



SEDILLO'S RESILIENCY THEORY OF SUICIDAL IDEATION: UTILIZING SEDILLO/COMALLIE-CAPLAN-(SOAR) SUICIDE OBSERVATION ASSESSMENT OF RESILIENCY

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Abstract

The purpose of this study was to collect data pertaining to Sedillo's Resiliency Theory of Suicidal ideation utilizing the Sedillo/Comallie-Caplan-(SOAR) Suicide Observation Assessment of Resiliency to measure its effectiveness as an assessment tool. The study directed subjects to present recommendations of what worked or did not who participated in a session utilizing this assessment tool in order to revamp and make the assessment more user friendly when administering. Benefits are enormous as this assessment could provide individuals to deter suicide or suicidal ideation because the tool pinpoints negative and positive external/internal resiliency factors, resulting in locating and providing a solution at a faster pace. The assessment is also designed for all subjects ranging from ages 18-60+ and include all sexual orientations, gender/sex identities, gifted, and non-gifted individuals. Other benefits contribute to improved assessment of suicidal risk and protective factors, and improved interventions for individuals at risk for suicide.

Keywords

LGBTQ, Gifted, Suicidal Ideation, Suicide, Assessment, Risk, Resiliency

In 2013, a dissertation was conducted entitled "A Retrospective Study of Gay Gifted, Young Adult Males' Perceptions of Giftedness and Suicide" (Sedillo, 2013). Using data analysis, grounded theory, constant comparative strategy, and basic qualitative analysis, revealed from this study a better understanding of the experiences of gay gifted, non-gay gifted, heterosexual gifted, and non-gifted heterosexual adolescents regarding issues of suicide and suicidal ideation. Questionnaire responses and in-depth interviews offered a preliminary picture of the internal and external factors that provided these males with protection against suicidal ideation or could have led them toward suicide.

The findings from this study suggest that the members of the different groups differ vastly in their encounters with suicide and suicidal ideation. Interactions with the stress of life as an adolescent, mental health, and encounters with depression are always deeply personal in nature. As intelligence and sexuality interact in the process of suicidal ideation, the question is not who may or may not engage in suicidal ideation to a greater degree, but why individuals in each subgroup process life problems differently.

The result of this study proposed Sedillo's Theoretical Framework of Suicidal Ideation (Sedillo, 2013) with the need for an assessment instrument regarding gay gifted adolescents and suicide. As this study began there was a search among the many assessments for suicidal ideation to determine what instruments were appropriate for use with this unique population. Pocket guides, ex-post facto assessments for those who had committed suicide were located. However, nothing appeared to exist for counselors, therapists, or educators to use to assess gay gifted individuals who might not yet even be considering suicide but who appear to be at risk of engaging in suicidal ideation among gay gifted youth.

An assessment instrument was developed from this study first titled Resiliency Inventory Suicide Evaluation (RISE) to be used in conjunction with Sedillo's Resiliency Theory of Suicidal Ideation. The assessment's title was changed to Sedillo/Comallie-Caplan-(SOAR) Suicide Observation Assessment of Resiliency.

(SOAR) Suicide Observation Assessment of Resiliency

This assessment is a unique tool that can assist counselors/therapists in identifying internal and external risk factors which could lead to suicide or suicidal ideation. The foundation of Sedillo's Resiliency Theory of Suicidal Ideation's is that: All individuals need to have a connection with an individual, group, or organization which can encounter Positive Internal/External Resiliency Factors (Sedillo, 2013). These factors can have a negative or positive effect on the individual. Therefore, the individual needs to have access to Positive Internal/External Resiliency Factors in order for the individual to deter from suicidal ideation or in worst-case the advent of suicide.

If the individual encounters unconstructiveness from the Negative External/Internal Resiliency Factors it must be replaced with Positive Internal/External Resiliency Factors. The more positive factors that the individual controls and embraces will counteract the individual's negative factors. The closer the similarity of a Negative External/Internal Resiliency Factor with the replacement of a Positive/External/Internal Resiliency Factor is the ideal intervention and the best-case scenario for the deterrence of suicidal ideation.

Next steps were to test the validity, accuracy, and accountability of the Suicide Observation Assessment of Resiliency utilizing human participants. The purpose of this study was to collect data pertaining to Sedillo's Resiliency Theory of Suicidal ideation by utilizing the Sedillo/Comallie-Caplan-(SOAR) Suicide Observation Assessment of Resiliency to measure its effectiveness as an assessment tool. The study conducted, directed the subjects to reveal and present suggested recommendations pertaining to what worked and what did not work by scrutinizing this assessment tool in order to keep any positive attributes and reveal any existing problems. After the subjects' participated in a session utilizing this assessment tool, their recommendations benefitted the revamping of the assessment to make it more user friendly. This occurred with the subjects as well the counselor/therapist who administered the assessment.

Institutional Review Board at New Mexico Highlands University

The study was accepted upon review by New Mexico Highlands University (NMHU) Institutional Review Board (IRB) which has been charged with the responsibility of screening all studies that employ human participants conducted under the auspices of NMHU. The study was deemed Full Committee Review meaning that the proposed study may create more than minimal risk to human participants.

The title of the investigation was Sedillo's Resiliency Theory of suicidal Ideation Sedillo/Comallie-Caplan-(SOAR) Suicide Observation Assessment of Resiliency. The Principal Investigator was Dr. PJ Sedillo (Associate Professor of Special/Gifted Education) and the other individual involved was Lori Comallie-Caplan (Counselor, Coach and Consultant for the Gifted).

Participants & Recruitment

The participant population ranged from ages 18-60+ and included all sexual orientations, gender/sex identities, and gifted, non-gifted individuals. There was no recruitment as all of the participants were current and previous clients of the licensed Counselor Lori Comallie-Caplan. The participants were not required to consent to research in order for them to begin or stay in therapy that would be extremely unethical. The therapist asked those who were previously and are already engaged in therapy to complete the assessment whether or not they have been determined to be at risk for suicide.

Data Collection

All data collected was stored in a secure location at the licensed counselor's office. When reviewing the data all participants were provided pseudonyms; therefore, the Principal Investigator (Dr. PJ Sedillo) and the participants were not able to be identified. This ensured that the subjects were only identifiable by the counselor (Lori Comallie-Caplan). When presenting the data, the use of pseudonyms will be continued. The participants will also not be able to identify their own or other participant's demographics, job, and minority status. The research will not require participants to be uniformed, mislead, or misinformed about any aspects of the research.

Risks Associated with this Study

The participants could have been exposed to stress, discomfort, or risk (physical, psychological, or social). However, the participants had the assessment administered by a licensed counselor- Lori Comallie-Caplan who had been or was providing therapy. The counselor was able to assess any risk and continue an ongoing relationship of therapy or provide recommendations for the clients who were no longer engaging in therapy.

The licensed therapist/counselor also provided the clients the opportunity to build resilience by building on the following protective factors. The focus was on five major areas:

1. The participants could have been exposed to stress, discomfort, or risk (physical, psychological, or social).
2. The participants had the assessment administered by a licensed counselor who had provided therapy in the past or is providing current therapy.
3. The counselor was able to assess any risk and continue an ongoing relationship of therapy or offer the client to reengage in therapy.
4. Finally, if the client is actively suicidal, the therapist would provide protective factors.
5. The subject was provided information immediately upon completion of the assessment tool. Ongoing sessions will be available to address the problems that arise and provide positive solutions.

Benefits

The benefits for this study are enormous as this assessment could provide individuals to deter suicide or suicidal ideation. This is a unique assessment tool as it pinpoints what are the triggers for suicidal ideation or the act of suicide and the assessment results in providing a solution at a faster pace. The assessment was also designed for all subjects who will range from ages 18-60+ and will include all sexual orientations, gender/sex identities, and gifted, non-gifted individuals. The potential benefits of this research appear substantial, as the assessment could contribute to the improved assessment of suicidal risk, and both improved protective factors and interventions for individuals at risk of suicide.

Results and Recommendations from the Licensed Counselor/Therapist Utilizing SOAR with Subjects.

Lori Comallie-Caplan (counselor/therapist) was able to get a few participants of the right age. It must be noted that if participants were to be allowed below the age 18, it would have been easier to locate more participants. Below is a list of participants, all past clients that were at one time suicidal. Following the list are the summaries of their external and internal resiliency factors and recommendations.

1. BT age 18 – A heterosexual gifted Hispanic male (he/him) who is a freshman in college working on an undergraduate degree in psychology.
2. EX age 20 – A non-binary gifted Anglo female (they/them) who is a sophomore in college working on an undergraduate degree in mental health with aspirations of a Ph.D. in Clinical Psychology.
3. CX – age 21 – A heterosexual gifted Anglo male (he/him) who spent two years at college, then a semester abroad. He is taking a year leave and will be returning to college fall of 2024 to complete a degree in film.
4. KT age 23 – A heterosexual gifted Anglo female (she/her) graduate with bachelor’s degree in psychology who was working as an Assistant Behavior Analyst, now temporarily living and working abroad for a year.
5. DN age 23– A bisexual gifted Hispanic male (he/him) who is a senior at college finishing his degree after taking a semester off.
6. NL age 20 – A gay gifted Anglo male (he/him) who completed 2 years of college, then got his certification as a paralegal. He is now working as a paralegal.

Participants Summary & Recommendations

1. Name: BT - Result Summary

External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Societal Affiliations/Social Interaction <i>Assets:</i> Relationships with Mother, P/M Grandmothers, M Aunt, P Uncle, Enrique (BF) <i>Challenges to be overcome:</i> Relationship with Sister	Comprehensive Knowledge <i>Assets:</i> Intelligent, Educated, Analyzer, Pursuit of Knowledge, Autonomy, Reason Logically, <i>Challenges to be overcome:</i> Perfectionism
External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Social Settings <i>Assets:</i> <i>Challenges to be overcome:</i> K-12 School Experience	
Social Status <i>Assets:</i> <i>Challenges to be overcome:</i> Popularity	

<p>Societal Opinions and Assumptions <i>Assets: Challenges to be overcome:</i> Family, friend, teacher, Peer opinions</p>	<p>Self-Awareness/Self-Understanding <i>Assets:</i> Love of Life, Realist, Passionate, Determined Humorous, Ability to Support Self, Sexuality, integrity, morality <i>Challenges to be overcome:</i></p>
<p>Achievement <i>Assets: Challenges to be overcome:</i> Achieving Awards, Grade Stress</p>	<p>Achievement <i>Assets:</i> <i>Challenges to be overcome:</i></p>
<p>Religion <i>Assets: Challenges to be overcome:</i></p>	<p>Numinous Experiences <i>Assets:</i> Life force within, Soul, Belief System, Faith, Spirituality, Fear of Hell, Karma, Spiritual Morals <i>Challenges to be overcome:</i></p>
<p>Educational Opportunities <i>Assets: Challenges to be overcome:</i></p>	
<p>Medication/Drugs <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Physical/Mental Pain <i>Assets:</i> <i>Challenges to be overcome:</i> Anxiety</p>
<p>Athletics <i>Assets: Challenges to be overcome:</i></p>	<p>Physical Changes <i>Assets:</i> Sexuality, Sexual Orientation, Gender Identification <i>Challenges to be overcome:</i> Body Image</p>
<p>The Arts and Hobbies <i>Assets:</i> Journaling, Music <i>Challenges to be overcome:</i></p>	
<p>Pets <i>Assets:</i> Dog <i>Challenges to be overcome:</i></p>	
<p>Future <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Stratagems and Coping Mechanisms <i>Assets:</i> Life has a purpose, Desire to Live, Dreams and Goals, One day at a time <i>Challenges to be overcome:</i> There’s always tomorrow</p>

Name: BT – Result Summary of Experience

Initially BT was seen in counseling for family counseling. There was a therapeutic break but as a junior and senior in high school, he sought out counseling to help him “manage my high levels of anxiety and seek guidance in times that I felt lost”. He expressed that he enjoyed doing the assessment, but struggled to understand some of the questions. Recommendations were provided for overcoming the anxiety associated with how others feel about you; taming adult anxiety, and overcoming perfectionism. He reported he found the results and the insight the assessment provided to be incredibly helpful. He was unaware of how many more assets he had rather than challenges and that the results of the assessment increased his life satisfaction and mental health. He also chose to reengage in therapy to continue to address anxiety and some depression regarding adjustment to college. BT did make suggestions on how to clarify some of the items on the assessment.

2. Name: EX- Result Summary

<p>External Resiliency Factors Concrete Concepts</p>	<p>Internal Resiliency Factors Abstract Concepts</p>
<p>Societal Affiliations/Social Interaction <i>Assets:</i> Relationships with Paternal Grandfather, Maternal Uncle, Maternal Aunt, Paternal Uncle, Partner, Teachers, Psychiatrist, Counselor, Roommate <i>Challenges to be overcome:</i></p>	<p>Comprehensive Knowledge <i>Assets:</i> Problem Solver, Analysis Skills, Knowledgeable <i>Challenges to be overcome:</i></p>
<p>Social Settings <i>Assets: Challenges to be overcome:</i></p>	
<p>Social Status <i>Assets: Challenges to be overcome: Finances</i></p>	
<p>Societal Opinions and Assumptions <i>Assets:</i> Friends Opinions <i>Challenges to be overcome:</i></p>	<p>Self-Awareness/Self-Understanding <i>Assets:</i> Self-Confident, Determined <i>Challenges to be overcome:</i></p>

Achievement <i>Assets:</i> <i>Challenges to be overcome:</i>	Achievement <i>Assets:</i> <i>Challenges to be overcome:</i>
Religion <i>Assets:</i> <i>Challenges to be overcome:</i>	Numinous Experiences <i>Assets:</i> <i>Challenges to be overcome:</i>
External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Educational Opportunities <i>Assets:</i> <i>Challenges to be overcome:</i>	
Religion <i>Assets:</i> <i>Challenges to be overcome:</i>	Numinous Experiences <i>Assets:</i> Satisfaction with Life, Concept of Soul, Spirituality, Religious beliefs <i>Challenges to be overcome:</i>
Medication/Drugs <i>Assets:</i> Medication that is effective <i>Challenges to be overcome:</i>	Physical/Mental Pain <i>Assets:</i> <i>Challenges to be overcome:</i> History of Mental Abuse
Athletics <i>Assets:</i> <i>Challenges to be overcome:</i>	Body Image <i>Assets:</i> <i>Challenges to be overcome:</i>
The Arts and Hobbies <i>Assets:</i> Knitting, Crocheting, Digital Art <i>Challenges to be overcome:</i>	
Pets <i>Assets:</i> <i>Challenges to be overcome:</i>	
Future <i>Assets:</i> <i>Challenges to be overcome:</i>	Stratagems and Coping Mechanisms <i>Assets:</i> Dreams and Goals, Facing Challenges Head-On <i>Challenges to be overcome:</i>

Name: EX – Result Summary of Experience

EX originally sought out counseling at age 10 due to trauma experienced at school. After terminating counseling, EX sought out counseling again when they were 16 for depression due to childhood emotional abuse and chronic illness. EX reported that the assessment experience was overall “a positive experience, and that taking the time to evaluate what I do and don’t have going for me across a spectrum of areas was useful.” EX was provided recommendations for overcoming childhood mental abuse. EX also made some observations about questions that were unclear and made recommendations for clarity. EX is continuing in counseling where they are attending college.

3. Name: CX - Result Summary

External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Societal Affiliations/Social Interaction <i>Assets:</i> Relationship with mother, paternal grandmother and grandfather <i>Challenges to be overcome:</i>	Comprehensive Knowledge <i>Assets:</i> Gifted, Intelligence <i>Challenges to be overcome:</i>
Social Settings <i>Assets:</i> <i>Challenges to be overcome:</i> K-12 school	
Social Status <i>Assets:</i> <i>Challenges to be overcome:</i> SES	
Societal Opinions and Assumptions <i>Assets:</i> Family Teacher and Peer Opinions <i>Challenges to be overcome:</i>	Self-Awareness/Self-Understanding <i>Assets:</i> Optimist, passionate, determined, desire to live, ability to support self <i>Challenges to be overcome:</i>

Achievement Assets: Challenges to be overcome:	Achievement Assets: Challenges to be overcome:
Religion Assets: Challenges to be overcome:	Numinous Experiences Assets: Challenges to be overcome:
Educational Opportunities Assets: College Challenges to be overcome:	
Religion Assets: Challenges to be overcome:	Numinous Experiences Assets: Challenges to be overcome:
Medication/Drugs Assets: Challenges to be overcome:	Physical/Mental Pain Assets: Challenges to be overcome:
Athletics Assets: Challenges to be overcome:	Body Image Assets: Challenges to be overcome:
The Arts and Hobbies Assets: Writing screen plays Challenges to be overcome:	Physical Changes: Assets: Confident in Sexuality Challenges to be overcome:
Pets Assets: Cats and Dogs Challenges to be overcome:	

Name: CX – Result Summary of Experience

CX was originally engaged in counseling as a five-year-old child who was thought to be on the Autism Spectrum. CX was found to be highly gifted. CX met therapeutic goals and was terminated from counseling but returned as an elementary student who was having difficulties with emotional regulation and attention. CX met therapeutic goals and was terminated and again sought counseling as a high school student experiencing social problems with peers. CX met therapeutic goals and was terminated before he left for college. CX is currently engaged in counseling due to a traumatic experience that happened in college. There was a suspension in counseling when CX moved to another country for a semester. CX returned to counseling when returning from abroad and was still experiencing depression regarding the trauma experienced in college. CX found the experience to be beneficial. CX’s trauma experience had led to the “death” of pursuing his career dreams. After the assessment, CX learned that he didn’t have to allow the trauma experience to have “power over his future. I don’t have to give up my life goals.” CX was able to refocus on his assets instead of his challenges. CX is now participating in counseling and ketamine treatments to overcome the depression related to the trauma.

4. Name: KT - Result Summary

External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Societal Affiliations/Social Interaction Assets: Relationship with father, paternal grandmother and grandfather, aunt and uncle and co-worker Challenges to be overcome:	Comprehensive Knowledge Assets: Intelligence, Educated, Analyzer, Knowledgable, Reasons Logically Challenges to be overcome:
Social Settings Assets: The home environment, parents home environments Challenges to be overcome:	
Social Status Assets: Ability to travel, Role Models, Intelligence, Education Challenges to be overcome:	
Societal Opinions and Assumptions Assets: Challenges to be overcome:	Self-Awareness/Self-Understanding Assets: Positive Outlook, Optimism, Passionate, Determined, Stubborn, Empowered, Desire to Live, Ability to support self, Intelligent, Inner Strength Challenges to be overcome:

Achievement <i>Assets:</i> Awards, Achieving Goals, Grades <i>Challenges to be overcome:</i>	Achievement <i>Assets:</i> <i>Challenges to be overcome:</i>
Religion <i>Assets:</i> <i>Challenges to be overcome:</i>	Numinous Experiences <i>Assets:</i> Life force within, Spirituality, the Universe, Spiritual Moral Code <i>Challenges to be overcome:</i>
Educational Opportunities <i>Assets:</i> <i>Challenges to be overcome:</i>	
External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Religion <i>Assets:</i> <i>Challenges to be overcome:</i>	Numinous Experiences <i>Assets:</i> <i>Challenges to be overcome:</i>
Medication/Drugs <i>Assets:</i> Doesn't use Alcohol to cope <i>Challenges to be overcome:</i>	Physical/Mental Pain <i>Assets:</i> Not Depressed <i>Challenges to be overcome:</i>
Athletics <i>Assets:</i> <i>Challenges to be overcome:</i>	Body Image <i>Assets:</i> <i>Challenges to be overcome:</i>
The Arts and Hobbies <i>Assets:</i> Baking, Painting and writing <i>Challenges to be overcome:</i>	Physical Changes: <i>Assets:</i> Confident in Gender Identity <i>Challenges to be overcome:</i>
Pets <i>Assets:</i> Cats <i>Challenges to be overcome:</i>	

Name: KT – Result Summary of Experience

KT entered counseling as a high school student seeking assistance for high levels of anxiety due to perfectionism. She met therapeutic goals and terminated from counseling. She reengaged in therapy in her senior year of college to help with relationship problems. When KT engaged in the assessment process, she and her new partner had just applied for a program to work abroad. There was quite a bit of anxiety regarding going overseas with a partner, but after the assessment and reflecting about her internal and external assets, she had “the confidence to move forward with my plans.” Recommendations for increasing happiness and contentment in life were provided. KT left the country two weeks later.

5. Name: DN - Result Summary

External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Societal Affiliations/Social Interaction <i>Assets:</i> Relationship with sibling, Relationship with Maternal Grandmother <i>Challenges to be overcome:</i>	Comprehensive Knowledge <i>Assets:</i> Educated, Ability to solve Challenges, Analyzer <i>Challenges to be overcome:</i> lack of curiosity
Social Settings <i>Assets:</i> <i>Challenges to be overcome:</i>	
External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Social Status <i>Assets:</i> Finances, travel, role model, athleticism, Education <i>Challenges to be overcome:</i>	
Societal Opinions and Assumptions <i>Assets:</i> Opinions of Peers <i>Challenges to be overcome:</i>	Self-Awareness/Self-Understanding <i>Assets:</i> humorous, comfortable with introversion (but makes social things harder to do), desire to be right, sexuality, positive attitude <i>Challenges to be overcome:</i> respect for self, lack of patience, lack of contentment, lack of empowerment

<p>Achievement/Educational Opportunities <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Achievement <i>Assets:</i> <i>Challenges to be overcome:</i></p>
<p>Religion <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Numinous Experiences <i>Assets:</i> <i>Challenges to be overcome:</i></p>
<p>Religion <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Numinous Experiences <i>Assets:</i> Life force within <i>Challenges to be overcome:</i></p>
<p>Medication/Drugs <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Physical/Mental Pain <i>Assets:</i> <i>Challenges to be overcome:</i> Variable Depression</p>
<p>Athletics <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Physical Attributes/Body Image <i>Assets:</i> comfortable with gender identity and sexual orientation <i>Challenges to be overcome</i> <u>body image</u></p>
<p>The Arts and Hobbies <i>Assets:</i> Writing, Cooking <i>Challenges to be overcome:</i></p>	
<p>Pets <i>Assets:</i> Cat (when visiting sibling) <i>Challenges to be overcome:</i></p>	
<p>Future <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Stratagems and Coping Mechanisms <i>Assets:</i> <i>Challenges to be overcome:</i> lack of hope for the future, unable to use “it gets better” or “life has a purpose” or “I am loved”</p>

Name: DN – Result Summary of Experience

DN originally sought out counseling near the end of his sophomore year of college (which coincided with the start of COVID 19) due to depression and lack of motivation. At the time of the assessment “I did not deliberately put any recommendations into action, as I was at a fairly low point and had no intentions of improving my state for several months. However, now that I am past that low point, I can see that I did make improvements” in line with the recommendations. Recommendations were provided for increasing self-respect; increasing contentment in life and empowerment; and building hope. It was also recommended that DN reengage in counseling. DN made recommendations to leave out sections of the assessment if they did not apply to the person, as in his case, religion.

6. Name: NL - Result Summary

<p>External Resiliency Factors Concrete Concepts</p>	<p>Internal Resiliency Factors Abstract Concepts</p>
<p>Societal Affiliations/Social Interaction <i>Assets:</i> Relationship with father, relationship with sister <i>Challenges to be overcome:</i></p>	<p>Comprehensive Knowledge <i>Assets:</i> Educated, Problem Solver, Curious, Pursuit of Knowledge <i>Challenges to be overcome:</i> the label of “gifted”, analyzer (as in over analyzer)</p>
<p>Social Settings <i>Assets:</i> <i>Challenges to be overcome:</i></p>	
<p>Social Status <i>Assets:</i> Financial Stability, opportunity to travel, popularity <i>Challenges to be overcome:</i></p>	
<p>Societal Opinions and Assumptions <i>Assets:</i> <i>Challenges to be overcome:</i></p>	<p>Self-Awareness/Self-Understanding <i>Assets:</i> Happy, Positive Outlook, Realist, Patient, Humorous, Empowered, Desire to Live, Ability to Support Self <i>Challenges to be overcome:</i> Respect for self</p>
<p>Achievement/Educational Opportunities <i>Assets:</i> Goals and grades <i>Challenges to be overcome:</i></p>	<p>Achievement <i>Assets:</i> <i>Challenges to be overcome:</i></p>

Religion Assets: Challenges to be overcome:	Numinous Experiences Assets: Challenges to be overcome:
Religion Assets: Challenges to be overcome:	Numinous Experiences Assets: Challenges to be overcome:
Medication/Drugs Assets: Challenges to be overcome:	Physical/Mental Pain Assets: Challenges to be overcome: ADHD
Athletics Assets: Challenges to be overcome:	Physical Attributes/Body Image Assets: Sexuality Challenges to be overcome:
The Arts and Hobbies Assets: Challenges to be overcome:	
Pets Assets: Cat Challenges to be overcome:	
External Resiliency Factors Concrete Concepts	Internal Resiliency Factors Abstract Concepts
Future Assets: Positive future think Challenges to be overcome:	Stratagems and Coping Mechanisms Assets: Face challenges head-on, use of schedules and routines Challenges to be overcome:

Name: NL – Result Summary of Experience

Initially NL sought counseling because “I was a child dealing with intense mental health issues that I had no idea how to navigate.” After engaging in counseling, “I was able to get a better handle on myself and finally love myself. Doing the assessment with you years later was a wonderful experience.” “I think the assessment was great because it was able to evaluate some of the issues I’m struggling with currently, being ADHD and self-respect.” “With your assistance and the SOAR’s recommendation, I went to seek medication for it and it’s helping a lot. Further, the assessment picking up on my lack of self-respect I felt was quite impactful as it’s not something I think I show a lot but it’s something my friend who I’ve spent countless times with has said. I don’t treat myself with the respect that I deserve, and I am consistently bending to other people, and the assessment pointing that out was a nice surprise and I look forward to trying and implementing some of the recommendations into my life.” Recommendations were provided to NL regarding self-respect and overanalyzing. After the assessment NL reengaged in counseling.

Recommendations from Subjects and Therapist/Counselor for Changes of SOAR

Recommendations were provided by each of the participants with recommended edits. The first section which includes male/female, gender identities, mother, father, grandmother, and grandfather. It was suggested that we just have the subjects list the names of their family members and then ask them about the challenges. Some of the participants have two mothers or two fathers, etc. Also, there were numerous redundant concepts that really seemed to bother the participants. Within the assessment redundancies were eliminated as well as the duplicates and triplicates.

The Counselor’s Experience

Resilience plays a crucial role in mental health, and research suggests that it can have a significant impact on suicidal ideation. Resilience refers to an individual's ability to adapt, bounce back, and cope with adversity or stressors. Several factors contribute to resilience, including social support, coping mechanisms, problem-solving skills, and a positive outlook. Counselors can use the Suicide Observation Assessment of Resiliency to provide appropriate interventions and support tailored to an individual's needs.

The Suicide Observation Assessment of Resiliency provides individuals (and their counselors) with a comprehensive understanding of their assets and challenges which serves as valuable tool for the personal development of resiliency. This self-awareness empowers individuals to navigate life's complexities with confidence, fostering continuous growth and improvement.

This counselor’s experience with the Suicide Observation Assessment of Resiliency was that the

assessment not only deters suicidal ideation, but the individual received numerous additional benefits. Some benefits observed:

1. **Self-Awareness:** Participants gained self-awareness. Identifying assets and challenges enhances self-awareness. Participants gained a clearer understanding of their strengths and weaknesses, allowing for more informed decision-making and personal development.
2. **Optimized Skill Utilization:** Participants were able to identify assets and challenges which enhanced self-awareness. Participants gained a clearer understanding of their strengths and weaknesses, allowing for more informed decision-making and personal development.
3. **Targeted Personal Development:** Participants gained an awareness of challenges. This awareness served as a foundation for targeted personal development efforts. Participants were able to focus on improving specific areas, seeking opportunities for growth and skill enhancement.
4. **Enhanced Decision Making:** Armed with knowledge about both assets and challenges, participants can make more informed decisions. Understanding one's capabilities and limitations contributes to better choices in setting goals, pursuing opportunities, and managing challenges.
5. **Increased Resilience:** Participants ability to acknowledging challenges fosters resilience. Participants equipped with the awareness of potential obstacles are better prepared to navigate setbacks and overcome difficulties, building mental and emotional strength.
6. **Effective Goal Setting:** The insights gained from the assessment assisted participants in setting realistic and achievable goals. Participants were more able to align their aspirations with their capabilities, which leads to a higher likelihood of success and satisfaction.
7. **Improved Communication:** Understanding personal assets and challenges aids in interpersonal communication. Participants will were better able to articulate their strengths and limitations more effectively, which will promote collaboration and constructive relationships.
8. **Increased adaptability:** Participants had a realistic assessment of their challenges. Participants' awareness of challenges will encourage adaptability. Participants will better be able to develop strategies to cope with changing circumstances, fostering a flexible and resilient mindset.
9. **Positive Mindset and Wellbeing:** The Suicide Observation Assessment of Resiliency is a balanced assessment that emphasizes both assets and challenges which promoted a more holistic view self. This holistic perspective will contribute to a positive mindset, enhancing overall well-being and self-esteem.

Conclusions

The benefits for this study are enormous as this assessment could provide individuals to deter suicide or suicidal ideation. This unique assessment tool pinpoints what is the problem at hand; therefore, resulting in providing a solution at a faster pace. The assessment was also designed for all subject who will range from ages 18-60+ and will include all sexual orientations, gender/sex identities, gifted, and non-gifted individuals. The potential benefits of this research appear substantial, as the assessment could contribute to improved assessment of suicidal risk and protective factors and improved interventions for individuals at risk for suicide. Next steps are to conduct different client sessions by certified counselor/therapists to obtain more conclusive data in order to support the validity of the SOAR assessment.

References

- Sedillo P. J. (2013). *A retrospective study of gay gifted, young adult males' perceptions of giftedness and suicide* (Unpublished doctoral dissertation). University of New Mexico, Albuquerque.