

Evidence-Based Social Skills Training for Youth with Autism and Other Developmental Disabilities



Elizabeth A. Laugeson

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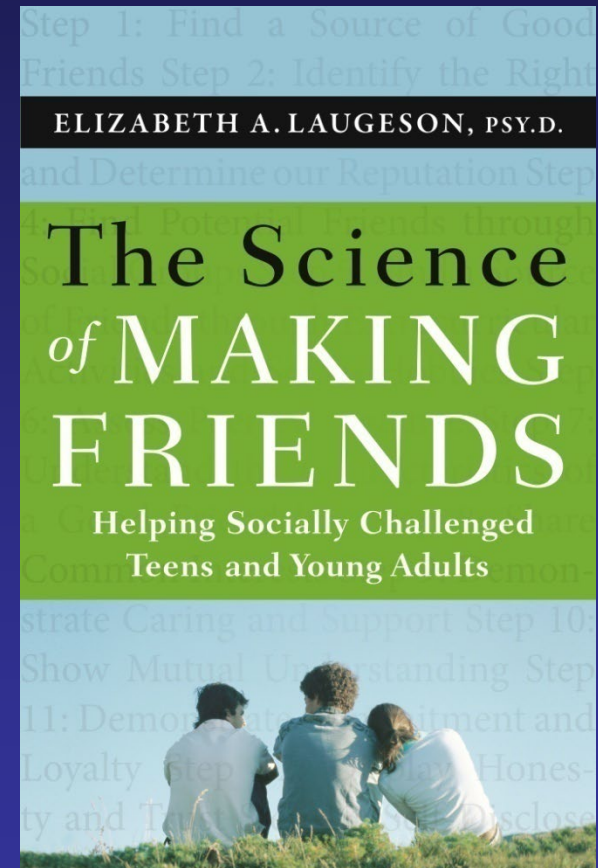
Founder and Director, UCLA PEERS Clinic

Director, The Help Group - UCLA Autism Research Alliance

Training Director, UCLA Tarjan Center (UCEDD)

Overview of Lecture

- Social deficits among youth with ASD and other developmental disabilities
- Importance of improving friendships
- Consequences of peer rejection
- Limitations of existing social skills programs
- Effective methods of social skills instruction
- PEERS intervention strategies
- Summary of research findings
- Resources



Social Deficits Among Youth with ASD and Other Developmental Disabilities

- Poor social communication
 - Problems with topic initiation
 - Use repetitive themes
 - One-sided conversations
- Poor social awareness
 - Difficulty understanding social cues
- Poor social motivation
 - Less involvement in social activities
 - More social isolation
- Poor social cognition
 - Difficulty understanding the perspectives of others
- Fewer romantic relationships
- Poor relationship quality
 - High degree of stalking behavior



(Volkmar & Klin, 1998; Bauminger & Kasari, 2000; Orsmond, Krauss, & Seltzer, 2004; Koning & Magill-Evans, 2001; LeCouteur et al., 1989; Marks, Schrader, Longaker, & Levine, 2000; Ghaziuddin & Gerstein, 1996; Twatchman-Cullen, 1998; Hemphill & Siperstein, 1990; Church, Alisanki, Amanullah, 2000; Constantino, 2005)

Consequences of Social Deficits

- Social neglect
 - Withdrawn and isolated
 - Seen as shy by others
 - Go unnoticed
 - Not engaging others socially
 - Anxious, depressed
- Peer rejection
 - Teased and bullied
 - Unsuccessful attempts to socially engage others
 - Bad reputation
 - ADHD, impulse control disorders
- Peer conflict
 - Arguments may result in termination of friendship
- Lack of close reciprocal friendships
 - Poor friendship quality



(Volkmar & Klin, 1998; Bauminger & Kasari, 2000; Orsmond, Krauss, & Seltzer, 2004; Koning & Magill-Evans, 2001; LeCouteur et al., 1989; Marks, Schrader, Longaker, & Levine, 2000; Ghaziuddin & Gerstein, 1996; Twatchman-Cullen, 1998; Hemphill & Siperstein, 1990; Church, Alisanki, Amanullah, 2000)

Importance of Friendships

Having one or two close friends:

- Predicts later adjustment in life
- Can buffer the impact of stressful life events
- Correlates positively with:
 - Self-esteem
 - Independence
- Correlates negatively with:
 - Depression
 - Anxiety



(Buhrmeister, 1990; Matson, Smiroldo, & Bamburg, 1998; Miller & Ingham, 1976)

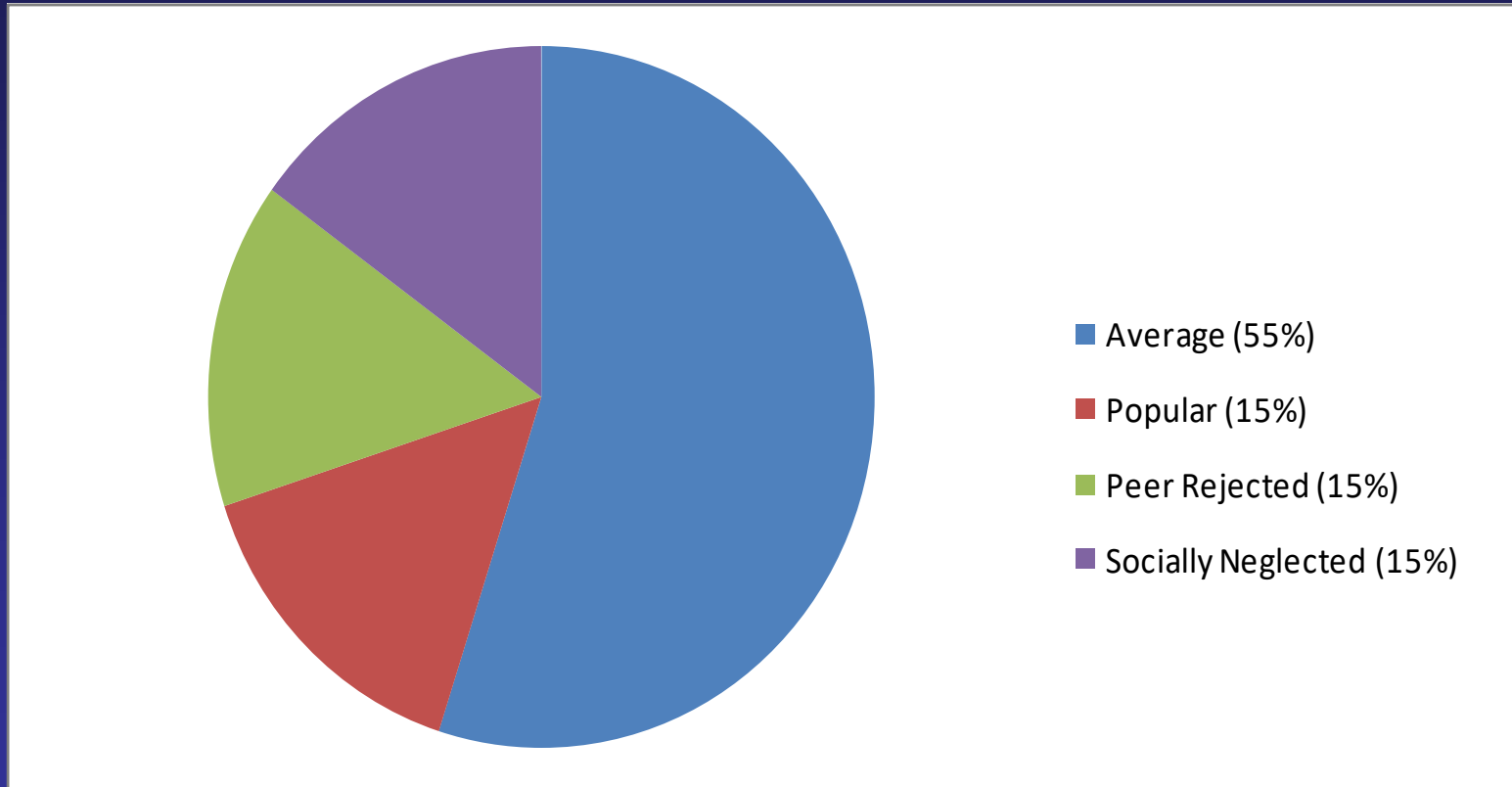
Consequences of Peer Rejection During Adolescence

- Depression
- Anxiety
- Loneliness
- Low self-esteem
- Substance abuse
- Poor academic performance
- Early withdrawal from school
- Suicidal ideation
- Suicide attempts



(Hawker & Boulton, 2000; Nansel et al., 2001;
Buhrmeister, 1990; Matson, Smiroldo, & Bamburg,
1998; Miller & Ingham, 1976)

Categories of Peer Acceptance in Adolescence



Limitations of Social Skills Training

- Do not include older adolescents or adults in treatment
- Do not teach ecologically valid social skills
- Fail to tailor teaching methods to shared strengths and weaknesses
- Do not include homework assignments
- Skills do not generalize to other settings
- Do not include caregivers in the treatment
- Do not assess treatment outcome or maintenance of treatment gains

J Autism Dev Disord (2008) 38:353–361
DOI 10.1007/s10803-007-0402-4

ORIGINAL PAPER

Social Skills Interventions for Children with Asperger's Syndrome or High-Functioning Autism: A Review and Recommendations

Patricia A. Rao · Deborah C. Beidel · Michael J. Murray

J Autism Dev Disord (2010) 40:149–166
DOI 10.1007/s10803-009-0842-0

ORIGINAL PAPER

Social Skills Interventions for Individuals with Autism: Evaluation for Evidence-Based Practices within a Best Evidence Synthesis Framework

Brian Reichow · Fred R. Volkmar

J Autism Dev Disord (2007) 37:1858–1868
DOI 10.1007/s10803-006-0320-x

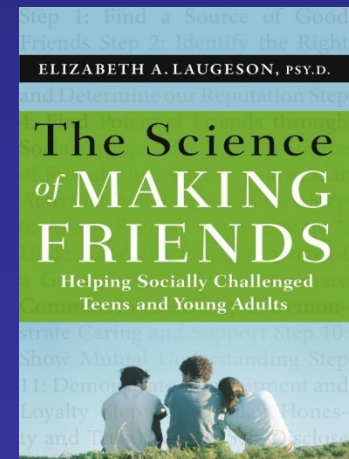
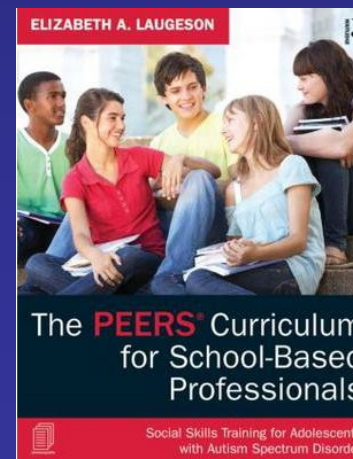
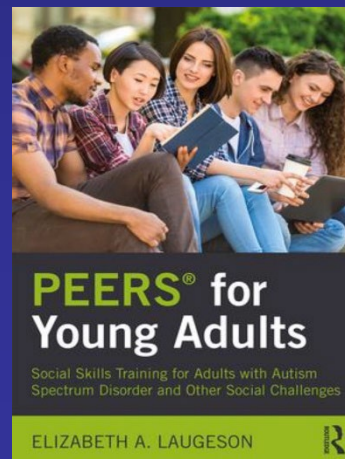
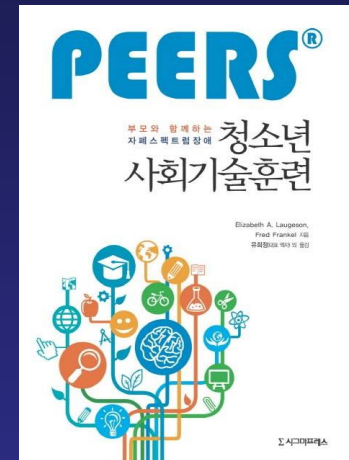
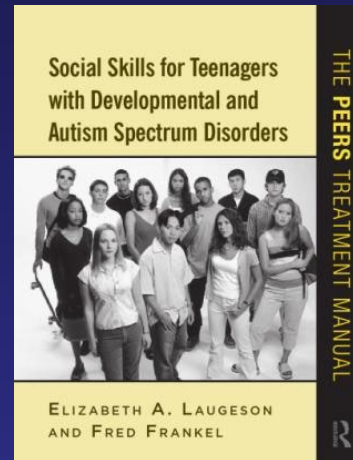
ORIGINAL PAPER

Social Skills Development in Children with Autism Spectrum Disorders: A Review of the Intervention Research

Susan Williams White · Kathleen Keonig · Lawrence Scabill

Background about PEERS[®]

- International program
 - Developed at UCLA in 2004
 - Adolescent program has been translated into over a dozen languages
 - Used in over 25 countries
- Evidence-Based Social Skills Programs:
 - PEERS[®] for Preschoolers
 - PEERS[®] for Adolescents
 - PEERS[®] for Young Adults



PEERS[®] Evidence-Based Methods for Teaching Social Skills

- Small group format
 - 10-12 group members
- Didactic lessons
 - Concrete rules and steps of social etiquette
 - Ecologically valid social skills
 - Socratic method of teaching
- Role-play demonstrations
 - Model social behavior
 - Appropriate and inappropriate demonstrations
 - Perspective taking questions
- Behavioral rehearsal exercises
 - Practice skills with coaching
- Homework assignments
 - Practice in natural social settings
 - Helps generalize skills
- In vivo parent/caregiver coaching

Photo of PEERS[®] courtesy of Associated Press



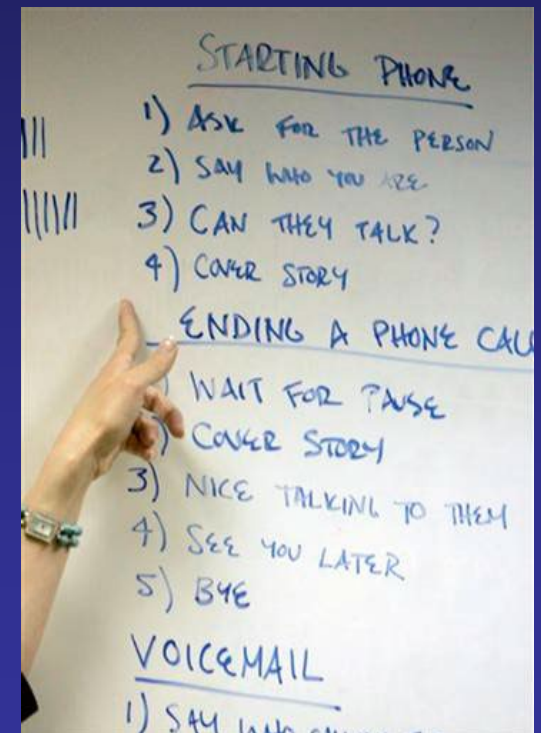
(Matson, 1984; Davies & Rogers, 1985; Fleming & Fleming, 1982; Mesibov, 1984; Gresham, Sugai, & Horner, 2001; Gralinski & Kopp, 1993; Rubin & Sloman, 1984, Frankel & Myatt, 2003; Rao, Beidel, & Murray, 2008; Laugeson et al., 2008)

Development of PEERS®

Rules and Steps of Social Behavior

Photo of PEERS® courtesy of Associated Press

- Ecologically valid social skills
 - DO'S
- Common social errors committed by those with ASD
 - DON'TS
- Create rules around ecologically valid skills and common social errors
- Break steps down into concrete parts



Clinical Examples

QUESTION:

What are common social errors committed by youth with ASD and other developmental disabilities when talking to others?



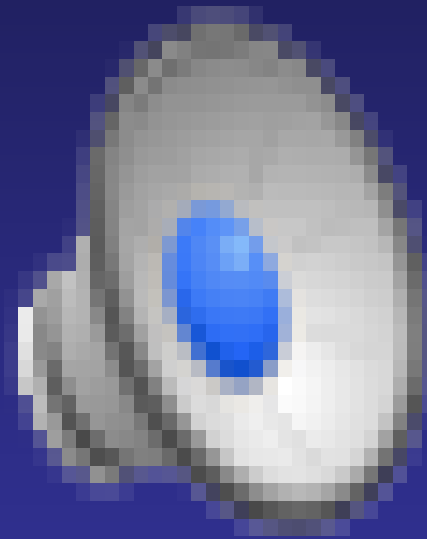
Role Play: Bad Example



Role Play: Bad Example



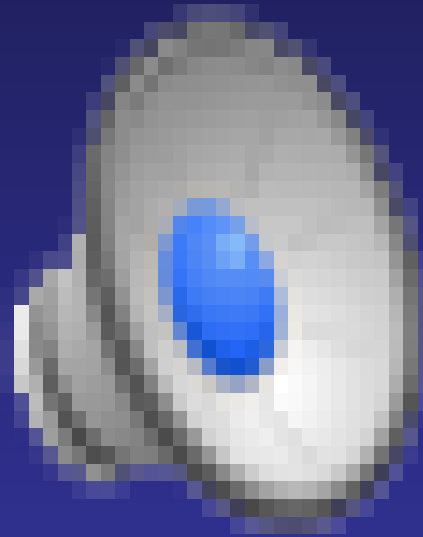
Role Play: Bad Example



Role Play: Bad Example



Role Play: Bad Example



PEERS[®] Conversational Do's

- Trade information
- Ask the person about him/herself
- Answer your own question
- Find a common interest
- Share the conversation
- Ask open-ended questions
- Ask follow-up questions
- Listen to your friend
- Be a little more serious at first
- Use good volume control
- Use good body boundaries
- Make good eye contact



(Laugeson & Frankel, 2010; Laugeson, 2013;
Laugeson, 2014)

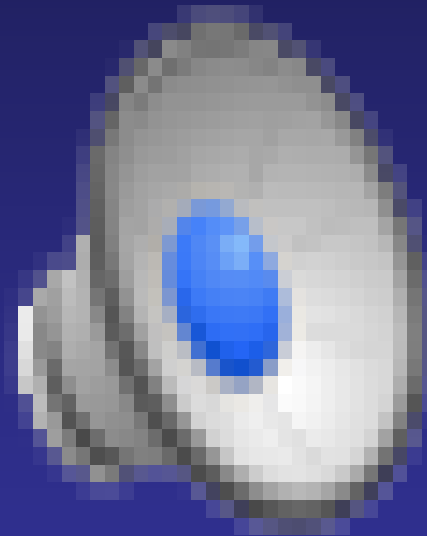
PEERS[®] Conversational Don'ts

- Don't be a conversation hog
- Don't be an interviewer
- Don't get too personal at first
- Don't police
- Don't tease
- Don't be repetitive
- Don't brag
- Don't be argumentative



(Laugeson & Frankel, 2010; Laugeson, 2013;
Laugeson, 2014)

Role Play: Trading Information



Overview of PEERS Intervention

- Conversational skills
- Electronic communication
- Choosing appropriate friends
- Appropriate use of humor
- Peer entry strategies
- Peer exit strategies
- Get-togethers
- Dating etiquette (adults only)
- Good sportsmanship (teens only)
- Peer rejection
- Peer conflict
- Graduation

Photo of PEERS® courtesy of Associated Press



(Laugeson & Frankel, 2010; Laugeson, 2013;
Laugeson, 2014)

PEERS[®] Evidence-Base: Parent-Assistance for Youth with ASD

J Autism Dev Disord (2009) 39:596–606
DOI 10.1007/s10803-008-0664-5

ORIGINAL PAPER

Parent-Assisted Social Skills Training to Improve Friendships in Teens with Autism Spectrum Disorders

Elizabeth A. Laugeson · Fred Frankel ·
Catherine Mogil · Ashley R. Dillon

J Autism Dev Disord
DOI 10.1007/s10803-011-1339-1

ORIGINAL PAPER

Evidence-Based Social Skills Training for Adolescents with Autism Spectrum Disorders: The UCLA PEERS Program

Elizabeth A. Laugeson · Fred Frankel ·
Alexander Gantman · Ashley R. Dillon ·
Catherine Mogil

J Autism Dev Disord
DOI 10.1007/s10803-015-2504-8



S.I. : ASD IN ADULTHOOD: COMORBIDITY AND INTERVENTION

A Randomized Controlled Trial to Improve Social Skills in Young Adults with Autism Spectrum Disorder: The UCLA PEERS[®] Program

Elizabeth A. Laugeson^{1,2} · Alexander Gantman^{1,2} · Steven K. Kapp^{1,3} ·
Kaely Orenski^{1,4} · Ruth Ellingsen^{1,5}

J Autism Dev Disord
DOI 10.1007/s10803-011-1350-6

ORIGINAL PAPER

Social Skills Training for Young Adults with High-Functioning Autism Spectrum Disorders: A Randomized Controlled Pilot Study

Alexander Gantman · Steven K. Kapp ·
Kaely Orenski · Elizabeth A. Laugeson

PEERS[®] Evidence-Base: Replication Studies for Youth with ASD

J Autism Dev Disord
DOI 10.1007/s10803-013-1900-1

ORIGINAL PAPER

A Replication and Extension of the PEERS Intervention: Examining Effects on Social Skills and Social Anxiety in Adolescents with Autism Spectrum Disorders

Kirsten A. Schohl · Amy V. Van Hecke ·
Audrey Meyer Carson · Bridget Dolan ·
Jeffrey Karst · Sheryl Stevens

J Autism Dev Disord
DOI 10.1007/s10803-013-1883-y

ORIGINAL PAPER

Measuring the Plasticity of Social Approach: A Randomized Controlled Trial of the Effects of the PEERS Intervention on EEG Asymmetry in Adolescents with Autism Spectrum Disorders

Amy Vaughan Van Hecke · Sheryl Stevens · Audrey M. Carson ·
Jeffrey S. Karst · Bridget Dolan · Kirsten Schohl · Ryan J. McKindles ·
Rheanna Rimmel · Scott Brockman

J Autism Dev Disord
DOI 10.1007/s10803-014-2231-6

ORIGINAL PAPER

Parent and Family Outcomes of PEERS: A Social Skills Intervention for Adolescents with Autism Spectrum Disorder

Jeffrey S. Karst · Amy Vaughan Van Hecke ·
Audrey M. Carson · Sheryl Stevens ·
Kirsten Schohl · Bridget Dolan

RESEARCH ARTICLE

A Randomized Controlled Trial of the Korean Version of the PEERS[®] Parent-Assisted Social Skills Training Program for Teens With ASD

Hee-Jeong Yoo, Geonho Bahn, In-Hee Cho, Eun-Kyung Kim, Joo-Hyun Kim, Jung-Won Min,
Won-Hye Lee, Jun-Seong Seo, Sang-Shin Jun, Guiyoung Bong, Soochurl Cho, Min-Sup Shin,
Bung-Nyun Kim, Jae-Won Kim, Subin Park, and Elizabeth A. Laugeson

J Autism Dev Disord
DOI 10.1007/s10803-016-2911-5

ORIGINAL PAPER

A Replication and Extension of the PEERS[®] for Young Adults Social Skills Intervention: Examining Effects on Social Skills and Social Anxiety in Young Adults with Autism Spectrum Disorder

Alana J. McVey¹ · Bridget K. Dolan¹ · Kirsten S. Willar^{1,2} · Sheryl Pleiss^{1,3} ·
Jeffrey S. Karst^{1,4} · Christina L. Casnar⁵ · Christina Caiozzo¹ · Elisabeth M. Vogt¹ ·
Nakia S. Gordon¹ · Amy Vaughan Van Hecke¹



PEERS[®] Evidence-Base

Short Report



Predicting treatment success in social skills training for adolescents with autism spectrum disorders: The UCLA Program for the Education and Enrichment of Relational Skills

Autism
0(0) 1–4
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DOI: 10.1177/1362361313478995
aut.sagepub.com

Ya-Chih Chang¹, Elizabeth A Laugeson¹, Alexander Gantman¹,
Ruth Ellingsen¹, Fred Frankel¹ and Ashley R Dillon²

J Autism Dev Disord
DOI 10.1007/s10803-014-2108-8

ORIGINAL PAPER

The ABC's of Teaching Social Skills to Adolescents with Autism Spectrum Disorder in the Classroom: The UCLA PEERS[®] Program

Elizabeth A. Laugeson · Ruth Ellingsen ·
Jennifer Sanderson · Lara Tucci · Shannon Bates

Article

Examination of a Parent-Assisted, Friendship-Building Program for Adolescents With ADHD

Journal of Attention Disorders
1–11
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DOI: 10.1177/1087054715588188
jad.sagepub.com

Denise M. Gardner¹, Alyson C. Gerdes¹, and Kelsey Weinberger¹

Journal of Mental Health Research
in Intellectual Disabilities, 7:45–73, 2014
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DOI: 10.1080/19315864.2012.730600



Long-Term Treatment Outcomes for Parent-Assisted Social Skills Training for Adolescents With Autism Spectrum Disorders: The UCLA PEERS Program

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Randomized Controlled Trial with Adolescents with ASD

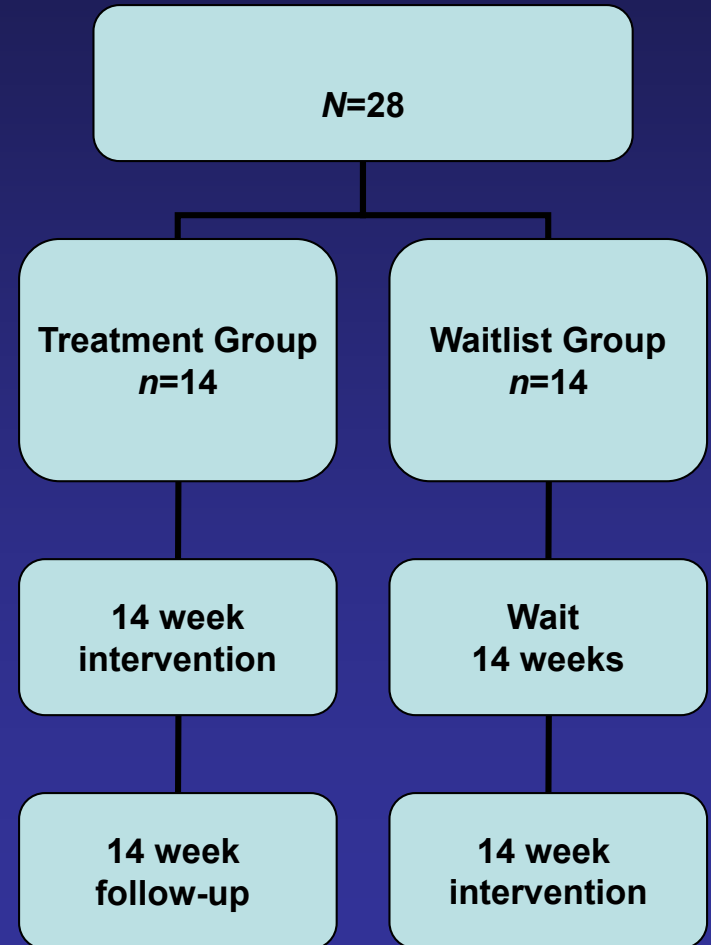
(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

J Autism Dev Disord
DOI 10.1007/s10803-011-1339-1

ORIGINAL PAPER

Evidence-Based Social Skills Training for Adolescents with Autism Spectrum Disorders: The UCLA PEERS Program

Elizabeth A. Laugeson · Fred Frankel ·
Alexander Gantman · Ashley R. Dillon ·
Catherine Mogil



Baseline Demographics

(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

	Treatment (<i>n</i> =14)	Waitlist (<i>n</i> =14)
Age	<i>M</i> = 14.3	<i>M</i> = 15.0
Grade	<i>M</i> = 8.8	<i>M</i> = 9.4
Percent Male	<i>M</i> = 85.7	<i>M</i> = 78.6
Percent Caucasian	<i>M</i> = 57.1	<i>M</i> = 42.9
Percent Mainstreamed	<i>M</i> = 64.3	<i>M</i> = 50.0
KBIT-2 IQ Composite	<i>M</i> = 94.1	<i>M</i> = 104.5
VABS-2 Composite	<i>M</i> = 72.0	<i>M</i> = 75.4

PEERS[®] Outcome Measures

(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

■ Parent Measures

- Social Responsiveness Scale (SRS-P) *
- Social Skills Rating System (SSRS-P) *
- Quality of Socialization Questionnaire (QSQ) *

■ Teacher Measures

- Social Responsiveness Scale (SRS-T)
- Social Skills Rating System (SSRS-T) *
 - At 14-week follow-up ONLY

■ Teen Self-Report Measures

- Quality of Socialization Questionnaire (QSQ) *
- Test of Adolescent Social Skills Knowledge (TASSK) *
- Friendship Qualities Scale (FQS)
- Piers-Harris Self-Concept Scale

* Measures reaching significance from pre- to post-test and/or follow-up (6/9)

PEERS[®] Research Snapshot: Parent-Assisted for Teens with ASD

(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

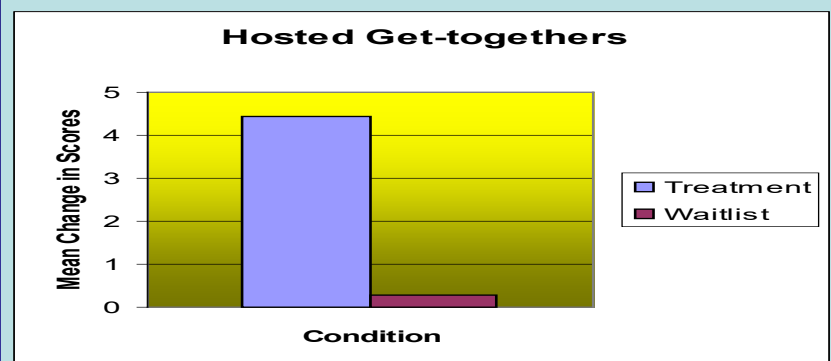
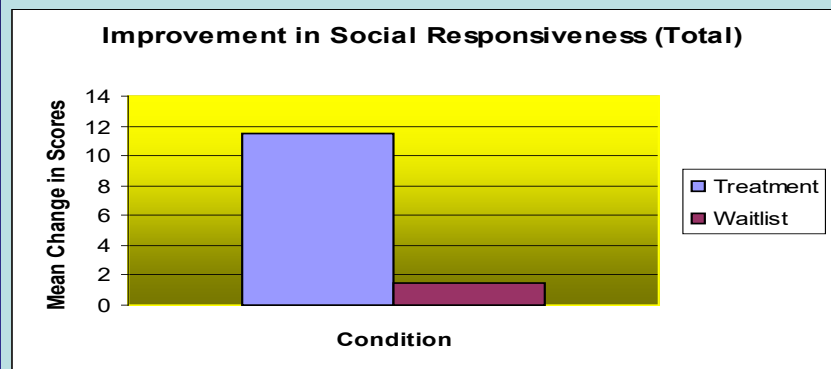
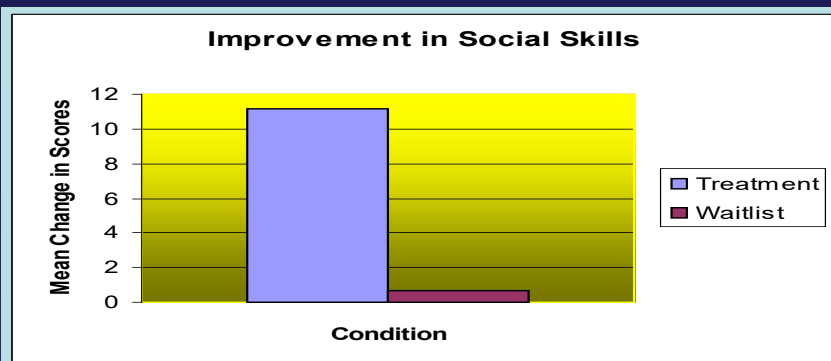


Table 3 Mean difference scores for outcome variables for treatment and delayed treatment control groups (standard deviations are in parentheses)

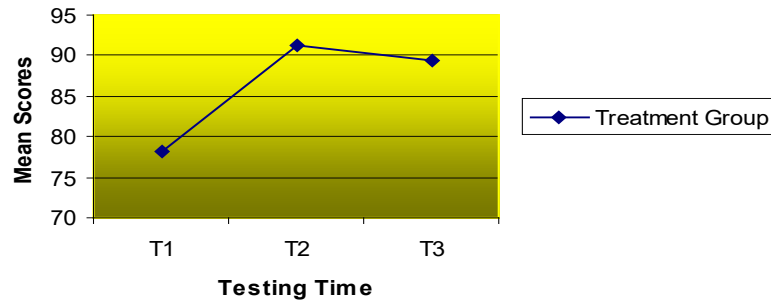
Variable	Group		<i>p</i>
	Treatment <i>n</i> = 14	Delayed treatment <i>n</i> = 14	
Teen measures			
TASSK-R	9.14 (2.07)	0.71 (3.05)	<.01
QPQ-A host	4.43 (6.90)	0.29 (0.83)	<.03
Parent measures			
QPQ-P host	1.57 (1.83)	0.21 (0.70)	<.01
SSRS-P social skills total	11.77 (5.86)	0.71 (10.25)	<.01
SSRS-P cooperation	2.69 (2.02)	0.07 (2.50)	<.01
SSRS-P assertion	3.31 (2.18)	0.64 (3.00)	<.01
SSRS-P responsibility	2.54 (1.98)	-0.36 (3.71)	<.02
SRS-P total	11.54 (6.96)	1.43 (7.74) ^a	<.01
SRS-P social awareness	18.38(9.53)	6.14 (10.3) ^a	<.02
SRS-P social cognition	9.00 (7.53)	-0.14 (8.55) ^a	<.02
SRS-P social communication	12.92 (7.74)	0.29 (9.55) ^a	<.01
SRS-P social motivation	8.08 (8.70)	-1.14(10.70) ^a	<.05
SRS-P autistic mannerisms	10.69 (8.95)	2.71(6.70) ^a	<.05

^a *n* = 7

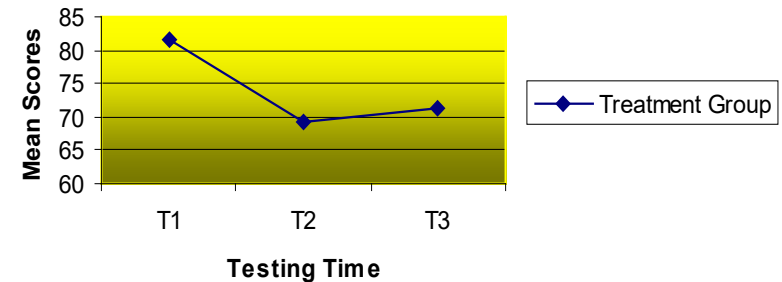
PEERS[®] Research Snapshot: Parent-Assisted for Teens with ASD 14-week Follow-up

(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

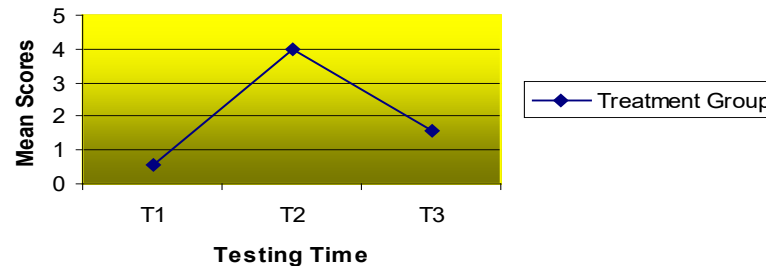
Social Skills Scale T1-T3 ($p < 0.01$)



Social Responsiveness Scale T1-T3 ($p < 0.01$)



**Hosted Get-Togethers - Adolescent Report
T1-T3 ($p < 0.05$)**



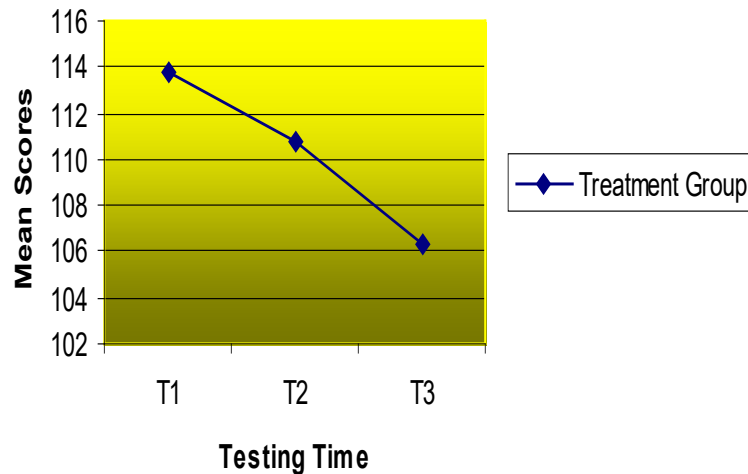
PEERS[®] Research Snapshot: Parent-Assisted for Teens with ASD New Findings at 14-week Follow-up

(Laugeson, Frankel, Gantman, Dillon, & Mogil 2012)

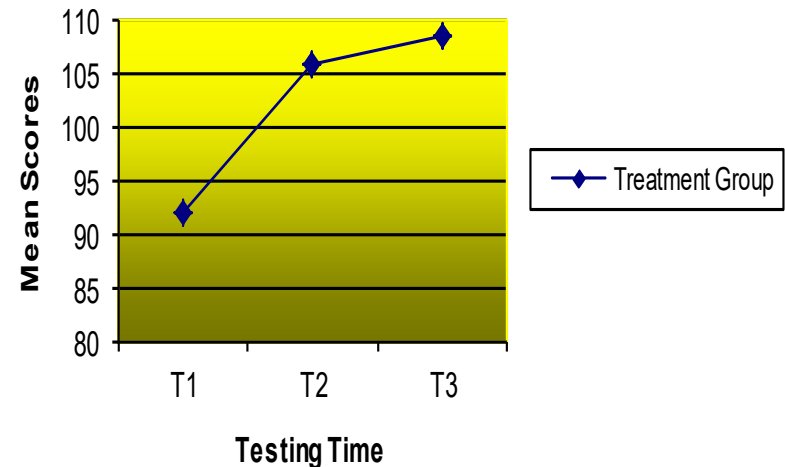
Parent Report

Teacher Report

Problem Behaviors Scale T1-T3 ($p < 0.01$) *



Social Skills Scale T1-T3 ($p < 0.03$) *



Randomized Controlled Trial with Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

J Autism Dev Disord
DOI 10.1007/s10803-015-2504-8



S.I. : ASD IN ADULTHOOD: COMORBIDITY AND INTERVENTION

A Randomized Controlled Trial to Improve Social Skills in Young Adults with Autism Spectrum Disorder: The UCLA PEERS[®] Program

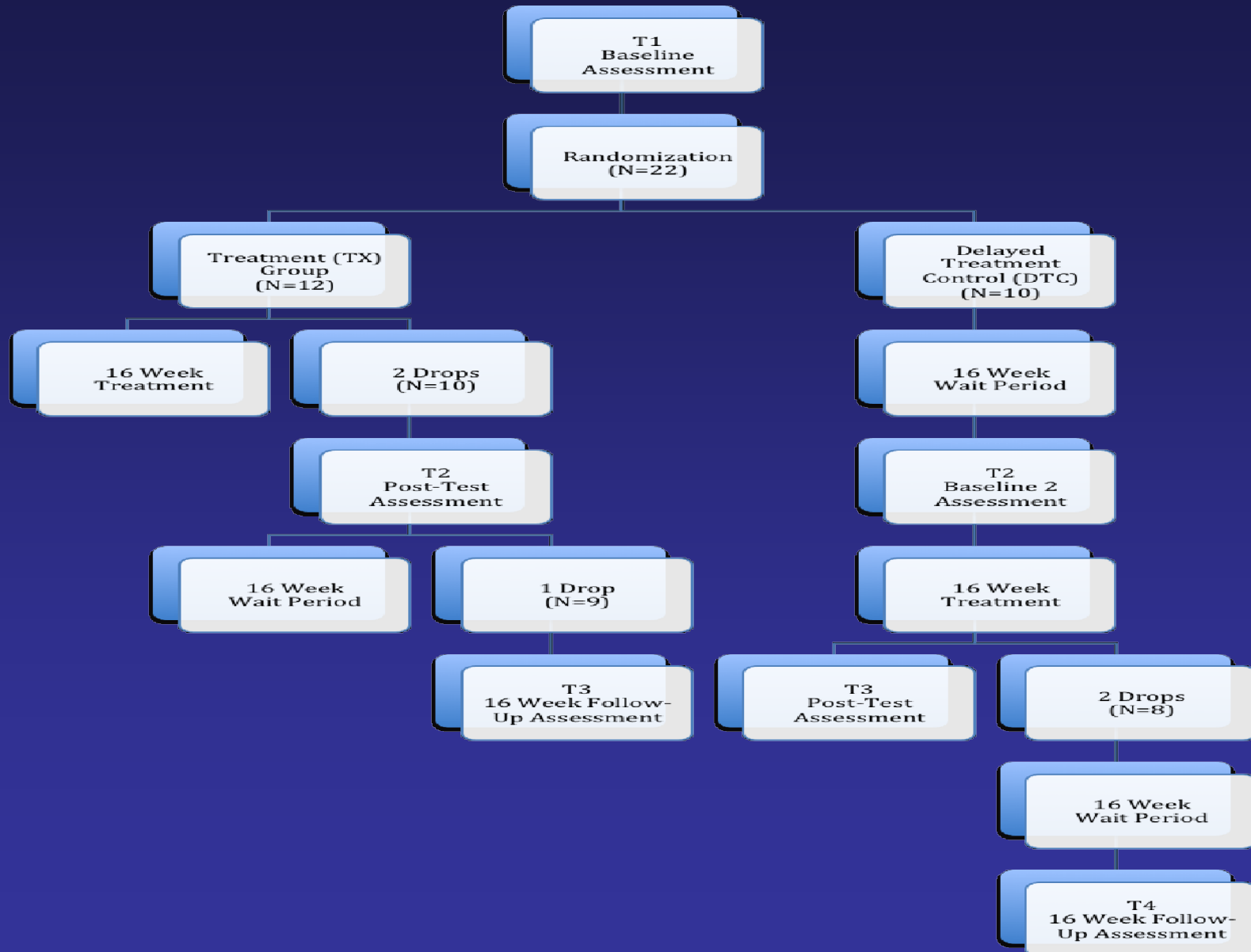
Elizabeth A. Laugeson^{1,2} · Alexander Gantman^{1,2} · Steven K. Kapp^{1,3} ·
Kaely Orenski^{1,4} · Ruth Ellingsen^{1,5}



The Help Group 
Autism Research Alliance

Second Randomized Controlled Trial with Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)



Baseline Demographics

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

Table 1. Mean demographic and baseline variables (standard deviations in parentheses)

Variable	Group		<i>p</i>
	TX (<i>n</i> = 12)	DTC (<i>n</i> = 10)	
<i>Demographics</i>			
Age (years)	21.01 (1.73)	19.71 (2.01)	0.11
Percent male	77.8	75.0	0.89
Percent Caucasian	44.4	62.5	0.46
K-BIT-2 composite	107.44 (18.80)	102.13 (13.93)	0.52
AQ total score	32.67 (9.82)	37.00 (5.48)	0.29
<i>Young adult measures</i>			
TYASSK	13.22 (2.95)	13.25 (3.45)	0.99
QSQ hosted get-togethers	0.56 (0.53)	0.25 (0.46)	0.23
QSQ invited get-togethers	0.56 (0.73)	0.50 (1.07)	0.90
<i>Caregiver measures</i>			
SRS total score	72.11 (6.49)	72.25 (7.17)	0.97
SSRS social skills score	78.89 (8.84)	80.63 (12.26)	0.74
QSQ hosted get-togethers	0.44 (1.01)	0.25 (0.46)	0.63
QSQ invited get-togethers	0.56 (0.73)	1.13 (2.80)	0.58

PEERS[®] Outcome Measures

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

■ Parent Measures

- Social Responsiveness Scale (SRS-P) *
- Social Skills Rating System (SSRS-P) *
- Quality of Socialization Questionnaire (QSQ) *
- Empathy Quotient (EQ) *

* Measures reaching significance from pre- to post-test and/or follow-up (6/6)

■ Young Adult Self-Report Measures

- Quality of Socialization Questionnaire (QSQ)
- Test of Young Adult Social Skills Knowledge (TYASSK) *

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

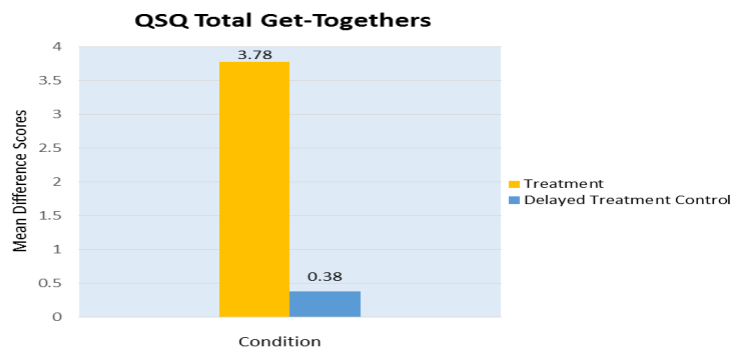
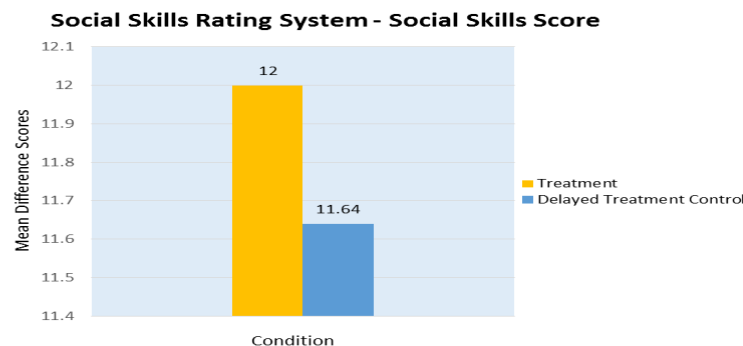
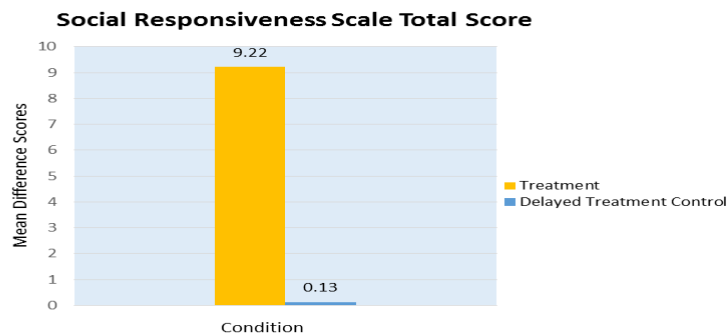


Table 2. Mean difference scores, standard deviations and significance for outcome variables

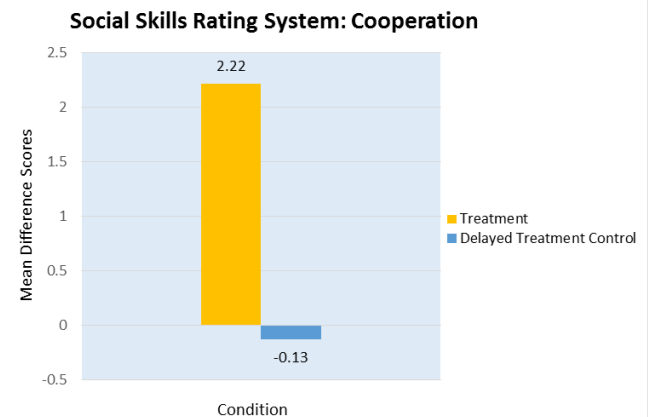
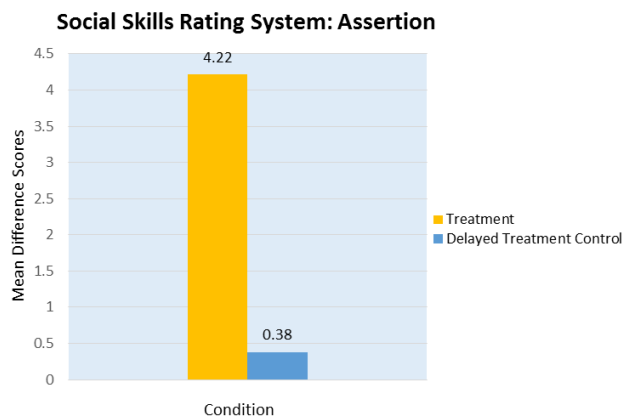
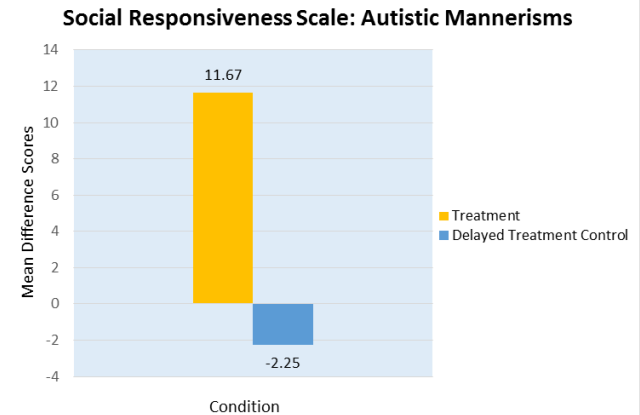
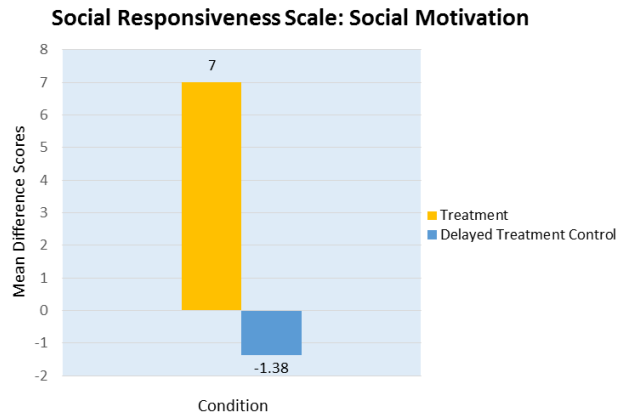
Variable	Group		p	d
	TX (n = 9)	DTC (n = 8)		
<i>Young adult measures</i>				
TYASSK	8.22 (3.46)	0.87 (2.10)	<.001**	2.57
QSQ total get-togethers	3.56 (2.40)	1.13 (1.36)	<.03*	0.92
QSQ hosted get-togethers	1.55 (2.13)	0.13 (0.35)	<.09+	0.93
QSQ invited get-togethers	2.00 (2.06)	1.00 (1.41)	>.10	0.57
<i>Caregiver measures</i>				
SRS total score	-9.22 (6.18)	-0.13 (7.57)	<.02*	1.32
SRS social motivation	-7.00 (6.76)	1.38 (6.67)	<.03*	1.25
SRS autistic mannerisms	-11.67 (5.45)	2.25 (11.65)	<.01**	1.53
SRS social communication	-9.00 (7.63)	-2.00 (7.17)	<.07+	0.95
SRS social awareness	-6.33 (6.96)	-2.38 (7.69)	>.10	0.54
SRS social cognition	-6.56 (7.55)	0.38 (9.44)	>.10	0.81
SSRS social skills score	12.00 (1.00)	11.64 (4.96)	<.03*	1.23
SSRS cooperation	2.22 (2.82)	-0.13 (1.36)	<.05*	1.06
SSRS assertion	4.22 (3.60)	0.38 (1.41)	<.02*	1.40
SSRS responsibility	1.78 (2.91)	0.00 (1.60)	>.10	0.76
SSRS self-control	1.78 (3.42)	0.38 (2.56)	>.10	0.46
QSQ total get-togethers	3.78 (1.64)	0.38 (0.52)	<.001**	1.76
QSQ hosted get-togethers	2.00 (2.00)	0.00 (0.53)	<.02*	1.37
QSQ invited get-togethers	1.78 (1.86)	0.38 (0.74)	<.07+	0.99
EQ total score	2.67 (5.74)	1.50 (6.57)	>.10	0.19

Difference scores measure change in scores from T1 to T2

** $p < .01$, * $p < .05$, + $p < .1$

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)



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Table 3. Comparison of pre-test, post-test, and follow-up measures in TX group (standard deviations in parentheses)

Variable	Time			<i>p</i>	
	Pre-test T1 (<i>n</i> = 12)	Post-test T2 (<i>n</i> = 10)	Follow-up T3 (<i>n</i> = 9)	T1 - T2	T1 - T3
<i>Young adult measures</i>					
TYASSK	13.22 (2.95)	21.44 (3.88)	20.63 (4.10)	<.001**	.001**
QSQ total get-togethers	1.11 (1.17)	4.67 (2.45)	5.25 (3.06)	.002**	.005**
QSQ hosted get-togethers	0.56 (0.53)	2.11 (1.97)	1.75 (1.75)	.060+	.135
QSQ invited get-togethers	0.56 (0.73)	2.56 (2.07)	3.50 (2.67)	.020*	.013*
<i>Caregiver measures</i>					
SRS total score	72.11 (6.49)	62.89 (6.90)	61.50 (6.23)	.002**	.004**
SRS social motivation	67.44 (7.68)	60.44 (11.65)	56.75 (9.92)	.015*	.001**
SRS autistic mannerisms	72.56 (5.29)	60.89 (5.06)	60.88 (7.16)	<.001**	.005**
SRS social communication	69.33 (8.31)	62.78 (7.92)	60.75 (6.50)	.031*	.032*
SRS social cognition	71.44 (7.91)	62.44 (8.69)	62.25 (7.67)	.008**	.016*
QSQ total get-togethers	1.00 (1.50)	4.77 (1.92)	4.67 (1.63)	<.001**	.002**
QSQ hosted get-togethers ^b	0.44 (1.01)	2.44 (1.94)	1.50 (1.64)	.017*	.419
QSQ invited get-togethers	0.56 (0.73)	2.33 (1.50)	3.17 (2.23)	.021*	.023*
EQ total score ^a	18.22 (9.90)	20.89 (11.16)	25.50 (9.90)	.201	<.001**
SSRS social skills score	78.89 (8.84)	90.89 (14.00)	90.88 (15.12)	.015*	.004**
SSRS cooperation ^b	9.22 (3.99)	11.44 (5.10)	10.13 (4.88)	.046*	.135
SSRS assertion	5.56 (3.32)	9.78 (3.93)	10.13 (4.82)	.008**	.003**
SSRS responsibility ^a	13.00 (2.12)	14.78 (2.11)	15.13 (2.42)	.104	.049*

T1 – T2 measures immediate treatment effect and T1 – T3 measures long-term effect after follow-up period

** $p < .01$, * $p < .05$, + $p < .1$

^a Additional gains at follow-up

^b Gains not maintained at follow-up

FOLLOW-UP RESULTS FOR TREATMENT GROUP:

- Maintenance of treatment gains at 16-week follow-up
- Gains lost:
 - Hosted get-togethers (QSQ)
 - Cooperation (SSRS)
- New improvements:
 - Empathy (EQ)
 - Responsibility (SSRS)

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

Table 4. Comparison of pre-test, post-test, and follow-up measures in DTC group (standard deviations in parentheses)

Variable	Time			<i>p</i>	
	Pre-test T2 (<i>n</i> = 10)	Post-test T3 (<i>n</i> = 8)	Follow-up T4 (<i>n</i> = 8)	T2 - T3	T2 - T4
<i>Young adult measures</i>					
TYASSK	14.63 (3.20)	22.00 (2.73)	20.44	.001**	.002**
QSQ total get-togethers	1.14 (1.68)	6.86 (5.79)	6.67 (3.78)	.020*	.005**
QSQ hosted get-togethers	0.29 (0.49)	4.57 (3.21)	3.67 (2.42)	.009**	.020*
QSQ invited get-togethers	1.50 (2.33)	2.40 (3.21)	2.80 (3.03)	.129	.294
<i>Caregiver measures</i>					
SRS total score	69.50 (7.69)	60.25 (9.85)	61.56 (8.63)	.010**	.007**
SRS social motivation	66.50 (7.69)	59.38 (12.16)	60.11 (10.87)	.058+	.057+
SRS autistic mannerisms	68.50 (10.09)	59.38 (8.28)	61.00 (6.71)	.005**	.019*
SRS social communication	67.13 (6.83)	60.13 (10.41)	59.89 (9.37)	.073+	.019*
SRS social cognition	72.13 (11.05)	61.63 (9.81)	63.22	.002**	.006**
SRS social awareness	65.25 (10.07)	57.50 (8.02)	59.14 (10.46)	.154	.174
QSQ total get-togethers	1.00 (1.29)	3.43 (2.51)	7.17 (3.82)	.035*	.010**
QSQ hosted get-togethers	0.57 (0.98)	2.14 (1.46)	4.50 (2.59)	.042*	.009**
QSQ invited get-togethers ^a	0.43 (0.79)	1.29 (1.38)	2.67 (1.37)	.111	.015*
EQ total score	18.38 (6.26)	25.13 (11.96)	26.67 (12.75)	.086+	.052+
SSRS social skills score	82.75 (13.38)	91.50 (13.51)	95.67 (14.71)	.058+	.055+
SSRS assertion ^a	6.63 (2.72)	8.75 (4.27)	9.44 (4.45)	.143	.094+
SSRS responsibility ^a	14.63 (3.38)	15.75 (2.60)	16.67 (2.45)	.161	.020*
SSRS cooperation	9.00 (4.07)	10.17 (4.45)	11.14 (4.06)	.421	.376
SSRS self-control	11.13 (4.22)	12.67 (3.44)	14.43 (3.21)	.287	.194

T2 – T3 measures immediate treatment effect and T2 – T4 measures long-term effect after follow-up period
 ** $p < .01$, * $p < .05$, + $p < .1$
^a Additional gains at follow-up

FOLLOW-UP RESULTS FOR DELAYED TREATMENT CONTROL GROUP:

- Maintenance of treatment gains at 16-week follow-up
- New improvements:
 - Invited get-togethers
 - Assertion (SSRS)
 - Responsibility (SSRS)

UCLA PEERS[®] Clinic

- **Preschool Groups**
 - Tuesdays 3:30 – 5:00 PM
 - Children 4-6 years of age
 - Autism Spectrum Disorder
- **Adolescent Groups**
 - Middle and high school
 - Wednesdays 4:30 – 6:00 PM
 - Autism Spectrum Disorder
 - Wednesdays 6:30 – 8:00 PM
 - ADHD, depression, anxiety, etc.
- **Young Adult Groups**
 - Mondays 4:30 – 6:00 PM
 - Mondays 6:30 – 8:00 PM
 - 18-38 years of age
 - Autism Spectrum Disorder and other social challenges



UCLA PEERS[®] Clinic
(310) 26-PEERS

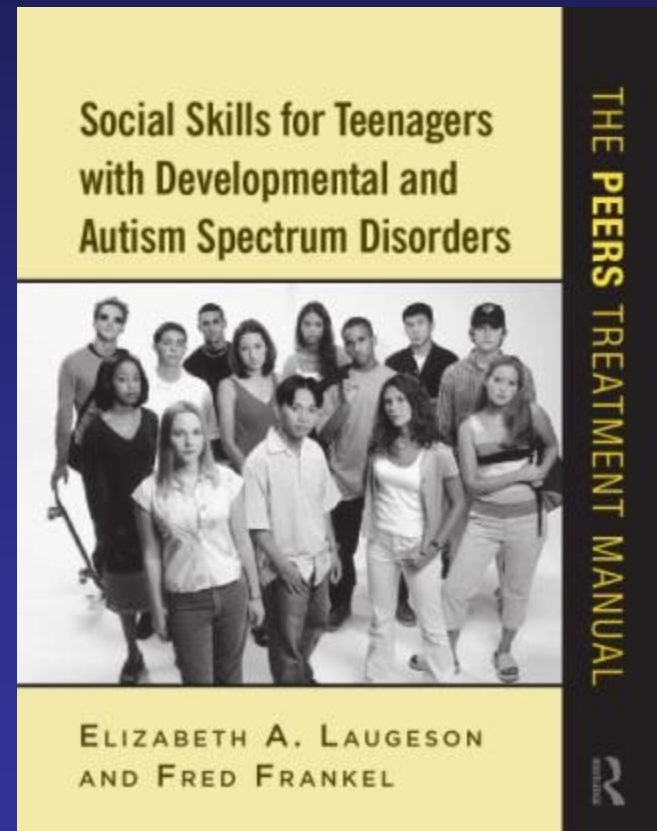
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PEERS[®] Treatment Manual

Program for the Education & Enrichment of Relational Skills
(Laugeson & Frankel, 2010)

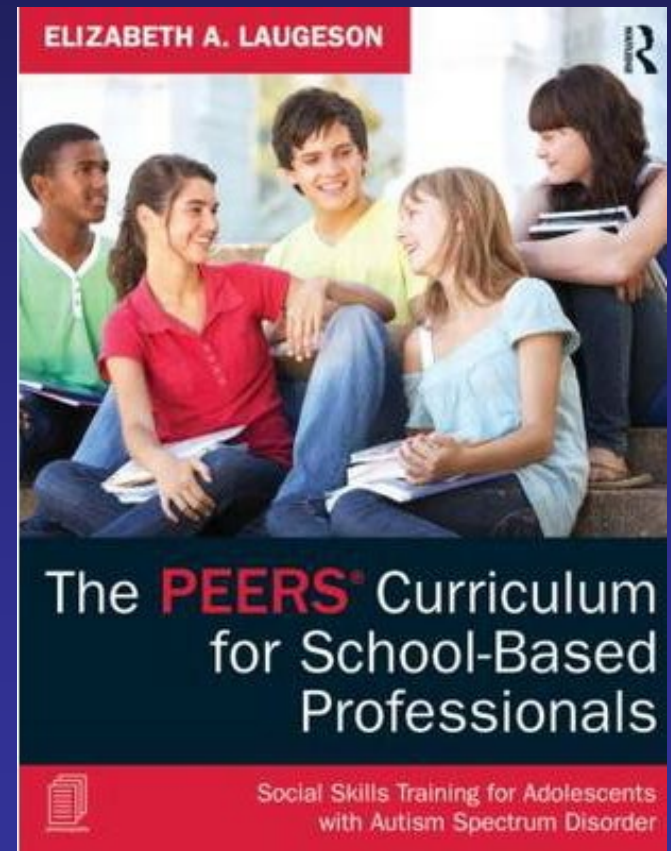
- Certified Trainings at UCLA:
 - November 8-10, 2016
 - January 18-20, 2017
 - Research scholarships are available
- 14 week curriculum
- Weekly 90-minute teen sessions and parent sessions
- Parent handouts
- Addresses core deficits for ASD
- Focuses on friendship skills and handling peer rejection and conflict
- Teaches ecologically valid social skills



PEERS[®]

Program for the Education & Enrichment of Relational Skills
(Laugeson, 2014)

- Certified Training at UCLA
 - February 9-11, 2017
 - Research scholarships are available
- Teacher-facilitated curriculum
- 16-week program
- Daily lesson plans
- Focuses on friendship skills and strategies for handling peer rejection and conflict
- Includes weekly comprehensive parent handouts
- Evidence-based treatment for ASD
 - Middle school
 - High school

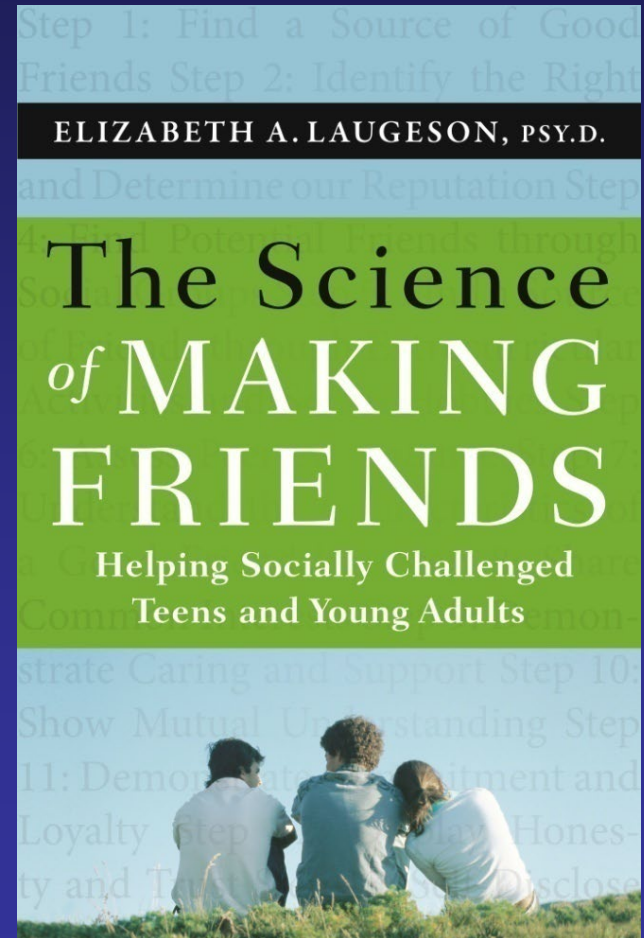


The Science of Making Friends:

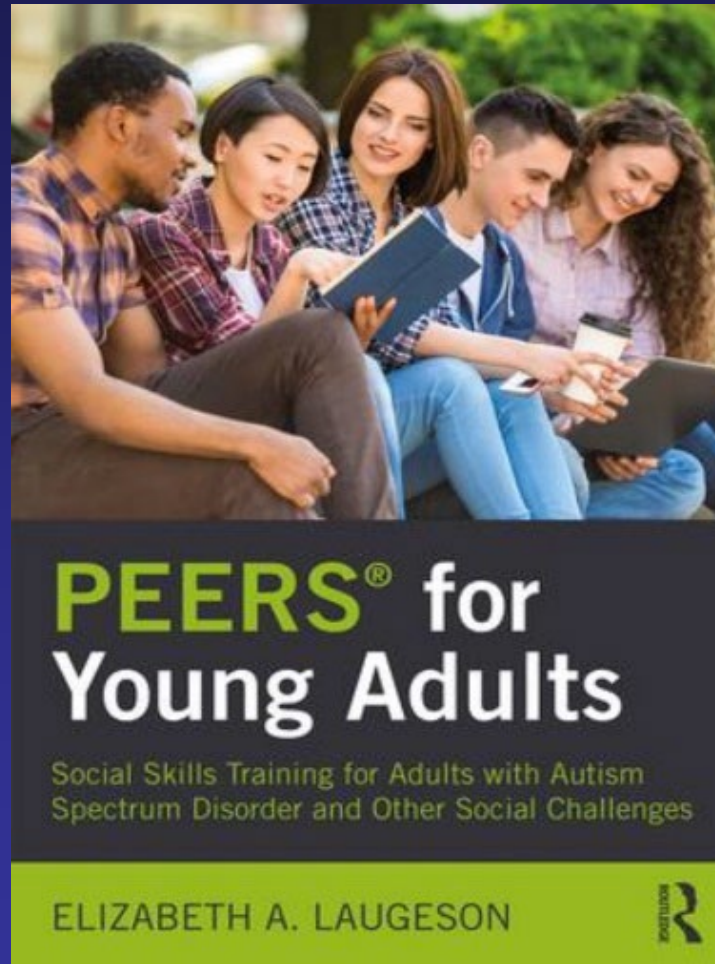
Helping Socially Challenged Teens and Young Adults

(Laugeson, 2013)

- Parent book
- Friendship skills
- Handling peer rejection and conflict
- Parent section
 - Narrative lessons
 - Social coaching tips
- Teen and young adult chapter summaries
- Chapter exercises
- Companion DVD
- Mobile App: *FriendMaker*



Coming December 2016...



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