

Link to Yarn:

<https://yarnspinnertool.github.io/YarnEditor/>

<https://yarnspinner.dev/docs/tutorial>

Scenario	Description	Skills
Crowded Hallway	Transitioning between classes throughout the day has been described as a difficult experience by returning adolescents. This 5-minute experience involves having the patient practice walking through or standing in the hallway in between classes when the hallways are filled with students. This scene may include peers walking quickly through the hall, peers standing and talking near lockers, peers staring at adolescent, and peers whispering and giggling. User walks down crowded hallway. Students are walking quickly and one student knocks into User's shoulder. User options: 1) Take a deep breath (or other emotion-based skill technique) and keep moving to class 2) "Hey, watch where you're going!" 3) Do nothing Peer 1: "Hi, ____!" Peer 2: "Glad you're back." User continues walking down hallway. User passes by groups of students staring and whispering. Peer 3 saying to friends loudly and laughing: "They just got back from the psych ward!" User options: 1) Ignore and keep walking a) User has options of internal dialogue or breathing technique to choose from then gets to their classroom i) <i>You can do this. (Peer 3) is being childish. It's ok to need help .</i> ii) <i>Don't pay attention to them. Keep walking. You're almost to the classroom.</i> 2) Go to a teacher, school counselor or trusted adult and:	<i>Affect regulation</i> <i>Problem-solving</i>

- a) Tell them what happened and report who did it
 - i) Adult response: "It means a lot that you trust me enough to tell me this. (Insert clinically appropriate response)"
- b) Tell them what happened and ask for help dealing with it
 - i) (Adult response would be clinically appropriate)
- c) Don't tell them what happened, but let them know you're feeling overwhelmed, etc.
 - i) "Hi, _____. I'm feeling kind of _____ (user options: 1) overwhelmed 2) stressed 3) numb. Can I come in and sit down?"

3) Say something back

- a) "I went to a hospital, and that's really rude and hurtful for you to laugh about it."

Confrontation with Peer

Confrontation with Teacher

Adolescents report answering questions about where they have been or why they were gone to be a difficult experiences upon re-entry. This scenario may involve a virtual interaction with a peer or teacher in which the adolescent is queried about their absence and allow the adolescent to practice answering the question.

SCRIPT

student walks into class on the first day back and goes to sit in their seat

Peer sitting next to them: "hey, you haven't been here in a while. Where have you been?"

User answer choices: 1) just been feeling sick 2) I just got back from the hospital 3) I don't really want to talk about it

Peer: Do you want to talk about it at all?

User answer choices: 1) No, I am fine 2) Yes, but I need some time first 3) Yes, how about at lunch?

Peer: Okay! Well do you need any help?

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User answer choices: 1) No thanks 2) Yes, actually I could get the missing notes

student stays after class to talk to teacher

Teacher: Hi _____, I noticed that you have been gone for a few days, is everything okay?

User answer choices: 1) No, I have been at the hospital 2) Yes, everything is fine 3) No, but I do not want to talk about it right now

Teacher: Okay, well is there anything that I can do to support you?

User answer choices: 1) No, I got it 2) Yes, I actually wanted to talk about what would work best for me 3) Yes, I just need the missing assignments

Teacher: Okay, let me know if there is every anything else that I can do, I am here to support you

Bullying (Morgan)

Adolescents with bullying experiences prior to hospitalization may face ongoing relational issues upon return, with bullying a commonly identified difficulty faced upon return.⁶ In particular, adolescents report concerns about mental health stigma. Therefore, this scenario may depict a small group of adolescents verbally harassing the adolescent about their hospitalization. For example, the scenario may occur in the cafeteria, with the participant sitting at a lunch table. Three students walk by the participant with one student commenting to the others “don’t sit next to that kid, I heard they had to be locked up.”

SCRIPT:

1st Bully Scene: **Note→ This bully is seeking to hurt the student by asking a lot of personal and inappropriate questions in addition to name-calling and harassment**

Student is navigating the hallway to get to their next class

Bully: Hey you!

Student keeps walking for a moment

Bully: Hey you! You’re the one that got locked up!

User answer choices: 1) Ignore and keep walking. 2)

“Actually, I’ve been at the hospital”. 3) “Leave me alone”.

Affect regulation

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Bully: Response to 1) Hey not so fast! I'll walk with you. I heard that they locked you up because you wanted to hurt yourself.

Bully: Response to 2) "Being treated for what? Being crazy?" I heard that you wanted to hurt yourself.

Bully: Response to 3) No way! I want to talk to you. Why were you gone last week? I heard it was because you wanted to hurt yourself.

User answer choices: 1) "That is none of your business" 2) "I have to get to class early" 3) "I was being treated at the hospital for my mental health. But I'm back now."

****[Insert name of Bully] won't seem to leave you alone****

What would you like to do next?

1) Find a trusted staff member 2) Find a trusted peer

2nd Bully Scene: ****Note → ****This bully is seeking to hurt the student by name calling and harassment******

**Cafeteria: You are sitting at a round table with a few peers. You just started eating your lunch. 2 bullies walk past your table*

Bully 1: Oh my god *Bully 2* I can't believe what I'm looking at.

Bully 2: What?

Bully 1: [Student name] is back! You know they were sent away because they're crazy.

Bully 2: What do you mean? Like locked up?

Bully 1: Big time. **Directed at student** Hey [student name]! Are you like gonna go crazy and attack someone? Or did they doctors fix you?

Bully 1 and 2 both laugh

User answer choices: 1) Look to your peers for comfort 2) Ignore them and keep eating 3) Leave the cafeteria and go to the bathroom

****If user selected choices 1&2:**

Peer: Hey I'm sorry about them. They're so mean, I don't know how anyone puts up with them. One time in gym class [bully 1] asked the coach if [she/he/they] could switch partners because I was "the slowest runner in the class". I'm really glad you're back at school. Lunch was so boring without you.

Query: Would you like to tell a trusted staff member about what happened? Or would you like to stay at your table and finish your lunch?

***If user selected choice 3:

Student leaves the table and enters the bathroom outside of the cafeteria.

Student enters a bathroom stall.

Query: Would you like to practice some mindfulness breathing?

User answer choices: 1) Yes 2) No

(If yes, there could be an animation of some sort representing the inhalation and exhalation of air. {Maybe a dial that moves up and down, or a circle that expands and contracts. Or a screen that fades to black during inhale and back to the bathroom during exhale}?)

(If no, skip this part)

Query: Would you like to tell a trusted staff member about what happened? Or would you like to go back to the cafeteria and finish your lunch?

Meeting with
Teacher/Counselor
(Morgan)

A common concern among adolescents returning to school from psychiatric hospitalization relates to academic pressure, make-up work, and missed classes. In this scenario, the patient may meet with a teacher who will ask the adolescent about completing missed assignments. The adolescent will answer questions about addressing missed work and practice asking questions related to a timeline for completing work.

SCRIPT:

Student is sitting across from a teacher at their desk. It is assumed that this conversation is occurring during lunchtime or another time of day where no one else is in the classroom.

Teacher: First of all, welcome back! I'm glad to have you back in my classroom and to help you get situated so you can catch up on the work that you've missed. I know you've been dealing with some personal issues and I understand that. But it's my job to make sure that you're completing all of the assignments. That way I can see if

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you're understanding the material or not. Do you have any questions or comments you'd like to share with me?

User answer choices: 1) "I don't want to fall behind in this class" 2) "I'm nervous that I won't be able to complete the homework that I missed" 3) "I'm feeling overwhelmed".

Teacher: I understand it must feel stressful to come back to school and have to catch up on your learning. I will try to help you as best as I can, but I do need you to get started on a few things for me.

User answer choices: 1) I'm ready 2) I guess so 3) Only if I have to

Teacher: Last week we had our unit quiz on _____. The majority of the material you had already learned about before you left. Do you think you could take that quiz tomorrow at lunch?

User answer choices: 1) "Okay" 2) "I feel like I need some more time to study for that quiz. Would it be alright if I could have the weekend to study and take it next week?" 3) "Could you remind me the main points that I should know before taking the quiz? I feel a little behind."

Teacher: (If user answered #2: Yes that would be acceptable. I understand that it may take some time to get back on track) (If user answered #3: Here. Let me give you the worksheets that I had your classmates complete when you were absent. They are a good way to study for the quiz.)

Teacher: I'll need you to read through chapters 4-6 over the weekend. We're going to start on chapter 7 next week. Also, I had students complete a 2 page response to a prompt about chapter 5 that I can give you. I'd like for you to have that response completed by the end of next week. Do you have any questions for me?

User answer choices: 1) Am I able to come to you later if I need help with writing the response? 2) Do you have any notes from the days that I missed class, or should I get the notes from a classmate? 3) I'm feeling somewhat nervous to complete all of this work. But I will try my hardest.

Teacher: You are always welcome to come and talk to me if you need any additional instruction or if you're stuck on

any concept. I encourage you to reach out to a classmate to get some of the notes that you missed. I'm sure that you must have a lot on your plate with all of your other classes that you missed. Definitely try your hardest. But don't overdo it. Take breaks if you need it. Always let me know if you need any help.

Help-Seeking from a
Counselor
(Noelle)

Parents and adolescents describe frequent encounters with school counselors during their return to school. This scenario would allow the adolescent to practice seeking-help from a counselor and also discuss academic/scheduling needs.

Affect regulation
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Counselor: "Hi, _____ (student name). Would you like to take a seat?"

User:

- 1) "Yeah."
- 2) "Yes, I have a lot on my plate right now."
- 3) "No, I'm just stopping by."

Counselor:

- 1) "What would you like to talk about?"
- 2) "It's been awhile since you've been back at school. How are you feeling?"

User:

- 1) "It's a lot being back here. I'm stressed about ____."
OR "I'm having a really hard time."
- 2) "It's okay so far."
- 3) "I don't want to talk about it right now."

Counselor:

- 1) "I'm sorry to hear that. Can you tell me more about what's been challenging for you?"
 - a) User:
 - b) "(insert challenging social situation, etc.)"
 - c) "Yes, I have some homework to make up and I'm a little overwhelmed."
 - d) "Yes, I need help with my schedule."
- 2) "I'm glad to hear that it's been a somewhat smooth transition. Did you want to talk about anything in particular?"
 - a) User:
 - b) "(insert challenging social situation, etc.)"

- c) "Yes, I have some homework to make up and I'm a little overwhelmed."
- d) "Yes, I need help with my schedule."
- 3) "That's understandable. Transitions back to school can be really tough. I'm here for you whenever you need someone to talk to. Is there anything I can help you with before you leave?"
 - a) User:
 - b) "Yes, I need help with _____. "
 - i) Counselor: "Thanks for telling me about _____. Here's what I can do to help OR (insert advice)."
 - c) "No, I'll come by another time."
 - i) Counselor: "Okay, I appreciate you coming by. Take it easy!"

Re-Entry Meeting (Tova)

Students returning to school following hospitalization describe their re-entry meeting as uncomfortable; this scenario may involve an adolescent sitting at a table with multiple school professionals explaining how their return to school will work.

SCRIPT:

All professionals present: Principal, homeroom teacher, school counselor, coach, maybe the school nurse. Who says what isn't necessarily important (hence the word 'Professional' for every line.

Professional 1: "Welcome back, _____. How are you feeling today?"

User answer choices: 1) "fine, thanks" 2) "been better" 3) "I don't really want to talk about it"

Professional 2: "Yes, is this all very overwhelming for you? Are you hanging in there?"

User answer choices: 1) "I guess so. 2) "yes." 3) "I don't want to talk about it."

Professional 3: "When we heard about your ~incident~ everyone here was so worried. We are so happy that you're back with us."

User answer choices: 1) "Thanks." 2) "I wish I felt the same" 3) "I'm uncomfortable speaking about this right now."

Professional 4: "We will take this time to give you an opportunity to tell us how you're feeling, and then we'll explain our plan for reintegration afterwards, ok?"

Awkward Silence

User answer choices: 1) "I'm good. Ready to talk." 2) "I'm not ok, but let's go ahead and talk" 3) "I don't want to talk about how I'm feeling right now, but go ahead and tell me the plan."

Professional 5: "We are going to make sure that you feel supported during your transition back to school. This means that we will aim for normalcy, but also give you outlets to breathe and adjust as is necessary. If you need a break during class, we'll give you a pass to take some time for yourself. If you feel down and need a safe space, you can leave and spend some time with (Professional A). How does that plan sound?"

User answer choices: a) "sounds good." b) "I don't like how that sounds c) "that's fine/I don't care"

Professional 6: "Are there any triggers that we should know of, so that we can minimize those during school hours?"

User answer choices: a) Yes b) No
→ offer opportunity for user to type or write out a possible trigger

Professional 7: "Ok, thanks. We will try to avoid _____. Before we adjourn for today, we would like you to select one of us as a point person. Who will it be?"

User chooses one of the professionals in the room.

Text/Social Media
(Tova)

Social media interactions and text exchanges following hospitalization may be important to practice. This session would allow adolescents practice in receiving difficult messages from peers and friends.

SCRIPT:

Gets a text notification from a peer It reads:
"What happened to you? I asked around, and no one really knew--only rumors."

Ding from Facebook It's an invite to someone's birthday party. It would be your first social gathering out of the hospital

A snapchat notification You open it to find a picture of someone with you in the background, and a drawn arrow pointing to you. "Who's this person again?," it reads.

Question prompts from the game to the user:
"How does this message make you feel?"

"Are you happy you received it? If not, what are some good coping mechanisms you could use at this time?"

After every message/notification:
"Do you respond? If so, how?"
Ex. answers for prompt 1:
a) "Thanks for asking. I was out for personal reasons."
b) "I was out sick for a while, but I'm back now."
c) "I don't want to talk about it."

"If not, why?"

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Start:

Professional 1: Welcome back, _____. How are you feeling today?

[[fine, thanks]]

[[been better]]

[[I don't really want to talk about it]]

Professional 2: Yes, is this all very overwhelming for you? Are you hanging in there?

[[I guess so]]

[[yes]]

[[I don't want to talk about it]]

Professional 3: When we heard about your ~incident~ everyone here was so worried. We are so happy that you're back with us.

[[Thanks]]

[[I wish I felt the same]]

[[I'm uncomfortable speaking about this right now]]

Professional 4: We will take this time to give you an opportunity to tell us how you're feeling, and then we'll explain our plan for reintegration afterwards, ok?

Awkward Silence

[[I'm good. Ready to talk]]

[[I'm not ok, but let's go ahead and talk]]

[[I don't want to talk about how I'm feeling right now, but go ahead and tell me the plan]]

Professional 5: We are going to make sure that you feel supported during your transition back to school. This means that we will aim for normalcy, but also give you outlets to breathe and adjust as is necessary. If you need a break during class, we'll give you a pass to take some time for yourself. If you feel down and need a safe space, you can leave and spend some time with _____. How does that plan sound?

[[sounds good]]

[[I don't like how that sounds]]

[[that's fine/I don't care]]

Professional 6: Are there any triggers that we should know of, so that we can minimize those during school hours?

[[Yes]]

[[No]]

Yes:

Professional 6: What are some potential triggers for you?

Professional 7: Ok, thanks. We will try to avoid _____. Before we adjourn for today, we would like you to select one of us as a point person. Who will it be?

[[Professional 1]]

[[Professional 2]]

[[Professional 3]]

[[Professional 4]]

[[Professional 5]]

[[Professional 6]]

Start:

Notification: What happened to you? I asked around, and no one really knew--only rumors.

Game to User:

How does this message make you feel?

[[good]]

[[bad]]

[[I don't know]]

Are you happy you received it?

[[yes]]

[[no|coping]]

[[I don't care|respond]]

Coping: If not, what are some good coping mechanisms you could use at this time?

[[deep breathing|thermometerup]]

[[soothing self talk|thermometerup]]

[[nothing|thermometerdown]]

Respond: How do you respond?

[[Thanks for asking. I was out for personal reasons|thermometerup]]

[[I was out sick for a while, but I don't want to talk about it|thermometerup]]

[[I don't respond at all/I delete the message|thermometerdown]]

Notification: It's an invite to someone's birthday party. It would be your first social gathering out of the hospital.

Game to User:

How does this invitation make you feel?

[[excited]]

[[nervous]]

[[I don't know]]

Are you happy you received it?

[[yes|respond]]

[[no|coping]]

[[I don't care|respond]]

Coping: If not, what are some good coping mechanisms you could use at this time?

[[deep breathing|thermometerup]]

[[soothing self talk|thermometerup]]

[[nothing|thermometerdown]]

Respond: How do you respond?

[[Yes, I'll go|thermometerup]]

[[I will try to make it, thank you for the invite|thermometerup]]

[[I don't respond at all/I delete the notification|thermometerdown]]

Notification: You open it to find a picture of someone with you in the background, and a drawn arrow pointing to you. "Who's this person again?"

Game to user: Are you happy you received it? If not, what are some good coping mechanisms you could use at this time?

How does this invitation make you feel?

[[sad]]

[[embarrassed]]

[[I don't know]]

[[I don't care]]

Are you happy you received it?

[[no|coping]]

[[It doesn't feel good, but I'm ok|respond]]

[[I don't care|respond]]

Coping: If not, what are some good coping mechanisms you could use at this time?

[[deep breathing|thermometerup]]

[[soothing self talk|thermometerup]]

[[nothing|thermometerdown]]

Respond: How do you respond?

[[You're right. I'm a nobody|thermometerdown]]

[[This is unproductive. Please don't send things like this to me|thermometerup]]

[[I don't respond at all/I delete the notification|thermometerup]]

Sitting next to peer eating lunch

Peer: How was your weekend?

\$player: Good, how was yours?

Peer: Pretty good, didn't do much.

<<bully 1 and 2 enter>>

Bully 1: Oh my god

Bully 2: What?

Bully 1: Did you hear that \$player failed that test from last week?

Bully 2: You failed? Nice going, idiot!

Bully 1: You have to be stupid to get that bad of a grade.

[[look to coping skills| coping skills]]

[[Ignore them |Ignore]]

[[Say something back|Say something]]- BUILD UP TO HELPFUL VS HARMFUL

Look to coping skills

_____ Pick which skill you would like to use.

_____ Ignore them

_____ Bully 1: Oh, so you're just going to ignore us?

Bully 2: I told you they were stupid.

_____ Say something

\$player: Whatever, I tried my best. It was a hard test.

Bully 2: Yeah, keep telling yourself that.

Bully 1: Maybe study harder next time, loser.

[[You should really watch your mouth|watch mouth]]

[[Please just leave me alone|leave alone]]

Watch mouth

_____ Bully 2: Oh, what are you gonna do about it?

Bully 1: Yeah, you're too dumb to do anything.

<<set mood to negative>>

_____ Leave alone

_____ Bully 2: Whatever, you're not worth it.

Bully 1: Yeah, let's just go eat.

Friendship

Sitting next to peer eating lunch

Peer: How was your weekend?

\$player: Good, how was yours?

Peer: Pretty good, didn't do much.

<<bully 1 and 2 enter>>

Bully 1: Oh my god

Bully 2: What?

Bully 1: Did you hear that \$player didn't get invited to the party last weekend?

Bully 2: Yeah, it's pretty obvious that no one wants to be friends with you

Bully 1: Too bad, idiot. Looks like you have to find somewhere else.

[[look to coping skills| coping skills]]

[[Ignore them |Ignore]]

[[Say something back|Say something]]

Look to coping skills

_____ Pick which skill you would like to use

_____ Ignore

_____ Bully 1: Oh, so you're just going to ignore us?

Bully 2: I told you they were stupid.

_____ Say something

\$player: Whatever, I was busy anyways.

Bully 2: Yeah, keep telling yourself that.

Bully 1: Maybe it's because no one likes you, loser.

[[You should really watch your mouth|watch mouth]]

[[Please just leave me alone|leave alone]]

Watch mouth

_____ Bully 2: Oh, what are you gonna do about it?

Bully 1: Yeah, you're all alone and have no one to back you up

<<set mood to negative>>

_____ Leave alone

_____ Bully 2: Whatever, you're not worth it.

Bully 1: Yeah, let's just go eat.

keep in cafeteria

Bully Scene- Jamie

Academic/Extra Curricular-

Bully 1: Oh my god

Bully 2: What?

Bully 1: Look at what \$player got on their test.

Bully 2: You failed? Nice going, idiot!

Bully 1: You have to be stupid to get that bad of a grade.

[[Look to your peer for comfort|Peers_2]] -WOULD LEAD TO ANOTHER SEEN
LOOK TO COPING SKILLS

[[Ignore them |Ignore]]

[[Say something back|Say something]]- BUILD UP TO HELPFUL VS HARMFUL

Peers

You look over at your peer for comfort and support.

Peer: That is not a bad grade! Can y'all just leave \$player alone?

Bully 2: You're just as stupid if you think that's not a bad grade.

Bully 1: Yeah, \$player is never going to pass this class now.

[[Stand up for your Peer|Stand up for your Peer]]

[[Walk out and leave class|Walk out]]

Stand up for peer

_____ \$player: Just leave us alone. It's only one test, it'll be fine.

Peer: Yeah, there are lots more chances.

Bully 1: Whatever losers, come on let's go.

Peer: Thanks for saying that. Can I come sit next to you?

[[I'd actually rather be alone, if that's okay. | Be alone]]

[[Yeah, sure. I would love that. | Yeah, sure]]

Be alone

_____ Yeah, sure

Walk out

_____ <<set \$mood to \$mood +20>>

You enter the bathroom and hear your peer come in behind you.

Peer: Hey, is everything okay?

[[Yeah, I just want to be alone |Just want to be alone]]

[[No, I'm having a hard time | Hard time]]

Just want to be alone

_____ Hard time

Ignore

_____ Bully 1: Oh, so you're just going to ignore us?

Bully 2: I told you they were stupid.

[[Will you please leave me alone?|Will you please leave me alone?]]

[[You're being annoying! Back off!|Talk back]]

[[Get up and leave class|Leave class]]

Talk back

_____ <<set \$mood to \$mood +20>>

Bully 1: Oh, they speak!

Bully 2: Wow, who knew someone as dumb as them could say something.

Leave class

_____ Will you please leave me alone

_____ Bully 2: Whatever, you aren't worth my time anyways.
\$player: You don't have to be so mean.
Bully 1: Oh wow, they can speak!
[[Ask the teacher to go to the bathroom|ask teacher]]
[[Leave the classroom without asking|Leave class]]
[[Say something back|say something back]]

Say something

\$player: Whatever, I tried my best. It was a hard test.
Bully 2: Yeah, keep telling yourself that.
Bully 1: Maybe study harder next time, loser.
[[You should really watch your mouth|watch mouth]]
[[Please just leave me alone|leave alone]]

Have one back and forth with bully and then back to convo with peer (start with peer, end with peer convo)
Keep it neutral

Friendship- hear about the party. they weren't invited. no one wants to be friends with them

Bully 1: Oh my god
Bully 2: What?
Bully 1: Look at who is trying to sit near us
Bully 2: Ew, we don't want you next to us.
Bully 1: Too bad, idiot. Looks like you have to find somewhere else.
[[Look to your peer for comfort|Peers_2]]
[[Ignore them |Ignore]]
[[Say something back|Say something]]

Ignore

_____ Bully 1: Oh, so you're just going to ignore us?
Bully 2: I told you they were stupid.
[[Will you please leave me alone?|Will you please leave me alone?]]
[[Say nothing|Talk back]]
[[Get up and leave class|Leave class]]

Will you please leave me alone

_____ Talk back

_____ <<set \$mood to \$mood +20>>
Bully 1: Oh, they speak!
Bully 2: Wow, who knew someone as dumb as them could say something.

_____ Leave class

Peers

_____ You look over at your peer for comfort and support.
Peer: They are just being annoying. You can come sit over here with me.
Bully 1: Yeah, the two losers can go sit together.
[[Stand up for your Peer|Stand up for your Peer]]
[[Walk out and leave class|Walk out]]

Thermometer- positive, negative, neutral