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Suicide Prevention and Domestic Violence Awareness Lesson Plan

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Collaborative Health & Human Services

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Abstract

The Salinas Union High School District has 16,000 students enrolled in grades 7th-12th. Positive Behavior Intervention and Support Program (PBIS) is a comprehensive and preventative approach to discipline, with a main goal of decreasing unwanted student behavior in schools. Although domestic violence and suicide are two major issues affecting adolescents, there is little discussion about these topics in school. A lesson plan was presented to 347 students during advisory about Senate Bill 972 and Senate Bill 316. The purpose of this lesson plan was to create awareness about the National Suicide Prevention Lifeline and the National Domestic Violence Hotline. The expected outcome is that students can seek help if needed. 33.1% of the students stated feeling comfortable calling the National Suicide Prevention Lifeline if needed. 35.7% of the students stated feeling comfortable calling the Domestic Violence Hotline if needed. 42.2% of the students stated feeling confident about knowing the resources available to them.

Keywords: domestic violence, suicide prevention,

Agency & Communities Served

The Salinas Union High School District (SUHSD) is one of the largest high school districts in Northern California. The SUHSD serves about 16,000 students in grades 7th to 12th at twelve school sites and another 2,000 adult students at their adult education center. The SUHSD is a local/public government agency funded by local taxes and grants.

Mission Statement

Guided by educational equity and through innovation, discovery, and support, the SUHSD will meet the academic, behavioral, and social-emotional needs of each student to ensure achievement of their aspirations (SUHSD, n.d).

Vision

The Salinas Union High School District will be an exemplary district committed to the advancement of all students (SUHSD, n.d).

The SUHSD has 9 programs: Adult Education, Alternative Programs, Migrant Education, Mission Trails ROP, Positive Behavior Intervention and Support (PBIS), Special Education, Teacher Residency, Adult Service Learners and Volunteers. My internship at the SUHSD is within the PBIS department. PBIS is a comprehensive and preventative approach to discipline. The main goal of PBIS is to decrease unwanted student behavior in schools and classrooms and to develop integrated networks that support students and adults at the school, classroom, family, and individual student levels. PBIS focuses on specific behavioral expectations and rewarding students for desired behavior. PBIS is specifically funded by LCAP (Local Control Approach

Plan) and under the LCFF (Local Control Funding Formula) law which requires the parent input in planning and decision making.

Collaborative Partners

The PBIS Program collaborates with student families, the Monterey County Behavioral Health Department (therapist), Mending Matters (data processing), and Monterey County Probation Department.

Key Features of PBIS

PBIS focuses on prevention by teaching positive behavioral expectations, rewarding expected behavior, and establishing and using consistent consequences for problem behavior. PBIS is a multi-tiered support program. Primary, a school-wide support and positive behavior instruction for all students. Services provided under tier one are offered through the career center, homework center, and parent workshops. Secondary support catered to students who are at risk. Under tier two, services are offered through individual, group, and family therapy. Tertiary, intensive support focused on students who are the most chronically and intensely at risk of antisocial behavior. Substance use counseling and anger management classes are offered under tier three. Lastly, PBIS is a data-based decision making program. PBIS collects and records when, where, and to whom suspensions are given and where problems occur in order to make smart decisions about resources and assistance (SUHSD, n.d).

Communities Served

The Salinas Union High School District (SUHSD) is within the city of Salinas CA which has a population estimate of 155,465 of which 78.7 % are Hispanic or Latino. The SUHSD serves about 16,000 students (females/males) in grades 7th to 12th ages 12 to 21. An estimate of 89.9% of the students is Hispanic or Latino, 5.9% are White, and 4.2% are either two or more races, Black African American, American Indian, Asian, or Pilipino. 79.1% of the students are socioeconomically disadvantaged. 30.1% of the students are English learners, therefore enrolled in ELD support. 9.8% of the students have a disability and 0.21% are foster youth (SUSHD, n.d).

Analysis of Community Needs and Assets

The primary problem of the students referred to PBIS is behavioral issues. Behavioral issues include disruptive behavior in class, bullying, refusing to follow rules and/or complete school work, and substance abuse. According to the School Accountability Report Cards for the academic school year 2017-2018 the SUHSD had a suspension rate of 9.9% compared to CA which had a 3.5%. The expulsion rate for SUHSD was 0.3% compared to CA of 0.1% (SUHSD, n.d).

There are two major differences between the population of Salinas compared to the population in Monterey County. Although Salinas is within Monterey County, there is a difference in numbers in two categories that I believe affect the student population. For example, Salinas has 72% of its population who speak a language other than English at home compared to Monterey County who has a 55.1% and California having a 41%. Another important factor is persons in poverty which Salinas has a 17% while Monterey has a 13.3% and California 11.8%

As stated in the School Accountability Report Cards, 79.1% of the students are socioeconomically disadvantaged. This highly contributes to the behavioral problems identified by PBIS. The SUHSD is committed to providing educational equity and to meet the academic, behavioral, and social-emotional needs of each student to ensure achievement of their aspirations (SUHSD, n.d).

The Wellness Center at each school site is an asset to help address the behavioral problems of students. The Wellness Centers offer the following services: drop-in counseling, individual/group therapy, specialized homerooms, alternative to suspension, substance use counseling, and grief support. Through the use of individualized support and by bringing together educators, families, and the local community, the Wellness Centers strive to empower students to enhance their overall wellbeing and personal achievement. PBIS is a framework for supporting students to be successful in schools by having proactive procedures and practices to prevent behavioral issues.

Problem Description

Youth domestic violence and suicide among adolescent is a concerning problem for our community. Potential causes of youth domestic violence and suicide among youth are family environment, alcohol and drug use, and lack of education about healthy relationships and suicide prevention. As youth develop emotionally, they are heavily influenced by their relationship experiences. Unhealthy, abusive, or violent relationships may contribute to negative consequences like mental illness, substance abuse, and poor academic performance. “One in three

adolescents in the U.S. is a victim of physical, sexual, emotional, or verbal abuse from a dating partner” (Davis, 2008). According to the Center for Disease Control (2007), suicide is the second leading cause of death among youths and young adults aged 10-24 years in the United States or academic performance (OWH, n.d.). If no action is taken to prevent youth domestic violence and youth suicide, cases will continue to rise. Ending domestic violence and preventing youth suicide is not one person’s responsibility or within one family’s power, but rather it is up to all of us to create a community that is aware of the issue and that will contribute to the prevention of these two problems.

Contributing Factors

Individuals who continually experience or witness domestic violence are more likely to believe that it is acceptable. Perhaps the most significant result of witnessing abuse is the increased risk of continuing the cycle of abuse into their own relationships. Growing up in a home where there is domestic violence is the best predictor of whether a child will become either a perpetrator or a victim of domestic violence later in life (OWH, n.d). An unhealthy family environment is also a risk factor for youth suicide. A youth who has a family history of mood disorder or suicidal behavior is more likely to become suicidal (MayoClinic, 2020).

Drug and alcohol use is strongly correlated with domestic violence and youth suicide. Although youth should not use these substances, it is very common among high school students. Addiction Center (2020), stated, “Addiction and substance abuse is linked to domestic violence in a strong way. When someone is inebriated from drugs or alcohol, they are likely to lose control of their inhibitions. Being under the influence of any substance greatly increases the chances of abusive behavior” (Addiction Center, 2020). Alcohol and drug use can cause an

individual to be aggressive and release it onto their significant other. Youth with substance abuse problems are particularly susceptible to suicide and suicide attempts.

Secondary education lacks education on youth domestic violence and suicide prevention. Domestic Violence and Education (2020), stated, “Education as a risk factor includes the lack of education of the victim, [and] lack of education of the offender...” (para 5). Without the proper education for both the victim and offender, it is difficult for them to understand what a functional and healthy relationship is. According to the American Foundation for Suicide Prevention (2020) Schools need policies that address suicide prevention and intervention. These policies should aim to empower and support school personnel to better support students and families at risk and those who are affected by suicide. Prevention efforts must also include educating students on the signs and symptoms of mental health conditions and suicide risk and empowering them to know when and how to reach out for help when they notice warning signs or risk factors in themselves or their peers (AFSP, 2020). There is a misconception that talking about suicide gives youth the idea of suicide, but rather than encouraging suicidal behavior, talking openly about what is going on can give them other options, or the time to rethink their decision. The lack of schools prioritizing the safety of its students by creating awareness of youth domestic violence and youth suicide leads to the increased incidents of domestic violence and suicide within the youth community.

Consequences

One of the consequences of exposure to domestic violence or suicidal behavior is a negative impact on mental health such as depression, anxiety, or posttraumatic stress disorder (CDC, 2018). According to Gluck (2012), victims who have been abused are more likely to

isolate themselves from family and friends due to low self-esteem and feelings of unworthiness. Many teens who attempt suicide have a mental health condition. As a result, they have trouble coping with the stress of being a teen, such as dealing with rejection, failure, breakups and family turmoil. They are unable to see that suicide is a permanent response, not a solution, to a temporary problem (Mayo Clinic, 2020). Youth who have a mental illness and struggle to trust others and build relationships, have a harder time maintaining a support system.

Youth who experience domestic violence are at a higher risk of engaging in unhealthy behaviors such as smoking, drinking alcohol, or using drugs (CDC, 2018). Substance abuse is used as a coping mechanism for anxiety and depression associated with experiences of domestic violence and suicidal thoughts. . According to research, 90 percent of women who have substance use problems have experienced some sort of violence (OWH, 2019). However, this coping mechanism can put them at greater risk for experiencing further abuse and being victimized throughout their lives. Youth with suicidal thoughts also resort to drugs and alcohol to escape from their emotional pain, but these substances end up producing the opposite effect. The intensity of their depression is increased and the inhibitions that may be keeping them from carrying out their suicide plan are also removed (American Addiction Centers, 2019).

Teens who experience domestic violence are more likely to do poorly academically and/or affect their attendance because they feel unsafe (youth.gov, n.d.). As previously mentioned, it can be difficult for victims of domestic abuse to function in their daily lives due to their mental health and negative image of themselves. Students will less likely participate in school activities, have fewer friends, and get into trouble more often (OWH, n.d.). According to

Centers for Disease Control and Prevention (2015) there is a significant association between academic grades and suicidal thoughts and behaviors. Mental health problems associated with suicidal behavior can affect a student's energy level, concentration, dependability, mental ability, and optimism, decreasing academic performance.

Problem Model

Contributing Factors	Problem	Consequences
Family environment	Too many cases of domestic violence and suicide among adolescents/youth in California	Mental health illness
Alcohol and drug use		Low academic performance
Lack of education regarding healthy relationships and suicide prevention		Substance abuse

Capstone Project Description and Justification

Project title: Suicide Prevention and Domestic Violence Awareness Lesson Plan

Capstone Project and Project Purpose

My capstone project was to develop a domestic violence and suicide prevention awareness lesson plan. I created a lesson plan for students to create awareness about the numbers located in the back of their student ID card. This lesson plan was presented to students during the advisory period by their teacher. In addition, I created a bilingual informational flyer for parents and school personnel. The flyer has statistics on youth domestic violence and youth suicide as well as information regarding SB 316 and SB 972 which requires school districts to include the National Suicide Prevention Lifeline number and the National Domestic Violence

Hotline number in students identification cards. This flyer will be posted on the district's website next school year.

Before the age of 18, 26 percent of women and 15 percent of men experience intimate partner violence for the first time, like sexual violence, physical violence, or stalking (CDC, 2020). Suicide is the second leading cause of death among youths and young adults aged 10-24 years in the United States (CDC, 2007). Youth domestic violence and youth suicide is prevalent in youth communities and it is important that these issues are addressed. Since July 1, 2019, SB 972 requires school that serves pupils in any of grades 7th to 12th to have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline 1-800-273-8255. Beginning October 1, 2020, SB 316 requires schools serving students 7th to 12th grades to print the telephone number for the National Domestic Violence Hotline, 1-800-799-7233, on either side of the student identification card. The primary goal of this project is to increase student's awareness regarding vital information available to them through their ID cards. Students will become aware of these two important phone numbers and understand that these numbers are there for them to use and call when needed. The objective of this project is to create informational documents and lesson plan for primary stakeholders to create a better understanding of teen dating violence and suicide prevention.

Primary stakeholders are students, parents, and school staff such as intervention specialists, social workers, counselors, and teachers. Students will be the primary beneficiaries of this project as this project aims to create awareness among youth. The rest of the stakeholders are an important part of this project as they are the students main support group. Everyone's main goal is the student's well-being.

A positive impact expected as a result of this project is to create a healthier school environment. Schools play a vital role in developing and supporting students as they grow and learn. By developing healthy school environments, we can set students up for success in the classroom. Students will do better in school if they are emotionally and physically healthy. Students most likely miss fewer classes, will be less likely to engage in risky or antisocial behavior, concentrate more, and achieve higher academic performance. To create awareness of these two problems, school personnel and parents will be informed about the statistics surrounding youth domestic violence and youth suicide. Students will become aware of two good resources available to them printed at the back of their ID card. The desired outcome is that students will become aware that help can be just a phone call away.

Project Implementation

Implementation Method

My intervention strategy was to create a lesson plan for students. The lesson plan was short, approximately 10 minutes, but concise. The purpose of a short lesson plan is to help maintain students' attention. Nowadays, social media presents short videos which helps students maintain their interest versus long videos which can cause students to lose interest. The lesson plan was named: Learning About the Back of My Student ID Card. It began by providing a picture of the back of their current school ID. Students were able to see that the back of their ID card has the number for the National Suicide Prevention Lifeline and the Domestic Violence Hotline. After reviewing the information on the back of the ID, students were presented with information on Senate Bill 316 and Senate Bill 972 which are the laws responsible for the information printed on the back of their student ID. Important facts about youth Domestic

Violence and Suicide were also presented to demonstrate the importance of these two social problems. Lastly, students were presented with information about what they should expect if they were to call either of these numbers. The reason behind this was for students to feel comfortable calling if they needed help. The lesson plan was presented one time for all students at Rancho San Juan High School during the advisory period.

Participants

I created an informational flyer for parents and district personnel.. The informational flyer will be available through the district's website next school year. I created a lesson plan to let students know about what information is printed at the back of their students ID cards. I also created a post survey for students to complete after watching the lesson plan. This data was collected to analyze the students' understanding of the information provided.

My mentor was my primary support person. Hayley was responsible for proofreading and approving materials created for my project. Hayley the connection between district staff, and I. Because my project was only implemented in one of the highschools, the informational flyer will not be posted on the school's website until next school year. The plan is that this lesson plan will be presented to students again next year and the flyer will be available to parents and staff on the district's website. I meet with 2 district social workers to collaborate on my lesson plan to make sure I deliver the information as best as possible considering that my lesson plan contains sensitive information. I also meet with the intervention specialist and the school climate specialist at Rancho San Juan High School to make sure my lesson plan is in accordance with

their school climate. Lastly, Hayley coordinated with the school principal at Rancho San Juan High School and the school climate specialist to deliver the lesson plan.

The school climate specialist coordinated with all the advisory teachers to provide them with the lesson plan and access to the post survey. Students were presented with the lesson plan during the advisory period in April 2021. Advisory teachers were responsible for encouraging students to complete the post survey after the lesson plan was presented.

Resources

Due to COVID-19 all parts of my capstone project were delivered electronically. The informational flyer will be available for parents and staff to access on the district's website next school year. The lesson plan was presented to students by the advisory teacher during their google meet. The survey was completed online and data was analyzed using an excel spreadsheet. All communication with Hayley and other district staff was through email and/or zoom meetings. Due to distance learning, students watched the lesson plan and completed the post survey at home using their chrome book. No funding was needed to carry out this project.

Supplemental

SB 972 and SB 316 are relatively new laws. Due to COVID-19 and distance learning, we believe there is a need for awareness regarding these two new laws. At this time it is unknown how many students are aware of the two numbers printed on their ID cards. Due to distance learning, there has been no contact with students, therefore, they were not involved in the development of this project. No local organizations or collaborating partners will be used in this project.

Potential Challenges

Due to COVID-19 students are participating in distance learning. At this time, it is unknown when students will return back to school and how the schedule will be. A potential challenge that may require making adjustments to my implementation plan is if students return to school during spring 2021. If this is the case, advisory teachers will present the lesson plan in class which can create a positive effect in student's participation and discussion. The challenge will be completing the post survey. The expectation is that students take their chrome books to school daily, but there are always students who forget their chrome book, or run out of battery. To address this problem, we will provide paper copies of the survey.

COVID-19 Accommodations

If the SUHSD continues with distance learning, no COVID-19 accommodations will be needed as no direct contact will be needed between all parties involved. If the SUHSD moves to hybrid instruction, coordination between staff will be needed in order to deliver the paper copies of the survey. PBIS specialist will print paper copies and deliver the survey to the advisory teacher's mailbox. In return, after the surveys are completed the instructors will return the surveys using the same method. Lastly, each PBIS specialist will deliver the surveys to Hayley via interoffice mail. I'll collect the surveys from Hayley following all COVID-19 guidelines.

Scope of Work and Timeline

See Appendix A for Scope of Work Timeline.

Expected Outcome

The expected short term outcome of my capstone project is to deliver a lesson plan to high school students to increase students' awareness about the information printed on the back of their ID card. Recent laws require that school provide the numbers for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline. Often student's attention to their ID card focuses on their picture only and they disregard or care less about what can be on the other side of their ID card. During these times where students are doing distance learning, there is a high chance that they have put aside their ID card as they have no need to use it at home. A post survey will be administered to students to assess three different aspects. First, if they were aware of this information before the lesson plan. Second, if they feel familiar with the back of their student ID card after viewing the lesson plan. Lastly, how comfortable they feel about calling for services if needed. Students were presented with the lesson plan during their advisory period and will have access to the lesson plan as well as the link to the post survey via their google classroom.

Short term outcome	Intermediate outcome	Long-term outcome/Impact
Students will become familiar with the information printed on the back of their student ID.	Students will feel comfortable calling the National Suicide Prevention Lifeline and the National Domestic Violence Hotline if needed.	Decrease youth suicidal rate and domestic violence cases.

Project Results

My lesson plan was presented to students on April 14 during the advisory period. After the lesson plan was presented by the advisory teacher, 347 students from Rancho San Juan High

School completed the post survey. The results from my post survey revealed that my lesson plan achieved the expected outcome. After listening to the lesson plan 71.8% of the students strongly agree or agree to feeling confident they know about the resources available to them. 33.1% of the students stated they feel comfortable calling the National Suicide Prevention Lifeline if needed. Lastly, 43.6% of the students feel very comfortable or comfortable calling the National Domestic Violence Hotline if needed. Meeting with Rancho San Juan High School staff to collaborate to make my lesson plan to their school climate greatly impacted the students' attention. The lesson plan was presented using the school colors and was student friendly. Due to distance learning, the lesson plan was presented via google meet. I believe this impacted student interaction after the lesson plan was presented. If students were in class, I think there was a high chance for students to ask questions or more interaction with the teacher.

See Appendix A for post survey results

Conclusion & Recommendations

The lesson plan created awareness about important information printed on the back of the students ID cards. My recommendations to the Salinas Union High School District is that all schools within the district have uniform information printed on the back of their student ID cards. I also recommend that this lesson plan be updated as needed and presented to students yearly. Lastly I think it will create a greater impact if the lesson plan is presented to staff and parents as well.

The macro outcome for my project is to reduce suicide rates and domestic violence cases among youth, I believe my project is a good start in accomplishing this goal as it creates

awareness about resources available to students that can potentially help them overcome one of these two social problems. The results of my post survey revealed that more than 50% of the students feel confident they know about the resources available to them. The hope is that if needed students can use these resources if needed. This will contribute to decreasing suicide rate and domestic violence cases among youth. If the lesson plan is presented to parents, it will create a greater impact as parents can better support their students. Parents will hopefully feel more confident about talking to their students about these two social problems and how to prevent them from experiencing either one.

Personal Reflection

Working on my capstone project for the past two semesters has given me great insight on what I'm capable of accomplishing. It has definitely been a complex process but I feel I have grown personally and professionally. The most important insight I gained from this is the importance of collaboration. This is a project that I would have not been able to accomplish without the support of everyone who contributed in one way or another to the success of this project.

My capstone project idea changed several times. Although it was initially hard to process, I learned that it is part of the process. It is what real life experiences are about, not everything goes as planned and we must adapt to changes and make adjustments as necessary. My goal was still the same, only the method of achieving it had changed. I have a son in one of the high schools within the SUHSD, my hope is that next year he is able to give me the news that my lesson plan was presented to them during class. Ten years from now, I will hopefully be working at a school site and I will be able to feel proud about my contribution to creating awareness about two major social problems faced by students.

My first advice for future CHHS student interns is to take the time to really brainstorm a couple of project ideas related to a topic that really interest them or they are really passionate about. This will greatly influence how much they enjoy working on their capstone project. Second I would recommend interns to seek help from as many people as they can; for example, their instructor, mentor, and any other staff at their agency who are willing to help. The more support we are able to find, the easier this process will be. Focus on a step at a time and plan accordingly.

The Salinas Union High School District is a great agency for those interested in the education field. Hayley is a great mentor, she was very supportive during my capstone project. There were many changes to my project, but she always provided me with reassurance and confidence that we would find a solution and my project will be successful.

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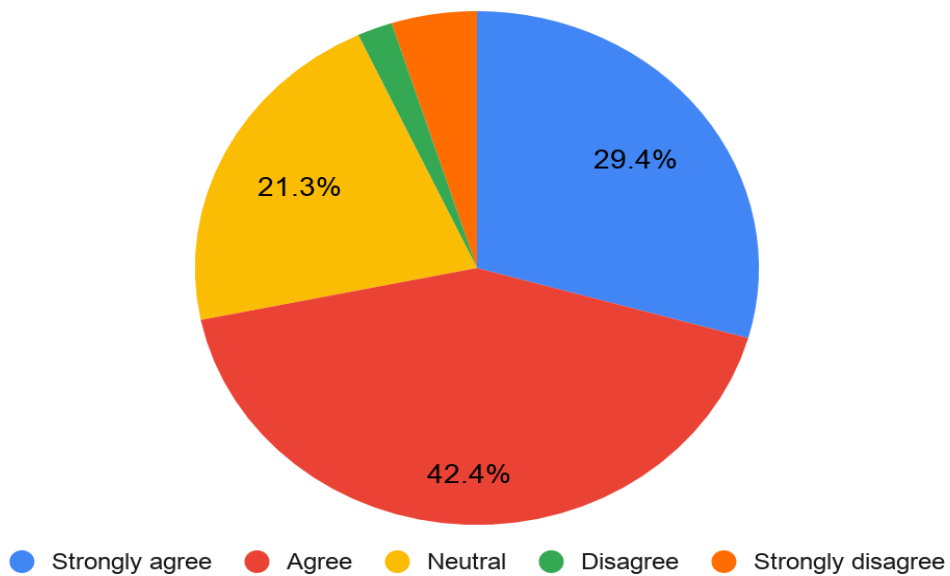
Appendix A

Scope of Work

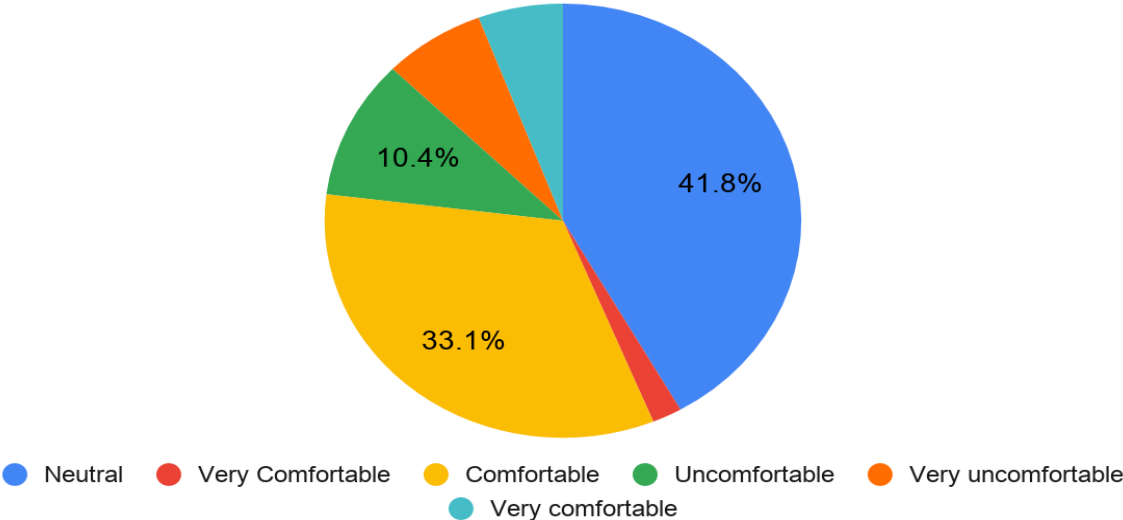
Table 1. Scope of Work						
Title: Suicide Prevention and Domestic Violence Awareness Lesson Plan						
Goal: To provide informational documents to primary stakeholders to create awareness of youth domestic violence and youth suicide.						
Primary objective of the project: Increase student's awareness regarding the National Domestic Violence Hotline and the National Suicide Prevention Lifeline phone numbers.						
Phases		Activities		Deliverables		Timeline/Deadline
1	Select Capstone Project	1.1	Discuss capstone project ideas with mentor	Final capstone project idea approved by mentor/instructor	Sept-Dec 2020	
2	Plan Project	2.1	Discuss campaign plan and materials with mentor	Final plan and materials ideas approved by mentor	December 2020	
		2.2	Collaborate with district social workers to discuss video	Meet with district social workers to get input regarding lesson plan	February 2021	
		2.3	Develop draft materials (informational flyers)	Outreach materials submitted to mentor for comments/suggestions	February 2021	
		2.4	Develop draft post survey to assess knowledge gained	Post survey questionnaire submitted to mentor/instructor for comments/suggestions.	February 2021	
		2.5	Develop a draft lesson plan regarding inf printed in students ID cards.	Lesson plan submitted to mentor for comments/suggestions	March 2021	
		2.6	Edit final materials (flyers/lesson plan/survey)	Materials final approved by mentor	March 2021	
3	Implement Project	3.1	Deliver informational flyer to district staff	Date/time confirmed/approved	March 2021	
		3.2	Post parent informational flyer in districts website	Date/time confirmed/approved	March 2021	
		3.3	Deliver lesson plan to PBIS staff	Date/time confirmed/approved	April 2021	

		3.4	Deliver lesson to students	Date/time confirmed/approved	April 2021
		3.5	Implement post survey to students	Preliminary results submitted to mentor for approval	April 2021
4	Assess Project	4.1	Compile and analyze data/complete draft report on findings	Findings report completed/submitted to mentor for approval	April 2021
5	Report on project findings	5.1	Complete reporting requirements	Final agency and capstone reports	April 2021
		5.2	Prepare Capstone	Instructor approval	April 2021
		5.3	Final preparation for capstone festival	Final presentation at capstone festival!	May 2021

I feel confident that I know the resources available to me.



How comfortable do you feel about calling the National Suicide Prevention Lifeline if needed?



How comfortable do you feel about calling the National Domestic Violence Hotline if needed?

