



COMMUNICATION STRATEGY REVIEW & RECOMMENDATION REPORT

Written and compiled by the

"Engine A" Team

Arikka Von

Autumn Thatcher

James Valentine

Jazmynn Pok

Jeri Jump

Table of Contents

Executive Summary	2
Research Process.....	3
Interviews.....	3
Printed Materials and Website Review	3
Data Analysis	3
Findings	4
Primary Audience	4
Primary Resource for Schools.....	4
Program Reputation	5
Program Criteria	5
Recommendations	6
Priority 1: Emphasize Credibility and Reputation.....	6
Priority 2: Define HOPE Squads and Peer-to-Peer Interaction.....	8
Priority 3: Explain State Legislation and Funding	8
Conclusion	9
APPENDIX A: HOPE4UTAH BOILERPLATE	10
APPENDIX B: USOE SUICIDE PREVENTION PROGRAM CHART DESCRIPTORS.....	11
APPENDIX C: GREG HUNDALL BIOGRAPHY.....	12
APPENDIX D: PROVO CITY SCHOOL DISTRICT SUCCESS STORY	13
APPENDIX E: STATE-APPROVED VISUAL	14
APPENDIX F: CLIENT TESTIMONIALS	15
APPENDIX G: WEBSITE NAVIGATION RECOMMENDATIONS	17
Current Navigation	17
New Navigation	17
APPENDIX H: DEFINITIONS OF PEER-TO-PEER & HOPE SQUAD.....	18
WORKS CITED	19

EXECUTIVE SUMMARY

This recommendation report was written and compiled by our “Engine A” team of Westminster MSC graduate students for Greg Hudnall and HOPE4UTAH. The report includes the following:

- Description of our research
- Analysis of our findings
- Recommendations for improved external communications
- Several deliverables to aid in implementing our recommendations

Our research identified the top criteria that school counselors are looking for in a suicide prevention program. We analyzed how HOPE4UTAH is communicating those top criteria about its program to counselors. Our research found that HOPE4UTAH has what counselors are looking for, but since the top criteria isn’t being communicated clearly; counselors are not seeing it in HOPE4UTAH materials.

A significant finding from our research was that HOPE4UTAH needs to improve how it is presented in the chart of programs distributed to schools by the Utah State Office of Education (USOE). This chart is the primary tool that schools use for choosing what programs to evaluate. To increase HOPE4UTAH’s presence on this chart, we created a boilerplate, which is a brief summary of your organization that can be submitted to USOE for inclusion in the chart. See Appendix A for the HOPE4UTAH boilerplate. See Appendix B for the USOE Suicide Prevention Program Chart Descriptors.

Based on our analysis, our team recommends the following three communication objectives for HOPE4UTAH.

- 1. Emphasize credibility and reputation**
- 2. Define Hope Squads and peer-to-peer interaction**
- 3. Explain state legislation and state funding**

We feel confident that improved communication with these objectives as the focus will increase the likelihood of counselors reaching out to HOPE4UTAH to learn more—and ultimately lead to HOPE4UTAH’s ability to reach more students. We recognize that this represents a shift in focus of the current communication.

Our recommendations are followed by specific plans to accomplish each communication objective. In this report’s appendices you will find the following deliverables to help execute the plans:

Appendix A: HOPE4UTAH Boilerplate
Appendix B: USOE Suicide Prevention Program Chart Descriptors
Appendix C: Greg Hudnall Biography
Appendix D: Provo City School District Success Story
Appendix E: State-Approved Visual
Appendix F: Client Testimonials
Appendix G: Website Navigation Recommendations
Appendix H: HOPE Squad and Peer-to-Peer Definitions

RESEARCH PROCESS

The Engine A team conducted research and analyzed HOPE4UTAH's communication to the existing clients and the public.

The team's research included interviews, evaluations of your printed materials and website, and an analysis of the information collected.

Interviews

We interviewed the following:

- Representatives from six schools currently involved with HOPE4UTAH
- Representatives from five schools not working with HOPE4UTAH
- The former youth suicide prevention coordinators from the USOE
- The current youth suicide prevention coordinators from the USOE

Printed Materials and Website Review

We reviewed the printed materials and the website to find answers to the following questions:

- How easy is it for prospective clients to find the information they want?
- Is any pertinent information missing?
- Is the existing information easy to understand?
- Are the client materials simple to find and use?

After evaluating printed materials and the website, we were ready to analyze the data we collected.

Data Analysis

The team analyzed the interviews and reviewed the data from the printed materials and website to identify the following:

- Recurring patterns
- Communication gaps between what HOPE4UTAH currently communicates versus the priorities of district and school counselors

During the data analysis process, the team focused on this question:

"What are the top factors or criteria the district and school decision-makers are weighing when making their decision to choose a suicide prevention program?"

The team compared the customer needs we found in our data analysis with the existing communication and information that is provided by HOPE4UTAH. We identified opportunities for improvement and developed recommendations and deliverables for HOPE4UTAH to use moving forward.

FINDINGS

An analysis of our research resulted in four significant findings about HOPE4UTAH's communications. These four findings focus on the following:

1. Primary Audience
2. Primary Resource for Schools
3. Program Reputation
4. Program Criteria

Primary Audience

Who are you communicating to?

Our research analysis revealed some surprises about HOPE4UTAH's primary audience. When we began our research, we assumed the primary audience was school and district counselors. Here is what we learned about the primary audience.

- The **individual schools do not have time to research programs** so they rely on district counselors for program guidance.
- **District counselors do not have time to research programs** either, so they rely on resources from the USOE for program guidance.
- **HOPE4UTAH's primary audience is the USOE.**

Primary Resource for Schools

How are schools finding out about prevention programs?

Our research revealed that the primary resource used by schools and districts to select a prevention program is the Suicide Prevention Program chart provided by the USOE. Here is what we learned about the USOE program chart.

- It is the **first material that the school and district counselors refer to** for information about suicide-prevention programs.
- It contains a list of programs approved for state funding and provides information about each program.
- **It supersedes—in authority and perception—any direct communication from HOPE4UTAH to district and school counselors.**
- **HOPE4UTAH isn't sufficiently described in the USOE chart since its mission is described in only 27 words** while the two programs following it have detailed descriptions of 150 and 114 words. That comparison is visible in the USOE Suicide Prevention Program Chart Descriptors found in Appendix B.

Program Reputation

What do schools already know about you?

Once the district and school counselors review the USOE program chart for program information, they rely on word-of-mouth to find out more about the program, its leadership, and its reputation for success. Here is what we learned about the word-of-mouth recommendations.

- **Word-of-mouth recommendations are what a counselor uses to narrow the state's full list of programs to just a few programs that will be investigated.**
- Our research showed that when it comes to reputation, **Greg Hudnall is deeply respected** and recognized state-wide as a suicide prevention expert.
- **Provo School District's successful suicide prevention program is known state-wide.**
- **Provo's success story and Greg Hudnall's reputation often aren't associated with HOPE4UTAH.**
- Once counselors selected programs from the USOE chart and factored in reputation, **they also visited program websites looking for specific program criteria.**

Program Criteria

What are schools looking for in a suicide prevention program?

The analysis found that both district and school counselors looked for similar criteria when selecting a youth suicide- prevention program. Counselors identified the following questions as top priorities:

- Does it meet state law requirements? (Is it evidenced based?)
- Does it address prevention, intervention, and postvention?
- How much time will it take to implement and maintain this program?
- What's the level of student involvement?
- Is it cost efficient?

Counselors look for answers to these questions on the individual program's website before making contact with that program's administrators. Our research showed that the answers to these questions are not clearly communicated on HOPE4UTAH's website or in the USOE Suicide Prevention Program chart. Social media did not appear as an influential factor in selecting a program.

In summary, the four findings from our research are:

1. **Primary Audience: Utah State Office of Education**
2. **Primary Resource for Schools: USOE Suicide Prevention Program Chart**
3. **Program Reputation: HOPE4UTAH not associated with Greg Hudnall and Provo's success**
4. **Program Criteria: Not clearly communicated**

With these findings in mind, we were able to formulate recommendations that would move HOPE4UTAH to the next level of success. We wanted to enable HOPE4UTAH to reach a broader audience who may not be familiar with their current success in the Provo area.

RECOMMENDATIONS

By comparing the HOPE4UTAH communication materials with the program criteria, we identified three communication priorities:

1. Emphasize credibility and reputation
2. Define Hope Squads and peer-to-peer interaction
3. Explain state legislation and funding process

Each communication priority is defined in greater detail here.

Priority 1: Emphasize Credibility and Reputation

HOPE4UTAH has an outstanding reputation among schools that have worked with the organization largely because it was created by Greg Hudnall. Data collected through our research shows that some schools did not even research the organization prior to selecting it, and chose it solely because they had heard of Greg and HOPE4UTAH's success in Provo. Greg's reputation and the Provo success story will be crucial for the organization to grow statewide and suggests that word-of-mouth is one of HOPE4UTAH's most effective recommendation sources. Because of this, we recommend increasing Greg's visibility in all of HOPE4UTAH communication materials. As people get used to seeing his name on HOPE4UTAH materials, a strong association will grow. A positive reputation is nothing if it's not backed up by other credible sources. Additionally, the team identified the following tactics for emphasizing HOPE4UTAH's credibility:

- Boilerplate
- USOE Suicide Prevention Program Chart Descriptors
- Greg Hudnall Biography
- Provo Success Story
- State-Approved Visual
- Client Testimonials
- Website Navigation Recommendations
- Evidence-based
- Prevention, Intervention, Postvention
- Industry Connections

Boilerplate: Create and utilize a boilerplate across multiple communication platforms (website, press releases, and marketing materials). A boilerplate is a public relations term for a brief summary that concisely describes your organization. We recommend that HOPE4UTAH's boilerplate include the program's distinct elements and the top criteria identified by counselors. See Appendix A for the HOPE4UTAH boilerplate.

USOE Suicide Prevention Program Chart Descriptors: Enhance HOPE4UTAH's presence on the USOE suicide prevention program chart— the first point of contact for counselors. HOPE4UTAH's description in the chart is significantly smaller than the other programs — just one sentence, under 30 words. Other program descriptors exceeded 100 words. We recommend that you use the boilerplate as your program description on the chart. You can request that the USOE youth suicide prevention coordinator update your description with the boilerplate. See Appendix B for the USOE Suicide Prevention Program Chart Descriptors.

Greg Hudnall Biography: Increase HOPE4UTAH’s credibility by providing a detailed (yet brief) biography of Dr. Greg Hudnall on the HOPE4UTAH website. His reputation alone has allowed HOPE4UTAH to build a name for itself in the Utah County area. However, when attempting to reach schools on a statewide level, not all of the districts will be familiar with Greg to the degree that many schools in Provo are. A biography highlighting his accomplishments, experience as an educator—in addition to his experience in youth suicide prevention—and his work with the CDC and major researchers are important for potential schools to know. A biography on the HOPE4UTAH website is a great way to efficiently communicate this information. See Appendix C for the Greg Hudnall Biography.

Provo Success Story: Emphasize HOPE4UTAH’s success in the Provo School District. A brief narrative of the Provo story should be included on the organization’s website so visitors are immediately aware of HOPE4UTAH’s successes. Some interviewees knew the story of the Provo District but couldn’t connect it with HOPE4UTAH. Prominently highlighting the Provo story also addresses the lack of association of HOPE4UTAH with the successful Provo results. We recommend this be given high visibility on the website hierarchy. See Appendix D for the Provo Success Story.

State-Approved Visual: Clearly display on the HOPE4UTAH website that this program meets all USOE requirements, and that schools who select this program will comply with state law and qualify for state funding. See Appendix E for the state-approved visual.

Client Testimonials: During our interviews, we heard impressive testimonials from people that had experienced success with HOPE4UTAH. These testimonials can be powerful motivators for prospective clients perusing the HOPE4UTAH website. We contacted some of our interviewees and received permission to post these on the website. See Appendix F for the client testimonials.

Website Navigation Recommendations: Because of the new communication focus on credibility and reputation, we recommend some navigation changes on the HOPE4UTAH website. See Appendix G for the website navigation recommendations.

Evidence Based: Explain that HOPE4UTAH’s evidence-based status is as an emerging-best-practice program. It is important to use the language “evidence based” because that is the term counselors are searching for.

Prevention, Intervention, Postvention: A youth suicide prevention program’s incorporation of the “ventions” (prevention, intervention, and postvention) is part of the criteria the USOE youth suicide prevention coordinator is looking for when determining where a program should rank on their chart. HOPE4UTAH incorporates all three of the “ventions” into their model, and should clearly communicate this on the website and in all communication materials.

Industry Connections: Associate HOPE4UTAH with respected organizations within the suicide prevention industry. On its website, HOPE4UTAH should draw on their connection with the CDC, as well as identify their community partners (NAMI and NAPP) to leverage their credibility as a youth suicide prevention organization that has local and national recognition.

Priority 2: Define HOPE Squads and Peer-to-Peer Interaction

Comments by interviewees revealed misconceptions about the role of students in a program like HOPE4UTAH. They did not understand what a HOPE Squad is or how it works, even after a visit to the HOPE4UTAH website. Identified concerns include:

- Strong opinions about peer-to-peer programs
- Reluctance in selecting peer-to-peer programs due to sensitivities surrounding students
- Concern of peer-to-peer programs placing student in “counselor” role
- Fear that students acting as “counselors” would take on the blame for a suicide attempt or completion

The HOPE4UTAH website can help resolve these obstacles through clear communication on how the peer-to-peer model functions. Our team identified the following plans for generating awareness and understanding around HOPE Squads and peer-to-peer youth suicide prevention models:

- HOPE Squad definition
- Peer-to-peer statistics
- Peer-to-peer definition

HOPE Squad Definition: Clearly define HOPE Squads on the HOPE4UTAH website by simply stating what they are, how they are built and how they are maintained. Applying a boilerplate writing strategy to this task would identify the basic elements to include in the definition. We also recommend that HOPE Squads continue to be main menu item on the website because it is a distinctive element of HOPE4UTAH’s model.

Peer-to-Peer Statistics: Provide the statistics on peers being the first to identify an at-risk youth. Explain how research shows students confide first in other students instead of parents or teachers. This sets a foundation to support HOPE4UTAH’s method.

Peer-to-Peer Definition: Define what peer-to-peer means specifically to HOPE4UTAH and Hope Squads. The definition should address concerns that peer-to-peer puts too much pressure on youth to save lives —putting them at risk for self-blame if a suicide occurs. See Appendix H for the HOPE Squad and peer-to-peer definitions.

Priority 3: Explain State Legislation and Funding

Interviewees did not communicate a clear understanding of the state’s current legislation surrounding youth suicide prevention. In fact, many of the schools interviewed did not know that this legislation would provide funding for their individual suicide prevention programs. Other identified problems regarding state legislation include:

- No clear understanding of the legislative requirements
- No knowledge of \$500 allocated funds for youth suicide prevention
- Misconception of the legislation’s purpose
- No knowledge that a bill had been passed

Providing communication on the website that helps bridge the general understanding of state law with what the next steps look like, can help build goodwill and trust with a prospective district/school counselor. HOPE4UTAH should employ the following tactics:

- Leverage Greg's involvement with lawmakers and USOE
- Show that HOPE4UTAH is State approved and funded
- Show that HOPE4UTAH is emerging/evidence based

Leverage Greg's Involvement with lawmakers: HOPE4UTAH can leverage Greg's involvement by providing a clear definition of the law, why it was created, and how it benefits at-risk youth in Utah. By highlighting that Greg played a role in drafting, supporting, and ultimately, seeing that the legislation was passed, HOPE4UTAH is establishing credibility within the community of educators visiting the site.

Show that HOPE4UTAH is State-approved and funded: In a prominent place on the HOPE4UTAH website, show that the program meets all USOE requirements so schools who select the program comply with state law. Also include information about the cost of implementing HOPE4UTAH being fully funded by legislation (\$500), and ensure that schools understand they are each eligible for \$500 from the state. Also explain what the \$500 fee purchases for them. One non-HOPE4UTAH school mentioned working with three other schools to host a parent's education night. All four schools involved used money from their counselor's accounts, not realizing that combined, they would have \$2,000 for resources had they known about the funds House Bill 329 allocates to every school in the state.

Show that HOPE4UTAH is emerging/evidenced-based: HOPE4UTAH should clearly indicate on its website that it is evidence-based/emerging through a visual icon on its homepage. This icon should link to the description of what it means to be an emerging-best-practice program in and how this applies to the legislative requirements.

CONCLUSION

Consistent communication is important for any organization to succeed and generate awareness within a community. Given Dr. Hudnall's impressive background and reputation, particularly in the Provo community, we have found that HOPE4UTAH has a tremendous opportunity to build upon an already growing, positive reputation, and communicate very specific information to the right audiences. We expect these recommendations will help increase HOPE4UTAH's presence on a statewide level. The deliverables produced by our team were created to help with the implementation of some of the recommendations in this report. Through utilizing these recommendations and deliverables, HOPE4UTAH will be on the road toward generating awareness, increasing visibility, and establishing credibility for the organization.

APPENDIX A: HOPE4UTAH BOILERPLATE

This short description of HOPE4UTAH can be used to update the USOE program chart that is provided to schools. Additionally, it can be used on the end of press releases or other communications where it's helpful to briefly summarize the organization.

HOPE4UTAH is a non-profit organization founded on the proven success of the peer-to-peer HOPE Squad model pioneered in the Provo City School District by Greg Hudnall, Ed.D. With his expertise as an educator and advocate, Dr. Hudnall collaborates with local researchers at the University of Utah and nationally with the Centers for Disease Control. HOPE4UTAH is dedicated to reducing the number of youth suicides by providing education and training in suicide prevention, intervention, and postvention. Funding to implement the HOPE4UTAH program is available to Utah schools through House Bill 329. HOPE4UTAH is on the national evidence-based/best practice registry.

APPENDIX B: USOE SUICIDE PREVENTION PROGRAM CHART DESCRIPTORS (EXCERPT)

This is a page from the USOE Suicide Prevention Program Chart Resources section where each suicide-prevention program is described. The HOPE4UTAH description is number 7 on this page.

6. Hope for Tomorrow:

http://www.nami.org/Content/NavigationMenu/Find_Support/Education_Training_and_Peer_Support_Center/State_and_Local_Programs/Hope_For_Tomorrow.htm

Hope for Tomorrow is a mental health education program that brings together the efforts and insights of mental health professionals, educators, and other experts to help parents, teachers, students and communities understand mental illness—a crucial step to improving the lives of those affected by it. The program focuses on educating students about mood disorders, substance use disorders and eating disorders.

7. Hope4Utah:

<http://hope4utah.com/>

Hope4Utah's mission is to reduce the number of youth suicides in the state of Utah by providing education, training, and expertise in suicide prevention, intervention, and postvention.

8. Jason Foundation:

<http://jasonfoundation.com/>

Jason Foundation, Inc. (JFI) is dedicated to the prevention of the "Silent Epidemic" of youth suicide through educational and awareness programs that equip young people, educators/youth workers and parents with the tools and resources to help identify and assist at-risk youth.

JFI believes that awareness and education are the first steps to prevention by providing students, parents and teachers the tools and resources to help identify and help at-risk youth. This is accomplished through a curriculum unit for students and informational seminars for teachers and parents. This instructional kit provides resources to accomplish this goal. The materials are easy to use and are intended to provide educational information. There is no intent to diagnose or treat suicidal ideation. JFI's intention is to empower youth, educators and parents to help recognize when young people are in pain and know to get professional help involved as soon as possible.

9. Kognito: At-Risk for High School Educators:

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=317>

Kognito is for high school educators. Training consists of a one-hour, online, interactive gatekeeper training program that prepares high school teachers and other school personnel to identify, approach, and refer students who are exhibiting signs of psychological distress such as depression, anxiety, substance abuse, and suicidal ideation. Through a self-paced, narrative-driven experience, participants build knowledge, skills, and confidence to connect at-risk students to counseling, mental health, or crisis support services. By engaging in a role-play practice conversation with fully animated and emotionally responsive student avatars that act and respond like real humans, participants learn effective communication tactics for managing these challenging conversations.

10. LEADS (Linking Education and Awareness of Depression and Suicide) for Youth:

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=269>

LEADS for Youth is a curriculum for high school students in grades 9-12 designed to increase knowledge of depression and suicide, modify perceptions of depression and suicide, increase knowledge of suicide prevention resources, and improve intentions to engage in help-seeking behaviors. The curriculum addresses such topics as depression and its symptoms, the link between depression and suicide, the risk and protective factors associated with suicide, the warning signs of suicide, seeking help and overcoming barriers to seeking help, and school and community suicide prevention resources.

APPENDIX C: GREG HUNDALL BIOGRAPHY

This is a short biography of Greg Hudnall that was created for the HOPE4UTAH website.

BIOGRAPHY OF DR. GREG HUDNALL, LEADING EXPERT IN SCHOOL SUICIDE PREVENTION

Greg Hudnall is the founder and Executive Director of HOPE4UTAH. He has championed suicide prevention in Utah schools and communities for over 20 years. His expertise is not only sought after locally, but also nationally at the highest levels of government.

Since 2004, Dr. Hudnall has served as the Executive Director of the Utah Statewide Crisis Team. He has presented extensively throughout the state educating more than 20,000 people including educators, mental health workers, judges, church leaders and law enforcement officers about suicide prevention, intervention, and postvention. University of Utah researchers and suicidologists collaborate with Dr. Hudnall to better understand how to prevent youth suicide.

The Centers for Disease Control (CDC) tapped Dr. Hudnall for a national initiative aimed at preventing youth suicide. His regular collaboration with the CDC is the result of the agency recognizing Hope 4 Utah's model having broader potential. Dr. Hudnall has testified before the United States Surgeon General about suicide in Utah and in 2014 was invited by the White House to present in Washington D.C.

Dr. Hudnall has years of experience working with youth. In his capacity as principal of Independence High School in Provo, Utah where he worked for eleven years, he worked directly with the youth. He also worked as Assistant Superintendent of Schools, Student Services, for 5 years with the Provo School City School district. He has an M.S. in Education from BYU, an M.S. in Social Work, and an Ed.D. from the University of Utah.

Dr. Hudnall is in his 15th year as Chairman of the Utah Suicide Prevention Conference held at Brigham Young University where his influence is felt by many. His knowledge about suicide prevention in youth is extensive and puts him on the cutting edge of suicide prevention education. Dr. Hudnall's ongoing commitment to saving the lives of youth through education and support is monumental.

APPENDIX D: PROVO CITY SCHOOL DISTRICT SUCCESS STORY

The Provo success story is a compelling reason for counselors across the state to consider HOPE4UTAH as their youth suicide prevention program.

PROVO – PROVEN PREVENTION

The Provo City School District hasn't experienced a youth suicide since launching its peer-to-peer training program in 2005. Not one student has taken his or her life since that time. How has Provo been so successful at youth suicide prevention in a state ranked 5th in the nation for youth suicide? The answer is HOPE4UTAH.

The Provo City School District used to average one to two suicides per year. In 2005, suicide prevention expert Dr. Greg Hudnall implemented peer-to-peer HOPE Squads in Provo schools—forever changing the district's approach to suicide prevention. HOPE Squads are student groups trained to identify suicide-warning signs in their peers, and alert adults to those signs. HOPE Squad members are identified by fellow students as someone they'd confide in. The program is going on ten years of zero youth suicides. Over the years, 34 HOPE Squads formed in Provo schools have referred more than 250 students for suicide intervention help.

Dr. Hudnall founded HOPE4UTAH on the proven success of the peer-to-peer Hope Squad model that he pioneered in the Provo City School District.

"Dr. Hudnall's is a proven program with HOPE Squads in the schools. He's a huge hero in my eyes."
— Steve Eliason, Utah House of Rep. District 45

Provo City School District Statistics				
14,000 students				
Year	Attempts & Threats	Hospitalized	Completions	
2005-2006	Elementary	8	No completions	
	Middle	18		
	Secondary	30		
2006-2007	Elementary	19	No completions	
	Middle	8		
	Secondary	43		
2007-2008	Elementary	10	No completions	
	Middle	6		
	Secondary	16		
2008-2009	Elementary	0	No completions	
	Middle	8		
	Secondary	16		
2009-2010	Elementary	6	No completions	
	Middle	3		
	Secondary	14		
2010-2011	Elementary	2	No completions	
	Middle	7		
	Secondary	30		
2011-2012	Elementary	7	No completions	
	Middle	7		
	Secondary	25		
2012-2013	Elementary	15	No completions	
	Middle	10		
	Secondary	45		

Copyright © Dr. Gregory A. Hudnall. All rights reserved.

APPENDIX E: STATE-APPROVED VISUAL

These are examples of graphics that can be used on the website to help quickly communicate that HOPE4UTAH is eligible for state funding.

SAMPLE (USING USOE LOGO)



SAMPLE (NOT USING USOE LOGO)



APPENDIX F: CLIENT TESTIMONIALS

These interview quotes are provided to be used as testimonials on the HOPE4UTAH website.

WHAT HOPE4UTAH CLIENTS ARE SAYING

We recommend using quotes from actual clients to build credibility for the organization and add an essential real, human element to the program. We want to convey that this program is a preferred choice—not only because it meets requirements, but because clients genuinely enjoy their experience with HOPE4UTAH.

We have reached out to each of the below people and have received permission to use the following quotes:

“At this point, I think it is the most effective program available to us, the school and students are so used to it by now it’s almost a legacy. Students count on it—they would be more upset if we changed programs.”

Sarah Lloyd, Dixon School

“Kids this age are marvelous at listening to their friends but they get overwhelmed and don’t know how to carry it after a while. So if you have a program that addresses what to do and how to get help sooner perhaps break cycles sooner. I think peers are very relevant.”

Cari Fifield, Hillside Middle School

“(Hope 4 Utah) are a real support staff, they always answer when we need them and always have someone to help us when we need it. They are responsive, if we need help, we can get it.”

“We believe a community based model is most effective. We do the peer mentoring in the schools but then we partner with other agencies in the community to make it a community based program. We all are invested in saving these kid’s lives, that’s what makes it work.”

“We have great conversations with the students about warning signs, things that they see, what others see, and things that are real for them. They learn how to communicate with each other so they are really good at it.”

“We had done a lot of research all over the nation when we began the community-based model. This was the most effective model that we saw. I was here with Greg the last several years he was here and I saw the program’s success very quickly.”

Chris Miller, Independence High School

“The entire model—prevention, intervention, postvention, student to student—it meets the qualifications. (We decided on Hope 4 Utah based on) validity of the program and similarity to other models that have been proven to work in other states.”

“It’s been great. The students, parents, teachers—everyone is really excited about it and to me that’s the best part.”

“Students and Hope squads have been chosen and it’s already an amazing experience seeing the students excited about this.”

Tammy Okelberry, American Prep Academy

“They have a great focus on trying to involve the entire community and all the different agencies. I think that is a very powerful way to deal with things.”

“They are so excited and want to help each other and they feel that it’s a great way to help kids get the support they need. It’s just increased everybody’s participation in breaking that code of silence.”

Tim Brantley, Pleasant Grove High School

WHAT OUR HOPE SQUADS ARE SAYING

We recommend rotating the following quotes on the HOPE Squad/Peer-to-Peer web page (as a small banner). In addition to relieving concerns and clearing up misconceptions about what “Peer-to-Peer” really means to the student, the quotes will contribute an honest element of involvement, passion, and empowerment on a student level—something that will appeal to many counselors.

Here are the quotes:

“I appreciate being nominated by my peers.”

“I really want to make a difference in helping others.”

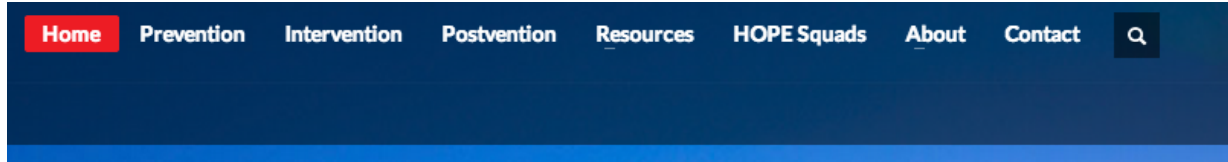
“I love that I can learn about how to help others in our training. I have two friends who are depressed and this helps me help them.”

APPENDIX G: WEBSITE NAVIGATION RECOMMENDATIONS

This recommendation report represents a shift in communication focus for the website. More than general suicide prevention materials, we feel there is great value in promoting that which makes HOPE4UTAH uniquely qualified to be a school's chosen suicide prevention program. To better support this new communication focus, we recommend adjusting the top level navigation.

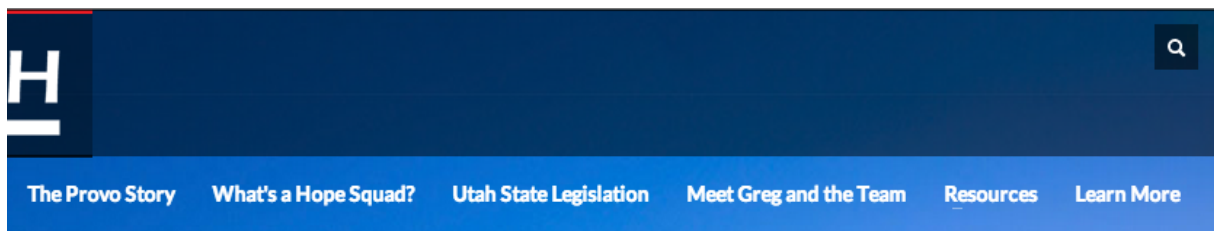
Current Navigation

This is the existing the website menu.



New Navigation

This is our recommendation for the new website menu.



These are the new menu items:

- The Provo Story
- What's a HOPE Squad?
- Utah State Legislation
- Meet Greg and the Team
- Resources
 - Includes general suicide prevention materials
 - Includes the link to the training materials
- Learn More
 - Includes contact information
 - Includes information about how to schedule an appointment to learn more about HOPE4UTAH

APPENDIX H: DEFINITIONS OF PEER-TO-PEER & HOPE SQUAD

These descriptions are provided to clarify peer-to-peer and HOPE Squad definitions.

UNDERSTANDING PEER-TO-PEER TRAINING

Peer-to-peer training is an integral component of many youth suicide-prevention programs. In general, peer-to-peer training is considered as any training that involves coaching adolescents—whether at school, at church, or at extra-curricular activities—to recognize warning signs in depressed or suicidal peers, and to empower them to report those signs to an adult.

Peers are considered to be the most effective receptors of warning signs because they spend so much time together and are able to recognize when someone is acting differently. Evidence-based research shows that seven out of ten adolescents experiencing depressive or suicidal thoughts will confide in a friend or trusted peer before approaching an adult (Miller and McConaughy 184-199). The challenge is that very rarely will the friend/trusted peer speak to an adult about the suicidal peer. The focus of peer-to-peer training is to teach adolescents to listen to their peers, and then refer their peers to an adult who can get their peer professional help, thus taking the responsibility off the adolescent.

WHAT IS A HOPE SQUAD?

HOPE Squads are the eyes and ears of your school. They are comprised of students who are trained to watch for at-risk students—provide friendship, identify warning signs, and seek help from adults. Hope 4 Utah works with school advisors to train students who have been identified by their classmates as trustworthy peers to serve as HOPE Squad members. Through evidence-based training modules, Hope Squad members are empowered to seek help and save a life.

HOPE Squad members are NOT taught to act as counselors, but rather, are educated on how to recognize signs of suicide contemplation, and how to properly and respectfully report this to an adult. Once invited to be HOPE Squad members, students willing to go through the training must get a permission form signed by their parents. After completing their training, HOPE Squad members host a parents' night where they teach their parents and family members about what it means to be a Hope Squad member.

HOPE4UTAH has seen much success through their evidence-based peer-to-peer program. Students have identified their school's HOPE Squads as a source of trust and comfort. In 9 years, 34 HOPE Squads have been formed in the Provo school district, and over 250 students have been referred for help.

HOPE Squads aim to:

- Enhance the health and safety measures already in place at a school
- Educate students on how to recognize warning signs of suicide
- Educate students how to respectfully reports potential suicide behavior
- Train students how to interact with, watch, and support fellow students/friends who may be struggling
- Implement evidence-based strategies through HOPE Squad training programs
- Reduce suicide attempts

WORKS CITED

Miller, David N. and McConaughy, Stephanie H., "Assessing Risk for Suicide". In McConaughy, S H., *Clinical Interviews for Children and Adolescents: Assessment to Intervention*. (pp. 184-199). New York: Guilford Press. 2005