

# RAAFT (CONDENSED VERSION)

## **R** **RAPPORT – connect and check in:**

- ▶ How are things going lately? Rating scale 1 – 5 (awful to awesome)
- ▶ \*Friends \_\_\_ \*Family \_\_\_ \*School \_\_\_ \*Leisure/Fun \_\_\_ \*Mood \_\_\_ \*Sleeping \_\_\_
- \*Eating \_\_\_ \*Other \_\_\_\_\_
- ore – tell me more about \_\_\_\_\_

## **A** **ASK** – about suicide connecting to check-in: “Are you thinking of killing yourself?” \_\_\_\_\_

<b>A</b> <b>ASSESSMENT</b>	<b>Mild</b>	<b>Moderate</b>	<b>High/Imminent</b>
<b>Ideation (frequency/intensity) how often</b>	Periodic	Regular	Intense and pervasive
<b>Immediacy</b>	No plans/ does not want to die	Possibly soon; some plans; ambivalent about dying	Imminent date/time; clear means; wants to die
<b>Suicidal Model</b>	No model	Past model	Recent model
<b>Concept of Death (what happens after?)</b>	Little understanding	Good understanding	Clear idea of permanence
<b>Hopelessness vs. Reason to Live</b>	Wants change; has hope/ future plans; social connections	Pessimistic hope; vague plans	Hopeless; future is meaningless
<b>Supportive Factors</b>	Feels cared for	Minimal support	Socially isolated; disconnected
<b>Emotional Distress</b>	Mild emotional hurt	Moderately intense	Unbearable
<b>Substance Use</b>	No history	Mild/Moderate use	Daily/heavy
<b>Risk to Others (anger?)</b>			
<b>Mental Illness</b>			
<b>Psychosis</b>			

**Other Risk Factors** - \*Non-suicidal self-injury \*Suicidal Friends \*LGBTQ \*Aboriginal \*Victimization \*Loneliness \*Family stress \*Medication (side effects) \*Recent/current loss \*Criminal charges \*Impulsivity \*Extreme poverty/ financial distress \*Parents/caregivers don’t take suicidal behaviour seriously

## **F** **FOLLOW-THROUGH** – immediate/short term steps for the student (do not leave suicidal person alone):

- \*CALL 911 if student is in immediate danger
- ▶ Refer to page 6 of the guide;
- ▶ see Safety Plan on page 8; Coping Cards on pages 9 or 10

## **T** **TEAM WORK** – long-term steps/support for the student:

- ▶ Refer to page 7 of the guide
- ▶ VI Crisis Line 1888 494 3888
- ▶ First Nations Hope for Wellness Help Line 1-855-242-3310 or connect to the online chat at hopeforwellness.ca.

# RAAFT – condensed version (Self-check – focus and breathe)

## RAPPORT – introduce/ remind who you are

### 1. Connect and check-in

- ▶ Greeting/ connection
- ▶ Rating scale 1 – 5 (awful to awesome)
- ▶ Friends
- ▶ Family
- ▶ School
- ▶ Leisure/fun
- ▶ Mood
- ▶ Sleep/appetite

### 2. Explore categories with low ratings

- ▶ Tell me more about

### 3. Explore known invitations (concerning or different behaviours, signs of distress, disclosures, etc.)

#### ASK – ask about suicide – summarize what you've learned from check-in

\* Is student – actively planning; expressing other emotions; impulsively disclosing without true intent?

- ▶ Sometimes when we start to think/wonder; Is this happening to you?
- ▶ Are you thinking of killing yourself?
- ▶ Have you had thoughts of suicide?

If “no” – continue conversation around well

perhaps ask again if still concerned

If “yes” – acknowledge their courage; share their pain

- ▶ DO express desire to support and proceed
- ▶ DO NOT jump to solutions or promise things will get better soon
- ▶ Remember to consider chronic and acute risk factors

## ASSESSMENT – Mild; Moderate; High/Imminent

- ▶ Ideation – frequency and intensity of thoughts
- ▶ Immediacy of Plans – when, where, how, what?
- ▶ Suicidal Model – know anyone who has?
- ▶ Concept of death – what will happen after?
- ▶ Hopelessness vs Reason to Live (what are they?)
- ▶ Support/ Protective Factors – who are they?
- ▶ Level of Emotional Distress – scale of 1 – 10
- ▶ Substance Use – drugs, alcohol; used in past?
- ▶ Risk to Others – angry with anyone? (VTRA?)
- ▶ History of Mental Illness – depression, sad, worthless feelings, tired/fatigued, change in sleeping or eating, guilty, irritable, focus in school, loss of pleasure in activities?
- ▶ Psychosis – voices, hallucinations, delusional
- ▶ Other Risk Factors:  
Non-suicidal self-injury; Suicidal friends; LGBTQ; Aboriginal; Victimization; Loneliness; Family Stress; Medication (side effects); Recent/ current loss; criminal charges; impulsivity; extreme poverty/ financial distress; parents/ caregivers do not take suicidal behaviour seriously

## FOLLOW THROUGH – immediate action steps

\* do not leave student alone if actively suicidal

### 1. Create a Safety Plan with student

- ▶ call 911 if in immediate danger

### 2. Notes/ Comments section, summarize:

- ▶ Student's situation/ events
- ▶ Strongest protective factors

### 3. Determine student's current level of risk

- ▶ MILD (mostly mild indicators)
- ▶ MODERATE (mostly moderate indicators)
- ▶ HIGH (mostly high indicators)

### 4. Contact the student's parent/guardian to review the Safety Plan

- ▶ Discuss how child will be kept safe at home
- ▶ Document any concerns about parent (MCFD report if unsupportive)
- ▶ Invite parents to meet with school for follow-up

### 5. Inform student and parent of community supports

## TEAM WORK

- ▶ Gather school team for support (who/what)
- ▶ Increase protective factors
- ▶ Community supports
- ▶ Contact time with staff
- ▶ Hope-building resources

## SAFETY PLAN – use info for coping card to give student

- ▶ Warning signs
- ▶ Things I can do to distract/ calm myself
- ▶ Social situations and/or people that can help support/ calm me
- ▶ Making the environment safe
- ▶ People who I can ask for help (adults)
- ▶ Emergency contacts
- ▶ Professional agencies to contact during a crisis

## SEND Copy Safety Plan to:

- ▶ 1) Email a clear copy of the form to [LearningServices@sd68.bc.ca](mailto:LearningServices@sd68.bc.ca) with subject line "Confidential".
- ▶ 2) Original form is to be stored confidentially/securely by the individual doing the assessment for a period of no less than one year from the date of completion.