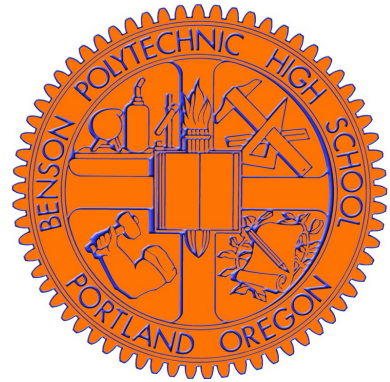


# *Benson High School Counseling Newsletter*

*November 28th, 2012*



## **Counseling Update**

### **RESPONSE! Suicide Prevention Curriculum**

For the next two weeks in the Freshmen PE/Health classes, we will be teaching RESPONSE, a comprehensive high-school-based suicide prevention program. We have attached parent information about the program at the end of the newsletter. If you have any questions or concerns, please contact Amy Henry at [amyhenry@pps.net](mailto:amyhenry@pps.net).

Amy Henry, Students A-L: [amyhenry@pps.net](mailto:amyhenry@pps.net)

Steve Wren, Students M-Z: [swren@pps.net](mailto:swren@pps.net)

### **Seniors!**

#### **Recommendation Letters**

If you need a recommendation letter, please see your counselor ASAP. The deadline for some of the universities is January 1<sup>st</sup>, and our last day is December 14. If possible, we would like a two week notice. Don't forget to fill out "How to Get a Letter of Recommendation" on Naviance.

#### **FAFSA (Financial Aid)**

Our next Financial Aid Night is on Tuesday, Dec. 4 at 6:30 pm in Room 125. *This session will be in Spanish.*

## **SCHOLARSHIPS!**

### **Scholarships due in November:**

Cricket Wireless Good Sport Award for \$1000-Due11/30  
(Need Teacher recommendation)

### **Scholarships due in December**

Violet Richardson Award for \$1,000 Due-12/1

Elks Most Valuable Student Competition Due-12/7

Better Business Bureau-Students of Integrity for \$1000  
Due-12/31

Laws of Life Essay Contest for \$5000 Due- 12/31

### **Scholarships due in January and February**

Profile for Courage Essay Contest Due-1/5

GE-Regan Foundation Scholarship Program for \$10,000 Due-  
1/10

SAE Engineering Scholarship for up to \$10,000, or full tuition.  
Due- 1/15

Dell Scholarship Due-1/16

Gates Millennium Scholars Due-1/16

ESA Foundation Scholarship for \$500-\$7,500 Due- 2/1

## College Visits

**All visits will be held in the Counseling Center. You must sign up in the Counseling Center for these visits.**

12/05	Eastern Washington University	2:00
12/06	U.S. Army visiting	10:00
12/10	Beaver Express	9:00
12/12	Air Force Academy	12:05

## College/Career

Manufacturing Career Day is on Friday January 11<sup>th</sup>. Register now to get a spot. You can get the forms from the Career Center.

Mercy Corp Career Day is on December 12<sup>th</sup>! Sign up in the Career Center now!

See Miranda Ryan in the Career Center for more information.

## Technovation Challenge!

This is an excellent opportunity for females who are interested in technology! Students will work with a business partner after school, once a week. The application is attached at the end of the newsletter and needs to be returned to Ms. Henry in counseling ASAP. We will need at least five students in order to have a Benson team.

## Job Opening!

Benson is looking for a bi-lingual community agent and the position is closing on November 30! Please help us get the word out about the position!

[https://employment.pps.k12.or.us/ats/job\\_board\\_frame?re-fresh=Y&COMPANY\\_ID=00002736&APPLICANT\\_TYPE\\_ID=0000002](https://employment.pps.k12.or.us/ats/job_board_frame?re-fresh=Y&COMPANY_ID=00002736&APPLICANT_TYPE_ID=0000002)

## Resources for Families

With the holidays coming, you might know of a family who needs assistance with food, housing, etc. Please contact one of the counselors and we can connect families with community resources.

## Outdoor School

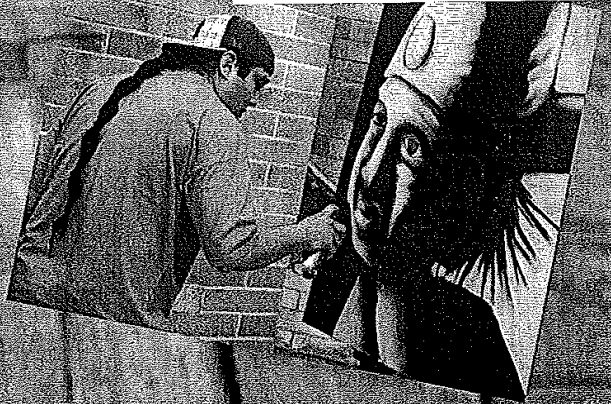
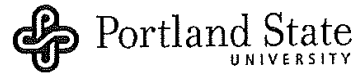
The Friends of Outdoor School's biggest annual fundraiser, [Photo of the Year](#), is open for submissions; and this year the Youth category is FREE! All photographers under 18 may enter up to 10 photos for free into the contest thanks to a generous sponsorship from the Multnomah County Cultural Coalition. They'll need to use the code "Youth1213" at checkout. We really want to focus this year's Photo of the Year contest on the community, it's beneficiary, Outdoor School, serves - youth and families in Multnomah County. Check out all the details at [www.photooftheyear.net](http://www.photooftheyear.net).

# Native Heritage Month

**NOVEMBER**

**30th**

**Native American  
Student & Community  
Center Presents:**



**Indigenous  
Arts Fair**

**2pm-4pm**

**Harvest Dinner  
& Talent Show**

**6pm-8:30pm**

**Location: 710 SW Jack-  
son Street, Portland,  
OR 97201**

**For More Information  
Contact: Felicia Arce  
503-725-9701  
arce2@pdx.edu  
Department of Cultural Centers**

\* SLIP: registration form on ESL Dept website slots booked quickly. Transportation is a possible issue - parent signature not required.



**Portland Public Schools**

**World Languages Credit by Exam (CBE) Opportunities, 2012-2013**

Exam	Important Notes	Available Languages	Possible number of HS credits	Cost	Who to contact for registration	Test Dates	Registration Deadlines
<del>SLIP</del>	<p>Exam questions are in the language tested. This is a great option for students with little or no English proficiency.</p> <p>*Exam is administered in groups of 30 or less.</p> <p>**Exam dates are limited.</p> <p>***Not given to students below 8<sup>th</sup> grade.</p>	<p>Amharic, Burmese Oromo, Romanian, Russian, Samoan, Somali, Spanish, Swahili Tagalog, Ukrainian, Urdu Vietnamese</p>	1 - 4	<p>\$25 for Free &amp; Reduced Meals Eligible students</p> <p>\$35 PPS students</p> <p>\$50 for NON-PPS students</p>	<p>X.K. Austin, ESL Assessment TOSA 503-916-6525 FAX 503-916-2429 xkaustin@pps.net</p>	<p>4 Times during the 2012-2013 school year: --Cleveland High Sat, Dec 1<sup>st</sup> Sat, Feb 2<sup>nd</sup> Sat, Mar 2<sup>nd</sup> Fri, Apr 12<sup>th</sup></p>	<p>If a registration form is received later than the following date, the student will be registered for the next test date: Mon, Nov 19, 2012 Mon, Jan 21, 2013 Mon, Feb 18, 2013 Mon, Apr 1, 2013</p>
<b>STAMP</b>	<p>Test questions are in English. Students should be Native Speakers of English or ESL students with high intermediate to advanced English (ELPA proficiency 3, 4, or 5)</p> <p>*Exam is computer based.</p> <p>**Exam is administered in groups of 30 or less.</p> <p>***Not given to students below 8<sup>th</sup> grade.</p>	<p>Arabic, Chinese, French, German, Italian Japanese, Spanish</p>	1 - 4	<p>\$15 for Free &amp; Reduced Meals Eligible students</p> <p>\$35 PPS students</p> <p>\$50 for NON-PPS students</p>	<p>Jenny Braden Education Options 503-916-3857 jbraden@pps.net</p>	<p>To Be Determined</p>	<p>Must email Jenny Braden to register student.</p>



## Technovation Challenge Student Application

Please return this completed application to your teacher by \_\_\_\_\_.

**Program Details:** The Technovation Challenge program is an after school club where high school girls design mobile apps, gain technology and entrepreneurship skills, and work with women mentors from the tech industry. Students work in teams at their school site to build their apps with the help of a teacher and mentor who visits the school once per week. In April, each team submits their mobile app, business plan, and video pitch for their app. Winners from each region fly to the San Francisco Bay Area in May for the Technovation World Pitch event where students demo their apps and present their business plans to a panel of experts, competing to have their app funded and taken to market.

**Who is eligible to apply?** All high school girls are eligible to participate in the Technovation Challenge. Past programming experience is not expected or required.

**How much does the program cost?** The Technovation program is free for all participants.

**Class Dates:** \_\_\_\_\_

**Class Location:** \_\_\_\_\_

### Application:

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Street Address (including City, State and Zip): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

High School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Can you commit to attending class once per week for twelve weeks? \_\_\_\_\_

**ESSAY #1:** Explain your level of commitment to this program. How much time are you willing to put into Technovation, and how dedicated will you be to your team's project? If you have other commitments outside of school, please list them here and outline your plan for accommodating the additional workload of Technovation into your schedule.



**ESSAY #2:** Choose one of the following questions and answer it in essay format (you may use additional sheets if necessary):

- a) What are some ways that you think communication will be different in ten years and why?
- b) What is one new technology product that has caught your attention? If you were in charge of the development team, what would you do to improve this product?
- c) Identify a problem in your community and explain how you would go about solving it through the use of technology.

Parent Signature (*I have read the details of this program and will support my daughter's participation*): \_\_\_\_\_

Parent Comments:

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# Response

Second Edition

## IMPORTANT PARENT INFORMATION

Our school participates in RESPONSE, a comprehensive high-school-based suicide prevention program. NAME OF SCHOOL actively supports suicide prevention. Your son/daughter's safety is important to us.

**Suicide is the 2<sup>nd</sup> leading cause of death in Oregon  
among youth aged 15-24.**

RESPONSE is a comprehensive high school-based program that increases awareness about suicide among high school staff, students and parents. All of the program components are designed to heighten sensitivity to depression and suicidal ideation, as well as offer response procedures to refer a student at risk for suicide. For more information, visit The Center for Suicide Prevention at ColumbiaCare Services, Inc.'s website at [www.columbiacare.org](http://www.columbiacare.org).

Through RESPONSE, school staff and students are encouraged to learn how to recognize and assist a depressed and/or suicidal student and where to get help. One of the ways students can get help is by going to their own or another student's parents. If your son or daughter comes to you with concerns about him/herself or another student, here are some initial steps to take:

### **6 Steps to Help Your Teen if You Suspect S/he is Suicidal:**

1. Start a conversation. Convey the signs you have observed.
2. Ask the question, "Are you thinking about suicide?"
3. If "yes," then do not leave him/her alone.
4. REMOVE LETHAL MEANS including guns, prescription medications, and potentially lethal over-the-counter drugs such as acetaminophen.
5. Offer some comforting things to say (examples below).
6. Contact a crisis provider (numbers listed below).

### **Some Comforting Things to Say**

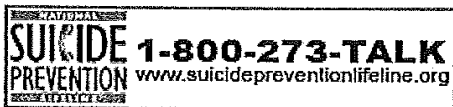
- Showing concern (ex. "What you're saying really concerns me.")
- Taking action (ex. "I want us to try to get you some help.")
- Empathizing (ex. "Things sound really bad right now.")
- Suggesting alternatives (ex. "You can find another way out of this.")
- Expressing affection (ex. "I care about you, and I want you around.")
- Acknowledging pain (ex. "I am sorry you are in so much pain.")

## Parent Information

### Resources for Help

#### Suicide Crisis Responders

1. [Name of your hospital or clinic that provides help with suicide].
2. [Local crisis lines]
3. County mental health (if they provide help after hours. If not, list below)
4. National Crisis Line:



Depression/Suicidal Ideation\_- [List service providers in your county that address depression and suicidal ideation in youth here].

**Note: Parents are often unaware that their son or daughter is considering suicide. In fact, one study<sup>1</sup> revealed that as much as 86% of parents were unaware of their child's suicidal behavior. Many teens consult with a peer rather than an adult when they are thinking of suicide.<sup>2</sup> The number one reason teens don't come to an adult is that they don't know what to say.<sup>3</sup>**

### Risk Factors/Warning Signs for Suicide

- Thinking, talking or writing about suicide (Ideation)
- Plan – Method, Location and/or Time
- Increasing or persistent depression
- Withdrawal from friends, family, or society
- Expressing feelings of being trapped
- Feelings of hopelessness or purposelessness
- Unbearable pain often associated with loss
- Perceived lack of internal or external resources
- 42-66% of adolescent suicide victims experienced mental illness - primarily major depression
- Previous suicidal behavior
- Family history of suicide
- Bullying and/or harassment.
- Sexual/Physical abuse
- Social isolation and loneliness
- Problematic parenting or family environments

## Parent Information

### Signs of Depression

If depression is treated early, suicide is often preventable. Please seek professional help when you first notice signs of depression, or if the school contacts you with concerns about your son or daughter.

#### Here are some things to look for (signs of major depression):

Summarized from the Diagnostic and Statistical Manual of Mental Disorders- Fourth Edition

A. The person experiences a single major depressive episode:

1. For a major depressive episode a person must have experienced at least five of the nine symptoms below for the same two weeks or more, for most of the time almost every day, and this is a change from his/her prior level of functioning. One of the symptoms must be either (a) depressed mood, or (b) loss of interest.
  - a. Depressed mood. For children and adolescents, this may be irritable mood. Anger is also fairly common in depressed teens.
  - b. A significantly reduced level of interest or pleasure in most or all activities.
  - c. A considerable loss or gain of weight (e.g., 5% or more change of weight in a month when not dieting). This may also be an increase or decrease in appetite. For children or teens, they may not gain an expected amount of weight.
  - d. Difficulty falling or staying asleep (insomnia), or sleeping more than usual (hypersomnia). Sleeping longer than 8 hours is normal for teens, but if your teen is sleeping because s/he wants to escape life or pain, it is most likely a sign of depression.
  - e. Behavior that is agitated or slowed down. Others should be able to observe this.
  - f. Feeling fatigued, or diminished energy.
  - g. Thoughts of worthlessness or extreme guilt (not about being ill).
  - h. Ability to think, concentrate, or make decisions is reduced.
  - i. Frequent thoughts of death or suicide (with or without a specific plan), or attempt of suicide.
2. The person's symptoms do not indicate a mixed episode.
3. The person's symptoms are a cause of great distress or difficulty in functioning at school, home, work, or other important areas.
4. The person's symptoms are not caused by substance use (e.g., alcohol, drugs, medication), or a medical disorder.
5. The person's symptoms are not due to normal grief or bereavement over the death of a loved one, they continue for more than two months, or they include great difficulty in functioning, frequent thoughts of worthlessness, thoughts of suicide, symptoms that are psychotic, or behavior that is slowed down (psychomotor retardation).

## Parent Information

- B. Another disorder does not better explain the major depressive episode.
- C. The person has never had a manic, mixed, or a hypomanic episode (unless an episode was due to a medical disorder or use of a substance).

**Technology Considerations:** Harassment/cyberbullying and "right to death" internet sites have been linked with suicidal behavior. If it has been confirmed that your son or daughter is at risk for suicide, you may want to ask him/her about their use of technology. Some questions are:

Are you being bullied, stalked or harassed through chat rooms, text messaging, websites, blogs, or social networking sites?

Are you getting "support" for suicidal behavior/ideation on-line?

**DISCLAIMER:** No suicide prevention program can guarantee that it will prevent all suicides. Adherence to the activities in RESPONSE will not ensure a successful outcome for every individual, nor should RESPONSE be construed as including all proper methods of care or serve as a standard of care. Accordingly, this program is not to be considered as a suicide "cure" or a definitive preventative set of measures.

### References

- Zenere, F.J. & Lazarus, P.J. (1997) The decline of youth suicidal behavior in an urban, multicultural public school system, following the introduction of a suicide prevention and intervention program. *Suicide and Life-Threatening Behavior*, 27(4), 387-403.
- Cigularov, K.P., Thurber, B.W., Wilson, C., Chen, P.Y., & Stallones, L. (2006) Barriers to utilizing a youth suicide prevention program. Poster session presented at the annual conference of the American Association of Suicidology, Seattle, WA.
- Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington DC, American Psychiatric Assn., 2000.
- Rudd, D., Berman, L., Joiner, T., Nock, M., Silverman, M., Mandrusiak, M., Van Orden, K., Witte, T. (2006). Warning signs for suicide: Theory, research and clinical application. *Suicide and Life-Threatening Behavior*, 36, 255-262.