

Item no.	Statement	Percent rated as essential or important					
		Round 1			Round 2		
		Youth	Professional	Item results	Youth	Professional	Item results
	PART 1: General principles for actively involving young people in suicide research						
	Section 1: Staffing needs and expertise						
	Researchers should include a mental health clinician						
1	(hereafter referred to as clinician) on the research team	96.30%	53.57%	Rerate	83.33%	48.00%	Exclude
	Researchers should always involve clinicians in suicide research that actively involves young people with lived or						
2	living experience			New item	83.33%	44.00%	Exclude
	Researchers should only involve clinicians if the suicide research project is clinically-based (e.g., testing a clinical						
3	intervention)			New item	16.67%	40.00%	Exclude
	<i>If there is a clinician on the research team, they should:</i>						
	be slightly removed from day-to-day research involvement activities (e.g., play an advisory role to research team but should not be a clinician-researcher who is						
4	embedded in the research team)	51.85%	39.29%	Exclude			
	only be involved in supporting involvement activities that						
5	last longer than an hour	25.93%	3.57%	Exclude			
	offer emotional support to researchers (e.g., debrief, support to manage difficult scenarios and young people's						
6	wellbeing)	81.48%	82.14%	Include			
7	establish safety protocols	92.59%	78.57%	Rerate	95.83%	80.00%	Include
8	be present for all involvement activities	59.26%	14.29%	Exclude			
	be available on call for young people to contact them for						
9	support	62.96%	67.86%	Exclude			
	be available on call for researchers to contact them for						
10	support	66.67%	71.43%	Exclude			
	be responsible for responding to young people's						
11	psychological distress	59.26%	50.00%	Exclude			
	contact young people to offer support before the						
12	involvement activity begins (e.g., for a short phone call)	74.07%	21.43%	Exclude			
	be available to young people for them to contact after the						
13	involvement activity ends for an agreed amount of time (e.g.,						
	1 hour)	77.78%	57.14%	Exclude			
	only be available to support young people during business						
14	hours			New item	37.50%	48.00%	Exclude
15	provide one-off, not ongoing, support			New item	33.33%	64.00%	Exclude
16	be embedded within the research team			New item	79.17%	68.00%	Exclude
	Researchers should have a nominated person on the team for young people to communicate with about their safety						
17	and wellbeing	100.00%	96.43%	Include			
	Researchers should communicate with young people only						
18	during business hours	40.74%	21.43%	Exclude			
	If communicating with young people via phone call or text message, researchers should only do so using work devices,						
19	not their personal devices	81.48%	67.86%	Rerate	83.33%	80.00%	Include
	Researchers should ensure at least one member of the research team has experience in talking to young people						
20	about suicide	88.89%	100.00%	Include			
	<i>Researchers should consult with clinicians when:</i>						
21	designing involvement activities	85.19%	57.14%	Rerate	70.83%	56.00%	Exclude
	developing risk management protocol and mitigation						
22	strategies	100.00%	89.29%	Include			

23	providing emotional support to young people during involvement activities <i>Researchers should make the role and availability of the clinician clear to:</i>	100.00%	64.29%	Rerate	87.50%	68.00%	Exclude
24	young people	100.00%	96.43%	Include			
25	the whole research team	100.00%	96.43%	Include			
26	Researchers should employ a peer researcher on the research team	74.07%	64.29%	Exclude			
27	Researchers should provide a range of support options for young people	100.00%	92.86%	Include			
28	Researchers should ensure multiple staff members are present at involvement activities (e.g., to allow for staff members to leave involvement activities to attend to young people who need additional support or become distressed)	88.89%	92.86%	Include			
29	If it is deemed unnecessary, or it is not possible, to have a clinician on the research team, researchers should partner with community organisations that can provide support to young people with lived or living experience.			New item	87.50%	92.00%	Include
30	The role of any clinician on the research team should be determined collaboratively between the clinician, the researcher, young people. <i>When conducting involvement activities with First Nations young people:</i>			New item	58.33%	84.00%	Exclude
31	involvement activities should be facilitated by First Nations people	74.07%	71.43%	Rerate	58.33%	68.00%	Exclude
32	clinicians available to young people should be First Nations people	66.67%	60.71%	Exclude			
33	Research teams that involve young people in suicide research should have at least one member of the research team who has a lived or living experience of suicide <i>Researchers who involve young people in suicide research should:</i>	70.37%	46.43%	Exclude			
34	have lived or living experience of suicide themselves	51.85%	21.43%	Exclude			
35	not have lived or living experience of suicide themselves <i>If researchers have their own lived or living experience of suicide they should:</i>	18.52%	3.57%	Exclude			
36	not disclose their own lived or living experience	18.52%	0.00%	Exclude			
37	disclose their own lived or living experience	40.74%	7.14%	Exclude			
38	not assume their own lived or living experience is relevant to the project	70.37%	67.86%	Exclude			
39	only disclose aspects of their own lived or living experience that they deem are relevant to the project	66.67%	60.71%	Exclude			
40	Research institutions should have a policy about if and how researchers share their own lived or living experience with young people actively involved in their research	92.59%	64.29%	Rerate	87.50%	80.00%	Include
Section 2: Recruiting young people for active involvement in suicide research							
41	In any application process, researchers should ask young people if they have had recent suicidal thoughts or feelings	96.30%	50.00%	Rerate	87.50%	48.00%	Exclude
42	Unless is it necessary for the purpose of the research, researchers should not ask young people to disclose the details of their lived or living experience	74.07%	89.29%	Rerate	75.00%	88.00%	Exclude
43	If asking young people if they have had current or recent suicidal thoughts or feelings, researchers should ask young people to provide details (e.g., frequency)			New item	54.17%	36.00%	Exclude

<i>Researchers should not automatically exclude young people from active involvement in suicide research due to:</i>					
44	current suicidal thoughts or feelings (e.g., within last 2 days)	44.44%	57.14%	Exclude	
45	recent suicidal thoughts or feelings (e.g., within last 2 weeks)	77.78%	64.29%	Exclude	
46	current self-harm (e.g., within last 2 days)	48.15%	46.43%	Exclude	
47	recent self-harm (e.g., within last 2 weeks)	70.37%	53.57%	Exclude	
48	not being legally an adult (e.g., under 18 in Australia)	55.56%	64.29%	Exclude	
<i>Researchers should exclude young people from active involvement in suicide research if they:</i>					
49	report current suicidal thoughts or feelings (e.g., within last 2 days)		New item	50.00%	44.00% Exclude
50	report recent suicidal thoughts or feelings (e.g., within last 2 weeks)		New item	12.50%	24.00% Exclude
51	report current self-harm (e.g., within last 2 days)		New item	37.50%	36.00% Exclude
52	recent self-harm (e.g., within last 2 weeks)		New item	12.50%	20.00% Exclude
53	are under the age of being considered an adult by the law		New item	16.67%	12.00% Exclude
<i>If including young people with current (e.g., within last 2 days) suicidal thoughts or feelings, researchers should require young people to have the following appropriate supports in place:</i>					
54	professional (e.g., psychologist)	88.89%	71.43%	Rerate	66.67% 76.00% Exclude
55	informal (e.g., friends or family)	77.78%	75.00%	Rerate	91.67% 80.00% Include
56	a safety plan		New item	95.83%	96.00% Include
If researchers are seeking to involve someone with lived or living experience, they should specify what type of lived or living experience they are looking for (e.g., being bereaved from suicide of someone, personal experience of suicidal thoughts or feelings)					
57	thoughts or feelings)	77.78%	92.86%	Rerate	91.67% 92.00% Include
Researchers should follow up with young people if they flag in the recruitment process they have current suicidal thoughts or behaviours (e.g., provide contact details of telephone/online support services)					
58	telephone/online support services)		New item	87.50%	92.00% Include
Researchers should be open and honest with young people at the recruitment stage about potential risks and safety measures that will be put in place					
59	measures that will be put in place		New item	100.00%	100.00% Include
Researchers should screen young people to assess if they are well enough to be actively involved in suicide research prior to their active involvement					
60	to their active involvement	81.48%	64.29%	Rerate	50.00% 64.00% Exclude
Researchers should assess if young people are well enough to be actively involved on a case-by-case basis					
61	to be actively involved on a case-by-case basis	74.07%	67.86%	Exclude	
<i>Researchers should assess if young people are well enough to be actively involved through consulting with:</i>					
62	the young person	100.00%	96.43%	Include	
the young person's parents/guardians (if the young person is under the age of being considered an adult by the law)					
63	law)	48.15%	64.29%	Exclude	
others who know the young person (e.g., organisations they're involved with, clinicians, other named contacts)					
64	they're involved with, clinicians, other named contacts)	40.74%	39.29%	Exclude	
<i>Those responsible for assessing if young people are well enough to be actively involved should be:</i>					
65	clinicians	92.59%	57.14%	Rerate	75.00% 48.00% Exclude
66	researchers	44.44%	60.71%	Exclude	
67	peer researchers	40.74%	42.86%	Exclude	
68	people with lived or living experience of suicide	40.74%	28.57%	Exclude	
69	the young people applying to be actively involved	74.07%	78.57%	Rerate	95.83% 96.00% Include

<i>The responsibility of determining if a young person is well enough to be actively involved should be shared between:</i>							
70	young people and researchers		New item	62.50%	64.00%	Exclude	
71	clinicians and researchers		New item	54.17%	36.00%	Exclude	
72	young people, researchers, and clinicians		New item	87.50%	80.00%	Include	
73	young people and clinicians		New item	79.17%	48.00%	Exclude	
74	Researchers should trust young people's judgement about whether or not they feel well enough to take part	70.37%	78.57%	Rerate	83.33%	76.00%	Exclude
75	Young people should consider the potential impact of active involvement on their wellbeing	100.00%	96.43%	Include			
76	Young people should be honest about their symptoms/lived or living experience in the recruitment process	100.00%	89.29%	Include			
77	If young people are not well enough to be actively involved, researchers should keep the young person's details on file for future opportunities when their mental health may have improved	81.48%	75.00%	Rerate	75.00%	76.00%	Exclude
78	If young people have any questions about the active involvement, researchers should give them the opportunity to contact a team member who is not part of the recruitment process		New item	54.17%	76.00%	Exclude	
79	<i>If researchers aren't completely satisfied that a young person is ready to engage in an involvement activity, then they should:</i>						
79	follow up with the young person	92.59%	92.86%	Include			
80	ask a clinician for their opinion	88.89%	64.29%	Rerate	87.50%	64.00%	Exclude
81	ask a senior researcher for their opinion	62.96%	82.14%	Rerate	50.00%	48.00%	Exclude
82	Researchers should inform young people that active involvement in research is not a replacement for professional support	100.00%	96.43%	Include			
83	<i>Recruitment should be done by:</i>						
83	telephone	48.15%	39.29%	Exclude			
84	video conferencing (e.g., Zoom, Facetime)	70.37%	60.71%	Exclude			
85	in person conversation	37.04%	42.86%	Exclude			
86	survey	77.78%	32.14%	Exclude			
87	online expression of interest form	85.19%	50.00%	Rerate	70.83%	52.00%	Exclude
88	a combination of the above (i.e. a multi-step process)	81.48%	82.14%	Include			
89	Any follow ups with the young person in the recruitment period about them being ready to be actively involved should be conducted by the staff member who has previously supported, or has an existing relationship with them		New item	75.00%	80.00%	Exclude	
90	<i>Any follow ups with a young person in the recruitment period about them being ready to be actively involved should be occur:</i>						
90	on the same day		New item	29.17%	20.00%	Exclude	
91	with 24 hours		New item	54.17%	60.00%	Exclude	
92	within a week		New item	66.67%	48.00%	Exclude	
93	<i>Those responsible for recruiting young people should be:</i>						
93	clinicians	59.26%	35.71%	Exclude			
94	researchers	85.19%	82.14%	Include			
95	people with lived or living experience of suicide	48.15%	46.43%	Exclude			
96	<i>Where appropriate, young people should be recruited via:</i>						
96	their clinicians if appropriate	74.07%	39.29%	Exclude			
97	flyers in clinician waiting rooms	59.26%	39.29%	Exclude			
98	community organisations (including youth organisations)	74.07%	71.43%	Rerate	83.33%	84.00%	Include
99	schools and/or universities	51.85%	60.71%	Exclude			
100	coordinators of youth advisory groups	70.37%	71.43%	Rerate	62.50%	76.00%	Exclude

101	young people already actively involved in other research involvement activities (e.g., within the institution or at other institutions)	81.48%	75.00%	Rerate	79.17%	84.00%	Exclude
102	young people already actively involved in the research	92.59%	71.43%	Rerate	70.83%	84.00%	Exclude
103	other researchers	62.96%	60.71%	Exclude			
104	social media	62.96%	64.29%	Exclude			
105	When actively involving young people from diverse backgrounds and communities (e.g., LGBTIQ+, culturally and linguistically diverse), researchers should partner with relevant local community organisations to ensure cultural differences and nuances are accommodated	100.00%	89.29%	Include			
106	Researchers should recruit young people with diverse experiences of lived or living experience (e.g., being bereaved from suicide of someone, caring for a peer or sibling who are experiencing thoughts or feelings of suicide)	92.59%	67.86%	Rerate	91.67%	88.00%	Include
	Section 3: Training						
	<i>Researchers should provide young people with an induction program that covers:</i>						
107	definitions of terminology commonly used in suicide research	88.89%	89.29%	Include			
108	safe communication about suicide	100.00%	100.00%	Include			
109	basic suicide literacy (e.g., protective factors, risk factors, suicide prevention strategies)	92.59%	89.29%	Include			
110	the diverse lived or living experiences of suicidal people	88.89%	89.29%	Include			
111	processes for conducting ethical suicide research content tailored to the needs/knowledge gaps identified			New item	83.33%	100.00%	Include
112	by young people			New item	87.50%	92.00%	Include
113	how to support themselves and take care of their wellbeing			New item	91.67%	100.00%	Include
	<i>Any training should be delivered by or in collaboration with:</i>						
114	an accredited and relevant organisation (e.g. LivingWorks, Roses in the Ocean, Papyrus)			New item	75.00%	48.00%	Exclude
115	peers (young people with lived or living experience)			New item	75.00%	76.00%	Exclude
116	researchers			New item	66.67%	72.00%	Exclude
117	clinicians			New item	66.67%	32.00%	Exclude
118	Researchers should train young people how to support/intervene when another person is experiencing suicidal or psychological distress during their active involvement	44.44%	57.14%	Exclude			
	<i>Research institutions should provide researchers with training on:</i>						
119	evidence-based youth suicide prevention/intervention skills	100.00%	96.43%	Include			
120	how to assess and manage general distress	100.00%	96.43%	Include			
121	how to manage and contain difficult conversations that may arise (e.g., about traumatic lived or living experiences, suicide attempts, etc.)	100.00%	96.43%	Include			
122	how to support young people to share their lived or living experience (e.g. identifying and asserting personal boundaries, safe communication)			New item	100.00%	96.00%	Include
123	how to support themselves and take care of their wellbeing prior to involvement			New item	87.50%	96.00%	Include
	<i>If young people are actively involved in recruitment, researchers should provide them with:</i>						
124	training on how to navigate difficult conversations that may arise (such as the disclosure of suicide risk or trauma)	96.30%	96.43%	Exclude*			

a script for recruitment, (e.g., for social media or discussions to have in person), which helps them navigate conversations that may arise around suicide or potential disclosures of suicide risk	70.37%	92.86%	Exclude*			
the opportunity to role-play the recruitment process (e.g., how to invite people to complete a survey)	66.67%	89.29%	Exclude*			
Young people should know how to safely communicate about their active involvement to their peers and the wider community	100.00%	92.86%	Include			
If young people are co-designing/developing an intervention, researchers should provide ongoing guidance to young people in relation to safe messaging guidelines	92.59%	92.86%	Include			
Section 4: Establishing safety protocols						
Researchers should develop comprehensive protocols to ensure the ongoing safety of young people	100.00%	100.00%	Include			
<i>Protocols should include:</i>						
how to respond if a young person becomes distressed during active involvement	100.00%	100.00%	Include			
how to respond if a young person discloses current suicidal thoughts and feelings	100.00%	100.00%	Include			
how to respond if a young person discloses suicidal intent or plans	100.00%	96.43%	Include			
how to respond to a suicide attempt during the course of a young person's active involvement	96.30%	96.43%	Include			
room for flexibility to adapt to the individual support needs of young people	96.30%	89.29%	Include			
room for flexibility to adapt to the individual support needs of researchers	92.59%	82.14%	Include			
flowcharts that help researchers to assess young people's risk	74.07%	82.14%	Rerate	87.50%	72.00%	Exclude
guidance around minimising risk specific to the type or nature of active involvement activities (e.g., for in-person vs remote involvement activities, one-off vs ongoing)	92.59%	85.71%	Include			
information about the role of all team members in supporting young people (e.g., researchers, clinicians) if/when confidentiality will be broken in the interest of the young person's safety	100.00%	100.00%	Include			
an overview of researchers' responsibilities in managing and preventing risk	100.00%	96.43%	Include			
<i>Researchers should develop risk management protocols that address the needs of:</i>						
young people	100.00%	96.43%	Include			
researchers	100.00%	92.86%	Include			
clinicians	92.59%	64.29%	Rerate	79.17%	56.00%	Exclude
any other staff on the research team (e.g., administrative staff / project managers)	81.48%	71.43%	Rerate	87.50%	84.00%	Include
anyone who may access the data (e.g. transcription services/ interpreters)	77.78%	57.14%	Exclude			
<i>Researchers should develop policies in consultation with:</i>						
clinicians	100.00%	89.29%	Include			
young people	92.59%	92.86%	Include			
Policies should be regularly reviewed (e.g., annually)	88.89%	85.71%	Include			
Researchers should provide young people with a copy of protocols	96.30%	82.14%	Include			
<i>Researchers should invite young people to provide the following information on a safety and wellbeing plan:</i>						
personal contact details (e.g. phone number, home address, address of location at time of involvement if engaging remotely)			New item	75.00%	92.86%	Exclude

151	emergency contact details contact details of the young person's mental health			New item	87.50%	100.00%	Include
152	clinician or other professional supports key medical details, e.g., medications, allergies, dietary			New item	66.67%	57.14%	Exclude
153	requirements			New item	58.33%	35.71%	Exclude
154	any mental health diagnoses known signs and symptoms that the young person might			New item	54.17%	21.43%	Exclude
155	show should they become distressed details of anything the young people might find			New item	91.67%	71.43%	Exclude
156	distressing or especially difficult personalised coping strategies (e.g., self-care, self-			New item	95.83%	82.14%	Include
157	management strategies) the young person's preferred method of contact (e.g., text			New item	83.33%	89.29%	Include
158	message, phone call) tips from the young person about what they find			New item	87.50%	89.29%	Include
159	helpful/supportive should they become distressed a plan for the young person to enact immediately after			New item	91.67%	96.43%	Include
160	the involvement activity to boost their mood			New item	70.83%	82.14%	Exclude
	<i>Any safety and wellbeing plans for young people should be:</i> optional for young people to complete prior to active						
161	involvement mandatory for young people to complete prior to active	37.04%	25.00%	Exclude			
162	involvement <i>In addition to collecting personalised information from young people, any safety and wellbeing plan should contain the following information:</i> an overview of specific steps the researcher will take if they think young people are at immediate risk of harm to	51.85%	60.71%	Exclude			
163	themselves or others a reminder to young people about available support resources (e.g., contact details of telephone/online support	92.59%	89.29%	Include			
164	services) <i>A template should be developed for any safety and wellbeing plan, and this should be:</i> co-designed with young people (i.e., designed, developed,	100.00%	92.86%	Include			
165	and written collaboratively)	96.30%	92.86%	Include			
166	individualised to each young person's needs designed, developed, and written by one or multiple	77.78%	75.00%	Rerate	79.17%	92.00%	Exclude
167	clinicians <i>Any safety and wellbeing plan should be:</i> completed by the young person prior to active	85.19%	35.71%	Rerate	70.83%	28.00%	Exclude
168	involvement require a signature from the young person to show their	88.89%	85.71%	Include			
169	understanding and agreement with the document be updated regularly throughout a young person's active	59.26%	71.43%	Exclude			
170	involvement be updated whenever a young person re-engages with	66.67%	60.71%	Exclude			
171	the research project after a break from the project Researchers should give young people a choice between completing a full safety and wellbeing plan or a shortened version with only essential information (e.g., personal and	88.89%	85.71%	Include			
172	emergency contact details) <i>Researchers should develop a safety and wellbeing plan:</i> at the start of active involvement (immediately after	62.96%	50.00%	Exclude			
173	recruitment/prior to commencement) once they have developed a strong rapport with the	88.89%	57.14%	Rerate	87.50%	96.00%	Include
174	young person If researchers invite young people to create a safety and wellbeing plan prior to participating, they should not require	51.85%	39.29%	Exclude			
175	the young people to share this with them	29.63%	10.71%	Exclude			

176	Researchers should meet with young people to discuss the contents of any safety and wellbeing plan before it is completed	33.33%	42.86%	Exclude			
177	Young people should be invited to complete any safety and wellbeing plan: in private	85.19%	71.43%	Rerate	79.17%	76.00%	Exclude
178	in their own time	70.37%	67.86%	Exclude			
179	with the researcher	40.74%	32.14%	Exclude			
	<i>Researchers should keep a record of any wellness plans:</i>						
180	in hard-copy			New item	45.83%	16.00%	Exclude
181	in soft-copy (electronic)			New item	87.50%	72.00%	Exclude
182	Researchers should offer all young people the same support options, with support provided based on individual needs.			New item	91.67%	96.00%	Include
183	Researchers should consult safety and wellbeing plans ahead of involvement activities to become familiar with individual support needs	88.89%	92.86%	Include			
	<i>Researchers should take time to identify support needs of:</i>						
184	young people	100.00%	96.43%	Include			
185	themselves	100.00%	92.86%	Include			
186	other researchers and staff members involved in the project	100.00%	82.14%	Include			
	<i>Researchers should provide information about available supports (e.g., crisis services, etc.):</i>						
187	verbally only	22.22%	14.29%	Exclude			
188	in writing only	33.33%	21.43%	Exclude			
189	both verbally and in writing	100.00%	89.29%	Include			
	<i>Researchers should provide young people with:</i>						
190	information on how to get support (e.g., national crisis lines)	100.00%	92.86%	Include			
191	resource lists that are tailored to the individual (e.g., personalised, culturally relevant, local resources)	85.19%	78.57%	Rerate	91.67%	68.00%	Exclude
192	tools that young people can use to maintain their wellbeing safety (e.g., self-care activities, safety planning tools)	96.30%	89.29%	Include			
193	contact details of a nominated person on the team for young people to communicate with about their safety and wellbeing	96.30%	89.29%	Include			
194	contact details for any clinical staff member who is available to offer clinical support	85.19%	85.71%	Include			
195	Researchers should offer support that meets the needs of diverse young people (e.g., those with disability, neurodiverse)			New item	100.00%	92.00%	Include
	<i>Researchers should actively encourage young people to:</i>						
196	monitor their own mood and wellbeing throughout their active involvement	100.00%	96.43%	Include			
197	seek support if they need it	100.00%	100.00%	Include			
198	Researchers should have access to professional supervision to help navigate the relevant challenges of actively involving young people	92.59%	92.86%	Include			
	<i>If researchers have access to professional supervision, this supervisor should be:</i>						
199	clinician outside of the immediate research team to ensure neutrality	70.37%	39.29%	Exclude			
200	a researcher outside of the immediate research team to ensure neutrality	48.15%	32.14%	Exclude			
201	a clinician working on the research project	40.74%	17.86%	Exclude			
202	other members of the research team	22.22%	17.86%	Exclude			

<i>If researchers have access to professional supervision, support should be provided to researchers:</i>						
203	through scheduled weekly sessions	51.85%	21.43%	Exclude		
204	through ad hoc support	51.85%	67.86%	Exclude		
205	in a one-to-one setting	74.07%	57.14%	Exclude		
206	in a group setting	48.15%	28.57%	Exclude		
If researchers do not feel that appropriate mechanisms are in place to ensure the safety of young people, they should delay the involvement activity (until those mechanisms are in place)						
207		85.19%	92.86%	Include		
<i>If actively involving young people online, researchers should:</i>						
208	ask young people to identify a quiet place	88.89%	64.29%	Rerate	75.00%	88.00%
209	encourage young people to keep their camera on	40.74%	35.71%	Exclude		
<i>When actively involving young people online, researchers should create a 'safe environment' by:</i>						
conducting an initial active involvement session just with young people (any other stakeholders e.g., clinicians should not be present)						
210		70.37%	60.71%	Exclude		
conducting active involvement sessions with only a small number of young people (e.g., under 5 young people) addressing the topic of suicide directly, safely, and confidently						
211		81.48%	60.71%	Rerate	79.17%	60.00%
212		96.30%	85.71%	Include		
Young people should access the support that is available to them through the research process						
213		81.48%	35.71%	Rerate	45.83%	28.00%
Researchers should explore with young people what a safe space means and how to make and keep it safe.						
214				New item	87.50%	92.00%
Young people should ask for support (or more support) if they need it						
215		96.30%	82.14%	Include		
Researchers should adjust involvement activities to accommodate young people's needs and preferences (e.g., having a support person attend, having a camera off during online meetings, frequency of breaks)						
216		100.00%	89.29%	Include		
Section 5: Before commencing active involvement						
Researchers should assess young people's mood immediately prior to involvement activities						
217		77.78%	53.57%	Exclude		
<i>If assessing young people's mood prior to active involvement, researchers should conduct do so via:</i>						
218	a survey	44.44%	7.14%	Exclude		
219	an interview	25.93%	10.71%	Exclude		
220	an informal discussion	74.07%	71.43%	Rerate	75.00%	80.00%
Researchers should dedicate sufficient project time for building rapport with young people in order to create a 'safe space'						
221		96.30%	100.00%	Include		
Researchers should send young people information about available support services prior to starting their active involvement (e.g., crisis support services)						
222		96.30%	92.86%	Include		
Researchers should tell young people about what to expect in each involvement activity in advance (e.g. sensitive topics, structure of the involvement activity and any preparation needed)						
223		100.00%	100.00%	Include		
Researchers should review young people's safety and wellbeing plans (if applicable) prior to involvement activities						
224		74.07%	75.00%	Rerate	75.00%	92.00%
Researchers should inform young people of the potential benefits of being actively involved in suicide research						
225				New item	87.50%	96.00%
Researchers should inform young people that they are not able to provide clinical support, but can direct people to available support if needed						
226				New item	95.83%	96.00%

227	Researchers should inform young people of the potential stress of being actively involved in suicide-related research	100.00%	96.43%	Include			
228	Young people should outline their boundaries prior to engaging in involvement activities (e.g., what aspects of their lived or living experience they are not prepared to disclose/discuss)	96.30%	85.71%	Include			
229	Young people should save the numbers of helplines in their phones prior to engaging in involvement activities, in case they are needed during or after the event	55.56%	42.86%	Exclude			
230	Young people should line up support prior to engaging in involvement activities (e.g., letting a friend, family member or health professional know in advance that they may require support after the event)	70.37%	57.14%	Exclude			
	Section 6: Setting up and conducting group activities						
	<i>Researchers should tell young people that:</i>						
231	it is a safe and supportive environment			New item	91.67%	88.00%	Include
232	it's understandable that topics may be upsetting they should respect that everyone's own lived or living experience is different			New item	95.83%	96.00%	Include
233	Where possible researchers should offer young people a range of involvement activities to choose from			New item	95.83%	100.00%	Include
234	If additional young people join a group or ongoing involvement activities, researchers should revisit practices / group rules			New item	79.17%	92.00%	Exclude
235	If the activities are being recorded, researchers should pause the recording during introductions, wellness plan discussions and other parts of the activity where confidential discussions take place			New item	87.50%	92.00%	Include
236	Researchers should seek consent from young people to record any activities, and inform young people what these recordings will be used for			New item	83.33%	80.00%	Include
237	<i>At the beginning of young people's active involvement, researchers should spend time with young people:</i>						
238	discussing and agreeing on a set of group practices (or 'rules') (e.g., sharing their lived or living experience)	100.00%	96.43%	Include			
239	getting to know each other	85.19%	85.71%	Include			
240	At any subsequent involvement activities, researchers should review the practices (or 'rules') with young people to check they are still in agreement about them	85.19%	92.86%	Include			
241	<i>Researchers should remind young people that:</i>						
242	the research is about suicide, and this may be sensitive, uncomfortable, or distressing for some people that they can withdraw, pause, or change the nature or extent of, their active involvement at any time without any negative consequences	100.00%	100.00%	Include			
243	<i>Researchers should tell young people that:</i>						
244	they can disclose their lived or living experience of suicide if they want to, but it's not expected or required that they do so	92.59%	89.29%	Include			
245	they should be respectful and sensitive if other people disclose their lived or living experience	100.00%	92.86%	Include			
246	they should respect others' privacy and not repeat discussions outside of the group	100.00%	100.00%	Include			
247	if they are worried or upset it's okay to step away or take a break	100.00%	100.00%	Include			
248	if they do step away or take a break they should let the researcher (or person leading the involvement activity) know	88.89%	100.00%	Include			

248	Researchers should ensure there are clear boundaries between research involvement activities and wellbeing support involvement activities (e.g., informing young people that a conversation about wellbeing is not being recorded for the purpose of research)	96.30%	92.86%	Include			
249	Researchers should use a range of options to support young people's different sensory needs when engaging in involvement activities (e.g., sensory toys, dimming lights, choice of music)	85.19%	82.14%	Include			
250	<i>Researchers should consider establishing a group chat (e.g., via WhatsApp):</i> for young people actively involved in the research project to facilitate peer to peer support	48.15%	17.86%	Exclude			
251	for group facilitators to allow for discreet communication during involvement activities (e.g., to discuss concerns about young people's wellbeing)	77.78%	50.00%	Exclude			
252	Researchers should reschedule involvement activities if young people are not feeling well enough to engage at that moment in time	85.19%	75.00%	Rerate	66.67%	88.00%	Exclude
253	Young people should reschedule involvement activities if they're not feeling up to engaging at that moment in time	85.19%	82.14%	Include			
254	Young people should pause or change the nature or extent of their active involvement when they feel it is in their best interest	96.30%	92.86%	Include			
	Section 7: In what setting should active involvement take place?						
	<i>Active involvement activities should take place:</i>						
255	online	66.67%	35.71%	Exclude			
256	in-person	51.85%	35.71%	Exclude			
	<i>If in-person, active involvement activities should take place in:</i>						
257	community settings (e.g., school, youth hub, library)	29.63%	39.29%	Exclude			
258	clinical settings, (e.g., mental health service)	44.44%	7.14%	Exclude			
259	research settings (e.g., university)	44.44%	14.29%	Exclude			
	<i>If in-person, researchers should:</i>						
260	consider open plan venues to ensure there is good visibility of young people in order to monitor wellbeing	70.37%	53.57%	Exclude			
261	ensure breakout rooms are available for young people to use if they need a break	96.30%	78.57%	Rerate	95.83%	92.00%	Include
262	conduct involvement activities in a private, quiet space	96.30%	71.43%	Rerate	95.83%	88.00%	Include
	Section 8: Debrief & cool down						
	Following involvement activities, researchers should facilitate a debrief discussion, where young people are given a chance to reflect and share challenges and learnings from the involvement activity	92.59%	85.71%	Include			
	<i>Debrief involvement activities should be:</i>						
264	optional	76.92%	78.57%	Rerate	62.50%	40.00%	Exclude
265	mandatory	14.81%	21.43%	Exclude			
	<i>Debrief involvement activities should be:</i>						
266	conducted only if needed (e.g. if a young person has found a topic challenging)			New item	41.67%	40.00%	Exclude
	When conducting a cool-down, researchers should not conduct a mindfulness exercise as drawing attention to the body can be uncomfortable for some participants after						
267	discussing self-harm and suicide			New item	66.67%	52.00%	Exclude
	When conducting a group cool-down, researchers should remind young people they are welcome to speak with them						
268	one-on-one afterwards too			New item	91.67%	84.00%	Include

269	When conducting an in-person cool-down, where possible, researchers should conduct the cool-down in a physically different space in order to assist young people to unwind from the main activities			New item	50.00%	32.00%	Exclude
270	Researchers should give young people the option to choose between one-on-one debriefing and group reflection/debrief			New item	83.33%	80.00%	Include
271	If researchers conduct a debrief with participants, this should occur as a group for group activities or one-on-one if the activity was an individual activity			New item	66.67%	20.00%	Exclude
272	<i>Researchers should conduct debrief involvement activities with young people:</i> on a one-to-one basis	44.44%	21.43%	Exclude			
273	as a group with researchers facilitating	70.37%	46.43%	Exclude			
274	Researchers should conduct a closing activity after involvement activities (e.g., mindfulness exercise, mood elevating activity such as cute animal video, grounding exercise)	77.78%	57.14%	Exclude			
275	Researchers should encourage young people to schedule a self-care, or pleasant activity after their involvement activity (e.g., watching a favourite movie, talking on the phone with a friend, playing with a pet)	92.59%	82.14%	Include			
	Section 9: Routinely checking in with young people about their wellbeing						
276	Researchers should regularly check-in with young people about their wellbeing	92.59%	85.71%	Include			
277	Researchers should give young people the option to choose between one-on-one debriefing and group reflection/debrief			New item	83.33%	80.00%	Include
278	If researchers conduct a debrief with participants, this should occur as a group for group activities or one-on-one if the activity was an individual activity			New item	66.67%	20.00%	Exclude
279	<i>If conducting a check in with young people, researchers should conduct it:</i> only if they are concerned about a young person with all young people who be involved in activities,	29.63%	46.43%	Exclude			
280	regardless of concerns	77.78%	78.57%	Rerate	62.50%	96.00%	Exclude
281	within 24 hours following a specific involvement activity within approximately one week following an involvement	66.67%	28.57%	Exclude			
282	activity			New item	91.67%	88.00%	Include
283	Responsibility to follow-up with young people after an involvement activity should be whoever has developed the relationship with the young person, regardless of their position on the team			New item	58.33%	68.00%	Exclude
284	If a young person doesn't respond to check-in calls, researchers should attempt to contact young people via a different form of communication			New item	95.83%	92.00%	Include
285	Researchers should set expectations with young people around what kinds of support will be provided			New item	95.83%	100.00%	Include
286	Researchers should clearly communicate to young people which staff member they can contact for support			New item	95.83%	100.00%	Include
287	Researchers should encourage young people to provide peer support to other young people in the project			New item	25.00%	20.00%	Exclude
288	Researchers should encourage young people to consider who to contact if the researcher is not available			New item	87.50%	88.00%	Include
289	When conducting a check-in, researchers should not solely be looking for distress or worsening of suicidality, but also check-in broadly around the young person's wellbeing			New item	95.83%	88.00%	Include

290	If concerned about a young person's wellbeing following an activity, researchers should check in with the young person on the same day			New item	91.67%	84.00%	Include
291	Researchers should conduct any check-ins during research activities, not afterwards.			New item	16.67%	20.00%	Exclude
292	If conducting a check-in, researchers should be led by the young person and ask them what support is going to be most helpful for them			New item	75.00%	92.00%	Exclude
293	Researchers should communicate any concerns about participant wellbeing to any clinician or Chief/Principal Investigator on the project to keep them informed			New item	95.83%	80.00%	Include
294	Check-ins should be conducted by one specific team member (to streamline and simplify communication)			New item	37.50%	24.00%	Exclude
295	Researchers should have a dedicated communication line for young people to contact them			New item	83.33%	72.00%	Exclude
296	Researchers should ensure any dedicated communication line is monitored 24/7			New item	41.67%	32.00%	Exclude
297	Researchers should inform young people about any check-in process at the start of their active involvement.			New item	95.83%	96.00%	Include
298	<i>Researchers should check in with young people:</i> formally			New item	41.67%	40.00%	Exclude
299	informally			New item	70.83%	64.00%	Exclude
300	<i>When checking in with young people, researchers should give them the opportunity to:</i> share experiences	96.30%	100.00%	Include			
301	ask questions	100.00%	100.00%	Include			
302	provide feedback	100.00%	96.43%	Include			
303	<i>If conducting a check in with young people, researchers should do so:</i> using the mode of communication that the young person prefers (e.g. phone, SMS, in person)	100.00%	96.43%	Include			
304	in-person only	14.81%	0.00%	Exclude			
305	via survey	22.22%	3.57%	Exclude			
306	If conducting a check in with young people, researchers should inform young people that if they don't respond to follow-up calls, then the research team will contact their support person	55.56%	42.86%	Exclude			
307	Researchers should provide their personal contact details to young people, so the line of communication is always open	33.33%	14.29%	Exclude			
308	Researchers should not provide their personal contact details to young people	62.96%	46.43%	Exclude			
309	<i>Responsibility to follow-up with young people after an involvement activity should be:</i> the researcher	55.56%	71.43%	Exclude			
310	a clinician	70.37%	28.57%	Exclude			
311	shared across several team members	74.07%	60.71%	Exclude			
312	If, after conducting a 'check-in' the researcher is concerned about the young person, they should consult the safety and wellbeing plan on how to best to support the young person (if they have one)	96.30%	96.43%	Include			
313	Section 10: Prevention and responding to distress and/or suicide risk <i>Regardless of how suicide is being discussed, researchers should:</i> provide a content warning	92.59%	78.57%	Rerate	83.33%	88.00%	Include
314	tell young people how long the topic will be discussed for allow young people to step away while the topic is being	81.48%	71.43%	Rerate	70.83%	88.00%	Exclude
315	discussed	92.59%	89.29%	Include			
316	notify young people when to come back	88.89%	82.14%	Include			

encourage young people to use content warnings before sharing their lived or living experiences of suicide, self-harm or trauma	317	70.37%	67.86%	Exclude			
remind young people that it can be normal to feel uncomfortable when discussing suicide	318	96.30%	92.86%	Include			
<i>If specifically discussing lived or living experiences of suicide, methods or details, or other aspects of suicide that the researcher should:</i>							
provide a content warning	319	96.30%	82.14%	Include			
tell young people how long the topic will be discussed for	320	85.19%	82.14%	Include			
allow young people to step away while the topic is being discussed	321	96.30%	89.29%	Include			
notify young people when to come back	322	85.19%	85.71%	Include			
encourage young people to use content warnings before sharing their lived or living experiences of suicide, self-harm or trauma	323	85.19%	78.57%	Rerate	79.17%	84.00%	Exclude
Researchers should monitor young people's mood throughout any involvement activity	324	85.19%	75.00%	Rerate	91.67%	84.00%	Include
<i>If monitoring young people's mood throughout the involvement activity, researchers should do this through:</i>							
observing body language	325	81.48%	85.71%	Include			
asking young people if they are ok	326	66.67%	82.14%	Rerate	79.17%	84.00%	Exclude
asking young people to rate their mood before and after, e.g., verbally, via text message	327	66.67%	50.00%	Exclude			
Researchers should support young people's return to involvement activities after they have taken a break (e.g. updating them on progress while they have been away).	328			New item	100.00%	88.00%	Include
If appropriate, researchers should provide young people who opt out of involvement activities with alternative activities to help them stay actively involved	329			New item	75.00%	76.00%	Exclude
Researchers should invite young people to choose a cue that they can use to indicate they wish to step away from the activity	330			New item	95.83%	88.00%	Include
After the involvement activity, researchers should ask the young people if it was distressing for them	331	70.37%	57.14%	Exclude			
Researchers should ask young people to let them know if they are feeling distressed and would like support	332	100.00%	96.43%	Include			
Researchers should trust young people to inform them if they are finding things too distressing	333	88.89%	82.14%	Include			
<i>Researchers should offer young people a range of ways to communicate their need to pause or opt out (e.g., emojis (if online), safety words, hand signals when leaving the room etc.):</i>							
in online settings	334	100.00%	96.43%	Include			
at in-person settings	335	96.30%	96.43%	Include			
<i>Researchers should not automatically stop an involvement activity if a person appears distressed:</i>							
in online settings	336	44.44%	35.71%	Exclude			
at in-person settings	337	40.74%	35.71%	Exclude			
<i>Researchers should automatically stop an involvement activity if a person appears distressed</i>							
in online settings	338	22.22%	14.29%	Exclude			
at in-person settings	339	25.93%	14.29%	Exclude			
Researchers should support young people to be autonomous in making decisions about opting out or pausing their active involvement in particular aspects of involvement activities	340	96.30%	96.43%	Include			
and projects							
Researchers should support young people to take a break from involvement activities if distressed	341	100.00%	96.43%	Include			

Young people should consider what topics are likely to be distressing and let the researcher know prior to the							
342 involvement activity	85.19%	82.14%	Include				
Young people should tell researchers if they are feeling upset or distressed and want to opt out of being involved in an							
343 involvement activity	100.00%	96.43%	Include				
<i>If a young person becomes distressed, researchers should:</i>							
let the young person know that they've noticed the young							
344 person's distress	85.19%	89.29%	Include				
ask the young person about why they are feeling							
345 distressed	59.26%	50.00%	Exclude				
346 check whether they want to stop, break, or continue	96.30%	100.00%	Include				
347 conduct a risk assessment	55.56%	32.14%	Exclude				
enact the safety and wellbeing plan, if they young person							
348 has one	70.37%	75.00%	Rerate	100.00%	92.00%	Include	
349 offer to link the young person in with a clinician	96.30%	53.57%	Rerate	95.83%	68.00%	Exclude	
provide the young person with contact information for							
350 helplines and support services	77.78%	82.14%	Rerate	91.67%	88.00%	Include	
351 assume the young person will seek support on their own	3.70%	7.14%	Exclude				
352 normalise any feelings of distress to the young person	66.67%	75.00%	Exclude				
respect a young person's choice not to be actively							
353 involved	100.00%	96.43%	Include				
conduct all communication with the young person in a							
354 quiet place	77.78%	75.00%	Rerate	91.67%	64.00%	Exclude	
355 check back in with the young person later (e.g., next day)	88.89%	85.71%	Include				
check in with other young people, if the distress occurs in							
356 a group involvement activity	92.59%	89.29%	Include				
<i>If a young person becomes distressed, clinicians should:</i>							
let the young person know that they've noticed the young							
357 person's distress	85.19%	78.57%	Rerate	87.50%	88.00%	Include	
ask the young person about why they are feeling							
358 distressed	66.67%	46.43%	Exclude				
359 check whether they want to stop, break, or continue	96.30%	89.29%	Include				
360 conduct a risk assessment	77.78%	35.71%	Exclude				
enact the safety and wellbeing plan, if they young person							
361 has one	85.19%	67.86%	Rerate	91.67%	84.00%	Include	
362 offer to link the young person in with a clinician	85.19%	50.00%	Rerate	79.17%	60.00%	Exclude	
provide the young person with contact information for							
363 helplines and support services	77.78%	78.57%	Rerate	87.50%	80.00%	Include	
364 assume the young person will seek support on their own	7.41%	17.86%	Exclude				
365 normalise any feelings of distress to the young person	77.78%	64.29%	Exclude				
respect a young person's choice not to be actively							
366 involved	100.00%	89.29%	Include				
conduct all communication with the young person in a							
367 quiet place	88.89%	75.00%	Rerate	95.83%	68.00%	Exclude	
368 check back in with the young person later (e.g., next day)	96.30%	75.00%	Rerate	87.50%	76.00%	Exclude	
check in with other young people, if the distress occurs in							
369 a group involvement activity	92.59%	71.43%	Rerate	70.83%	68.00%	Exclude	
<i>If a young person is thought to be at immediate risk of suicide, researchers should:</i>							
370 inform the young person's emergency contact	85.19%	89.29%	Include				
if possible, obtain the young person's consent to contact							
371 their emergency contacts	88.89%	92.86%	Include				

if possible, inform young people that their emergency						
372 contacts are being contacted	85.19%	96.43%	Include			
373 contact emergency services	51.85%	71.43%	Exclude			
if possible, remain with the young person until help						
374 arrives or maintain continuous contact with the person	92.59%	92.86%	Include			
<i>If a young person is thought to be at immediate risk of suicide, clinicians should:</i>						
375 inform the young person's emergency contact	96.30%	82.14%	Include			
If possible, obtain the young person's consent to contact						
376 their emergency contacts	96.30%	89.29%	Include			
c.if possible, inform young people that their emergency						
377 contacts are being contacted	96.30%	89.29%	Include			
378 contact emergency services	62.96%	71.43%	Exclude			
if possible, remain with the young person until help						
379 arrives or maintain continuous contact with the person	100.00%	85.71%	Include			
<i>If a young person wishes to speak with a clinician and the appropriate clinicians is not present, researchers should:</i>						
obtain their consent to provide a clinician with their first						
380 name and mobile number	85.19%	89.29%	Include			
381 provide the clinician with the relevant details	88.89%	75.00%	Rerate	95.83%	80.00%	Include
if possible, remain in contact with the young person until						
382 the clinician has made contact with them	85.19%	78.57%	Rerate	87.50%	84.00%	Include
if the clinician needs to call at a later time, researchers						
should inform the participant and where possible provide						
383 the specific time that the clinician will contact them	100.00%	92.86%	Include			
Young people should tell researchers if they feel their active						
384 involvement has increased their distress or risk	96.30%	96.43%	Include			
Young people should provide support to other participants						
385 experiencing distress	22.22%	21.43%	Exclude			
If using social media to communicate with young people,						
researchers should moderate posts from young people						
386 about their own suicidal thoughts or feelings	74.07%	50.00%	Exclude			
Section 11: Sharing lived or living experience of suicide						
Researchers should be clear with young people about if they						
will be expected to share their lived or living experience at						
387 any stage	100.00%	100.00%	Include			
Researchers should ask young people what they do and						
388 don't want to share of their lived or living experience	85.19%	82.14%	Include			
Researchers should not ask young people to share their lived						
389 or living experience	25.93%	25.00%	Exclude			
Researchers should only ask young people to share the parts						
of their lived or living experience that are relevant to the						
390 project	59.26%	50.00%	Exclude			
Researchers should inform young people of what will happen						
with the information if young people share their lived or						
391 living experience	100.00%	100.00%	Include			
<i>Researchers should provide support to young people who are</i>						
<i>sharing their lived or living experience by:</i>						
assisting them to plan which aspects of their lived or living						
392 experience they wish to share	70.37%	64.29%	Exclude			
393 assisting them to understand their personal boundaries	88.89%	67.86%	Rerate	95.83%	72.00%	Exclude
394 respecting their personal boundaries	100.00%	92.86%	Include			
assisting them to understand how to safely communicate						
395 lived or living experience of suicide (e.g., safe language)	100.00%	85.71%	Include			
providing sufficient time to share their lived or living						
396 experience	100.00%	96.43%	Include			

<i>If sharing their lived or living experience, young people should:</i>						
use safe language (e.g., avoiding stigmatising or glorifying suicide, avoid discussing suicide methods)	397 88.89%	85.71%	Include			
only share parts of their lived or living experience that they're happy for others to know	398 92.59%	89.29%	Include			
emphasise aspects of hope and recovery (e.g., emphasising what helped them, positive turning points)	399 48.15%	50.00%	Exclude			
seek permission from others who are part of their stories before disclosing these aspects of their lived or living experience	400 51.85%	53.57%	Exclude			
consider the negative consequences of sharing their lived or living experience with other people	401 85.19%	57.14%	Rerate	83.33%	80.00%	Include
<i>Young people should only share their lived or living experience:</i>						
in one-on-one situations	402 37.04%	3.57%	Exclude			
in group situations	403 18.52%	0.00%	Exclude			
when they feel ready to	404 100.00%	89.29%	Include			
when they trust the researcher	405 85.19%	75.00%	Rerate	62.50%	76.00%	Exclude
when they trust the rest of the group (where appropriate) when they feel they have the support they need (e.g., professional / psychological support, support from family and friends)	406 77.78%	78.57%	Rerate	58.33%	76.00%	Exclude
Researchers should not expect young people to share their lived or living experience	407 88.89%	75.00%	Rerate	87.50%	84.00%	Include
	408		New item	70.83%	80.00%	Exclude
Researchers should connect young people with specialised organisations to support them with sharing their story	409		New item	75.00%	40.00%	Exclude
Researchers should remind young people at each stage of the research project that they should contribute as much or as little of their story as they want to, on any given day	410		New item	95.83%	100.00%	Include
Part 2: Principles for actively involving young people in specific stages of the research cycle						
Section 1: Active involvement in study planning and ethics approval						
Researchers should involve young people in designing research studies (e.g., contributing to decisions on research questions and study methodology)	411 88.89%	96.43%	Include			
<i>Researchers should seek ethics approval for the following types of youth involvement in suicide research involvement activities:</i>						
youth advisory groups	412 92.59%	50.00%	Rerate	79.17%	44.00%	Exclude
co-design (e.g., of an intervention)	413 100.00%	67.86%	Rerate	87.50%	56.00%	Exclude
recruitment roles	414 81.48%	71.43%	Rerate	83.33%	68.00%	Exclude
data analysis	415 74.07%	64.29%	Exclude			
data collection (e.g., conducting interviews, administering surveys)	416 92.59%	78.57%	Rerate	79.17%	88.00%	Exclude
co-authorship (writing papers)	417 81.48%	46.43%	Rerate	58.33%	36.00%	Exclude
dissemination (sharing research findings, e.g. speaking at events)	418 92.59%	50.00%	Rerate	62.50%	44.00%	Exclude
Researchers should consult with an ethics committee representative about young people's involvement prior to submitting an application	419 88.89%	32.14%	Rerate	83.33%	48.00%	Exclude
Researchers should include a detailed risk management protocol in the ethics application for young people who will be actively involved	420 100.00%	78.57%	Rerate	95.83%	92.00%	Include
Researchers should allow extra time for the ethics submission process	421 85.19%	75.00%	Rerate	75.00%	92.00%	Exclude
Where possible researchers should involve young people in the preparation of the ethics application	422		New item	62.50%	84.00%	Exclude

423	Researchers should work with young people to educate ethics committees on safe and meaningful involvement			New item	91.67%	80.00%	Include
424	Researchers should describe to ethics committees any previous experience with actively involving young people with lived or living experience in suicide research			New item	91.67%	88.00%	Include
425	When developing the ethics application, researchers should refer to any previous studies with ethics approval, to demonstrate competence and expertise in conducting suicide research with young people	85.19%	82.14%	Include			
Section 2: Participant recruitment for a study							
426	Young people should lead the recruitment of other young people as study participants for suicide research	33.33%	25.00%	Exclude			
427	Young people should play a supporting role in recruiting study participants for suicide research (e.g., share social media posts)	70.37%	46.43%	Exclude			
Section 3: Data analysis and dissemination							
<i>Researchers should involve young people in the following suicide research data analysis involvement activities:</i>							
428	qualitative (e.g., reading and interpreting interview transcripts)	55.56%	85.71%	Rerate	58.33%	68.00%	Exclude
429	quantitative (e.g. analysing numerical datasets)	66.67%	75.00%	Exclude			
<i>If involving young people in suicide research qualitative data analysis, researchers should:</i>							
430	inform them of nature or focus of data prior to commencing	96.30%	96.43%	Include			
431	encourage them to consider potential distress, given the topic	100.00%	96.43%	Include			
432	give them the opportunity to decline at any point of the analysis without impacting their future active involvement	100.00%	96.43%	Include			
433	provide relevant training	96.30%	92.86%	Include			
434	provide support in how to conduct qualitative data analysis	100.00%	92.00%	Include			
<i>If involving young people in suicide research quantitative data analysis, researchers should:</i>							
435	inform them of nature or focus of data prior to commencing	96.30%	89.29%	Include			
436	encourage them to consider potential distress, given the topic	100.00%	92.86%	Include			
437	give them the opportunity to decline at any point of the analysis without impacting their future active involvement	96.30%	96.43%	Include			
438	provide relevant training	96.30%	92.86%	Include			
439	Researchers should review any public-facing communication created by young people to ensure safe communication about suicide and that it aligns with ethics approved materials	96.30%	89.29%	Include			
<i>If a young person is attending an event or participating in a media opportunity, researchers should ensure that a member of the research team or other staff member is available to:</i>							
440	help them prepare	92.59%	85.71%	Include			
441	attend the event with them	74.07%	75.00%	Rerate	83.33%	72.00%	Exclude
442	check in / debrief with them after the event	92.59%	92.86%	Include			
<i>If a young person is attending an event or participating in a media opportunity related to the research, researchers should ensure that a person with lived or living experience is available to:</i>							
443	help them prepare			New item	95.83%	88.00%	Include
444	attend the event with them			New item	79.17%	48.00%	Exclude
445	check in / debrief with them after the event			New item	91.67%	88.00%	Include

Section 4: Active involvement in impact and evaluation					
<i>Researchers should evaluate the impact of young people's active involvement after each activity:</i>					
446	on young people's suicidal thoughts and feelings	88.46%	82.14%	Include	
447	on themselves	76.92%	82.14%	Rerate	79.17% 88.00% Exclude
448	on the research itself	76.92%	75.00%	Rerate	79.17% 88.00% Exclude
<i>Researchers should evaluate the impact of young people's active involvement at the end of the whole project:</i>					
449	on young people's suicidal thoughts and feelings	100.00%	92.86%	Include	
450	on themselves	100.00%	82.14%	Include	
451	on the research itself	100.00%	92.86%	Include	
<i>Researchers should evaluate:</i>					
the short-term impact of active involvement for young people (e.g., immediately after an involvement activity)					
452		100.00%	89.29%	Include	
the longer-term impact of active involvement for young people for young people (e.g., 3 months after an involvement activity)					
453		100.00%	78.57%	Rerate	87.50% 92.00% Include
<i>Researchers should ask for feedback from young people:</i>					
formally (e.g., via surveys, interviews)					
454		84.62%	64.29%	Rerate	87.50% 80.00% Include
informally (e.g., casual individual or group discussion)					
455		92.31%	78.57%	Rerate	83.33% 88.00% Include
<i>In any evaluation, researchers should ask young people:</i>					
If they found their active involvement distressing					
456		84.62%	96.43%	Include	
If there were any positive outcomes resulting from their active involvement (e.g., increased skills, confidence, financial, sense of worth).					
457		96.15%	96.43%	Include	
if they would like to speak further about their experience					
458	with a member of the research team or clinician	96.15%	89.29%	Include	
how researchers could improve active involvement in					
459	suicide research	96.15%	96.43%	Include	
460	how confident they felt about talking about suicide	76.92%	71.43%	Rerate	62.50% 76.00% Exclude
461	how comfortable they felt talking about suicide	76.92%	78.57%	Rerate	87.50% 88.00% Include
Researchers should conduct a pre-post evaluation study to					
462	evaluate changes in suicidal thoughts and feelings	88.46%	35.71%	Rerate	83.33% 48.00% Exclude
Researchers should tell young people who they can provide					
463	feedback to if they want to	100.00%	89.29%	Include	
Researchers should ask family and community members					
464	about how active involvement impacted their young people	30.77%	14.29%	Exclude	
Researchers should include mechanisms in the evaluation process that flag and prompt follow up if a young person indicates they have experienced recent or current suicidal					
465	thoughts and feelings	92.31%	67.86%	Rerate	100.00% 72.00% Exclude
Researchers should fully document the processes they used to engage young people with lived or living experience to					
466	ensure transparency and to aid future research efforts	96.15%	96.43%	Include	
If using a mechanism to flag and prompt follow up, researchers should inform young people about this prior to					
467	the evaluation.			New item	70.83% 96.00% Exclude

*Items excluded due to dependent item being excluded