



# Adaptation of evidence-based practices for a Tribal Community

Programs targeting school youth and adolescents who made  
a suicide attempt from the White Mountain Apache Tribe

Mary Cwik, PhD, Novalene Goklish

& Melanie Alchesay

Johns Hopkins University

# Learning Objectives



- To understand community-based participatory process
- To learn preliminary results of the evaluation
- To experience components of these programs



# Empowering Our Spirit: Indicated Tier



- Targets Apache youth attempters & their families
- Enhances adherence to & supplement services
- Community roundtables chose:
  - “New Hope”
  - “Re-Embracing Life”
- Pilots interventions in open trial





# New Hope Adaptation

- Workbook:
  - Incorporated additional skills
  - Cultural tailoring
- Video:
  - All Native production team
  - Dramatization of suicidal male and female teens
  - Commentary by Elders
- Delivery method:
  - Timing, location, & use of “*Natural Helpers*”



# Empowering Our Spirit A New Hope

The Empowering Our Spirit Program was created because people in our community care about youth like you and your future. The goal of the program is to help youth to be aware of and understand their thoughts, emotions and behaviors following a suicide attempt so they can live a long happy life. “A New Hope” is designed to help you and your family recognize your strengths and the resources and services available to you so you can make a plan to stay safe, begin to heal, and grow stronger.

These are the different sections of “A New Hope”:

1. Introduction to the four parts of ourselves
2. Looking at the positives
3. Learning about emotions
4. Identifying risky situations
5. Naming supportive people
6. Learning about getting help
7. Problem solving challenges to counseling
8. Making a commitment to counseling and life



**Your Name:** \_\_\_\_\_

**Your next appointment is scheduled for:**

\_\_\_\_\_

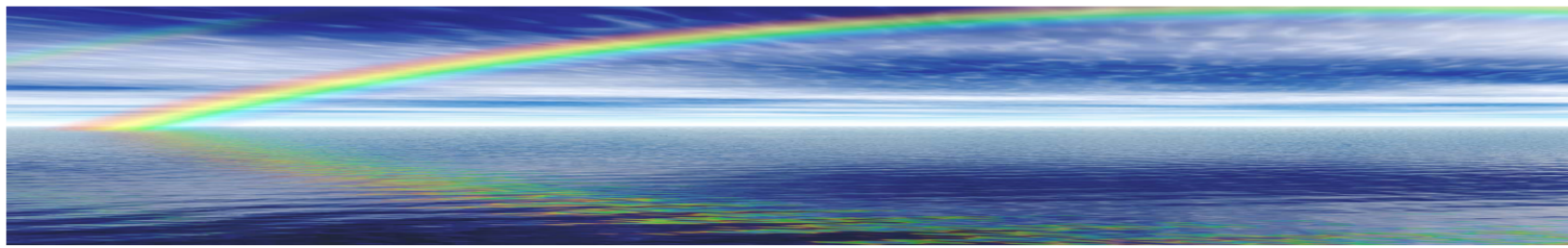
**If you have any questions, your Natural Helper’s name is** \_\_\_\_\_

**and contact information is: 928-338-5215 (office) or** \_\_\_\_\_ **(cell).**



# Re-Embracing Life Adaptation

- Shift from universal to indicated prevention:
  - Students to youth who attempted and their families
  - Schools to home/private settings
- Shortened significantly:
  - 9 sessions over 3-6 months
- Taught by Natural Helpers
- Examine appropriateness for different tribe



## **Empowering Our Spirit Re-Embracing Life**

The Empowering Our Spirit program was created because people in our community care about youth like you and your future. The goal of the program is to help youth be aware of and understand their behaviors, emotions and thoughts following a suicide attempt so they can live a long happy life. “Re-Embracing Life” is designed to help you and your family learn important skills and strategies so you can stay safe, continue to heal, and grow even stronger.

These are the different sections of “Re-Embracing Life:”

Lesson 1: What am I Feeling?

Lesson 2: How Can I Control my Emotions?

Lesson 3: Using Communication & Problem-Solving Skills to Cope

Lesson 4: Using Distraction, Relaxation, and Visualization to Control Emotions

Lesson 5: Changing Negatives to Positives

Lesson 6: How Can I Recognize Self-Destructive Behavior and Find Ways to Avoid It?

Lesson 7: How Can I Get Even Stronger?

Lesson 8: How Can I Plan Ahead for a Great Future?

Lesson 9: Review, Wrap-Up and Closure

In this curriculum you will learn to be good “copers.” Dealing with stressful situations, unpleasant emotions and negative thoughts is called “coping.” Being good “copers” can help us lead happier, healthier lives. You can help prevent future problems by learning to control or handle these things now.

**Your Name:** \_\_\_\_\_

**Your next appointment is scheduled for:**

\_\_\_\_\_

**If you have any questions, your Natural Helper’s name is**

\_\_\_\_\_ **and contact information is: 928-338-5215**

**(office) or \_\_\_\_\_ (cell).**

# Open Trial Recruitment



- 37 youth & families consented to date:
  - 29 for New Hope
  - 8 for Re-Embracing Life
- 27 females / 10 males
- Average age = 15
- 13 have completed the workbook





# Feedback at Follow-Up Visits



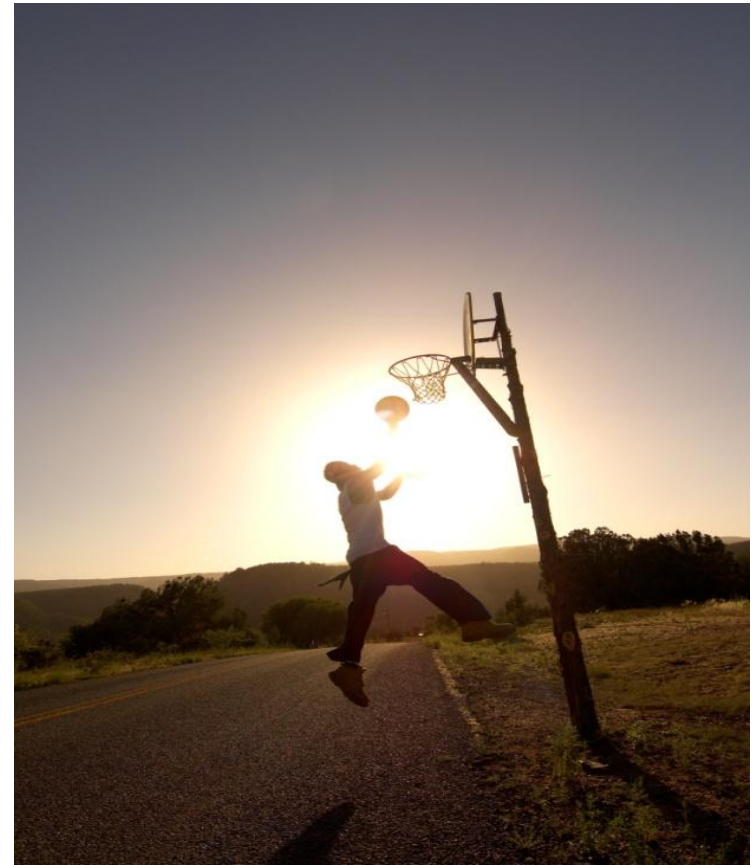
- Skills learned in program:
  - Described 'four parts of ourselves' & example
  - Used distraction strategies, safety plan when suicidal
  - Used workbook regularly when feeling angry or sad
- Family functioning:
  - Getting along better with family:
  - Could go to them with problems
  - Started helping out at home
  - Stopped fighting with parent



# Improvements in Outcomes



- Qualitative feedback:
  - Improved mood
  - Stopped self-injury
  - Attending counseling
- Self-report measures:
  - Decreased depressive symptoms
  - Decreased negative cognitive processing



# Empowering Our Spirit: Selected Tier



- Approached by several local schools about Re-Embracing Life
- Adaptations made to improve delivery for classroom
- Pilot in 2 middle schools:
  - Canyon Day
  - Theodore Roosevelt



# Demonstration- Scale of Emotions



## Scale of Emotions

Using an emotions scale is another way to become more aware of (or measure) the intensity of our feelings. This includes feelings in reaction to situations that: a) are stressful; b) may lead you to hurting yourself; or c) put you in dangerous situations. The scale which you first learned in "New Hope," uses 10-points to rate emotions: 1=very upset and 10=very happy. For each number on the scale, list some thoughts, feelings, behaviors, body signals and triggers for that level of emotion.

Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>10</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>9</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>8</b>	Thoughts/feelings: <u>excited, happy, "I did a great job, and I'm proud of myself for studying well."</u> Behaviors/body signals: <u>smiling</u> Risk situation: <u>passed a math test</u>
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>7</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>6</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: <u>"I messed up again. I can be so dumb sometimes."</u> <u>confused, annoyed at self</u> Behaviors/body signals: <u>sighing, shoulders slumped</u> Risk situation: <u>forgot a doctor's appointment</u>	<b>5</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>4</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>3</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>2</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____
Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____	<b>1</b>	Thoughts/feelings: _____ Behaviors/body signals: _____ Risk situation: _____

# Demonstration- Scale of Emotions



<p>Thoughts/feelings: <u>ecstatic, loved, belonging, overjoyed, "I love having fun times with my family away from everything!"</u></p> <p>Behaviors/body signals: <u>laughing, smiling, very talkative, hugging sister and parents</u></p> <p>Risk situation: <u>family vacation to Phoenix</u></p>	10	<p>Thoughts/feelings: <u>giddy, bubbly, "I can't wait for my friends to get here!"</u></p> <p>Behaviors/body signals: <u>running around, heart beating fast, can't sit still</u></p> <p>Risk situation: <u>your friends are coming over for your birthday</u></p>
<p>Thoughts/feelings: <u>excited but a little nervous, proud, happy, "I actually made the team!"</u></p> <p>Behaviors/body signals: <u>hugging friends, jumping up and down, screaming</u></p> <p>Risk situation: <u>picked to be on the basketball team</u></p>	9	<p>Thoughts/feelings: <u>excited, happy, "I did a great job, and I'm proud of myself for studying well."</u></p> <p>Behaviors/body signals: <u>smiling, walking with head held up</u></p> <p>Risk situation: <u>passed a math test</u></p>
<p>Thoughts/feelings: <u>mellow, content, "I like that my friends like to just chill out like me."</u></p> <p>Behaviors/body signals: <u>relaxed, lounging, joking around with friends</u></p> <p>Risk situation: <u>watching movies with friends</u></p>	8	<p>Thoughts/feelings: <u>confused, nervous, "I promised I wouldn't do this but all my friends are."</u></p> <p>Behaviors/body signals: <u>drinking, a little jumpy, looking over shoulder when people show up</u></p> <p>Risk situation: <u>drinking with friends</u></p>
<p>Thoughts/feelings: <u>scared, annoyed at self, "I messed up again. I am so dumb. I deserve this."</u></p> <p>Behaviors/body signals: <u>sighing, shoulders slumped</u></p> <p>Risk situation: <u>your dad is yelling at you for coming home late again</u></p>	7	<p>Thoughts/feelings: <u>frightened, helpless, "I don't want to be here listening to this."</u></p> <p>Behaviors/body signals: <u>go into your room, close door and turn on music, pacing the floor</u></p> <p>Risk situation: <u>your parents are fighting</u></p>
<p>Thoughts/feelings: <u>depressed, threatened, lonely, "I don't want to go to school anymore."</u></p> <p>Behaviors/body signals: <u>always looking over shoulder, tense muscles, stay away from others, shoulders hunched over, head down</u></p> <p>Risk situation: <u>a classmate is bullying you again, pushing you around and calling you names</u></p>	6	<p>Thoughts/feelings: <u>humiliated, worthless, "I don't matter at all." "I don't want to deal with this anymore."</u></p> <p>Behaviors/body signals: <u>drink what they left behind, cut arm with a razor</u></p> <p>Risk situation: <u>come home to find parent drunk</u></p>
	5	
	4	
	3	
	2	
	1	

# Demonstration: Self-Destructive Behaviors



# Implications for Grantees & Field



- CBPR approach to suicide prevention
- Merges evidence base with local knowledge
- Leverages available work force
- Ongoing evaluation enhances quality and personalization
- Impact, dissemination & sustainability of SAMHSA programs