

Crisis Contact Form

Date _____ Time of referral _____

Crisis team member completing assessment _____

Student name _____

Grade/homeroom _____

Referral source:

____ Self

____ Faculty/staff member (include names)

____ Peer

____ Other

Reasons for referral _____

Other relevant information _____

Priority Level (explain):

____ Low

____ Medium

____ High

Observations:

If referred to care station (specify location) _____

Additional follow-up indicated?

____ No

____ Yes

Describe:

Parental contact information:

Explanation of the Crisis Contact Form

The form on the previous page is designed to assist in record keeping and to minimize the confusion that often surrounds the identification of vulnerable students in the crisis climate of a sudden death.

- Noting the **date** and **time of referral** can assist in the process of triaging, since a large number of vulnerable students are often immediately identified after the school receives official verification of the death.
- Having the **name of the crisis team member** addressing the referral at the top of the form provides a formal system of referral documentation.
- The **name, grade, and homeroom** of the student generally provide adequate identification details that are necessary in large schools to make it easier to track students' whereabouts and get to them quickly.
- The **referral source** is important because additional information about the reason for referral may be needed. When peers make a referral of a friend, it's important to reach out to these peers as well. They might need support themselves, which to them seems eclipsed by what they feel are their friend's greater needs.
- The **reasons for referral and other relevant information** can contain additional information, especially about students who may have been vulnerable prior to the current crisis.
- **Priority level** is included to assist in the triage process when a large number of students need to be contacted. Schools can define these levels subjectively, depending on the circumstances of the crisis. It is important, however, that the criteria for each level be spelled out clearly for all team members so everyone follows the same standards. In general, **high priority** always indicates, at the very least, students who require immediate assessment and may be at elevated risk of suicide themselves because of previous vulnerability. It may also include the most distressed students who require crisis stabilization, whether or not the reasons for their distress are known.
- **Observations** generally include a brief shorthand summary of the crisis team member's assessment, for example: "Student seems in shock; neighbor of deceased; saw him last night; no idea of suicidality; can't concentrate; needs support; referred to care station."
- **Location of care station referral** can be extremely important information to make sure students are referred to the places where they will receive the most support. Close friends of the deceased, for example, generally benefit from being at the same location where they can provide support to each other as well as receive it from the care station leader.

- **Additional follow-up** can be an indicator of continuing priority. Types of follow-up can include referral to community partners for counseling support, referral to emergency services for immediate assessment of suicide risk, or daily check-in with crisis staff until after the funeral.
- **Parental contact information** is essential. It is highly recommended that the parents of every student who is assessed be contacted and informed of their child's distress and the need for increased parental awareness, especially over the next several days. Parents may also be directed to the article "When a Child's Friend Dies by Suicide" on the Web site for the Society for the Prevention of Teen Suicide (www.sptsusa.org) for information on how to be supportive to their child in the aftermath of this tragedy. The article is also available on the *Lifelines Postvention* chapter 6 handout When a Friend of Your Child's Dies by Suicide: A Guide for Parents.