

# Friendship 101: How to Make and Keep Friends for Youth with Special Needs



PEERS<sup>®</sup> Clinic



[www.semel.ucla.edu/peers](http://www.semel.ucla.edu/peers)

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*Associate Clinical Professor*

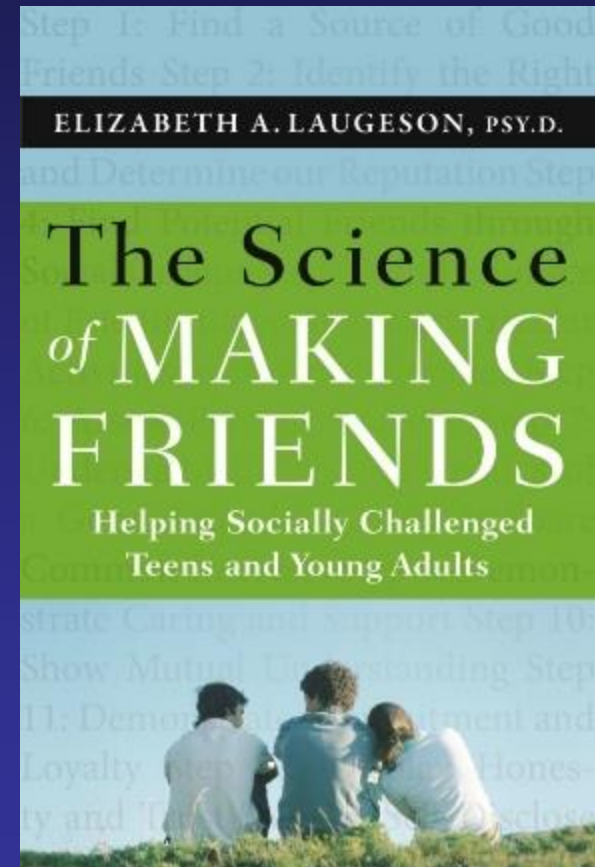
*Founder and Director, UCLA PEERS Clinic*

*Training Director, UCLA Tarjan Center UCEDD*

*Program Director, UCLA Autism Center of Excellence, Core D*

# Overview of Lecture

- Social deficits among youth with special needs
- Importance of improving friendships
- Consequences of peer rejection
- Effective methods of social skills instruction
- PEERS intervention strategies
  - Entering conversations
  - Handling arguments
  - Handling teasing
- Summary of long-term research findings
- Resources



# Social Deficits Among Youth with Special Needs

- Poor social communication
  - Problems with topic initiation
  - Use repetitive themes
  - One-sided conversations
- Poor social awareness
  - Difficulty understanding social cues
- Poor social motivation
  - Less social engagement
  - Less involvement in social activities
  - Lack of peer entry attempts
- Poor social cognition
  - Difficulty understanding the perspectives of others

Photo of PEERS® courtesy of People Magazine



(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 Special Needs

- Social neglect and isolation
  - Withdrawn
  - Seen as shy by others
  - Go unnoticed
  - Not engaging others socially
  - Anxious, depressed , ASD
- Peer rejection
  - Teased and bullied
  - Unsuccessful attempts to socially engage others
  - Bad reputation
  - ADHD, impulse control disorders, ASD
- 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)

# 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

*Photo of PEERS® courtesy of LA Times*



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

# Consequences of Peer Rejection During Adolescence

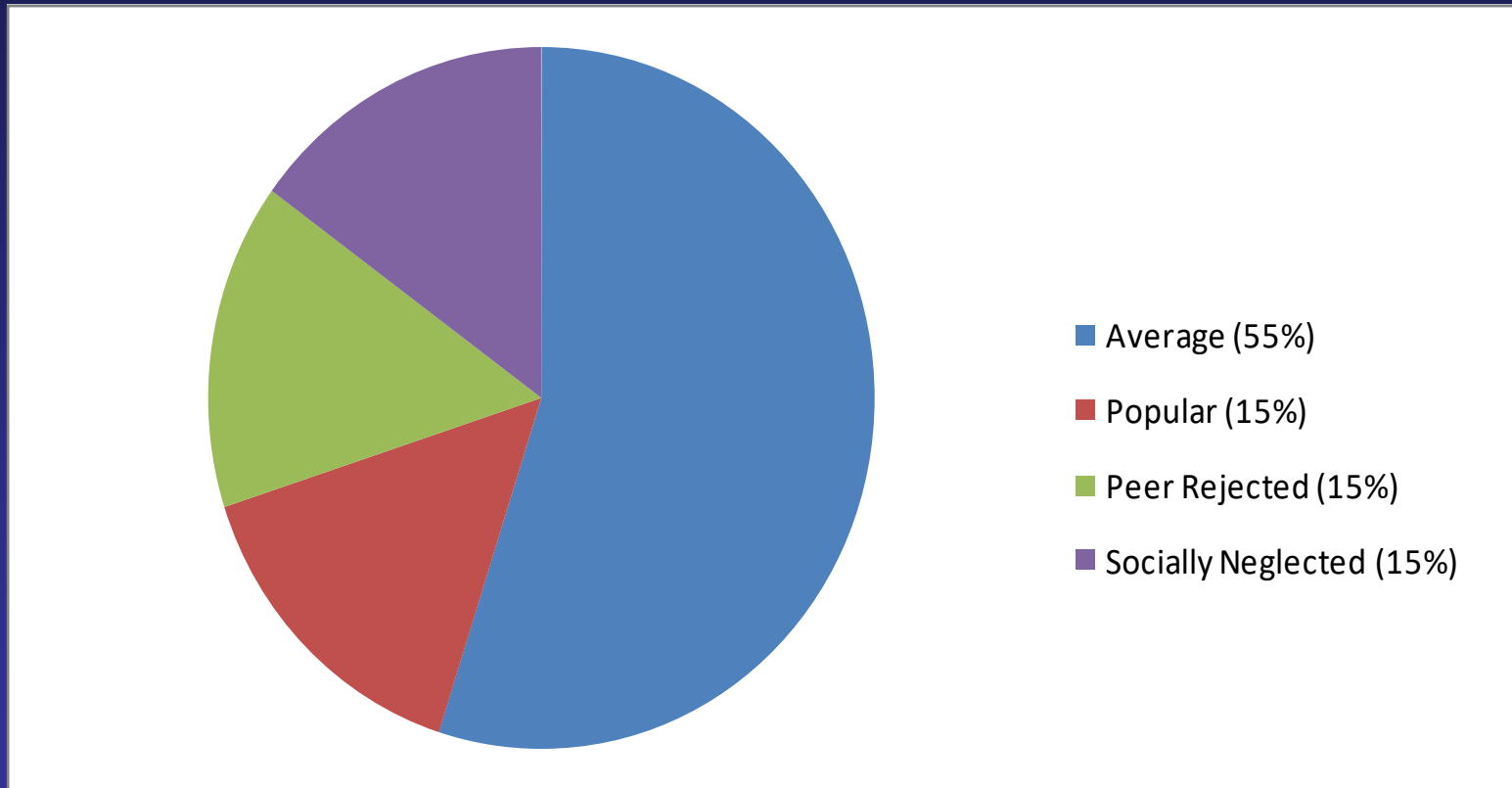
- Depression
- Anxiety
- Loneliness
- Low self-esteem
- Substance abuse
- Poor academic performance
- Early withdrawal from school
- Suicidal ideation and attempts

*Photo of PEERS® courtesy of Associated Press*



(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

- Social skills training is common for children with special needs
- Very few programs for adolescents and adults with special needs
- Most programs do not use evidence-based curricula
- Often fail to tailor teaching methods to the cognitive style of participants
- Do not teach ecologically valid social skills
- Do not include homework assignments
- Skills do not generalize to other settings
- Do not include parents and/or teachers in the treatment
- Do not assess durability of treatment gains over time

J Autism Dev Disord (2008) 38:353–361  
DOI 10.1007/s10803-007-9402-4

ORIGINAL PAPER

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

Patricia A. Rao · Deborah C. Bédell · Michael J. Murney

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

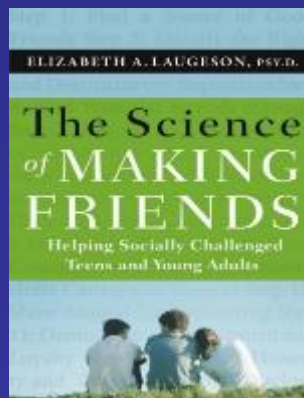
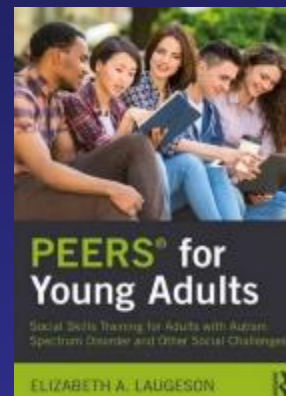
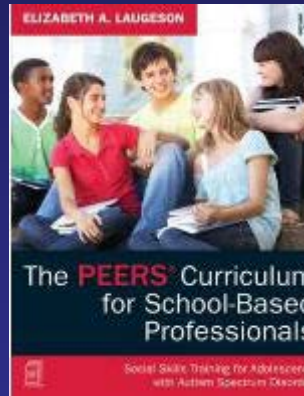
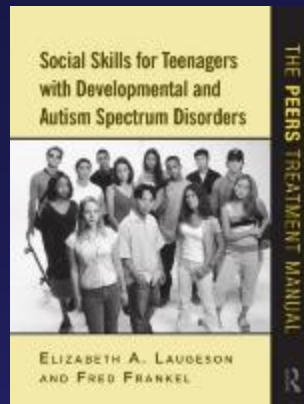
- Developed at UCLA in 2004
- Adolescent program has been translated into over a dozen languages
- Used in over 70 countries

- Evidence-Based Social Skills Programs:

- PEERS® for Preschoolers
- PEERS® for Adolescents
- PEERS® for Young Adults

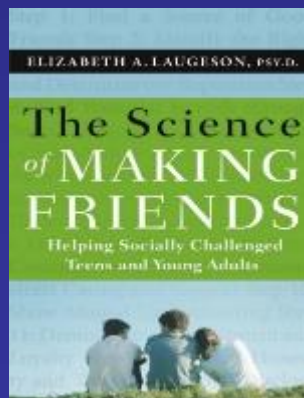
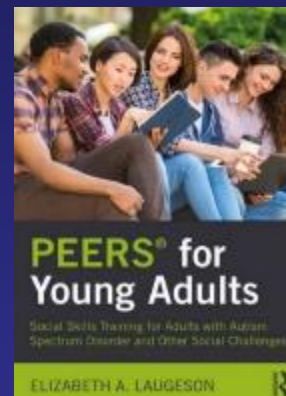
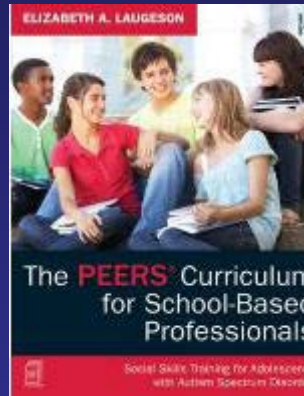
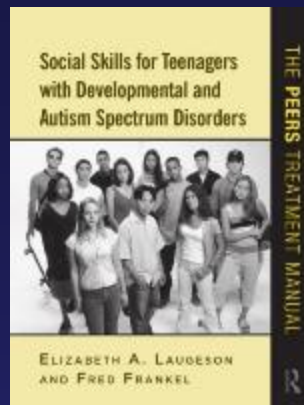
- Research Programs:

- PEERS® for Careers
- PEERS® for Dating
- PEERS® L-Dopa



# Unique Aspects of PEERS®

- One of the only evidence-based social skills programs
  - ONLY evidence-based social skills program for teens and adults with ASD and other social challenges
- Parent or caregiver assisted
  - Parents and other caregivers are trained as social coaches
- Only teaches ecologically valid social skills
  - Teaches rules and steps followed by socially successful people
- Cross-culturally adapted across the globe
  - Seven scientific papers published outside of the U.S.



# Evidence-Based Methods for Teaching Social Skills

- Small group format
  - 10-12 teens or young adults
- Didactic lessons
  - Concrete rules and steps of social etiquette
  - Ecologically valid social skills
  - Socratic method of teaching
- Social coaches
  - Concurrent lessons with parents/caregivers
  - Aides generalization of skills
  - Individualizes treatment
- Role-play demonstrations
  - Model social behavior
  - Appropriate and inappropriate demonstrations
  - Perspective taking questions
- Behavioral rehearsal exercises
  - Practice skills in session with treatment team
- Homework assignments
  - Practice in natural social settings
  - Helps generalize skills
  - In vivo social coaching from parent, caregivers, or teachers

*Photo of PEERS® courtesy of LA Times*

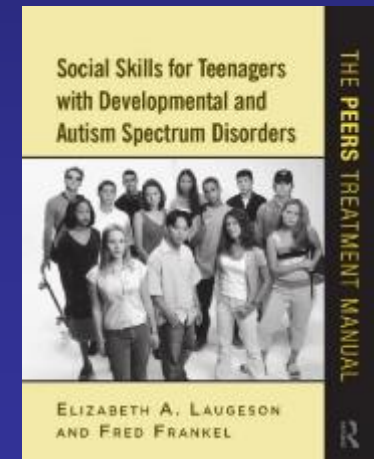
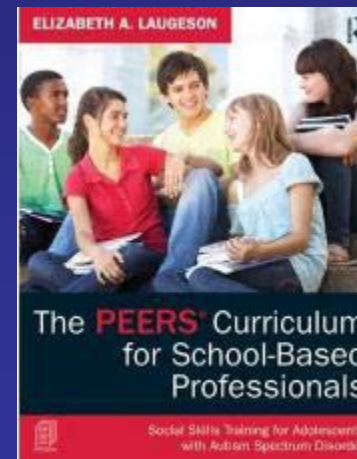
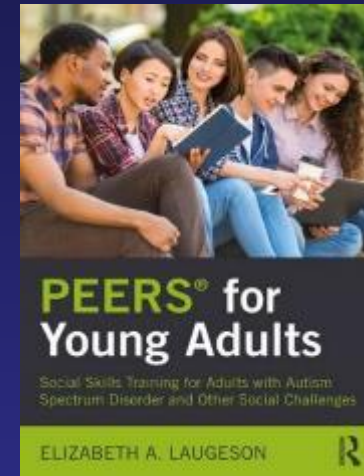


(Matson, 1984; Davies & Rogers, 1985; Fleming & Fleming, 1982; Mesibov, 1984; Gresham, Sugai, & Horner, 2001; Gralinski & Kopp, 1993; Rubin & Sloman, 1984, Frankel & Myatt, 2003; Rao, Beidel, & Murray, 2008; Laugeson et al., 2008)

# PEERS<sup>®</sup> Targeted Social Skills

## Friendship and Romantic Relationship Skills:

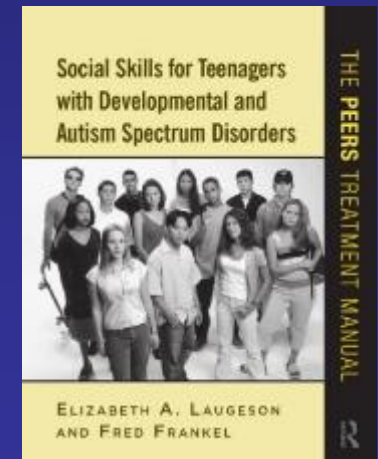
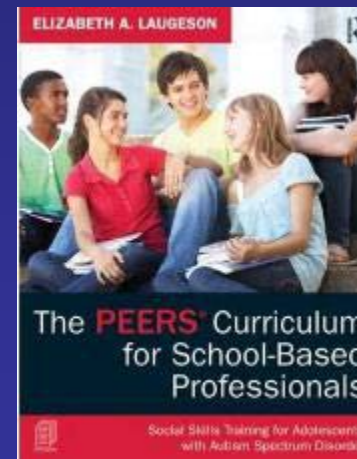
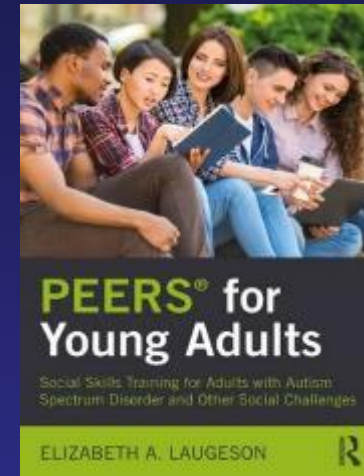
- Finding and choosing good friends and romantic partners
- Conversational skills
- Starting and entering conversations
- Exiting conversations
- Electronic communication
- Appropriate use of humor
- Get-togethers
- Good sportsmanship
- Dating etiquette
  - Letting someone know you like them
  - Asking someone on a date
  - Organizing and planning a date
  - General dating do's and don'ts



# PEERS<sup>®</sup> Targeted Social Skills

## Managing Conflict and Rejection Skills:

- Dating etiquette
  - Taking no for an answer
  - Politely turning someone down for a date
  - Handling unwanted sexual pressure
- Handling arguments
- Changing a bad reputation
- Handling direct bullying
  - Teasing and embarrassing feedback
  - Physical bullying
- Handling indirect bullying
  - Cyber bullying
  - Rumors and gossip



# Clinical Example: Making Friends

## Entering Group Conversations

### QUESTIONS:

What are most young people told to do to meet new people?

What do peer rejected youth do to meet new people?

What do socially neglected youth do to meet new people?

Role play videos: [www.semel.ucla.edu/peers/resources](http://www.semel.ucla.edu/peers/resources)

# PEERS<sup>®</sup> Steps for Entering Group Conversations

1. Listen to the conversation
2. Watch from a distance
3. Use a prop
4. Identify the topic
5. Find a common interest
6. Move closer
7. Wait for a pause
8. Mention the topic
  - Make a comment
  - Ask a question
  - Give a compliment
9. Assess interest
  - Are they looking at you?
  - Are they facing you?
  - Are they talking to you?
10. Introduce yourself (optional)

Role play videos: [www.semel.ucla.edu/peers/resources](http://www.semel.ucla.edu/peers/resources)

# Clinical Example: Managing Conflict

## Handling Arguments

### QUESTIONS:

What are most young people told to do when in an argument?

What do many young people with social challenges do when in an argument?

*Photo of PEERS® courtesy of LA Times*



# PEERS<sup>®</sup> Steps for Handling Arguments

1. Keep your cool
2. Listen
3. Repeat what they said
4. Explain your side  
using “I” statements
5. Say you’re sorry
6. Try to solve the  
problem

Role play videos: [www.semel.ucla.edu/peers/resources](http://www.semel.ucla.edu/peers/resources)

# Clinical Example: Managing Rejection

## Handling Teasing

### QUESTIONS:

What are most young people told to do in response to teasing?

What do most young people with social challenges do in response to teasing?

*Photo of PEERS® courtesy of Associated Press*



# PEERS<sup>®</sup> Rules for Handling Teasing

- Do not walk away, ignore the person, or tell an adult
- Don't show you're upset or tease back
- Act like what the person said did not bother you
- Provide a **SHORT COMEBACK** that shows what the person said was lame:
  - Whatever!
  - Anyway...
  - So what?
  - Big deal!
  - Who cares?
  - Yeah and?
  - And your point is?
  - Am I supposed to care?
  - Is that supposed to be funny?
  - (Shrug shoulders)
  - (Roll eyes)
- Then walk away or remove yourself

Role play videos: [www.semel.ucla.edu/peers/resources](http://www.semel.ucla.edu/peers/resources)

# PEERS® Evidence-Base in the United States

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Jeffrey S. Karst · Amy Vaughan Van Hoesel · Audrey M. Cannon · Sheril Steiner · Khiron S. Khatib · Bridget Hales

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Elizabeth A. Laugeason · Fred Frankel · Catherine Magill · Abby L. Hinton

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Elizabeth A. Laugeason<sup>1,2</sup> · Alexander Gombos<sup>1,2</sup> · Steven B. Kapp<sup>1,2</sup> · Rudy Henson<sup>1,2</sup> · Beth F. Engvall<sup>1,2</sup>

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

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DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Alexander Gombos<sup>1</sup> · Steven B. Kapp<sup>1</sup> · Rudy Henson<sup>1</sup> · Elizabeth A. Laugeason

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Kristen S. Willer<sup>1</sup> · Amy J. McKay<sup>1</sup> · Audrey M. Cannon · Bridget Hales · Jeffrey S. Karst · Sheril Steiner

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

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**

Amy J. McKay<sup>1</sup> · Bridget Hales<sup>1</sup> · Kristen S. Willer<sup>1</sup> · Sheril Steiner<sup>1</sup> · Jeffrey S. Karst<sup>1</sup> · Christina L. Casper<sup>1</sup> · Catherine Cannon<sup>1</sup> · Elizabeth M. Vogt<sup>1</sup> · Nicola A. Gardner<sup>1</sup> · Amy Vaughan Van Hoesel<sup>1</sup>

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

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 Hoesel · Sheril Steiner · Audrey M. Cannon · Jeffrey S. Karst · Bridget Hales · Kristin Schell · Ryan J. McKelvie · Shreana Ramani · Scott Reubens

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

**Parents Perceive Improvements in Socio-emotional Functioning in Adolescents with ASD Following Social Skills Treatment**

Danielle N. Lorde<sup>1</sup> · Madison Bertolin<sup>1</sup> · Eliana L. Sudloff<sup>1</sup> · Cierra Keith<sup>1</sup> · Barbara Braddock<sup>2</sup> · David A. S. Kaufman<sup>1</sup>

Journal of Autism and Developmental Disorders  
https://doi.org/10.1007/s10804-014-2244-6

ORIGINAL PAPER

**Exploring the Effectiveness of a Peer-Mediated Model of the PEERS Curriculum: A Pilot Randomized Control Trial**

Nicole L. Matthews<sup>1</sup> · Jessica E. Orr<sup>1</sup> · Katrina Warkner<sup>1</sup> · Mary DeGaris<sup>1</sup> · Mika Sorenson<sup>1</sup> · Jessica LaRue<sup>1</sup> · Christopher J. Smith<sup>1</sup>

Journal of Autism and Developmental Disorders  
https://doi.org/10.1007/s10804-014-2244-6

ORIGINAL PAPER

**The UCLA PEERS School-Based Program: Treatment Outcomes for Improving Social Functioning in Adolescents and Young Adults with Autism Spectrum Disorder and Those with Cognitive Deficits**

Joshua Wyman<sup>1,2</sup> · Anthony Claro<sup>2</sup>

Autism  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

**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 Chang<sup>1</sup> · Elizabeth A. Laugeason<sup>1</sup> · Alexander Gantman<sup>1</sup> · Beth Ellingsen<sup>1</sup> · Fred Frankel<sup>1</sup> and Ashley R. Dillman<sup>1</sup>

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

BRIEF REPORT

**Brief Report: Does Gender Matter in Intervention for ASD? Examining the Impact of the PEERS® Social Skills Intervention on Social Behavior Among Females with ASD**

Alana J. McKay<sup>1</sup> · Hillary Schiller<sup>1</sup> · Angela Handorf<sup>1</sup> · Bridget H. Hales<sup>1</sup> · Kristen S. Willer<sup>1</sup> · Sheril Steiner<sup>1</sup> · Jeffrey S. Karst<sup>1</sup> · Audrey M. Cannon<sup>1</sup> · Christina Cannon<sup>1</sup> · Elizabeth M. Vogt<sup>1</sup> · Amy Vaughan Van Hoesel<sup>1</sup>

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Elizabeth A. Laugeason · Beth Hinton · Jennifer Strohman · Lisa Yoon · Shreana Ramani

Autism  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

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

Denise M. Gardner<sup>1</sup> · Alyson C. Gerdes<sup>1</sup> · and Kelsey Weinberger<sup>1</sup>

Journal of Autism and Developmental Disorders  
https://doi.org/10.1007/s10804-014-2244-6

ORIGINAL PAPER

**Changes in Depressive Symptoms Among Adolescents with ASD: Completing the PEERS® Social Skills Intervention**

Hilary K. Schiller<sup>1</sup> · Alana J. McKay<sup>1</sup> · Bridget H. Hales<sup>1</sup> · Kristen S. Willer<sup>1</sup> · Sheril Steiner<sup>1</sup> · Jeffrey S. Karst<sup>1,2</sup> · Audrey M. Cannon<sup>1</sup> · Christina Cannon<sup>1</sup> · Elizabeth M. Vogt<sup>1</sup> · Brianna D. Hund<sup>1</sup> · Amy Vaughan Van Hoesel<sup>1</sup>

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Advances in Neurodevelopmental Disorders  
https://doi.org/10.1007/s10804-014-2244-6

ORIGINAL PAPER

**The Effects of a Modified PEERS Curriculum on Accurate and Novel Responding of Children with Autism Spectrum Disorder**

Keith C. Radley<sup>1</sup> · Kate A. Helbig<sup>2</sup> · Ashley N. Murphy<sup>2</sup> · Morgan G. McCargo<sup>2</sup> · Elizabeth L. Lown<sup>2</sup>

J Autism Dev Disord  
DOI 10.1007/s10804-014-2244-6

ORIGINAL PAPER

**A Pilot Study Examining the Effectiveness of the PEERS Program on Social Skills and Anxiety in Adolescents with Autism Spectrum Disorder**

Trenesha L. Pitt<sup>1</sup> · Sarah A. O. Camp<sup>1</sup> · Christopher N. Bullock<sup>1</sup> · Kristen Boagge<sup>1</sup> · Elizabeth Cannon<sup>1</sup> · Catherine Anderson<sup>1</sup> · Jodi E. Kamp<sup>1</sup> · B. Elenore Vancata<sup>1</sup>

# PEERS® Evidence-Base Outside United States

## 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

*Journal of Education & Social Policy*

Vol. 3, No. 4; October 2016

### Examining the Efficacy of an Adapted Version of the UCLA PEERS® Program with Canadian Adolescents

Loredana Marchica M.A.

Miranda D'Amico Ph.D.

Centre for the Arts in Human Development

Concordia University

7141 Sherbrooke West

Montréal, Québec

Canada H4B 1R6

## RESEARCH ARTICLE

### A Randomized Controlled Trial evaluating the Hebrew Adaptation of the PEERS® Intervention: Behavioral and Questionnaire-Based Outcomes

Shai Joseph Rabin, Sandra Israel-Yaacov, Elizabeth A. Laugeson, Irit Mor-Snir, and Ofer Golan

*Journal of Autism and Developmental Disorders*  
<https://doi.org/10.1007/s10803-018-3728-1>

ORIGINAL PAPER



### Learning How to Make Friends for Chinese Adolescents with Autism Spectrum Disorder: A Randomized Controlled Trial of the Hong Kong Chinese Version of the PEERS® Intervention

Kathy Kar-Man Shum<sup>1</sup> · Wai Kwan Cho<sup>2</sup> · Lourdes Mei Oi Lam<sup>2</sup> · Elizabeth A. Laugeson<sup>3</sup> · Wai Shan Wong<sup>2</sup> · Louisa S. K. Law<sup>2</sup>

EMPIRISCH ONDERZOEK

### Nederlandse hertaling van de PEERS-training

GABRINE JAGERSMA, SAKINAH IDRIS, SOPHIE JACOBS, BJORN JAIME VAN PELT, KIRSTIN GREAVES-LORD

*Journal of Autism and Developmental Disorders*  
<https://doi.org/10.1007/s10803-018-3859-4>

ORIGINAL PAPER



### Age as a Moderator of Social Skills Intervention Response Among Korean Adolescents with Autism Spectrum Disorder

Jung Kyung Hong<sup>1</sup> · Miae Oh<sup>2</sup> · Gulyoung Bong<sup>1</sup> · Ju-Hyun Kim<sup>1</sup> · Geonho Bahn<sup>3</sup> · In-Hee Cho<sup>4</sup> · Hee Jeong Yoo<sup>1,5</sup>

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## Multicentre, randomised waitlist control trial investigating a parent-assisted social skills group programme for adolescents with brain injuries: protocol for the friends project

Rose Gilmore,<sup>1,2</sup> Leanne Sakzewski,<sup>1</sup> Jenny Ziviani,<sup>3</sup> Sarah McIntyre,<sup>4</sup> Hayley Smithers Sheedy,<sup>4</sup> Nicola Hilton,<sup>2</sup> Tracey Williams,<sup>5</sup> Kirsten Quinn,<sup>6</sup> Anne Marie Sarandrea,<sup>5</sup> Elizabeth Laugeson,<sup>7</sup> Mark Chatfield<sup>1</sup>

# PEERS<sup>®</sup> Research Snapshot: Long-term Follow-up Study

(Mandelberg, Laugeson, Cunningham, Ellingsen, Bates, & Frankel, 2013)

- Data was collected 1-5 years post-treatment
  - T1 – Pre-test
  - T2 – Post-test
  - T3 – 1-5 year follow-up
- 53 of 82 potential subjects
  - 64% response rate
- No significant differences between participants and non-participants at baseline
- Mean age at follow-up:
  - 17.5 years old
  - 11.4 grade level
- Mean time to follow-up:
  - 29 months

*Journal of Mental Health Research  
in Intellectual Disabilities*, 7:45-73, 2014  
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## Long-Term Treatment Outcomes for Parent-Assisted Social Skills Training for Adolescents With Autism Spectrum Disorders: The UCLA PEERS Program

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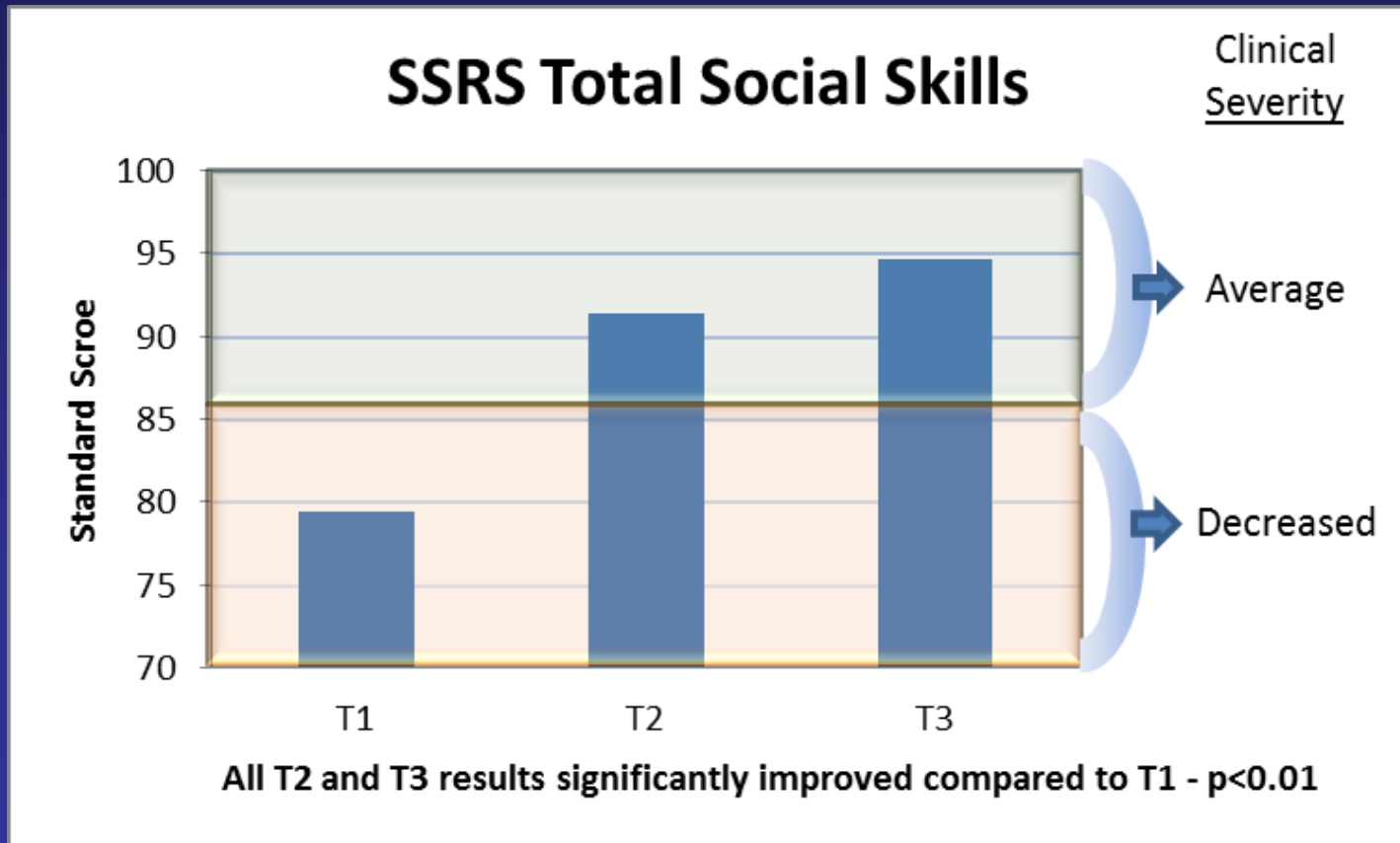
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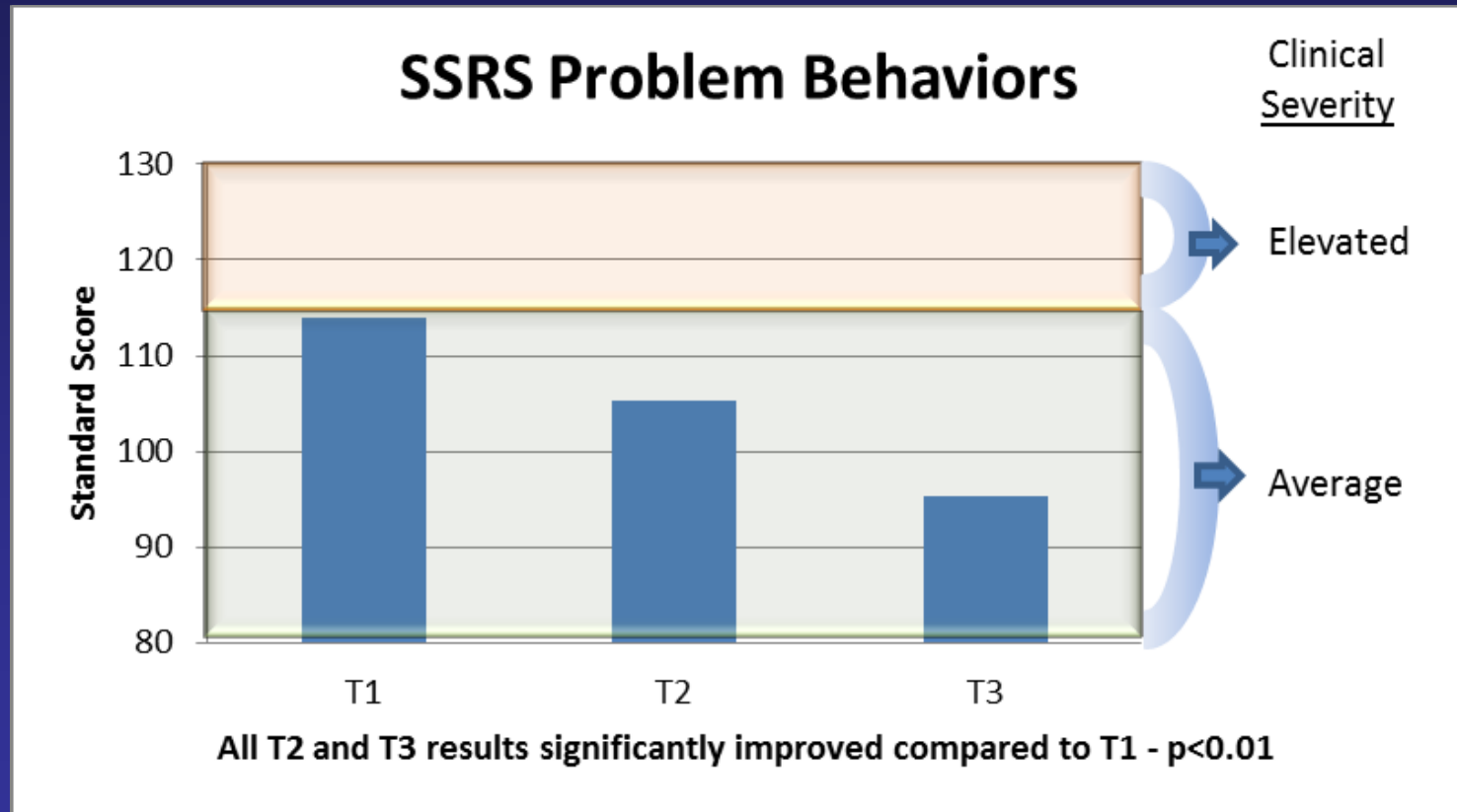
# PEERS<sup>®</sup> Research Snapshot: Long-term Follow-up Study

(Mandelberg, Laugeson, Cunningham, Ellingsen, Bates, & Frankel, 2013)



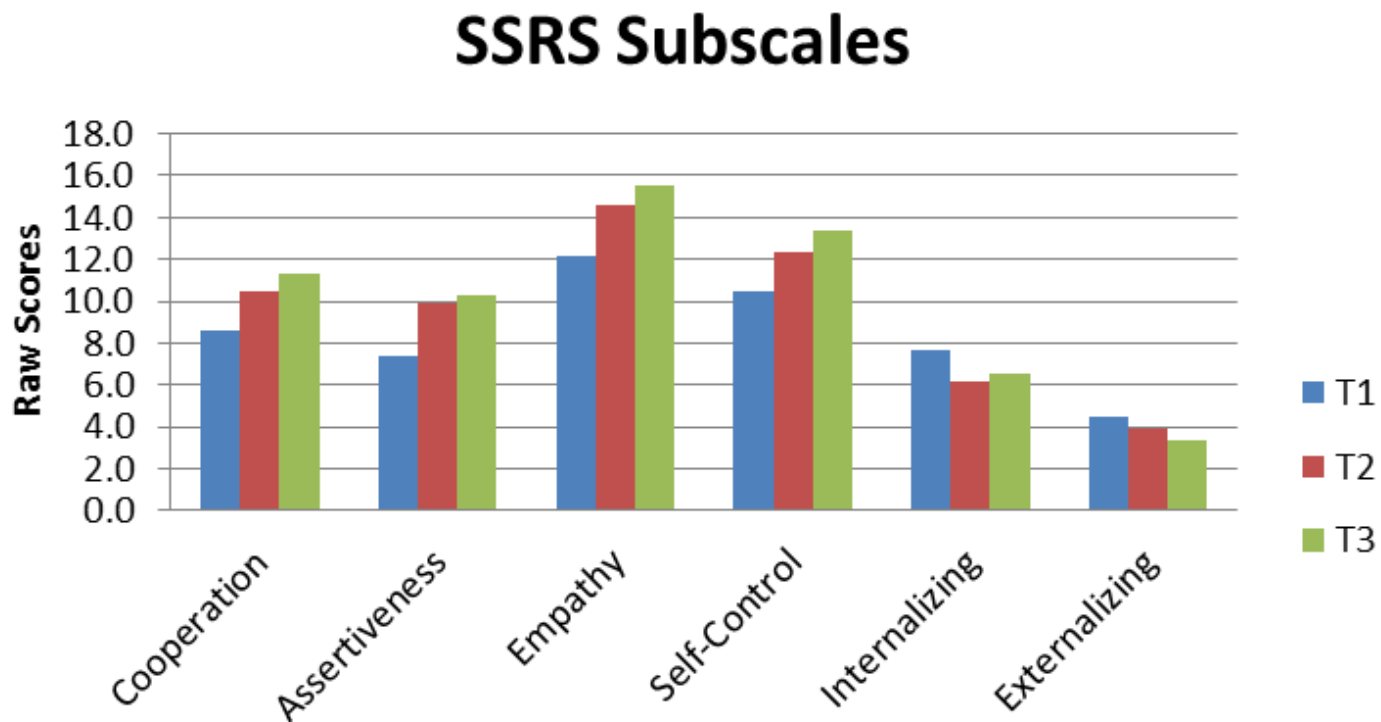
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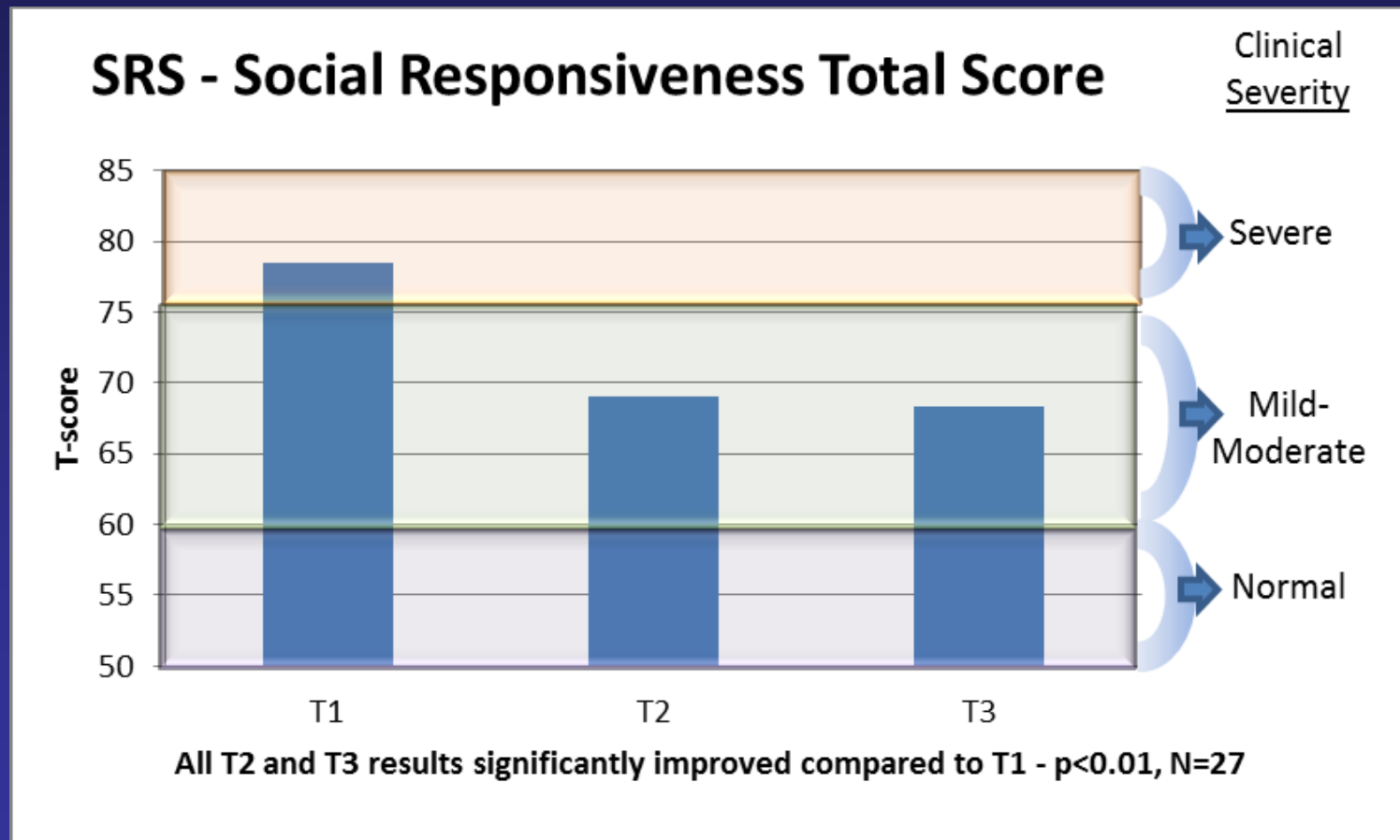
(Mandelberg, Laugeson, Cunningham, Ellingsen, Bates, & Frankel, 2013)



All T3 results significantly improved compared to T1 -  $p < 0.01$

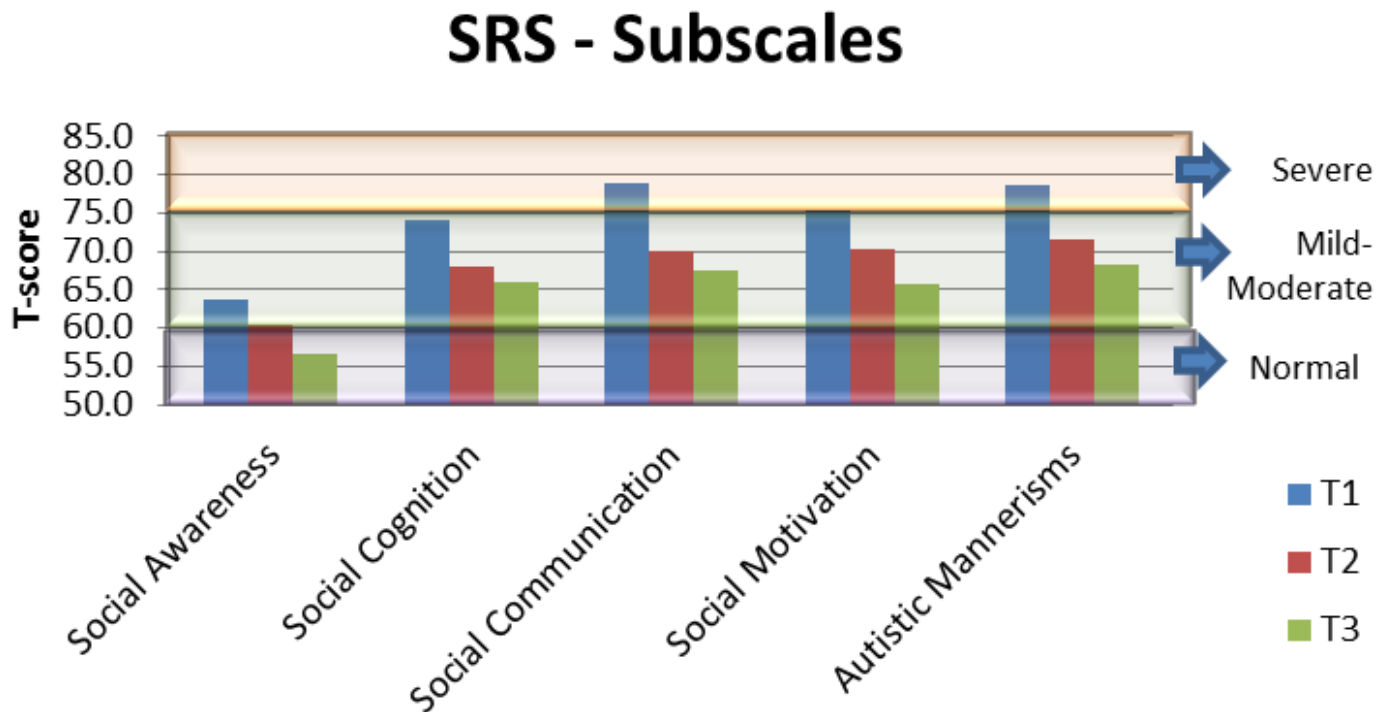
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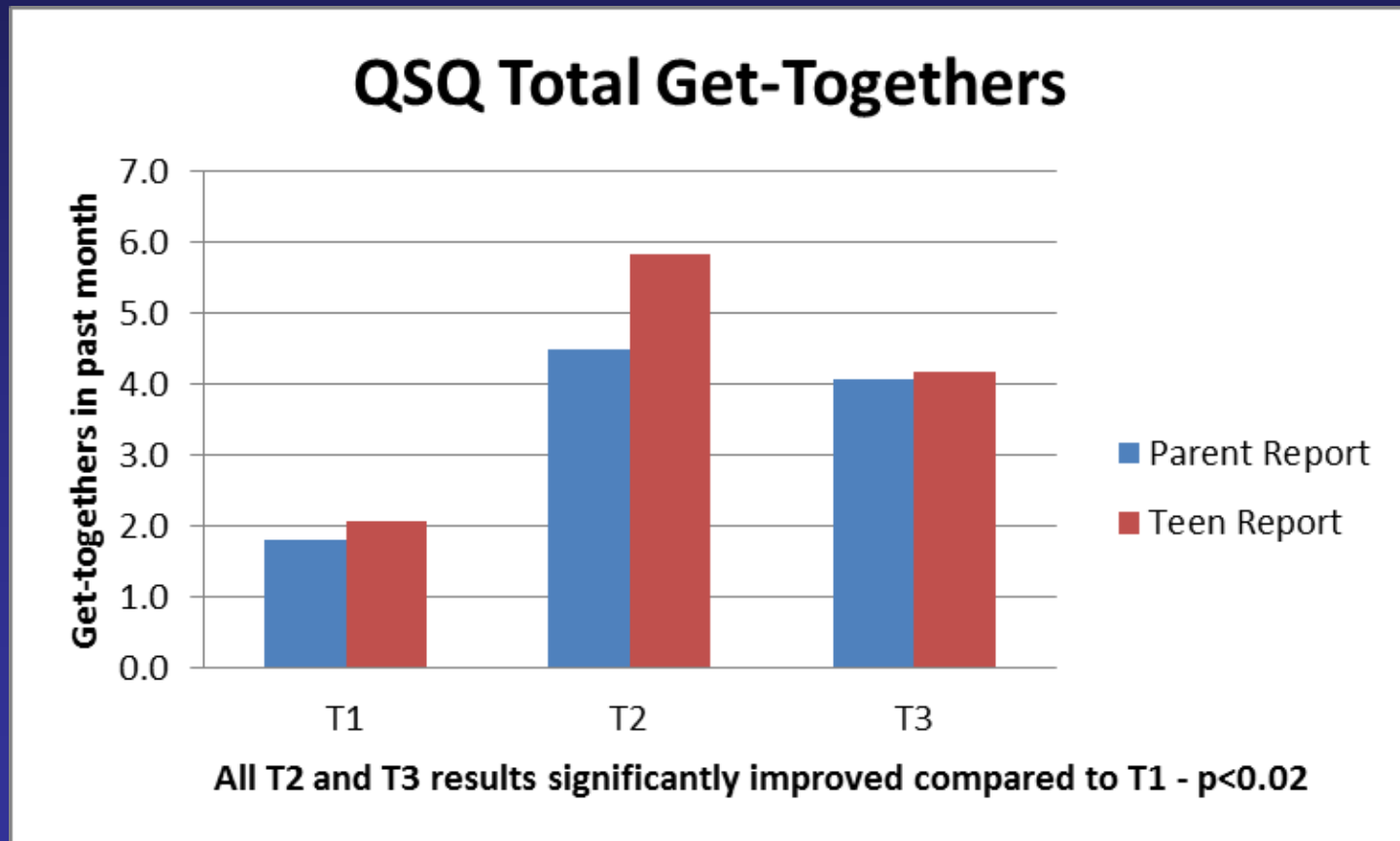
(Mandelberg, Laugeson, Cunningham, Ellingsen, Bates, & Frankel, 2013)



All T3 results significantly improved compared to T1 -  $p < 0.02$ ,  $N = 27$

# PEERS<sup>®</sup> Research Snapshot: Long-term Follow-up Study

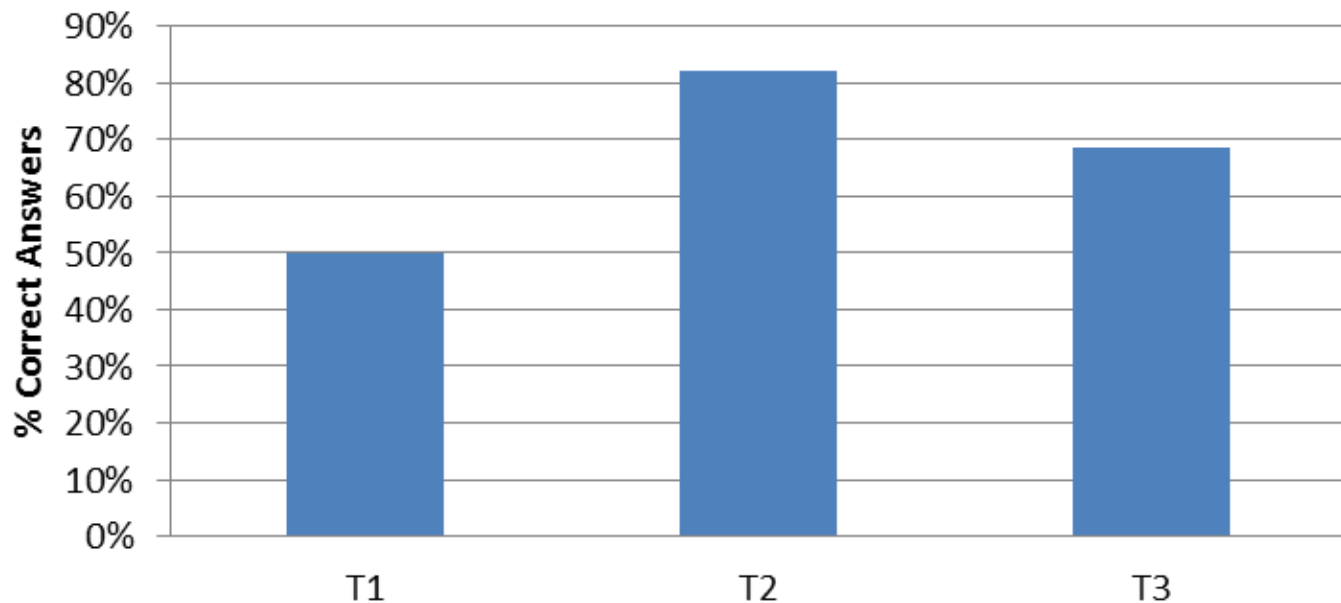
(Mandelberg, Laugeson, Cunningham, Ellingsen, Bates, & Frankel, 2013)



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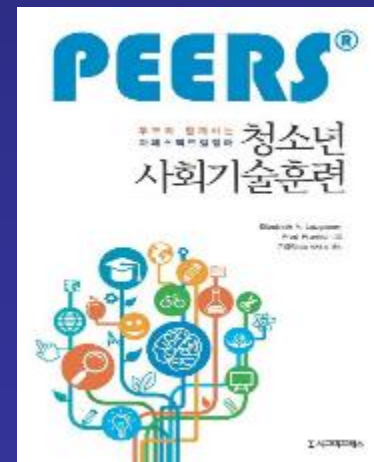
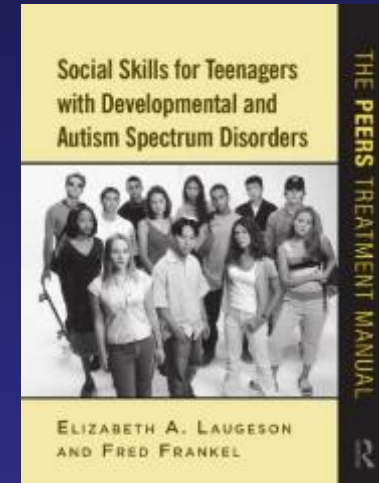
## TASSK Social Skills Knowledge



All T2 and T3 results significantly improved compared to T1 -  $p < 0.01$

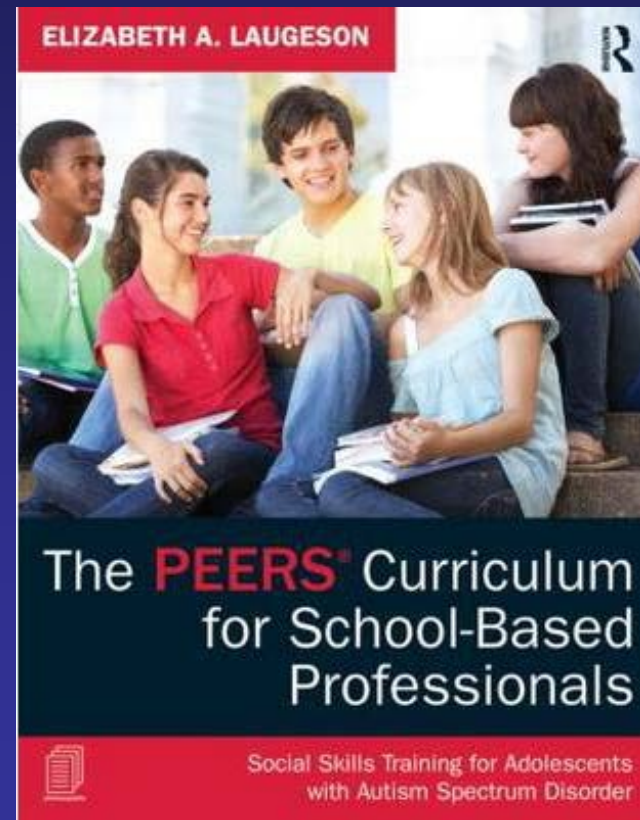
# PEERS<sup>®</sup> for Adolescents Parent-Assisted Treatment

- Certified Trainings at UCLA:
  - January 15-17, 2020
  - March 22-24, 2020
- 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



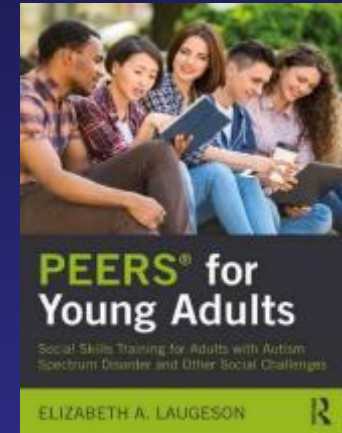
# PEERS<sup>®</sup> for Adolescents School-Based Curriculum

- Certified Trainings at UCLA
  - June 24-26, 2020
- 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



# PEERS<sup>®</sup> for Young Adults Caregiver-Assisted Treatment

- Certified Trainings at UCLA:
  - February 10-12, 2020
- 16-week curriculum
- Weekly 90-minute young adult sessions and caregiver sessions
- Social coaching handouts
- Addresses core deficits for ASD
- Focuses on friendship and relationships skills and handling peer rejection and conflict
- Teaches ecologically valid social skills

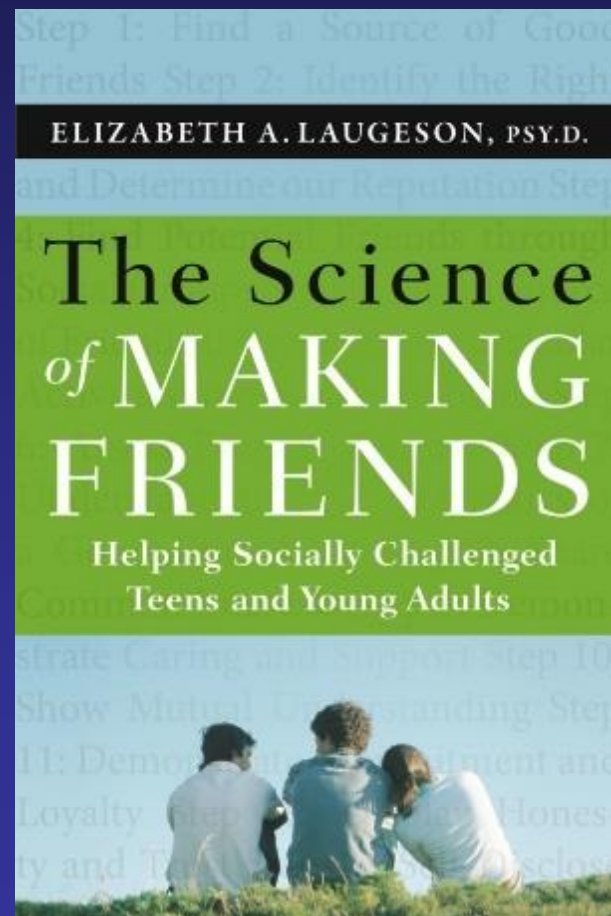


# The Science of Making Friends:

## 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
- Chapter summaries for teens and young adults
- Chapter exercises / homework
- Companion DVD
  - Role-play videos
- Mobile App: *FriendMaker*
  - Virtual social coach



# UCLA PEERS®

## Clinical Programs

- **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
    - 18-35 years of age
    - Autism Spectrum Disorder and other social challenges



UCLA PEERS® Clinic  
(310) 26-PEERS

[peersclinic@ucla.edu](mailto:peersclinic@ucla.edu)

[www.semel.ucla.edu/peers/](http://www.semel.ucla.edu/peers/)

# UCLA PEERS<sup>®</sup>

## Research Studies

- PEERS L Dopa
  - Adolescents and young adults with ASD
  - Ongoing recruitment for RCT
- PEERS for Careers
  - Young adults with ASD
  - Ongoing recruitment for RCT
- PEERS for Dating
  - Young adults with ASD
  - Ongoing recruitment for RCT



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# PEERS® Boot Camps at UCLA



**PEERS® Friendship Boot Camp**  
UCLA PEERS CLINIC

**SEPT. 7-8, 2019**

LIGHT REFRESHMENTS AND LUNCH WILL BE SERVED EACH DAY

COST: \$600 PER ATTENDEE  
TIME: 9AM-3PM

PRESENTED BY:  
DR. ELIZABETH LAUGERSON, PEERS® AND MISTOFF, UCLA PEERS® CLINIC  
DR. SHANNON BATES, CERTIFIED PEERS® TRAINER AND UCLA FACULTY

PEERS® Boot camps are open to all including teens, young adults, parents, and professionals

Attendees are presented with targeted skills through didactic instruction, role-play demonstrations, and have the opportunity to practice the newly learned skills through small group behavioral rehearsal exercises with direct coaching from our treatment team.

Topics Covered

- Starting and entering conversations
- Maintaining reciprocal conversations
- Choosing appropriate friends
- Finding sources of friends
- Good citizenship
- Flirting and capturing compliments
- Responding to and bringing up disagreements
- Changing a reputation

(310) 267-3377  
peersclinic@ucla.edu  
www.semel.ucla.edu/peers

\*Please note no certification is provided\*

UCLA PEERS Clinic  
www.semel.ucla.edu/peers



To register for PEERS Bootcamps, please contact us at: peersclinic@ucla.edu (310) 26-PEERS

\*Open to all including teens, adults, families, practitioners and educators\*

**PEERS® DATING BOOTCAMP**  
UCLA PEERS CLINIC

BOOTCAMP IS HELD AT THE UCLA SEMEL INSTITUTE FOR NEUROSCIENCE AND HUMAN BEHAVIOR IN LOS ANGELES

**OCTOBER 12-13, 2019**

PRESENTER:  
DR. SHANNON BATES, CERTIFIED PEERS TRAINER AND UCLA CLINICAL FACULTY

LIGHT REFRESHMENTS WILL BE SERVED  
COST: \$600  
TIME: 9AM-3PM

TOPICS COVERED:

- LETTING SOMEONE KNOW YOU LIKE THEM ● FLIRTING ● CHOOSING APPROPRIATE PEOPLE TO DATE ● ONLINE DATING ● ASKING SOMEONE ON A DATE ● ACCEPTING REJECTION ● TURNING SOMEONE DOWN ● PLANNING AND GOING ON DATES
- DATING DO'S AND DON'TS ● HANDLING PRESSURE FROM PARTNERS

UCLA PEERS Clinic  
www.semel.ucla.edu/peers

PLEASE NOTE THIS IS NOT A PEERS-CERTIFIED TRAINING SESSION. THIS ATTENDEE WILL NOT RECEIVE CERTIFICATION UPON COMPLETION OF BOOTCAMP.



To register: (310) 267-3377 peersclinic@ucla.edu www.semel.ucla.edu/peers \*Please note no certification is provided\*

**PEERS BULLY-PROOFING BOOTCAMP**

BOOT CAMPS ARE HELD AT THE UCLA SEMEL INSTITUTE FOR NEUROSCIENCE AND HUMAN BEHAVIOR IN LOS ANGELES

PRESENTED BY:  
DR. ELIZABETH LAUGERSON, FOUNDER AND DIRECTOR, UCLA PEERS® CLINIC  
DR. SHANNON BATES, CERTIFIED PEERS® TRAINER AND UCLA FACULTY

**NOVEMBER 23-24, 2019**

LIGHT REFRESHMENTS AND LUNCH WILL BE SERVED EACH DAY

COST: \$600 PER ATTENDEE  
TIME: 9AM-3PM

Topics Covered:

- Handling teasing - Responding to embarrassing feedback - Minimizing cyber bullying
- Managing rumors and gossip - Handling physical bullying - Responding to disagreements
- Bringing up disagreements - Changing a reputation

PEERS® Boot camps are open to all including teens, young adults, parents, and professionals

Attendees are presented with targeted skills through didactic instruction, role-play demonstrations, and have the opportunity to practice the skills through small group behavioral rehearsal exercises with direct coaching from our treatment team.



UCLA PEERS® CLINIC

**PEERS® CONVERSATION BOOT CAMP**

BOOT CAMPS ARE HELD AT THE UCLA SEMEL INSTITUTE FOR NEUROSCIENCE AND HUMAN BEHAVIOR IN LOS ANGELES

**JUNE 6-7, 2020**

LIGHT REFRESHMENTS AND LUNCH WILL BE SERVED EACH DAY  
COST: \$600 PER ATTENDEE  
TIME: 9AM-3PM

PRESENTED BY:  
DR. ELIZABETH LAUGERSON, FOUNDER AND DIRECTOR, UCLA PEERS® CLINIC  
DR. SHANNON BATES, CERTIFIED PEERS® TRAINER AND UCLA FACULTY

Boot camps are open to all including teens, young adults, parents, and professionals

Attendees are presented with targeted skills through didactic instruction, role-play demonstrations, and have the opportunity to practice the newly learned skills through behavioral rehearsal exercises. During these rehearsal exercises, attendees are observed by our staff. Treatment groups to practice with direct coaching from our treatment team.

Topics Covered

- Starting and entering conversations
- Maintaining reciprocal conversations
- Finding information
- Appropriate conversation topics
- Entering conversations
- Appropriate use of humor
- Electronic communication

TO REGISTER:  
(310) 267-3377  
PEERSCLINIC@UCLA.EDU  
WWW.SEMEL.UCLA.EDU/PEERS

\*PLEASE NOTE NO CERTIFICATION IS PROVIDED\*

UCLA PEERS Clinic  
www.semel.ucla.edu/peers

- Two-day intensive topical boot camps:
  - Saturday 9 AM – 3PM
  - Sunday 9 AM – 3 PM

- Offered 6 times per year at UCLA around the topics of:
  - Friendship
  - Conversation Skills
  - Dating
  - Handling Bullying

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