

Gizmo's Pawesome Guide to Mental Health:
**An Upstream Approach to Mental Health
Promotion for Elementary Youth Through a
Suicide Prevention Lens**

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CT Department of Mental Health and Addiction Services



Financial Disclosures

...

No directors or planners of this activity have reported any financial relationships with ineligible companies (commercial interests).

...



CT Networks of Care for Suicide Prevention Initiative 2015-2020

Overall purpose:

Reduce suicide attempts and deaths among youth age 10-24 in CT.

Goal 1:

Strengthen CT's support of mental health promotion, suicide prevention, intervention and response using effective strategies.

Goal 2:

Develop, enhance, implement and sustain evidence-based, culturally competent suicide prevention, intervention and response practices through an intensive community-based effort for youth age 10-24 in the Town of Manchester, CT.



Networks of Care for Suicide Prevention *continued*

Primary Objective: Integrate and coordinate suicide prevention, intervention and response activities across multiple sectors and settings through state and community networks.

Co-Directors: The CT Departments of Mental Health and Addiction Services (DMHAS), Children and Families (DCF), and Public Health (DPH)

Advising Body: Connecticut Suicide Advisory Board (CTSAB)

Partners: Community Health Resources; United Way of CT-National Suicide Prevention Lifeline Provider; Manchester-Public Schools, Police Department, Community College; Eastern CT Health Network

Evaluators: UConn Health, Programs in Public Health and Health Policy

Funder: The federal Substance Abuse and Mental Health Services Administration (SM 062916)



Strategic Evidence-Based Approaches



**SAMHSA Strategic
Prevention Framework
(SPF)**

<https://www.samhsa.gov/capt/applying-strategic-prevention-framework>

National Suicide Prevention Resource Center Comprehensive Approach to Suicide Prevention

<http://www.sprc.org/effective-prevention/comprehensive-approach>



Among CT High School Students....

Mental Health



Students reporting that their mental health was not good including stress, depression, and problems with emotions, on at least 1 day in the past 30 days.



Student felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months.

Only 1 in 4 of these students said they got the help they needed

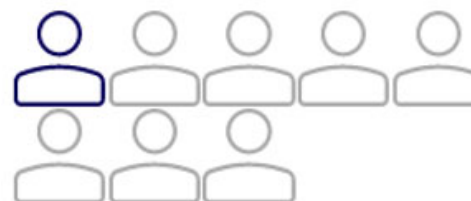
CT School Health Survey 2019



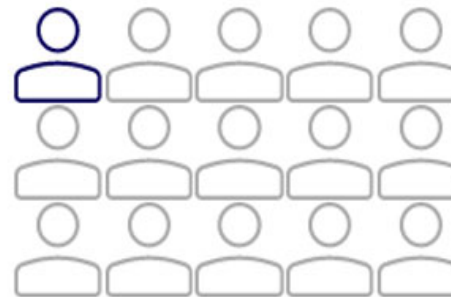
Among CT High School Students....

Suicidal Behavior

1 in 8 Seriously **considered**
attempting suicide *during the past 12 months*



1 in 15 Actually
attempted suicide
during the past 12 months



CT School Health Survey 2019



Upstream Focus: When Matters Youth Development

- These data indicate that in order to prevent these conditions and circumstances, we adults need to focus on developing life skill's among elementary children. They need to:
 - 1) be old enough to have some sense of self;
 - 2) have a desire for independence;
 - 3) have the capacity to perform self-care (e.g. healthy habits); and
 - 4) still have a strong desire to carefully follow and trust adult guidance.
- According to Erik Erikson's Social-Emotional Developmental Stages, this is the [Industry vs. Inferiority](#) stage. Youth age 6-11 (grades 1-5) begin to form a strong self-concept during this stage, and want to be "good and competent."



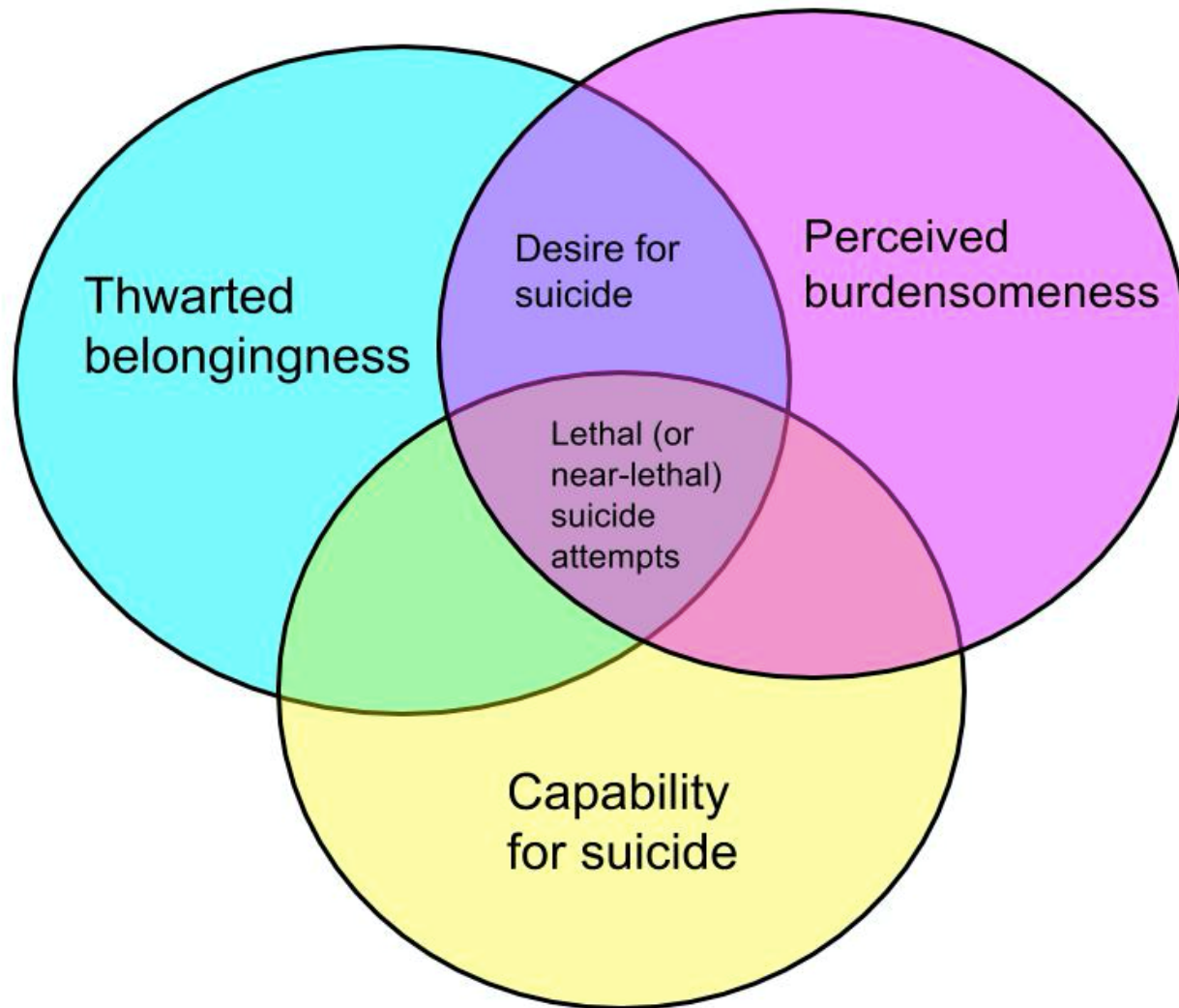
Upstream Focus: When Matters

Understanding Mortality

- Prioritize youth at the beginning of the developmental stage when they begin to understand death, their own mortality, and capacity to impact it.
- Children age 6-9 (grades K-3) begin to understand that death can happen to others, but not necessarily to themselves. By age 9-10 (grades 3-4) children make the transition to a more adult understanding of death, and they intellectually understand it to be *final and irreversible*. Death is recognized as personal, universal and real. It is because of this development that *suicide risk becomes a very real risk*.
- *Gizmo is therefore focused on grades 3 and 4*. By this time children need to understand mental health, how to take care of it, their own distress warning signs, what to do, where to go, who to trust, and how to talk about it. As they practice these skills, they will learn to apply them throughout their lives.



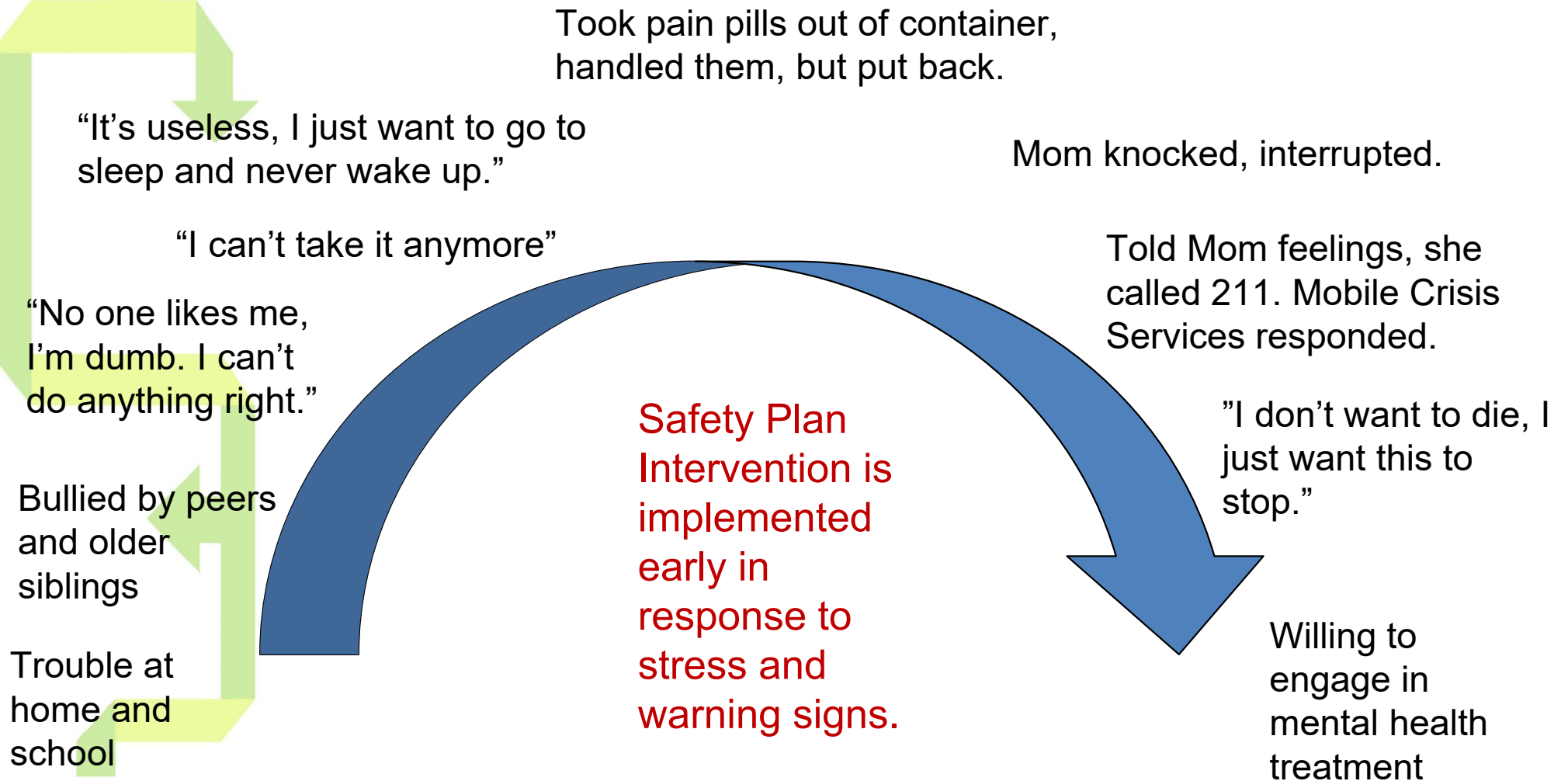
Joiner's Interpersonal Theory of Suicide



- *Thwarted belongingness + perceived burdensomeness = Desire for suicide.*
- *However, a desire for suicide alone is not enough to result in death by suicide.*
- *One must also have acquired capability (ie. acquired ability to overcome one's natural fear of self harm and risk of death).*



Suicide Risk Curve Example



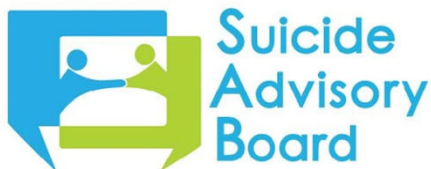
Safety Plan

(Brown & Stanley)

- The Safety Planning Intervention provides people who are experiencing suicidal ideation with a specific set of concrete strategies to use in order to decrease the risk of suicidal thoughts and behavior along the risk curve.
- It includes coping strategies that may be used and individuals or agencies that may be contacted during a crisis, and making the environment safe.

[Cognitive and Behavioral Practice \(2012\). Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk](#)

[JAMA \(2018\). Comparison of the Safety Planning Intervention With Follow-up vs Usual Care of Suicidal Patients Treated in the Emergency Department](#)



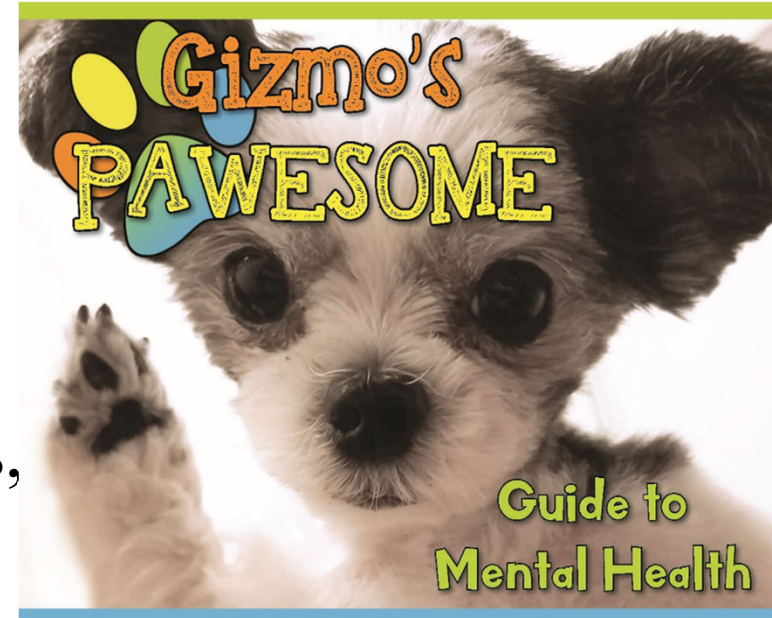
Patient Safety Plan Template

Step 1: Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:	
1.	_____
2.	_____
3.	_____
Step 2: Internal coping strategies – Things I can do to take my mind off my problems without contacting another person (relaxation technique, physical activity):	
1.	_____
2.	_____
3.	_____
Step 3: People and social settings that provide distraction:	
1. Name _____	Phone _____
2. Name _____	Phone _____
3. Place _____	4. Place _____
Step 4: People whom I can ask for help:	
1. Name _____	Phone _____
2. Name _____	Phone _____
3. Name _____	Phone _____
Step 5: Professionals or agencies I can contact during a crisis:	
1. Clinician Name _____ Phone _____	
Clinician Pager or Emergency Contact # _____	
2. Clinician Name _____ Phone _____	
Clinician Pager or Emergency Contact # _____	
3. Local Urgent Care Services _____	
Urgent Care Services Address _____	
Urgent Care Services Phone _____	
4. Suicide Prevention Lifeline Phone: 1-800-273-TALK (8255)	
Step 6: Making the environment safe:	
1.	_____
2.	_____
<small>Safety Plan Template ©2008 Barbara Stanley and Gregory K. Brown, is reprinted with the express permission of the authors. No portion of the Safety Plan Template may be reproduced without their express, written permission. You can contact the authors at bhs2@columbia.edu or gregbrown@mail.med.upenn.edu.</small>	

The one thing that is most important to me and worth living for is:

Guide Development

- ❖ Upstream approach to support the mental health and wellness of youth.
- ❖ Data-driven and evidence-informed.
- ❖ Introduces mental health and wellness, mental health self-care, encourages self-identification of warning signs and when to apply the use of internal and external healthy coping strategies to help reduce risk.



Guide Development *continued*

- ❖ Introduces the characteristics of trusted adults, who may be one, how to practice talking with a trusted adult, and promotes proactive communication, social emotional learning, self advocacy, and community connectedness.
- ❖ Youth create a personal mental health plan (of action) that can be used daily, and in a time of need that can help them avert crisis. Can be shared with others.
- ❖ Resource section for trusted adults.



Curriculum Development

- ❖ Book was in high demand.
- ❖ There was a program and service gap for elementary youth.
- ❖ Needed to address the gap and develop guidance for high utilizing schools.
- ❖ Developed curriculum with guidance from high utilizing schools via survey and key informant interviews.
- ❖ Lessons learned and evidence provided a foundation for safety, effectiveness, fidelity, and feasibility.
- ❖ Had to be age appropriate, fun and engaging for youth (and trusted adults).



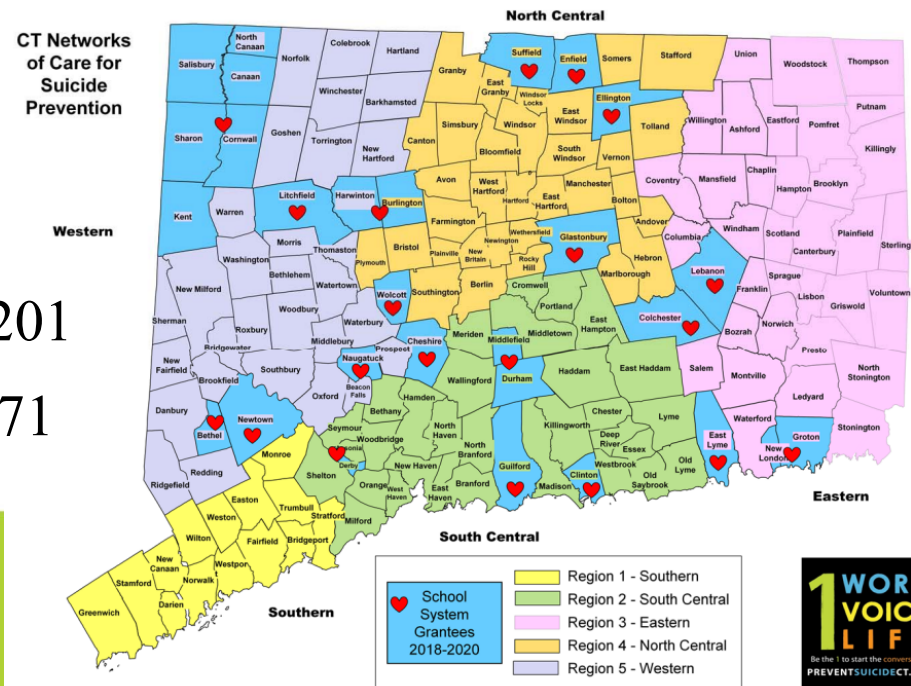
Phase 1: Feasibility Study

- 6 public schools; spring 2018
 - Suburban and rural
- 150 youth participants
 - 2nd grade through 5th grade (ages 7-11)
- 3 alternative settings



Phase 2 & 3: Gizmo's Guide: Pilot and Implementation Evaluation

- The CT Networks of Care for School Systems Suicide Prevention and Mental Health Promotion (RFP 2018-2020)
 - Mini grants (\$20,000 over two years)
 - Administered by United Way of CT
- Grantees: 20
 - Schools: 32 Pilot Year, 26 Implementation Year
 - Towns: 27 towns
 - Classrooms/after school program: 201
 - Approximate number of youth: 3,871



Segment 1: Introduction to mental health and self-care

This is called
mental health.

Mental health
is your

FEELINGS,
THOUGHTS,
AND ACTIONS...



Here are
some things
you can do
every day to
take care of
your mental
health —

YOUR
FEELINGS,
THOUGHTS,
AND
ACTIONS.



Segment 2: Self-identification of warning signs and use of healthy coping strategies.

We all feel

SAD, MAD, OR WORRIED

sometimes, but how do we know when we are feeling this way?

I can tell you. You may see changes in how you usually

FEEL, THINK, OR ACT:

- Eat less or more
- Hard to get to sleep or stay asleep
- Argue more
- Cry easily
- Feel bored with things I like
- Want to be alone a lot
- Act before thinking
- Have less energy
- Feel very nervous/stressed



WHEN YOU FEEL **SAD, MAD, OR WORRIED**
sometimes you can do things on your own to take your
mind off of these feelings.

DO YOU REMEMBER WHAT YOU CAN DO
TO KEEP YOUR **FEELINGS, THOUGHTS,**
and **ACTIONS** healthy? ? ? ? ?

Turn back to pages 6 through 9 and
READ THE LISTS AGAIN.



...if you try these things on your own and they do not seem to help, try doing them with other people.

People I can Do Things With

- 🐾 Parents
- 🐾 Grandparents
- 🐾 Aunt or Uncle
- 🐾 Brother, Sister, Cousin
- 🐾 Friends



ANY OTHERS?



PLACES WE CAN GO TOGETHER



THINGS TO DO WITH OTHERS
TO HELP YOU FEEL BETTER



- 🐾 Play a game
- 🐾 Tell jokes
- 🐾 Go for a bike ride
- 🐾 Go for a hike
- 🐾 Go to the store
- 🐾 Go to the library
- 🐾 Watch a movie
- 🐾 Play a sport
- 🐾 Go to lunch
- 🐾 Give and get hugs
- 🐾 Dance and sing



Segment 3: Identification of and connecting to trusted adults



Talking about your mental health
– **FEELINGS, THOUGHTS, AND ACTIONS** –
with a trusted adult as soon as possible
is your next step.

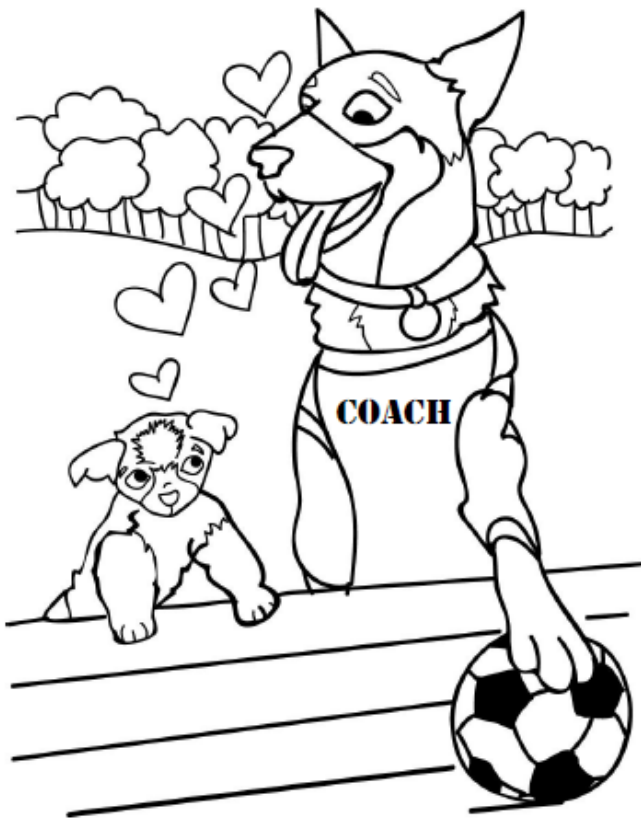
You might be wondering,
"What is a trusted adult, anyway?"
Turn the page and find out.



A Trusted Adult is someone Who

- Helps YOU
- Makes YOU feel safe
- Is patient with YOU
- Listens to YOU
- Cares about YOU
- Spends time with YOU





Dear _____

I am giving you this valentine
because you are my trusted
adult. This means that I will
come to you when I need
to talk about my feelings,
thoughts and actions.

A Trusted Adult is someone Who

- Helps YOU
- Makes YOU feel safe
- Is patient with YOU
- Listens to YOU
- Cares about YOU
- Spends time with YOU

1 of 3 Required Activity: Trusted Adult Valentine

RESOURCES FOR TRUSTED ADULTS

If you have been identified as a trusted adult and would like more information...

- www.preventsuicidect.org
- www.211ct.org
- www.empsct.org
- www.gizmo4mentalhealth.org
- www.suicidepreventionlifeline.org
- If you are interested in learning more about how you can help children contact:

In a crisis contact:

- Mobile Crisis Intervention Services for Youth: Call 2-1-1
- Crisis Line: 1-800-273-8255 (TALK) or in CT Call 2-1-1
- Crisis Text Line: Text your message to 741741

In an emergency call 9-1-1

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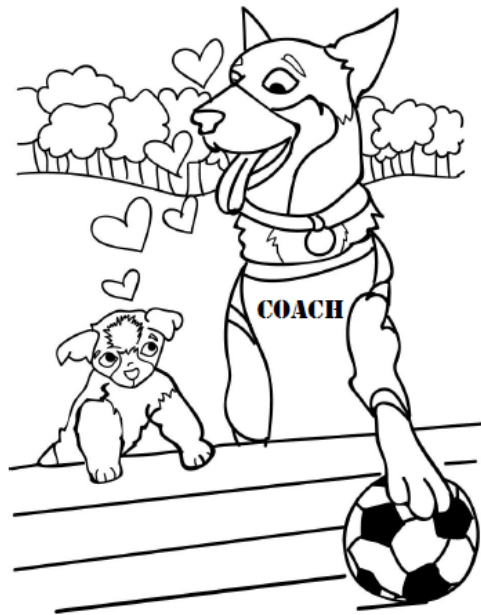


Gizmo's Guide: Trusted Adult Valentine Results (Pilot and Implementation Years)

- Number of youth who made a Valentine: 2,886
- Number of trusted adults who received a Valentine: 2,025
- Primarily given to teachers, then principals, paras, counselors

A Trusted Adult is someone Who

- Helps YOU
- Makes YOU feel safe
- Is patient with YOU
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Dear _____

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Trusted Adult Comments

- *“The faculty/staff thought this was a very useful activity. Staff became aware of two students who appeared to need immediate services. Prior to this activity staff was unaware of the degree of need.”*
- *“Staff felt that this was a valuable task and the more the program is implemented the more beneficial. Also, it is believed that spreading the word around, possibly announcing on the school news would be beneficial (i.e. "if you see staff with this pin it means they are a trusted adult, etc.")*





PRACTICE TIME

HOW TO TALK WITH A TRUSTED ADULT

Before you talk with a trusted adult, sometimes it helps to practice what you will say first. You can...



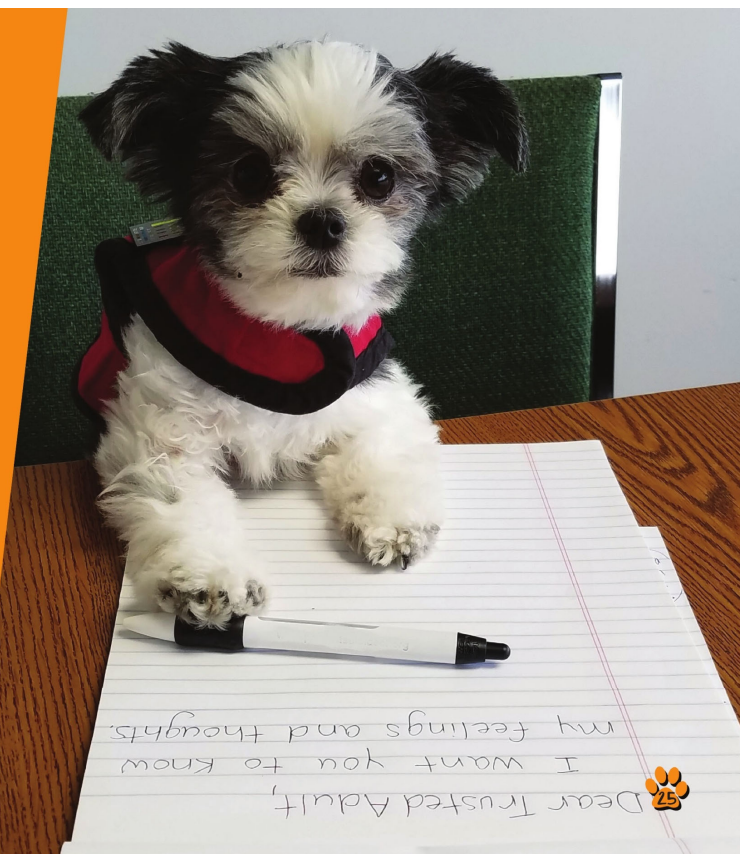
- Say it in a mirror
- Talk to a pet, toy, or stuffed animal
- Write in a diary or journal



If you do not want to say out loud how you are

**FEELING,
THINKING,
OR ACTING**

you can write a note instead and give it to a trusted adult.



Check-in Slip

- Practice talking to a trusted adult
 - Mirror: 24%
 - Pet/Stuffed animal: 40%



Name: _____

To practice talking to a trusted adult about my feelings and thoughts I would:



☐ Say it in a mirror

☐ Talk to a pet, toy or stuffed animal

☐ Write in a diary or journal



☐ I need to talk to the school/agency trusted adult about my feelings and thoughts soon.

☐ I do not need to talk to the school/agency trusted adult about my feelings and thoughts soon.



Gizmo's Guide: Check-in Slip Results

(Pilot and Implementation Years)

Number of Youth who:

- Completed Check-in Slip: 2,525
- Needed to talk to a trusted adult: 270 (11%)
- Received follow-up within 24 hours: 216 (80%)
- Received follow-up, but longer than 24 hours: 38 (14%)
- Did not receive follow-up at all: 20 (7%)
- Do Not know if youth received follow-up: 0



Name: _____

To practice talking to a trusted adult about my feelings and thoughts I would:



- ☐ Say it in a mirror
- ☐ Talk to a pet, toy or stuffed animal
- ☐ Write in a diary or journal



- ☐ I need to talk to the school/agency trusted adult about my feelings and thoughts soon.
- ☐ I do not need to talk to the school/agency trusted adult about my feelings and thoughts soon.

Segment 4: Completion of Mental Health Plan

3rd Required
Activity

MY MENTAL HEALTH PLAN

Name: _____

1. Things I can do to take care of my mental health: feelings, thoughts, and actions

- | | |
|---|---|
| <input type="checkbox"/> Breathe slowly | <input type="checkbox"/> Ride a bike |
| <input type="checkbox"/> Listen to music | <input type="checkbox"/> Play outside |
| <input type="checkbox"/> Play an instrument | <input type="checkbox"/> Read |
| <input type="checkbox"/> Draw or paint | <input type="checkbox"/> Play with toys |
| <input type="checkbox"/> Take a nap | <input type="checkbox"/> Do a puzzle |
| <input type="checkbox"/> Blow bubbles | <input type="checkbox"/> Sew or knit |
| <input type="checkbox"/> Play with a pinwheel | <input type="checkbox"/> Smile or laugh |
| <input type="checkbox"/> Play dress-up | <input type="checkbox"/> Take a walk |
| <input type="checkbox"/> Write a story | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Play with pets | <input type="checkbox"/> _____ |

2. How to know if I feel mad, sad, or worried

- | | |
|--|--|
| <input type="checkbox"/> Eat less or more | <input type="checkbox"/> Want to be alone a lot |
| <input type="checkbox"/> Hard to get to sleep or stay asleep | <input type="checkbox"/> Act before thinking |
| <input type="checkbox"/> Argue more | <input type="checkbox"/> Have less energy |
| <input type="checkbox"/> Cry easily | <input type="checkbox"/> Feeling very nervous/stressed |
| <input type="checkbox"/> Feel bored with things you like | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> _____ |

3. People and places that can help me think of other things

- | | |
|--|---|
| <input type="checkbox"/> Parents | <input type="checkbox"/> Friends house |
| <input type="checkbox"/> Grandparents | <input type="checkbox"/> Family member's house |
| <input type="checkbox"/> Aunt or Uncle | <input type="checkbox"/> Faith Community |
| <input type="checkbox"/> Brother, Sister, Cousin | <input type="checkbox"/> Community center or youth center |
| <input type="checkbox"/> My friends | <input type="checkbox"/> Park |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Library |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

4. Things I can do with Others to Help Me Feel Better

- | | |
|---|--|
| <input type="checkbox"/> Play a game | <input type="checkbox"/> Go to lunch |
| <input type="checkbox"/> Tell jokes | <input type="checkbox"/> Play outside |
| <input type="checkbox"/> Go for a bike ride | <input type="checkbox"/> Give and get hugs |
| <input type="checkbox"/> Go for a hike | <input type="checkbox"/> Dance and sing |
| <input type="checkbox"/> Go to the store | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Go to the library | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Watch a movie | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Play a sport | |

5. My trusted adults

- | |
|---|
| <input type="checkbox"/> Parents |
| <input type="checkbox"/> Grandparents |
| <input type="checkbox"/> Uncles/Aunts |
| <input type="checkbox"/> Older Brothers/Sisters |
| <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Coaches |
| <input type="checkbox"/> Religious Leaders |
| <input type="checkbox"/> Scout Leaders |
| <input type="checkbox"/> School Counselors |
| <input type="checkbox"/> School Social Workers |
| <input type="checkbox"/> School Nurses |
| <input type="checkbox"/> Doctors |
| <input type="checkbox"/> Camp Counselors |
| <input type="checkbox"/> Any Others? |
| <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ |

PAWS UP
for mental health



Gizmo's Guide: Mental Health Plan Results (Pilot and Implementation Years)

- Number of Youth who Completed Mental Health Plan: 3,009
- Youth took av. 14 minutes to complete their Mental Health Plan.

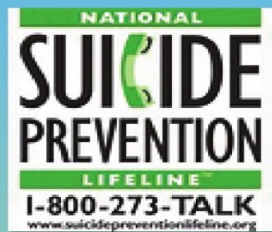


Resources for Trusted Adults

RESOURCES FOR TRUSTED ADULTS

In a crisis contact:

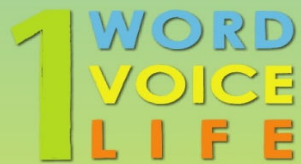
- Mobile Crisis Intervention Services for Youth: Call 2-1-1
- Crisis Line: 1-800-273-8255 (TALK) or in CT Call 2-1-1
- Crisis Text Line: Text your message to 741741



In an emergency call 9-1-1

Other resources for mental health services:

- School counselors, social workers, psychologists
- Community-based counselors
- Pediatricians



Be the 1 to start the conversation

www.preventsuicide.org

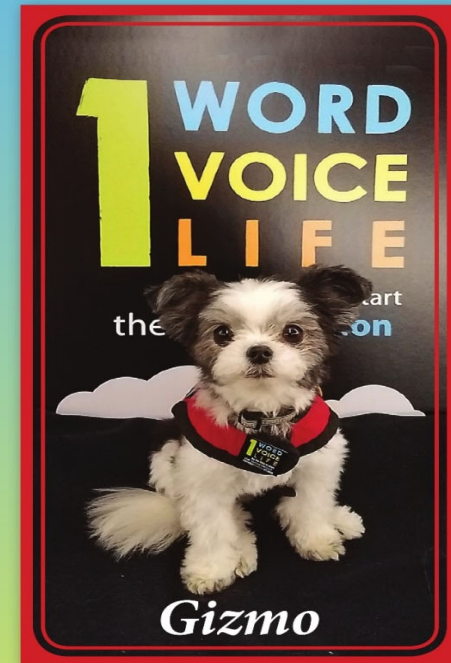
www.empsct.org

www.gizmo4mentalhealth.org

www.suicidepreventionlifeline.org



www.211ct.org



This guide is not a substitute for treatment.

Segment 5: Use of mindfulness exercise and other optional activities

GIZMO CAN HELP YOU with Mindfulness Exercises too!

Meditation is doing nothing **AND** listening to your own thoughts at the same time. It can help you with your feelings, thoughts and actions. Sometimes, meditation is hard at first, but once you get the hang of it, you will **LOVE** it!

HERE'S HOW YOU DO IT



1. Sit comfortably in a chair or cross-legged on the floor. Keep your back straight, and let your shoulders relax. Take a deep breath, and close your eyes, if you want.



2. Focus on how the air feels as it moves in and out of your nose.



3. Sometimes thoughts will come into your mind and distract you from paying attention to your breathing. That's ok - just refocus on how the air feels as it moves in and out of your nose, and how it fills your chest and then leaves with every breath.

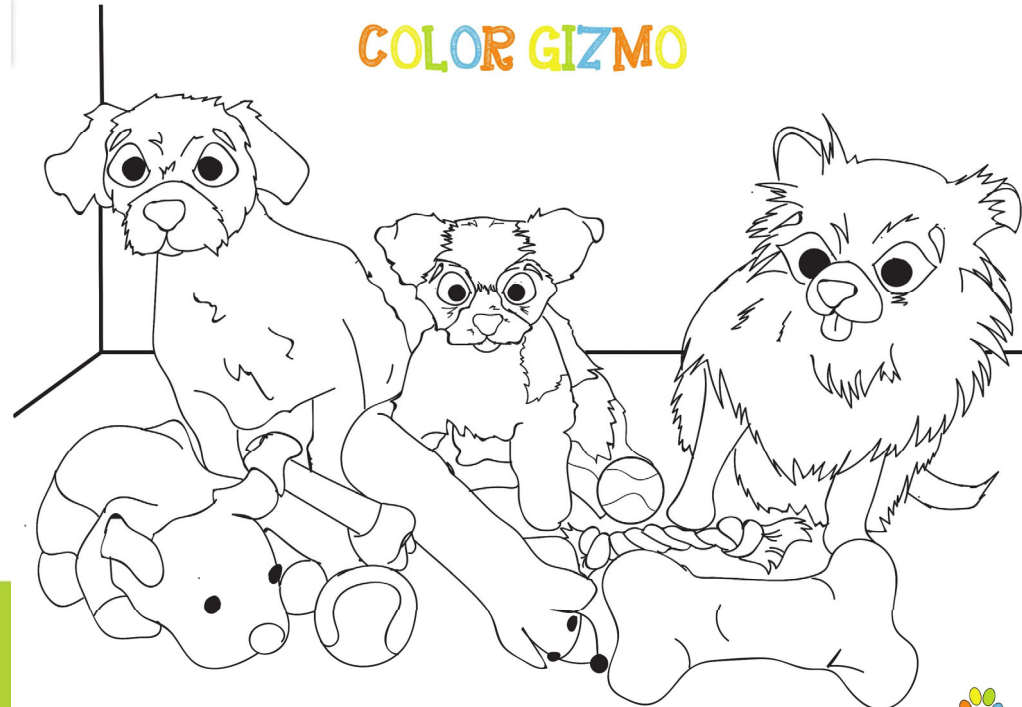


4. Try to meditate for 5 to 10 minutes every day, just like brushing your teeth. If you meditate every day you will find it easier and easier to do and it will help your feelings, thoughts and actions.



Adapted from "Full Catastrophe Living," 2nd edition, by Jon Kabat-Zin

COLOR GIZMO



Gizmo's Guide: Six Week Follow-Up Results

(Pilot and Implementation Years)

- 61% of all youth reported using their Mental Health Plan within the 6-weeks following the program at home and/or at school.
- *“All students liked the mental health plan, but some enjoyed it very much! One student even told me he would hang it above his bed.”*
- *“I found this to be especially helpful. The students enjoyed it, and could bring it home to their families to explain what they learned. Some families told me that their children had hung the posters on their walls at home as visual reminders.”*
- Recommend the curriculum: Yes (100%)
- Type of settings recommended: schools, therapeutic settings



Curriculum Feedback

- Connecting with Trusted Adults
 - “The staff identified as trusted adults reacted with pride, pleasure, happiness that they were seen that way by the students.”
 - “I think it has had a great impact on youth/school climate so students feel comfortable reaching out to trusted adults and likely feel the trusted adults are approachable.”
- Parental Support for the Curriculum
 - “I am so happy to see this being addressed for our kids. We don't have health class for our kids until middle school, but to tell you the truth, I think this is better than any health class that I ever took.”



Curriculum Feedback

- Staff Support for the Curriculum
 - “Of the many pilot curriculums we have been exposed too, Gizmo's is one we are very excited to bring into the school on a permanent basis.”
 - “I would say the Gizmo curriculum, and the messages it portrays are both powerful and empowering to students, and helping them to take perhaps, the first footsteps in knowing how to take care of their mental health!”



Curriculum Feedback

- Staff Support for the Curriculum
 - “Great program to instill in children while they are young that they will benefit from their whole lives. Excellent way to identify children that need support.”
 - “Teachers have been thrilled to have this type of curriculum taught to students. We are using Gizmo with our third graders. We have other SEL programs in our building but the mental health focus of Gizmo focuses more on getting rid of stigma and teaching it’s okay to ask for help.”



Curriculum Feedback

- Youth Support for the Curriculum
 - “All of the grades should be here to learn about Gizmo, this is awesome!”
 - “I put my Gizmo guide to mental health book in my pillowcase and I read it when I am sad or worried.”
 - " I learned how to better take care of my mental health and if I need help I will speak to a trusted adult."
 - "I had a difficult day and Gizmo (the class stuffed animal) sat on my desk all day and helped me remember to use my coping strategies."



CASEL, Protective Factors & Gizmo

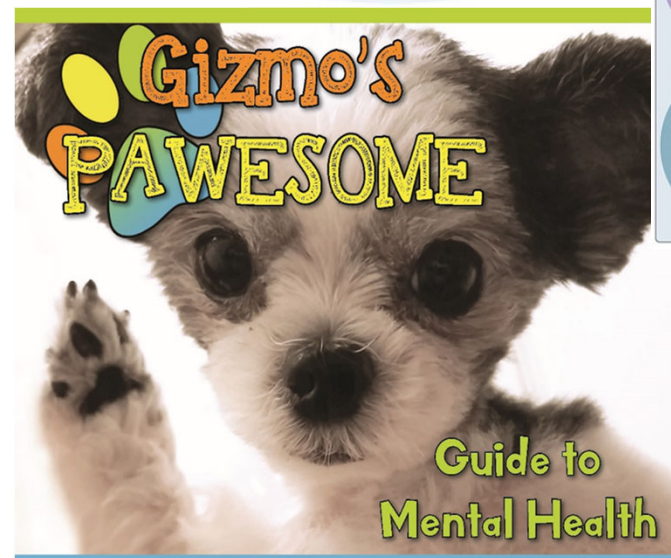
(Collaborative for Academic, Social, and Emotional Learning)



Gizmo supports youth mental health literacy and social emotional learning. Youth learn:

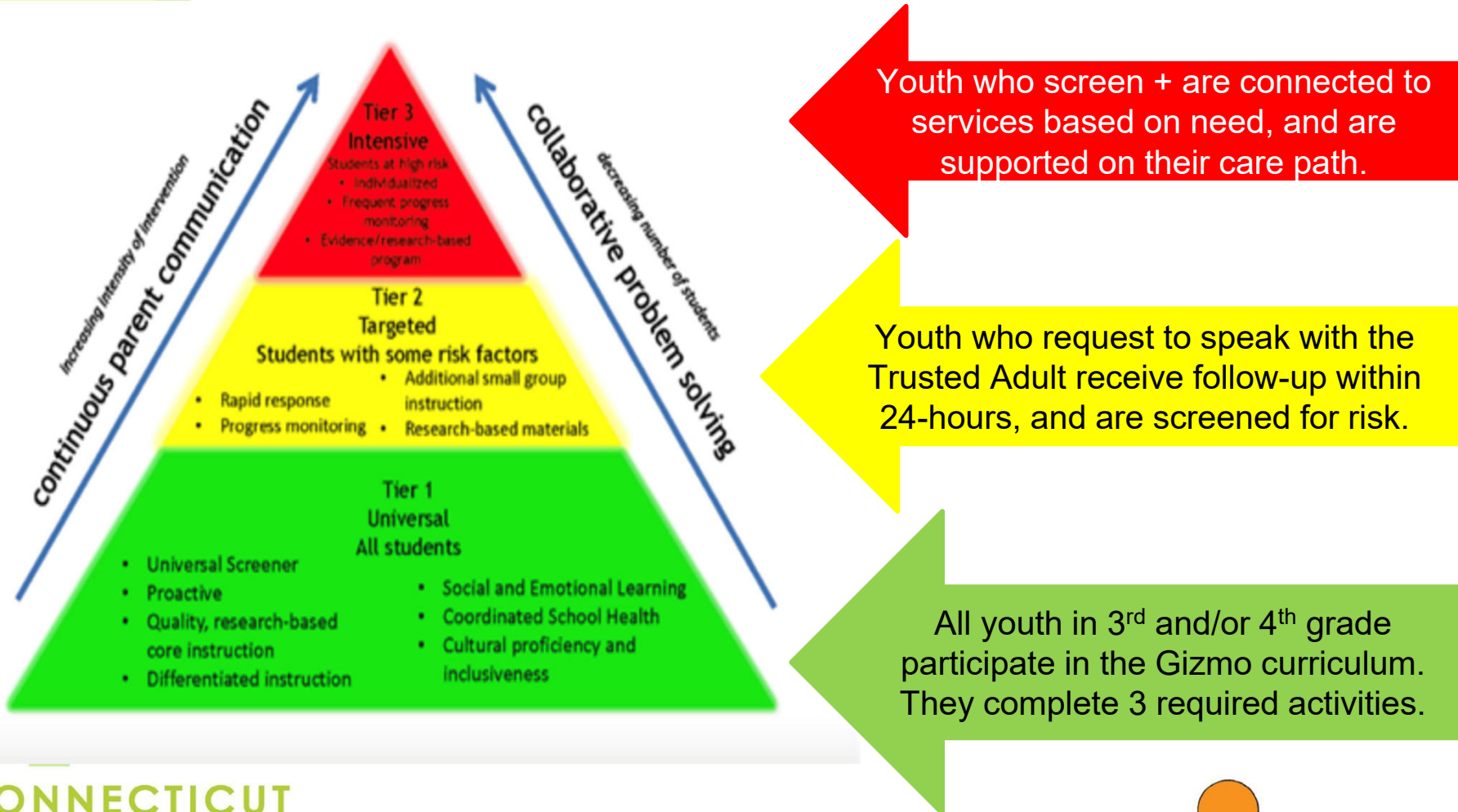
- What mental health is;
- That mental health is equally as important as physical health;
- Daily activities that support mental health wellness;
- How to identify when their own mental health needs attention;
- Internal and external healthy coping strategies that support their mental health;
- How to identify and connect intentionally with trusted adults in their lives; and
- They share resources with trusted adults they select.*

* Gatekeeper Training
Prerequisite



MTSS & Gizmo

(Multi-Tiered System of Support)



Gizmo Resources

- Books (free in CT)
- Elementary Curriculum for 3rd-4th grades
- Read-Along Guidance
- Activities
- Youth and Trusted Adult Pledges with free g
- Social Media for youth and trusted adults
- Print Materials (book marks, info cards)
- Trusted Adult Resources



<https://www.gizmo4mentalhealth.org/>



Connecticut Partners

CT Department of Mental Health & Addiction Services, Prevention & Health Promotion Division is a co-developer of *Gizmo's Pawesome Guide to Mental Health*© and the Elementary Curriculum. It is working with the state agency partners, the United Way of CT/211, and the American Foundation for Suicide Prevention to expand Gizmo resources for trusted adults of youth receiving the curriculum and other adults in need of mental health promotion resources. It also promotes Gizmo resources and supports applications to national best practice registries.



The United Way of CT/211, Health & Human Services is a co-developer of *Gizmo's Pawesome Guide to Mental Health*© and the Elementary Curriculum. It manages the Gizmo Initiative on behalf of the *CT Suicide Advisory Board* and the lead state agencies, DMHAS and DCF. Management includes the distribution of resources, guidance to implementers, expansion of materials, website development, collaboration with the American Foundation for Suicide Prevention, collection of evaluation data, promotion, and application to national best practice registries.



United Way of Connecticut



Connecticut Partners

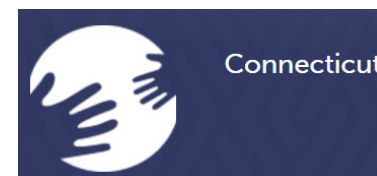
CT Department of Children and Families, Office of Community Mental Health is expanding Gizmo resources for pre-school youth and small group therapy settings, as well as middle and high school youth.



CT Department of Public Health, Injury & Violence Surveillance Unit – Comprehensive Suicide Prevention Initiative (CDC grant) promotes the use of Gizmo's Guide and Curriculum. Community, Family Health, and Prevention Section nominated the Gizmo curriculum for the Association of Maternal and Child Health Program's Innovation Hub.



Office of Early Childhood - Preventing Adverse Childhood Experiences Initiative (CDC grant) developed Gizmo's Trusted Adult campaign to help promote social norms that protect against violence and adversity.



CT Chapter-American Foundation for Suicide Prevention promotes *Gizmo's Pawesome Guide to Mental Health*© and a as a 3rd part program. Promotes and hosts Read-Alongs and supports local curriculum implementation.



National Partners

2017-2020: The Substance Abuse & Mental Health Services Administration | Center for Mental Health Services, Suicide Prevention Branch funded the development of *Gizmo's Pawesome Guide to Mental Health* and Elementary Curriculum under the CT Networks of Care for Suicide Prevention Grant awarded to CT DMHAS (SM062916).



May 2020: The American Foundation for Suicide Prevention adopted *Gizmo's Pawesome Guide to Mental Health* as a 3rd part program. Chapters are encouraged to purchase books and curriculum for their states, and support local implementation.

[America's Largest Suicide Prevention Organization Shares a New Resource for Young Children, "Gizmo's Pawesome Guide to Mental Health©" \(afsp.org\)](https://afsp.org)



June 2022: The Association of Maternal & Child Health Programs (AMCHP) endorsed *Gizmo's Pawesome Guide to Mental Health* Elementary Curriculum as an Emerging Practice on their Innovation Hub.

[Gizmo Initiative - AMCHP](https://amchp.org)



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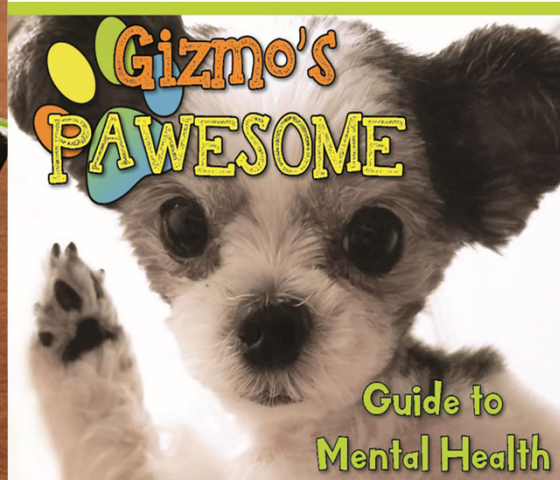
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The views, opinions, and content expressed in this book do not necessarily reflect the views, opinions, or policies of the Substance Abuse and Mental Health Services Administration/U.S. Department of Health and Human Services.

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