



EmpowerED:

A Process Improvement Workbook for School-Based Suicide Prevention

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The Great Lakes ATTC, MHTTC, and PTTC
University of Wisconsin–Madison
1513 University Ave, Suite 4120
Madison, WI 53706

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This workbook was developed by Sarah Parker McMinn, MSW, LCSW and Tandra Rutledge, MA.

Much of the content used in this workbook was sourced from the *NIATx School-Based Suicide Prevention Learning Collaborative* training curriculum, which was developed by Scott Gatzke using the NIATx Change Model.

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Youth Suicide Summary

Youth suicide is a significant public health issue in the United States. According to the Centers for Disease Control and Prevention (CDC), suicide is the second leading cause of death among individuals ages of 10–14 and 24–34 and the third leading cause of death among individuals between the ages of 15–24.[1] In 2023, the CDC released new data from its Youth Risk Behavior Survey Data Summary and Trends Report: 2011–2021, which shows that many teens are experiencing increasingly high levels of violence, sadness, and suicide risk. Alarming, 22% of high school students seriously considered suicide in 2021.[3] Additionally, poor mental health and suicidal thoughts and behaviors are increasing for nearly all groups of youth.

Schools play a crucial role in preventing youth suicide. They provide a familiar and trusted setting where students at risk can be identified and connected with appropriate services.[3] A comprehensive approach involving universal, selective, and individualized interventions is recommended.[4] Universal programs educate all students about mental health and suicide prevention. Selective interventions target high-risk groups like LGBTQI+ youth or those with mental health conditions. Individualized interventions involve risk assessment, safety planning, and referrals for students exhibiting suicidal behaviors.[4]

Effective school-based suicide prevention requires training for all staff to recognize warning signs, validated screening tools, established referral protocols, collaboration with community mental health providers, and policies addressing prevention, intervention, and postvention.[4][5] While some have raised concerns about discussing suicide in schools, research shows that open conversations do not increase risk and can save lives by connecting at-risk youth with support.[3] With comprehensive, evidence-based approaches, schools can play a vital role in reducing the tragic toll of youth suicide.[3][4][5]

Citations:

[1] <https://www.nimh.nih.gov/health/statistics/suicide>

[2] https://www.cdc.gov/healthyyouth/data/yrbs/yrbs_data_summary_and_trends.htm

[3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9384324/>

[4] <https://www.ruralhealthinfo.org/toolkits/suicide/2/schools/programming>

[5] <https://sprc.org/settings/schools/>

How to Use this Workbook

This workbook is meant to be used by districts, schools, and teams who are ready to address and improve their suicide prevention policies and procedures. It will walk you through a structured, team-based approach to change management focused on building capacity, identifying barriers, and committing to measurable and sustainable improvements to your district or school's suicide prevention plan.

If you need more information on what to consider when developing a comprehensive school-based suicide prevention plan, there are several fantastic resources included at the end of this workbook that outline best practices and model policies for school-based suicide prevention.



This workbook uses the term “Target Audience” to replace the standard NIATx term “Customer” and “District or School Leadership” to replace the standard NIATx term “Executive Sponsor.” Please be aware the standard NIATx terms are what you will see on the original NIATx materials, tools, and website. (e.g., “Customer” and “Executive Sponsor” are the terms used on the *Change Project Form*)

Making the Case for Process Improvement

This video and diagram provide a simple overview of the [NIATx Change Model](#).



Video: <https://youtu.be/Te3FV1YoE-4?si=-BS2-yS-MIBZBgoJ>



SCAN TO WATCH

NIATx Change Model

This workbook is designed to be:

PRACTICAL – Using a common sense approach to change management

PURPOSEFUL – Providing tools you can use to improve your suicide prevention policies

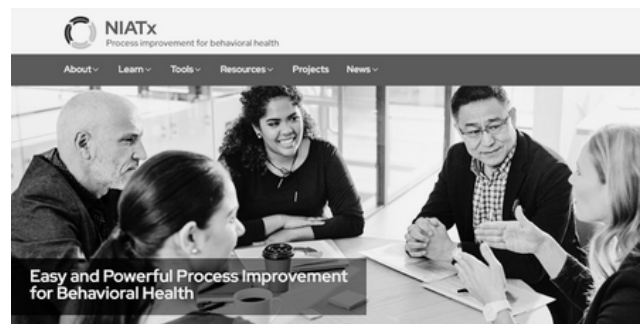
PEER-LED – Helping you connect with peers working on suicide prevention policies and procedures

POWERFUL – Guiding you through the planning and implementation of change projects

It will guide you through the four main steps of process improvement:

1. **INVITE** and **GATHER** your change team.
2. **IDENTIFY** a measurable goal or outcome.
3. **LEARN** and **PRACTICE** the NIATx tools.
4. **SET THE STAGE** to gather data and build upon successes.

Visit the NIATx website at niatx.wisc.edu to discover in-depth information, tools, and research about the NIATx Change Model.



The Five NIATx Principles

What are the factors in an improvement effort (change project) that determine success or failure?

To answer this question, NIATx researchers gathered data from 640 organizations in 13 industries, examining a total of 80 factors. The analysis revealed only five factors were key in determining success or failure. *These are the five NIATx Principles.*

The NIATx Principles

1. Understand and involve the *Target Audience*.¹
2. Fix key problems - things prioritized by *District or School Leadership*.²
3. Pick a powerful *Change Leader*.
4. Get ideas from outside the organization or field.
5. Use rapid-cycle testing to establish effective changes (PDSA cycles).

¹ In this workbook, the term “Target Audience” will replace the standard NIATx term “Customer” that’s used in the original NIATx materials, tools, and website.

² In this workbook, the term “District or School Leadership” will replace the standard NIATx term “Executive Sponsor” that’s used in the original NIATx materials, tools, and website.

Making the Case: NIATx and School-based Suicide Prevention

Schools face significant challenges in implementing comprehensive suicide prevention programs, including resource constraints, lack of trained staff, cultural stigma around mental health, complexity of identifying at-risk students, and integrating prevention protocols into existing operations. The NIATx process improvement model presents a promising approach to address these challenges.

The NIATx model's comprehensive strategies, focus on organizational change, stakeholder engagement, and adaptability make a strong case for leveraging its process improvement approach to tackle the multifaceted challenges schools face in suicide prevention implementation.[1][2][3][4]

The NIATx flowcharting tool helped one school's change team identify the need to create a suicide crisis team.

"They used flowcharting to determine what needs to happen from start to finish to create safety for the student, the provider, and the school. This exercise also identified gaps in school staffing that community stakeholders could fill. As a result, they're now drafting a manual for prevention, intervention, and postvention."

NIATx helped one school draft a crisis response manual.

"They were able to complete a full inventory of their district's current suicide prevention resources, create the first draft of their Response Manual for Suicidal Crisis, and establish sustainability best practices for using and reviewing newly integrated resources and protocols in their schools."

NIATx Principles Aligned with School Needs

- User-centered approach focused on understanding stakeholder experiences [2]
- Simple 5-principle model easy to learn and implement [2]
- Evidence-based model drawing from decades of research across industries [2][4]
- Includes methods for developing innovative solutions tailored to unique needs [2]
- Emphasizes rapid cycle testing and data-driven adjustments for continuous improvement [3]

Citations:

- [1] <https://attcnetwork.org/charting-new-frontiers-a-round-up-of-the-niatx-in-new-places-series/>
[2] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4797701/>
[3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3424268/>
[4] <https://www.tandfonline.com/doi/abs/10.1080/15332700802127912>

DYK?

Over **70%** of organizational change initiatives fail.

WHY?

Organizational Level

- **Unclear Priorities:** Frontline staff receive many high-priority directives from leadership—some are complimentary to the change initiative, and some are competing.
- **Conflicting Messages:** Staff need to understand which tasks or metrics they should focus on during a given day.
- **Poorly Defined Objectives:** A change project must have a narrow focus and well-defined objectives, otherwise it's hard to identify clear performance measures and goals.

Individual Level

- **Status Quo Bias:** A preference for things to remain the same.
- **Loss Aversion:** A tendency to prefer avoiding losses over acquiring gains.

WHAT'S THE SOLUTION?

Gallup researchers found that to improve the chances of successfully implementing organizational change, leaders should use an **intentional, structured approach** to change.
([gallup.com](https://www.gallup.com))

What are barriers to implementing school-based suicide prevention strategies?

- Lack of resources
- Inadequately trained staff
- Staff shortages
- Competing priorities
- Lack of time
- Pervasive stigma around mental health
- Cultural differences/challenges
- Complexity of the topic/issue
- Balancing privacy and safety
- Integration into existing protocols

Starter Steps to Implementing the NIATx Model in Schools

- 1 **Form an Implementation Team:** Assemble a team of key stakeholders, including school administrators, counselors, teachers, parents, and students. This team will drive the process improvement efforts.
- 2 **Conduct Walk-Throughs:** Use the NIATx walk-through process to understand the current student experience and identify gaps or challenges in the school's existing suicide prevention policies and practices.
- 3 **Set Aims and Measures:** Based on the walk-through findings, the team should set specific, measurable aims for improving suicide prevention efforts, and identify metrics to track progress.
- 4 **Engage in Rapid-Cycle Testing:** Utilize NIATx's rapid-cycle testing approach (Plan-Do-Study-Act cycles) to test and refine potential solutions on a small scale before broader implementation.
- 5 **Leverage Promising Practices:** Draw from the NIATx database of "promising practices"—evidence-based strategies that have proven effective in similar settings—to inform the school's improvement efforts.

Note: Visit niatx.wisc.edu/the-10-steps for more information and instruction on executing these implementation steps.

Determining Goals and Defining Objectives

The implementation team will develop your school's change project based on the following five questions. Each question lists a recommended NIATx tool(s) or technique(s) that will help your team through this process.

- 1 **What is it like to be our target audience?**
Tools: Walk-through, Flowcharting
- 2 **What are we trying to accomplish?**
Technique: Identify Project Aim
- 3 **How will we know if a change is an improvement?**
Technique: Define Project Measures (i.e., data = baseline & post-change)
- 4 **What changes can we test that may result in an improvement?**
Tools: Nominal Group Technique, PDSA Cycles (rapid-cycle testing)
- 5 **How can we sustain the improvement?**
Techniques: Develop Sustainability Plan, Data Monitoring

Schools face significant challenges in implementing comprehensive suicide prevention programs, including resource constraints, lack of trained staff, cultural stigma around mental health, complexity of identifying at-risk students, and integrating prevention protocols into existing operations. The NIATx process improvement model presents a promising approach to address these challenges. The NIATx model's comprehensive strategies, focus on organizational change, stakeholder engagement, and adaptability make a strong case for leveraging its process improvement approach to tackle the multifaceted challenges schools face in suicide prevention implementation.

Who is on the Change Team?

District Leader or School Principal

- Selects or endorses the change project – sees it as a priority (NIATx Principle #2).
- Makes time to meet with the Change Leader for project updates.
- Has the necessary authority to remove barriers for the Change Team.

Change Leader

- Competent + Respected = Powerful (NIATx Principle #3).
- Engages and facilitates staff in the change process.
- Keeps the District or School Leadership informed.
- Passionate for the work (i.e., the project aim).

Change Team

- Comprised of 3-7 staff or coalition members who work in the process (can also be target audiences).
- Identify one person responsible for data collection/monitoring.
- Brainstorm changes to try and run small scale tests to see if they result in an improvement (PDSA cycles).
- Once the team achieves the project aim and sets a sustainability plan in place, the project ends.

ASSIGNMENT: Build Your Implementation Team



Consider who you will ask to join you on this project. Note potential people to fill each role and use the email template provided to start building your team

District or School Leadership Suggestions

Name and Title:

Contact information:

Change Leader Suggestions

Name and Title:

Contact information:

Change Team Members

Name and Title:

Contact information:

Designing a Change Project: The Five Questions

Use these five questions and the associated NIATx tools and techniques to design your change project:

1 What is it like to be our target audience?

Tools: Walk-through, Flowcharting

2 What are we trying to accomplish?

Technique: Identify Project Aim

3 How will we know if a change is an improvement?

Technique: Define Project Measures (i.e., data = baseline & post-change).

4 What changes can we test that may result in an improvement?

Tools: Nominal Group Technique, PDSA Cycles (rapid-cycle testing).

5 How can we sustain the improvement?

Techniques: Develop Sustainability Plan, Data Monitoring

Designing a Project Charter

The **change project form** is a single document that contains all the details of your change project.

Project Charter - Part 1: Change Project Form

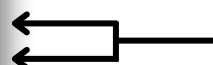
This form will contain the following information:

- Aim Statement
- District or School Leadership, Change Leader, & Change Team Members
- Project Start/End Dates
- Data Collection Method

Download the change project form: niatx.wisc.edu/change-project-form/

REMEMBER:

This workbook uses the term **Target Audience** instead of **Customer** and **District or School Leadership** instead of **Executive Sponsor**.



NIATx		Change Project Form
Name of Organization:		PROJECT CHARTER
1. Change Project Title		
2. Aim Statement		
Aim Statement Format	Increase (or) Decrease <u>X</u> from a baseline of <u>Y</u> to a goal of <u>Z</u> by <u>DATE</u> .	
3. Location		
4. Identified start and end dates	Start:	End:
5. Name of coalition or program (if applicable)		
6. What customer population are you trying to help?		
7. Executive Sponsor		
8. Change Leader		
9. Change Team (names and roles)		
10. How will you collect data to measure the impact of change? Who will collect it?		
11. What is the expected impact of this change project?		
How will the Executive Sponsor know?		

ASSIGNMENT: What do you want to improve?



With your change team, write down the **problem**, the **process** it involves, and identify who is the **target audience** of that process.

The Problem

Examples:

- Staff lacks confidence in assessing and identifying youth at risk of suicidal ideation or attempts
- Staff lacks knowledge of mental health needs in student population
- Staff feels unaware of available resources for students at-risk of suicidal ideation or attempts

The Process

Examples:

- Increasing staff training on youth suicide prevention
- Implementing a universal screening protocol
- Clarifying or creating comprehensive suicide prevention policies

The Target Audience

Examples:

- Who is involved in the process?
- What staff? (e.g., support staff, administration, educators, etc.)
- What community members? (e.g., students, families, community figures, etc.)
- What community supports? (e.g., mental health agencies, crisis response, etc.)

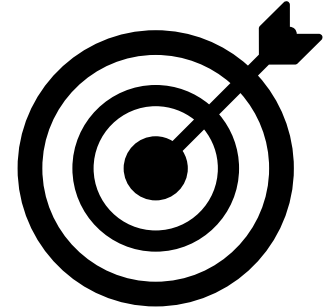
Drafting *The Aim*

An **aim statement** is one sentence which describes the goal of your change project. It should be specific, measurable, attainable, relevant, and time bound (i.e., SMART Goal).

Increase **A** from a baseline of **B** to a goal of **C** by **DATE**.

Aim Statement Examples:

- Increase staff awareness of crisis protocol process from 63% to 100% by the end of first semester (December).
- Decrease the average time from notification of student need to intervention/referral from 3-days to 24 hours by November.
- Increase the number of students showing up for referral appointments from 40% to 80% by September.



How BIG should my improvement goal be?

- Look to your ***District or School Leadership*** for guidance in setting the goal.
- Set a ***stretch goal*** – half your team thinks the goal is achievable and the other half does not.

Other Ideas:

1. Benchmark off professional performance measures, if available.
2. Look to the leader in your field. Call and ask what they set as their targeted performance measures.

ASSIGNMENT: Write your change project aim statement.



Draft your project aim statement with your change team.

INSTRUCTIONS:

1. Gather your change team and ask for a volunteer to lead the aim statement activity.
2. Provide a copy of the **Change Project Form** to each team member.
 - Download the change project form: niatx.wisc.edu/change-project-form/
3. Take 5 min. for everyone to silently write an aim statement for their change project on their form.
4. Once complete, each person should share their aim and how they plan to get the necessary data.

Team Tip: If anyone is unsure what their aim should be, the team can talk through the five questions from the *Designing a Change Project: The Five Questions* page of this workbook.

Remember this is practice – if you need to adjust your aim later, that's OK!

Change Project Form

Name of Organization: _____

PROJECT CHARTER	
1. Change Project Title	
2. Aim Statement	
Aim Statement Format	Increase (or) Decrease X from a baseline of Y to a goal of Z by DATE .
3. Location	
4. Identified start and end dates	Start: _____ End: _____
5. Name of coalition or program (if applicable)	
6. What customer population are you trying to help?	
7. Executive Sponsor	
8. Change Leader	
9. Change Team (names and roles)	
10. How will you collect data to measure the impact of change? Who will collect it?	
11. What is the expected impact of this change project? How will the Executive Sponsor know?	

ASSIGNMENT: Write your change project aim statement. [NOTES]

Use this page for brainstorming and notes during your team activities.

The Walk-through

A **walk-through** is a tool to help you experience a process from your target audience's perspective.

What are the benefits of performing a walk-through?

- A walk-through helps you fulfill NIATx Principle #1: *Understand and involve the target audience*.
- It allows you to **see** and **feel** what the process is really like for the target audience.
- It shines a light on what is **working** and is **not working** in the process.
- It provides an opportunity for frontline employees who work within the process to share their ideas for improving the process for both the target audience and staff.

Tip: If a physical walk-through is not practical, consider performing a “talk-through” of the process.

Steps for Conducting a Walk-through

1. Select a process to walk-through.

It can be any process. Don't forget you can do a “talk-through” if a physical walk-through isn't practical.

2. Let staff know in advance that you will be doing the walk-through exercise.

A walk-through is not a secret shopper exercise. It is better to inform and include staff rather than surprise them. As you role-play the target audience, ask staff to treat you as they would any other target audience. Before beginning, make sure to let staff know this exercise is not punitive—rather, it is to discover opportunities for improvement together.

3. Walk-through your chosen process.

Experience the entire process just as your target audience would. Take notes at each step.

4. Try to think and feel as the target audience would.

Do your best to clear your mind of what you know about the process and try to see the process as if it's your first time. What are they thinking? How do they feel at any given moment? Remember, you are role-playing that person and their life situation. Note your observations and feelings throughout.

5. At each step, ask the staff what they think.

Ask staff/stakeholders to tell you what changes would make it better for the target audience and what changes would make it better for the **staff/stakeholders**. Write down their ideas as well as your own.

6. Summarize what you learned.

Finally, write down a list of needs that became apparent through your observations during the walk-through and from speaking with frontline staff. Write down any improvements that could be made to address these needs. Be sure to assess these needs from the perspectives of both the target audience and the **staff/stakeholders**.

ASSIGNMENT: Document Your Walk-through or Talk-through Observations



With your change team, complete a walk-through or talk-through of the process you want to change. Afterwards, complete the following discussion questions.

How did it feel to be the target audience going through the process?

What parts of the process worked well and what areas need improvement?

What ideas for improvements were shared by you or others during the walk-through?

Flowcharting

A **flowchart** creates a visual map of a process and is designed to show the **steps** and **transitions** in the process.

What are the benefits of flowcharting a process?

- Flowcharting helps the change team agree upon what makes up the current process, such as the steps, transitions, and other key aspects that should be included.
- It allows you to identify bottlenecks, roadblocks/barriers, and other challenges.
- It helps the team visualize where in the process to test ideas for the most impact.

Tips:

- Zoom whiteboard or Jamboard are good virtual tools
- Post-its & whiteboard are good in-person tools
- Flowchart with your whole team
- Snap a photo of the flowchart when done

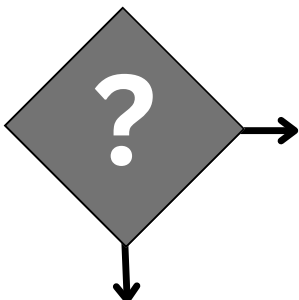
How to Lead a Flowcharting Exercise:

1. Write the name of the process and list the first and last steps.
2. Fill in all the steps of the process, including decision point steps.
3. Note flaws in the process. (e.g., steps that generate complaints; barriers/delays in transitions; etc.)
4. Note any potential fixes for the flaws.
5. Use insights gained from the exercise to direct next steps in your change project.

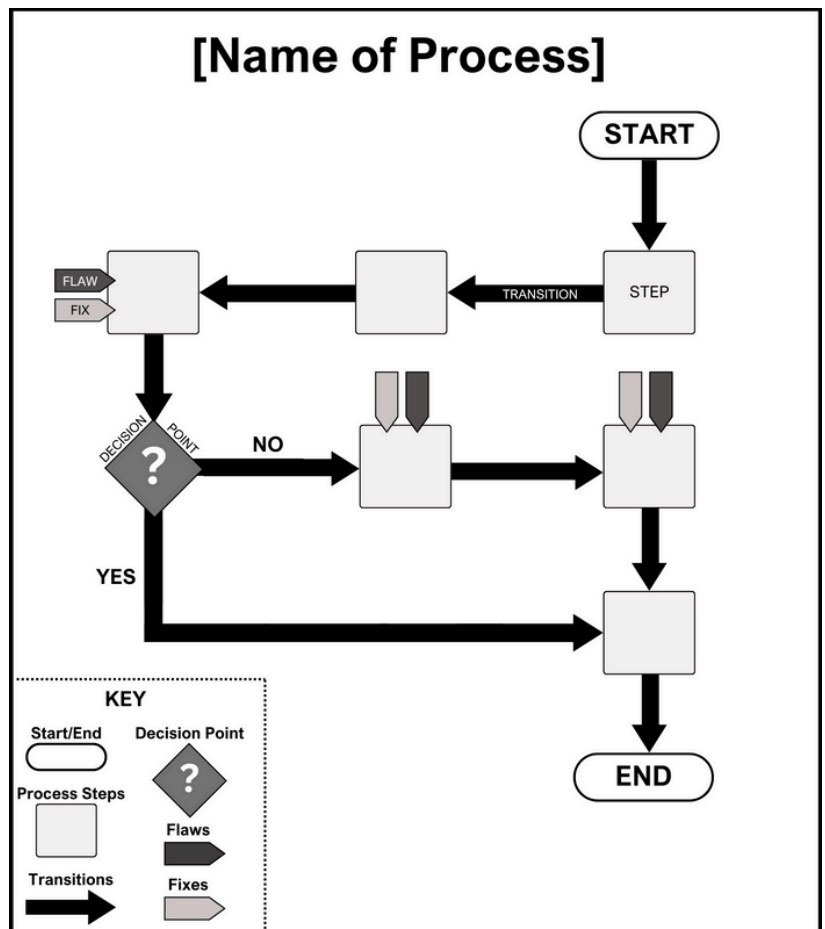
Two Easy Flowcharting Symbols:



A **square** identifies one step in the process.



A **diamond** is a decision point in the process from which different paths are created based on the response.



ASSIGNMENT: Flowcharting



With your change team, complete a flowchart for your change project. You can use the space below, you can use a whiteboard and Post-it Notes (if in-person), or you can use Zoom Whiteboard/Jamboard (if virtual) to participate in the flowcharting exercise with your team. Don't forget to note any process flaws and possible fixes as you create your flowchart.

Name of Process:

(Example: The Crisis Protocol Process – from identification of student need to intervention/referral.)

Nominal Group Technique (NGT)

The **Nominal Group Technique (NGT)** is a structured facilitation tool to help the change team brainstorm a list of ideas/changes and reach consensus on which change to test first.

What are the benefits of Nominal Group Technique?

- NGT facilitates a decision-making process where all voices and ideas are equal.
- It engages both extroverted and introverted team members.
- It incorporates each team member's priorities to develop the team's overall priorities.
- It can be used with small groups (5-10 people) to:
 - Identify the key problem to be addressed
 - Develop solutions (i.e., changes) that can be tested using PDSA cycles
 - Reach consensus on what solution to test first

How to Lead the NGT:

1. Silent Idea Generation

- Each team member silently records one idea per Post-it Note until they run out of ideas.
- If you are meeting virtually, each team member can type or otherwise write down their ideas so they can be shared via your digital meeting platform.

2. Recording of Ideas

- Once idea generation is over, each team member will take turns reading out one of their ideas until all ideas have been shared with the group.
- Refrain from discussing each idea as it is read out to the group—simply read the idea and move on to the next person.
- The Change Leader will document each idea after it is read—either by placing the Post-its on a flipchart or using another method if you're meeting virtually.

3. Idea Discussion

- Once all ideas have been documented so all can see, the group can ask questions of each other to clarify the meaning of each idea.
- Do not say things like “that will not work” or “we’ve tried that already.”

4. Voting

- Each group member gets to cast 3 votes.
- Each person will place a mark or otherwise indicate the three ideas they would like to test.

5. Reaching Consensus

- Total the votes. Identify which ideas received the most votes.
- The idea with the highest number of votes will be tested first. (PDSA cycle #1)
- Consider doing a 2nd round of voting with the other highest voted items from the first round.
- Save all ideas for future reference and additional PDSA cycles.

ASSIGNMENT: Nominal Group Technique (NGT)



Gather your change team and the materials needed to complete a NGT brainstorming activity.

Materials

- Something on which the team members can write down or otherwise document their ideas (e.g., Post-it Notes if in-person)
- **In-person:** A flipchart or whiteboard, **Virtual:** A place where the ideas can be displayed as they are shared. (e.g., Zoom Whiteboard, Jamboard, a Word doc with text boxes/arrows, etc.)
- **In-person:** Two different colored markers, **Virtual:** A way for the team members to mark on or select the ideas when voting

NGT Question:

(Example: How can we reduce the time it takes for an identified student in need to be referred to the correct level care?)

1. Silent Idea Generation:

(approx. 3-5 min., adjust if needed)

2. Recording of Ideas:

3. Idea Discussion:

4. Voting:

5. Reaching Consensus:

ASSIGNMENT: NGT Exercise [NOTES]

Use this page for brainstorming and notes during your team activities.

Continuing Your Change Project with PDSA Cycles

PDSA Cycles Explained:

Plan

- Plan a change or test aimed at improvement
- Include how you will collect data
- What is your prediction for the test?

Do

- Carry out the change or test, preferably on a small scale
- Document your observations
- Record data

Study

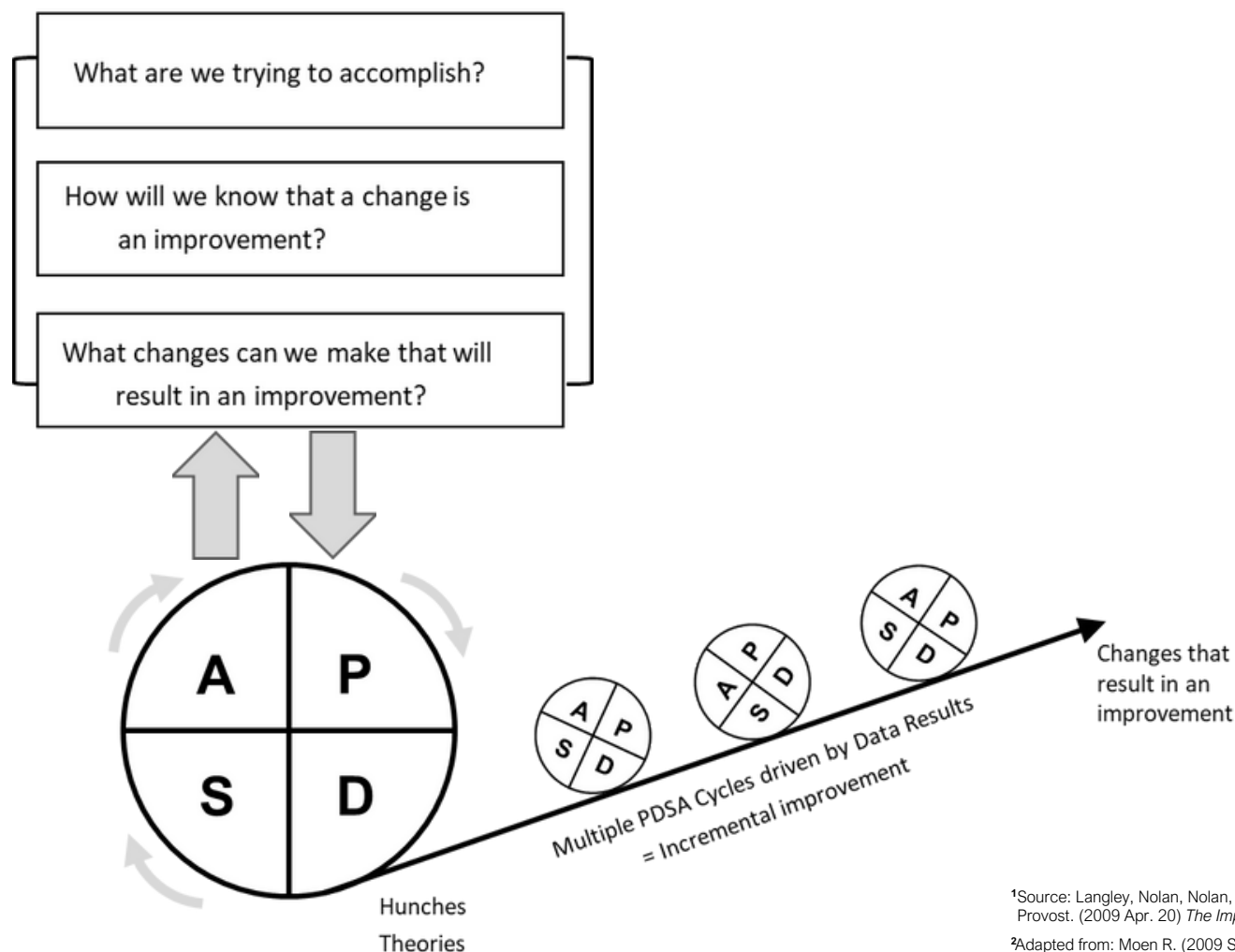
- Study the results. Was your prediction correct?
- What worked and what went wrong
- Summarize what was learned

Act

- Adopt the change (or) abandon the change (or) adapt the change and run another cycle
- Move on to next cycle

What is Rapid-Cycle Testing: Trying a small-scale change for a short period of time to see if it is an improvement. (NIATx Principle #5)

MODEL FOR IMPROVEMENT¹



¹Source: Langley, Nolan, Nolan, Norman, & Provost. (2009 Apr. 20) *The Improvement Guide*.

²Adapted from: Moen R. (2009 Sep. 17) *Foundation and History of the PDSA Cycle*.

Continuing Your Change Project with PDSA Cycles - Part 2

The **change project form** is a single document which contains all the details of your change project.

(Download the change project form: niatx.wisc.edu/change-project-form/)

Use page 2 of the change project form to track the information for your PDSA cycles.

- *Plan* steps to carry out the cycle
- *Do* the plan, record the data
- *Study* the results, summarize what was learned
- *Act* to adopt, adapt or abandon the change

		Change Project Form
		PDSA Cycles (add more as needed)
PDSA Cycle #:		
Cycle Begin Date:		Cycle End Date:
What is the change to be tested?		
P	PLAN: Plan the steps to carry out the cycle. Plan for data collection. What is your prediction for the test?	
D	DO: Carry out the plan. Document observations. Record data.	
S	STUDY: Analyze the data. Compare results to predictions and pre-change data. Summarize what was learned.	
A	ACT: Will you adopt, adapt or abandon the change? Why? Move on to next cycle.	
PDSA Cycle #:		
Cycle Begin Date:		Cycle End Date:
What is the change to be tested?		
P	PLAN: Plan the steps to carry out the cycle. Plan for data collection. What is your prediction for the test?	
D	DO: Carry out the plan. Document observations. Record data.	
S	STUDY: Analyze the data. Compare results to predictions and pre-change data. Summarize what was learned.	
A	ACT: Will you adopt, adapt or abandon the change? Why? Move on to next cycle.	

A Checklist for Measuring Change

Follow these five steps for guidance on setting up your project measures and sharing results with staff:

- 1 Define Your Measures** – Clear definitions of your measures should:
 - Clarify project objectives
 - Be agreed upon by stakeholders
 - This ensures the results are interpretable and accepted within the organization
- 2 Collect Baseline Data** – Never start a change project without it. Questions to ask are:
 - Was the data defined to ensure we collect exactly the information needed?
 - How accurate is the data?
 - Does the process ensure the measures will be collected consistently?
- 3 Establish A Clear Goal/Aim** – A goal should:
 - Be realistic yet ambitious
 - Be linked to project objectives
 - Avoid confusion
- 4 Consistently Collect Data** – As a team decide:
 - Who will collect the data?
 - How will they collect it?
 - Where will the data be stored?
- 5 Chart Your Progress** – Share pre-change (baseline) and post-change data with:
 - Change Team
 - District or School Leadership
 - Others in the organization

References & Supplemental Resources

Click the linked text or scan the QR codes to view or download these resources.

Blueprints, Toolkits, & Model Policies for School-Based Suicide Prevention



GUIDE: How Schools Can Help Prevent Suicide



Invitation to Participate in Building Capacity for School-Based Suicide Prevention



Suicide Prevention Learning Collaborative School District Planning Document

