

Facilitators Manual

To Share or Not to Share?

A U T H O R S

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This is the companion manual to the *To Share or Not to Share* program workbook. The program is meant to be administered in six 1-hour sessions. This program is best run with four to ten participants. One or two people should facilitate, preferably people with the lived experience of a suicide attempt.

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Things to Know Before Starting

Managing Risks

There are several strategies you can take to ensure that program participants have the best experience possible.

Remind participants that group activities will focus on disclosure of a past suicide attempt, rather than details of the attempt itself. Participants should be cautioned not to share specific details of a suicide attempt as this can be triggering for other participants. For example, a participant could say that they took pills, without going into further elaboration (how many, what kind, the effect the pills had, etc.).

Facilitators might need to check in with group members individually to make sure they are safe. If a participant talks or writes about feeling hopeless, being a burden, or wanting/planning to die, facilitators should have a private conversation with that person to further assess their risk for suicide.

Protocol for Assessing for Risk

This protocol should be used when you are concerned about a program participants' safety. The facilitator should **not** take on the role of a therapist or feel responsible for solving the person's current problems. Rather, the goal here is to determine the level of risk and make sure the person can get professional help if needed. It is important to be open and direct in your conversation. Understand that the person might be used to others either under-reacting (not taking suicidal ideation seriously) or over-reacting (immediately wanting to hospitalize them against their will). Try not to either under-react or over-react. Follow the steps below and actively listen to the person by paying attention to both their words and body language.

1) Show that you care

- a. Take the person aside and explain to them exactly why you are concerned.
 - “Earlier today in the group you said that you might be better off dead. The way you said that worried me, and I just wanted to check in with you and make sure you are safe.”

2) Ask the questions

a. Ask the questions on the ASQ:

1. In the past few weeks, have you wished you were dead? Y or N
2. In the past few weeks, have you felt that you or your family would be better off dead? Y or N
3. In the past week, have you been having thoughts about killing yourself? Y or N
4. If yes to any of the above, then ask: Are you having thoughts of killing yourself right now? Y or N

Next Steps:

- If person answers “No” to questions #1-3, screening is complete, no action is needed. Let them know that you are open to talking about it if thoughts come up in the future and make sure they know resources they can access.
- If person answers “Yes” to #1, 2 and/or 3 (but no to #4), offer to connect them to a provider, remind them of their safety plan, remind them of hotlines, offer to connect them to the research team for additional support, and report the incident to Lindsay immediately.
- If the person answers “Yes” to #4, stay on the line with the person and call Lindsay to join the session for additional assessment.

FAQ for Facilitators

Am I allowed to speak with participants outside of the group session?

If you are checking in with a participant regarding their wellbeing and safety (i.e. they said something in the group that indicated they may be thinking of harming themselves), you should definitely set aside time outside the group to speak with them and assess for risk, as indicated above. You might also share with participants mental health resources outside of scheduled group sessions. However, communication with participants outside the group for personal reasons is not encouraged as it may complicate the participant's relationship with the program. For example, developing a personal or professional relationship with a participant outside the group may impact their comfort level in sharing/disclosing their thoughts during the group or may make them feel pressured to participate and engage more during the sessions. For this reason, it is recommended to maintain appropriate boundaries with participants throughout the duration of the program.

How do I follow up with a participant who drops off?

When you notice a participant has not attended a group, feel free to reach out to them after the session via email to check in and let them know you are looking forward to seeing them at the next session. Please also inform the IIT research team (Lindsay/Carla) of the absence. If a participant misses two or more, notify the research team right away. They will continue to outreach with the participant via email and/or phone.

What do I do if a participant doesn't want to attend anymore?

Participants are free to opt out of any portion of the study at any time without penalty, so this is no problem. Thank them for informing you that they'd like to opt out of the groups and for their time thus far. You may ask, if they are comfortable sharing, if they still wish to participate in the surveys and their reason for discontinuing the groups so we can improve in the future. However, if they are uncomfortable or unwilling to share, that is not a problem. As well, ensure that you notify the IIT

research team right away when you learn that a participant is not interested in attending more groups so we can document this.

What do I do if a participant's behavior/conversation is disruptive to the group?

As best you can, attempt to keep the group moving and ensure that all group participants are able to engage with the material and you can get through all the content for the session(s). If it becomes unmanageable to move through the content because of the disruptions, you may want to address the participant privately after the session. It may be helpful to ask about their group experience (e.g. "How do you think the group has been going so far?"). This may help you identify any issues or challenges on their end that may be contributing to disruptions, such as limitations to privacy, technological issues, or a need for accommodations. Be respectful, kind, and understanding in mentioning that their behavior/conversation may be interrupting or pulling focus from the content. Ask what you can do to help them remain on-task, interact with others effectively, accommodate their needs, or resolve technological issues that may be disruptive. It may be helpful to consult with Douglas or the research team as well to identify additional solutions/support for this participant.

What do I do if I know a participant in my group?

You will receive a roster before the start of each cohort of groups. If you see a name you recognize and may have a dual relationship with (e.g. someone you know from your community, work, support groups, family, etc.), let the research team know right away. As well, if you realize upon the first group session that you recognize a participant, reach out to the research team. We will discuss with you and the participant the options (e.g. continuing in your group, waiting till the next cycle so they are in another facilitator's group, etc.) to ensure everyone is as comfortable as possible.

What do I do if I need to assess someone for suicidality during the group session?

If a participant's comments in the group are urgently concerning regarding their safety and you do not feel comfortable waiting to talk privately after the group session has ended, you can pull the participant into a private breakout room to talk. You

might want to create a break between activities (e.g. “I think we’re at a good place for a quick break. Let’s take five minutes to stretch our legs, get a drink, etc. and we’ll come back together at 12:25. John, would you mind sticking around for a moment to chat?”), or during an activity where you plan to use breakout rooms, you may assign yourself in a breakout room with that participant alone. Utilize the “Protocol for Assessing for Risk” that begins on page 1 just as you would if it were outside the group. You can call on Lindsay for additional support as well so as not to leave the rest of the group session hanging if the conversation is becoming long or you have additional concerns.

How do I make sure everyone is engaged/ involved in the group?

- *Ask for volunteers to take turns reading part of the text from the workbook.*
- *Give people time to respond to your questions before jumping in with your own examples (especially because it can take some time for them to unmute in virtual sessions).*
- *Call people out by name and ask them if they feel comfortable sharing their response with the group.*
- *Have personal examples ready if participants don’t seem to understand the concept or are hesitant to share (especially in the first session or two).*
- *Guide participants through the material by saying things like, “Now turn to Worksheet 3 on page 10.”*
- *Summarize and expand on the participant’s responses, then invite others to share similar experiences. For example, if Anita says “I’m concerned that my father just won’t understand or care what I’ve been through” you might respond, “So Anita, like many of us, is concerned about how family members might react. Can anyone else identify with that?”*
- *Thank/ acknowledge/validate people each time they participate. Some ideas:*
 - *“that’s right!”*
 - *“thank you so much for sharing that with us”*
 - *“yes, that’s a great example”*
 - *“excellent”*
 - *“I agree”*
 - *“I suspect others may have had that experience as well.”*

- *When someone shares a difficult or negative experience, first express concern/empathy (“I’m so sorry that happened to you) and then relate it back to the topic of conversation (“disclosure does not always go how we hope it will; later in the group, we’ll talk more about how we handle negative responses of others.”)*

What if one person is talking too much and monopolizing the group?

You can politely interrupt and invite others to go first. For example, “Hold that thought, Jose, I’d like to give a few other people an opportunity to share for this one.” Or you can let them speak briefly, wait for a pause, then interrupt by thanking them, summarizing, and asking others to participate. “Thanks for sharing that with us Jose—does anyone else have something to add.

How do I keep moving the group along to stay on the time frame?

Have the time frames for each activity in front of you before starting the group. Write in the time that you should transition from one major activity to the other. Just allow a few people (rather than everyone) to respond to each discussion question (“Okay, Megan, I know you’ve been waiting to speak, so you can be the last one before we move on to the next activity”). If you find yourself consistently running short on time, speak with Lindsay or Douglas.

What do I do if someone gives a “wrong” answer to a question?

First, there are very few wrong answers! If they misunderstand a concept, acknowledge their participation and gently correct. For example, if you are trying to get them to come up with self-stigmatizing statements in Worksheet 1 and instead, they talk about how others treated them poorly after their suicide attempt you could say “Yes, thank you for that. Now, you’ve told us about you’ve had others discriminate against you, something many of us have also experienced. Have you ever internalized that and felt shame? Or have you ever had negative thoughts about yourself?”

What if a participant says something that is potentially offensive or triggering to other participants?

Immediately interrupt and redirect. “Hold up a second, Tina. I’m concerned what you’re saying right now could upset others. Can you tell us how you felt when you disclosed without telling us the details of your suicide attempt?”

“Wait a minute, Robin, let’s avoid discussing politics in this group. But, what do you think the costs of disclosing would be in that situation?”

What if I don’t understand what a participant says or their comments seems off topic?

Seek clarification and help them relate what they are saying back to the topic.

- *“Tell me a little more about that.”*
- *“Can you give me an example?”*
- *“I not sure I understand. Can you describe it to me in a different way.” “*
- *Tell me if I’m wrong, but I think what you’re getting at is....”*
- *“And so how does that relate back to disclosure?”*

Estimated Time Per Activity

The table below provides suggested/estimated times for each activity by session.

Activity	Estimated Time
Session 1	1 hour
Getting Started	20 min.
Recognizing Self-Stigma	15 min.
Challenging Self-Stigma	25 min.
Session 2	1 hour
Considering the Pros and Cons of Disclosing	40 min.
Empowered Non-Disclosure	20 min.
Session 3	1 hour
Types of Disclosure	15 min.
Ways to Disclose	30 min.
Who Should I Tell?	15 min.
Session 4	1 hour
Testing a Person for Disclosure	20 min.
How Might Others Respond to My Disclosure?	20 min.
How Will I Feel About Disclosure?	20 min.
Setting Limits on Disclosure	Homework
Session 5	1 hour
Sample Disclosure Story (and HW)	25 min.
How to Tell My Story	35 min.

Session 6	1 hour
Telling My Story	35 min.
How Did It Go?	5 min.
Peer Support	10 min.
Wrap-Up & Conclusion	10 min.

Session 1

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.

Starting the Virtual Group

(There is a lot of material to cover, so make sure to start the group on time.)

At the start of this first session, you should make brief housekeeping announcements about the following:

- **Video:** Encourage them to show themselves on camera, but also express understanding if they chose not to.
- **Audio:** Ask them stay muted and unmute only when they want to speak. Make sure everyone knows how to mute and unmute.
- **Speaking and taking turns:** Tell them how they should let you know that they want to speak. Should they raise their hand on camera, raise “virtual hand,” or just unmute themselves and begin speaking? (*as the facilitator, it’s your preference and may depend on the size of the group*)
- **Chatting:** Tell them how they should use the chat feature. Let them know if you will be monitoring it and when they should use it. (*as the facilitator, it’s your preference and may depend on the size of the group*)
- **Internet problems:** Make sure they have a telephone number that they can use if they begin experiencing internet connectivity problems.
- **Breaks:** Tell them that they will not have scheduled breaks since it is only a one-hour session, but they can take a break as needed.
- **Materials:** Make sure everyone has electronic or printed copy of workbook and paper/pen if needed to make notes

Preface

- Ask participants to look at the preface
- Define disclosure as “sharing information about your personal experience with others.” Tell them that in this group we will talk about sharing their experience related to suicide.
- State that this program is not meant to pressure you or discourage you from disclosing, but help you in making decisions, challenge stigma, allow you to talk with others, and get support in telling your story, if you wish to.

Getting Started

- Read “Session Overview”
- Read “Purpose of the program”
- Read “Am I ready for this?” including possible benefits and risks of the program”
- Introduce yourself briefly (1-2 minutes) and talk about your lived experience with suicide
- Ask participants to introduce themselves with first name only and tell one interesting fact about themselves. Ask them not to share anything about suicide or mental health challenges at this time.
- Read “Comforts”
- Ask if anyone has questions or requests.
- Read “Comforts for Virtual Groups”
- Ask if anyone has questions or requests.

Recognizing Self-Stigma

- Read the first paragraph (including examples). Ask participants if they have other examples of stereotypes.
- Read or ask participant to read the second paragraph. Ask participants if they have an understanding of stereotypes, prejudice and discrimination.
- Read or ask participants to read the third and fourth paragraph about self-stigma.
- Ask participants the reflection questions and discuss briefly (5 minutes)
- Read “A Note on the Language of Suicide” and invite questions, comments, or discussion.

Challenging Self-Stigma

- Teach participants the five steps by reading each and giving the provided examples or other examples.
- Ask participants to complete Worksheet 1 by themselves (5-10 minutes). They can look to Table 1 for further examples while completing it.
- Ask participants to come back to the group and let 1-2 people who are comfortable share some of their responses. (10 minutes).

Ending the Session

- Introduce “Homework” for next session and give overview of next session.
- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.

For example: “It can be emotionally challenging to talk about suicide, and I commend you all for your participation today. Please get help and support from friends, family or health professionals as needed between now and the next session. I will be around a

few minutes after the session if anyone needs to talk or needs help finding a referral to a health provider.”

- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.

Session 2

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.

Homework Check-In

- Ask participants to share how homework from last session went (about 2 minutes). Encourage them to continue to think about self-stigma.

Session Overview

- Read session overview aloud

Considering the Pros and Cons of Disclosing

- Ask participants to read the stories of Mike, Cara, and Maria silently to themselves (5 min or less).
- Ask the reflection questions to the group and discuss (5-10 minutes).
- Ask participants to turn to Worksheet 2. Use the content on pages 14-15 to explain each part of the worksheet. Give your own examples of pros and cons.
- Ask participants to fill out Worksheet 2 on their own (5-10 minutes).
- Ask participants to share some of their responses with the group.
- Share a Google doc or Word document on your screen and type responses to costs and benefits so everyone can see them.
- Tell participants that each situation/ person they might disclose to will have different costs and benefits. Tell them they should fill out this worksheet for each situation/person who they are considering disclosing to.

Empowered Non-Disclosure

- Ask a participant to read the first paragraph on page 18.
- Ask participants to complete Worksheet 3 on their own (5-10 minutes).
- Ask participants to share some of their responses with the group.
- Read the paragraph at the bottom of Worksheet 3 to the group.

Ending the Session

- Introduce “Homework” for next session and give overview of next session.

- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.
- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.

Session 3

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.
- Share the workbook on your screen.

Homework Check-In

- Ask participants to share how homework from last session went (about 2 minutes).

Session Overview

- Read session overview aloud

Types of Disclosure

- Ask participants to turn to Worksheet 4.
- Starting with “coerced disclosure” read the definition of each type of disclosure and give an example.
- Ask participants to give an example and make sure they understand.
- As a group, discuss what the costs and benefits for disclosing this way might be (see the guide below for possible responses). Share a Google doc or Word document on your screen and type responses to costs and benefits so everyone can see them.
- Ask participants to write the responses into their Worksheet 3. (20 minutes)

Facilitators Guide for Worksheet 3		
	Cost	Benefit
COERCED DISCLOSURE: Sometimes you might be forced or coerced to disclose; for example, when you are brought to the hospital after a suicide attempt.	You may not be prepared or get to control what is said about you.	It's in the open and you don't have to worry about how to make the first step.
NON-DISCLOSURE: You participate in work and community situations, but do not disclose to anyone.	You may feel stress from hiding a part of yourself.	You can enjoy privacy.

SELECTIVE DISCLOSURE: You disclose to selected individuals like a therapist, but not to everyone.	You may have difficulty keeping track of who knows and who doesn't.	You have a small support system.
OPEN DISCLOSURE: You are open to talking about it with anyone, but only when it comes up naturally or when the time seems right.	You may tell people who then hurt you with the information.	You don't worry who knows and who doesn't.
PUBLIC DISCLOSURE: You actively talk about your experiences and educate others about suicide.	Other people with "lived experience" of suicide rely on your support and leadership—are you ready for that?	You can fight against stigma.

Ways to Disclose

- Read (or have participant read) the first paragraph.
- Read the text on page 22 about social media disclosure.
- As a group, brainstorm costs and benefits for each type of media in Table 4. Encourage participants to take notes in their workbook. Share a Google doc or Word document on your screen and type responses to costs and benefits so everyone can see them.
 - Start by introducing online video chat. Ask the group what some costs of online video chat would be. Then ask them what the benefits would be. Then do the same for private messages, and public messages. Ask participants if there are other media that they might disclose on. See the table below for guidance.

Facilitator's Guide to Social Media Disclosure		
Media	Costs	Benefits
Online Video Chat: <ul style="list-style-type: none"> • Skype • FaceTime • ooVoo • Zoom 	<ul style="list-style-type: none"> • Not as personal as in person • Speaking in the moment (off the cuff) 	<ul style="list-style-type: none"> • What is said cannot be easily shared with others like an email • Can show emotion • Recipient gives immediate response
Private Messages: <ul style="list-style-type: none"> • Email • Phone Text Message • Private Facebook Message 	<ul style="list-style-type: none"> • No emotion conveyed • Confidentiality issues (messages can be shared by recipient) 	<ul style="list-style-type: none"> • Less intimidating • Carefully planned out what is written • Less stressful

Public Messages <ul style="list-style-type: none"> • Twitter • Instagram • Tumblr • Public Facebook Post • Blog 	<ul style="list-style-type: none"> • No emotion conveyed • Everyone can see/comment • People might not take it seriously 	<ul style="list-style-type: none"> • Educate the public • Can tell everyone at once and be “out” • Carefully planned out what is written
Others? <ul style="list-style-type: none"> • Snapchat • Reddit 		

- Ask the reflection questions to the group and discuss (5-10 minutes).
- Read the paragraph at the top of page 23.
- Tell participants that they can get accommodations at school or work, such as flexible work schedule or extra times on tests if they have a serious ongoing mental illness. However, they must disclose and provide documentation in order to receive these accommodations.
- Tell them that if they are interested in learning more about disclosure at school and work they should read these sections on their own and complete the reflection questions.

Who Should I Tell?

- Read (or have participant read) the first two paragraphs.
- Ask participants to look at Table 5.
- Explain functional relationships and ask them to give examples.
- Explain supportive relationships and ask them to give examples.
- Explain supportive relationships and ask them to give examples.
- Ask the reflection questions to the group and discuss (5 minutes).

Ending the Session

- Introduce “Homework” for next session and give overview of next session.
- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.
- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.

Session 4

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.
- Share the workbook on your screen.

Session Overview

- Read session overview aloud

Testing a Person for Disclosure

- Read the introductory paragraph and dialog on page 27.
- Ask participants to look at Worksheet 5.
- As a group, suggest some movies/books that explore suicide or mental health or famous people impacted by mental health/suicide (**see “Suggestions” list below**)
- Ask participants to fill out the top of Worksheet 5 (name of person, name/description of show/movie/book, and questions they will ask the person who they are testing).
- Give them another example of how you would test someone for disclosure
- Put participants in small groups of 2-3 in breakout rooms and ask them to practice how they would test someone for disclosure and role play responses.
- Bring them back to the large group and ask them to fill out the rest of Worksheet 5.
- Ask volunteers to discuss their responses for the worksheet.

Suggestions of People/Movies/Books for Testing a Person for Disclosure

Famous people who have died by suicide

- | | |
|--------------------|---------------|
| • Robin Williams | • Kate Spade |
| • Anthony Bourdain | • Kurt Cobain |

Famous people who have attempted suicide or disclosed suicidal ideation

- | | | |
|-----------------|----------------------------|------------------------------|
| • Drew Carey | • Sinead O'Connor | • Ronda Rousey (UFC fighter) |
| • Elton John | • Princess Diana | • Halle Berry |
| • Mike Tyson | • Danny Bonaduce | • Dolly Parton |
| • Tina Turner | • Pete Davidson (from SNL) | • Sylvia Plath |
| • Ozzy Osbourne | | |

Famous people who have struggled with mental health challenges

- Jim Carrey
- Mariah Carey
- Angelina Jolie-Pitt
- Lady Gaga
- Demi Lovato
- JK Rowling
- Sylvia Plath
- Carrie Fisher
- Ernest Hemingway
- Winston Churchill

Books that reference suicide or a suicide attempt

- Romeo & Juliet
- Thirteen Reasons Why
- Perks of Being a Wallflower
- Speak
- Looking for Alaska
- It's Kind of a Funny Story
- The Bell Jar
- The Catcher in the Rye
- She's Come Undone
- I, Tina

Movies that reference mental illness, suicide, or a suicide attempt

- Girl, Interrupted
- Dead Poets Society
- Seven Pounds
- Suicide, the Ripple Effect
- The S-Word
- Little Miss Sunshine
- Cake
- Interiors

How Might Others Respond to My Disclosure?

- Read the first paragraph on page 30.
- Read the examples from Table 6
- Ask participants to share which responses they have experienced or fear experiencing and write those in their workbook.

How Will I Feel About Disclosure?

- Read the paragraph on page 31.
- Ask participants to complete Worksheet 6 by imagining they disclosed and got a negative reaction from another person.
- Discuss some of the responses from Worksheet 6 as a group.

Helping Others Be Comfortable with Disclosure

- Ask group members to take turns reading the paragraph and bullet points on page 33.
- Ask the reflection questions to the group and discuss (5-10 minutes).

Ending the Session

- Introduce “Homework” for next session and give overview of next session.
- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.
- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.

Session 5

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.
- Share the workbook on your screen.

Homework Check-In

- Ask participants to share some responses from Worksheet 7, Setting Limits on Disclosure (about 5 minutes).

Session Overview

- Read session overview aloud

Sample Disclosure Story

- Participants should have read Kelley Clink's story as homework, but summarize the story as a refresher for participants (see below).

Summary of Kelly Clink's story

When she was a teenager, Kelly's family moved from Detroit, Michigan to Alabama. She had trouble adjusting to the new environment, became depressed, and attempted suicide. She spent a week in a juvenile psychiatric ward and afterwards didn't want to talk about her attempt. She felt ashamed, and she felt that the people who did know about her attempt – doctors, teachers, and family members were watching and waiting for her to fall apart again. Kelly continued experiencing depression into adulthood, but didn't talk about the suicide attempt, even with her husband. She finally told her husband seven years into their marriage when she wrote a book about her experiences. When she began sharing her story with others, it changed the way that she saw her depression and suicide attempt. She began to understand how her shame was rooted in fear, and started to think about how she could view herself with more kindness and compassion.

- Ask the reflection questions that are after the story to the group and discuss (15 minutes).

How to Tell My Story

- Read the introductory paragraph.
- Ask participants to look at Worksheet 8 and walk them through completion of each part.

- Read the “Additional Tips for Telling Your Story”
- Ask participants to complete Worksheet 8 on their own. If they have time, they can start practicing their disclosure script on their own or with a partner.

Ending the Session

- Introduce “Homework” for next session and give overview of next session.
- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.
- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.

Session 6

Before the Group

- Make sure your virtual work area is distraction-free. Set a virtual background and use headset if needed.
- Start the virtual meeting 10-15 minutes before the start time to ensure you do not have any connection difficulties.
- Greet participants as they arrive.
- Assist with audio, video, virtual background, name settings, and questions as needed.
- Share the workbook on your screen.

Homework Check-In

- Ask participants to share how homework from last session went (about 2 minutes).

Session Overview

- Read session overview aloud

Telling My Story

- Read the “Tips for Practice” aloud.
- Ask participants to take turns telling their stories in partners. Put participants into partners in breakout groups. (20-25 minutes)
- Bring participants back to the large group and get 1-2 volunteers to tell their story in the large group.

How Did it Go?

- Read the introductory paragraph.
- Give participants a few minutes to complete Worksheet 9.
- Discuss responses as a group.

Peer Support

- Read the text on page 46 and have participants brainstorm about peer support groups.
- Examples of peer support organizations are: Didi Hirsch, Live Through This, Suicide Anonymous
- Encourage them to complete the “Where” and “Why I am interested” columns on their own if they wish to seek out peer support.

Wrap Up

- Ask participants to complete Worksheet 11.
- Ask a few participants to share responses to Worksheet 11, question #9.

Conclusion

- Read the concluding paragraph.
- Ask participants to try completing Worksheet 12 about one month after completing the program.
- Turn on the function that allows participants to chat with one another. Tell them that if they would like, they can exchange contact information via the chat if they would like to stay in touch.

Ending the Session

- Remind participants of mental health/suicide resources and encourage them to approach you or researchers with further questions.
- Thank them for coming.
- End the session once everyone has logged off to make sure that anyone who wants to talk after the session has that opportunity.