Lillian Polanco



# Acculturation and Suicide-Related Risk

- Generation status linked to SI and SA in Hispanic/Latinx Adolescents
  - Later generation (i.e., both youth and parents born in US) at greater risk than early generation youth

• Peña et al., 2008, presented by Dr Lillian Polanco



## **Acculturation and Suicide-Related Risk**

## Generation status linked to SI and SA in Hispanic/Latinx Adolescents

 Later generation (i.e., both youth and parents born in US) at greater risk than early generation youth

## Age of migration linked to suicide-related risk

- Migration at an earlier age (under age 12) associated with elevated risk
- Longer residency in US
- Greater proficiency in English



# Culture-Specific Factors and Suicidal Thoughts and Behaviors in Youth

- Culture-Specific Risk Factors
  - Racial/ethnic discrimination
  - Minority stress
  - Acculturative stress
    - Acculturation gap stress



# Culture-Specific Factors and Suicidal Thoughts and Behaviors in Youth

## Culture-Specific Risk Factors

Culture-Specific Protective Factors

- Ethnic density
- Racial and ethnic identity
- Religiosity/Spirituality
- Familism

Chu et al., 2010; Kulberg et al., 2010; Boyas et al, 2019, presented by Dr Lillian Polanco



# Culture-Specific Factors and Suicidal Thoughts and Behaviors in Youth

- Culture-Specific Risk Factors
- Culture-Specific Protective Factors
- Other Risk Factors
  - Low mental health service use
  - Less likely to disclose to others

King et al 2019; Morrison & Downey, 2000, presented by Dr. Lillian Polanco



# In School Settings

- Teachers are key in promoting "connectedness"
- First line detectors of Suicidal behavior

## CFI as a tool in school settings



## **Assessment**

DSM-5 provides an outline for a cultural formulation to supplement the diagnostic assessment. This allows the provider to assess the effect that cultural issues will have on treatment.

- Cultural identity of the individual
- Cultural conceptualizations of distress
- Psychosocial stressors and cultural features of vulnerability and resilience
- Cultural features of the relationship between the individual and the provider
- Overall cultural assessment for diagnosis and care

(APA, 2013. p.750)



# DSM-5 Cultural Formulation Interview (CFI)

The DSM-5 Cultural Formulation Interview (CFI) is a set of 16 questions that providers may use during an interview to assess the impact of culture on key aspects of an individual's clinical presentation and care.

(APA, 2013. p.750)



#### **DSM-5 Cultural Formulation Interview**

Emphasizes four domains of assessment:

- Cultural Definition of the Problem (Q. 1-3)
- Cultural Perceptions of Cause, Context, and Support (Q. 4-10)
- Cultural Factors Affecting Self-Coping and Past Help Seeking (Q. 11-13)
- Cultural Factors Affecting Current Help Seeking (Q. 14-16)

(APA, 2013. p.750)





## **CFI – Informant Version**

- In addition to the DSM-5 Cultural Formulation Interview, the Informant Version is also provided within the DSM-5.
- The interview follows the same format that the primary Cultural Formulation Interview follows.
- Hispanic and Latino individuals frequently desire to bring family members into the assessment process.
- This interview may be ideal in these situations, so that a more complete clinical picture is obtained.



# School-Age Children and Adolescents Supplementary Module of the CFI

- Provide specific questions to assess culture in youths with mental health conditions.
- Amplifies the information by asking collaterals about the children and youth culture and mental health symptoms.
- The module questions could be asked by interpreters, but providers must take into consideration:
  - children age;
  - intergenerational differences between the child and his/her network;
  - degree of the emotional symptoms; and
  - adverse childhood experiences.

(Handbook in the Cultural Formulation Interview, 2016)



# School-Age Children and Adolescents Supplementary Module of the CFI

- Questions 1-7-Feelings of age appropriateness in different settings
  - Home
  - School
  - Church
- Questions 8-10 -Age-related stressors and supports
- Questions 11-14- Age-related Expectations
  - Ex. Chores at home that could seems abusive
- Questions 15-20 Transition to adulthood/maturity (Only for adolescents)
  - Ex. Cultural events like Quinceañeras

Handbook in the Cultural Formulation Interview, 2016)



# Application of the School-Age Children and Adolescents Supplementary Module of the CFI

**A**dd Collaterals **A**dapt Questions Be Brief **B**e Creative

(Handbook in the Cultural Formulation Interview, 2016)



# **Case Study**

# Case Example of Violence in Guatemala

- Lorena is a student from Guatemala City. When she was 8 years old her family relocated to a small rural town in Guatemala to escape gang violence, only to confront it again in their new town.
- When Lorena was in middle school, a neighbor who was a gang member began to express interest in her. When she refused to become his girlfriend, he began stalking and threatening her. During her walk home from school one day, the same gang member and his friend took 14-yearold Lorena by force to an isolated area and raped her.
- Lorena changed schools to avoid the gang member, but he continued to follow her and repeatedly threatened to rape her again. She eventually fled to the U.S. to escape further sexual violence.
- Lorena presents anxiety about going to school, does not speak or understand English, seems depressed, and present difficulties making new friends and adjusting to her new school.

## **Case Example Questions**

Based on the example, identify how the Cultural Formulation Interview may be used.

- What would you like to know about the client that you do not already know?
- Which questions would be most helpful during your intake interview to identify her current treatment needs?
- Imagine that Lorena is a student in your school.
   What cultural factors would need to be considered based on living in a new country and trying to socialize in a new school environment?
- How might you use the Cultural Formulation Interview – Informant Version in Lorena's assessment?







## **Additional Reminders**

Factors to facilitate teacher participation in a suicide prevention program includes

- Well-defined crisis policies and procedures, communication of these procedures, collaboration across staff, and the presence of oncampus mental health resources.
- Emphasis must be given to direct teacher training on risk factors for suicide, crisis response, and classroom management.
- In-school trainings on mental health resources and procedures, regular updates to these trainings, and greater visibility of mental health staff.



#### **Additional Resources**

1. Preventing Suicide: role of high school mental health providers

https://sprc.org/sites/default/files/resource-program/Role%20of%20HS%20MH%20Providers%20Revised%20FINAL%20v3 6-18-19.pdf

2. The APA DSM-5 Cultural Formulation Interview is available at the following links:

Core CFI

https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA\_DSM5\_Cultural-Formulation-Interview.pdf

**CFI Informant Version** 

https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA\_DSM5\_Cultural-Formulation-Interview-Informant.pdf

**CFI Supplementary Modules** 

https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA\_DSM5\_Cultural-Formulation-Interview-Supplementary-Modules.pdf

- 3. <a href="https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf">https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf</a>
- 4. Preventing Suicide: A toolkit for High Schools

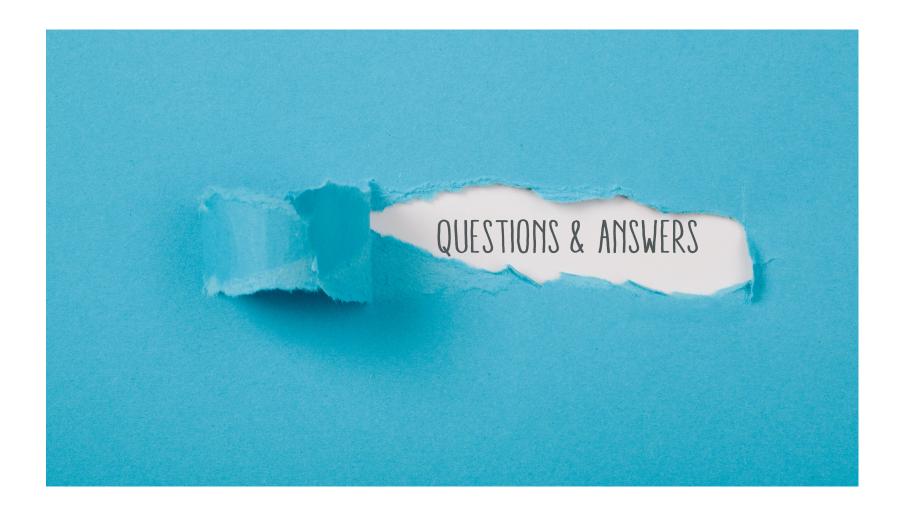
https://store.samhsa.gov/sites/default/files/SAMHSA\_Digital\_Download/sma12-4669.pdf



# Provider Self-Care

- Vicarious Trauma
- Unresolved Grief and Loss









#### National Hispanic and Latino

## MHTTC

#### Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Ibis Carrión, Psy.D.
Director

ibis.carrion@uccaribe.edu

Angel Casillas, MHS
Project Manager
angel.casillas@uccaribe.edu

**Follow Us** 











https://www.surveymonkey.com/r/62YY6QT

Website: http://www.mhttcnetwork.org/hispaniclatino/ Email: hispaniclatino@mhttcnetwork.org

