

Dating Do's and Don'ts: Evidence-Based Strategies for Developing Romantic Relationships for Adults with Social Challenges



PEERS[®] Clinic

www.semel.ucla.edu/peers

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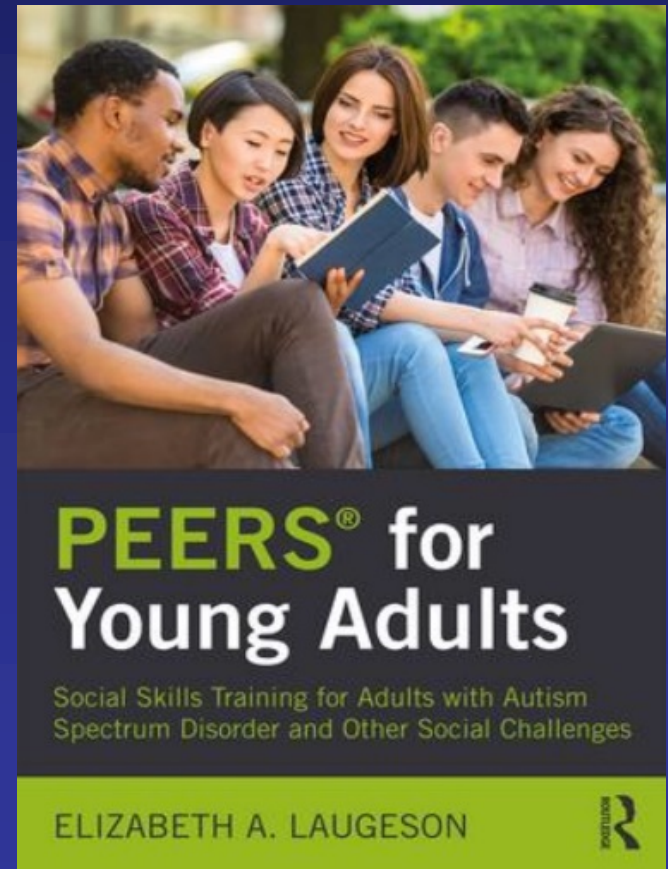
Founder and Director, UCLA PEERS Clinic

Director, The Help Group - UCLA Autism Research Alliance

Training Director, UCLA Tarjan Center (UCEDD)

Overview of Presentation

- Social deficits among adults with ASD and other social challenges
- Overview of PEERS[®] method for teaching relationship skills
- Clinical examples:
 - Letting someone know you like them
 - Asking someone on a date
- Research for adults with ASD
- Resources



Social Deficits Common Among Adults with ASD and Other Social Challenges

- Poor social communication
 - Problems with topic initiation
 - Use repetitive themes
 - One-sided conversations
- Poor social awareness
 - Difficulty understanding social cues
- Poor social motivation
 - Less involvement in social activities
 - More social isolation
- Poor social cognition
 - Difficulty understanding the perspectives of others
- Fewer romantic relationships
- Poor relationship quality
 - High degree of stalking behavior



(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)

Limitations of Social Skills Training

- Do not include older adolescents or adults in treatment
- Do not focus on romantic relationships
- Do not teach ecologically valid social skills
- Fail to tailor teaching methods to shared strengths and weaknesses
- Do not include homework assignments
- Skills do not generalize to other settings
- Do not include caregivers in the treatment
- Do not assess treatment outcome

J Autism Dev Disord (2008) 38:353–361
DOI 10.1007/s10803-007-0402-4

ORIGINAL PAPER

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

Patricia A. Rao · Deborah C. Beidel · Michael J. Murray

J Autism Dev Disord (2010) 40:149–166
DOI 10.1007/s10803-009-0842-0

ORIGINAL PAPER

Social Skills Interventions for Individuals with Autism: Evaluation for Evidence-Based Practices within a Best Evidence Synthesis Framework

Brian Reichow · Fred R. Volkmar

J Autism Dev Disord (2007) 37:1858–1868
DOI 10.1007/s10803-006-0320-x

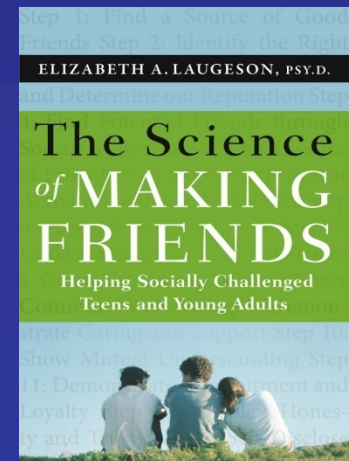
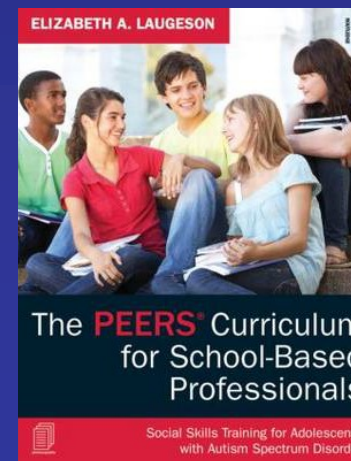
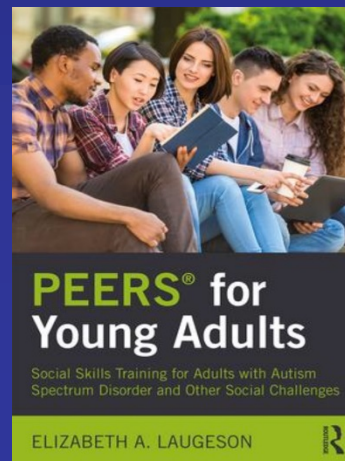
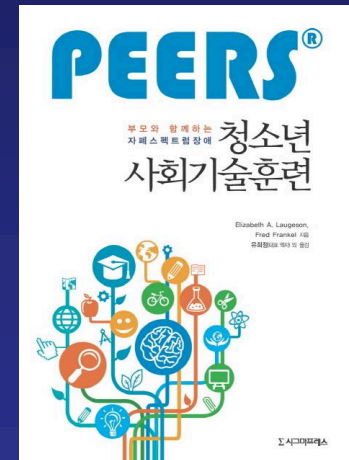
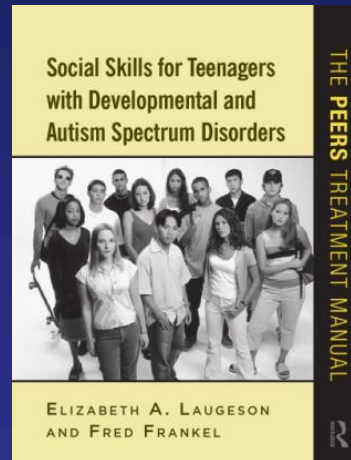
ORIGINAL PAPER

Social Skills Development in Children with Autism Spectrum Disorders: A Review of the Intervention Research

Susan Williams White · Kathleen Keonig · Lawrence Scabill

Background about PEERS®

- International program
 - Developed at UCLA in 2004
 - Adolescent program has been translated into over a dozen languages
 - Used in over 25 countries
- Evidence-Based Social Skills Programs:
 - PEERS® for Preschoolers
 - PEERS® for Adolescents
 - PEERS® for Young Adults



PEERS[®] Evidence-Based Methods for Teaching Social Skills

- Small group format
 - 10-12 adults
- Didactic lessons
 - Concrete rules and steps of social etiquette
 - Ecologically valid social skills
 - Socratic method of teaching
- Role-play demonstrations
 - Model social behavior
 - Appropriate and inappropriate demonstrations
 - Perspective taking questions
- Behavioral rehearsal exercises
 - Practice skills with coaching
- Homework assignments
 - Practice in natural social settings
 - Helps generalize skills
- In vivo caregiver coaching



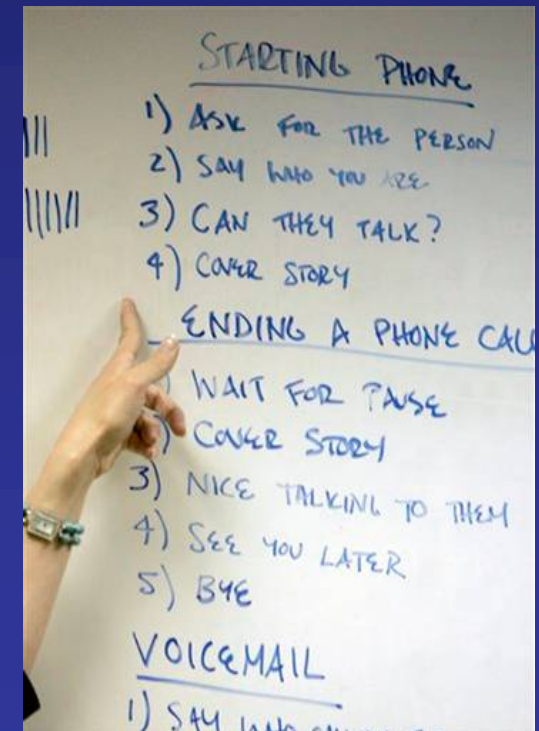
(Matson, 1984; Davies & Rogers, 1985; Fleming & Fleming, 1982; Mesibov, 1984; Gresham, Sugai, & Horner, 2001; Gralinski & Kopp, 1993; Rubin & Sloman, 1984; Frankel & Myatt, 2003; Rao, Beidel, & Murray, 2008; Laugeson et al., 2008)

Development of PEERS®

Rules and Steps of Social Behavior

Photo of PEERS® courtesy of Associated Press

- Ecologically valid social skills
 - DO'S
- Common social errors committed by those with ASD
 - DON'TS
- Create rules around ecologically valid skills and common social errors
- Break steps down into concrete parts

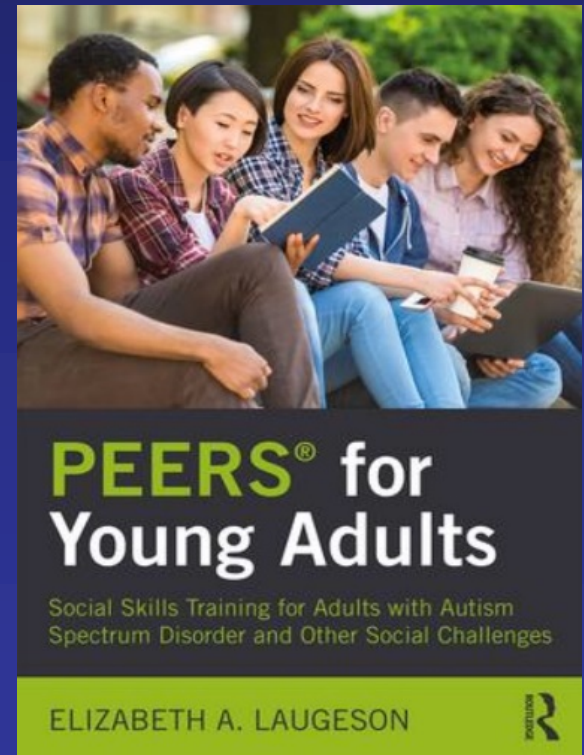


PEERS® for Young Adults

Social Skills

Friendship and Romantic Relationship Skills:

- Finding and choosing good friends and romantic partners
- Conversational skills
- Starting and entering individual and group conversations
- Exiting conversations
- Electronic communication
- Appropriate use of humor
- Get-togethers
- Dating etiquette
 - Letting someone know you like them
 - Asking someone on a date
 - Organizing and planning a date
 - General dating do's and don't



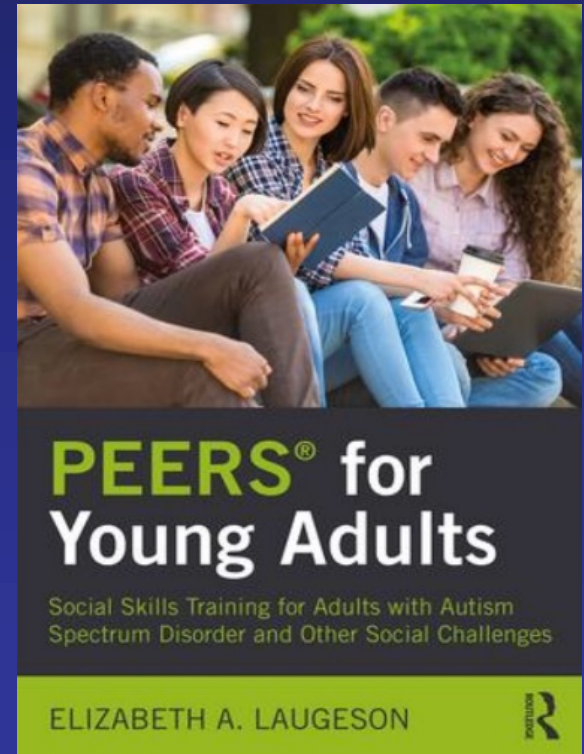
[Topics in WHITE will be covered in the lecture]

PEERS[®] for Young Adults

Social Skills

Managing Conflict and Rejection Skills:

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



Clinical Example:

Letting Someone Know You Like Them

QUESTIONS:

What are most people with social challenges told to do to let someone know they like them romantically?

What do people with social challenges often do to let someone know they like them?

PEERS[®] Social Skill: Letting Someone Know You Like Them

Flirt with your eyes

1. Make eye contact
2. Give a slight smile
 - Not a big smile
 - No teeth
3. Look away
4. Repeat

PEERS[®] Social Skill: Letting Someone Know You Like Them

Speak to a mutual friend

- Ask if the person is dating anyone
- Ask if the person might be interested in you
- Ask if they think the person might go out with you
- Casually mention that you like them

Show interest in the person

- Trade information
- Find common interests

Laugh at their jokes

- Give a courtesy laugh



PEERS[®] Social Skill: Letting Someone Know You Like Them

Give compliments

- SPECIFIC compliments for people you DON'T know well

- Examples:

- “You have a nice smile.”
- “That was really interesting.”

- GENERAL compliments ONLY if you know them well

- Examples:

- “You’re so beautiful!”
- “You’re so smart!”

- Avoid too many physical compliments

- Physical compliments should be from the neck-up



Clinical Example:

Letting Someone Know You Like Them

QUESTIONS:

What are most people with social challenges told to do to find out if the person they like is dating someone?

What do people with social challenges often do to find out if the person they like is dating someone?

PEERS[®] Social Skill: Letting Someone Know You Like Them

Ask Them if They Are Dating Anyone

1. Trade information and find common interests
2. Ask about social activities related to the common interest
3. Casually work dating into the conversation
4. Give a cover story for asking
5. Shift the conversation back to the common interest

PEERS[®] Social Skill: Asking Someone on a Date

BEFORE ASKING THEM OUT:

- Figure out their dating status
- Let them know you like them
 - Talk to mutual friends
 - Ask them if they are dating anyone
- Flirt with them
 - Flirt with your eyes
 - Give compliments
- Show interest in them
 - Trade information multiple times
 - Find common interests
 - Laugh at their jokes



Clinical Example: Asking Someone on a Date

QUESTIONS:

What are most people with social challenges told to do to ask someone on a date?

What do people with social challenges often do to ask someone on a date?

PEERS[®] Social Skill: Asking Someone on a Date

1. Trade information
2. Mention your common interests
3. Ask what they're doing at some general time (e.g., this weekend)
4. Assess their interest
5. Use common interests as a cover story for going out
6. Choose a day and general time
7. Exchange contact information
8. Contact them to finalize plans using the two-day rule

PEERS[®] Evidence-Base: Parent-Assistance with Teens and Adults

J Autism Dev Disord (2009) 39:596–606
DOI 10.1007/s10803-008-0664-5

ORIGINAL PAPER

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

Elizabeth A. Laugeson · Fred Frankel ·
Catherine Mogil · Ashley R. Dillon

J Autism Dev Disord
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

J Autism Dev Disord
DOI 10.1007/s10803-015-2504-8



S.I. : ASD IN ADULTHOOD: COMORBIDITY AND INTERVENTION

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

Elizabeth A. Laugeson^{1,2} · Alexander Gantman^{1,2} · Steven K. Kapp^{1,3} ·
Kaely Orenski^{1,4} · Ruth Ellingsen^{1,5}

J Autism Dev Disord
DOI 10.1007/s10803-011-1350-6

ORIGINAL PAPER

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

Alexander Gantman · Steven K. Kapp ·
Kaely Orenski · Elizabeth A. Laugeson

PEERS[®] Evidence-Base: Replication Studies with Teens & Adults

J Autism Dev Disord
DOI 10.1007/s10803-013-1900-1

ORIGINAL PAPER

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

Kirsten A. Schohl · Amy V. Van Hecke ·
Audrey Meyer Carson · Bridget Dolan ·
Jeffrey Karst · Sheryl Stevens

J Autism Dev Disord
DOI 10.1007/s10803-013-1883-y

ORIGINAL PAPER

Measuring the Plasticity of Social Approach: A Randomized Controlled Trial of the Effects of the PEERS Intervention on EEG Asymmetry in Adolescents with Autism Spectrum Disorders

Amy Vaughan Van Hecke · Sheryl Stevens · Audrey M. Carson ·
Jeffrey S. Karst · Bridget Dolan · Kirsten Schohl · Ryan J. McKindles ·
Rheanna Remmel · Scott Brockman

J Autism Dev Disord
DOI 10.1007/s10803-014-2231-6

ORIGINAL PAPER

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

Jeffrey S. Karst · Amy Vaughan Van Hecke ·
Audrey M. Carson · Sheryl Stevens ·
Kirsten Schohl · Bridget Dolan

RESEARCH ARTICLE

A Randomized Controlled Trial of the Korean Version of the PEERS[®] Parent-Assisted Social Skills Training Program for Teens With ASD

Hee-Jeong Yoo, Geonho Bahn, In-Hee Cho, Eun-Kyung Kim, Joo-Hyun Kim, Jung-Won Min,
Won-Hye Lee, Jun-Seong Seo, Sang-Shin Jun, Guiyoung Bong, Soochurl Cho, Min-Sup Shin,
Bung-Nyun Kim, Jae-Won Kim, Subin Park, and Elizabeth A. Laugeson

J Autism Dev Disord
DOI 10.1007/s10803-016-2911-5

ORIGINAL PAPER

A Replication and Extension of the PEERS[®] for Young Adults Social Skills Intervention: Examining Effects on Social Skills and Social Anxiety in Young Adults with Autism Spectrum Disorder

Alana J. McVey¹ · Bridget K. Dolan¹ · Kirsten S. Willar^{1,2} · Sheryl Pleiss^{1,3} ·
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Nakia S. Gordon¹ · Amy Vaughan Van Hecke¹



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PEERS[®] Evidence-Base

Short Report



Predicting treatment success in social skills training for adolescents with autism spectrum disorders: The UCLA Program for the Education and Enrichment of Relational Skills

Autism
0(0) 1–4
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sagepub.co.uk/journalsPermissions.nav
DOI: 10.1177/1362361313478995
aut.sagepub.com

Ya-Chih Chang¹, Elizabeth A Laugeson¹, Alexander Gantman¹,
Ruth Ellingsen¹, Fred Frankel¹ and Ashley R Dillon²

J Autism Dev Disord
DOI 10.1007/s10803-014-2108-8

ORIGINAL PAPER

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

Elizabeth A. Laugeson · Ruth Ellingsen ·
Jennifer Sanderson · Lara Tucci · Shannon Bates

Article

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

Journal of Attention Disorders
1–11
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DOI: 10.1177/1087054715588188
jad.sagepub.com

Denise M. Gardner¹, Alyson C. Gerdes¹, and Kelsey Weinberger¹

*Journal of Mental Health Research
in Intellectual Disabilities*, 7:45–73, 2014
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ISSN: 1931-5864 print/1931-5872 online
DOI: 10.1080/19315864.2012.730600



Long-Term Treatment Outcomes for Parent-Assisted Social Skills Training for Adolescents With Autism Spectrum Disorders: The UCLA PEERS Program

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Randomized Controlled Trial: PEERS[®] for Young Adults with ASD

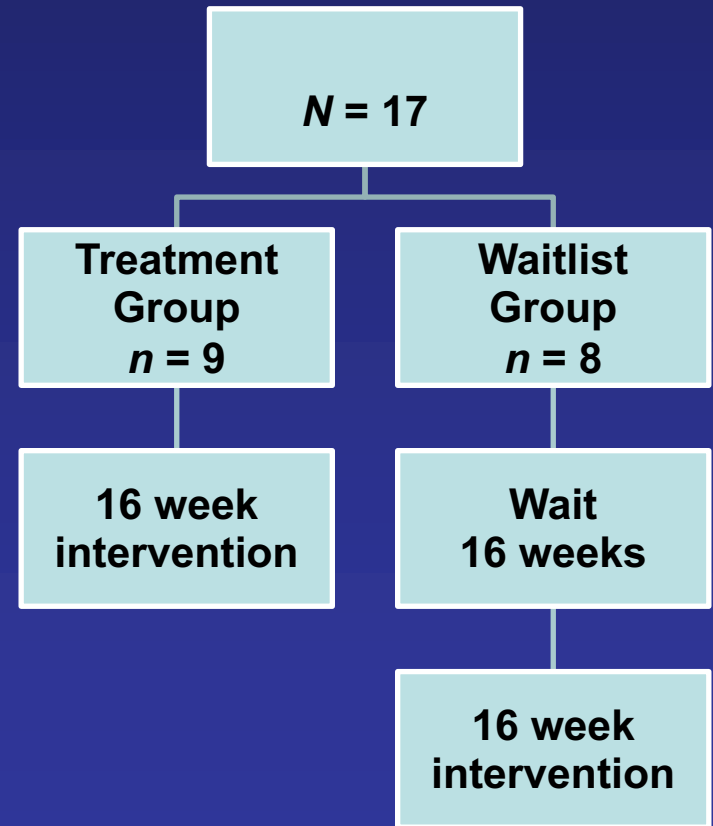
(Gantman, Kapp, Orenski, & Laugeson 2012)

J Autism Dev Disord
DOI 10.1007/s10803-011-1350-6

ORIGINAL PAPER

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

Alexander Gantman · Steven K. Kapp ·
Kaely Orenski · Elizabeth A. Laugeson



The Help Group  UCLA
Autism Research Alliance



Baseline Demographics

(Gantman, Kapp, Orenski, & Laugeson 2012)

Variable	Group		<i>p</i>
	Treatment (<i>n</i> = 9)	Delayed treatment (<i>n</i> = 8)	
<i>Demographics</i>			
Age (years)	19.9 (1.2)	20.9 (2.0)	0.22
Percent male	55.6	75.0	0.43
Percent Caucasian	55.6	75.0	0.83
KBIT-2 composite	96.7 (11.8)	108.5 (17.4)	0.12
Vineland-II composite	69.6 (7.5)	65.4 (8.0)	0.28
AQ	35.9 (5.2)	32.8 (4.3)	0.22
<i>Young adult measures</i>			
SELSA	132.6 (33.7)	133.2 (30.2)	0.97
TYASSK	14.0 (2.7)	13.0 (3.1)	0.49
QSQ hosted	1.00 (1.3)	0.50 (1.1)	0.41
QSQ invited	2.22 (4.9)	0.88 (1.8)	0.48
SSI Total score	237.4 (31.2)	243.4 (42.7)	0.75
<i>Caregiver measures</i>			
SRS Total score	110.8 (22.6)	102.6 (18.3)	0.43
SSRS social skills	78.7 (11.4)	83.6 (10.8)	0.37
QSQ hosted	0.78 (1.1)	0.38 (0.7)	0.40
QSQ invited	2.22 (5.2)	0.63 (0.9)	0.40
EQ	17.0 (8.4)	17.5 (8.4)	0.90

PEERS[®] Outcome Measures

(Gantman, Kapp, Orenski, & Laugeson 2012)

■ Parent Measures

- Social Responsiveness Scale (SRS-P) *
- Social Skills Rating System (SSRS-P) *
- Quality of Socialization Questionnaire (QSQ) *
- Empathy Quotient (EQ) *

* Measures reaching significance from pre- to post-test and/or follow-up (6/9)

■ Young Adult Self-Report Measures

- Quality of Socialization Questionnaire (QSQ)
- Test of Young Adult Social Skills Knowledge (TYASSK) *
- Social and Emotional Loneliness Subscales (SELSA) *
- Difficulties in Emotion Regulation Scale (DERS)
- Friendship Qualities Scale (FQS)

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Gantman, Kapp, Orenski, & Laugeson 2012)

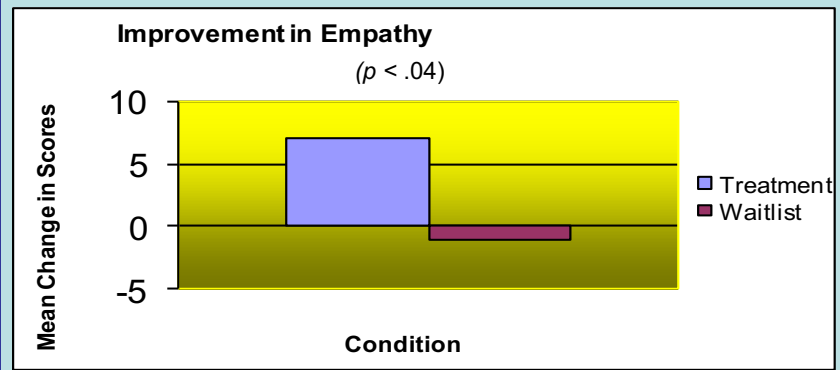
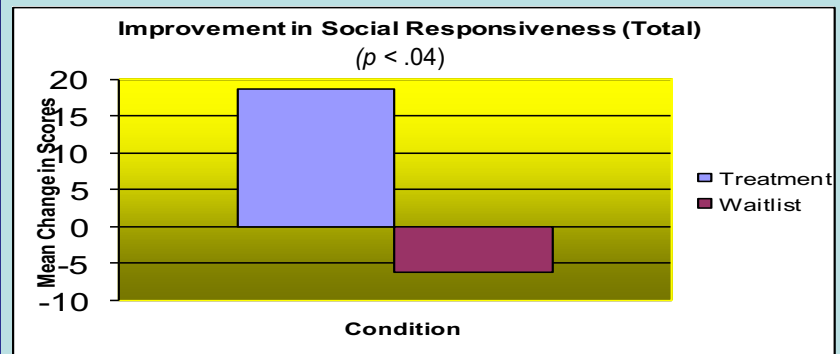
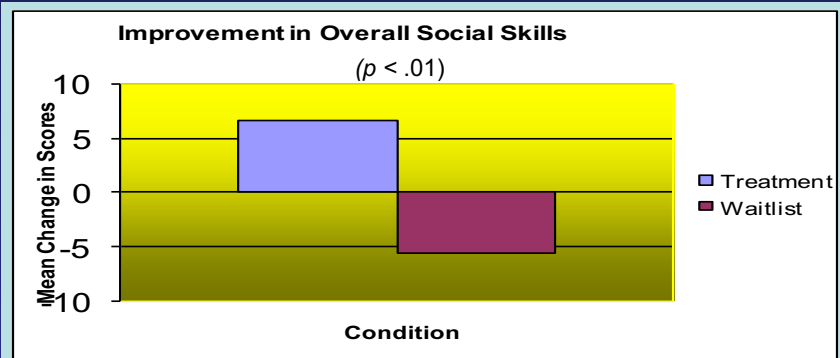


Table 2 Mean difference scores, standard deviations and significance for outcome variables

Variable	Group		p
	Treatment n = 9	Delayed treatment n = 8	
<i>Young adult measures</i>			
SELSA total score	-12.67 (17.6)	4.50 (14.6)	<.05
TYASSK	6.11 (3.26)	0.38 (2.53)	<.01
<i>Caregiver measures</i>			
SRS total score ^a	-18.7 (23.7)	6.25 (21.2)	<.04
SRS social communication ^a	-6.11 (7.75)	2.25 (7.59)	<.04
SRS autistic mannerisms ^a	-3.22 (4.32)	2.13 (3.60)	<.02
SSRS social skills ^b	6.67 (9.50)	-5.63 (5.50)	<.01
SSRS cooperation	2.56 (3.05)	-1.00 (2.27)	<.02
SSRS self-control	1.22 (3.99)	-2.38 (2.56)	<.05
SSRS assertion	2.00 (2.50)	-0.22 (1.39)	<.05
EQ	7.00 (9.75)	-1.13 (3.60)	<.04
QSQ invited get-togethers ^c	0.89 (0.93)	-0.13 (0.64)	<.03
QSQ hosted get-togethers ^c	1.00 (1.41)	0.00 (0.75)	<.05

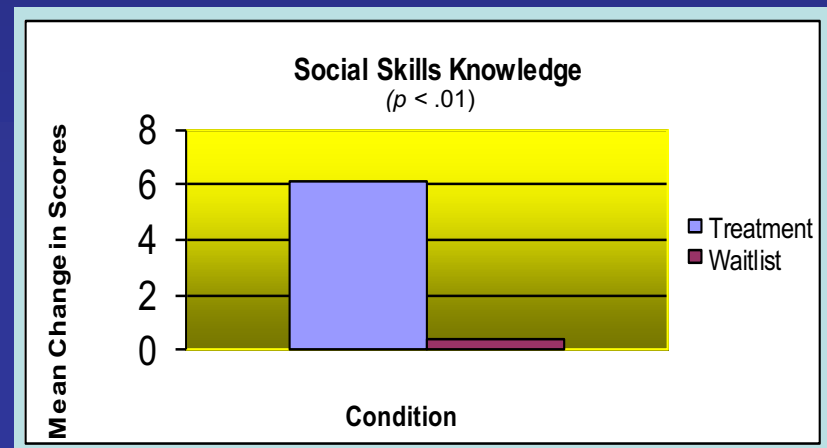
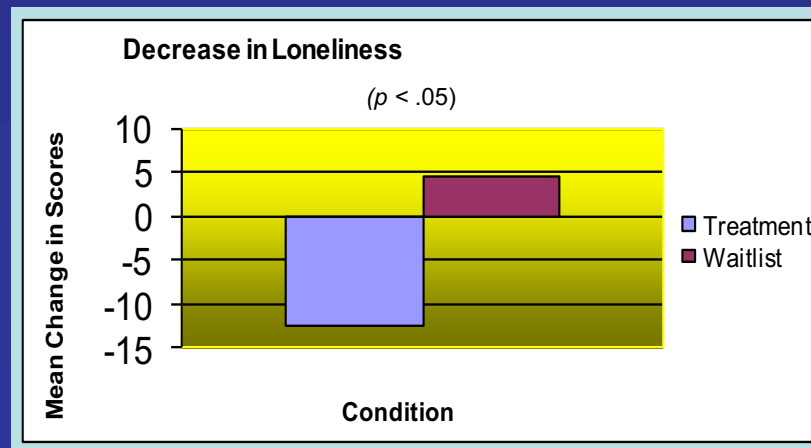
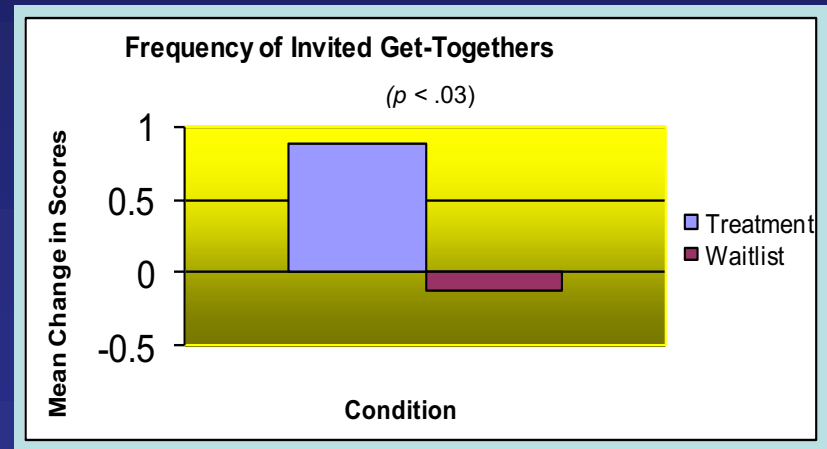
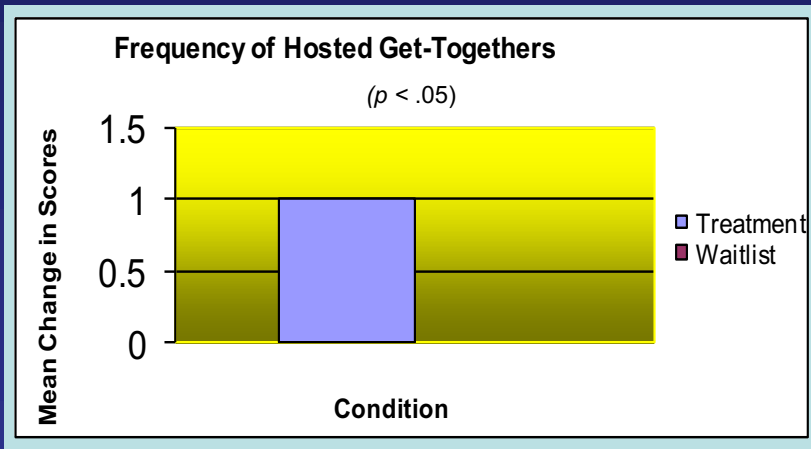
^a Raw scores

^b Standard scores

^c Mann Whitney U Test of significance (2-tailed)

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Gantman, Kapp, Orenski, & Laugeson 2012)



Second Randomized Controlled Trial with Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

J Autism Dev Disord
DOI 10.1007/s10803-015-2504-8



S.I. : ASD IN ADULTHOOD: COMORBIDITY AND INTERVENTION

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

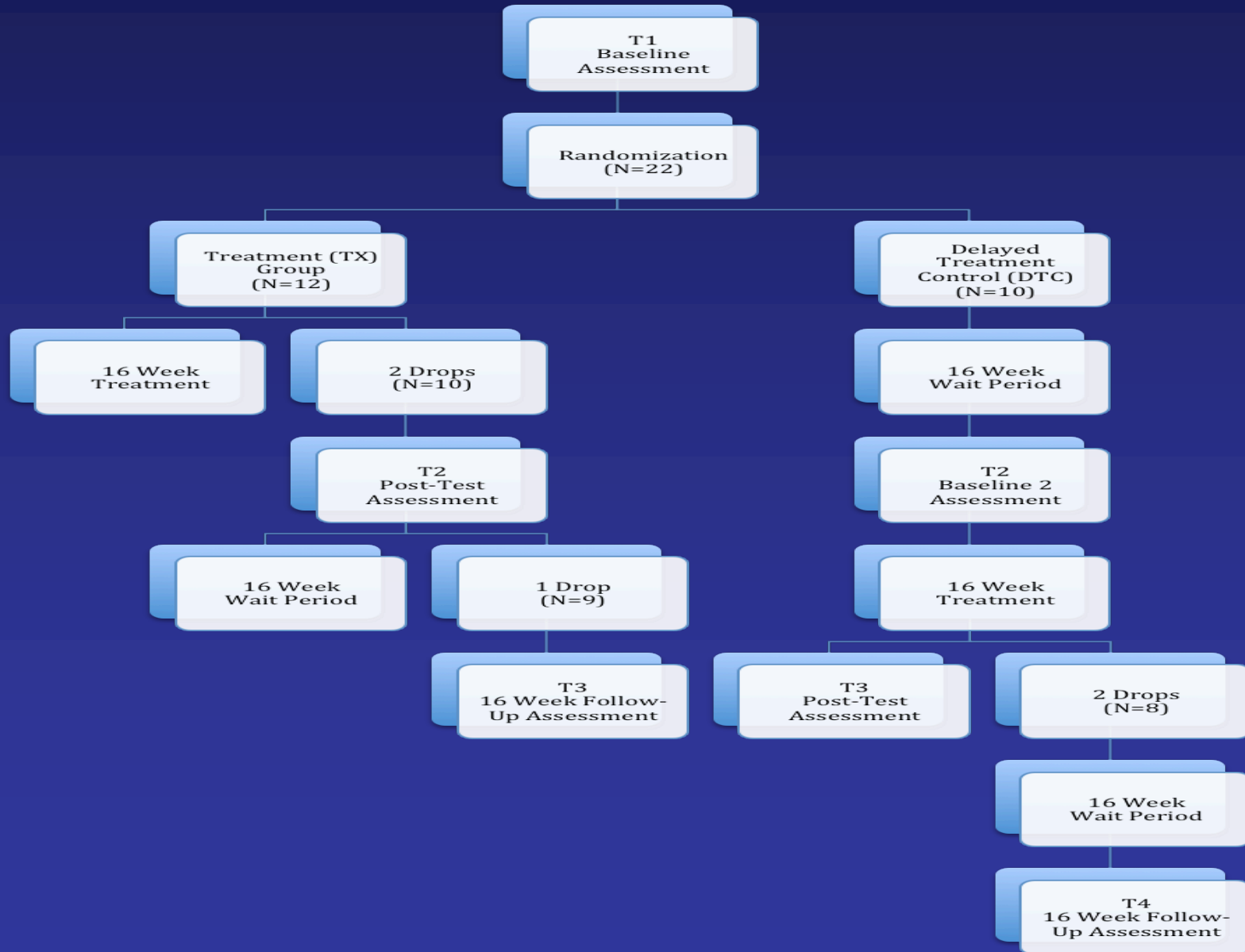
Elizabeth A. Laugeson^{1,2} · Alexander Gantman^{1,2} · Steven K. Kapp^{1,3} ·
Kaely Orenski^{1,4} · Ruth Ellingsen^{1,5}



The Help Group 
Autism Research Alliance

Second Randomized Controlled Trial with Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)



Baseline Demographics

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

Table 1. Mean demographic and baseline variables (standard deviations in parentheses)

Variable	Group		<i>p</i>
	TX (<i>n</i> = 12)	DTC (<i>n</i> = 10)	
<i>Demographics</i>			
Age (years)	21.01 (1.73)	19.71 (2.01)	0.11
Percent male	77.8	75.0	0.89
Percent Caucasian	44.4	62.5	0.46
K-BIT-2 composite	107.44 (18.80)	102.13 (13.93)	0.52
AQ total score	32.67 (9.82)	37.00 (5.48)	0.29
<i>Young adult measures</i>			
TYASSK	13.22 (2.95)	13.25 (3.45)	0.99
QSQ hosted get-togethers	0.56 (0.53)	0.25 (0.46)	0.23
QSQ invited get-togethers	0.56 (0.73)	0.50 (1.07)	0.90
<i>Caregiver measures</i>			
SRS total score	72.11 (6.49)	72.25 (7.17)	0.97
SSRS social skills score	78.89 (8.84)	80.63 (12.26)	0.74
QSQ hosted get-togethers	0.44 (1.01)	0.25 (0.46)	0.63
QSQ invited get-togethers	0.56 (0.73)	1.13 (2.80)	0.58

PEERS[®] Outcome Measures

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

■ Parent Measures

- Social Responsiveness Scale (SRS-P) *
- Social Skills Rating System (SSRS-P) *
- Quality of Socialization Questionnaire (QSQ) *
- Empathy Quotient (EQ) *

* Measures reaching significance from pre- to post-test and/or follow-up (6/6)

■ Young Adult Self-Report Measures

- Quality of Socialization Questionnaire (QSQ)
- Test of Young Adult Social Skills Knowledge (TYASSK) *

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

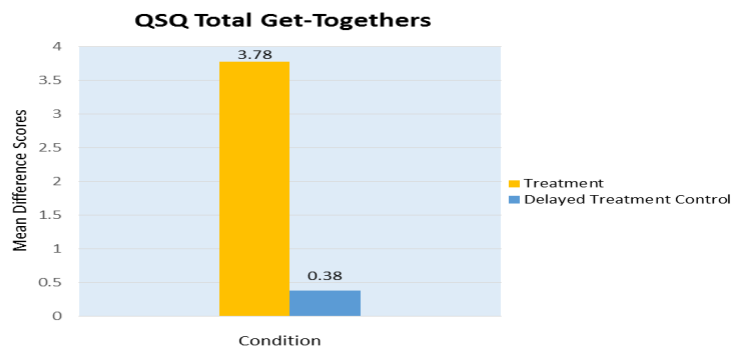
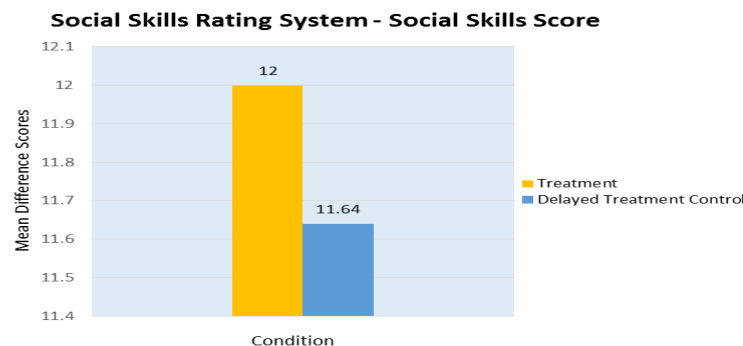
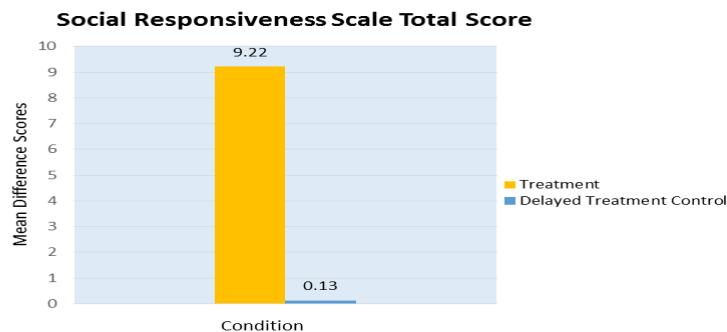


Table 2. Mean difference scores, standard deviations and significance for outcome variables

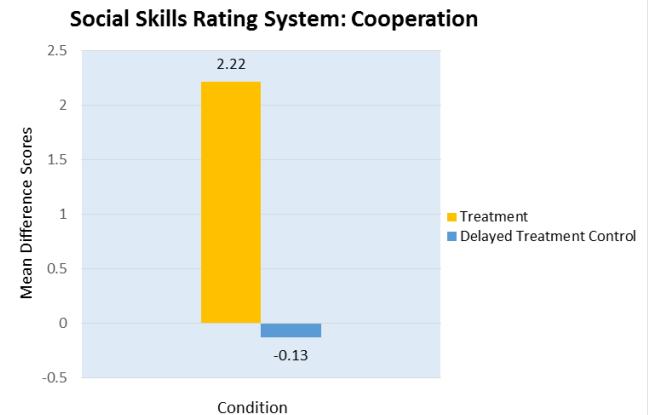
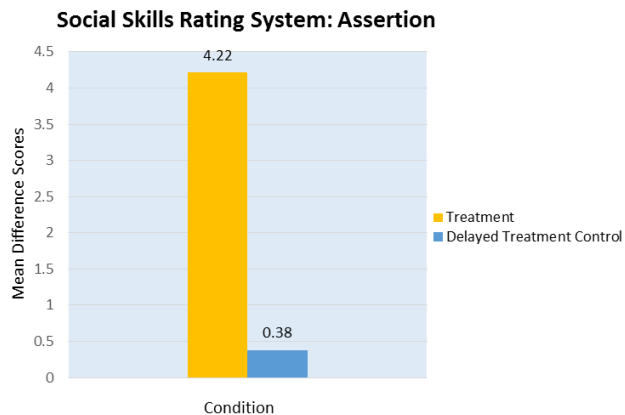
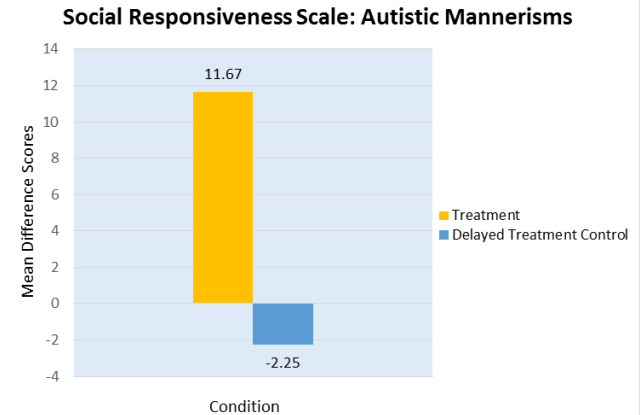
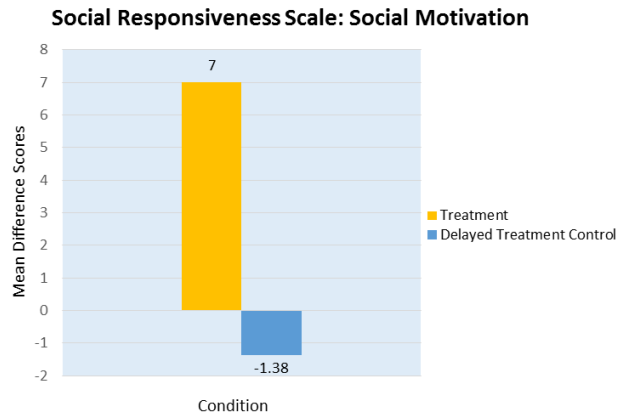
Variable	Group		p	d
	TX (n = 9)	DTC (n = 8)		
<i>Young adult measures</i>				
TYASSK	8.22 (3.46)	0.87 (2.10)	<.001**	2.57
QSQ total get-togethers	3.56 (2.40)	1.13 (1.36)	<.03*	0.92
QSQ hosted get-togethers	1.55 (2.13)	0.13 (0.35)	<.09+	0.93
QSQ invited get-togethers	2.00 (2.06)	1.00 (1.41)	>.10	0.57
<i>Caregiver measures</i>				
SRS total score	-9.22 (6.18)	-0.13 (7.57)	<.02*	1.32
SRS social motivation	-7.00 (6.76)	1.38 (6.67)	<.03*	1.25
SRS autistic mannerisms	-11.67 (5.45)	2.25 (11.65)	<.01**	1.53
SRS social communication	-9.00 (7.63)	-2.00 (7.17)	<.07+	0.95
SRS social awareness	-6.33 (6.96)	-2.38 (7.69)	>.10	0.54
SRS social cognition	-6.56 (7.55)	0.38 (9.44)	>.10	0.81
SSRS social skills score	12.00 (1.00)	11.64 (4.96)	<.03*	1.23
SSRS cooperation	2.22 (2.82)	-0.13 (1.36)	<.05*	1.06
SSRS assertion	4.22 (3.60)	0.38 (1.41)	<.02*	1.40
SSRS responsibility	1.78 (2.91)	0.00 (1.60)	>.10	0.76
SSRS self-control	1.78 (3.42)	0.38 (2.56)	>.10	0.46
QSQ total get-togethers	3.78 (1.64)	0.38 (0.52)	<.001**	1.76
QSQ hosted get-togethers	2.00 (2.00)	0.00 (0.53)	<.02*	1.37
QSQ invited get-togethers	1.78 (1.86)	0.38 (0.74)	<.07+	0.99
EQ total score	2.67 (5.74)	1.50 (6.57)	>.10	0.19

Difference scores measure change in scores from T1 to T2

** p<.01, * p<.05, + p<.1

PEERS[®] Research Snapshot: Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)



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Table 3. Comparison of pre-test, post-test, and follow-up measures in TX group (standard deviations in parentheses)

Variable	Time			<i>p</i>	
	Pre-test T1 (<i>n</i> = 12)	Post-test T2 (<i>n</i> = 10)	Follow-up T3 (<i>n</i> = 9)	T1 - T2	T1 - T3
<i>Young adult measures</i>					
TYASSK	13.22 (2.95)	21.44 (3.88)	20.63 (4.10)	<.001**	.001**
QSQ total get-togethers	1.11 (1.17)	4.67 (2.45)	5.25 (3.06)	.002**	.005**
QSQ hosted get-togethers	0.56 (0.53)	2.11 (1.97)	1.75 (1.75)	.060+	.135
QSQ invited get-togethers	0.56 (0.73)	2.56 (2.07)	3.50 (2.67)	.020*	.013*
<i>Caregiver measures</i>					
SRS total score	72.11 (6.49)	62.89 (6.90)	61.50 (6.23)	.002**	.004**
SRS social motivation	67.44 (7.68)	60.44 (11.65)	56.75 (9.92)	.015*	.001**
SRS autistic mannerisms	72.56 (5.29)	60.89 (5.06)	60.88 (7.16)	<.001**	.005**
SRS social communication	69.33 (8.31)	62.78 (7.92)	60.75 (6.50)	.031*	.032*
SRS social cognition	71.44 (7.91)	62.44 (8.69)	62.25 (7.67)	.008**	.016*
QSQ total get-togethers	1.00 (1.50)	4.77 (1.92)	4.67 (1.63)	<.001**	.002**
QSQ hosted get-togethers ^b	0.44 (1.01)	2.44 (1.94)	1.50 (1.64)	.017*	.419
QSQ invited get-togethers	0.56 (0.73)	2.33 (1.50)	3.17 (2.23)	.021*	.023*
EQ total score ^a	18.22 (9.90)	20.89 (11.16)	25.50 (9.90)	.201	<.001**
SSRS social skills score	78.89 (8.84)	90.89 (14.00)	90.88 (15.12)	.015*	.004**
SSRS cooperation ^b	9.22 (3.99)	11.44 (5.10)	10.13 (4.88)	.046*	.135
SSRS assertion	5.56 (3.32)	9.78 (3.93)	10.13 (4.82)	.008**	.003**
SSRS responsibility ^a	13.00 (2.12)	14.78 (2.11)	15.13 (2.42)	.104	.049*

T1 – T2 measures immediate treatment effect and T1 – T3 measures long-term effect after follow-up period

** *p* < .01, * *p* < .05, + *p* < .1

^a Additional gains at follow-up

^b Gains not maintained at follow-up

FOLLOW-UP RESULTS FOR TREATMENT GROUP:

- Maintenance of treatment gains at 16-week follow-up
- Gains lost:
 - Hosted get-togethers (QSQ)
 - Cooperation (SSRS)
- New improvements:
 - Empathy (EQ)
 - Responsibility (SSRS)

PEERS[®] Research Snapshot:

Caregiver-Assisted for Young Adults with ASD

(Laugeson, Gantman, Kapp, Orenski, & Ellingsen 2015)

Table 4. Comparison of pre-test, post-test, and follow-up measures in DTC group (standard deviations in parentheses)

Variable	Time			<i>p</i>	
	Pre-test T2 (<i>n</i> = 10)	Post-test T3 (<i>n</i> = 8)	Follow-up T4 (<i>n</i> = 8)	T2 - T3	T2 - T4
<i>Young adult measures</i>					
TYASSK	14.63 (3.20)	22.00 (2.73)	20.44	.001**	.002**
QSQ total get-togethers	1.14 (1.68)	6.86 (5.79)	6.67 (3.78)	.020*	.005**
QSQ hosted get-togethers	0.29 (0.49)	4.57 (3.21)	3.67 (2.42)	.009**	.020*
QSQ invited get-togethers	1.50 (2.33)	2.40 (3.21)	2.80 (3.03)	.129	.294
<i>Caregiver measures</i>					
SRS total score	69.50 (7.69)	60.25 (9.85)	61.56 (8.63)	.010**	.007**
SRS social motivation	66.50 (7.69)	59.38 (12.16)	60.11 (10.87)	.058+	.057+
SRS autistic mannerisms	68.50 (10.09)	59.38 (8.28)	61.00 (6.71)	.005**	.019*
SRS social communication	67.13 (6.83)	60.13 (10.41)	59.89 (9.37)	.073+	.019*
SRS social cognition	72.13 (11.05)	61.63 (9.81)	63.22	.002**	.006**
SRS social awareness	65.25 (10.07)	57.50 (8.02)	59.14 (10.46)	.154	.174
QSQ total get-togethers	1.00 (1.29)	3.43 (2.51)	7.17 (3.82)	.035*	.010**
QSQ hosted get-togethers	0.57 (0.98)	2.14 (1.46)	4.50 (2.59)	.042*	.009**
QSQ invited get-togethers ^a	0.43 (0.79)	1.29 (1.38)	2.67 (1.37)	.111	.015*
EQ total score	18.38 (6.26)	25.13 (11.96)	26.67 (12.75)	.086+	.052+
SSRS social skills score	82.75 (13.38)	91.50 (13.51)	95.67 (14.71)	.058+	.055+
SSRS assertion ^a	6.63 (2.72)	8.75 (4.27)	9.44 (4.45)	.143	.094+
SSRS responsibility ^a	14.63 (3.38)	15.75 (2.60)	16.67 (2.45)	.161	.020*
SSRS cooperation	9.00 (4.07)	10.17 (4.45)	11.14 (4.06)	.421	.376
SSRS self-control	11.13 (4.22)	12.67 (3.44)	14.43 (3.21)	.287	.194

T2 – T3 measures immediate treatment effect and T2 – T4 measures long-term effect after follow-up period

** $p < .01$, * $p < .05$, + $p < .1$

^a Additional gains at follow-up

FOLLOW-UP RESULTS FOR DELAYED TREATMENT CONTROL GROUP:

- Maintenance of treatment gains at 16-week follow-up
- New improvements:
 - Invited get-togethers
 - Assertion (SSRS)
 - Responsibility (SSRS)

The Help Group

Social Skills Resources

Kids Like Me

- After school social skills groups
- Kids Like Me summer camps
- Club LA Teen

Advance LA

- Transition services
- Coaching
- Club LA

kidslikeme@thehelpgroup.org

www.advancela.org

www.thehelpgroup.org



UCLA PEERS[®] Clinic

- **Preschool Groups**
 - Tuesdays 3:30 – 5:00 PM
 - Children 4-6 years of age
 - Autism Spectrum Disorder
- **Adolescent Groups**
 - Middle and high school
 - Wednesdays 4:30 – 6:00 PM
 - Autism Spectrum Disorder
 - Wednesdays 6:30 – 8:00 PM
 - ADHD, depression, anxiety, etc.
- **Young Adult Groups**
 - Mondays 4:30 – 6:00 PM
 - Mondays 6:30 – 8:00 PM
 - 18-35 years of age
 - Autism Spectrum Disorder and other social challenges



UCLA PEERS[®] Clinic
(310) 26-PEERS

peersclinic@ucla.edu

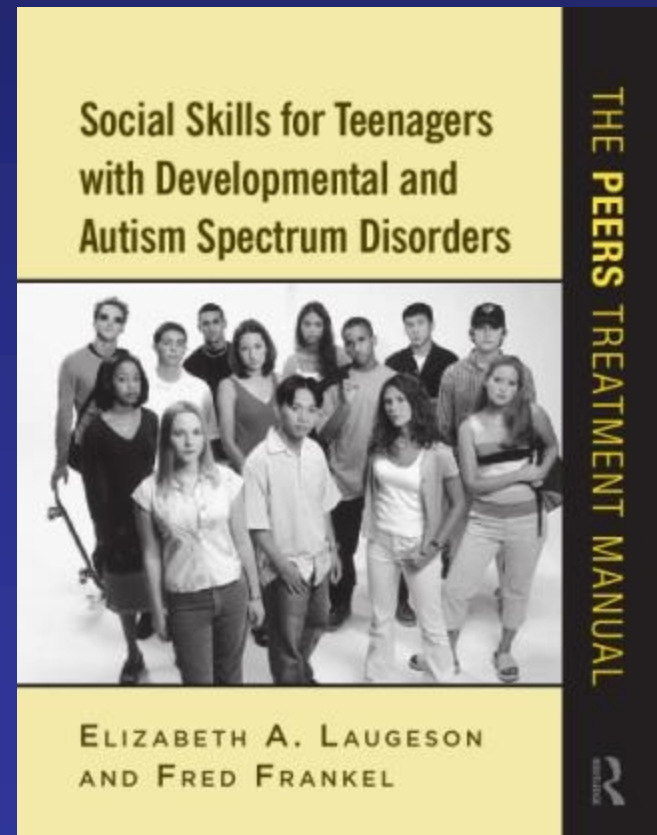
www.semel.ucla.edu/peers/

PEERS[®] Treatment Manual

Program for the Education & Enrichment of Relational Skills

(Laugeson & Frankel, 2010)

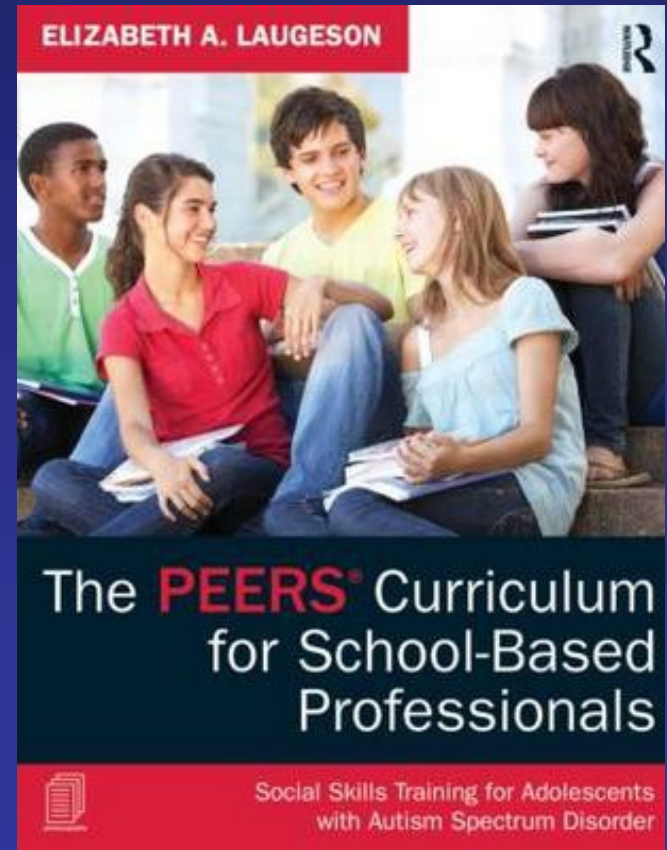
- Certified Trainings at UCLA:
 - November 8-10, 2016
 - January 18-20, 2017
 - Research scholarships are available
- 14 week curriculum
- Weekly 90-minute teen sessions and parent sessions
- Parent handouts
- Addresses core deficits for ASD
- Focuses on friendship skills and handling peer rejection and conflict
- Teaches ecologically valid social skills



PEERS[®]

Program for the Education & Enrichment of Relational Skills
(Laugeson, 2014)

- Certified Training at UCLA
 - February 9-11, 2017
 - Research scholarships are available
- Teacher-facilitated curriculum
- 16-week program
- Daily lesson plans
- Focuses on friendship skills and strategies for handling peer rejection and conflict
- Includes weekly comprehensive parent handouts
- Evidence-based treatment for ASD
 - Middle school
 - High school

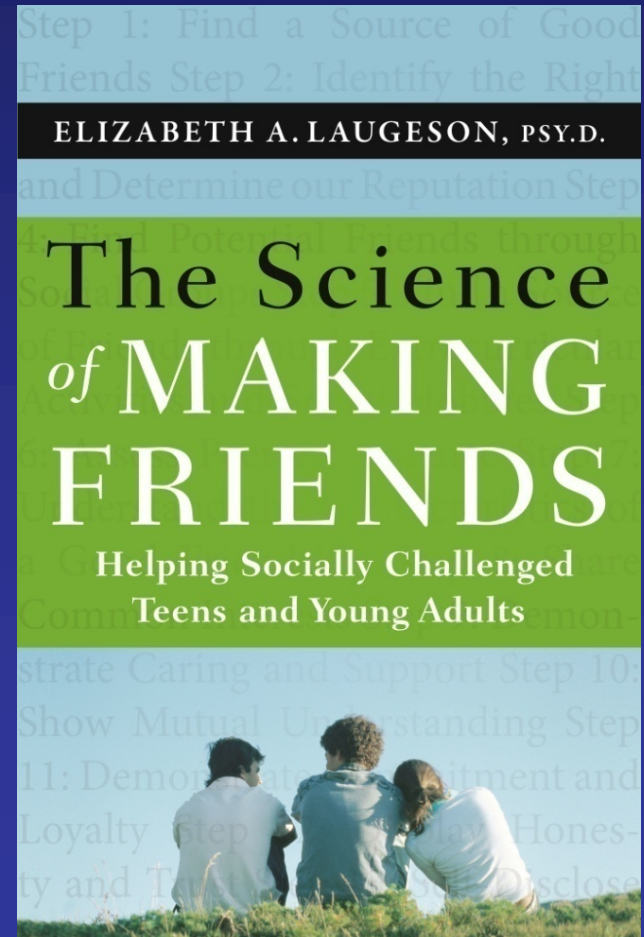


The Science of Making Friends:

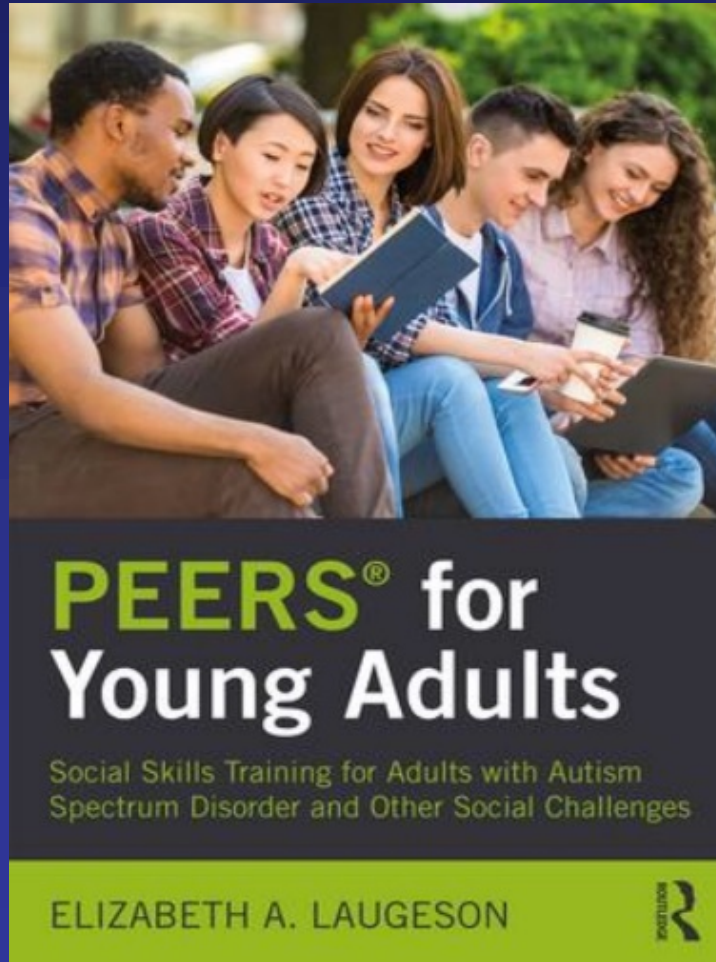
Helping Socially Challenged Teens and Young Adults

(Laugeson, 2013)

- Parent book
- Friendship skills
- Handling peer rejection and conflict
- Parent section
 - Narrative lessons
 - Social coaching tips
- Teen and young adult chapter summaries
- Chapter exercises
- Companion DVD
- Mobile App: *FriendMaker*



Coming November 2016...



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