Kim’s Story
Scene 1
Kim is a 12-year-old girl who recently moved to the area, just in time to start a new middle school. She has struggled to fit in and establish close friends, although she is generally an outgoing, happy young girl. Lately, she seems moody and you notice that she’s not trying as hard to cultivate friendships. Even her appearance seems a little off—like she’s not paying as much attention to her wardrobe or her hair.

Group Discussion: You are a teacher at Kim’s school. How would you approach her?

Kim’s Story
Scene 2
When you talk with Kim, you learn that she’s really lost her confidence and is feeling desperate to fit in. She feels hopeless, ugly and rejected. She says that she’ll be better liked if she could just lose weight. (Kim is already quite thin).

Kim’s Story
Scene 3
As you continue to talk, Kim is very focused on losing weight and avoiding food. She eventually shares that she’s overwhelmed and feels like she has no control over her life.

The Crisis Scenario
Kim’s Story
Final
In class today, Kim seems like she can barely stay awake. When you try to talk with her after class, she seems disoriented and wobbly. As you’re trying to connect with her, she passes out.


**Clayton’s Story**  
Scene 1  
Clayton is a 16-year-old high school sophomore and top seed on the school tennis team. He is a student leader and one of the most popular boys in school. He has “gone steady” with his next door neighbor for the past two years. They recently broke up and Clayton appears to be taking it hard. He seems sad, has been showing up late for school and even missed tennis practice on Monday.  

*Group Discussion: You are Clayton’s tennis coach. How would you approach him?*

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**Clayton’s Story**  
Scene 2  
Clayton says everything is fine, and reassures you that the break-up was “no big deal.” He seems to have legitimate reasons for being late and missing practice, but you are still concerned as he just seems to go through the motions at practice. You also notice that he doesn’t leave school with his friends as he usually does.

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**Clayton’s Story**  
Scene 3  
Clayton admits that he feels more devastated than he ever thought he would. He feels stuck because he sees his ex-girlfriend everyday—on the bus, at school, in the neighborhood. They are friends on Facebook, so he even sees her posts about the new guy she likes. He says he can’t escape the sense of loss and sadness, even though it’s been almost two months since they broke up.

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**The Crisis Scenario**

**Clayton’s Story**  
Final  
At practice on Friday, Clayton seems back to his old self. He sweeps the match on Saturday and seems to be having a great time. He high-fives with his friends, tells his opponent to “remember his name,” and you even overhear him making plans for a big night out that evening. He says it will be a “the party of a lifetime.” You hope this means Clayton’s back on track. However, in the locker room, you notice that Clayton hangs around after everyone else is gone. You see him put his letterman jacket in his best friend’s locker and then try to slide an envelope into another friend’s locker. You walk out to see what’s going on, and notice that the envelope has his ex-girlfriend’s name on it.
Keisha’s Story

Keisha is a 14-year-old girl who just never seemed to fit in. She doesn’t have a lot of friends, often seems to struggle to find people to sit with at lunch, is usually selected last in PE and is picked on by Fred, a boy who likes to make a public display of his comments. She has a few close friends, and other kids don’t seem to pick on her, but avoid Keisha so that Fred doesn’t turn his attention on them. You’ve noticed that Keisha seems less outgoing lately and does not engage as much as she used to in group activities.

*Group Discussion: You are Keisha’s youth group leader. How would you approach her?*

Keisha’s Story

Keisha seems embarrassed that you’ve noticed that she gets picked on. She tells you everything is okay, pointing out that her grades are good, she just got a role in the school play and that she just placed in the state art contest. As you talk, however, she begins to open up about just wanting to disappear when Fred starts picking on her.

Keisha’s Story

As the conversation continues, Keisha seems relieved to have someone to talk to. She eventually admits to “playing sick” a lot recently to avoid going to school—and thus avoiding Fred. She says she’s having trouble concentrating and shares that she got a lower than usual grade on her algebra test last week. She’s even thinking of dropping out of the school play, because she’s afraid that it will only give Fred more reason to pick on her.

The Crisis Scenario

Keisha’s Story

A few weeks later the group goes swimming and you see several cuts on Keisha’s thighs. You pull her aside to ask what happened and she starts to tell you a long, complicated story about falling. You note that the cuts don’t look like injuries from a fall, and that some look infected. She eventually admits that she’s been cutting herself with a nail file.
Lauren’s Story
Scene 1
Nearing graduation, 17-year-old Lauren is in the top ten of her class and has been accepted into the college of her choice—as well as her back-up school. However, lately she’s not been studying as much as usual and seems distracted. She’s even been skipping her voice lessons—something she’s been passionate about since she was 8-years-old.

**Group Discussion: Lauren is your daughter. How would you approach her?**

Lauren’s Story
Scene 2
Lauren seems surprised that you’re concerned and quickly reassures you that everything is fine. After all, her life is going according to plan, right? She says she’s just busy. What she says sounds fine, but she just doesn’t seem herself to you. Your best friend tells you not to worry that “it’s just a stage” Lauren is going through. You’re not convinced—especially when you learn that Lauren didn’t submit her on-campus housing form that she’d told you was already done.

Lauren’s Story
Scene 3
A week later, things don’t seem any better for Lauren. She doesn’t have any enthusiasm about going to college, she’s still not going to her voice lessons and she seems like she’s barely getting any sleep. She’s always been a “night owl,” but lately, you don’t think she’s even going to bed most nights. She seems exhausted and full of energy at the same time. You notice that she’s pretty grumpy and that she is not spending much time with her friends.

The Crisis Scenario

Lauren’s Story
Final
You come home late one night to find Lauren agitated and pacing. When you try to talk with her, she speaks rapidly and says she doesn’t feel right. She says she feels disconnected from herself. It’s hard to get her to focus; she seems confused --- almost as if she’s not really sure where she is. You cannot get her to calm down.
Raul’s Story

13-year-old Raul is a sensitive only child, who makes friends easily, does well in school and succeeds in most things that he attempts. However, he has to be encouraged to try new things, seems to worry a lot about normal transitions and sometimes struggles to keep his emotions in check.

**Group Discussion:** You are the director of Raul’s summer camp. How would you approach him?

Raul’s Story

Raul says everything is fine, although as you talk more, it is clear that he is concerned about the upcoming relay race. He’s also upset that one of his teammates seemed annoyed when Raul fell during an earlier race, even though he recovered quickly and their team came in second. As you talk, you realize that Raul worries about nearly every activity, from swimming to arts and crafts.

Raul’s Story

You talk to one of the camp counselors who tells you that Raul has trouble saying goodbye to his dad in the morning and tries to hide that he gets teary. It takes him a long time to “warm up” to activities, but once he does, he seems okay—until the activity changes. Then he gets moody again. The other kids still like to play with him, but they do seem to be losing patience with his mood swings.

The Crisis Scenario

Raul’s Story

As the summer program winds down, campers and counselors alike are excited about the camp Olympics, camp show and overnight campout. Raul seems very worried about it all and even tries to get you to call his Dad to come get him. Raul eventually gets distracted with his friends and seems okay, but after the first Olympic race he’s breathing very heavily, is pacing back and forth running his fingers through his hair. He says his chest hurts and that he can’t breathe.
Jessica’s Story

16-year-old Jessica is one of the most popular girls in school. She’s a cheerleader, near the top of her class academically and has tons of friends. She wants to cheer for a professional team and open her own dance studio when she’s older.

Jessica and her boyfriend Sam recently broke up, but it seems that plenty of guys are lined up to take Sam’s place. However, Sam and Jessica still seem to text one another constantly and spend a lot of time together on Facebook. When she’s home, Jessica is so moody that you never know what to expect, she yells at her younger sister constantly and all she does is stay in her room or sleep.

Group Discussion: Jessica is your daughter. How would you approach her?

Jessica’s Story

At dinner, Jessica announces that she quit the summer job that she’d gotten as a camp counselor at a cheerleading camp for young kids. When you try to talk to her about it, she just says that it’s a lousy way to spend the summer and that she just wants to stay home and be left alone.

Jessica’s Story

You see some texts on Jessica’s cell phone and grow concerned. Sam says he is depressed, has no reason to live without her and wants everyone but her to leave him alone. Jessica’s texts to Sam are all about how sorry she is about their breakup, that no one understands her either and that it would be her fault if Sam tried to kill himself. When you ask her about the texts, she’s annoyed that you looked at her phone and tells you that you’re “over reacting as usual.”

The Crisis Scenario

However, late one night you see that she’s left her laptop on and is still logged into Facebook. You are amazed to see Jessica’s instant messages to Sam, saying that she’s depressed too. She writes that if Sam kills himself that she will too. In fact, as you scroll through, you see that she’s even tried different types of knives to see what really cuts skin and she’s been getting pills from her grandmother’s bathroom every time she goes to visit. You can see that these messages actually go back more than two weeks.
Jandell’s Story

Jandell is a 15-year-old boy that you’ve known for years. He seems typical in every way: He has a normal amount of friends, has decent grades and is involved in a few activities after school. He seems to get along well with his friends, teachers and parents. You heard that over the summer, he was involved in a pretty serious car accident with his older brother and another friend. The friend was driving and everyone healed well from their injuries. Jandell doesn’t seem like himself this year. He seems less interested in things, although he still manages to keep solid grades. You notice, however, that he seems a bit more emotional than he used to and that he doesn’t hang out much with friends. Instead, he seems to only want to be with his brother.

Group Discussion: You are Jandell’s teacher. How do you approach him?

Jandell’s Story

Jandell blows off your initial outreach, telling you that everything is fine and nothing has changed. As you gently probe a bit deeper, you can see that he’s stressed and upset, but he makes it clear that he doesn’t want to talk.

Jandell’s Story

Nothing seems to change much for Jandell as the semester continues. He still doesn’t really seem like himself. He’s stopped all of his afterschool activities, and spends most afternoons watching his older brother’s basketball practice. He seems really jumpy and over-reacts to almost any loud noise. He looks tired, as if he’s not getting much sleep.

The Crisis Scenario

Jandell’s Story

A student stops you in the hall to tell you that Jandell is “freaking out” in the bathroom. You rush in to see a group of students just staring at Jandell, who is in the corner of the bathroom, rocking back and forth, sweating profusely, with his hands over his ears. You ask another student what happened and he said that Jandell just started screaming right after the bell rang. He said two other guys were goofing around and slamming doors, but that nothing unusual was happening.
Leslie’s Story
Scene 1
Leslie is a 13-year-old girl, an average student who has never “fit in.” You’ve always noticed that she’s alone between classes and in the cafeteria --- usually reading a book. Lately, she seems to be moving more slowly, engage less in class and the book is absent, replaced by eyes that seem unfocused or disconnected from what’s going on around her.

Group Discussion: You are a teacher at Leslie’s school. How would you approach her?

Leslie’s Story
Scene 2
When you talk with Leslie, she does not have much to say. She eventually shares that she’s just tired of not having friends and doesn’t see much point in school. You try to get her to say more, but she says she has to go.

Leslie’s Story
Scene 3
Leslie’s grades begin to slip and she’s absent or late for school more and more. She “behaves” in class, but no longer engages unless forced to do so. She seems to be just going through the motions at school.

The Crisis Scenario

Leslie’s Story
Final
You overhear two students calling Leslie a “stoner,” and talking about seeing pills in her purse. You find Leslie alone near the lockers. She is startled when you call her name, but appears groggy and sullen when you try to talk with her.
Shelly’s Story  

**Scene 1**  
Shelly is the best babysitter you’ve ever found; in fact, she’s like a part of your family and watches the kids every day after school and sometimes on weekends. One of the reasons you all love her so much is her energy and positive attitude: she gets on the floor to play Legos, creates special kid menus, and hosts “dance parties” for the kids and their friends. Lately, Shelly seems off. She still shows up on time, she still takes good care of the kids, but she doesn’t seem to engage with them as much. She seems distant and distracted.

**Group Discussion:** You are the parents who employ Shelly as a babysitter. How would you approach her?

Shelly’s Story  

**Scene 2**  
Shelly tells you that she and her boyfriend have just broken up. They had been applying to the same colleges and had even talked about getting married one day. She says she’s not sleeping well and feels sad most of the time.

Shelly’s Story  

**Scene 3**  
When you get home from work several days later, Shelly seems upset. She says she’s having trouble handling the kids when they are fussy or uncooperative. She’s convinced that the kids are "playing her," and says she can’t babysit for you anymore.

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**The Crisis Scenario**

Shelly’s Story  

**Final**  
Late Friday night, Shelly knocks on your door. She tells you that someone is following her, that she thinks he’s after the kids and that they aren’t safe. She says she has to leave right away – and take the kids to a safe place. She says she her friend told her to take the kids to Canada. She’s frustrated that you aren’t packing the kids. She seems to be getting more and more agitated as she talks with you.
Everyone knows 14-year-old Sasha’s story. The school has called children’s services several times because of reports of physical abuse and illegal drug use at home by her stepfather. Sasha seems pretty resilient and she is very protective of her younger brothers and sisters. In spite of the problems, she is generally upbeat and manages to make passing grades. Lately, Sasha’s appearance seems to have changed. She looks sloppy, even dirty, at times. She no longer sits with her best friend at lunchtime and has been late to school more and more often.

**Group Discussion: You are an administrator at Sasha’s school. How do you approach her?**

Sasha tells you that it’s the “same old, same old” at home, but begs you not to call children’s services again. She doesn’t believe it will do any good, and says things at home always get worse after he comes back.

During the next few weeks, Sasha’s grades begin to drop and her behavior becomes somewhat erratic. Some days she seems increasingly rebellious and even aggressive. Other days, she’s withdrawn and moody.

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**The Crisis Scenario**

Sasha gets into trouble at school for fighting. To make matters worse, she shoves a teacher who tries to break up the fight, causing the school safety officer to get involved. After a three-day suspension, she does not return to school, and no one seems to know why.
Johnny’s Story

Scene 1

Johnny has always been impatient. In elementary school, both his teachers and his parents would have to coerce him to behave appropriately. Lately, his behavior is getting worse. He refuses to do what you tell him to do, whether it is going to school, picking up after himself or simply being nice to his sister.

*Group Discussion: You are Johnny’s parent. How do you approach him?*

Johnny’s Story

Scene 2

At the store last night, Johnny’s behavior was particularly upsetting. He screamed at you and threw a videogame across the store – all because you told him he had to save his own money to pay for the game. On the drive home, he continued to yell, blaming you for his behavior. When you get home, Johnny’s sister tells you that she doesn’t want her upcoming birthday party at home as you’d been planning. In fact, she says firmly, she doesn’t want a party at all if Johnny is going to be there.

Johnny’s Story

Scene 3

A few weeks later, you get a call from school that Johnny has again been kicked off the school bus for his continued use of foul language toward other students and, to make matters worse, he’s now expelled from school for a week.

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**The Crisis Scenario**

Johnny’s Story

Final

Johnny’s sister calls you sounding completely panicked. Apparently she and Johnny got into an argument about whose turn it was to use the computer. When she insisted that it was her turn, she says that Johnny started yelling and cursing at her. He threw the laptop on the ground and is now throwing almost anything he can pick up. She says he’s also pounding on the walls and seems out of control.
Sean’s Story
The dark circles under his eyes makes it look like fifteen-year-old Sean hasn’t slept in a week, but he remains high-energy most of the time. In fact, sometimes his energy level gets him into trouble, as it is in your classroom today. Sean can’t seem to stay in his seat, is blurtling out answers and does not seem tuned into the fact that his behavior is disruptive ---and annoying --- to the other students.

*Group Discussion: You are Sean’s teacher. How do you approach him?*

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Sean’s Story
Scene 2
Sean says his behavior is fine and complains that all the teachers in the school “just need to lighten up.” He does not seem concerned about the issues you raise and tells you that there is no problem. He seems to settle down a bit, though, so you are hopeful that your talk got through to him.

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Sean’s Story
Scene 3
You see Sean in the hall later that day. He’s alone, walking slower than usual and doesn’t even acknowledge you when you say hello. After school, however, he seems up to his usual antics. Just as you are about to leave, you see Sean get behind the wheel of his friend’s car and start the engine. He then begins driving around the parking lot erratically. When his friend gets control of the car back, Sean climbs out of the passenger side window and tries to “surf” on the roof.

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The Crisis Scenario

Sean’s Story
Final
Sean does not seem like himself at all when you see him early in the day, but at least he seems calm. Suddenly you hear a lot of commotion in the hall. Students are running out the side door because they say someone’s on the roof. When you get outside, you realize it is Sean.
Kara’s Story
Here we go again. You’ve been assigned Kara’s case --- in part, because she’s gone through every other staff member during the past three years. This is the sixth time in those three years that she’s been in custody of your facility. You know she’s difficult to work with; after all, you’ve heard all the stories.

When you meet with her, you find that those stories were not wrong. At best, Kara won’t answer your questions. At least that’s better than her hostile rants. Her file says her history includes multiple charges of criminal mischief. She’s here now because she upped the ante to reckless behavior and a parole violation.

Group Discussion: You are Kara’s case manager. How do you approach her?

Kara’s Story
“The judge is full of crap,” Kara tells you. “I don’t need to be here, and I don’t need anyone’s help.” At nearly 17, Kara acts like she has all the answers, but sometimes you get a glimpse of a sad young woman.

Kara’s Story
You finally have a couple of days where you feel like you and Kara are beginning to work well together, only to have her refuse to talk to you at your next meeting. She says she knows that you’re not on her side, that you are just trying to help them put her away and that you don’t care about her. She clearly states that she doesn’t trust you and you feel as if you are back at square one.

The Crisis Scenario

Kara’s Story
Upon release, Kara reoffends again—this time on a more serious charge and the stakes are higher because of her age. She’s sentenced to a detention center, but she’ll soon age out. There’s little doubt that she’ll re-offend as an adult if she doesn’t receive ongoing community-based mental health services.