

Adolescent Interview Guide

Note: These are selected items from a larger interview guide that are relevant to the scope of this manuscript. Adolescents were also asked about additional domains of inquiry, e.g., their experiences with online victimization (labelled here with youth-friendly terminology as “negative online interactions”), ways in which they coped with that, and about other features that were considered for use within Flourish.

Instructions: Throughout this interview, we will ask you questions about your experiences with social media and negative online interactions. We define negative online interactions as negative comments, symbols, images, or behaviors that cause harm through the use of computers, cell phones, or other electronic devices. Harm may be experienced in one incident or repeatedly over time. Harm can relate to important aspects of identity, like gender, race, or sexual identity.

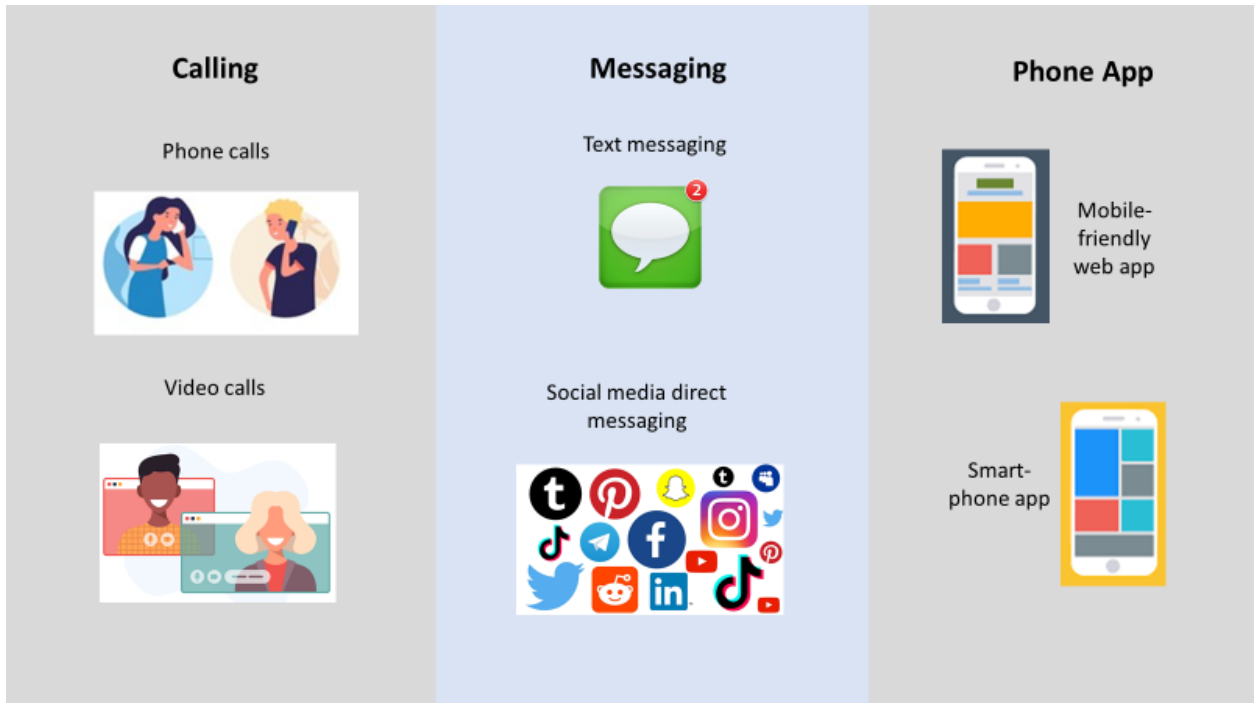
Overall Impressions of the Intervention

In this part of the interview, we are going to consider ideas for an intervention for LGBTQ+ youth. We are interested in focusing on youth ages 12-17 and we would like to build an intervention that will be helpful to youth in responding to negative online interactions immediately after they occur.

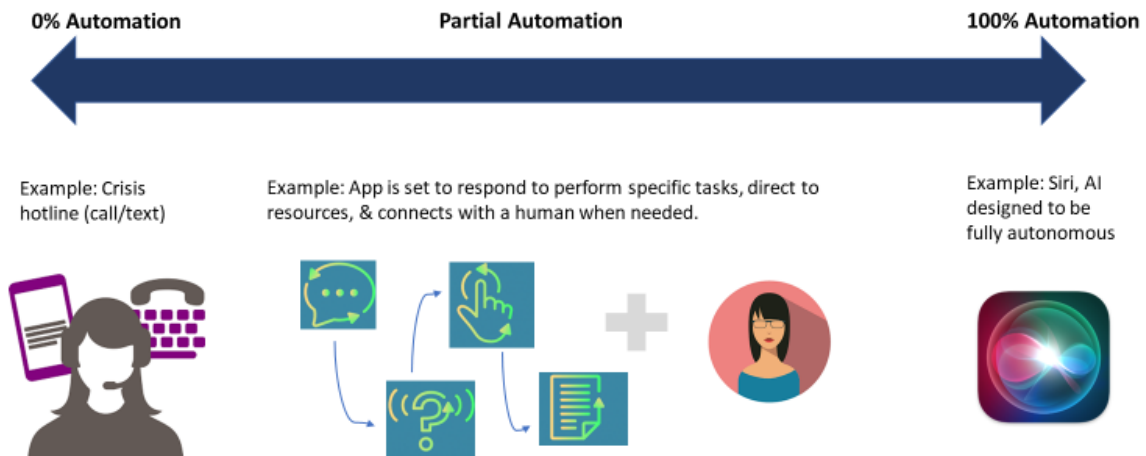
1. What do you think is most helpful for teens like you right after negative online interactions occur?
2. If you could build an intervention to help other teens who are going through something like this, what would it look like? What would it do?

We are thinking about an intervention that would send messages on teens’ phones. The intervention would first check in to see how they are feeling and provide resources to help cope with negative online interactions. It will help youth identify how they wish to respond, like considering whether to block or ignore mean comments, report the event, or seek immediate help from an adult. It would support youth in reaching out for help from a trusted and accepting adult.

3. What are your first impressions in hearing about this intervention?
4. What, if any, are potential benefits of the intervention?
5. What, if anything, concerns you about the intervention?
6. What factors, if any, might either contribute to or get in the way of you participating in an intervention like this?
7. What would you think about the privacy of participating in an intervention like this?
8. What platform would you prefer to receive messages for an intervention such as this – for example, phone or video calls, direct messaging (i.e., texting on your phone or direct messaging on a certain social media platform?), or a phone app? *Screenshare the following image.*



9. How would you describe your level of comfort with participating in an intervention that is automated, meaning there is no person on the other end of the communication? The level of automation of this intervention could vary from 0% (i.e., a crisis hotline with a trained therapist either calling or texting you) to partial automation (i.e., a chatbot in which the answer to one question leads to another, and you would be directed to resources or connected to a human as necessary), to 100% automation (like Siri). *Screenshare the following image.*



Impressions Toward Treatment Targets

We will next ask you some big picture questions about the kinds of content we are thinking of including in this intervention. These questions are on a 1 to 10 scale, 1 being not at all important and 10 being extremely important.

10. On a scale from 1 to 10, how important do you think it is to help youth tolerate distress they may be experiencing after negative online interactions? Why did you select that number?
11. On a scale from 1 to 10, how important do you think it is to help youth problem-solve a response to negative online interactions (i.e., weigh pros and cons of reporting vs. ignoring)? Why did you select that number?
12. On a scale from 1 to 10, how important do you think it is to help youth reach out for help following negative online interactions (i.e. address concerns youth might have about reaching out for support)? Why did you select that number?

Final Impressions

13. Aside from what we already discussed, what other features or kinds of content would you recommend we include? Please describe.
14. Do you have any other final thoughts you would like to share?

Parent Interview Guide

Note: These are selected items from a larger interview guide that are relevant to the scope of this manuscript. Parents were also asked about additional domains of inquiry, e.g., about their overall relationship with their child and experiences learning about online victimization events their child experienced.

Instructions: Throughout this interview, we will ask you questions about your relationship with your child, how you discuss their online behavior, and your insights on an intervention we are planning to build. We will refer to your child's experiences with negative online interactions, which we define as negative comments, symbols, images, or behaviors that cause harm through the use of computers, cell phones, or other electronic devices. Harm may be experienced in one incident or repeatedly over time. Harm can relate to important aspects of identity, like gender, race, or sexual identity.

Perceptions of an Acceptable Intervention

We are going to discuss an idea that we have for an intervention for pre-teens and teens (ages 12-17) who have experienced negative online interactions. We imagine that the intervention will respond immediately after negative online interactions occur through sending messages on pre-teens/teens' phones. The intervention will check in to see how they are feeling and provide resources to help cope with negative online interactions. It will also help the youth consider how they wish to respond to negative online interactions, like identifying options for how they could respond and finding a solution that makes the most sense for them. It will also aim to help youth reach out for support when needed.

1. What are your first impressions in hearing about this intervention?
2. What, if any, are potential benefits of the intervention?
3. What, if any, are potential concerns you have about the intervention?
4. How would you describe your level of comfort with the intervention being automated, meaning there is no person on the other end of the communication?

Next, we would like to learn about resources or skills that seem most important to include in this intervention.

5. What kind of skills/resources do you think would be most helpful to youth right after they experience negative online interactions?
6. On a scale from 1 to 10 (1 being not at all and 10 being extremely), how important do you think it is to help youth tolerate distress they may be experiencing after negative online interactions? Why did you select that number?
7. On a scale from 1 to 10, how important do you think it is to help youth problem-solve a response to negative online interactions (i.e. weighing pros and cons of reporting vs. ignoring)? Why did you select that number?
8. On a scale from 1 to 10, how important do you think it is to help youth reach out for help following negative online interactions (i.e. address concerns youth might have about reaching out for support)? Why did you select that number?
9. Do you have any last thoughts or comments that we should consider in developing this intervention?

Professional Interview Guide

Note: These are selected items from a larger interview guide that are relevant to the scope of this manuscript. Professionals were also asked about additional domains of inquiry, e.g., about additional features that were considered for use within Flourish that are not discussed within this manuscript.

Instructions: Throughout this interview, we will ask you questions about your patients'/clients'/students' experiences with negative online interactions. We define negative online interactions as negative comments, symbols, images, or behaviors that cause harm through the use of computers, cell phones, or other electronic devices. Harm may be experienced in one incident or repeatedly over time. Harm can relate to important aspects of identity, like gender, race, or sexual identity.

Professional Experiences

1. First, please describe your professional work/practice setting.
 - a. What patient/client/student population do you focus on as part of your work?
 - b. What proportion of your population would you say identifies as LGBTQ+?
2. How often do you hear youth in your patient/client population describe experiences with negative online interactions? *(Note: If this person works with people across a larger age span, ask them to think specifically about adolescents, ages 12-17.)*
 - a. What kind of negative online interactions do you hear about from youth?
 - b. *(If not already mentioned)* Are there specific negative online interactions that you hear about from LGBTQ+ youth?
3. How would you typically learn that an adolescent experienced negative online interactions?
4. Can you describe a recent time when an adolescent patient/client/student disclosed an online negative interaction to you and how you handled that?
 - a. When you think about your approach to responding to negativity in online spaces, what different considerations, if any, are there for youth who identify as LGBTQ+?
5. In your experience, what contributes to an adolescent who identifies as LGBTQ+ deciding to disclose an experience with negative online interactions to a trusted adult?
 - a. What contributes to an LGBTQ+ adolescent deciding not to disclose to a trusted adult?
6. When LGBTQ+ youth report negative online interactions, how often would you say they experience mental health consequences? *Offer examples when needed, e.g., depressed thoughts, anxiety, etc.*
 - a. How often would you say youth who have experienced negative online interactions report suicidal thoughts or behaviors?

Services for LGBTQ+ Adolescents

7. What gaps are there in services provided within schools or health services in supporting LGBTQ+ adolescents who have experienced negative online interactions, if any?
8. In your experience, what support do parents need in helping an LGBTQ+ adolescent who has experienced negative online interactions?

Perceptions of an Acceptable Intervention

We are interested in developing a suicide prevention intervention for LGBTQ+ youth who have experienced negative online interactions. We thought of focusing on youth ages 12-17 during the time period immediately after negative online interactions occur.

We are thinking that the intervention will send messages on pre-teens/teens' phones. It will begin by checking to see how they are feeling and providing resources to help cope with experiencing negative online interactions. It will also help the youth consider how they wish to respond to negative online interactions, like identifying options for how they could respond and finding a solution that makes the most sense for them. It will also aim to help youth reach out for support from a trusted adult when needed.

9. What are your first impressions in hearing about this intervention?

10. What, if any, are potential benefits of the intervention?

11. What, if any, are potential concerns you have about the intervention?

12. How would you describe your level of comfort with the intervention being automated, meaning there is no person on the other end of the communication?

Next, we would like to learn about resources or skills that seem most important to include in this intervention.

13. What kind of skills/resources do you think would be most helpful to youth right after they experience negative online interactions?

14. On a scale from 1 to 10 (1 being not at all and 10 being extremely), how important do you think it is to help LGTBQ+ youth tolerate distress they may be experiencing after being negative online interactions? Why did you select that number?

15. On a scale from 1 to 10, how important do you think it is to help LGBTQ+ youth problem-solve a response to negative online interactions (i.e. weighing pros and cons of reporting vs. ignoring)? Why did you select that number?

16. On a scale from 1 to 10, how important do you think it is to help LGBTQ+ youth reach out for help following negative online interactions (i.e. address concerns youth might have about reaching out for support)? Why did you select that number?

Next, we would like to learn about how an intervention could work within your practice.

17. How would you imagine an intervention like this fitting within your work setting?

a. How might it be implemented in your work setting?

18. Are there other settings you might imagine being a better fit for this intervention, e.g., schools, mental health services, primary care, etc.)?

a. What setting do you perceive would be most ideal?

19. Do you have any last thoughts or comments that we should consider in developing this intervention?