

Additional File 1. Summary of the IPC-A-SCI Intervention Manual

Title: *Advisory Crisis Intervention to Reduce Suicidal Risk and Depressive Symptoms (IPC-A-SCI)*

The IPC-A-SCI is a short-term, structured intervention based on the *Interpersonal Counseling (IPC)* model.

It is an adaptation for paraprofessional counselors (*resilience supporters*) of the original *Ultra-Brief Crisis IPT-A-Based Intervention for Suicidal Children and Adolescents (IPT-A-SCI)* developed by **Catalan et al. (2020)** and implemented at Schneider Children's Medical Center of Israel.

Reference:

Catalan LH, Frenk ML, Spigelman EA, Engelberg Y, Barzilay S, Mufson L, et al. *Ultra-Brief Crisis IPT-A Based Intervention for Suicidal Children and Adolescents (IPT-A-SCI) Pilot Study Results. Frontiers in Psychiatry.* 2020;11:553422.

Purpose and Theoretical Basis

The intervention aims to reduce suicidal risk and depressive symptoms among children and adolescents by strengthening emotional regulation, interpersonal functioning, and family collaboration.

It is grounded in the *Interpersonal Theory of Depression and Suicidality*, which views emotional distress as closely linked to interpersonal difficulties that both contribute to and result from the crisis.

Structure and Implementation

- **Duration:** 5–8 weekly sessions (45–60 minutes each).
- **Facilitators:** Trained paraprofessional *resilience supporters* supervised by licensed clinicians.
- **Setting:** Outpatient clinic for depression and suicidality.
- **Participants:** Child/adolescent and parents; both parents are encouraged to attend the first and last sessions.
- **Safety:** Continuous risk assessment and monitoring throughout the intervention.

Session Outline

Sessions 1–2 – Engagement, Risk Assessment, and Safety Planning

Establish rapport with the adolescent and family; conduct structured risk assessment; provide psychoeducation; and co-create a *Safety Plan* including warning signs, coping strategies, support contacts, and safety measures.

Session 3 – Interpersonal Mapping and Problem Area Definition

Map the adolescent’s social world using *Circles of Closeness* and an *Interpersonal Inventory*; define the main interpersonal problem area (*grief, interpersonal conflicts, role transitions, or deficits in interpersonal skills*); coordinate with school staff to align support.

Sessions 4–7 – Skill Building

Teach and practice emotional, behavioral, and interpersonal coping skills through modeling, role-play, and between-session assignments.

Parents act as co-therapists, reinforcing skills and recognizing early warning signs.

Session 8 – Review and Future Planning

Summarize progress, review the safety plan, discuss anticipated stressors and supports, reassess risk, and recommend follow-up or referral as needed.

Core Principles

- Crisis-oriented, short-term, and solution-focused.
- Collaboration among adolescent, parents, and school.
- Delivered by trained non-professionals under professional supervision.
- Emphasis on hope, safety, and preservation of life.

The full intervention manual (IPC-A-SCI) is available from the corresponding author upon reasonable request.