

Overview of The UCLA PEERS® Program



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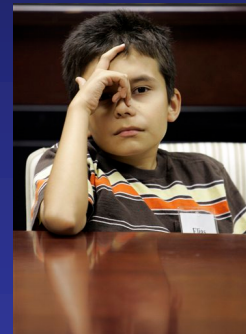
Semel Institute for Neuroscience & Human Behavior

Department of Psychiatry & Biobehavioral Sciences

Social Deficits Among Youth with ASD

- Poor social communication
 - Problems with topic initiation
 - Use repetitive themes
 - Perseverate on restricted interests
 - Disregard the other person's interests
 - One-sided conversations
 - Elicit fewer extended responses
 - Give fewer reciprocal responses
 - Fail to identify common interests
 - Difficulty providing relevant information
 - Make unexpected leaps in topics
 - Pedantic style of speaking
 - Poor speech prosody
 - Highly verbose
 - Difficulty interpreting verbal and nonverbal social cues
 - Voice tone
 - Sarcasm
 - Gestures
 - Social touch

Photo of PEERS® courtesy of Associated Press



(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, Aisanki, Amanullah, 2000; Constantino, 2005)

Social Deficits Among Youth with ASD

- Poor social awareness
 - Poor eye-contact
 - Difficulty understanding social cues and social landscape
- Poor social motivation
 - Less involvement in social activities
 - Extra-curricular activities
 - Clubs
 - Sports
 - Lack of peer entry attempts
 - Fewer social initiations
- Poor social cognition
 - Difficulty understanding the perspectives of others
 - Poor theory of mind
 - Lack of cognitive empathy



(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 for Youth with ASD

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 - Withdrawn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

Photo of PEERS[®] courtesy of Associated Press



(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)

Poor Quality of Friendships Among Individuals with ASD

- Poor overall quality of friendships
 - Less companionship
 - Less help from friends
 - Less security within friendships
- Greater loneliness



(Bauminger & Kasari, 2000)

Why Target Friendships?

Having one or two close friends:

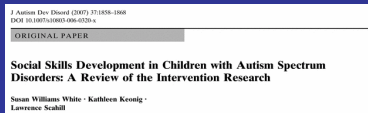
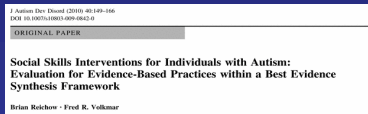
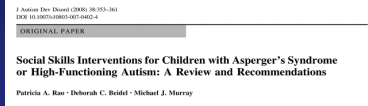
- Predicts later adjustment in life
- Can buffer the impact of stressful life events
- Correlates positively with:
 - Self-esteem
 - Independence
- Correlates negatively with:
 - Depression
 - Anxiety



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

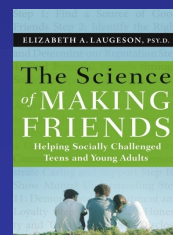
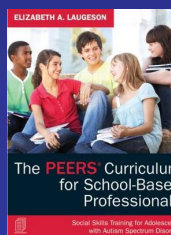
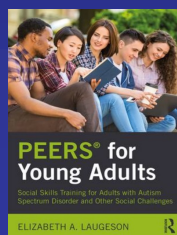
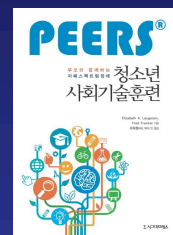
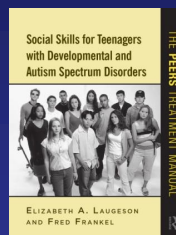
Limitations of Social Skills Training

- Do not include adolescents 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



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



Evidence-Based Methods for Teaching Social Skills

- Small class format
 - 10-14 students
- Didactic lessons
 - Concrete rules and steps of social etiquette
 - Ecologically valid social skills
- Role-play demonstrations
 - Model social behavior
 - Appropriate and inappropriate demonstrations
 - Perspective taking questions
- Behavioral rehearsal exercises
 - Practice with coaching
- Homework assignments
 - Practice in natural social settings
 - Helps generalize skills
- Parent and/or teacher coaching

Photo of PEERS courtesy of Associated Press

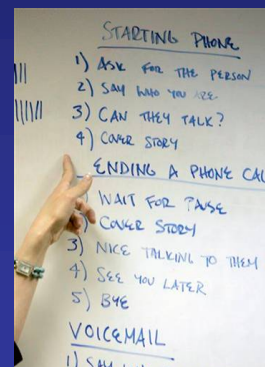


(Matson, 1984; Davies & Rogers, 1985; Fleming & Fleming, 1982; Mesibov, 1984; Gresham, Sugai, & Horner, 2001; Gralinski & Kopp, 1983; Rubin & Sloman, 1984; Frankel & Myatt, 2003; Rao, Beidel, & Murray, 2008; Laugeson et al., 2008)

Development of PEERS® Rules and Steps of Social Behavior

- 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

Photo of PEERS® courtesy of Associated Press



Overview of Teen PEERS® Curriculum

- Conversational skills
 - Trading information
 - Finding common interests
 - Having a reciprocal two-way conversation
 - Non-verbal communication
- Electronic communication
 - Voicemail, email, IM, text messaging, social networking sites
 - Online safety
- Choosing appropriate friends
 - Identifying a peer group / crowd
 - Identifying extracurricular activities

Photo of PEERS® courtesy of Associated Press



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

Overview of Teen PEERS® Curriculum

- Appropriate use of humor
 - Paying attention to humor feedback
- Peer entry strategies
 - Starting individual conversations
 - Entering group conversations
- Peer exit strategies
 - Exiting conversations
- Good sportsmanship
 - Playing nicely during games and sports
- Get-togethers
 - Being a good host or guest during get-togethers with friends

Photo of PEERS® courtesy of Associated Press



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

Overview of Teen PEERS® Curriculum

Photo of PEERS® courtesy of Associated Press

- Peer conflict
 - Handling arguments with friends
- Peer rejection
 - Handling teasing
 - Utilizing embarrassing feedback
 - Handling physical bullying
 - Managing rumors and gossip
 - Minimizing cyber bullying
 - Changing a bad reputation
- Graduation
 - Where to go from here
 - Graduation party & ceremony



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

Weekly Lesson Format

- Homework review (30 min)
 - Troubleshoot homework problems
 - Individualize treatment
- Didactic instruction (30 min)
 - Concrete rules / steps for social etiquette
 - Role-play / modeling
- Socialization activity (30 min)
 - Behavioral rehearsal for teens
 - Performance feedback through coaching



PEERS® Evidence-Base: Parent-Assistance with Teens and Adults

J Autism Dev Disord (2009) 39:596–606
DOI 10.1007/s10803-008-9664-5

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 Gattman · Ashley R. Dillon · Catherine Mogil

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



S.J. : 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 Gattman^{1,2} · Steven K. Kapp^{1,3} · Kately 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 Gattman · Steven K. Kapp · Kately Orenski · Elizabeth A. Laugeson

PEERS® Evidence-Base: Replication Studies with Teens & Adults

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 Remmel · Scott Bruckman

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, Soochuri 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. Willard^{1,2} · Sheryl Pleiss^{1,3} · Jeffrey S. Karst^{1,4} · Christina L. Casnar⁵ · Christina Calozzo¹ · 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

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

autism
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DOI: 10.1177/1063426913504999
http://aut.sagepub.com

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

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

Journal of Attention Disorders
1-11
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DOI: 10.1080/19315864.2012.736000

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

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University of California, Los Angeles*

SHANNON BATES AND FRED FRANKEL
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University of California, Los Angeles*

Future Research

ACCEPTED

- PEERS dissemination project in the schools for teens with ASD
 - Role-play videos (>100)
 - www.routledge.com/cw/laugeson

PROPOSED

- PEERS for Teens with Intellectual Disabilities
- Club PEERS
 - Maintenance program with booster sessions
- Camp PEERS
- PEERS for Dating
- PEERS for Careers



Clinical Example: Entering Group Conversations

QUESTIONS:

What are most children and teens told to do to meet new people?

What do children and teens with ASD often do to meet new people?

PEERS[®] Steps for Entering Group Conversations

1. **Watch / Listen**
 - Watch from a distance
 - Using a prop is helpful
 - Listen for the topic
 - Identify common interests
 - Make periodic eye contact
 - Watch to see if you know someone
 - Make sure they're talking nicely
2. **Wait**
 - Wait for a pause in the conversation
3. **Move closer**
 - Arm's length away
4. **Join the Topic**
 - Make a comment or ask a question that is ON TOPIC

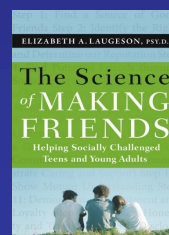
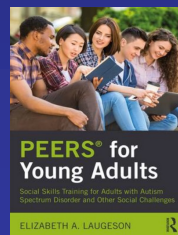
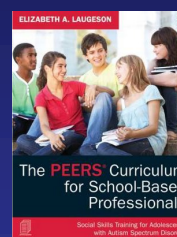
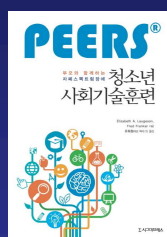
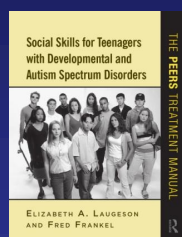
PEERS® Assessing Interest During Conversational Entry

- Verbal signs:
 - *Are they talking to you?*
 - Good: Talking nicely, asking you questions
 - Bad: Giving short answers, not asking you questions
- Eye contact:
 - *Are they looking at you?*
 - Good: Smiling, nodding, making eye contact
 - Bad: Look confused, making faces, rolling eyes, no eye contact
- Body language:
 - *Are they facing you?*
 - Good: OPEN the circle, turn toward you
 - Bad: CLOSE the circle, give the cold shoulder, turn away




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

PEERS® Resources



UCLA PEERS[®] Clinic

 Find us on
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www.semel.ucla.edu/peers/

peersclinic@ucla.edu

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