

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

**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:

- ▶ Manager Mental Health and Addictions  
c/o Learning Services - Dufferin - in a sealed envelope marked "Confidential"
- ▶ Original for Assessor  
stored confidentially and securely for a period of no less than one year from date of completion by the individual conducting the assessment