Evidence-Based Social Skills Training in the Classroom: The PEERS® School-Based Curriculum

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

• Manualized intervention
• Teacher-facilitated
  – Teachers trained and received ongoing consultation on PEERS®
• Class addresses core deficits for ASD
• Focuses on friendship skills
• Teach ecologically valid social skills
• 14 week curriculum
  – 20-30 minute daily lessons in the classroom
• Conducted at Village Glen Middle School
  – HFA, Asperger’s Disorder, PDD-NOS
• Funded:
  – Nathan and Lily Shapell Foundation
  – Shapell and Guerin Family Foundation
Overview of the PEERS® Curriculum

- Conversational skills
- Electronic communication
- Choosing appropriate friends
- Appropriate use of humor
- Peer entry strategies
- Peer exit strategies
- Get-togethers
- Good sportsmanship
- Handling verbal teasing
- Handling physical bullying
- Changing a bad reputation
- Handling arguments
- Handling rumors and gossip
School-Based Teacher-Facilitated Study for Teens with ASD
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

N = 73

PEERS Treatment Group
n = 40

Pre-test

Post-test

Active Treatment Control Group
n = 33

Pre-test

Post-test
Overview of Active Treatment
Control Group

- **Super Skills**
  - Fundamental skills:
    - Eye contact
    - Voice volume
  - Social initiation skills:
    - Starting a conversation
  - Getting along with others:
    - Acknowledging others and following directions
  - Social response skills:
    - Reciprocity

(Coucouvanis, 2005)
School-Based Teacher-Facilitated Study for Teens with ASD  
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

Table 2: Mean demographic and baseline variables for the treatment group and active treatment control group (standard deviations are in parentheses)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th></th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n = 40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (years)</td>
<td>12.68 (0.67)</td>
<td>12.74 (0.68)</td>
<td>ns</td>
</tr>
<tr>
<td>Grade</td>
<td>7.69 (0.47)</td>
<td>7.47 (0.51)</td>
<td>ns</td>
</tr>
<tr>
<td>Percent male</td>
<td>92.1</td>
<td>87.5</td>
<td>ns</td>
</tr>
<tr>
<td>Percent Caucasian</td>
<td>73.7</td>
<td>68.8</td>
<td>ns</td>
</tr>
</tbody>
</table>
Outcome Measures

(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

- **Teacher Measures**
  - Social Responsiveness Scale (SRS-T) *
  - Social Skills Rating System (SSRS-T)

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

- **Teen Self-Report Measures**
  - Quality of Socialization Questionnaire (QSQ) *
  - Test of Adolescent Social Skills Knowledge (TASSK) *
  - Social Anxiety Scale (SAS-A)
  - Friendship Qualities Scale (FQS)

* Measures significant or approaching significance from pre- to post-test (4/10)
Teacher-Report

Social Responsiveness Scale (SRS-T)
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T
Social Responsiveness Total Score
(T Scores)
$p < 0.01$

T Scores
$M = 50$
$SD = 10$

Improvement in Social Responsiveness (Total)
Teacher-Report

Social Responsiveness Scale (SRS-T) Subscales
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T
Social Communication Subscale
(\textit{T Scores})
\[ p < 0.02 \]
Teacher-Report

Social Responsiveness Scale (SRS-T) Subscales
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T
Social Awareness Subscale
\((T \text{ Scores})\)
\(p < 0.04\)

SRS-T
Social Motivation Subscale
\((T \text{ Scores})\)
\(p < 0.03\)
Teacher-Report

Social Responsiveness Scale (SRS-T) Subscales
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T
Autistic Mannerisms Subscale
(T Scores)

\[ p < 0.02 \]

SRS-T
Social Cognition Subscale
(T Scores)

\[ p = 0.08 \text{ (trend)} \]

### Decrease in Autistic Mannerisms

<table>
<thead>
<tr>
<th>Condition</th>
<th>PEERS</th>
<th>Super Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Change in Scores</td>
<td>-3.0</td>
<td>-2.0</td>
</tr>
</tbody>
</table>

### Improvement in Social Cognition

<table>
<thead>
<tr>
<th>Condition</th>
<th>PEERS</th>
<th>Super Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Change in Scores</td>
<td>1.5</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Parent-Report

Social Anxiety Scale (SAS-P)
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

Social Anxiety

\[ N = 17 \]

\[ (Raw\ Scores) \]

\[ p = 0.057 \) (trend) \]
Adolescent Self-Report

Quality of Socialization Questionnaire (QSQ-A)

(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

**QSQ-A**

Frequency of HOSTED Get-togethers  
$p < 0.01$

**QSQ-A**

Frequency of INVITED Get-togethers  
$p < 0.02$
Adolescent Self-Report

Test of Adolescent Social Skills Knowledge (TASSK)

(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

Adolescent Social Skills Knowledge

(Raw Scores)

$p < 0.01$
School-Based Teacher-Facilitated and Parent Assisted Study for Teens with ASD

(Laugeson et al., in preparation)

- **N = 149**

- **No Parent Assistance**
  - $n = 90$
  - Pre-test
  - Post-test

- **Parent Assistance**
  - $n = 59$
  - Pre-test
  - Post-test
## Demographics

*(Laugeson et al., in preparation)*

<table>
<thead>
<tr>
<th>Total Number of Participants</th>
<th>149</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>15.08</td>
</tr>
<tr>
<td>Average Grade</td>
<td>9.4</td>
</tr>
<tr>
<td>Percent Male</td>
<td>83%</td>
</tr>
<tr>
<td>Percent Caucasian</td>
<td>59%</td>
</tr>
<tr>
<td>Autism Severity (SRS)</td>
<td>76.17</td>
</tr>
</tbody>
</table>
Outcome Measures

(Laugeson et al., in preparation)

- Parent Measures
  - Social Responsiveness Scale (SRS-P) *
  - Social Skills Improvement System (SSIS-P) *
  - Social Anxiety Scale (SAS-P) *
  - Quality of Socialization Questionnaire (QSQ) *

- Teacher Measures
  - Social Responsiveness Scale (SRS-T)
  - Social Skills Improvement System (SSIS-T)

- Teen Self-Report Measures
  - Quality of Socialization Questionnaire (QSQ)
  - Test of Adolescent Social Skills Knowledge (TASSK) *
  - Piers-Harris Self-Concept Scale (PHS) *
  - Social Anxiety Scale (SAS-A)
  - Friendship Qualities Scale (FQS)

Measures significant or approaching significance on preliminary results from pre- to post-test (6/11)
Preliminary Results of Parent-Report

Social Responsiveness Scale (SRS-P)
(Laugeson et al. in preparation)

SRS-P
Social Responsiveness Total Score
(T Scores)
$p < 0.05$

T Scores
$M = 50$
$SD = 10$

Social Responsiveness

- Pre-Test
- Post-Test
Preliminary Results of Parent-Report

Social Skills Improvement System (SSIS-P)
(Laugeson et al. in preparation)

SSIS-P
Social Skills Score
(Standard Scores)
$p < 0.01$

Standard Scores
$M = 100$
$SD = 15$
Preliminary Results of Parent-Report Social Anxiety Scale (SAS-P)

(Laugeson et al., in preparation)

Social Anxiety

(Raw Scores)

$p < 0.01$
Preliminary Results of Teen-Report

Quality of Socialization (QSQ)
(Laugeson et al. in preparation)

QSQ
Frequency of Get-Togethers
(Raw Scores)
$p < 0.05$
Preliminary Results of Teen-Report

Piers-Harris Self-Concept Scale (PHS)
(Laugeson et al. in preparation)

PHS
Self Esteem Score
(T Scores)
$p < 0.01$

T Scores
$M = 50$
$SD = 10$

Self-Esteem

Pre-Test  |  Post-Test
43  |  47
Preliminary Results of Teen-Report

Test of Adolescent Social Skills Knowledge (TASSK)

(Laugeson et al. in preparation)

TASSK

Adolescent Social Skills Knowledge Score

(Raw Scores)

\( p < 0.01 \)
For more information...

Friday 4:30 pm
PEERS® Book Signing

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310-26-PEERS

alliance@thehelpgroup.org
818-778-7130