

# Professional Support Staff Key Tasks

## Identify a Team to Support Postvention Tasks

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- **Consider the feelings** that may be brought on by a death by suicide such as guilt, anger, responsibility, fears for personal safety and well-being.
- **Designate an area, such as a crisis center/counseling office** or other private areas can be designated as a crisis area for students to go to talk with staff.
- **Document activities as dictated by school protocols.** Each crisis presents an opportunity to improve the process for handling the next crisis.
- **Suicide prevention education** for staff and students is generally not appropriate in the immediate aftermath of a suicide. It is necessary for staff and students to have time to grieve before being asked to focus on prevention.
- **Refer students who appear significantly affected to counseling.**
- **Continue intervention activities, groups, and follow-up** preceding the trauma for weeks, months, as needed. Grief groups maybe appropriate during holidays and/or for several months after crisis.
- **Designate private area** that can be designated as a crisis area for staff to go to talk with a grief counselor (after school hours can be helpful).
- **Allow time for students to talk with staff and each other** to process the information.
- **Conduct daily debriefing** with faculty and staff during the crisis and postvention periods.
- **Have the team evaluate postvention** efforts at scheduled intervals: 2 weeks, 1 month, three months, e.g.