

TRAINING DBT SKILLS FOR TEACHERS

Strengthening Personal Resources to Support Youth with Suicidality

Authors
Arenas¹, P., Buchwald², P. & Endmann², D.

Affiliations
¹National Autonomous University of Mexico (UNAM) &
²University of Wuppertal (BUW)



INTRODUCTION

- **Global Crisis:** Suicidal behavior among youth is a leading cause of death worldwide. In Mexico, suicide rates among those aged 15-19 rose by 114% between 2017 and 2022.
- **The Role of Teachers:** Teachers are crucial first responders due to their proximity to students, but they often lack the personal resources and professional training to manage emotional crises effectively.
- **Dual Challenge:** Educators face high workloads and stress (e.g., 60% of German teacher-training students report exhaustion), which impairs their own emotional regulation and, consequently, the quality of support they can provide.
- **Project Goal:** To develop, implement, and evaluate an integrated training program that combines Dialectical Behavior Therapy (DBT) skills with the Collaborative Assessment and Management of Suicidality (CAMS) framework.

PREVIOUS WORK

- **DBT Effectiveness:** Research in Mexico shows DBT reduces emotional dysregulation in youth, but its application directly to teachers' personal resources is a novel frontier.
- **CAMS Framework:** A scientifically evidenced approach for clinical and university settings that emphasizes a collaborative alliance to validate emotional pain and identify specific suicide "drivers".
- **Integrated Models:** The project builds on the Dynamic Model of Suicidal Risk Orders (MODORIS), which focuses on community-based, stepped-care interventions where non-clinical actors (teachers) provide early identification and referral.



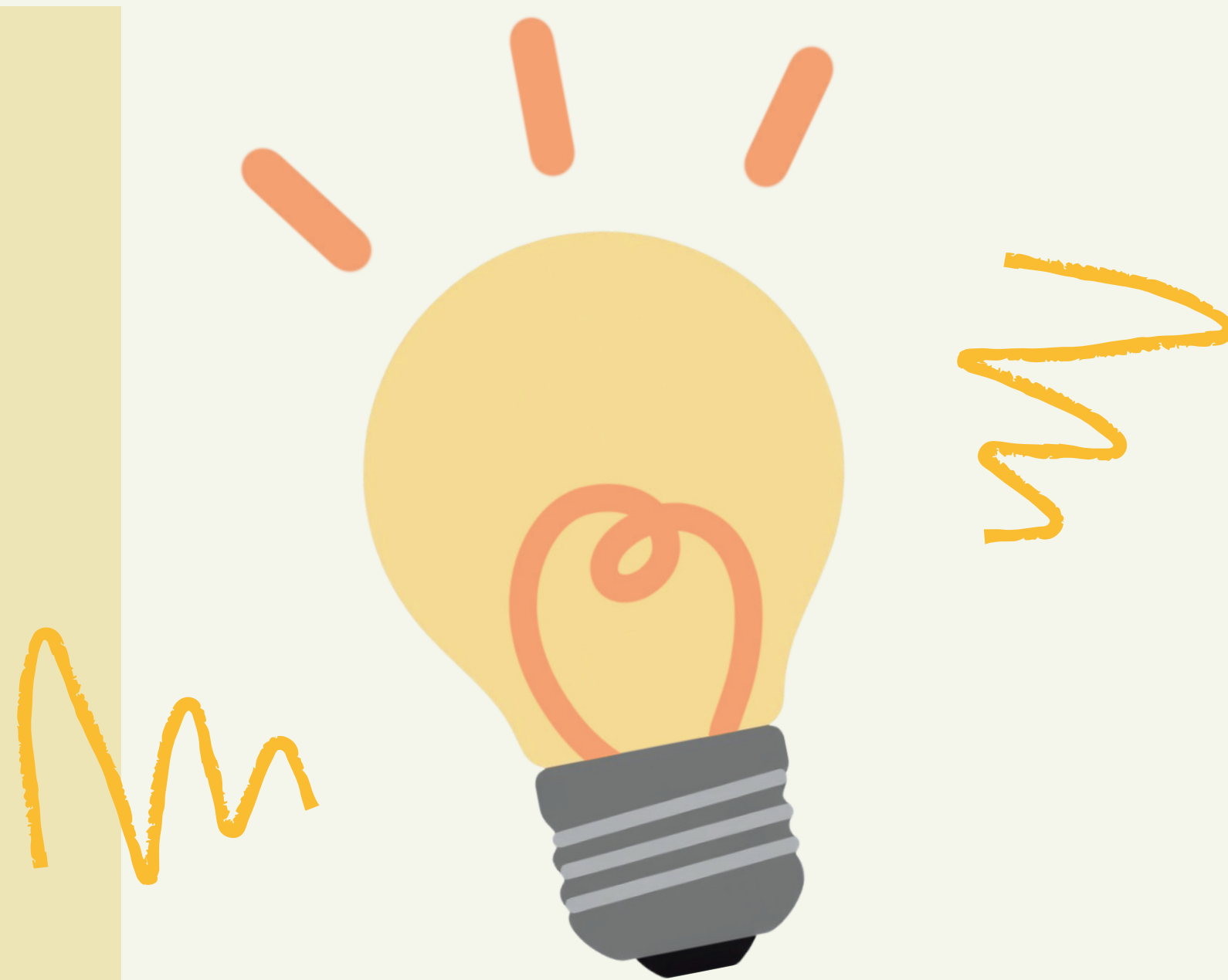
SAMPLES

- Mixed-Methods Quasi-Experimental Design:**
The project uses a pre/post-test design with 3- and 6-month follow-ups.
- Target Population (Samples):**
- Mexico: 100 secondary and high school teachers from public schools in Mexico City.
 - Germany: 100 Master-level teacher-training students from the University of Wuppertal.
- Key Measurements:**
- Emotional Regulation: Measured via the Emotion Regulation Questionnaire (ERQ-ME).
 - CAMS Competencies: Evaluated through custom checklists assessing validation skills and safety planning.
 - Qualitative Data: Semi-structured interviews to capture teachers' personal experiences and perceived feasibility.



EXPECTATIONS

- **Increased Competency:** Participants are expected to show significantly higher skills in identifying and managing suicide risk at post-test and follow-up.
- **Enhanced Self-Efficacy:** Teachers will feel more confident in addressing suicidal behaviors within their scope of practice without feeling overwhelmed by "clinical" responsibilities.
- **Personal Resilience:** An expected increase in teachers' own emotional regulation skills, leading to better stress management and self-care.
- **Bilateral Contributions:** Development of bilingual (Spanish/German) instructional materials and a validated "Train-the-Trainer" operational model ready for institutional adoption.



PROJECT- AND SUBJECT-RELATED LIST OF PUBLICATIONS

Arenas-Landgrave, P. et al. (in publ.). Implementación del Abordaje CAMS: Desafíos y Aprendizajes Clínicos en Profesionales Mexicanos.

Buchwald, P. & Begic, P. (2020). School absenteeism: through the lens of conservation of resources theory. In K.A. Moore & P. Buchwald (Eds.), Stress and anxiety – theory, practice and measurement, 119–128.

Hermosillo de la Torre, A., Arteaga, S., Arenas, P. et al. (2023). DBT-PAHSE Intervention for Reduce Emotion Dysregulation and Suicide Behavior in Mexican Early Adolescents: A Longitudinal Study. Healthcare, 11(9), 1-15. <https://doi.org/10.3390/healthcare11091311>

Jobes, D. (2023). Managing Suicidal Risk. A Collaborative Approach. The Guilford Press.