

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



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PEERS[®]

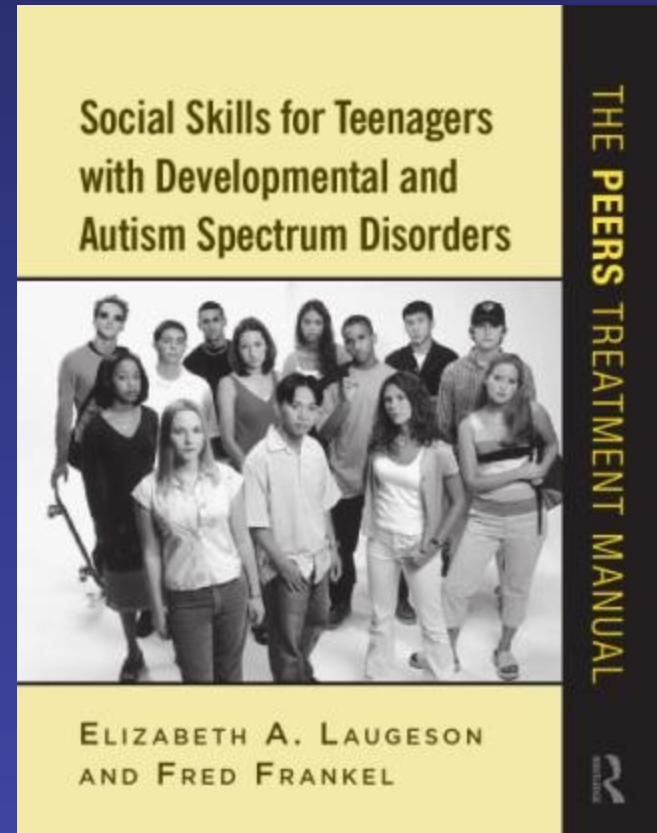
Program for the Education & Enrichment of Relational Skills
(Laugeson & Frankel, 2010)

- 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



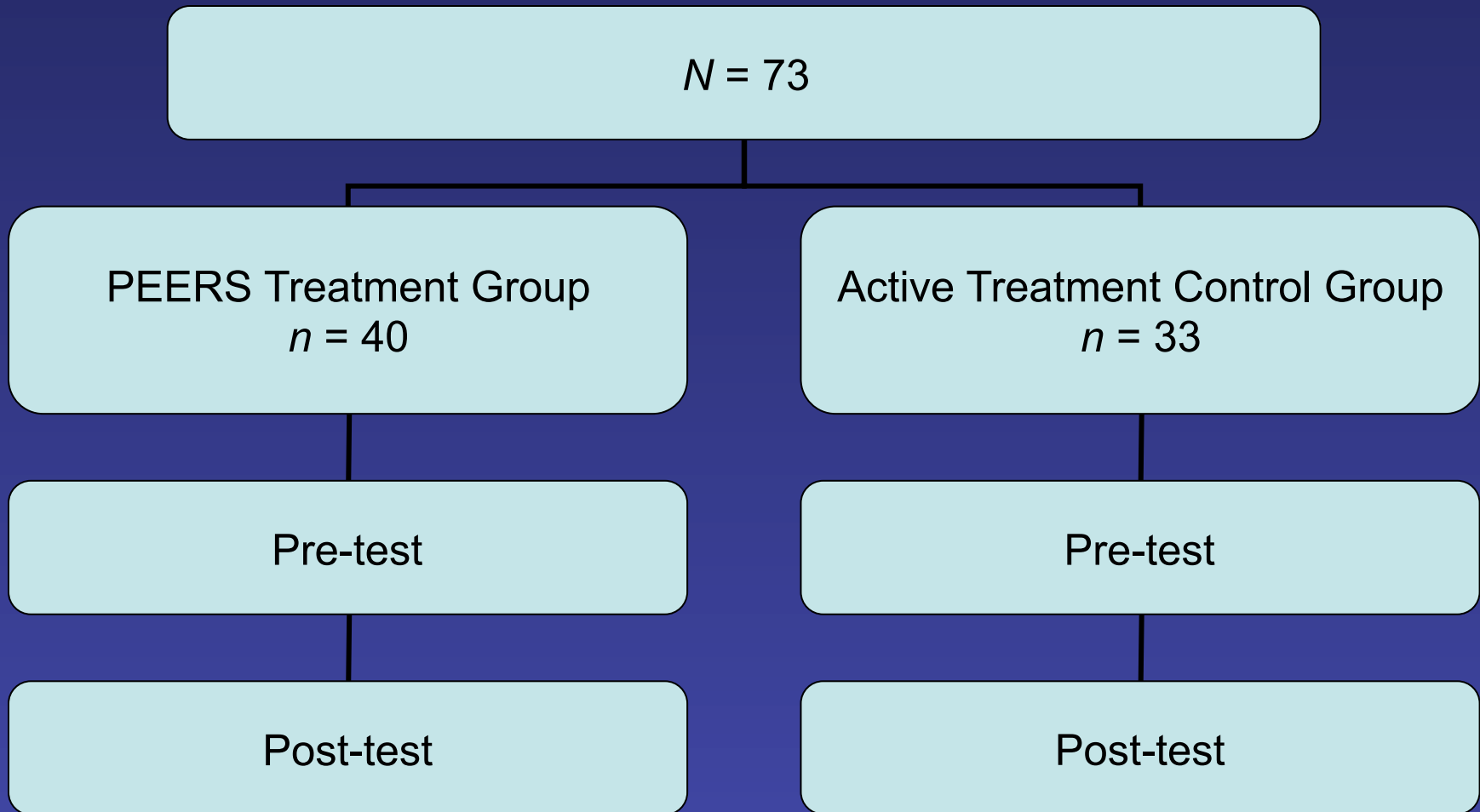
Overview of the PEERS[®] Curriculum

- 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)



Overview of Active Treatment Control Group

■ *Super Skills*

– Fundamental skills:

- Eye contact
- Voice volume

– Social initiation skills:

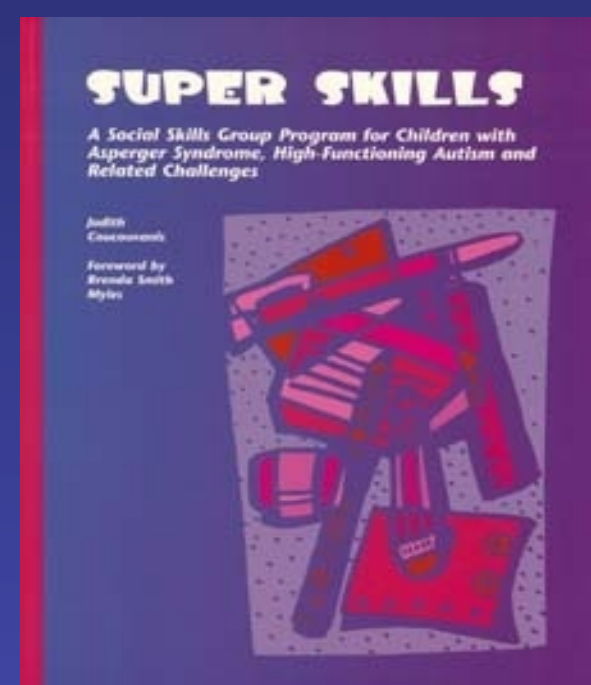
- Starting a conversation

– 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)

Variable	Group		<i>p</i>
	Treatment <i>n</i> = 40	Active Treatment Control <i>n</i> = 33	
Age (years)	12.68 (0.67)	12.74 (0.68)	ns
Grade	7.69 (0.47)	7.47 (0.51)	ns
Percent male	92.1	87.5	ns
Percent Caucasian	73.7	68.8	ns



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

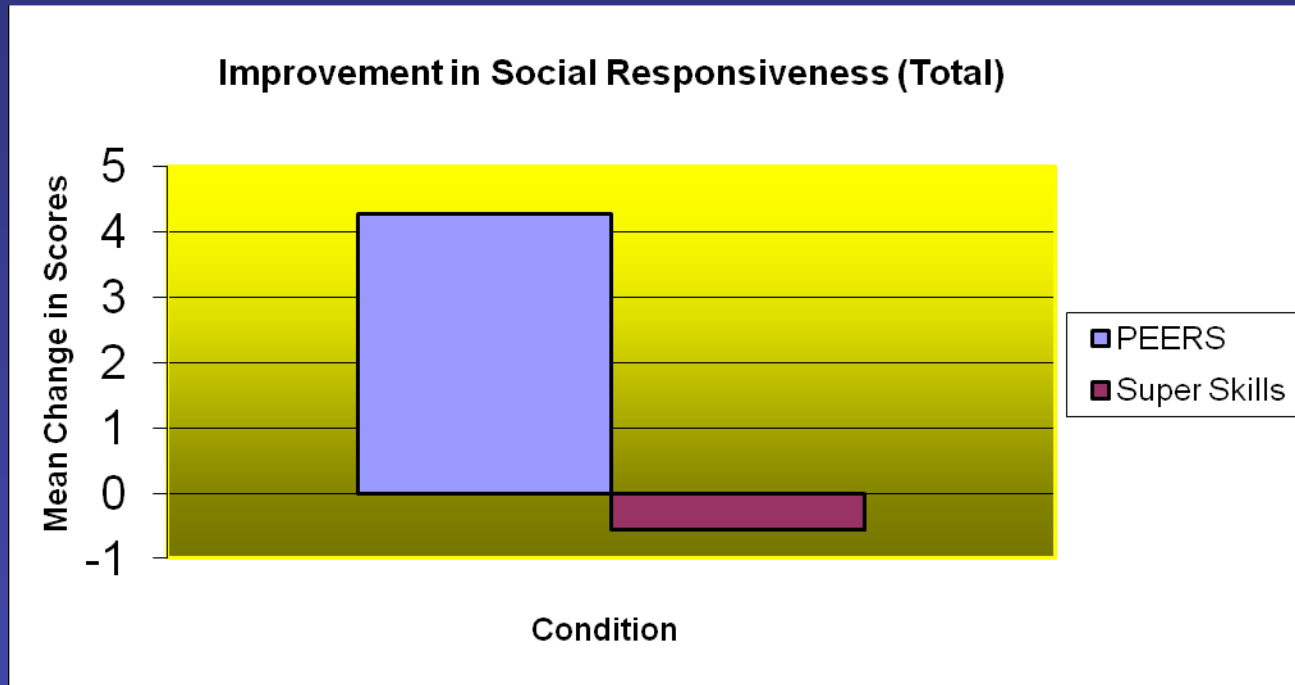
(T Scores)

$p < 0.01$

T Scores

$M = 50$

$SD = 10$



Teacher-Report

Social Responsiveness Scale (SRS-T) Subscales

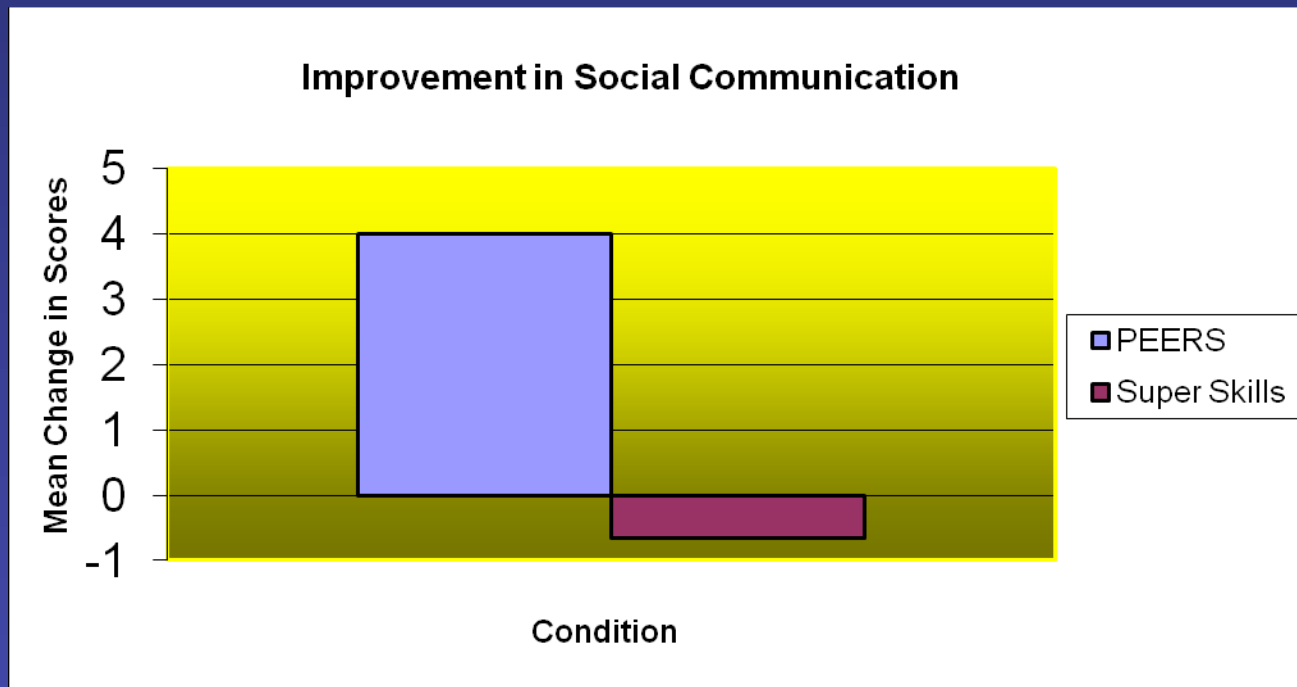
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T

Social Communication Subscale

(T Scores)

$p < 0.02$



Teacher-Report

Social Responsiveness Scale (SRS-T) Subscales

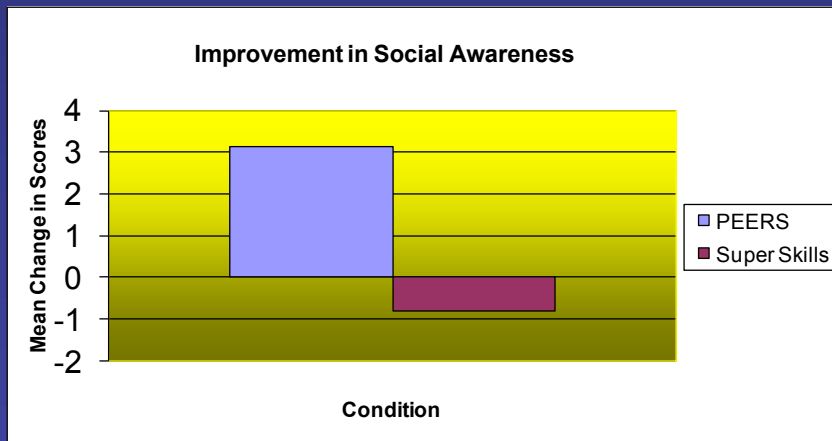
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

SRS-T

Social Awareness Subscale

(T Scores)

$p < 0.04$

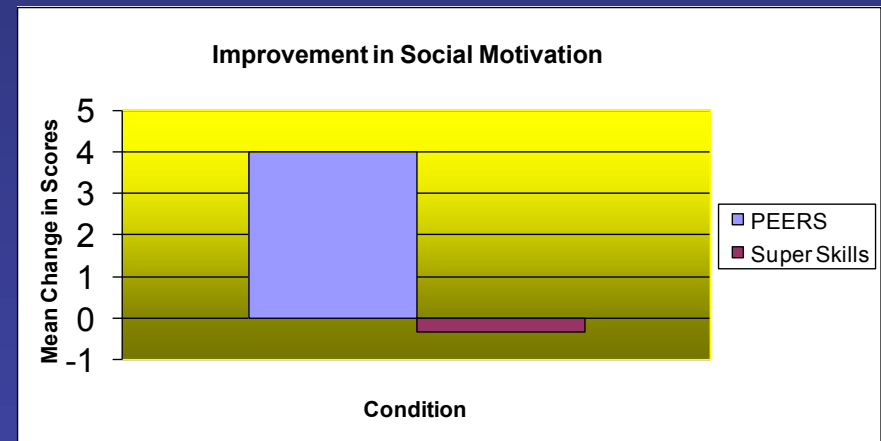


SRS-T

Social Motivation Subscale

(T 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)

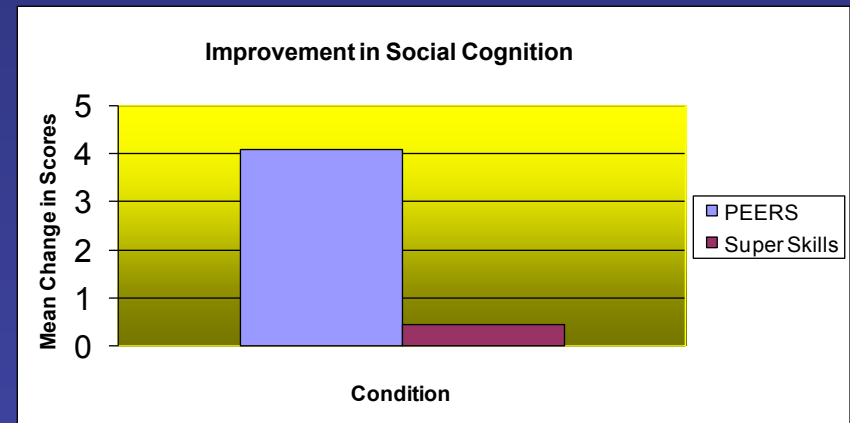
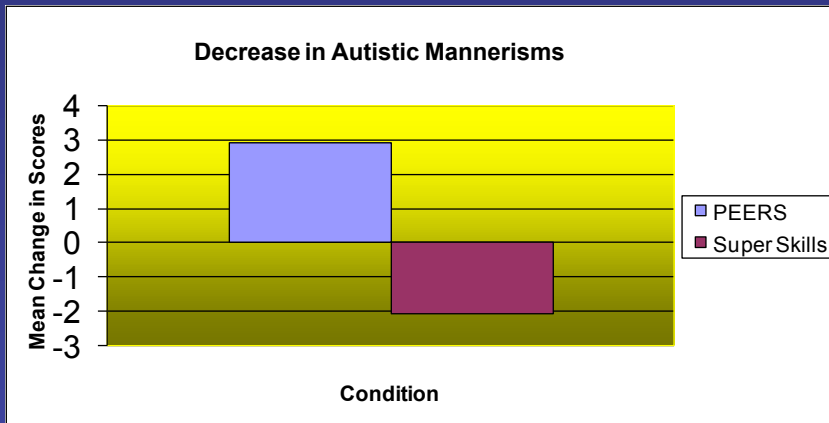
$p < 0.02$

SRS-T

Social Cognition Subscale

(T Scores)

$p = 0.08$ (trend)



Parent-Report

Social Anxiety Scale (SAS-P)

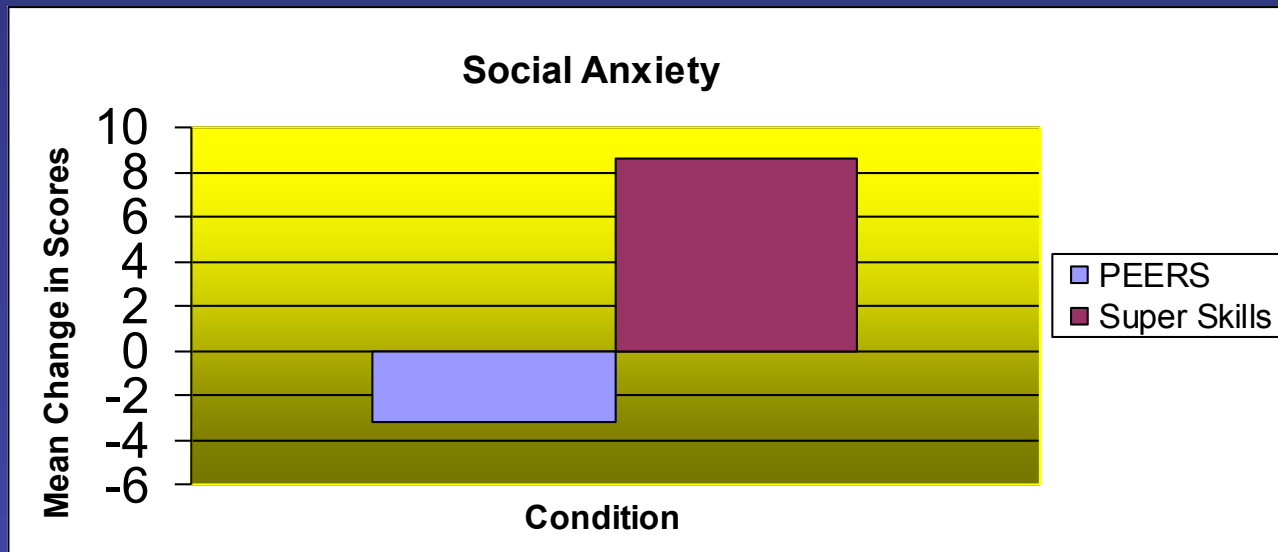
(Laugeson, Ellingsen, Sanderson, Tucci, & Bates, submitted)

Social Anxiety

$N = 17$

(Raw Scores)

$p = 0.057$ (trend)



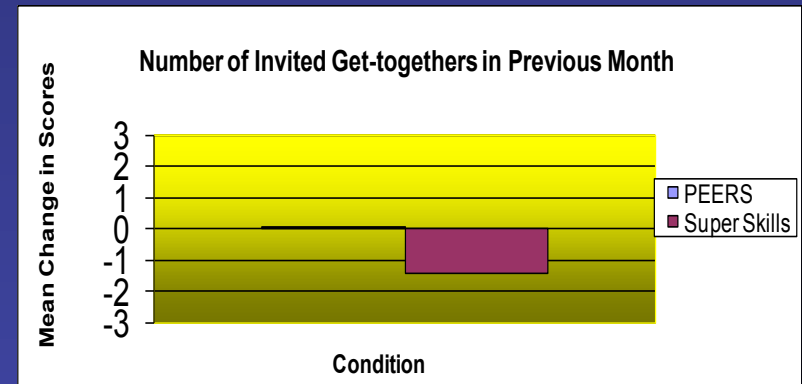
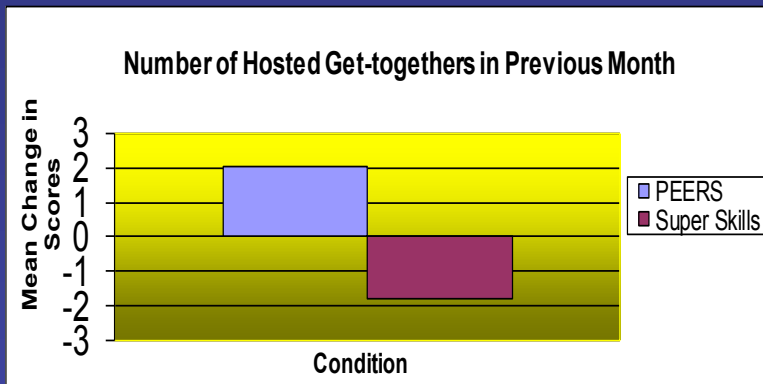
Adolescent Self-Report

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

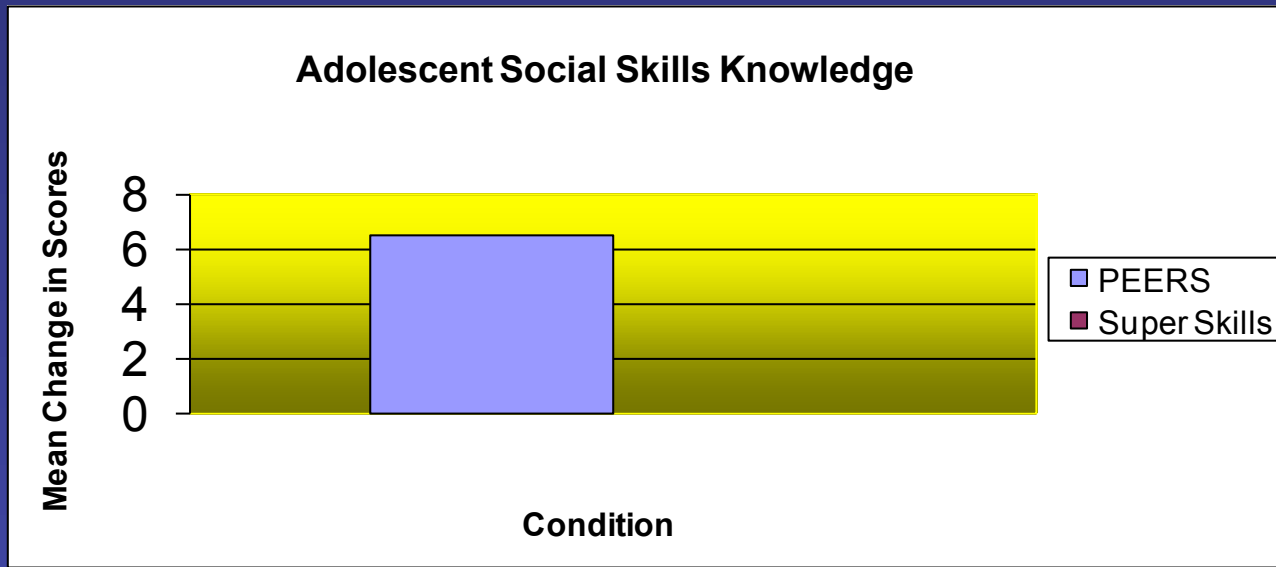
Test of Adolescent Social Skills Knowledge (TASSK)

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

Adolescent Social Skills Knowledge

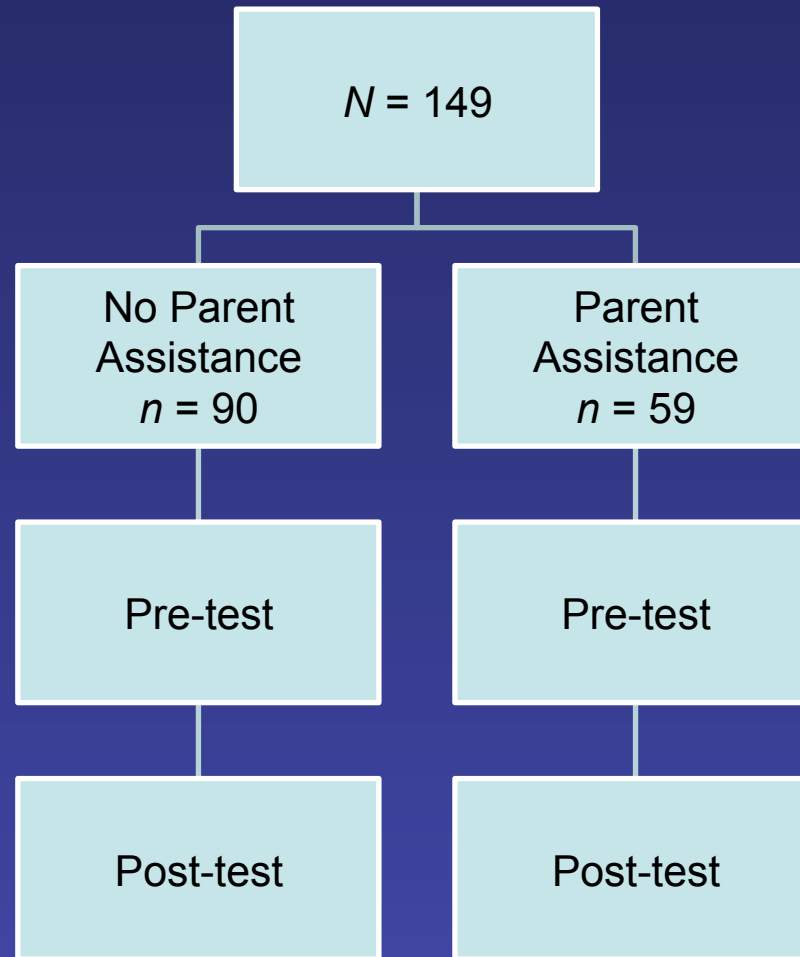
(Raw Scores)

$p < 0.01$



School-Based Teacher-Facilitated and Parent Assisted Study for Teens with ASD

(Laugeson et al., in preparation)



Demographics

(Laugeson et al., in preparation)

Total Number of Participants	149
Average Age	15.08
Average Grade	9.4
Percent Male	83%
Percent Caucasian	59%
Autism Severity (SRS)	76.17

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

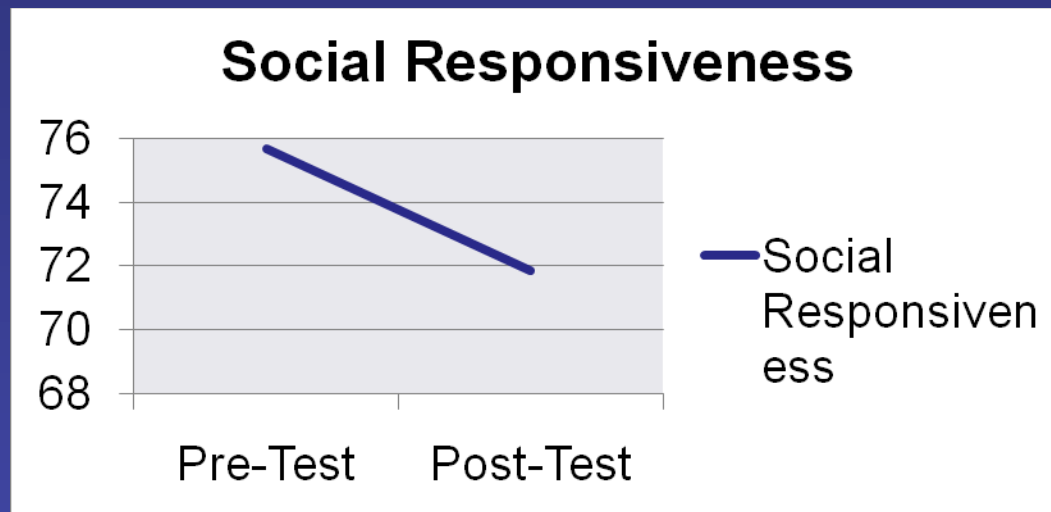
(T Scores)

$p < 0.05$

T Scores

$M = 50$

$SD = 10$



Preliminary Results of Parent-Report

Social Skills Improvement System (SSIS-P)

(Laugeson et al. in preparation)

SSIS-P

Social Skills Score

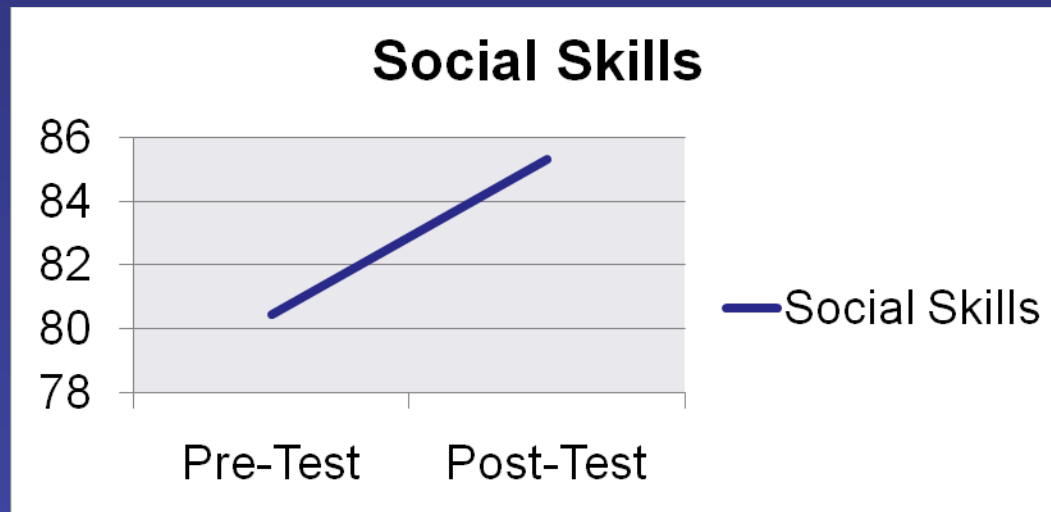
(Standard Scores)

$p < 0.01$

Standard Scores

$M = 100$

$SD = 15$



Preliminary Results of Parent-Report

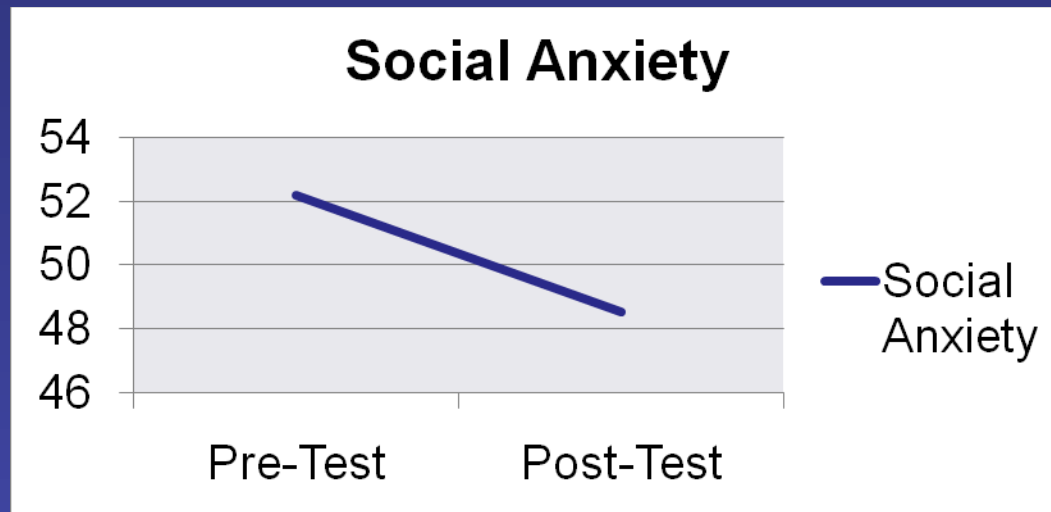
Social Anxiety Scale (SAS-P)

(Laugeson et al., in preparation)

Social Anxiety

(Raw Scores)

$p < 0.01$



Preliminary Results of Teen-Report

Quality of Socialization (QSQ)

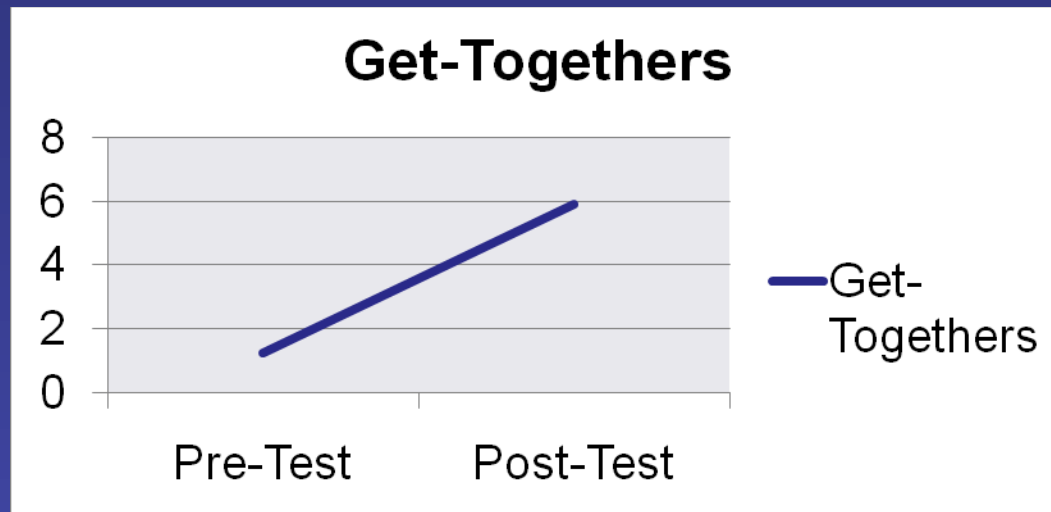
(Laugeson et al. in preparation)

QSQ

Frequency of Get-Togethers

(Raw Scores)

$p < 0.05$



Preliminary Results of Teen-Report

Piers-Harris Self-Concept Scale (PHS)

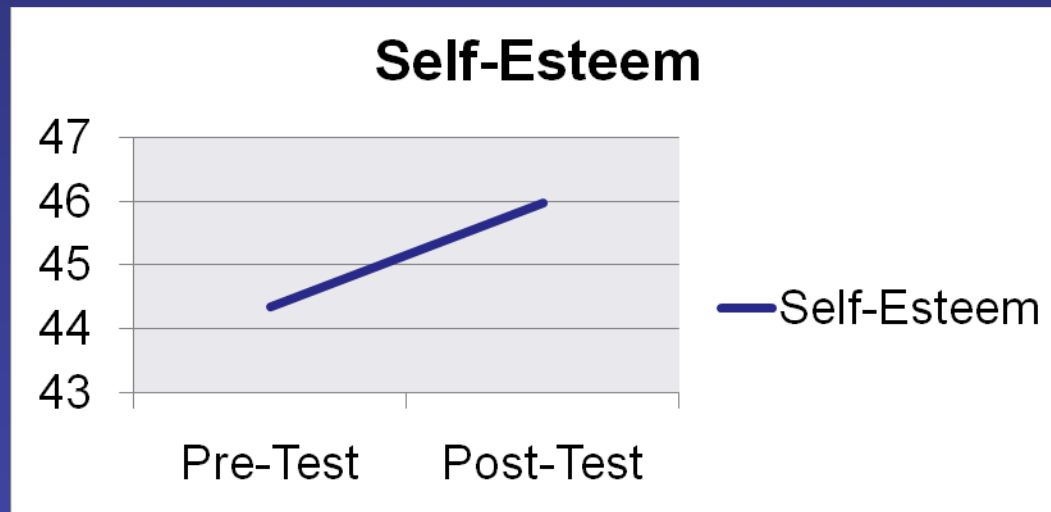
(Laugeson et al. in preparation)

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

T Scores

$M = 50$

$SD = 10$



Preliminary Results of Teen-Report

Test of Adolescent Social Skills Knowledge (TASSK)

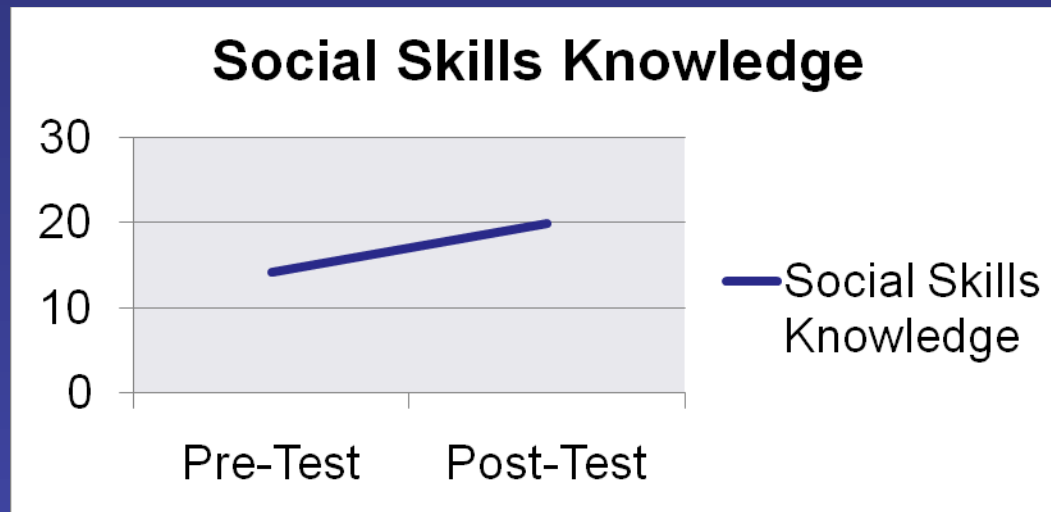
(Laugeson et al. in preparation)

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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