

Supporting the College to Career Transition for Autistic Adults: UCLA PEERS for Careers Program

UCLA PEERS[®] Clinic



www.semel.ucla.edu/peers

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Program Director, UCLA Autism and Neurodevelopmental Disabilities

Predocctoral Psychology Internship Program

Overview of Lecture

- Employment outcomes among autistic adults
- Overview of PEERS[®] for Careers
 - Snapshot of curriculum
 - Elevator pitch self-statements
 - Disclosing a diagnosis
 - Preliminary outcomes
- Other programs and resources



Employment Outcomes Among Autistic Adults

Photo of PEERS® courtesy of LA Times

- Less post-secondary education
- More likely to drop-out of college
- Fewer internship or training opportunities
- Higher underemployment
- Greater unemployment
- More likely to discontinue employment
- Higher termination rates



(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)

UCLA College to Career Transition Program: PEERS[®] for Careers Pilot Study



UCLA College to Career Transition Program: Employment Focus Groups

- Focus groups with autistic young adults and their parents
 - Summer 2018
 - 90-minutes in length
 - Identifying treatment needs and priorities
 - Separate but concurrent sessions
 - 60 mins
 - Reunification – 30 mins
- Interviews with employers
 - 30 min phone interviews
 - Identifying support needs

Photo of PEERS® courtesy of LA Times



Employment Focus Groups: Emergent Themes

PARENTS AND EMPLOYERS

- Organizational skills
 - Navigating accommodation needs
- Navigating the work environment
- Need for mentorship outside of the family

YOUNG ADULTS

- Need for internship opportunities
- Consistent and routine feedback from employers

AGREEMENT

- Interviewing skills
- Creating resumes
- Finding and applying for PAID employment
- Communication skills

PEERS[®] for Careers Curriculum

FINDING EMPLOYMENT

- Choosing a career
- Creating a resume
- Finding and applying for employment
- Interviewing skills
- Conversational skills
- Electronic communication
- Disclosing diagnoses & accommodation needs

MAINTAINING EMPLOYMENT

- Starting and entering conversations
- Exiting conversations
- Organization skills
- Stress management
- Navigating the workplace culture
- Humor in the workplace
- Conflict resolution
- Handling workplace bullying



(Laugeson 2019)

PEERS[®] for Careers Pilot Study: Speed Coaching

- Speed coaching session conducted in Winter 2019
- Career coaches and young adults met for five minutes each to “interview” each other
- “Starter questions” were provided for structure
 - Where do you go to school and what is your major?
 - What are your career interests?
 - What are your personal interests and hobbies?
 - How could I / you be of assistance with career coaching?
- Young adults and career coaches ranked how much they would like to be matched with the other person
- Coaching dyads were created by the research team



PEERS[®] for Careers Pilot Study: College to Career Transition Course

- PEERS for Careers Course
 - Spring Quarter 2019
 - 10-week course
 - Two 90-minute weekly classes
 - Equivalent of a 3-unit class
- Concurrent but separate young adult and career coaching groups
- 10-hour/wk commitment
 - 3 hrs/wk didactics
 - In-session behavioral rehearsal exercises with career coaches
 - Up to 5 hrs/wk in vivo homework assignments / practice
- Pre- and post-assessments



PEERS[®] for Careers Pilot Study (Moody et al., 2022)

Research in Developmental Disabilities 128 (2022) 104287



ELSEVIER

Contents lists available at [ScienceDirect](#)

Research in Developmental Disabilities

journal homepage: www.elsevier.com/locate/redevdis



Short reports

A pilot study of PEERS[®] for Careers: A comprehensive employment-focused social skills intervention for autistic young adults in the United States

Christine T. Moody^{a,*},¹, Reina S. Factor^a, Amanda C. Gulsrud^a, Caroline J. Grantz^a,
Katherine Tsai^a, Morgan Jolliffe^{a,b}, Nicole E. Rosen^a, James T. McCracken^a,
Elizabeth A. Laugeson^a

^a UCLA Semel Institute for Neuroscience and Human Behavior, USA

^b University of Denver, Graduate School of Professional Psychology, USA



PEERS[®] for Careers Pilot Study

Participant Demographics

C.T. Moody et al.

Research in Developmental Disabilities 128 (2022) 104287

Table 1

Descriptive statistics for demographics and characterization of sample.

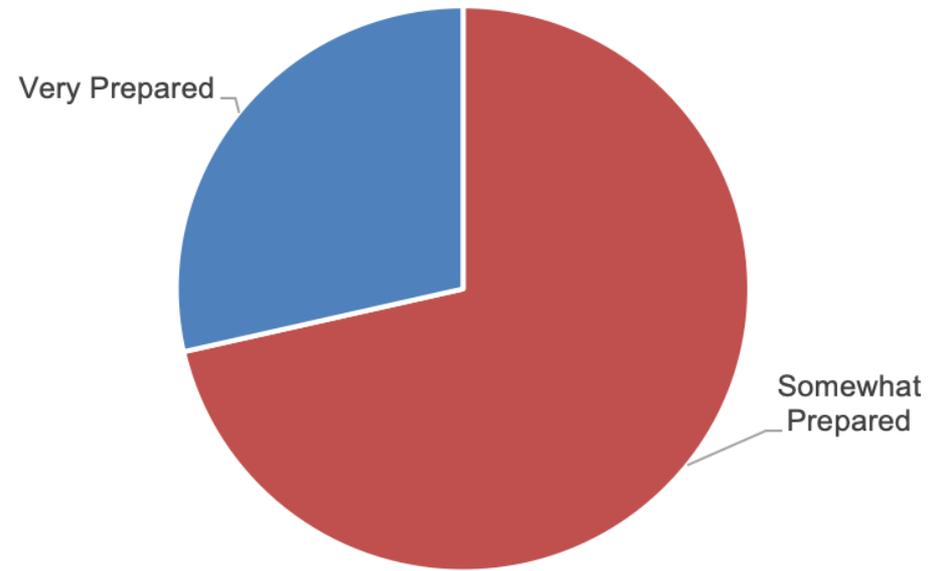
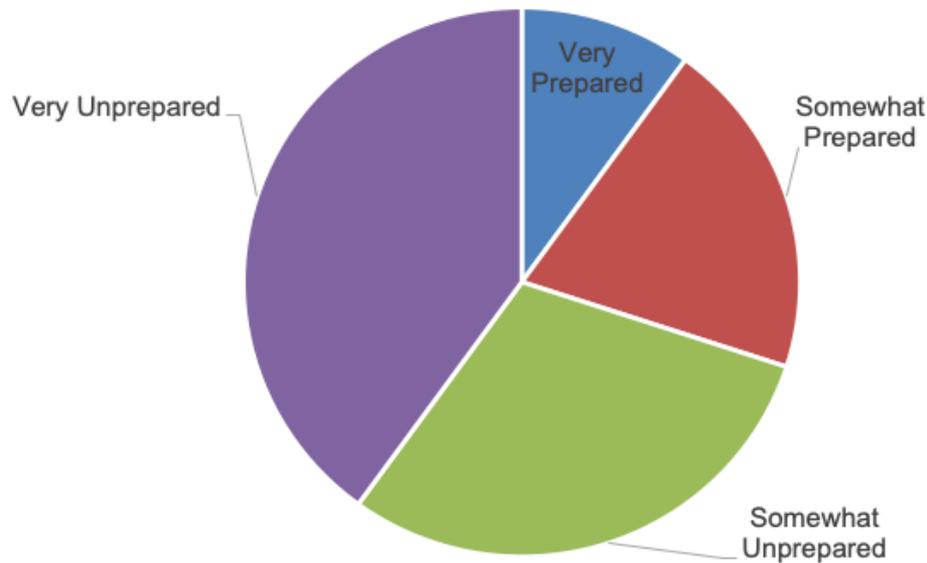
	Program Starters (n=12)	Program Completers (n=10)
Demographics		
Age	23.8 (3.4)	23.6 (3.5)
Gender (% male)	91.7 %	90 %
Ethnicity (% Caucasian)	66.7 %	60 %
Assessment Measures		
ADOS-2 Module 4 Algorithm Total	10.7 (2.2)	10.9 (2.2)
ADOS-2 Calibrated Severity Score	6.0 (1.3)	6.2 (1.2)
WASI-II FSIQ-2	110.2 (20.9)	109.3 (23.0)
SRS-2 Total T-Score	61.4 (12.2)	61.9 (12.2)

Note. ADOS-2 = Autism Diagnostic Observation Schedule, Second Edition; WASI-II FSIQ = Wechsler Abbreviated Scales of Intelligence, Second Edition, Full Scale IQ; SRS-2 = Social Responsiveness Scale, Second Edition.

Snapshot of Results from Pilot Study: Self-Perceived Preparedness for Employment

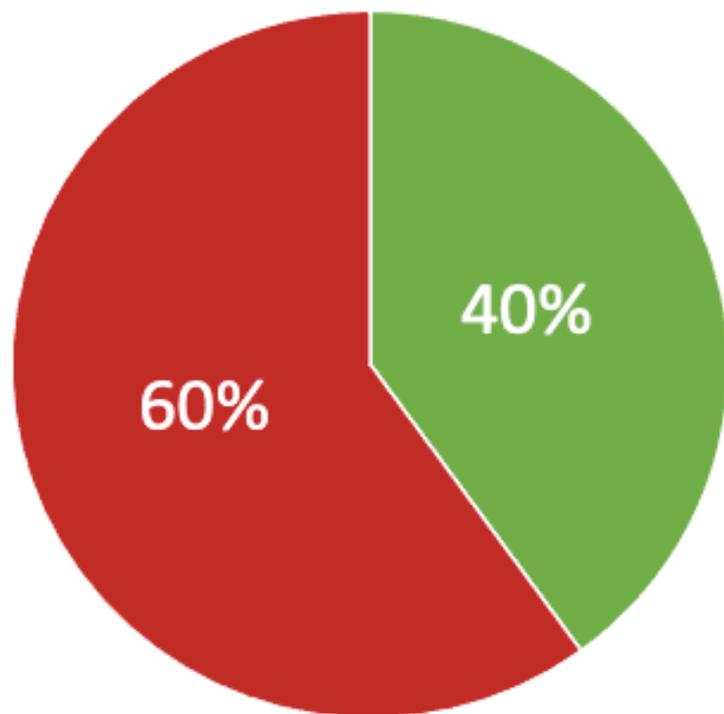
Pre-Treatment

Post-Treatment



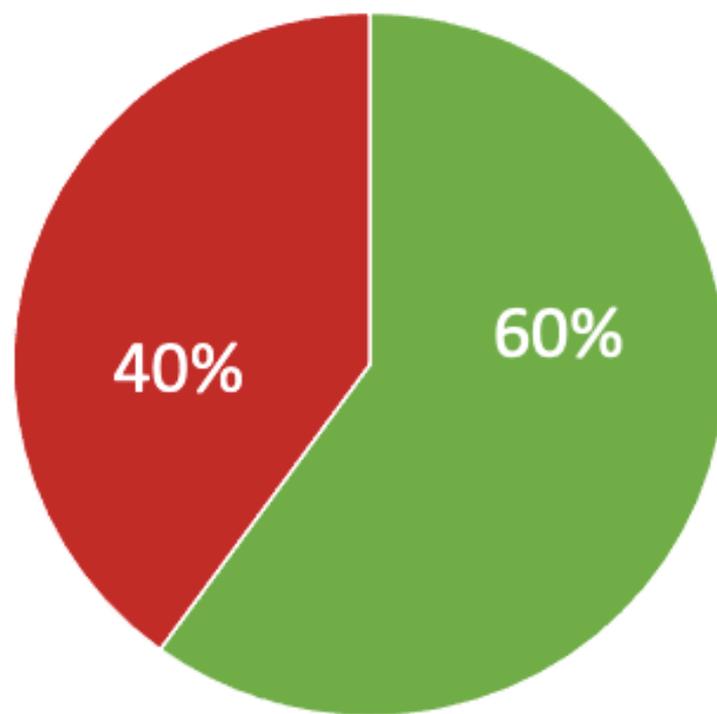
Snapshot of Results from Pilot Study: Employment Rates for Program Completers

Pre-Treatment



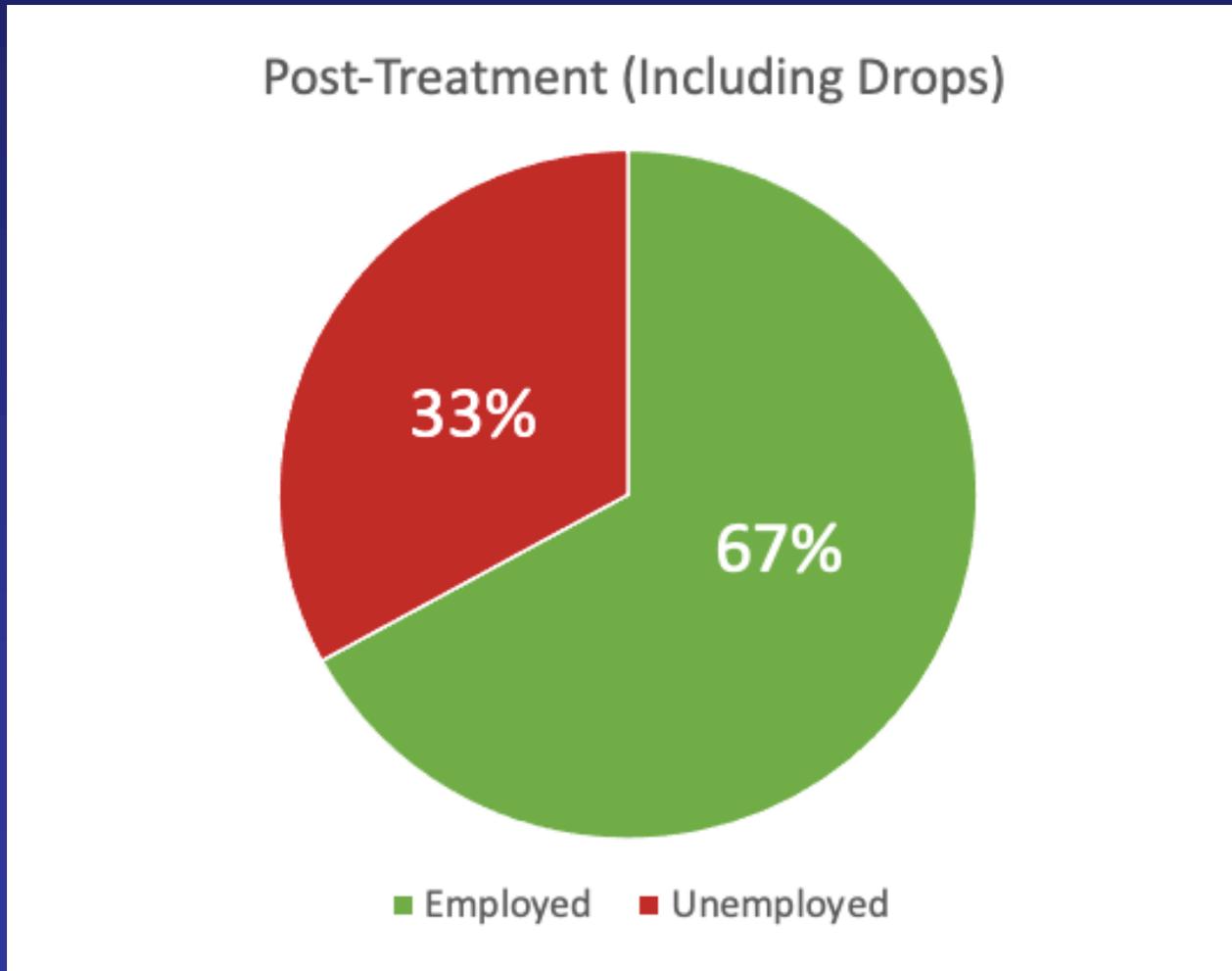
■ Employed ■ Unemployed

Post-Treatment



■ Employed ■ Unemployed

Snapshot of Results from Pilot Study: Employment Rates – Including Study Drops



PEERS[®] for Careers:

Sequential, Multiple Assignment
Randomized Trail (SMART) Design



PEERS[®] for Careers:

Sequential, Multiple Assignment Randomized Trail (SMART) Design

2019 Autism Speaks Adult Transition Research Grant

- Investigate the efficacy of PEERS[®] for Careers
 - 20-week didactic course
 - 10-week internship
 - 10-week follow-up assessment
- Target the development of social competence and related skills in the work setting
- Randomize career coaching
- Provide internship or employment opportunities
- Offer employer training and supports



PEERS[®] for Careers: Remote Delivery

- Due to the COVID-19 pandemic, PEERS[®] for CAREERS was conducted fully REMOTE on Zoom
- First cohort started in Spring 2020
- Last cohort ended in Fall 2022
- 106 young adults participated
- Over 50 career coaches recruited



PEERS[®] for Careers:

Curriculum Snapshot

Week in Treatment	Skills
Weeks 1-2 <i>Preparing for Employment</i>	Choosing a Career, Resume Development
Weeks 3-6 <i>Professional Social Communication</i>	Conversational Skills, Starting and Entering Conversations, Assessing Interest and Exiting Conversations, Electronic Communication
Weeks 7-10 <i>Obtaining Employment</i>	Networking, Finding Employment Opportunities, Interviewing
Weeks 11-15 <i>Thriving in Employment</i>	Talking about Diagnoses and Accommodations, Staying Organized, Handling Stress, Learning Workplace Culture, Humor in the Workplace
Weeks 16-19 <i>Handling Workplace Conflict</i>	Handling Disagreements, Handling Workplace Bullying
Week 20	Graduation and Next Steps

SKILLS

The word "SKILLS" is displayed in a bold, red, sans-serif font. Each letter is held up by one or more hands, with the hands visible from the bottom of the frame. The hands are positioned as if they are supporting the letters from underneath. The background is white, and the entire image is framed by a dark blue border at the top and bottom.

Preparing for Interviews

QUESTION

How do you prepare for an interview?



Preparing for Interviews: Elevator Pitch Self-Statements

- Rehearse elevator pitch self-statements
 - Elevator pitch self-statements succinctly describe you and your qualifications.
 - An elevator pitch is a brief summary that takes the time it would take to ride an elevator from the bottom to the top floor of a large building (e.g., usually 1-2 minutes).
 - Prepare an elevator pitch self-statement that provides a 1-2 minute overview of your education, skills, employment history, and current employment qualifications and objectives as they relate to the position for which you are applying.

Preparing for Interviews: Elevator Pitch Self Statements

- Elevator pitch self-statements include a **me, you, us story**
 - **Me:** Summary of your background including, education, skills, employment history, and qualifications.
 - **You:** Mention how the position you are applying for meets your employment objectives and why it interests you.
 - **Us:** Highlight how your skills and qualifications are the perfect fit for the needs of the company and the position for which you are applying.
- Rehearse your elevator pitch self-statement several times before each interview.
 - Slightly customize it for the position for which you are applying.

Elevator Pitch Self-Statements (Inappropriate Role Play)



Elevator Pitch Self-Statements

(Appropriate Role Play)



Disclosing Diagnoses and Conditions

QUESTIONS

Do you have to disclose a diagnosis or a condition when seeking employment?

How do you disclose a diagnosis or a condition?



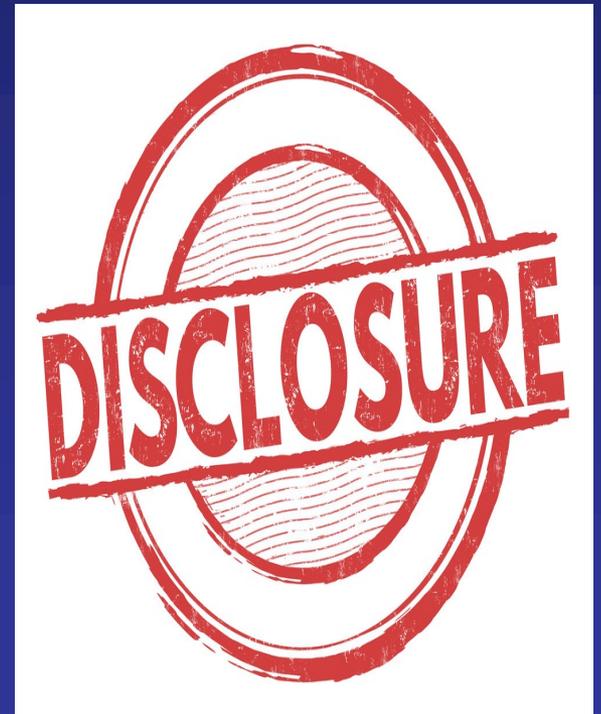
Disclosing a Diagnosis (Inappropriate Role Play)



Disclosing a Diagnosis:

Disclosing a Diagnosis is a Personal Choice

- In the United States, employers are not allowed to ask about disabilities.
- You are not required by law to disclose a disability.
 - Every person needs to make the decision about whether to share a diagnosis or a condition based on their own level of comfort.
- Whatever the decision, disclosing a diagnosis or a condition is a personal choice that only you can make.



PEERS[®] Steps for Disclosing a Diagnosis

1. Choose the right time
2. Choose the right person
3. Choose the right context
4. Acknowledge the difference
5. Give an explanation
6. Acknowledge what the diagnosis means for you and others
7. Turn a challenge into a strength
8. Make your strength an asset to the company
9. Be prepared to answer any questions
10. Remember employment is a choice



(Laugeson 2019)

Disclosing a Diagnosis (Appropriate Role Play)



A top-down view of a wooden desk with a laptop, papers, and hands shaking, symbolizing a business deal. The word "EMPLOYERS" is overlaid in large white letters.

EMPLOYERS

UCLA College to Career Transition Program: Employment Opportunities

- Over 200 internship / employment opportunities in PEERS[®] for Careers Employment Catalogue
- An active job board accessible to all research participants
- Over 200 professional contacts listed in PEERS[®] for Careers Informational Interview Catalogue



PEERS[®] for Careers:

Employment Interests of Participants

- Archeology
- Botany
- Accounting
- Finance
- Business
- Park ranger
- Cosmetology
- Genetics
- Criminal justice
- Law enforcement
- ABA therapist
- Statistics
- Screenwriting
- Engineering
- Computer programming
- Child and adolescent psychology
- Theater arts
- Acting
- Directing
- Video editing
- Voice over acting
- Food services
- Sports management
- Marketing
- GIS mapping
- Working with individuals with disabilities
- Marine biology
- Video game design
- Computer science
- App development
- Tutoring in math or science
- Boat handling
- Water quality control
- Data analysis
- Curating
- Library work
- Astrophysics
- Astronomy
- Grocery work
- Working with animals
- Sound designer
- Photography
- Elementary school teaching

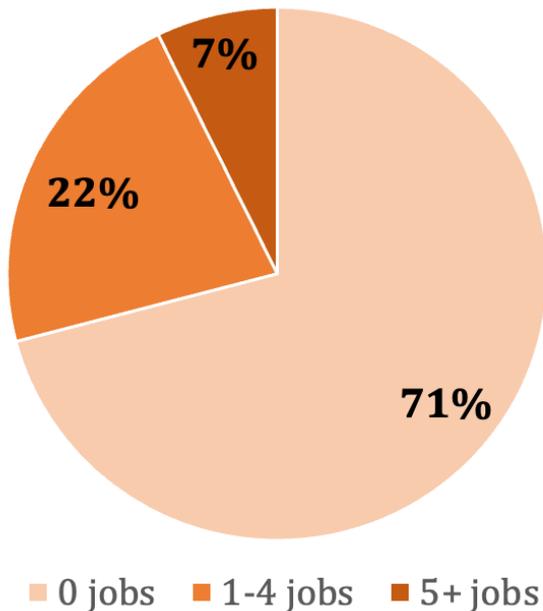
PEERS[®] for Careers: Participant Demographics

Gender	Age	Ethnicity	WASI-II FSIQ	SRS-2 Total
81.4% male 15.7% female 2.9% non- binary	22.9 years (<i>SD</i> = 3.6)	50.0% White (<i>n</i> = 53) 17.9% Asian (<i>n</i> = 19) 7.5% Hispanic (<i>n</i> = 8) 4.7% Black (<i>n</i> = 5) 19.8% Other/Unspecified (<i>n</i> = 21)	109.6 (<i>SD</i> = 12.9)	61.7 (<i>SD</i> = 10.6)

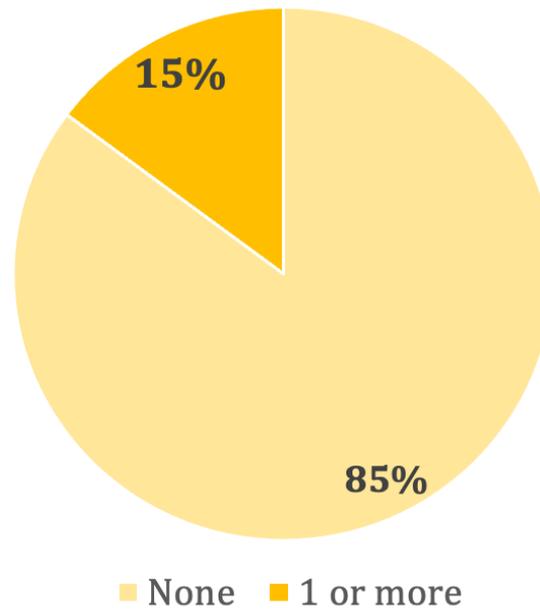
PEERS[®] for Careers: Participant Baseline Employment Status

In the month before the start of group:

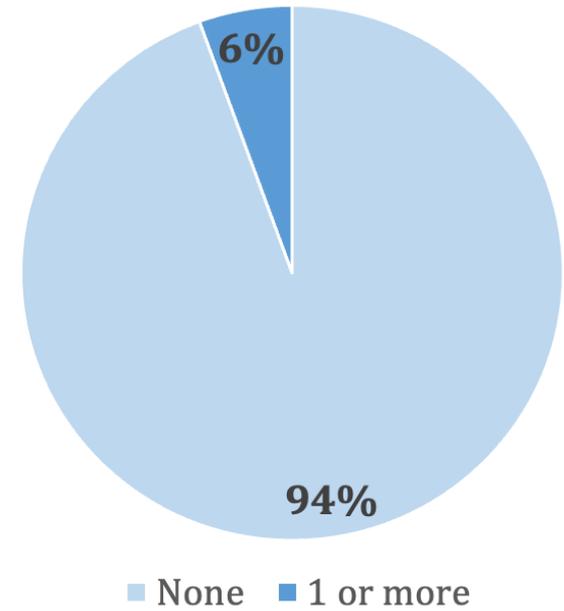
Job Applications



Job Interviews



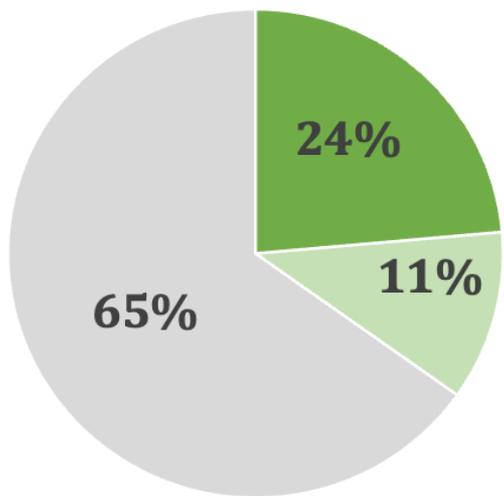
Informational Interviews
for Networking



PEERS[®] for Careers:

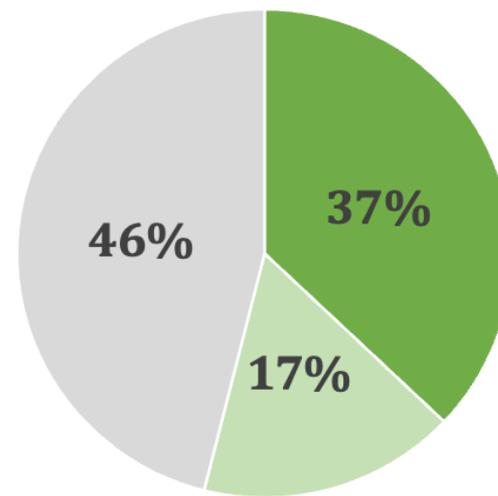
Preliminary Results from Immediate Treatment Outcomes (20 weeks)

Pre-Intervention



35% had a paid or unpaid position

Post-Intervention

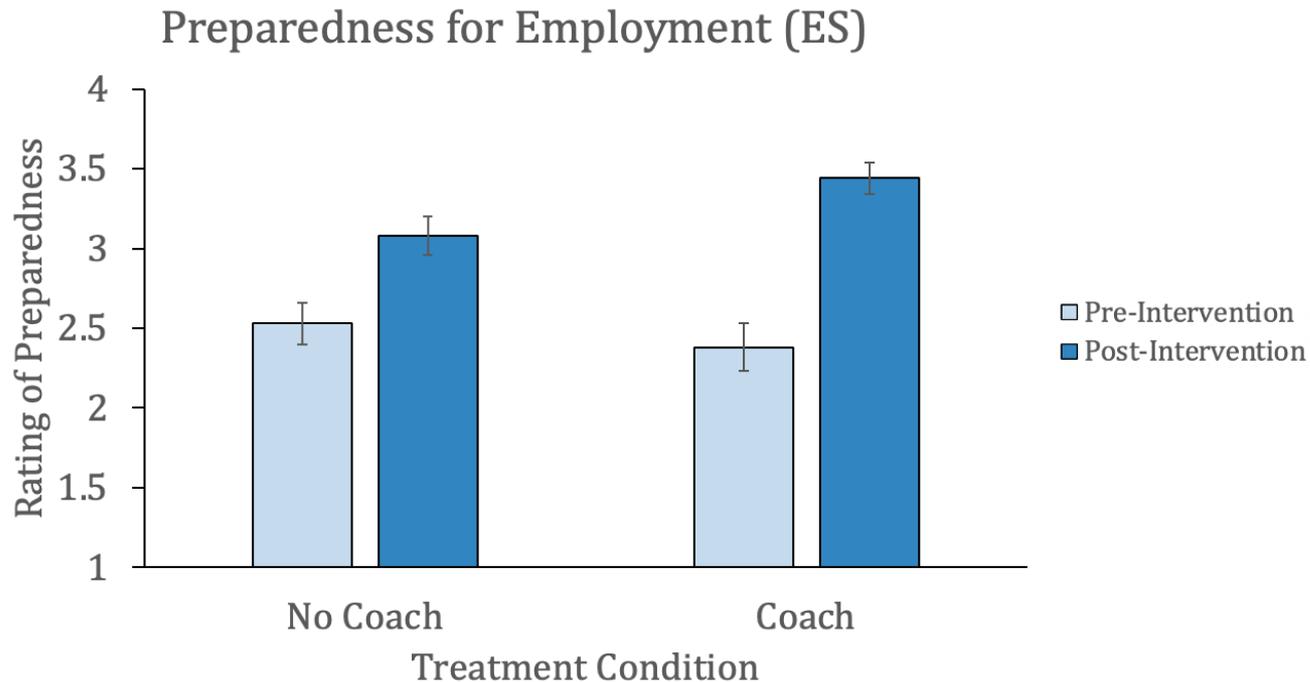


54% had a paid or unpaid position

PEERS[®] for Careers:

Preliminary Results from Immediate Treatment Outcomes (20 weeks)

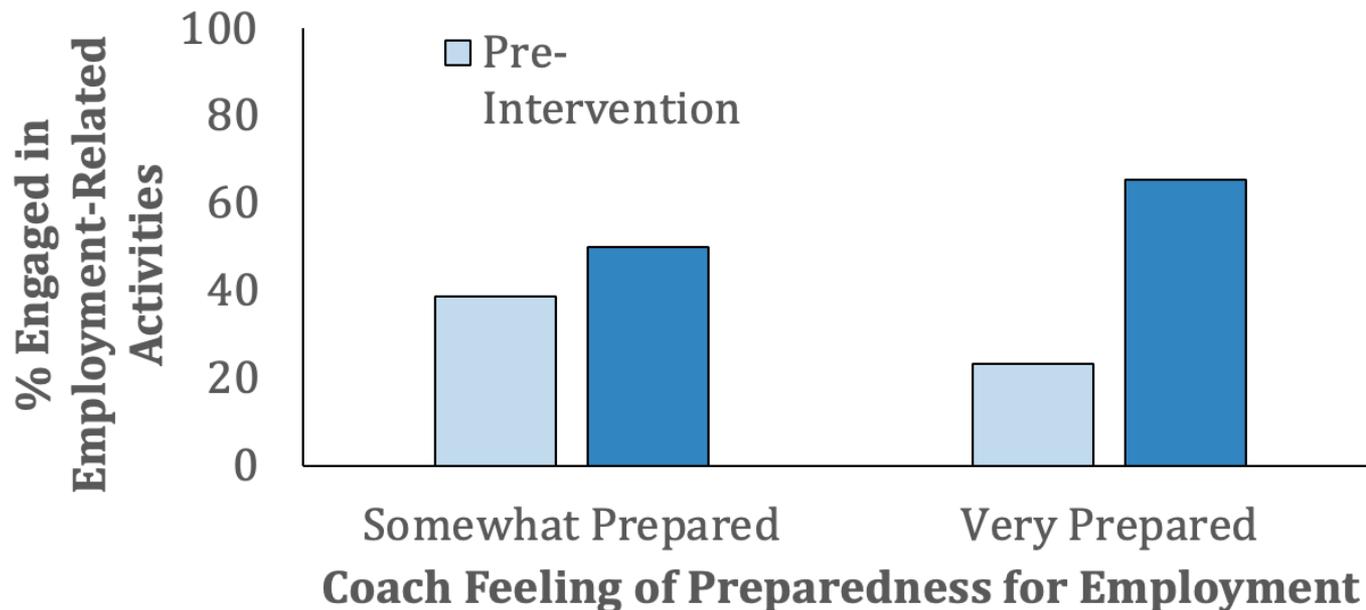
- Autistic adults with career coaches were more likely to finish the program and made greater improvements.



PEERS[®] for Careers:

Preliminary Results from Immediate Treatment Outcomes (20 weeks)

- Career coaches who felt “very” prepared for employment themselves were more effective than coaches that felt only “somewhat prepared”.



PEERS[®] for Careers:

Preliminary Results from Immediate Treatment Outcomes (20 weeks)

- No differences in treatment response by:
 - Age
 - Cognitive ability (within average or above average range)
 - Gender
 - Race
 - School Enrollment
- Autistic adults with career coaches were more likely to:
 - Finish the program
 - Make greater improvements in employment outcomes



MORE

Coming Soon!

A close-up photograph of a person's hand holding a small, white, rectangular card. The card is held between the thumb and the fingers, and it is slightly tilted. The text "Clinical Trial" is written on the card in a black, cursive, handwritten font. The person's hand is wearing a blue and white striped shirt cuff. The background is a plain, light-colored surface, possibly a table, which reflects the hand and the card. The overall lighting is bright and even.

Clinical
Trial

**NOW ENROLLING FOR
PEERS® FOR
CAREERS!**

UCLA College to Career

**NOW
RECRUITING
FOR
TELEHEALTH!**

**ARE YOU LOOKING FOR
A JOB OR INTERNSHIP? DO YOU
STRUGGLE WITH SOCIAL COMMUNICATION?**

FREE SOCIAL SKILLS GROUP FOR COLLEGE STUDENTS WITH ASD

**This research study includes a 20-week program
teaching employment-related skills, followed by a 10-
week internship!**

*Participants must be currently or previously enrolled in
junior college, community college or 4 year university.*

- Building a resume
- Interviewing skills
- Finding a good career fit
- Navigating the work environment
- Stress management and executive function
- Conflict resolution

**CONTACT:
(310) 267-3377**

PEERSCLINIC@UCLA.EDU

WWW.SEMEL.UCLA.EDU/PEERS

Protocol ID: IRB#19-001593 UCLA IRB Approved Approval Date: 4/28/2020 Through: 11/8/2020 Committee: North General IRB

UCLA PEERS® for Careers Research Study

- College to career transition program
- 20-week program for autistic college students
- Peer-mediated career coaching
- NEW: Employer supports

UCLA PEERS[®] for Dating Research Study

- 16-week program
- Dating skills for autistic young adults
- Peer-mediated dating coaching
- **NEW:** In-person vs. remote delivery and open to different diagnostic groups



FREE UCLA DATING Program for Adults with Autism

This UCLA research study examines the effectiveness of **PEERS[®] FOR DATING**, a 16-week social skills program to help adults with autism spectrum disorder learn skills to find and maintain romantic relationships.

TOPICS COVERED:

- Choosing appropriate people to date
- Starting conversations
- Maintaining conversations
- Entering and exiting conversations
- Electronic communication
- Creating Dating Profiles
- Online Dating
- Letting someone know you like them
- Asking someone on a date
- Handling rejection
- Going on Dates
- Dating do's and don'ts
- Handling dating pressure
- Physical contact and sexual activity
- Relationship boundaries
- Conflict resolution

(310) 267-3377

Peersclinic@ucla.edu

www.semel.ucla.edu/peers



www.semel.ucla.edu/peers

CLINICAL SERVICES



UCLA PEERS[®] for Young Adults

Young adults will learn about:

- Developing and maintaining friendships
 - Conversational skills
- Entering & exiting conversations
 - Appropriate use of humor
 - Electronic communication
 - Dating skills
- Organizing get-togethers
- Handling direct and indirect bullying
 - Handling disagreements
 - Handling dating pressure



PEERS[®] Social Skills Group for Young Adults

- PEERS[®] for Young Adults is an evidence-based social skills intervention for motivated adults who are interested in making and keeping friends and/or developing romantic relationships.
- Young adults and social coaches (including parents or other caregivers) attend 16-weekly group sessions for 90-minutes per week.
- Young adults are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during group socialization activities.
- Social coaches attend separate sessions simultaneously and are taught how to assist young adults in making and keeping friends and/or dating.



UCLA PEERS[®] Clinic



www.semel.ucla.edu/peers

To enroll, please contact

(310) 267-3377

peersclinic@ucla.edu

www.facebook.com/uclapeers

[@UCLAPEERS](https://twitter.com/UCLAPEERS)

[@UCLAPEERS](https://www.instagram.com/uclapeers)

Young adults will learn about:

- Using social media and online platforms to develop and maintain friendships
 - Conversational skills
- Entering & exiting conversations
 - Appropriate use of humor
 - Electronic communication
 - Dating skills
- Organizing get-togethers
- Handling direct and indirect bullying
 - Handling disagreements
 - Handling dating pressure



PEERS[®] Social Skills Group for Young Adults

- PEERS[®] for Young Adults is an evidence-based social skills intervention for motivated adults who are interested in making and keeping friends and/or developing romantic relationships.
- Young adults and social coaches (including parents or other caregivers) attend 16 weekly telehealth sessions over Zoom for 90-minutes each week.
- Young adults are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during online socialization activities.
- Social coaches attend separate telehealth sessions simultaneously and are taught how to assist young adults in making and keeping friends and/or dating.

Telehealth
groups
available
NOW!

To enroll, please contact

(310) 267-3377

peersclinic@ucla.edu

For more information, visit

www.semel.ucla.edu/peers

UCLA PEERS® for Adolescents

Teens will learn about:

- Developing and maintaining friendships
 - Conversational skills
- Entering & exiting conversations
- Electronic communication
- Using humor appropriately
- Organizing get-togethers
 - Being a good sport
- Handling disagreements
- Changing a bad reputation
- Handling teasing and bullying



PEERS® Social Skills Group for Adolescents

- PEERS® for Adolescents is an evidence-based social skills intervention for motivated teens in middle and high school who are interested in making and keeping friends and/or handling conflict and rejection.
- Teens and parents attend 16-weekly group sessions for 90-minutes per week.
- Teens are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during group socialization activities.
- Parents attend separate sessions simultaneously and are taught how to assist their teens in making and keeping friends.
- Parent participation is required.



To enroll, please contact
(310) 267-3377
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Teens will learn about:

- Using social media and online platforms to develop and maintain friendships
 - Conversational skills
- Entering & exiting conversations
- Electronic communication
- Using humor appropriately
- Organizing get-togethers
 - Being a good sport
- Handling disagreements
- Changing a bad reputation
- Handling teasing and bullying



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- Teens and parents attend 16 weekly telehealth sessions over Zoom for 90-minutes each week.
- Teens are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during online socialization activities.
- Parents attend separate telehealth sessions simultaneously and are taught how to assist their teens in making and keeping friends.
- Parent participation is required.

Telehealth
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available
NOW!

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For more information, visit
www.semel.ucla.edu/peers

UCLA PEERS[®] Remote Educational Classes

UCLA PEERS[®] Clinic



PEERS[®] Online Social Skills Classes Plus Optional Dating Lessons!

NOW ENROLLING FAMILIES WORLDWIDE!

- PEERS[®] is an evidence-based social skills intervention for motivated teens and young adults who are interested in making and keeping friends and/or handling conflict and rejection.
- Teens and/or young adults attend 16 weekly classes over Zoom for 90-minutes each week, plus an optional 5 weeks of dating skills.
- Participants are taught social skills through didactic lessons and role-play demonstrations, and practice these skills during online socialization activities.
- Social coaches attend separate classes simultaneously and are taught how to assist their teens in making and keeping friends.
- Groups for adolescents and groups for young adults are now enrolling!

Participants will learn about:

- Conversational skills
- Friendship skills
- Organizing get-togethers
- Using social media to develop/maintain friendships
- Conflict resolution
- Good sportsmanship
- Changing a bad reputation
- Handling teasing and bullying

To enroll, please contact:
(310) 267-3377
peersclinic@ucla.edu

For more information, visit
www.semel.ucla.edu/peers

UCLA PEERS[®] Clinic



PEERS[®] 5-Week Dating Classes Available Online!

NOW ENROLLING ADOLESCENTS AND YOUNG ADULTS!

- Participants are taught evidence-based dating skills through didactic lessons and role-play demonstrations.
- Skills are practiced during online socialization activities.
- Dating coaches attend separate classes simultaneously and are taught how to assist teens/young adults in developing and maintaining romantic relationships.
- Classes are taught over Zoom for 90-minutes each week.

Participants will learn about:

- Flirting
- Rules for online dating
- Letting someone know you like them
- Assessing romantic interest
- Creating online dating profiles
- Asking someone on a date
- Handling rejection
- Going on dates
- Dating do's and don'ts
- Handling dating pressure

To enroll, please contact:
(310) 267-3377
peersclinic@ucla.edu

For more information, visit
www.semel.ucla.edu/peers

UCLA PEERS[®] for Preschoolers

UCLA PEERS[®] Clinic

Social Skills Group

for Young Children with Autism Spectrum Disorder or Other Social Challenges



PEERS[®] for Preschoolers

PEERS[®] for Preschoolers is a 16-week evidence-based parent-assisted social skills intervention to teach children, between the ages of 4 to 6 years, how to make and keep friends. Originally developed at UCLA by Dr. Elizabeth Laugeson, PEERS[®] may be appropriate for preschoolers with Autism Spectrum Disorder, ADHD, Anxiety, Depression or other social and behavioral disorders. Children must speak consistently in phrases and sentences of four or more words. Parent participation is required.

Your Child Will Learn How To:

- Listen and follow directions
- Ask and use names
- Greet friends
- Share and give turns
- Ask friends to play
- Join ongoing games
- Keep cool during play
- Be a good sport
- Transition to new play activities
- Ask and give help
- Use good volume control
- Maintain good body boundaries

(310) 26-PEERS
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Children Will Learn To:

- Listen and follow directions
- Ask and use names
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- Share and give turns
- Ask friends to play
- Join ongoing games
- Keep cool during play
- Be a good sport
- Transition to new play activities
- Ask and give help
- Use good volume control
- Maintain good body boundaries



PEERS[®] Social Skills Group for Preschoolers

- PEERS[®] for Preschoolers is an evidence-based social skills intervention to teach children 4 to 6 years of age how to make and keep friends.
- PEERS[®] may be appropriate for preschoolers with Autism Spectrum Disorder, ADHD, Anxiety, Depression or other social and behavioral challenges.
- Parents attend 16-weekly telehealth groups over Zoom for 90-minutes each week.
- Parents will learn how to coach their child on targeted social skills through didactic lessons, role-play videos and puppet shows for children.

**Parent-Only
Telehealth
groups
available
NOW!**

For more information, visit
www.semel.ucla.edu/peers

To enroll, please contact
(310) 267-3377
peersclinic@ucla.edu

www.facebook.com/uclapeers

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RESOURCES



PEERS® In-Person Boot Camps at UCLA



UCLA PEERS® CLINIC

PEERS® FRIENDSHIP BOOT CAMP

IN-PERSON & VIRTUAL OPTIONS AVAILABLE

This boot camp is 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 newly-learned skills through behavioral rehearsal exercises. During these rehearsals, attendees are divided into small breakout groups to practice with direct coaching from our treatment team.

PRESENTER
DR. ELIZABETH LAUGESON
DEVELOPER OF PEERS®
FOUNDING DIRECTOR, UCLA PEERS® CLINIC

DATE & TIME **LOCATION**
JULY 9-10, 2022
SATURDAY/SUNDAY
9AM - 3PM PDT
UCLA SEMEL INSTITUTE FOR
NEUROSCIENCE AND HUMAN
BEHAVIOR, LOS ANGELES, CA

LIGHT REFRESHMENTS & LUNCH WILL BE SERVED IN-PERSON

TO REGISTER:
☎ (310) 267-3377
✉ PEERSCLINIC@UCLA.EDU
🌐 WWW.SEMEL.UCLA.EDU/PEERS/BOOT-CAMPS




UCLA PEERS® CLINIC

PEERS® CONVERSATION BOOT CAMP

IN-PERSON & VIRTUAL OPTIONS AVAILABLE

This boot camp is 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 newly-learned skills through behavioral rehearsal exercises. During these rehearsals, attendees are divided into small breakout groups to practice with direct coaching from our treatment team.

PRESENTER
DR. ELIZABETH LAUGESON
DEVELOPER OF PEERS®
FOUNDING DIRECTOR, UCLA PEERS® CLINIC

DATE & TIME **LOCATION**
JUNE 4-5, 2022
SATURDAY/SUNDAY
9AM - 3PM PDT
UCLA SEMEL INSTITUTE FOR
NEUROSCIENCE AND HUMAN
BEHAVIOR, LOS ANGELES, CA

LIGHT REFRESHMENTS & LUNCH WILL BE SERVED IN-PERSON

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🌐 WWW.SEMEL.UCLA.EDU/PEERS/BOOT-CAMPS




UCLA PEERS® CLINIC

PEERS® BULLY-PROOFING BOOT CAMP

IN-PERSON & VIRTUAL OPTIONS AVAILABLE

This boot camp is 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 newly-learned skills through behavioral rehearsal exercises. During these rehearsals, attendees are divided into small breakout groups to practice with direct coaching from our treatment team.

PRESENTER
DR. ELIZABETH LAUGESON
DEVELOPER OF PEERS®
FOUNDING DIRECTOR, UCLA PEERS® CLINIC

DATE & TIME **LOCATION**
AUGUST 13-14, 2022
SATURDAY/SUNDAY
9AM - 3PM PDT
UCLA SEMEL INSTITUTE FOR
NEUROSCIENCE AND HUMAN
BEHAVIOR, LOS ANGELES, CA

LIGHT REFRESHMENTS & LUNCH WILL BE SERVED IN-PERSON

TO REGISTER:
☎ (310) 267-3377
✉ PEERSCLINIC@UCLA.EDU
🌐 WWW.SEMEL.UCLA.EDU/PEERS/BOOT-CAMPS




UCLA PEERS® CLINIC

PEERS® DATING BOOT CAMP

IN-PERSON & VIRTUAL OPTIONS AVAILABLE

This boot camp is 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 newly-learned skills through behavioral rehearsal exercises. During these rehearsals, attendees are divided into small breakout groups to practice with direct coaching from our treatment team.

PRESENTER
DR. ELIZABETH LAUGESON
DEVELOPER OF PEERS®
FOUNDING DIRECTOR, UCLA PEERS® CLINIC

DATE & TIME **LOCATION**
SEPTEMBER 10-11
SATURDAY/SUNDAY
9AM - 3PM PDT
UCLA SEMEL INSTITUTE FOR
NEUROSCIENCE AND HUMAN
BEHAVIOR, LOS ANGELES, CA

LIGHT REFRESHMENTS & LUNCH WILL BE SERVED IN-PERSON

TO REGISTER:
☎ (310) 267-3377
✉ PEERSCLINIC@UCLA.EDU
🌐 WWW.SEMEL.UCLA.EDU/PEERS/BOOT-CAMPS



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

- Offered 5 times per year at UCLA around the topics of:
 - Friendship
 - Conversational Skills
 - Handling Bullying
 - Dating

UCLA PEERS® Virtual Boot Camp

Open to all, including children, teens, young adults, parents, professionals, and educators.



PEERS® VIRTUAL BOOT CAMP

Includes **35 PRE-RECORDED EPISODES** covering **ALL PEERS®** skills

PRESENTED BY DR. ELIZABETH LAUGESON, DEVELOPER OF PEERS®,
FOUNDER AND DIRECTOR, UCLA PEERS® CLINIC

To register:
peersclinic@ucla.edu
(310) 267-3377

Topics Covered:

Friendship skills
Dating etiquette
Conversational skills
Conflict resolution
Handling bullying

GO AT YOUR OWN PACE while receiving instruction on concrete rules and steps of social etiquette, video role-play demonstrations, and suggestions for practicing skills at the end of every episode.

www.facebook.com/uclapeers [@UCLAPEERS](https://twitter.com/UCLAPEERS) [@UCLAPEERS](https://www.instagram.com/uclapeers)

- 35 episodes
- Covers ALL the skills taught in PEERS®
- Go at your own pace
- Available on the UCLA PEERS YouTube Channel
- Access never expires

**FREE
PEERS®
Role-Play
Video Library**



**UCLA
PEERS® CLINIC
FREE ROLE-PLAY VIDEOS**

www.semel.ucla.edu/peers/resources

**FOR MORE INFORMATION:
310-26-PEERS
PEERSCLINIC@UCLA.EDU**



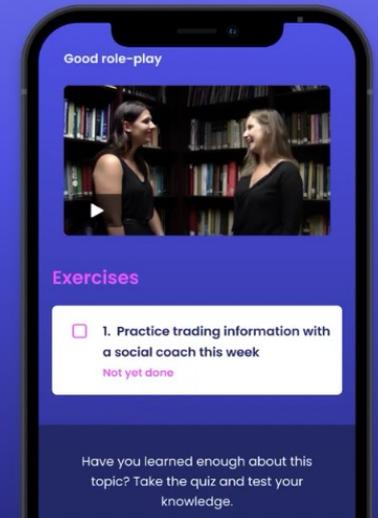
FREE PEERS® App



PEERS®
is an app to help you
make and keep friends



Assignments are given to
stimulate your social skills
and interpersonal
experiences



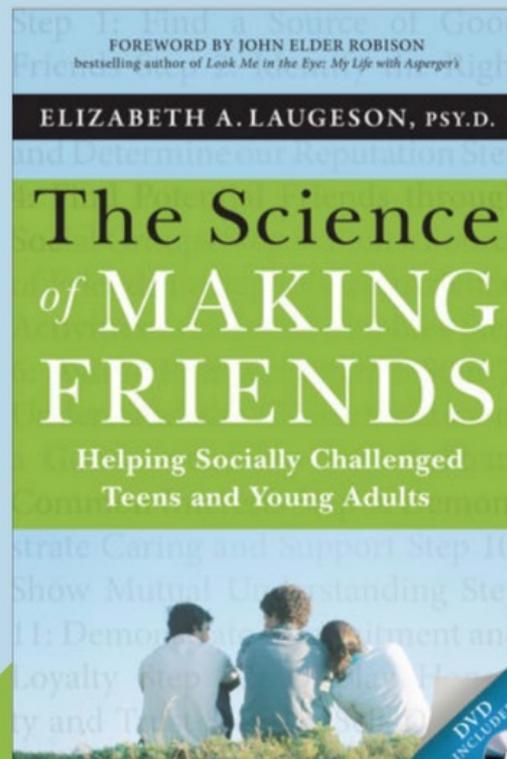
“The Science of Making Friends: Helping Socially Challenged Teens and Young Adults” offers parents a step-by-step guide to making and keeping friends for teens and young adults with social challenges.

From Dr. Elizabeth Laugeson of the world-renowned UCLA PEERS® Clinic, this book includes:

- Chapter summaries for teens and young adults
- Chapter exercises and homework
- Companion DVD with our PEERS® role-play videos

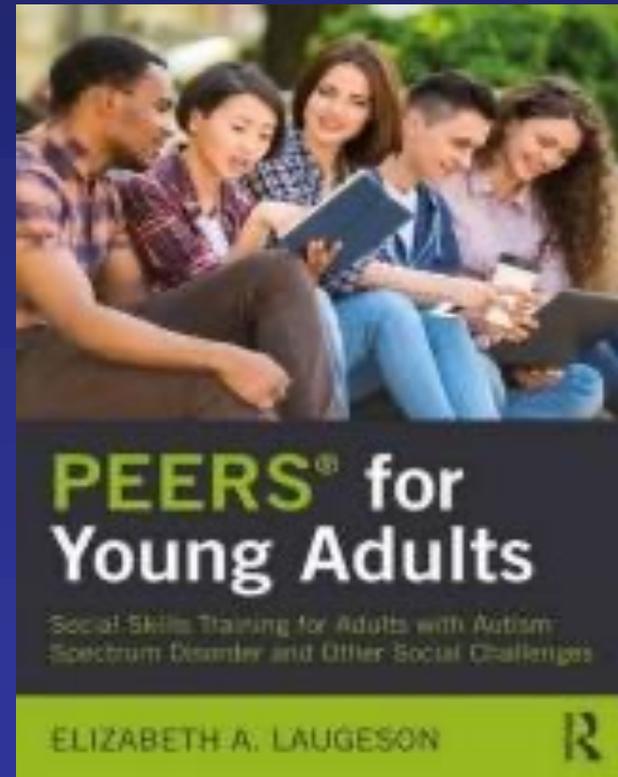
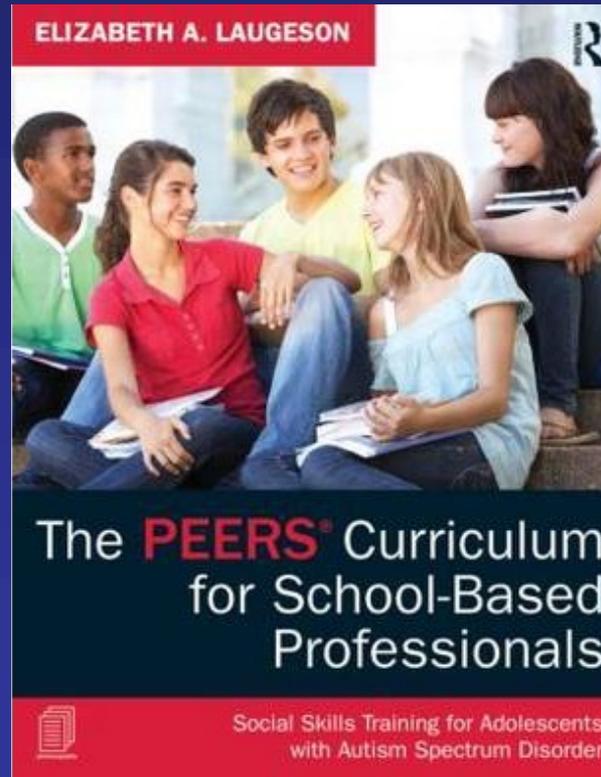
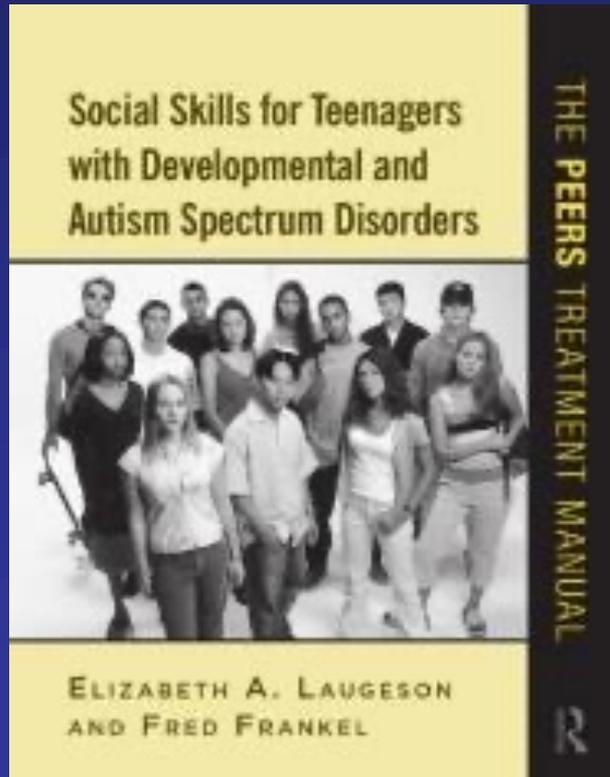


**WWW.SEMEL.UCLA.EDU/
PEERS/RESOURCES**



- 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

PEERS[®] Treatment Manuals



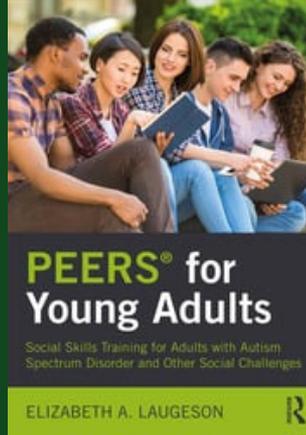


Training Calendar

PEERS® for Young Adults Certified Teleconference



CERTIFIED SOCIAL SKILLS TELECONFERENCE FOR PROVIDERS



UCLA PEERS® FOR YOUNG ADULTS TRAINING SEMINAR



Live on Zoom
8AM to 5PM PT



February 21- 23, 2024
September 18 - 20, 2024

\$500 PER ATTENDEE

- For mental health professionals, school-based professionals, medical professionals, speech and language pathologists, occupational, recreational, and behavioral therapists, researchers, and other professionals who work with young adults with social challenges.
- PEERS® is used in over 150 countries, and has been translated into over a dozen languages, but was developed at UCLA by Dr. Elizabeth Laugeson, founder and director of the UCLA PEERS® Clinic.
- PEERS® is the ONLY publicly available evidence-based social skills program for autistic adolescents and adults, youth with ADHD, anxiety, depression, and other socioemotional challenges.
- Attendees will obtain over 20 hours of online training in the implementation of the PEERS® for Young Adults intervention (Laugeson, 2017) and the research behind the program.
- This training will enable providers to implement PEERS® in clinical or educational settings as PEERS® for Young Adults Certified Providers, and/or in online settings as PEERS® Certified Telehealth Providers.
- Attendees will also be provided instruction and materials for delivery of PEERS® using a telehealth model, and observe live-to-tape social coaching and young adult telehealth groups.

TO REGISTER



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peersclinic@ucla.edu



www.semel.ucla.edu/peers

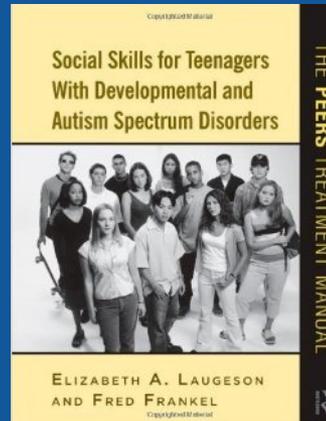
ATTENDEES WILL RECEIVE

- Either an eBook OR paperback copy of the PEERS® for Young Adults Treatment Manual (Laugeson, 2017)
- Over 100 role-play videos
- PowerPoint slides for telehealth delivery

PEERS[®] for Adolescents Certified Teleconference



CERTIFIED SOCIAL SKILLS TELECONFERENCE FOR PROVIDERS



UCLA PEERS[®] FOR ADOLESCENTS TRAINING SEMINAR



Live on Zoom
8AM to 5PM PT



November 1 - 3, 2023
April 24 - 26, 2024

\$500 PER ATTENDEE

- For mental health professionals, school-based professionals, medical professionals, speech and language pathologists, occupational, recreational, and behavioral therapists, researchers, and other professionals who work with youth with social challenges.
- PEERS[®] is used in over 150 countries, and has been translated into over a dozen languages, but was developed at UCLA by Dr. Elizabeth Laugeson, founder and director of the UCLA PEERS[®] Clinic.
- PEERS[®] is the ONLY publicly available evidence-based social skills program for autistic adolescents and adults, youth with ADHD, anxiety, depression, and other socioemotional challenges.
- Attendees will obtain over 20 hours of online training in the implementation of the PEERS[®] Treatment intervention (Laugeson & Frankel, 2010) and the research behind the program.
- This training will enable providers to implement PEERS[®] in clinical or educational settings as PEERS[®] for Adolescents Certified Providers, and/or in online settings as PEERS[®] Certified Telehealth Providers.
- Attendees will be also be provided instruction and materials for delivery of PEERS[®] using a telehealth model, and observe live-to-tape parent and teen telehealth groups.

TO REGISTER



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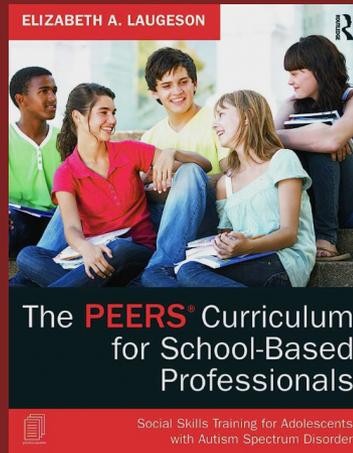
ATTENDEES WILL RECEIVE

- Either an eBook OR paperback copy of the PEERS[®] Treatment Manual (Laugeson & Frankel, 2010)
- Over 100 role-play videos
- PowerPoint slides for telehealth delivery

PEERS® School-Based Certified Teleconference



CERTIFIED SOCIAL SKILLS TELECONFERENCE FOR PROVIDERS



UCLA PEERS® FOR ADOLESCENTS SCHOOL-BASED TRAINING SEMINAR



Live on Zoom
8AM to 5PM PT



June 26 - 28, 2024

\$500 PER ATTENDEE

- For educators and school-based professionals, mental health professionals, medical professionals, speech and language pathologists, occupational, recreational, and behavioral therapists, researchers, and other professionals who work with youth with social challenges.
- PEERS® is used in over 150 countries, and has been translated into over a dozen languages, and was developed at UCLA by Dr. Elizabeth Laugeson, founder and director of the UCLA PEERS® Clinic.
- PEERS® is the ONLY publicly available evidence-based social skills program for autistic adolescents and adults, youth with ADHD, anxiety, depression, and other socioemotional challenges.
- Attendees will obtain over 20 hours of online training in the implementation of the PEERS® Curriculum for School-Based Professionals (Laugeson, 2014) and the research behind the program.
- This training will enable providers to implement PEERS® in educational or clinical settings as PEERS® Certified School-Based Providers, and/or in online settings as PEERS® Certified Telehealth Providers.
- Attendees will be provided instruction and materials for delivery of PEERS® using a telehealth model, and observe a live-to-tape teen telehealth group.

TO REGISTER

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ATTENDEES WILL RECEIVE

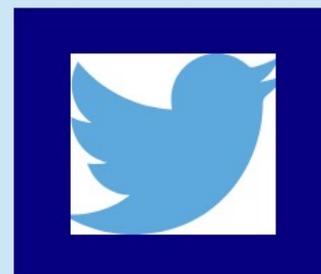
- Either an eBook OR paperback copy of the PEERS® Curriculum for School-Based Professionals (Laugeson, 2014)
- Over 100 role-play videos
- PowerPoint slides for telehealth delivery

CONTACT INFORMATION

peersclinic@ucla.edu

+1-310-26-PEERS

SOCIAL MEDIA: @UCLAPEERS



UCLA PEERS[®] Clinic

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