



Suicide Prevention Measures for Japanese Young People

A 2-day Gatekeeper Training Program for University Students

Social Support Light Ring Time (SSLRT)



- Over 2 training sessions, participants will learn (1) self-care skills to manage stress and concerns and (2) consultation skills to respond to others' concerns.
- Measuring the effect of gatekeeper training is usually difficult as it traditionally ends with one training session. This gatekeeper training, however, is characterized by “Learning”, “Act”, and “Reflect”. It is essential for suicide prevention gatekeeper training to move on to follow-up and “instill” the learned skills following the training.

Program Concept

Targeting young adults who are concerned with how other people look at him/her, this program allows participants to attain skills to send and respond to SOS through learning how (a) to manage one's own stress, (b) to find who one can consult, (c) to respond to their friends' concerns, and (d) to seek professional help.

Program Flow



Day 1. Social Support (SS) Skills Training Lecture

■ On Day 1, Participants will learn the following content over 90 minutes:

Day 1		
Overview	Duration	Topics/Activity
Session 1 (90 mins) Social Support (SS) Skills Training Lecture	20 mins	Opening <ul style="list-style-type: none"> Pre-test Introduction and expectations Ground rules Today's aim and agenda
	15 mins	Understanding youth suicide in Japan <ul style="list-style-type: none"> Effect of mental health stigma in preventing suicide
	55 mins	Identifying red warnings of close friends and family members with suicidality
	10 mins	Closing <ul style="list-style-type: none"> Reflections from today's lecture Distribution of HW sheet for the gatekeeper practice period

Structure of SS Skills Educational Program



The image shows a 'Point Sheet to recognize others' reg frags' (Point Sheet to recognize others' red flags). It includes a table for recording observations and a section titled '周囲の不調のサインに気づくための観点' (Points for recognizing signs of others' distress). The table has columns for '新たな気づいたポイント' (Newly discovered points) and 'グループワークで得られたポイント' (Points obtained in group work). The '観測' (Observation) section is divided into '外見の変化' (Changes in appearance), '言葉・口調' (Speech/Tone), '行動' (Action), and '言葉の内容・声' (Content of speech/Voice). The '観点' (Points) section lists various signs of distress, such as '急いでたぐりあてがなくなる' (Sudden loss of interest in appearance), '急に予定がなくなる' (Sudden loss of plans), and '急に予定がなくなる' (Sudden loss of plans).

Point Sheet to recognize others' reg frags



Image of Previous SS Skills Training Lecture

Note. The content of Day 1 is the arranged version of “Social Support Skill Training Course” that Light Ring has previously conducted for university students.

In between Day 1 and Day 2

- Following the SS skills training, “GK practice period (1 week – 2 months)” exits for participants to identify suicidal risks and to consult close friends and family members concerned.
- Participants are also asked to record their GK practice on “Mental Health Red Flags: How to identify warning signs”.

Mental Health Red Flags: How to identify warning signs

Name ()
E-mail ()

1 Following the first session, have you been able to pick up on and identify some warning signs?
1. Strongly agree 2. Agree 3. Somewhat agree 4. Somewhat disagree
5. Disagree 6. Strongly disagree

2 How many times did you consult your friends or family about their concerns? () Times

3 Has your perception of mental health and help-seeking behavior changed since the completion of the seminar?
(E.g.) I started to pay more attention to their body language and tone of voice in addition to what they were saying
I began to notice small warning signs based on the content of their social media posts

4 Please provide an example of a time when you noticed the warning signs (Who? When did you notice the warning signs? Where did you take notice? In what context?) *If you noticed warning signs on multiple occasions, please provide an explanation for each scenario.
(E.g.) A prompt and always timely coworker began showing up late for work
A normally quiet and humble classmate began writing a lot of negative things on social media.

5 Did you take action when you first noticed the signs? If so, in what way did you take action?
(E.g.) The next time we ran into each other I stopped to chat and asked, “how have you been lately?”

6 Based on your responses from ①~⑤, what do you think you did well in?
(E.g.) Previously, I did not have the courage to confront someone even if I could tell something was “off.” Typically, I would not acknowledge the abnormalities, but now I feel comfortable enough to confront them and ask them if everything is okay.

7 Following the first session, have you received any remarks such as “I want to die,” or other similar remarks explicitly suggesting suicide? Please provide as much detail as possible.
• YES • NO
(E.g.) On occasion, I would receive LINE messages from a classmate in the middle of the night suggesting suicidal thoughts. When I receive such messages, I try to reply first thing in the morning.

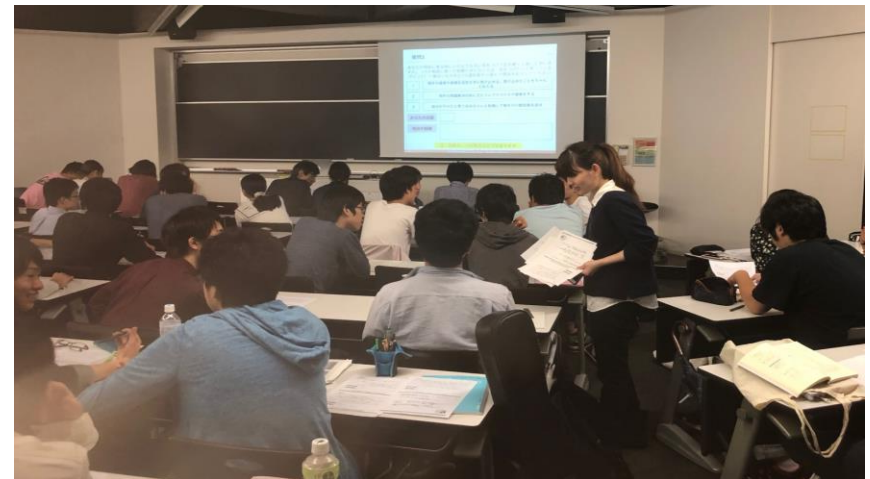
8 Have these seminar sessions been valuable/beneficial to you in coping with and supporting someone with mental illness?
• YES • NO

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Day 2. Light Ring Time (LRT) Workshop

- Using “Mental Health Red Frags: How to identify warning signs”, participants will share their experience of receiving consultations and reflect their relationships with other students among the groups.

Day 2		
Session 2 (90 mins)	5 mins	Opening Revision of Day 1 Today's aim and agenda
Light Ring Time (LRT) Workshop	25 mins	What's good about having social support?
	40 mins	What makes up good consultations?
	20 mins	Closing Reflections from today's workshop Q & A Post-test



An Image of Previous LRT Workshop

Structure of LRT Workshop

Note. The content of Day 2 is an arranged version of “Light Ring Time” that Light Ring. has previously conducted for university students.

Accomplishment Records

Voice from SSLRT Participant

Young adults do recognize others' Signs of Suicide (S.O.S),
but do not know how to provide support.

“

My family members and I used to regard my elder sister as being lazy as she would regularly leave her laundry until it had started to smell. Looking back, it was possibly her Signs of Suicide (S.O.S) that she had been exhibiting since a painful event. From now on, I will be aware not only of statements of surround individuals, but also of their behaviors and vibes. If I noticed any of the S.O.S., I will try to step in and to speak to the person with potential suicidality. ”



M.I. (20s)

Received SOS
from her sister with schizophrenia

As of March 2019

Shinjuku-Ward, Tokyo

527 students participated in SSLRT at Waseda University and Tokyo Women's Medical University.

Minato-Ward, Tokyo

108 students participated in SSLRT at Meiji Gakuin University.