

The Science of Making Friends for Autistic Youth: Lessons from the UCLA PEERS[®] Program



UCLA PEERS[®] CLINIC
SOCIAL SKILLS PROGRAMS

Dr. Elizabeth Laugeson

Clinical Professor

Founder and Director, UCLA PEERS Clinic

Director, UCLA Tarjan Center UCEDD

*Program Director, UCLA Predoctoral Psychology Internship Program in
Autism and Neurodevelopmental Disabilities*

Disclosure Statement

Book Royalties:

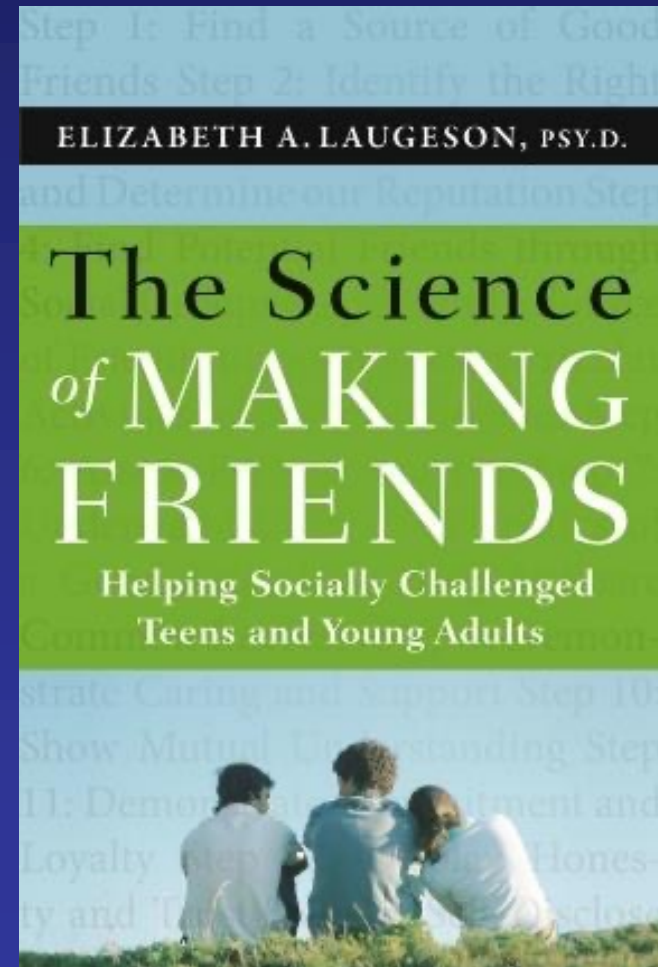
Taylor and Francis
Wiley & Sons

Research Funding:

National Institutes of Health (NIH)
Administration for Community Living (ACL)
Autism Speaks

Overview of Lecture

- Common social challenges among neurodivergent youth
- Consequences of peer rejection
- Importance of friendships
- Methods for teaching social skills
- PEERS[®] intervention strategies
 - Starting conversations
 - Handling teasing
- Research summary
 - Meta-Analysis on PEERS[®]
 - Telehealth vs. in-person delivery
- Resources



Common Social Challenges Among Neurodivergent Youth

Photo of PEERS® courtesy of Associated Press

- Social communication
- Social awareness
- Constructive social engagement
- Social cognition
- Close meaningful friendships
- Friendship quality



Peer Rejection and Social Neglect

- Peer rejection
 - Actively seeking out peers
 - Teasing and bullying
 - Bad reputations
- Social neglect
 - Actively avoiding peers
 - Isolated and withdrawn
 - Ignored and unnoticed



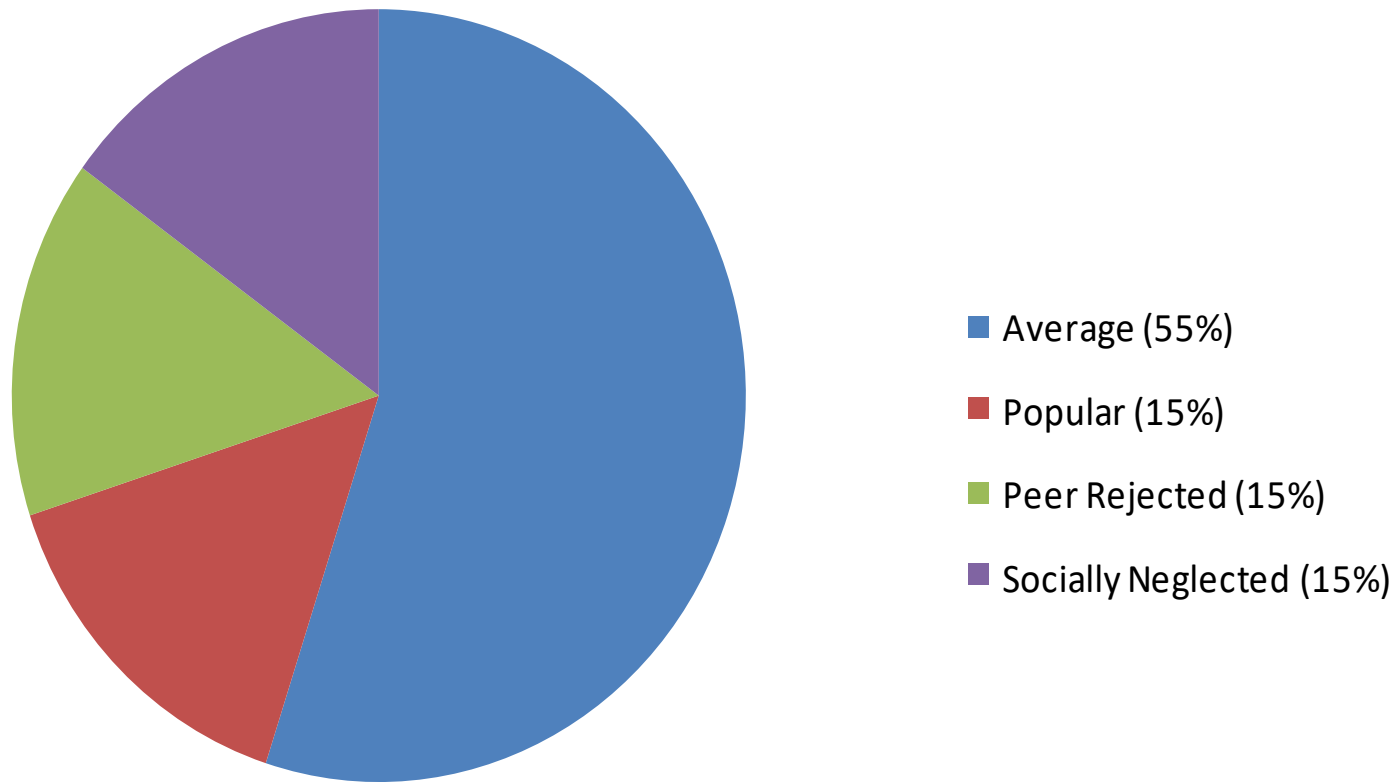
Consequences of Peer Rejection During Adolescence

- 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



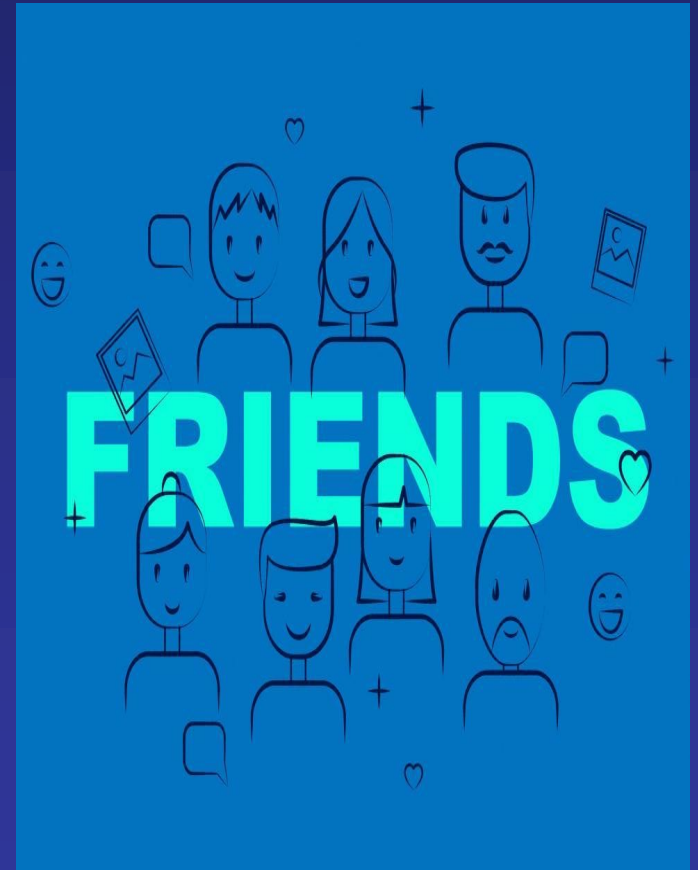
Categories of Peer Acceptance in Adolescence



Why Target Friendships?

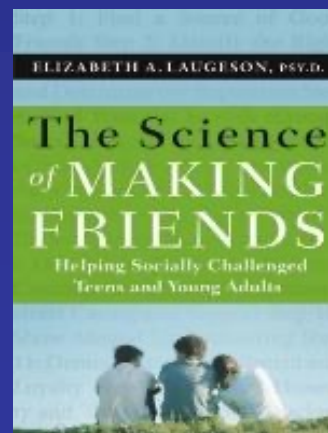
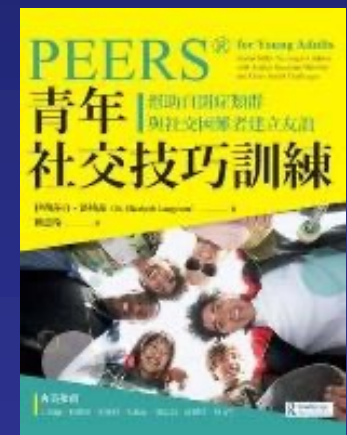
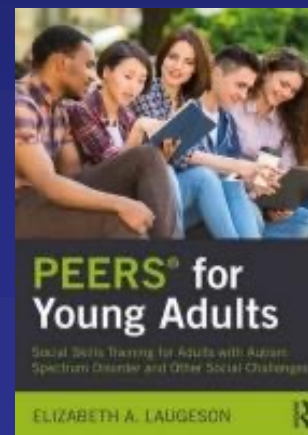
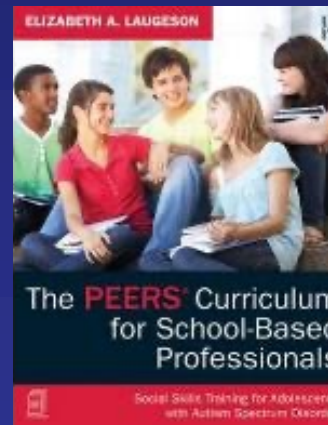
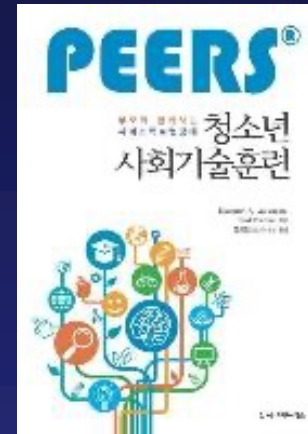
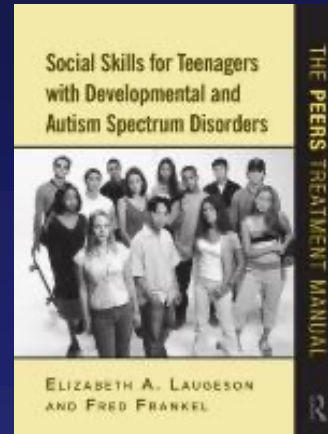
Having one or two close friends:

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



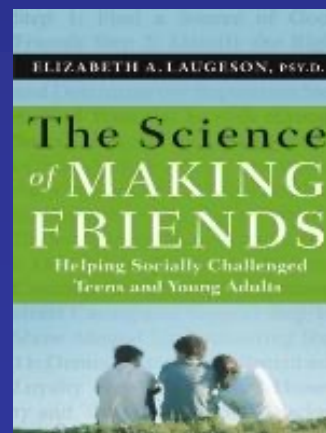
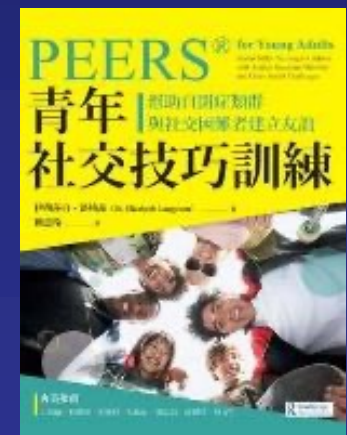
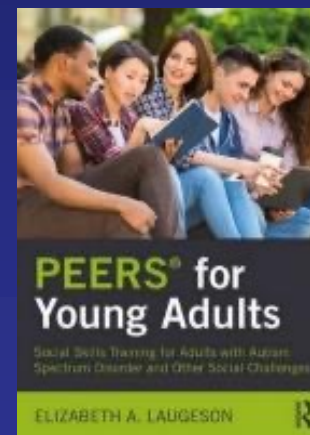
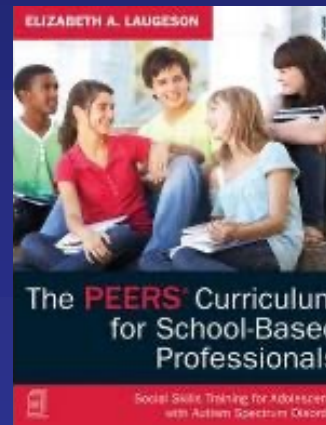
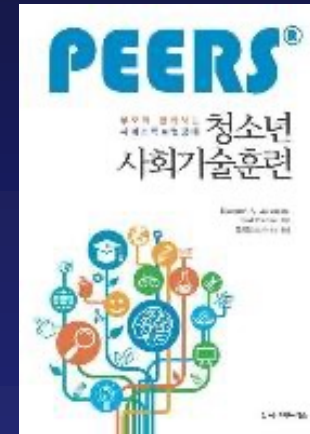
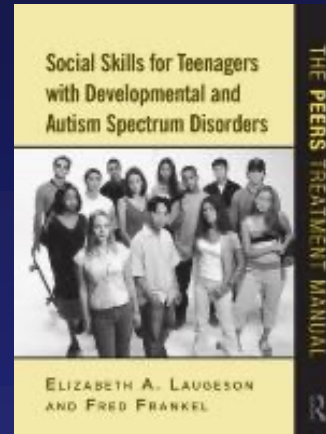
Background about PEERS®

- International program
 - Developed at UCLA in 2004
 - Programs have been translated into over a dozen languages
 - Used in over 150 countries
 - Over 75 scientific papers
- 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®

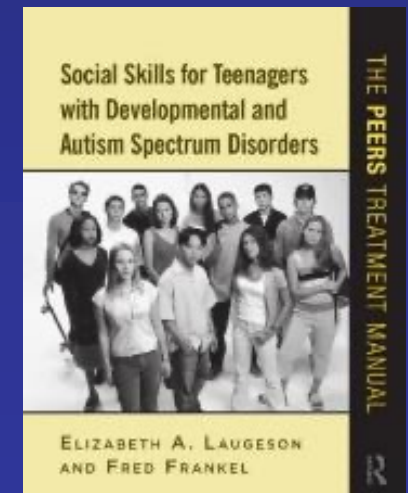
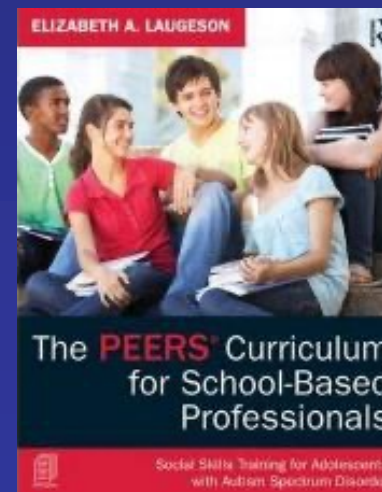
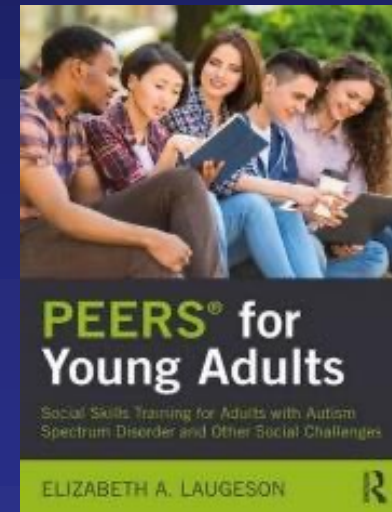
- One of the only evidence-based social skills programs
- Parent or caregiver assisted
 - Parents and other caregivers are trained as social coaches
- Only appropriate for socially motivated teens and adults
- Only teaches ecologically valid social skills
 - Teaches rules and steps followed by socially successful people
- Cross-culturally adapted across the globe



PEERS[®] Targeted Social Skills

Friendship and Romantic Relationship Skills:

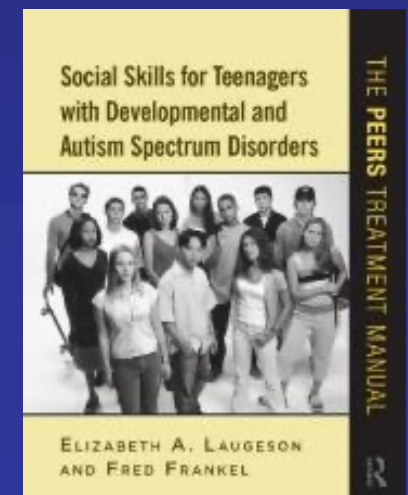
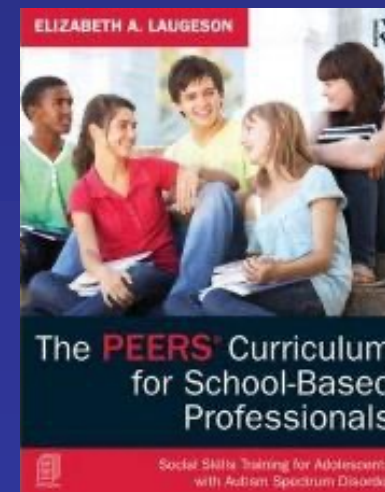
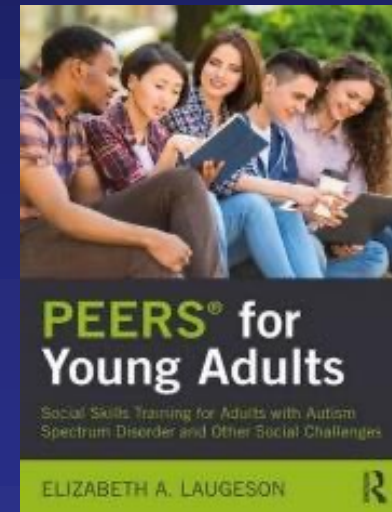
- Finding and choosing good friends
- Finding and choosing romantic partners (adults)
- Conversational skills
- Starting and entering conversations
- Exiting conversations
- Electronic communication
- Appropriate use of humor
- Get-togethers
- Good sportsmanship (teens)
- Dating etiquette (adults)
 -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



PEERS[®] Targeted Social Skills

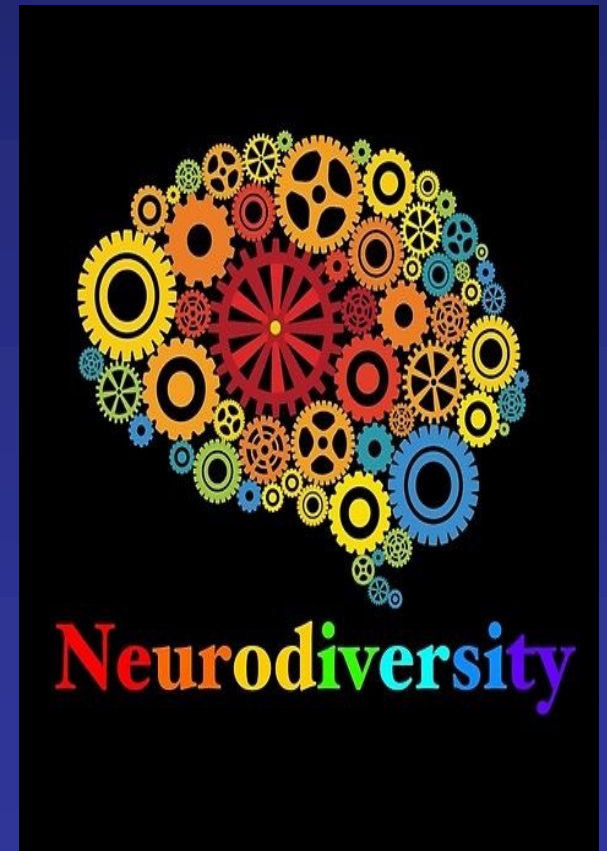
Managing Conflict and Rejection Skills:

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



The Role of Neurodiversity and the Importance of Choice

- Learning and using social skills should be voluntary
- Participants should be intrinsically motivated to learn the skills
- Must consider the role of neurodiversity and different ways of thinking
- Learning the skills taught in PEERS[®] should NOT be about changing a person
- Using the skills should be about enhancing our interactions so others can appreciate us for who we already are
- Not ethical to force social skills onto others
- It is also not ethical to deny the opportunity to learn social skills to people who want to understand them



A 3D-rendered puzzle piece is the central focus, tilted slightly to the right. The piece is orange and features the word "SKILLS" in large, white, bold, sans-serif capital letters. The letters are raised, creating a shadow effect. The puzzle piece is surrounded by other white puzzle pieces, some of which are partially visible. The entire scene is set against a white background, with dark blue horizontal bars at the top and bottom.

SKILLS

Starting Conversations

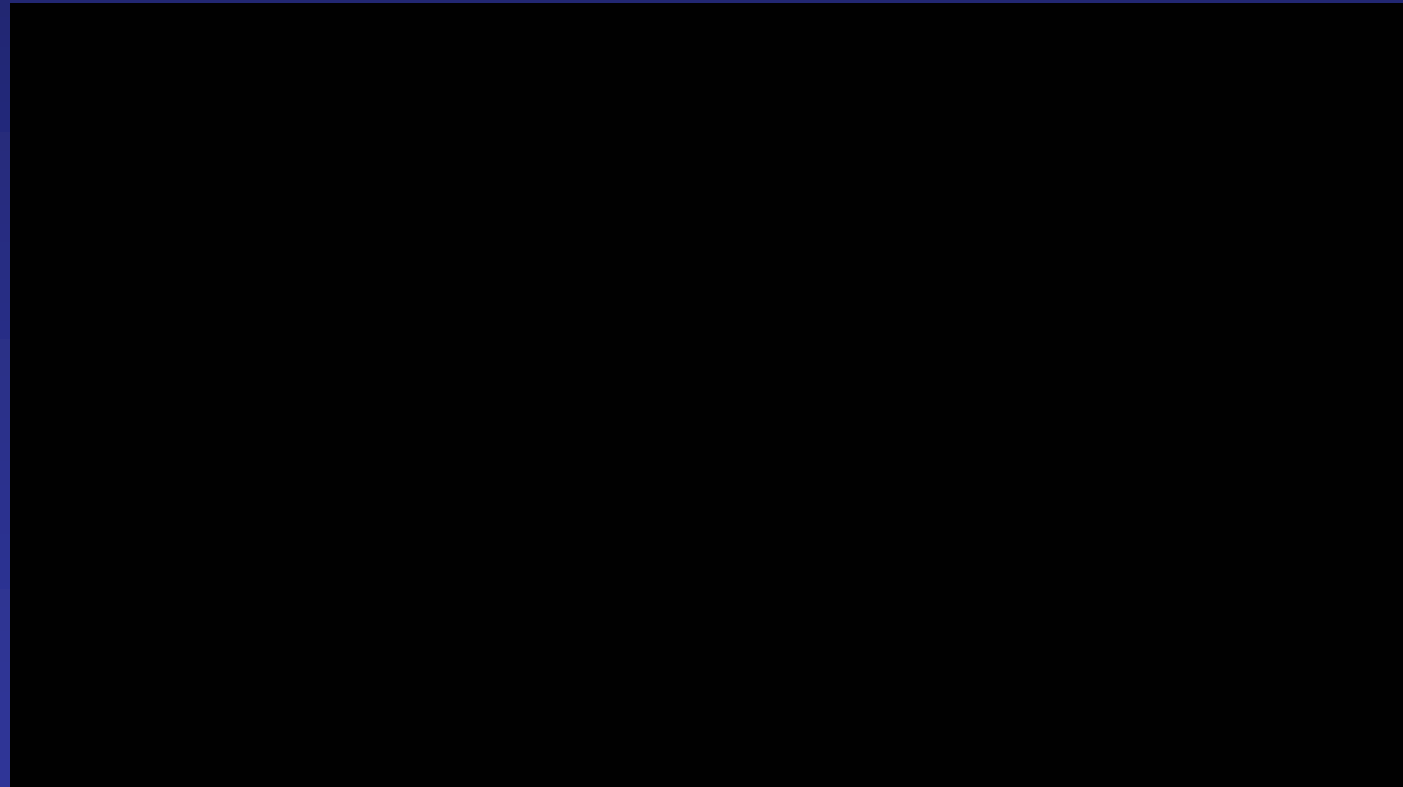
QUESTION:

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



Starting Conversations

(Role Play - Elina)



Role play videos: www.semel.ucla.edu/peers/resources

PEERS® Steps for Starting Conversations

(Role Play - Elina)

1. Casually look over
2. Use a prop
3. Find a common interest
4. Mention the common interest
 - Make a comment
 - Ask a question
 - Give a compliment
5. Trade information
6. Assess interest
 - Are they looking at you?
 - Are they facing you?
 - Are they talking to you?
7. Introduce yourself (optional)

Role play videos: www.semel.ucla.edu/peers/resources

Handling Teasing

QUESTIONS:

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

Do those strategies usually work?



Handling Teasing

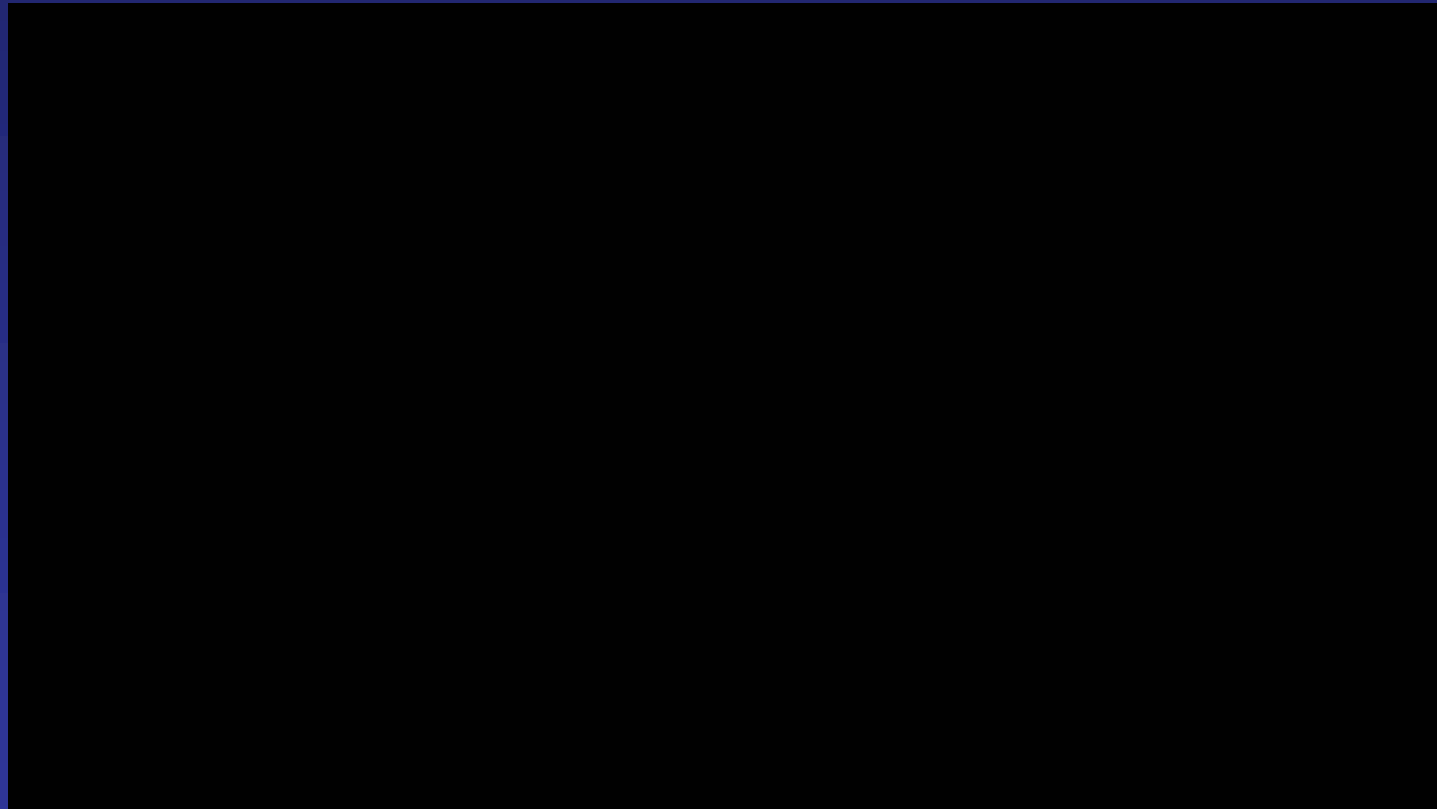
- Act like what the person said did not bother you
- Provide a **SHORT COMEBACK** that shows what the person said was stupid:
 - Whatever!
 - So what?
 - Big deal!
 - Who cares?
 - Yeah and?
 - And your point is?
 - Am I supposed to care?
 - Is that supposed to be funny?
 - Tell me when you get to the funny part
 - Tell me when you get to the punchline
 - Anyway... (Good comeback to end with and walk away on)
- Then walk away or remove yourself



(Laugeson & Frankel 2010;
Laugeson 2013;
Laugeson 2014;
Laugeson 2017)

Handling Teasing

(Role Play - Gabe)



Role play videos: www.semel.ucla.edu/peers/resources



Overview of Results from Meta-Analysis and RCT of PEERS[®] for Autistic Adolescents

(Zheng, Kim, Salzman, Ankenman & Bent, 2021)
(Laugeson, Frankel, Gantman, Dillon & Mogil, 2012)

Journal of Autism and Developmental Disorders
<https://doi.org/10.1007/s10803-021-04885-1>

ORIGINAL PAPER



Improving Social Knowledge and Skills among Adolescents with Autism: Systematic Review and Meta-Analysis of UCLA PEERS[®] for Adolescents

Shuting Zheng¹  · Hosanna Kim¹ · Emma Salzman¹ · Katy Ankenman¹ · Stephen Bent^{1,2,3}

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J Autism Dev Disord (2012) 42:1025–1036
DOI 10.1007/s10803-011-1339-1

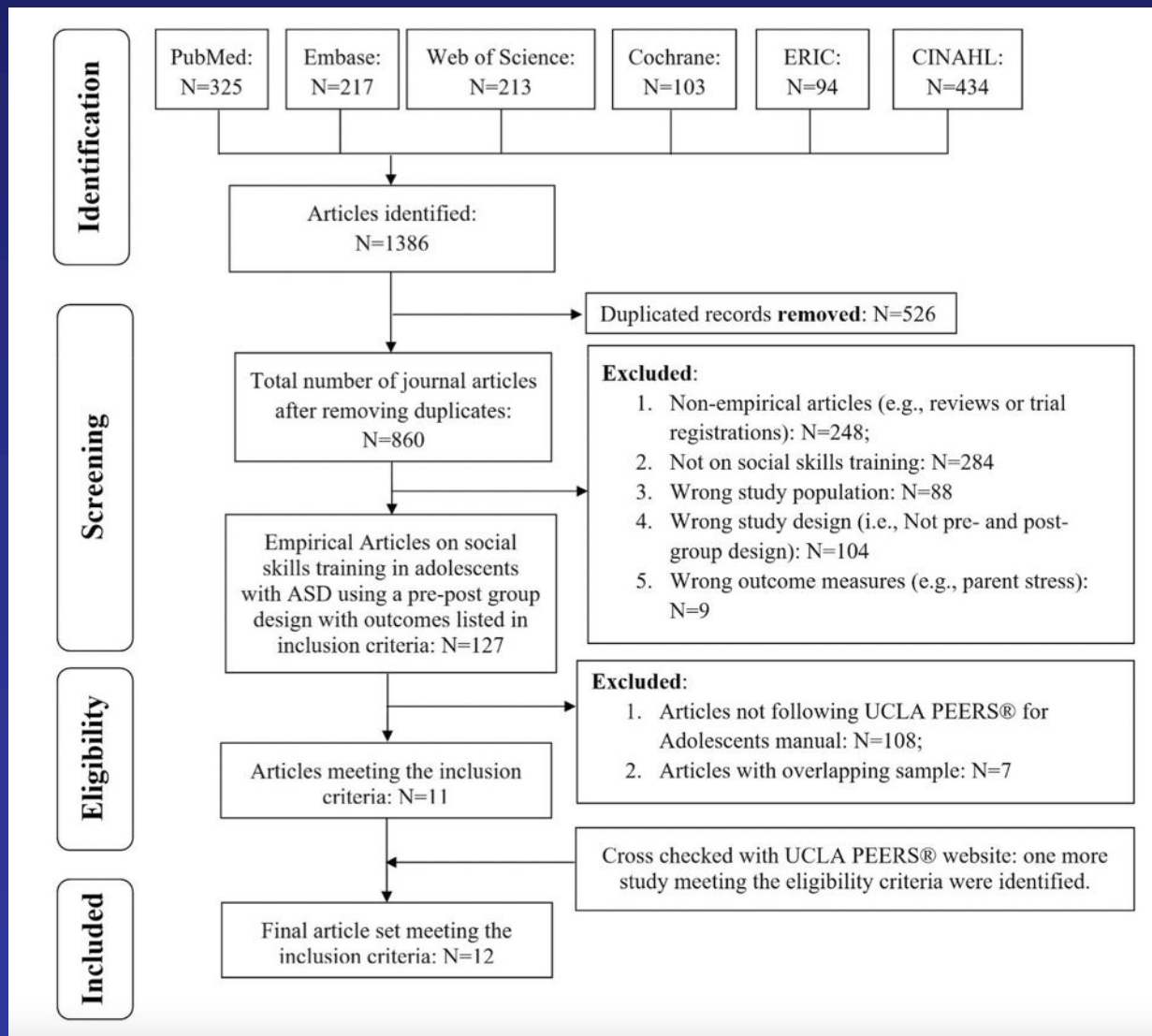
ORIGINAL PAPER

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

Study Design for Meta-Analysis of PEERS® for Autistic Adolescents

(Zheng, Kim, Salzman, Ankenman & Bent, 2021)



- Effect size tells you how meaningful the relationship is between variables.
- A large effect size means that a research finding has practical significance.
- A small effect size indicates limited practical applications
- Hedge's g :
 - 0.2 = Small effect size
 - 0.5 = Medium effect size
 - 0.8 = Large effect size

Participants at Baseline from RCT of Parent-Assisted PEERS[®] for Autistic Adolescents

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

Table 2 Mean demographic and baseline 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 | |
| Age (years) | 15.0 (1.0) | 14.3 (1.4) | ns |
| Grade | 9.4 (1.2) | 8.8 (1.3) | ns |
| Percent male | 85.7 | 78.6 | ns |
| Percent Caucasian | 57.1 | 42.9 | ns |
| Percent mainstreamed | 64.3 | 50.0 | ns |
| KBIT composite | 94.1 (20.2) | 104.5 (18.8) | ns |
| Vineland composite | 72.0 (10.6) | 75.4 (9.2) | ns |
| Teen measures | | | |
| TASSK | 13.1 (3.5) | 14.0 (2.9) | ns |
| QPQ-A host | 0.8 (1.1) | 0.4 (0.9) | ns |
| Parent measures | | | |
| QPQ-P host | 0.8 (1.1) | 0.4 (0.8) | ns |
| SSRS-P social skills | 39.2 (8.3) | 39.9 (11.6) | ns |
| SRS-P | 80.86 (9.3) | 76.0 (10.2) ^a | ns |

^a *n* = 7

Overview of Results from Meta-Analysis of PEERS[®] for Autistic Adolescents: Social Skills Knowledge (TASSK)

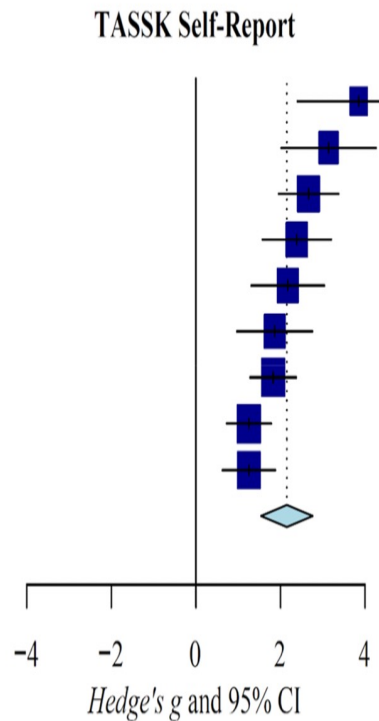
(Zheng, Kim, Salzman, Ankenman & Bent, 2021)
(Laugeson, Frankel, Gantman, Dillon & Mogil, 2012)

Fig. 3 Forest plot for pooled effect size on TASSK adolescent self-report

Large Effect Sizes

| Study Names | <i>g</i> (95% CI) |
|-----------------------|-------------------|
| Matthews et al., 2018 | 3.85 [2.40, 5.30] |
| Laugeson et al., 2012 | 3.14 [2.01, 4.27] |
| Schohl et al., 2014 | 2.66 [1.95, 3.38] |
| Rabin et al., 2018 | 2.39 [1.57, 3.20] |
| Laugeson et al., 2009 | 2.17 [1.30, 3.04] |
| Yamada et al., 2020 | 1.86 [0.97, 2.76] |
| Laugeson et al., 2014 | 1.83 [1.28, 2.37] |
| Shum et al., 2019 | 1.25 [0.72, 1.78] |
| Yoo et al., 2014 | 1.25 [0.62, 1.88] |
| Total | 2.15 [1.54, 2.77] |

Heterogeneity: $I^2 = 71\%$



Hedge's *g*: 0.2 = Small effect size; 0.5 = Medium effect size; 0.8 = Large effect size

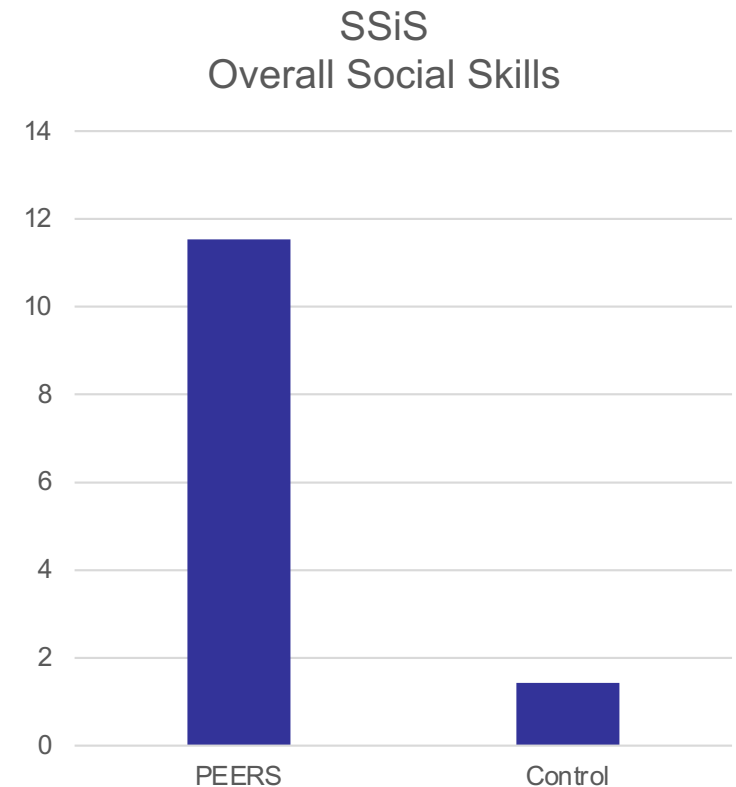
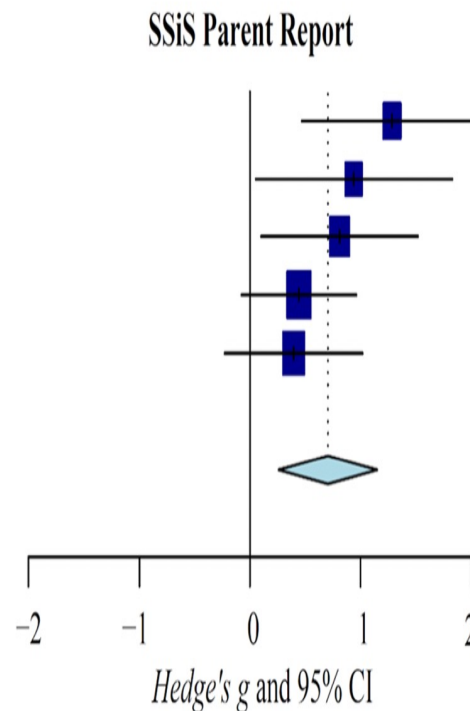
Overview of Results from Meta-Analysis and RCT of PEERS[®] for Autistic Adolescents: Overall Social Skills (SSiS)

(Zheng, Kim, Salzman, Ankenman & Bent, 2021)
 (Laugeson, Frankel, Gantman, Dillon & Mogil, 2012)

Fig. 4 Forest plot for pooled effect size on SSiS parent report

Medium to Large Effect Sizes

| Study Names | <i>g</i> | (95% CI) |
|----------------------------|----------|---------------|
| Laugeson et al., 2012 | 1.29 | [0.47, 2.10] |
| Matthews et al., 2018 | 0.94 | [0.05, 1.83] |
| Laugeson et al., 2009 | 0.81 | [0.10, 1.52] |
| Schohl et al., 2014 | 0.44 | [-0.08, 0.96] |
| Rabin et al., 2018 | 0.40 | [-0.23, 1.02] |
| Total | 0.71 | [0.26, 1.15] |
| Heterogeneity: $I^2 = 4\%$ | | |



Hedge's *g*: 0.2 = Small effect size; 0.5 = Medium effect size; 0.8 = Large effect size

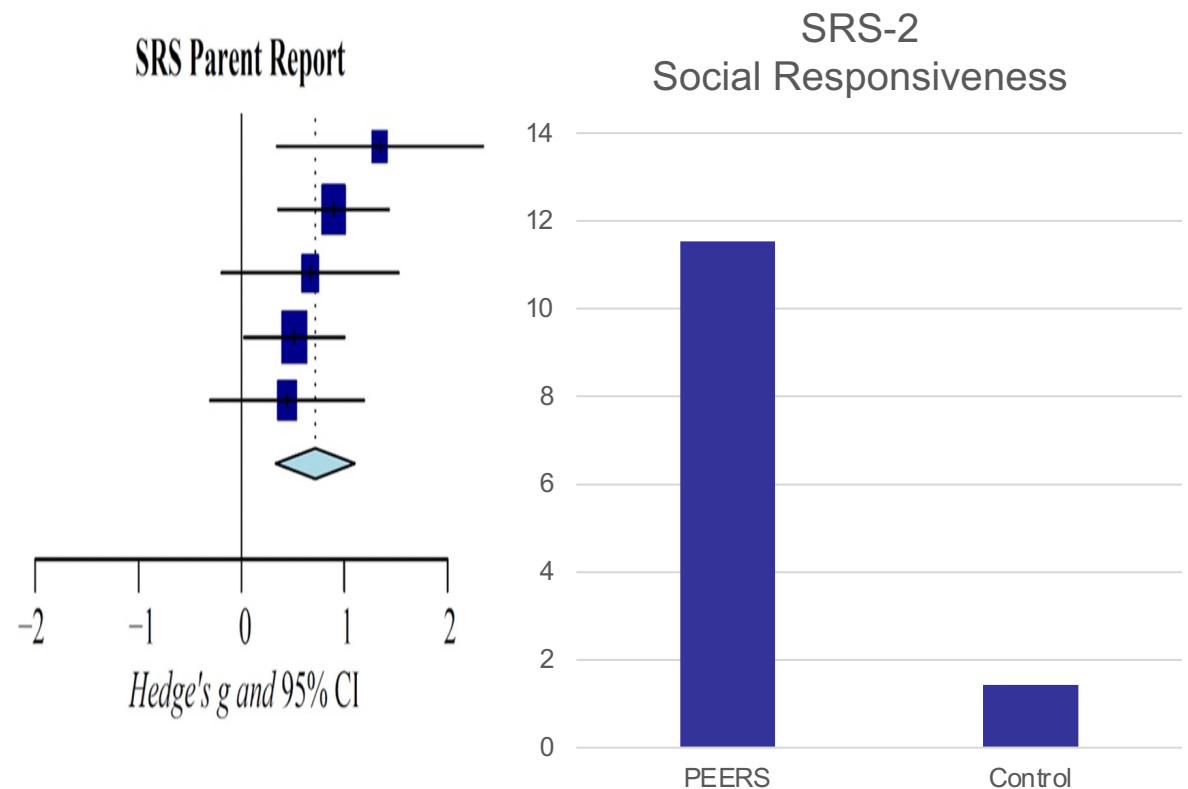
Overview of Results from Meta-Analysis of PEERS[®] for Autistic Adolescents: Social Responsiveness (SRS-2)

(Zheng, Kim, Salzman, Ankenman & Bent, 2021)
(Laugeson, Frankel, Gantman, Dillon & Mogil, 2012)

Fig. 5 Forest plot for pooled effect size on SRS parent report. The effect sizes were reversed to positive numbers to show improvements in favor of the PEERS group, i.e., lower scores or decreases in social communication impairments in the PEERS groups

| Study Names | <i>g</i> | (95% CI) |
|-----------------------|----------|----------------|
| Laugeson et al., 2012 | 1.34 | [0.34; 2.35] |
| Schohl et al., 2014 | 0.90 | [0.36; 1.44] |
| Matthews et al., 2018 | 0.67 | [-0.20; 1.53] |
| Shum et al., 2019 | 0.52 | [0.03; 1.00] |
| Yamada et al., 2020 | 0.44 | [-0.31; 1.19] |
| Total | 0.72 | [0.33; 1.10] |

Medium to Large Effect Sizes



Hedge's *g*: 0.2 = Small effect size; 0.5 = Medium effect size; 0.8 = Large effect size

Overview of Results from Meta-Analysis of PEERS[®] for Autistic Adolescents: Social Engagement – Teen and Parent Report (QSQ)

(Zheng, Kim, Salzman, Ankenman & Bent, 2021)
(Laugeson, Frankel, Gantman, Dillon & Mogil, 2012)

Fig. 6 Forest plot for pooled effect size on QSQ adolescent self-report

| Study Names | <i>g</i> | (95% CI) |
|-----------------------|----------|----------------|
| Matthews et al., 2018 | 1.27 | [0.35; 2.20] |
| Laugeson et al., 2009 | 1.12 | [0.39; 1.86] |
| Laugeson et al., 2012 | 0.82 | [0.05; 1.59] |
| Laugeson et al., 2014 | 0.79 | [0.31; 1.27] |
| Yamada et al., 2020 | 0.68 | [-0.08; 1.45] |
| Schohl et al., 2014 | 0.68 | [0.15; 1.20] |
| Yoo et al., 2014 | 0.42 | [-0.15; 1.00] |
| Rabin et al., 2018 | 0.32 | [-0.30; 0.94] |
| Shum et al., 2019 | -0.17 | [-0.65; 0.32] |
| Total | 0.60 | [0.27; 0.93] |

Heterogeneity: $I^2 = 49\%$

**Small to Large
Effect Sizes**

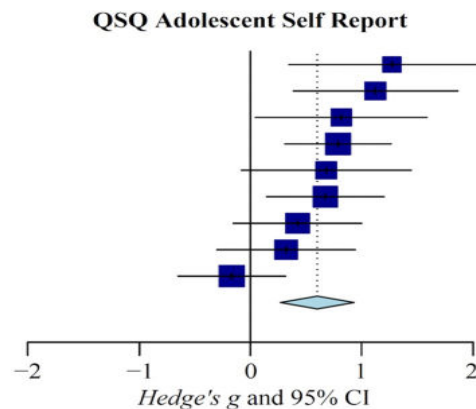
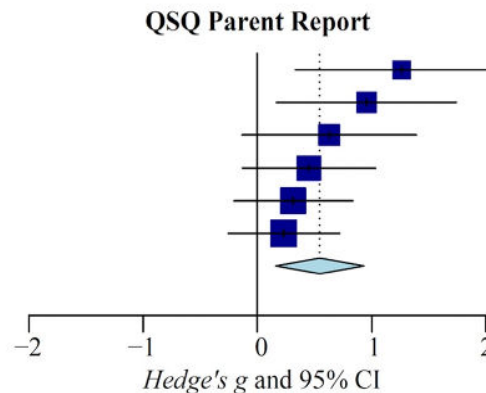


Fig. 7 Forest plot for pooled effect size on QSQ parent report

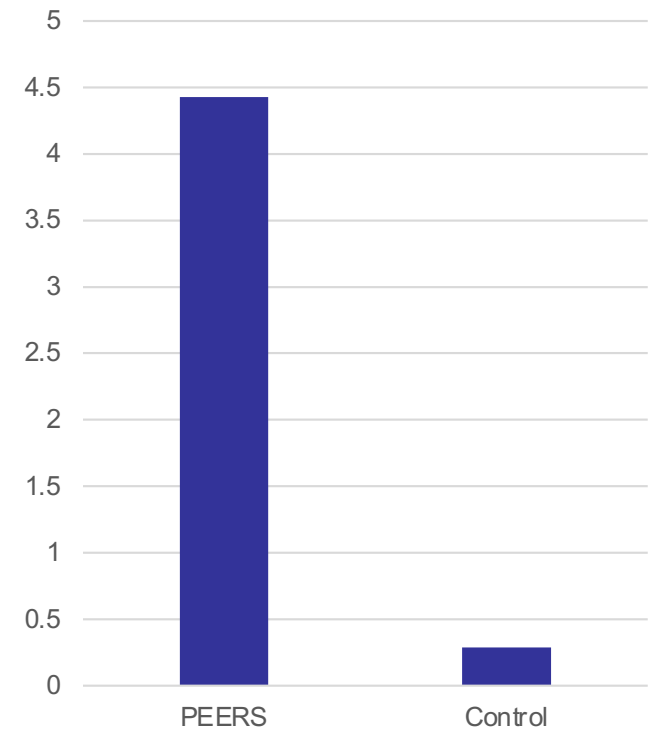
| Study Names | <i>g</i> | (95% CI) |
|-----------------------|----------|----------------|
| Laugeson et al., 2012 | 1.26 | [0.34; 2.19] |
| Matthews et al., 2018 | 0.95 | [0.17; 1.74] |
| Yamada et al., 2020 | 0.63 | [-0.13; 1.39] |
| Yoo et al., 2014 | 0.45 | [-0.13; 1.03] |
| Schohl et al., 2014 | 0.31 | [-0.20; 0.83] |
| Shum et al., 2019 | 0.23 | [-0.25; 0.72] |
| Total | 0.55 | [0.16; 0.93] |

Heterogeneity: $I^2 = 12\%$

**Small to Large
Effect Sizes**



Frequency of Get-Togethers in Previous Month



Hedge's *g*: 0.2 = Small effect size; 0.5 = Medium effect size; 0.8 = Large effect size

UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Journal of Autism and Developmental Disorders
<https://doi.org/10.1007/s10803-022-05580-5>

S.I. :EXPANDING TELEHEALTH OPPORTUNITIES IN NEURODEVELOPMENTAL
DISORDERS



Efficacy of PEERS[®] for Adolescents via Telehealth Delivery

Jasper A. Estabillo^{1,2}  · Christine T. Moody¹ · Solene J. Poulhazan¹ · Laura H. Adery¹ · Elizabeth M. Denluck^{1,3} · Elizabeth A. Laugeson¹

Accepted: 18 April 2022
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UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

PEERS[®] In-Person vs Telehealth Structure

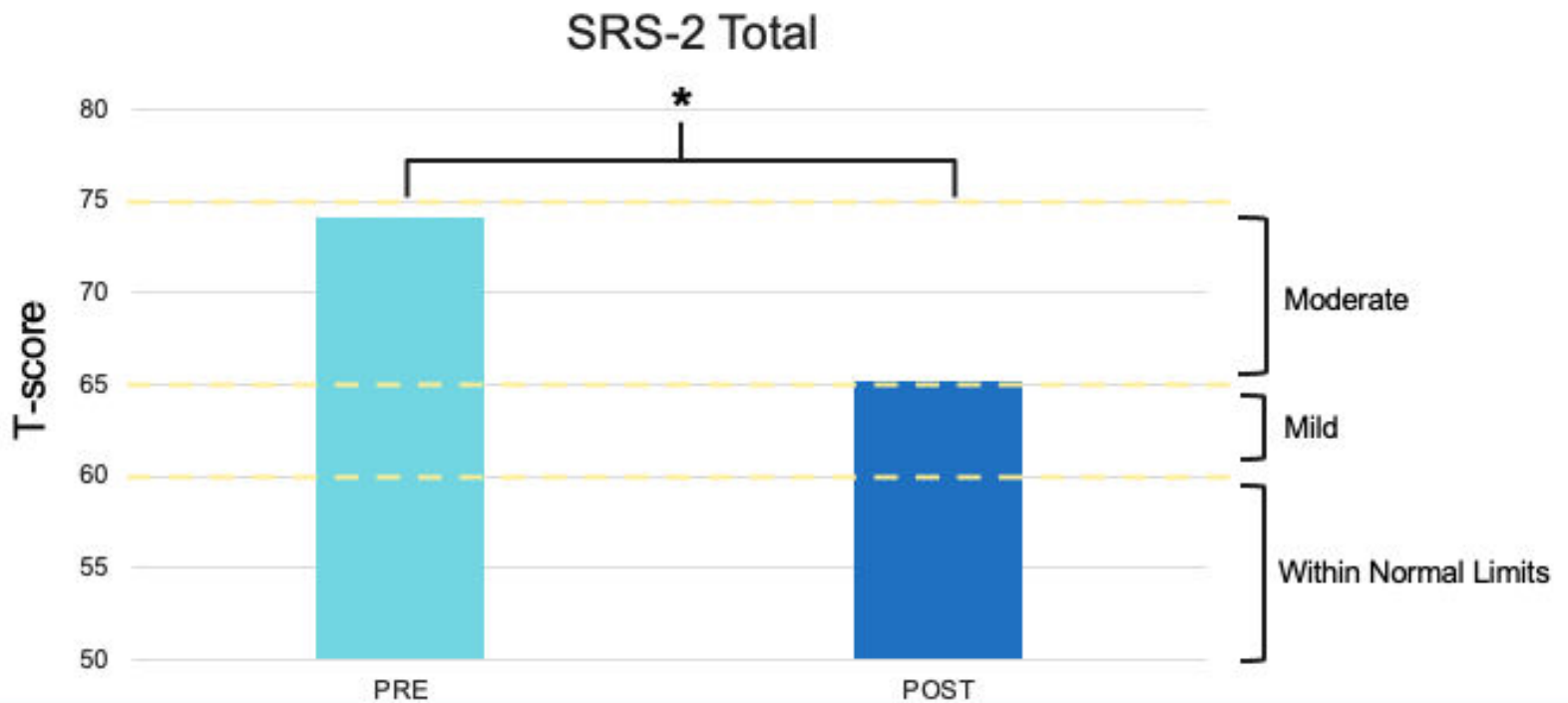
| | In-Person | Telehealth |
|---------------------|--|---|
| Group Structure | 16 weekly 90-min sessions in-person, concurrent teen & parent groups | 16 weekly 90-min sessions on Zoom , concurrent teen & parent groups |
| Content | PEERS [®] for Adolescents lead by group leader, whiteboard | PEERS [®] for Adolescents lead by group leader, slides, modified steps for online social skills |
| Role Plays | In-person role plays by behavioral coaches | Video role plays |
| Behavior Rehearsals | Live (in-person small groups) | Live (virtual breakout rooms) |
| Homework | Weekly assignments | Weekly assignments, + in-group get-togethers |

UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant improvements in **social responsiveness** ($p < .001$); **Moderate** → **Mild** range

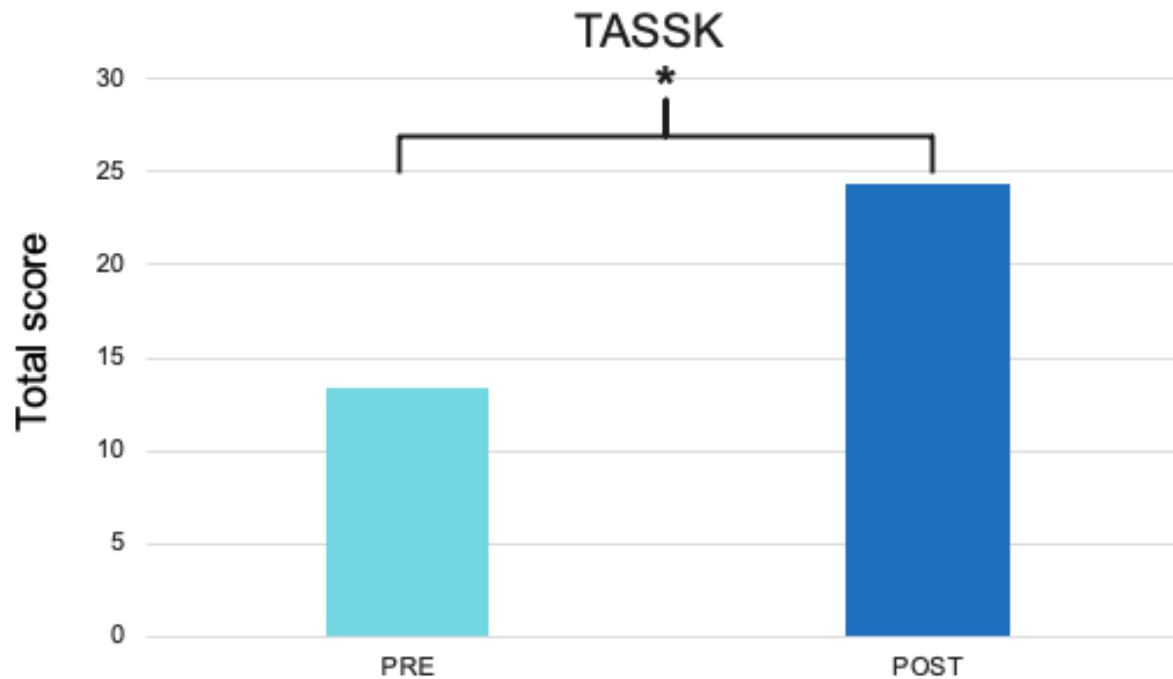


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant improvements in **social skills knowledge** ($p < .001$)

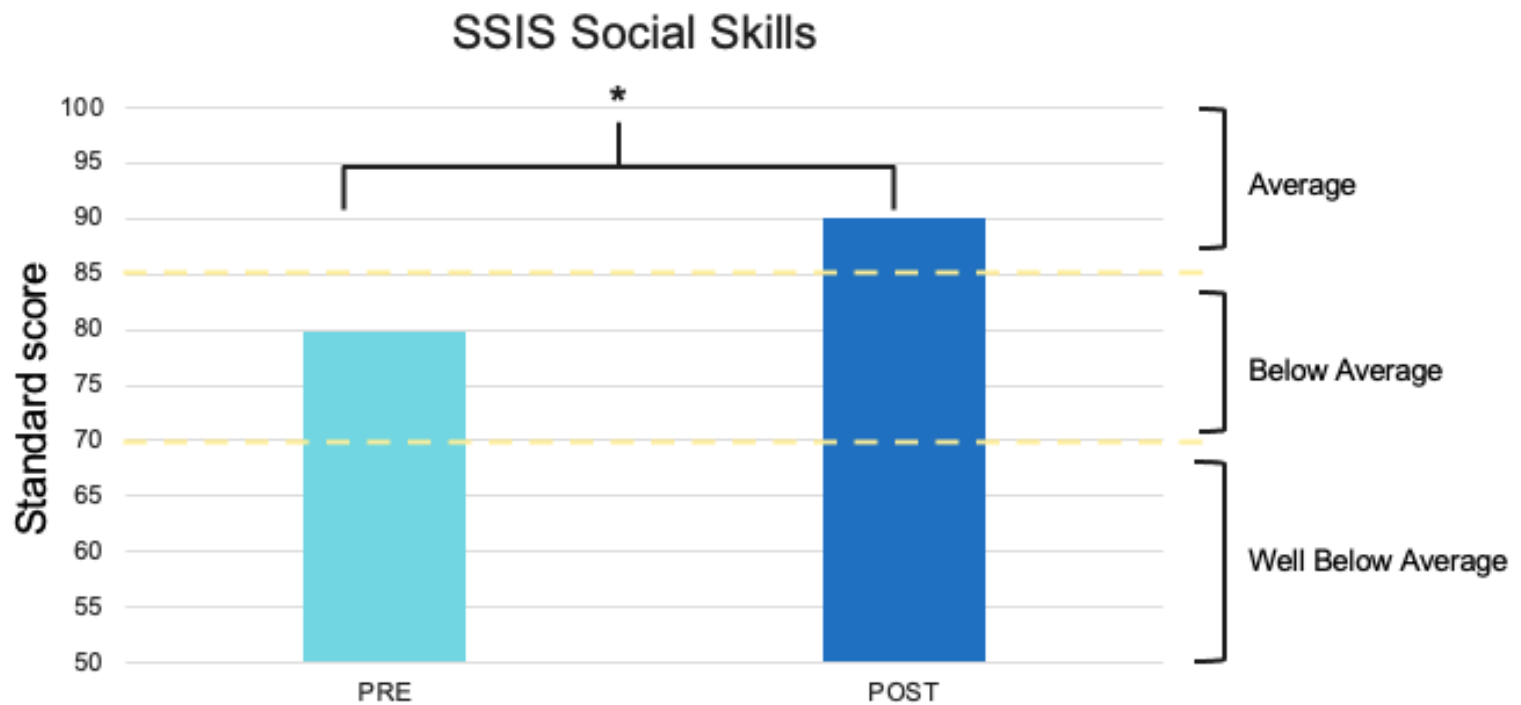
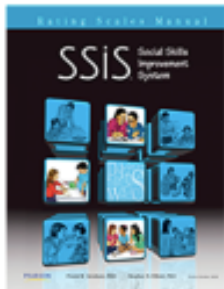


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant improvements in **general social skills** ($p < .001$); **Below Average** → **Average range**

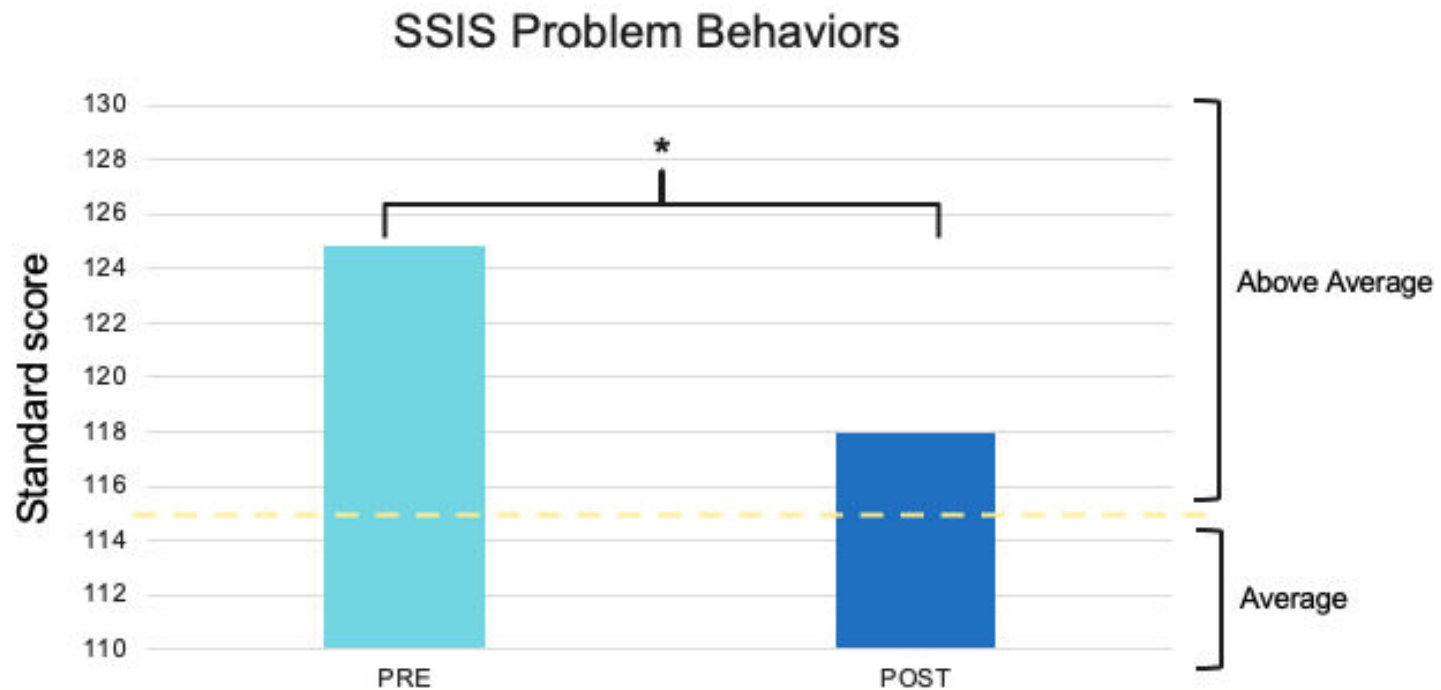
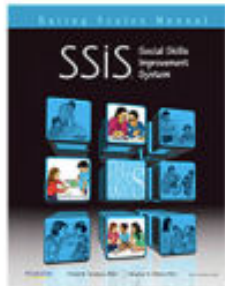


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant decrease in **problem behaviors** ($p < .01$); **remained in Above Average range**

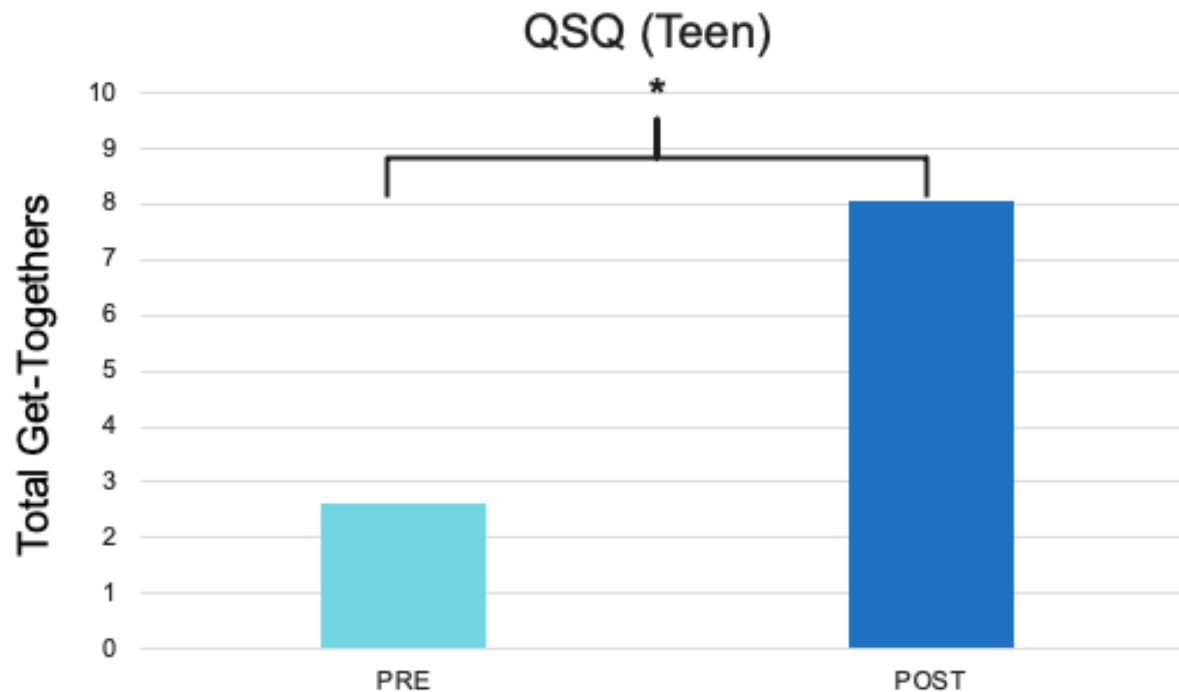


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant increase in **teen-report of number of get-togethers** in past month ($p < .001$)

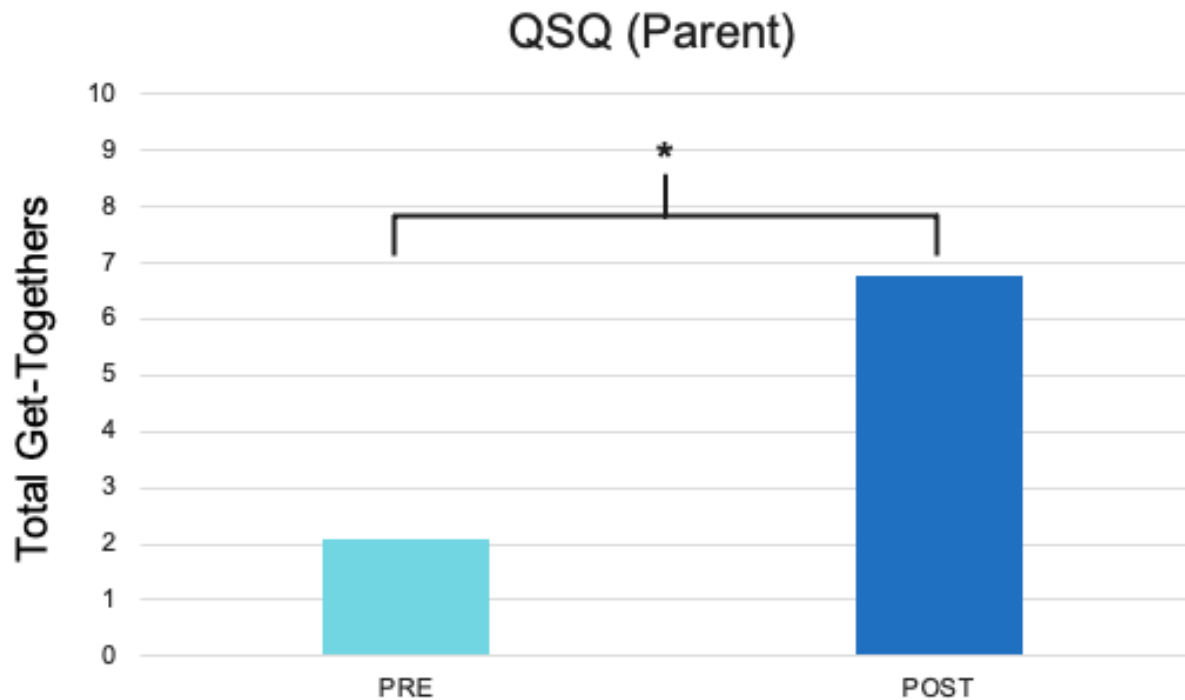


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth Efficacy

Significant increase in **parent-report of number of get-togethers** in past month ($p < .01$)

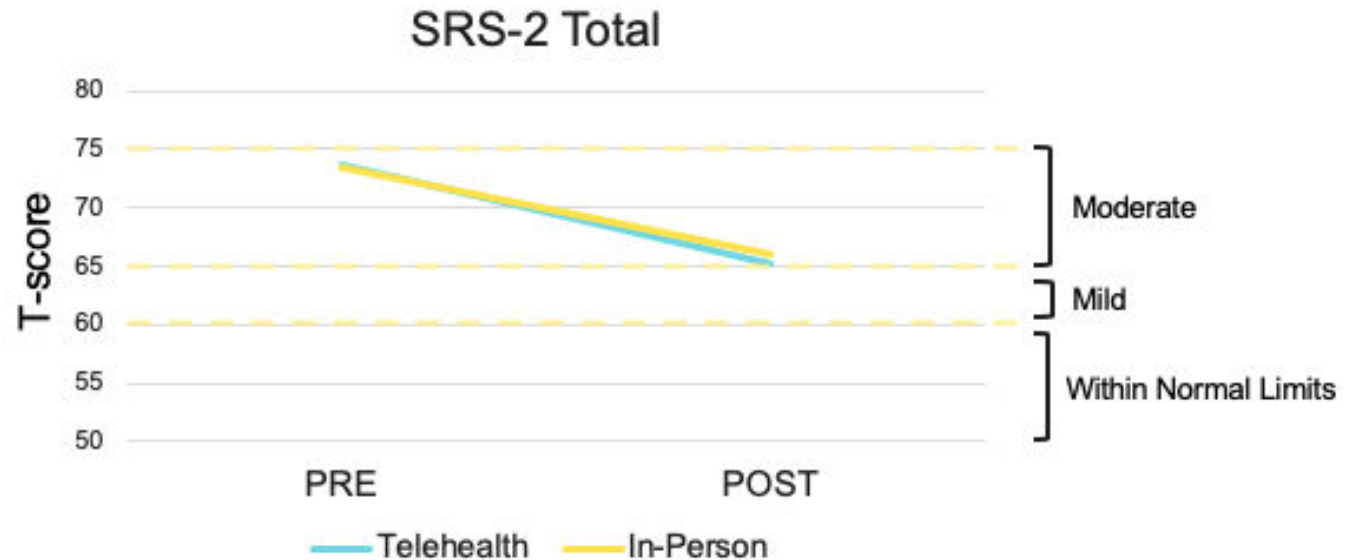


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **social responsiveness** outcomes across treatment modalities (*n.s.*)

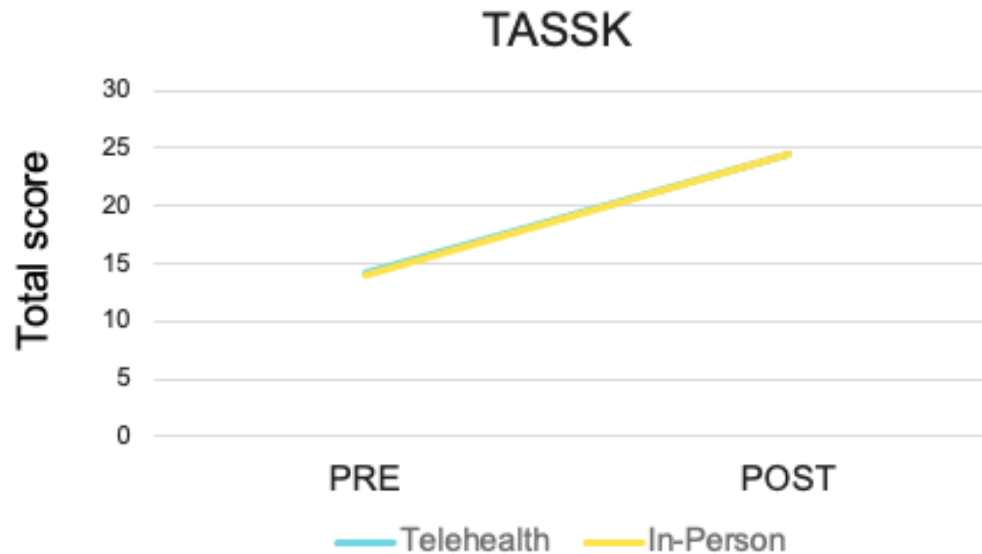


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **social skills knowledge** outcomes across treatment modalities (*n.s.*)

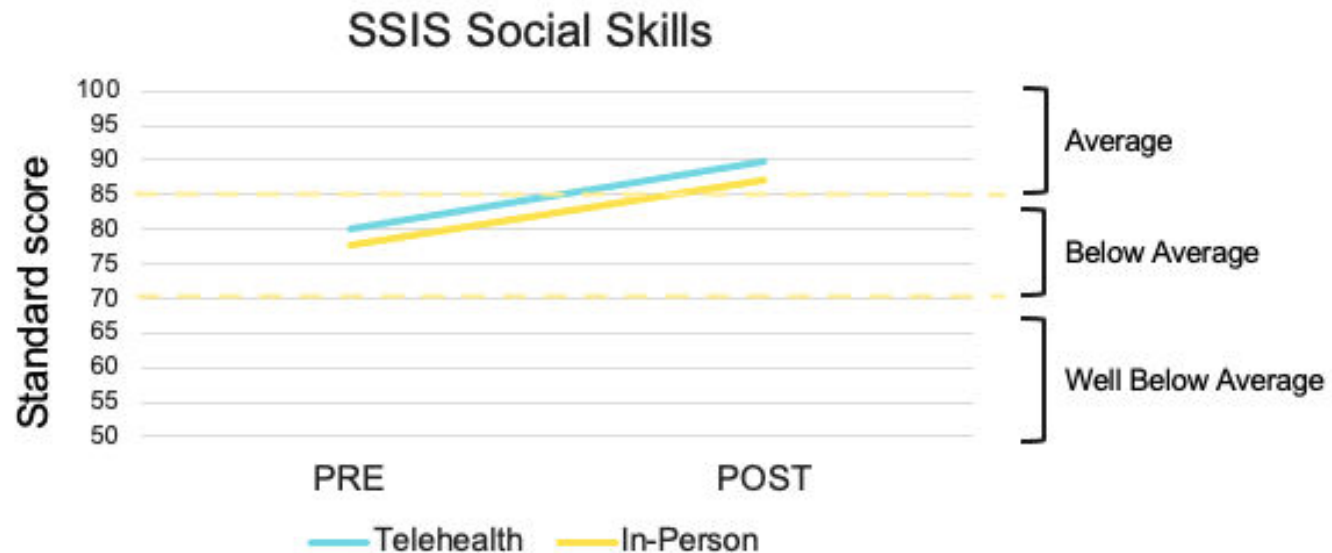


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **general social skills** outcomes across treatment modalities (*n.s.*)

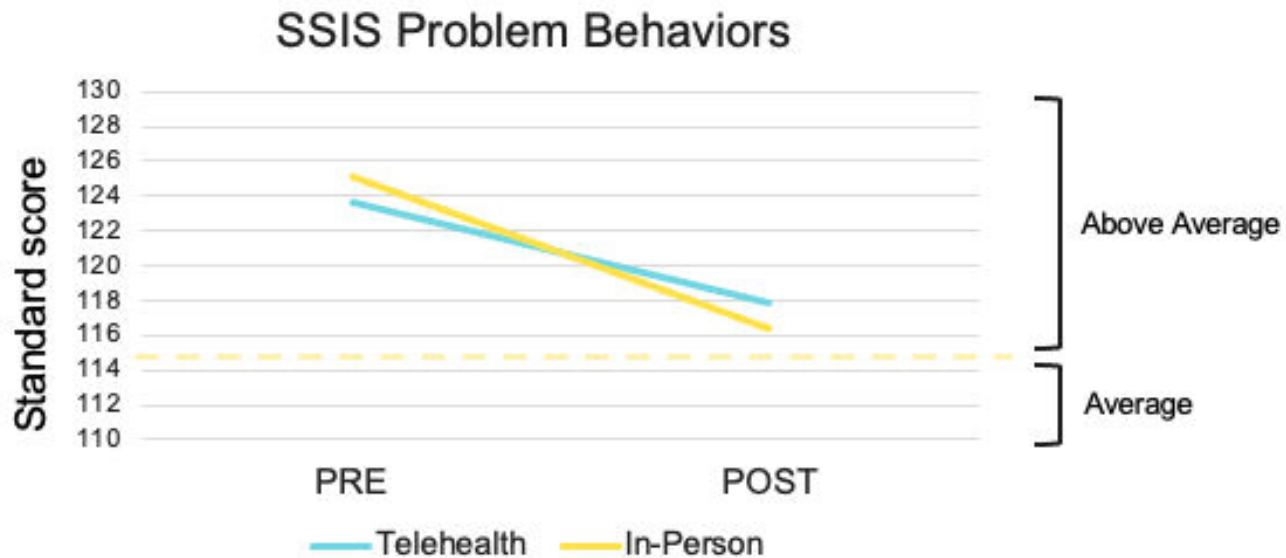
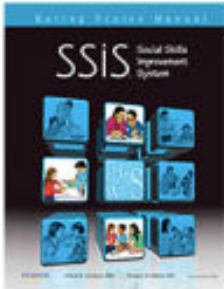


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **problem behaviors** outcomes across treatment modalities (*n.s.*)

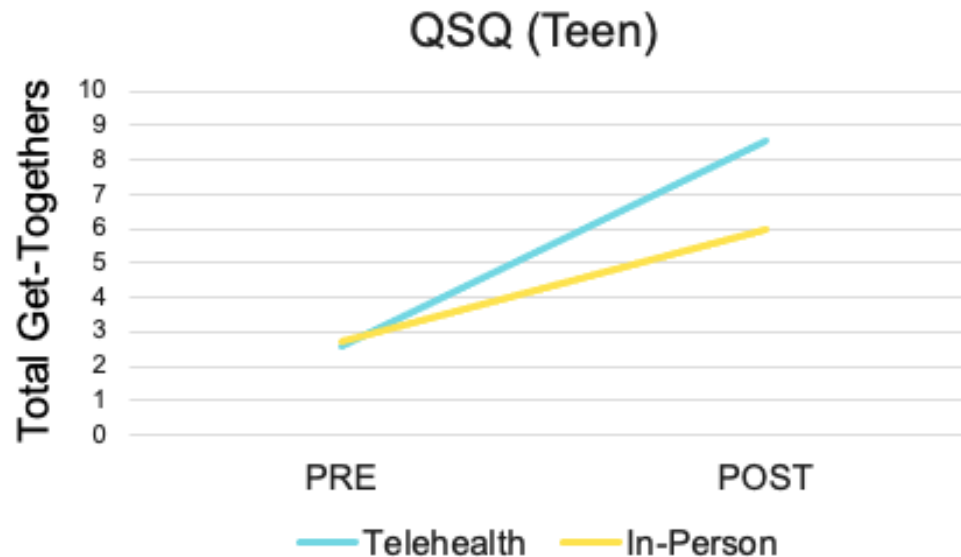


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **teen-report of get-togethers** across treatment modalities (*n.s.*)

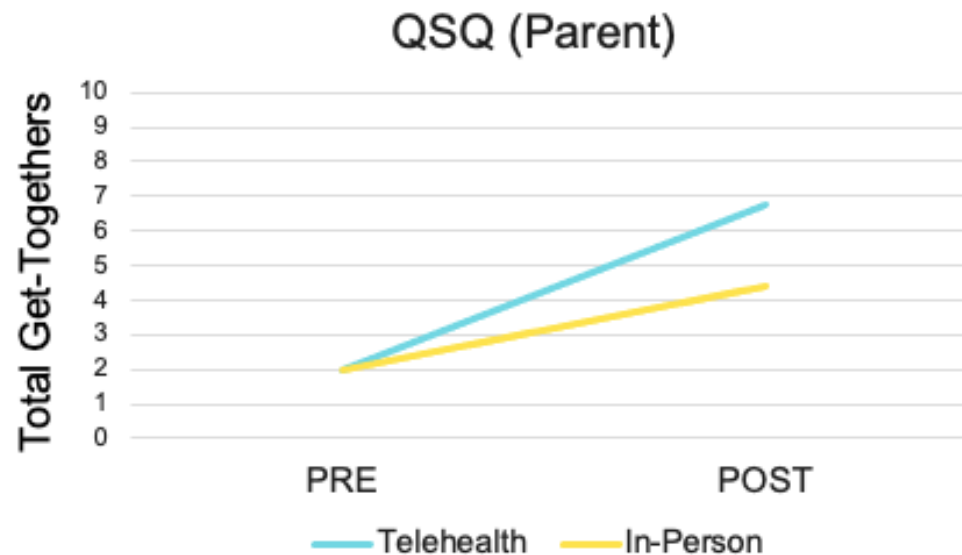


UCLA PEERS[®] Telehealth Outcomes: In-Person vs Telehealth Delivery

(Estabillo, Adery, Moody, Poulhazan, Denluck, & Laugeson, 2020)

Results: Telehealth vs In-Person Delivery

No significant differences in **parent-report of get-togethers** across treatment modalities (*n.s.*)



A hand holding a white card with the text "Clinical Trial" written on it. The hand is wearing a blue and white striped shirt. The card is tilted slightly to the right. The background is a light gray surface with a reflection of the hand and card. The image is framed by a dark blue border at the top and bottom.

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

UCLA PEERS®

for Careers

Research Study

- 20-week program
- College to career transition program for autistic adults
- 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



Now
recruiting for
Telehealth
via Zoom!

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

PEERS® for Young Adults Social Skills Group

NOW ENROLLING ADULTS 18-35 YEARS OLD

- PEERS® for Young Adults is an evidence-based social skills intervention for adults who are interested in making and keeping friends and/or developing romantic relationships.
- Young adults and social coaches (typically parents or other caregivers) attend 16 weekly group sessions for 90 minutes per week.
- Participants 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 adults in making and keeping friends and/or dating.

Participants will learn about:

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

LEARN MORE



For more information:

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

TELEHEALTH AND IN-PERSON OPTIONS AVAILABLE

- 16-week program
- 90-minute weekly groups
- Caregiver-assisted
- In-person and telehealth options available

UCLA PEERS[®] for Adolescents

- 16-week program
- 90-minute weekly groups
- Parent-assisted
- In-person and telehealth options available



PEERS[®] for Adolescents Social Skills Group

NOW ENROLLING FAMILIES (IN-PERSON AND TELEHEALTH AVAILABLE)

- PEERS[®] for Adolescents is an evidence-based social skills intervention for adolescents in middle and high school who are interested in making and keeping friends and/or handling conflict and rejection.
- Adolescents and parents attend 16 weekly group sessions for 90 minutes per week.
- Participants 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 adolescents in making and keeping friends (parent participation is required).

Participants will learn about:

- Developing and maintaining friendships
- Conversational skills
- Entering and exiting conversations
- Appropriate use of humor
- Handling disagreements
- Electronic communication
- Being a good sport
- Organizing get-togethers
- Handling teasing and bullying
- Changing a reputation

LEARN MORE



For more information:
(310) 267-3377
peersclinic@ucla.edu
www.semel.ucla.edu/peers

TELEHEALTH AND IN-PERSON OPTIONS AVAILABLE



UCLA PEERS® Remote Educational Classes



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



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



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

UCLA PEERS® for Preschoolers

- 16-week program
- 90-minute weekly groups
- Parent-assisted
- In-person and parent-only telehealth options available



UCLA PEERS® CLINIC

PEERS® SUMMER BOOT CAMPS 2024

JOIN THIS SUMMER!

Open to 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.

**1 ACCOMPANYING
PARENT ATTENDS
FOR FREE!**

JUNE 22-23, 2024

CONVERSATION BOOT CAMP

JULY 13-14, 2024

FRIENDSHIP BOOT CAMP

AUGUST 3-4, 2024

DATING BOOT CAMP

SEPTEMBER 7-8, 2024

BULLY-PROOFING BOOT CAMP

OCTOBER 5-6, 2024

FRIENDSHIP BOOT CAMP

TO REGISTER:

✉ PEERSCLINIC@UCLA.EDU

📞 (310) 267-3377

🌐 SEMEL.UCLA.EDU/PEERS/COURSE/PEERS/BOOT-CAMPS

PRESENTER

DR. ELINA VEYTSMAN
DIRECTOR OF CLINICAL SERVICES,
UCLA PEERS® CLINIC

LOCATION

UCLA SEMEL INSTITUTE FOR
NEUROSCIENCE AND HUMAN
BEHAVIOR, LOS ANGELES, CA

TIME

SATURDAY-SUNDAY
9AM - 3PM PDT

PEERS® Boot Camps at UCLA

Two-day intensive
topical boot camps:

Saturday
9 AM – 3PM (PT)

Sunday
9 AM – 3 PM (PT)



RESOURCES

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

PEERS® Dating Bootcamp: Love on the Spectrum (Netflix)

NETFLIX



ABC
Australian Broadcasting Corporation
Television



**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**

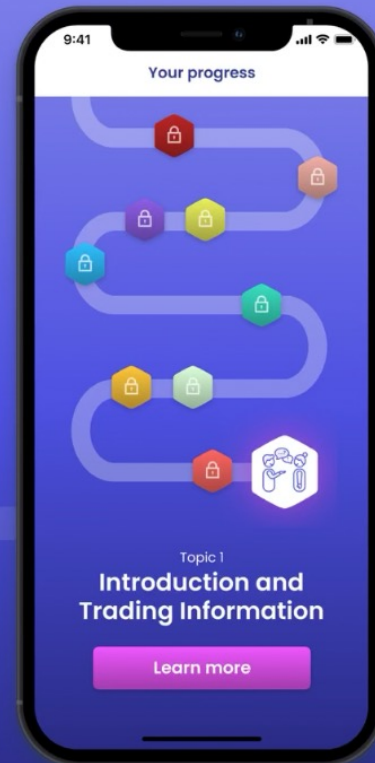
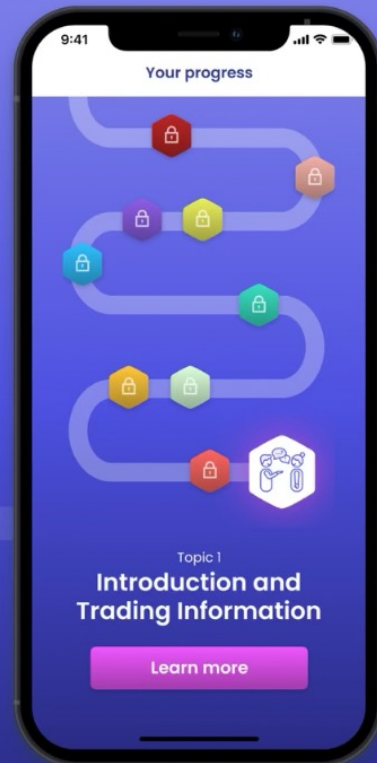


FREE PEERS® App

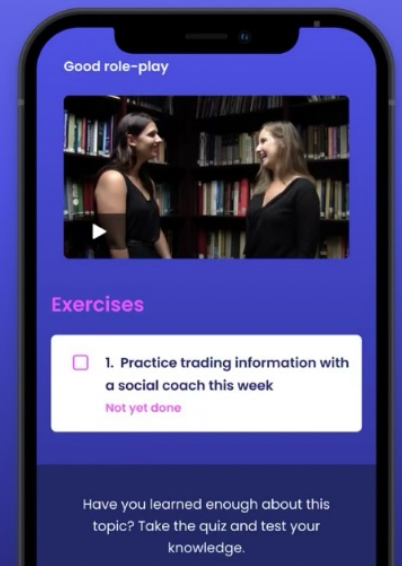


PEERS®

is an app to help you
make and keep friends



Assignments are given to
stimulate your social skills
and interpersonal
experiences



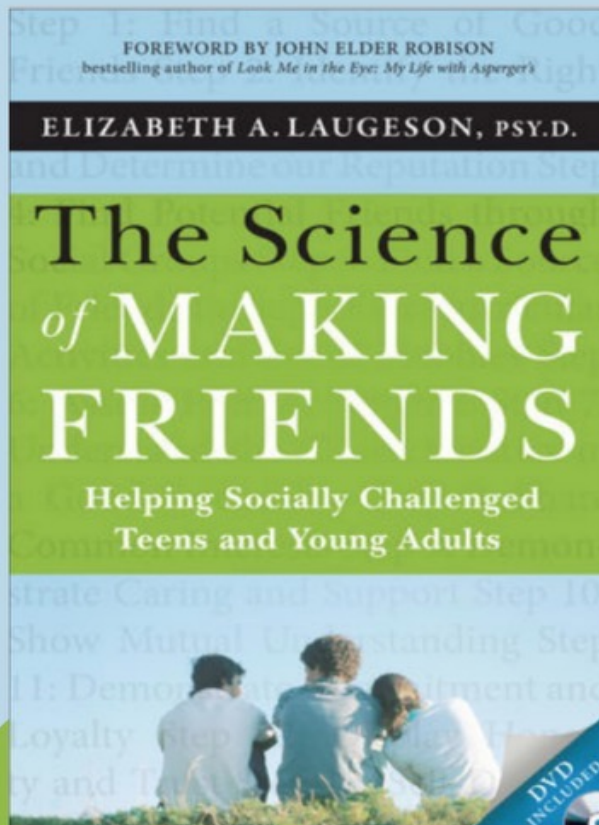
“The Science of Making Friends: Helping Socially Challenged Teens and Young Adults” offers parents a step-by-step guide to making and keeping friends for teens and young adults with social challenges.

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

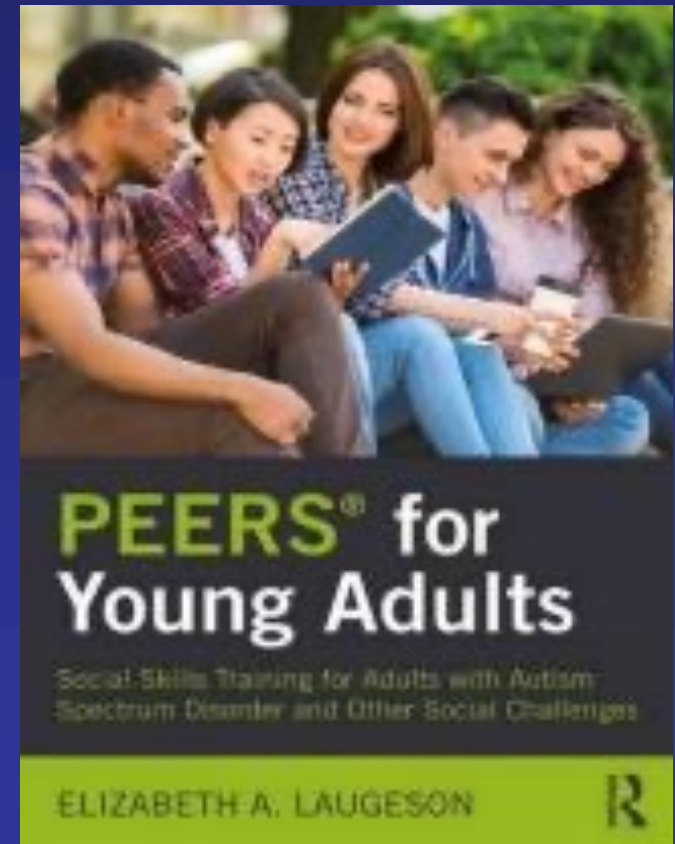
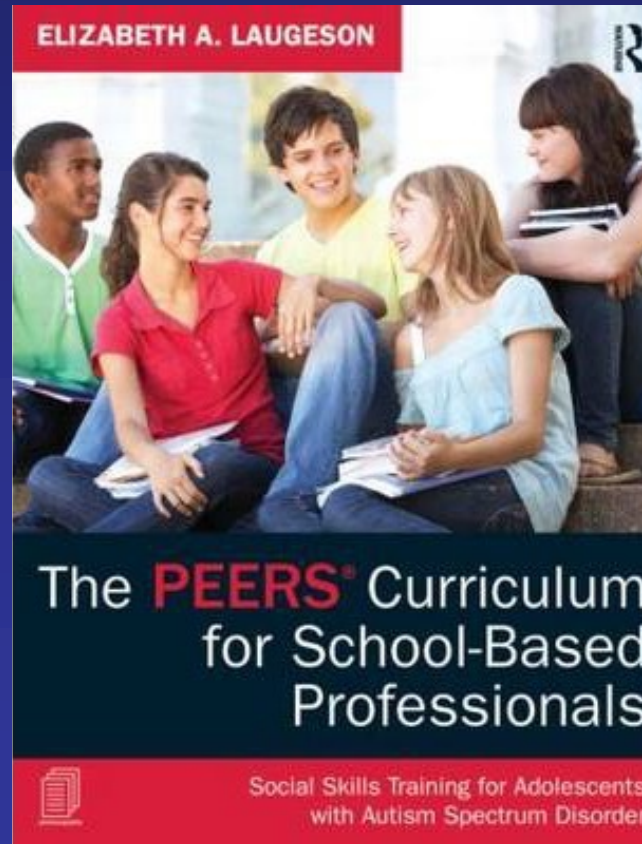
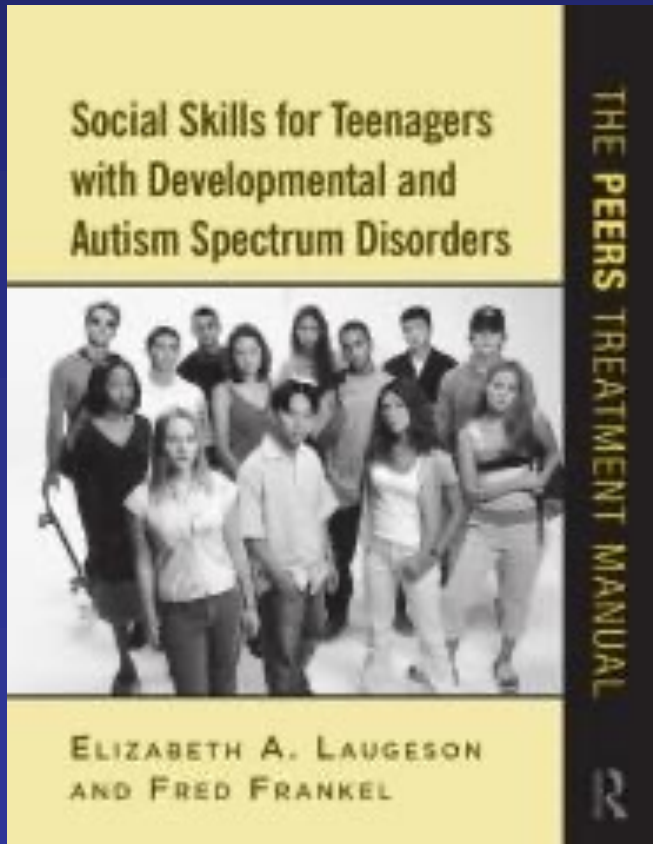


**WWW.SEMEL.UCLA.EDU/
PEERS/RESOURCES**



- Parent book
- Friendship skills
- Handling peer rejection and conflict
- Parent social coaching tips
- Chapter summaries for teens and young adults
- Chapter exercises / homework
- Companion role-play videos

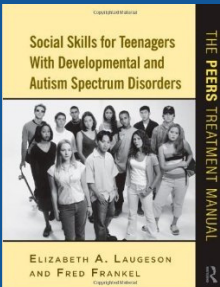
PEERS[®] Treatment Manuals



PEERS® Certified Training for Professionals



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 24 hours of online training in the implementation of the PEERS® Treatment intervention (Laugeson & Frankel, 2010) and the research behind the program.
- 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.
- 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.

TO REGISTER

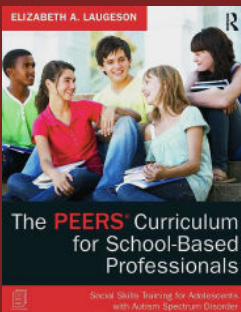
(310) 267-3377
peersclinic@ucla.edu
www.semel.ucla.edu/peers

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



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 24 hours of online training in the implementation of the PEERS® Curriculum for School-Based Professionals (Laugeson, 2014) and the research behind the program.
- Attendees will be provided instruction and materials for delivery of PEERS® using a telehealth model, and observe a live-to-tape teen telehealth group.
- 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.

TO REGISTER

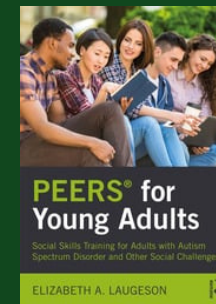
(310) 267-3377
peersclinic@ucla.edu
www.semel.ucla.edu/peers

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



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 24 hours of online training in the implementation of the PEERS® for Young Adults intervention (Laugeson, 2017) and the research behind the program.
- 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.
- 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.

TO REGISTER

(310) 267-3377
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



UCLA PEERS® FOR PRESCHOOLERS TRAINING SEMINAR



Live on Zoom
8AM to 5PM PT



January 29 - 31, 2025

\$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 children 4-6 years of age 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 one of the ONLY publicly available evidence-based social skills programs for autistic youth and those with ADHD, anxiety, depression, and other socioemotional challenges.
- Attendees will obtain 24 hours of online training in the implementation of PEERS® for Preschoolers and the research behind the program.
- Attendees will be also be provided instruction and materials for delivery of PEERS® using a parent-only telehealth model, and observe live-to-tape parent telehealth groups.
- This training will enable providers to implement PEERS® in clinical or educational settings as PEERS® for Preschoolers Certified Providers, and/or in online settings as PEERS® Certified Telehealth Providers.

TO REGISTER

 (310) 267-3377

 peersclinic@ucla.edu

 www.semel.ucla.edu/peers

ATTENDEES WILL RECEIVE

- Either an eBook OR paperback copy of the PEERS® for Preschoolers Treatment Manual
- Puppet shows and role-play videos
- PowerPoint slides for telehealth delivery

PEERS® for Preschoolers Certified Training



THANK YOU!

CONTACT INFORMATION

peersclinic@ucla.edu

+1-310-26-PEERS

SOCIAL MEDIA: @UCLAPEERS



UCLA PEERS[®] Clinic

 Find us on
Facebook

www.semel.ucla.edu/peers