Prevention of Escalating Adolescent Crisis Events (PEACE)

**Green:**
- Current fleeting, superficial ideation
- Some past ideation or intent
- No current intent or plan

**Plan of action**
- Document time and extent of past or fleeting ideation
- Assess coping skills

**Yellow:**
- Current thoughts of hurting self or other(s), but mildly to moderately intense
- Labile mood or greatly affected emotionally by external circumstances
- Vague/ambivalent intention to hurt self or other(s)
- Self-injurious behavior may be present, but explicitly not related to desire to die
- If homicidal nature, no specific target (ex. expresses desire to hurt people in general), nor specific type of group (ex. religious affiliation, sexual orientation)
- No specific plan or unrealistic/unreasonable plan (ex. holding one’s breath)
- No or unreliable access to means
- Some risk factors with at least 1 protective factor (see back of page)

**Plan of action**
- Further discussion is absolutely necessary
- Assess and discuss alternative coping skills
- Refer for services or modify treatment goals to include relaxation exercises/stress management
- Use professional judgment and decide whether to notify school personnel
- Seek consultation from a colleague w/o breaking confidentiality
- Document all steps taken
- Follow up with the student within the week, preferably next day

**Orange:**
- Current suicidal or homicidal ideation and intent
- Realistic and specific plan of hurting self or other(s)
- Potential but not definite access to means
- Self-injurious behaviors that are moderate to extensive in frequency or severity and/or related to desire to die
- Definite risk factors w/ at least 1 protective factor

**Plan of action**
- Seek consultation from colleague, preferably a licensed mental health professional
- Contact parents immediately for emergency meeting
- Contact community provider’s mobile crisis team immediately
- Notify school principal and school guidance counselor
- Schedule immediate meeting for that day with the student, parent(s), school personnel, and any other relevant individuals
  - If homicidal, include SRO
  - If not hospitalized, complete Safety Plan w/ student & Parental Acknowledgement Form
- Homicidal: assert Duty to Warn → notify individual who has been threatened & parents of threatened student
- Document all events and those involved
- Follow-up with student before class begins the following morning
- Enroll for psychological services, if not already

**Red:**
- Current suicidal or homicidal ideation and intent
- Realistic and specific plan for hurting self or other(s)
- If homicidal, clear target or group of individuals
- Have prepared for violence (ex., collecting pills, purchased a gun)
- Self-injurious behavior extensive in frequency or severity and/or related to desire to die.
- Risk further heightened if there has been past attempts or legal allegations/charges of student harming others
- Access to reliable means
- Several risk factors w/ no or weak protective factors

**Plan of action**
- Seek consultation from colleague, preferably a licensed mental health professional
- Contact parents immediately for emergency meeting
- Contact community provider’s mobile crisis team immediately
- Notify school principal and school guidance counselor
- Schedule immediate meeting for that day with the student, parent(s), school personnel, and any other relevant individuals
  - If homicidal, include SRO
  - If not hospitalized, complete Safety Plan w/ student & Parental Acknowledgement Form
- Homicidal: assert Duty to Warn → notify individual who has been threatened & parents of threatened student
- Document all events and those involved
- Follow-up with student and parents the hour in which the student returns to school; ask counselor to help w/ this
- Enroll or refer out for intensive psychological services
Risk factors:
- Male *
- White or Native American *
- Access to firearms or lethal medications **
- History of past hospitalizations *
- History of suicide in family
- History of self-injury***
- History of past attempts *
- Recent stressful event **
- History of physical or sexual abuse **
- Substance abuse *
- Gay, lesbian, or bisexual sexual orientation **

Protective factors:
- Ability to state reasons to live **
- Religious beliefs **
- Social support (close friends, close-knit family members) **
- Connection or engagement in school (involvement in school activities) **

This tool requires extensive clinician judgment and should only be used by an individual trained in the use of PEACE and who is a licensed mental health professional or under the direct supervision of one.


