Teachers’ Knowledge of Suicide Warning Signs and Risk Factors

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Recognizing the warning signs and risk factors for suicide is key in prevention efforts. This study examined teachers’ knowledge of suicide risk factors and warning signs. Results indicated that teachers have limited knowledge of the risk factors and warning signs for suicide. Furthermore, results yielded small correlations between the grade level taught, number of years teaching, training experiences, and the number of professional development hours and the number of risk factors and warning signs identified accurately.

Sample: n = 78 primary and secondary general and special education teachers in Ohio.

Research Design: Quantitative survey

Research Question #1: What do teachers know about the warning signs and risk factors of suicide?

Research Question #2: How do factors such as the number of years teaching, previous training experiences, and grade level taught influence teachers’ knowledge of warning signs and risk factors of suicide?

Results

RQ 1 Descriptive Analytic Findings:

• Teachers listed an average of 1.76 accurate warning signs that were identified in the literature.
• The most common responses were:
  • Isolation/withdrawal (n=36),
  • Threatening/talking about committing suicide (n=28),
  • Depression (n=16), and
  • Giving away possessions (n=14).
• Teachers listed an average of 1.62 accurate risk factors that were identified in the literature.
• The most common responses were:
  • Mental health diagnosis (n=30),
  • Family history of suicide/mental health dx (n=18),
  • Alcohol and drug abuse (n=16), and
  • Being abused/victim of violence (n=16).

RQ 2 Correlational Analytic Findings:

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<th>Grade level taught</th>
<th>Training experiences</th>
<th>PD hours on suicide prevention</th>
<th>Number of years teaching</th>
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References


