Addressing the Core Deficits of Autism Spectrum Disorder in the Classroom: Supporting the Understanding and Development of Peer Relationships

Part Two
Objectives

A. Participants will be able to explain how the core characteristics of ASD effect the development of their peer relationships

B. Participants will identify 3 research-based interventions for developing, maintaining and understanding relationships

C. Participants will select one strategy that is appropriate for their student with ASD
DSM Criteria

“Deficits in developing, maintaining, and understanding relationships

–Ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.”
Friendships

True definition – intimate relationship providing companionship, mutual support and affection

– Understand what someone is thinking and feeling
– Mutually voluntary
– Relatively long term (6 months or longer)
– Stable

How would a student with autism define friendship?
Why Target Friendships?

Having one or two close friends…

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

Friendship Quality

“Features of the dyadic relationship such as the level of support, companionship, or conflict it provides to the child”

Bukowski, Newcomb, & Hartup, 1996
Benefits of High-Quality Friendships

Friendship quality has been shown to:

- Buffer impact of stressful events
- Correlates positively with self-esteem
- Correlates negatively with anxious depressive symptoms
- Be a protective factor against bullies
- Be a predictor of later school adjustment and academic achievement
- Lower school drop-out rate
Poor Quality of Friendships Among Youth with ASD

In one study, children with ASD reported:

– Having at least one friend, *but*
– Lower quality friendships in terms of companionship, security, and help, *and*
– Greater loneliness

Compared to their typically developing peers

Bauminger & Kasari (2010)
Write the first name and last initial of your best friend.

Think about your friendship with your best friend. For each item, please circle the number that describes how true the sentence is about your friendship.

1. My friend and I spend all our free time together.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

2. I can get into a fight with my friend.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

3. If I forgot my lunch or needed a little money my friend would loan it to me.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

4. If I have a problem at school or at home I can talk to my friend about it.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

5. If my friend had to move away I would miss her/him.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

6. My friend thinks of fun things for us to do together.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

7. My friend can bug or annoy me even though I ask her/him not to.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

8. If other kids were bothering me my friend would help me.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

9. If I said I was sorry after I had a fight with my friend she/he would still stay mad at me.
   Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

10. When I do a good job at something, my friend is happy for me.
    Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true

11. If my friend or I do something that bothers the other one of us we can make up easily.
    Not true 2 A little true 3 Somewhat true 4 Mostly true 5 Really true
<table>
<thead>
<tr>
<th>Question</th>
<th>True</th>
<th>A little true</th>
<th>Somewhat true</th>
<th>Mostly true</th>
<th>Really true</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I think about my friend even when my friend is not around.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. My friend would help me if I needed it.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. My friend and I go to each other’s houses after school and on weekends.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. My friend and I can argue a lot.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. My friend helps me when I am having trouble with something.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. If there is something bothering me I can tell my friend about it even if it is something I cannot tell to other people.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I feel happy when I am with my friend.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Sometimes my friend and I just sit around and talk about things like school, sports, and things we like.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. My friend and I disagree about many things.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. My friend would stick up for me if another kid was causing me trouble.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. If my friend and I have a fight or argument we can say “I’m sorry” and everything will be all right.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Sometimes my friend does things for me, or makes me feel special.</td>
<td>Not true</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Loneliness

An undesirable feeling associated with a negative affect and may result from an unfulfilled desire to have friends, an understanding of the gap between an actual and desired social status, and a lack of affective bonding

In Your Own World…
Loneliness Scale

1. It's easy to make new friends at school.
2. I like to read.
3. I have nobody to talk to.
4. I'm good at working with other children.
5. I watch TV a lot.
6. It's hard for me to make friends.
7. I like school.
8. I have lots of friends.
9. I feel alone.
10. I can find a friend when I need one
11. I play sports a lot.
12. It's hard to get anyone to play with.
13. I like science.
14. I don't have anyone to play with.
15. I like music.
16. I like to get along with other kids
17. I feel left out of things.
18. There's nobody I can go to when I need help.
19. I like to paint and draw.
20. I don't get along with other children.
21. I'm lonely.
22. I am well-liked by the kids in my class.
23. I like playing board games a lot.
24. I don't have any friends.
Half (50.6%) of youth with autism report to that they have never been invited by other students to social activities (e.g., at their home, to a party) during the past twelve months.

(83.5%) of students with autism reported to never or rarely receive telephone calls from friends.

Nearly half of youth with autism (44.3%) reported never spending time together with friends outside of school during the past year.

Considerations Related to Social Interactions

• Students on the autism spectrum are at greater risk for peer rejection
• Consider additional barriers for students who also have a language impairment, a physical impairment, intellectual disability, and mental health issues, etc.
  – For example:
    • ADHD – peer rejected
    • Anxiety/depression – peer neglected
What about gender?

• Girls with ASD are often found to have …
  – More functional social behavior
  – Fewer socio-communicative deficits
  – Less repetitive behaviors/interests
  – More appropriate play behavior
  – More social motivation

But…
This doesn't mean that girls with ASD have no social difficulties.

Head, McGillivray, & Stokes, 2014
What about autism makes it hard to form friendships?

- Motivation
- Social Communication
- Differences with reciprocity
- Inability to pick up on non-verbal cues

All relate back to core characteristics…
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Seems much more fidgety in social situations than when alone.</td>
<td>1 3 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>Expressions on his or her face don't match what he or she is saying</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3.</td>
<td>Seems self-confident when interacting with others</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4.</td>
<td>Under stress he or she shows rigid or inflexible patterns of behavior that seem odd</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5.</td>
<td>Doesn't recognize when others are trying to take advantage of him or her</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6.</td>
<td>Would rather be alone than with others</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7.</td>
<td>Is aware of what others are thinking or feeling</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8.</td>
<td>Behaves in ways that seem strange or bizarre</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9.</td>
<td>Clings to adults, seems too dependent on them</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10.</td>
<td>Takes things too literally and doesn't get the real meaning of a conversation</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11.</td>
<td>Has good self-confidence</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12.</td>
<td>Is able to communicate his or her feelings to others</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13.</td>
<td>Is awkward in turn taking interactions with peers (for example, doesn't seem to understand the give-and-take of conversations)</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>14.</td>
<td>Is not well coordinated</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>15.</td>
<td>Is able to understand the meaning of other people's tones of voice and facial expressions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>16.</td>
<td>Avoids eye contact or has unusual eye contact</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>17.</td>
<td>Recognizes when something is unfair</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>18.</td>
<td>Has difficulty making friends, even when trying his or her best</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>19.</td>
<td>Gets frustrated trying to get ideas across in conversations</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>20.</td>
<td>Shows unusual sensory interests (for example, mouthing or spinning objects) or strange ways of playing with toys</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>21.</td>
<td>Is able to imitate others' actions</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
33. Is socially awkward, even when he or she is trying to be polite. ........................................ 1 2 3 4
34. Avoids people who want to be emotionally close to him or her. ........................................ 1 2 3 4
35. Has trouble keeping up with the flow of a normal conversation. ........................................ 1 2 3 4
36. Has difficulty relating to adults. .................................................................................................. 1 2 3 4
37. Has difficulty relating to peers. .................................................................................................. 1 2 3 4
38. Responds appropriately to mood changes in others (for example, when a friend’s or playmate’s mood changes from happy to sad). ........................................ 1 2 3 4
39. Has an unusually narrow range of interests. ............................................................................. 1 2 3 4
40. Is imaginative, good at pretending (without losing touch with reality). .................................. 1 2 3 4
41. Wanders aimlessly from one activity to another. ....................................................................... 1 2 3 4
42. Seems overly sensitive to sounds, textures, or smells. ............................................................... 1 2 3 4
43. Separates easily from caregivers. ............................................................................................... 1 2 3 4
44. Doesn’t understand how events relate to one another (cause and effect) the way other children his or her age do. ........................................ 1 2 3 4
45. Focuses his or her attention to where others are looking or listening. ........................................ 1 2 3 4
46. Has overly serious facial expressions. ....................................................................................... 1 2 3 4
47. Is too silly or laughs inappropriately. ........................................................................................... 1 2 3 4
48. Has a sense of humor, understands jokes. .................................................................................... 1 2 3 4
49. Does extremely well at a few tasks, but does not do as well at most other tasks. ....................... 1 2 3 4
50. Has repetitive, odd behaviors such as hand flapping or rocking. ............................................... 1 2 3 4
51. has difficulty answering questions directly and ends up talking around the subject. .................. 1 2 3 4
52. Knows when he or she is talking too loud or making too much noise. ...................................... 1 2 3 4
53. Talks to people with an unusual tone of voice (for example, talks like a robot or like he or she is giving a lecture). ........................................ 1 2 3 4
54. Seems to react to people as if they are objects. ........................................................................... 1 2 3 4
55. Knows when he or she is too close to someone or is invading someone’s space. ....................... 1 2 3 4
56. Walks in between two people who are talking. .......................................................................... 1 2 3 4
57. Gets teased a lot. ......................................................................................................................... 1 2 3 4
Peer Relationships in Schools
Children with autism are often integrated into a general education classroom with the hope that social skills will be absorbed just through proximity and presence within the classroom. Preparation, support and proper social instruction is necessary.
Inclusion = Magic Fix?

Common practice in both primary and secondary education

Provides opportunities to interact with typically developing peers which may build social networks/social-emotional benefits

Laugeson, 2008; Parker & Asher, 1987
Inclusion: A Parent’s Perspective
### Benefits from Inclusion

<table>
<thead>
<tr>
<th>Students Report</th>
<th>Teachers Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A stronger sense of belonging</td>
<td>• A decreased feeling of isolation</td>
</tr>
<tr>
<td>• Expanded opportunities to develop relationships with other students</td>
<td>• More opportunities for reflection and self-assessment</td>
</tr>
<tr>
<td>• Wider array of role models</td>
<td>• Shared responsibility</td>
</tr>
<tr>
<td>• Increased interaction and communication opportunities which help students</td>
<td>• Opportunities to model acceptance of human diversity</td>
</tr>
<tr>
<td>gain sensitivity and acceptance of all students</td>
<td>• Opportunities to learn and model how to cope with change</td>
</tr>
<tr>
<td>• A greater emphasis on students strengths as opposed to deficits and limitations</td>
<td>• Opportunities to encourage students to participate in solving curricular challenges</td>
</tr>
<tr>
<td>• More extensive repertoire of age-appropriate activities</td>
<td></td>
</tr>
</tbody>
</table>
Social Network

Definition: Peer groups to which a particular student belongs

- Children included in regular education classes are often on the periphery of their classroom social structure and tend to associate with a small group of children
- Findings suggest, that children with ASD in regular education are able to establish social connections with others in their classroom

Close Proximity

![Graph showing percentage of time students were in close proximity to peers](image)

- **42%**: Average percentage of time students were in close enough proximity to peers to talk with one another.

Source: Feldman, Carter, Asrnus, & Block (in press)
Proximity and Presence

How much time are students actually spending in general education classrooms?

- Presence and proximity matter

Only 70% students with disabilities were present at the start and 60% at the end of class

- Conversations with peers generally occur at the start of class and/or at the end of class

Feldman & Carter
Interventions
Expanding students’ shared activities, equipping peers with the proper tools, and engaging adults as facilitators offers a viable pathway to an outcome that matters most…

Carter, Asmus & Moss (2013)
Research-based Interventions

1. Peer Mediated
2. Remaking Recess
3. PEERS (The Program of Education and Enrichment of Relational Skills)
Research-based Intervention

1. Peer Mediated
2. Remaking Recess
3. PEERS (The Program of Education and Enrichment of Relational Skills)
Peer-Mediated Intervention

“Systematically teaching typically developing peers strategies to engage learners with ASD in positive and meaningful social interactions by increasing joint opportunities within natural environments.”

Neitzel (2008)
Is Peer-Mediated Intervention an Evidence-Base Practice?

Peer-mediated intervention meets the evidence based practice criteria and has been effective for pre-schooler to high-school age learners to increase a range of skills of children with ASD and typically developing peers.

National Professional Development Center on ASD, UNC-Chapel Hill (2015)
Peers are Great!

- Peers are “experts” on social skills
- Peers are not as “stigmatizing”
- Peers are great problem solvers
- Peers are future supports
- Peers are readily available

✓

Peers benefit too
Benefits for Peers - Aiden
Peer-Mediated Intervention

- Other terms: Peer Modeling, Peer Initiation Training, Direct Training for Target Student and Peer, Peer Networks and Peer Supports
- Origination:
  - Behaviorism (e.g., Thorndike, Watson, Skinner)
    • Behaviors are learned from the environment through operant conditioning
  - Social learning theory (Bandura, 1961)
    • Social behaviors are learned through observation and imitation
Ready to Start?

Step 1: Planning Peer-Mediated Intervention
• Identify the “when, where and what” of naturally occurring social interactions
• Selecting peers
• Training peers

Step 2: Using Peer-Mediated Intervention
• Assign peers to target students
• Plan for at least a 15-minute daily session
• Provide materials
• Provide support and feedback

Step 3: Monitoring Peer-Mediated Intervention and Data Collection
✓ Tip Sheet:
   http://vkc.mc.vanderbilt.edu/assets/files/tipsheets/peerinterventionastips.pdf
Step 1: Planning Peer-Mediated Intervention

Identify the “When, Where and What” of Naturally Occurring Social Interactions at Your School:

• Ask yourself:
  “Are students with and without disabilities …..

  – ….. present in the same places? (Where)
  – ….. there at the same time? (When)
  – ….. engaged in the same activities?” (What)

If answer to any of these questions is no, then activities are not truly shared and real relationships are less likely to develop.
### Activity: Reflecting on your School

#### Reflecting on Social Opportunities Across the School Day

<table>
<thead>
<tr>
<th>School contexts</th>
<th>Are students with and without significant disabilities...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in the same places?</td>
<td>at the same times?</td>
</tr>
<tr>
<td>Academic classes</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Related arts classes</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Elective classes</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Vocational classes</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Lunch</td>
<td>¿</td>
<td>¿</td>
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<tr>
<td>Recess</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Hallways</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Extracurricular clubs</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Assemblies, pep rallies,</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>spirit week, and other</td>
<td>¿</td>
<td>¿</td>
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<tr>
<td>whole-school activities</td>
<td>¿</td>
<td>¿</td>
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<tr>
<td>Athletics</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Dances, music or drama</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>productions, and other</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>school-sponsored activities</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>School jobs (office</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>assistant, library aide,</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>school store)</td>
<td>¿</td>
<td>¿</td>
</tr>
<tr>
<td>Other</td>
<td>¿</td>
<td>¿</td>
</tr>
</tbody>
</table>
Activity: Reflecting on your School

<table>
<thead>
<tr>
<th>Environment</th>
<th>Same Time?</th>
<th>Same Space?</th>
<th>Same Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch/Room</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gym Class</td>
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</tr>
<tr>
<td>Auditorium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JROTC</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIDP/ACADEM</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-Assessment for Learner

Communication:
- How does the learner get his or her needs met?
- Verbal and nonverbal communication used

Social Behavior:
- Social behaviors used
- Inappropriate behaviors displayed (if any)
- Where do social behaviors currently occur?
- Who does the learner interact with most?
Step 1: Planning Peer-Mediated Intervention: Selecting Peers

- Exhibit good social skills, language, and age appropriate play skills
- Be well liked by other peers
- Have a positive social interaction history with the target child
- Be generally compliant with adult directives
- Attend to an interesting task or activity for 10 minutes
- Be willing to participate
- Attend school on a regular basis

- \textit{Plan to select 1-6 peers who can stay involved for at least 3-4 months}

Strain & Odom, 1988; Sasso et al. (1998)
Inviting a Peer

“Hi Melanie. Do you have a minute? I’m Ms. Smith. We are putting together a social group to help Anna become more involved at school. We are looking for students who would get to know and talk to her in between classes, at lunch, or before or after school a few times a week. As you know, interacting with other students at school is one of the best parts of school and Anna would like to get to know more students at school. The group would get together weekly to hang out and discuss how things are going. Your teachers and I thought you would be great for this group because:

– you and Anna are both interested in reading;
– some of your friends are already joining; you are popular with lots of other students;
– you seem to like interacting with new people; Anna really likes hanging out with you, etc..

Is this something you are interested in?”

If Interested: Great! Because we want to make sure that having students get to know Anna can help her be more engaged at school. So, I have a short permission form that explains what we will be doing. You’ll need you to take it home and read it along with your parents/guardians. You can either mail it back to the address or bring it to me in class. If you know anyone else in your school who might want to do this, let me know. We are hoping to have at least three to six students participate. Once I get your permission form back, and the others at school, I’ll set up a meeting with all of us to go over some ideas to help support and include Anna at school. We can meet over lunch, a study hall, or before or after class. What would be best for you? I’m really glad you are interested. Thanks!

If not interested: That’s okay; thank you for talking with me about this project. If you change your mind or know someone who might be interested please let me know. Thanks!
Peer Selection Checklist

---PMII Peer Selection Checklist---

Learner's Name: 
Date/Time: 
Observer(s): 
Target Behavior(s): 

<table>
<thead>
<tr>
<th>Peer Characteristics</th>
<th>Possible Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit good social skills, language, and age-appropriate play skills</td>
<td></td>
</tr>
<tr>
<td>Has positive social interactions with learner with ASD</td>
<td></td>
</tr>
<tr>
<td>Is generally compliant with adult directives</td>
<td></td>
</tr>
<tr>
<td>Attends an interesting task or activity for age-appropriate amount of time</td>
<td></td>
</tr>
<tr>
<td>Attends school on a regular basis</td>
<td></td>
</tr>
<tr>
<td>Has similar schedule or academic groups as the learner with ASD</td>
<td></td>
</tr>
<tr>
<td>Expresses a willingness to participate</td>
<td></td>
</tr>
<tr>
<td>Has parent/teacher permission to participate</td>
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</tbody>
</table>

For more information visit: www.afirm.fgs.srg.edu
Step 1: Planning Peer-Mediated Intervention: Training Peers

- Select a quiet space for peer trainings
- Include sessions in daily schedule
- First training session:
  - Age-appropriate teaching of autism specific characteristics and activities around learning to recognize individual differences (“how are we the same and different”)
  - Kit for Kids (http://www.researchautism.org/resources/KitForKids.asp)
Kit-For-Kids

Nick has autism
Step 1: Planning Peer-Mediated Intervention: Training Peers (Continued)

Follow-up training sessions:

1. Select and introduce a target skill: content varies depending on age and needs of peers and student with ASD
   - Develop a list of prompts or script with peers which might be necessary to promote social interactions with student with ASD
Step 1: Planning Peer-Mediated Intervention: Training Peers (Continued)

2. Other essential components of the training session:
   – Teach how to organize play/activity (e.g., making suggestions what to do as part of a play/activity)
   – Teach to “look, wait and listen”
   – Teach how to share, offer, give and accept material
   – Teach how to provide assistance and respond to requests for assistance
   – Teach how to provide affection, praise and positive feedback
   – Teach how to facilitate communication with other peers

Carter & Kennedy (2006)
Step 1: Planning Peer-Mediated Intervention: Training Peers (Continued)

3. Tools such as role plays, coaching, observing others, feedback are helpful:
   – coaching examples: “suggest a game to play”, “try talking about Taylor’s animals”, “it’s your turn to talk”, “try again”)
   – Introduce picture cues and use gestures
   – Repeat prompt if peer does not respond within 10 seconds
Examples of Targets Skills

- Initiating interactions
- Responding to initiations
- Keeping an interaction going
- Starting and engaging in conversations (e.g., greetings, topics)
- Giving and accepting compliments
- Taking turns and sharing
- Helping others and asking for help
- Including others in activities

Kamps et al., 1992; Thiemann, 2007; Thiemann & Goldstein, 2001; Zhang & Wheeler 2011
Target Skill Written Cues Script

---PMII Target Skill Written Cues Script---

Learner's Name: ______________________
Date/Time: ______________________
Observer(s): ______________________
Target Behavior(s): ______________________

Skill: ______________________

Skill: ______________________

Skill: ______________________

For more information visit: www.afirm.fpg.unc.edu
Topic Bubble Sheet
AFIRM video: A case for Peer Mediated Interventions
Positive Effects for Typically Developing Peers
Step 2: Using Peer Mediated Intervention

• Assign participating peers depending on the schedules of peers and target students
• Plan for daily 15 minute session
• Provide materials for target student to participate in session
  – Visuals
  – Written scripts
• Remind peers to use self-monitoring checklist after the session
• Provide support and feedback to peers
Peer-Mediated Intervention - Video
Step 3: Monitoring and Data Collection

- Observe and collect data
- Determine if peers need more support or training
- Determine if target student shows increase in target skill(s)

Next steps: consider expanding the program to other environments throughout the school day (e.g., lunch, recess, specials, etc.)
Self-Monitoring Checklist

---PMII Self-Monitoring Checklist---

Peer's First Name: ___________________ Date/Time: ___________________
Learner's Name: ___________________
Activity: ___________________

Questions:

<table>
<thead>
<tr>
<th>How Did I Do?</th>
<th>Yes</th>
<th>A Little</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I start talking to my friend?</td>
<td></td>
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<tr>
<td>2. Did I keep talking to my friend?</td>
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<tr>
<td>3. Did I look, wait, and listen?</td>
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<tr>
<td>4. Did I answer his or her questions?</td>
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<tr>
<td>5. Did I say something nice to him or her?</td>
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<tr>
<td>6. Did I enjoy spending time with him or her?</td>
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<tr>
<td>7. Would I like to continue working with him or her?</td>
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<tr>
<td>8. Have I made other new friends in class?</td>
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</tbody>
</table>

What have I learned from working with [Learner's name]? ___________________
                                                                                   

Progress Monitoring Form

---Progress Monitoring Form---

Learner's Name: 

Date/Time: 

Activity: 

1. Did the learner participate in the activity? Yes No 
2. Did peers and learner seem to enjoy the activity? Yes No 
3. Did the activity contain materials that promoted social interaction? Yes No 
4. Did the activity promote positive or negative interactions? Give examples. 

5. What changes should be made in the arrangement of the intervention setting to improve social interactions (material used, introduction to the activity)? 

6. Do any changes need to be made to the peers included in the activity (different peers, additional training)? 

Social Interaction Behaviors: 

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Target Behaviors</th>
</tr>
</thead>
</table>
Peer Feedback Form

Name: ___________________  Semester: ___________________

1. What aspects of being a peer partner have you enjoyed the most?

2. What have you found to be most surprising or challenging part of this experience?

3. What have you learned about yourself—or about others—from this experience?

4. In what ways have you seen your partner benefit from being part of this experience?

5. What advice would you have for other students in your school who might be thinking about becoming a peer partner?

6. How can school staff better support you in this role?

Other Comments or Feedback:
Student Feedback Form

Name: ___________________  Semester: ______________

1. What did you like about spending time with your peer partners?

2. What did you not like about spending time with your peer partners?

3. Would you like to continue spending time with your peer partners?

4. Have you made new friends? Who?

5. What other types of support would you like to receive?

6. What other school activities would you like to be part of?

7. Are there other students in the school you would like to get to know?

Other Comments or Feedback:
Parent Feedback Form

Child’s Name: ____________________  Semester: ________________

1. What does your child tell you about the peers he is getting to know at school as part of this project?

2. What have you noticed that suggests your child is enjoying (or not enjoying) this experience?

3. Is your child connecting with his peers outside of school, by phone, e-mail, or in person?

4. Does your child describe his or her peers as friends?

5. How can we better share with you about the social connections your child is developing at school?

6. What additional resources or information could we provide to help you facilitate social and community connections for your son or daughter with a disability?

Other Comments or Feedback:
General Educator Feedback Form

Name: ___________________  Semester: ____________

1. In what ways did peers with and without disabilities support and interact with one another in your class?

2. What went especially well? Why?

3. What challenges did you notice (if any)?

4. What differences has this made for students with disabilities?

5. What impact has it had on participating peers?

6. In what ways has this experience impacted your views on inclusion and instruction?

7. What additional resources, assistance, or training do you need to support students well as they work together in your classroom?

Other Comments or Feedback:
Peer Support Networks

Social landscape changed dramatically as students move on to high school

– Peer affiliations elevate in importance
– Classmates change from one period to the next
  • Many communication partners throughout the day
– Peer interactions take place away from adults

Brown & Klute, 2003; Lynch et al., 2013
Why is this important?

• Social skills and “soft skills” are critical for post-secondary success
• “High school is the last best chance.” – Peter Gerhardt
• There are decreasing services and supports in high school
• Many students are “dropping off the cliff” after high school

Dykstra (2014)
Peer Support Networks

Contexts such as dances, school newspapers, sporting events, thematic clubs, service-learning projects, and student government all provide potentially rich places to meet others, develop relationships, and learn new skills.
Peer Support Network

A social group established around a student with a disability that:

- Meets weekly to talk and plan/discuss interactions occurring outside of the group (e.g., particular club)
- Helps the target student become more involved in everyday school life and get connected to other school activities
- Receives regular guidance and support from an adult facilitator (e.g., coach, educator, paraprofessional)
- Lasts throughout an entire one semester

Carter, Asmus, Moss, et al. (2013)
Peer Support Network

Peer Network Strategies to Foster Social Connections Among Adolescents With and Without Severe Disabilities

Peer Buddy Programs for Successful Secondary School Inclusion

Peer Support Strategies for Improving All Students' Social Lives and Learning

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY
State University of New York

NY State Research Centers in Special Education

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### How can staff support involvement in extracurricular activities?

<table>
<thead>
<tr>
<th>Identify potential activities</th>
<th>What clubs, programs and other events are students interested in? Ask, observe and brainstorm for students, with and without disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine activity requirements</td>
<td>Is required parental permission required prior to participation in the potential activity? Are there fees associated with the activity?</td>
</tr>
<tr>
<td>Address logistical issues</td>
<td>Where do the activities take place? Determine necessary accommodations</td>
</tr>
<tr>
<td>Identify peer buddies</td>
<td>Are there students already participating in activities who could assist? Is there a current peer buddy who shares similar interests and would want to join/assist target student(s)?</td>
</tr>
<tr>
<td>Determine support needs</td>
<td>Determine what sort of adult supervision is provided for participating students</td>
</tr>
</tbody>
</table>
# How can staff support involvement in extracurricular activities?

<table>
<thead>
<tr>
<th>Determine peer buddy responsibility</th>
<th>Does the target student need: Transportation assistance? Aid required in learning new routine?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with staff</td>
<td>Work together to make sure extracurricular activities are beneficial experiences for everyone</td>
</tr>
<tr>
<td>Address potential challenges</td>
<td>Issues may arise considering the target student(s) may not have been encouraged to participate in these activities before. Prepare for potential barriers ahead of time</td>
</tr>
</tbody>
</table>
Peer Support Networks
Types of Intervention

1. Peer Mediated
2. Remaking Recess
3. PEERS
Looking for Other Intervention Opportunities

• Efforts to increase shared activities should not focus narrowly on the classroom…

• Extracurricular clubs, afterschool activities, lunchtime, time in between classes and recess provide rich contexts which students spend time and have the opportunity to deepen relationships with peers

Carter, Asmus & Moss (2013)
Benefits of Recess

• Time to think, rest, play, move, socialize, imagine
• Time for socialization to be put into play and practiced
• Practice skills child cannot acquire in a classroom setting
• More attentive and productive in classroom following recess
ReMaking Recess

• Focuses on increasing and promoting social engagement and opportunities for children with autism (ages 5-11) and their typical peers

• Training school staff members to employ strategies that will increase the quantity of engagements opportunities as well as quality of those interactions

• Interventions take place during lunch, recess, and on the playground
Trends in Paraprofessionals

Cartner, Moss, Asmus, Fesperman, Cooney, Brock, Lyons, Huber & Vincent (2015)
“Just Enough Support”

• Be careful that supports do not:
  – Set students apart
  – Limit students social interactions with their classmates
  – Decrease contact between students, general educators or other group leaders
  – Hinder students learning and achievement
  – Reduce unnecessary dependence on adults

Kasari, Locke, Gulsrud, Rotheram & Fuller (2010); Carter, Asmus, Moss (2016)
# Remaking Recess

## Quick Guide: Boosting Peer Engagement

<table>
<thead>
<tr>
<th>Engagement State</th>
<th>Help Within The Current State</th>
<th>Boost To a Higher State</th>
<th>Strategies To Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solitary</strong></td>
<td>Acknowledging the child, engage with the child to assess reason for solitary state. Listen to the child, then offer support.</td>
<td>Recruit a peer to ask the child to play. Give friendly direct interaction, telling the child to engage with peers. Provide an appealing and developmentally appropriate activity to draw the child into parallel position with peers.</td>
<td>Avoid barking or isolating a child during social times. Avoid pushing a child into an activity as opposed to inviting them and drawing them in.</td>
</tr>
<tr>
<td><strong>Onlooker</strong></td>
<td>Model being interested and focused on friends' activities. Use words like “Look at Jimmy,” or “What are they going to do next?”</td>
<td>Recruit a peer to invite the target child to join in play. Encourage the target child to play with peers or to ask a friend to play.</td>
<td>Avoid embarrassing the peers by making them feel that they must perform under scrutiny. Avoid reinforcing this state as a preferred state. Let the child only watch all the time.</td>
</tr>
<tr>
<td><strong>Parallel</strong></td>
<td>Support good social positioning, reinforce parallel play verbally or with other reward.</td>
<td>Join into play with the child. Greet child to notice peers.</td>
<td>Avoid being overly directive or positioning yourself in such a way that blocks children's view of one another. Avoid helping too much.</td>
</tr>
<tr>
<td><strong>Parallel Aware</strong></td>
<td>With well-timed comments, verbally highlight to the children that they are playing next to each other. Praise their play skills. Add elements to the play to keep it exciting.</td>
<td>Ask peers if they can demonstrate play moves or games for each other. Verbally prompt target child to watch the peers. Model focusing on and being interested in the peer's activities.</td>
<td>Avoid interrupting too many comments or adding information that might obscure the children's awareness of each other. Don't overly focus on the play objects.</td>
</tr>
<tr>
<td><strong>Joint Engagement</strong></td>
<td>Provide an environment that makes playing with peers easy. Clearly state that playing well with friends at school is the goal. Fade back and support from a distance as children maintain successful peer engagement.</td>
<td>Prompt the children to make a game out of what they are doing, i.e. taking turns setting goals. Teach children the rules and pragmatics of popular games. Provide equipment and scaffold efforts by children to advance engagement.</td>
<td>Avoid interrupting play and over-managing behavior that might be less-skilled or a bit rough. Instead, allow the children to set the tone for what is fair and fun as much as possible.</td>
</tr>
<tr>
<td><strong>Game With Rules</strong></td>
<td>Help the children get the game started or issue out any problems related to the game rules, turn taking, etc. Play with the children for a few minutes and model the appropriate behaviors. Make sure to fade out. Cheer them on.</td>
<td>Oversee a personal play element onto the game. Add a component that draws out personal disclosures. Fade out the activity to allow for maximum peer engagement and check back periodically.</td>
<td>Avoid dominating play as an adult. Don't stop the flow of play between peers. Avoid implementing overly punitive measures when children exhibit rough behavior.</td>
</tr>
</tbody>
</table>
### Training Sessions

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Information Covered: (How to...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Scan and circulate the cafeteria/playground for children who may need additional support</td>
</tr>
<tr>
<td>Session 2</td>
<td>Identify children’s engagement states with peers (See chart)</td>
</tr>
<tr>
<td>Session 3</td>
<td>Follow children’s lead, strengths, and interests</td>
</tr>
<tr>
<td>Session 4</td>
<td>Provide developmentally and age-appropriate activities and games to scaffold children’s engagement with peers</td>
</tr>
<tr>
<td>Session 5</td>
<td>Support children’s social communicative behaviors (i.e., initiations and responses) and conversations with peers</td>
</tr>
<tr>
<td>Session 6</td>
<td>Create opportunities to facilitate reciprocal social interaction</td>
</tr>
</tbody>
</table>
## Training Sessions

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Information Covered: (How to…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 7</td>
<td>Sustain children’s engagement within an activity or game</td>
</tr>
<tr>
<td>Session 8</td>
<td>Coach children through difficult situations with peers should they arise</td>
</tr>
<tr>
<td>Session 9</td>
<td>Provide direct instruction on specific social engagement skills</td>
</tr>
<tr>
<td>Session 10</td>
<td>Individualize the intervention to specific children in order to generalize the intervention to other students in their care</td>
</tr>
<tr>
<td>Session 11</td>
<td>Work with typically developing peers to engage children with autism</td>
</tr>
<tr>
<td>Session 12</td>
<td>Fade out of an activity/game so children learn independence</td>
</tr>
</tbody>
</table>
Isolation vs Solitude

• Natural for all children to spend approx. 10% of recess engaged in independent activities – i.e. bathroom, decompress

• Important to find out why individuals with ASD are spending more than this time alone at recess (approx. 30%)
  – What do they wish to do doing their free time – skill vs performance deficit

Locke, Shih, Kretzmann & Kasari (2015)
## Engagement States

<table>
<thead>
<tr>
<th>Engagement States:</th>
<th>Parallel aware</th>
<th>Joint engagement</th>
<th>Games with rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solitary/Isolated (Alone)</td>
<td>The child and peer(s) are engaged in similar activity and mutually aware of each other.</td>
<td>The child and peer(s) direct social behavior with one another (e.g., the child and peer(s) offer objects, have a conversation, exchange turns in an activity like reading a comic book, drawing, ongoing, etc.).</td>
<td>The child participates in an organized game with clear rules and/or engages in fantasy or pretend play with clearly defined roles set by the child or his/her peers. A game has to be with at least one other child.</td>
</tr>
<tr>
<td>Onlooker (Watching)</td>
<td></td>
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<tr>
<td></td>
<td>The child has a one-way awareness of another child or group of children who is farther away than 3 feet.</td>
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<tr>
<td>Parallel</td>
<td>The child and peer are engaged in a similar activity but there is no social behavior.</td>
<td></td>
<td></td>
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</tbody>
</table>
Playground Observation of Peer Engagement

<table>
<thead>
<tr>
<th>Line</th>
<th>Note</th>
<th># of Interactions</th>
<th># of Responses</th>
<th># of Messages</th>
<th># of Time</th>
<th># of Minutes</th>
</tr>
</thead>
<tbody>
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</table>

Status: S = solitary, O = oscillator, P = parallel play, J = joint engage

Child Behavior Rating

Amount:
- Related to another child
- Responded to another child
- Engaged in a conversation (as exchanges) with another child
- Engaged in a game with another child or group of children

Amount Rating (Mental): ___ (Enter the number of skills checked above)

Quality: The execution ability of observed skills
1 = Poor implementation, 2 = Less than adequate, 3 = Adequate, occasional difficulty 4 = Good, a couple small errors 5 = Excellent, flawless execution

Quality Rating (Mental): ___

Developmental Appropriateness: Accuracy of matching strategies to child’s developmental level in terms of amount and frequency
1 = Poor matching of amount and frequency of strategies used.
2 = Limited matching of amount and frequency of strategies used.
3 = Average matching of amount and frequency of strategies used.
4 = Good matching of amount and frequency of strategies used.
5 = Excellent matching of amount and frequency of strategies used.

Developmental Appropriateness Rating (Mental): ___

References:
Initial Steps

After understanding the different engagement states…

1. Scan the playground
   A. Circulate
   B. Identify

2. Facilitate an activity
   A. Be prepared with materials
   B. Follow the child’s lead = Motivation
   C. Ensure that all children understand

3. Join in!
   A. Show interest and curiosity
   B. Model positive affect towards the children
ReMaking Recess
### ReMaking Recess

#### Initiating and Responding

<table>
<thead>
<tr>
<th>Helping the Target Child Initiate and Respond to Peers</th>
<th>Helping Peers Initiate and Respond to the Target Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remind the Target Child To:</strong></td>
<td><strong>Remind Peers To:</strong></td>
</tr>
<tr>
<td>- Pay attention to who he/she is talking to.</td>
<td>- Be patient—give the target child a few moments to respond. Sometimes it takes people a little bit longer.</td>
</tr>
<tr>
<td>- Listen before trying to join an existing conversation.</td>
<td>- Be persistent—politely try again if he/she does not respond.</td>
</tr>
<tr>
<td>- Stay near the person he/she is talking to—not too close and not too far. Be sure that the target child does NOT walk away.</td>
<td>- Share a topic of mutual interest (talk about something they both like).</td>
</tr>
<tr>
<td>- Use an appropriate tone of voice—not too loud and not too soft.</td>
<td>- Be aware of the “right” time to approach the target child (e.g., when he/she is not already engaged).</td>
</tr>
<tr>
<td>- Direct their initiations to the peer by grabbing their attention (e.g. use a name—(e.g., Hey John!)—or lightly tap the child on the shoulder if he is not facing them).</td>
<td>- Make sure to trade information—take turns in the conversation.</td>
</tr>
<tr>
<td>- Use facial expressions that show how they are feeling—if you’re happy, smile!</td>
<td></td>
</tr>
<tr>
<td>- Stay on the topic of conversation (even if it is something they may not be interested in).</td>
<td></td>
</tr>
<tr>
<td>- Be sure to take conversational turns.</td>
<td></td>
</tr>
</tbody>
</table>
Social Menus

**The Chat Times**

**Today's Social Menu**

These are topics & ideas for conversations between you & your friends.

**Ask a friend:** What do you know how to do that you could teach to someone else?

**Riddle:** What did the duck say to the basketball player?

**Ask a friend:** If you could bring a character to life from a story or television, who would it be?

**Riddle:** What animal keeps the best time?

**Today's Game**

Ask a friend to play this game or make up your own game together:

**The Best and Worst of Times**

Take turns telling the best and the worst thing that happened during the past week. You can also tell of the funniest, strangest, most exciting thing that happened.

**Please recycle this menu. Or collect them all!**

Kretzmann, Magdalena, & Kasari  
m/erinnkr@bu.edu  
mmagda@ucla.edu

**The Chat Times**

**Today's Social Menu**

These are topics & ideas for conversations between you & your friends.

**Ask a friend:** If you could make a new holiday, what would it be and how would you celebrate it?

**Currents:** What's orange and sounds like a parrot?

**Today's Game**

Ask a friend to play this game or make up your own game together:

**One Cow on a Farm**

The first person starts by continuing the pattern: Person 1: "One cow, two ears on a farm!"

Person 2: "Two cows, four ears on a farm!"

Person 3: "Three cows, six ears on a farm!"

Whenever the pattern starts the game over with a different animal.

**Please recycle this menu. Or collect them all!**

Kretzmann, Magdalena, & Kasari  
m/erinnkr@bu.edu  
magda@ucla.edu

**The Chat Times**

**Today's Social Menu**

These are topics & ideas for conversations between you & your friends.

**Ask a friend:** If you choose to be trapped inside a TV show for a day, which show would it be?

**Riddle:** What's orange and sounds like a parrot?

**Today's Game**

Ask a friend to play this game or make up your own game together:

**Bird, Beast, or Fish**

The first person points to any friend and says BIRD "Bird," "Beast," or "Fish.

The chosen player must come up with the name of an animal before the leader counts to ten. If no reply, take turns being the leader.

**Please recycle this menu. Or collect them all!**

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Social Menus
Social Menus
Types of Intervention

1. Peer Mediated
2. Remaking Recess
3. PEERS
PEERS: The Program for the Education and Enrichment of Relational Skills

- Parent/caregiver assisted
  - Concurrent parent and teen sessions
  - Parents are trained as social coaches
- Appropriate for socially motivated teens
- Focuses on relational skills
- 14-16 week curriculum
  - 90 minute weekly curriculum
PEERS
Program for the Education and Enrichment of Relational Skills
(Laugeson & Frankel, 2010)

• Evidenced-based
  – Teens in middle and high school with ASD
  – Young adults (18-24 yrs old) with ASD
  – Teens with ADHD
  – Teens with FASD
  – Teens with ID
Rules and Steps of Social Behavior

• Ecologically valid social skills
  – Do’s
• Common social errors committed by those with ASD
  – Don’ts
• Create rules around Do’s and Don’ts
• Break down rules into concrete and easy to follow steps
# PEERS Sessions and Content

<table>
<thead>
<tr>
<th>Session</th>
<th>Didactic</th>
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</thead>
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<tr>
<td>1</td>
<td>Introduction and Conversational Skills: Trading Information</td>
</tr>
<tr>
<td>2</td>
<td>Conversational Skills II: Two-way Conversations</td>
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<tr>
<td>3</td>
<td>Conversational Skills III: Electronic Communication</td>
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<tr>
<td>4</td>
<td>Choosing Appropriate Friends</td>
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<tr>
<td>5</td>
<td>Appropriate Use of Humor</td>
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<tr>
<td>6</td>
<td>Peer Entry I: Entering a Conversation</td>
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<tr>
<td>7</td>
<td>Peer Entry II: Exiting a Conversation</td>
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<tr>
<td>8</td>
<td>Get-togethers</td>
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<td>9</td>
<td>Good Sportsmanship</td>
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<td>10</td>
<td>Rejection I: Teasing and Embarrassing Feedback</td>
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<td>11</td>
<td>Rejection II: Bullying and Bad Reputations</td>
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<td>12</td>
<td>Handling Disagreements</td>
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<td>13</td>
<td>Rumors and Gossip</td>
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<tr>
<td>14</td>
<td>Graduation and Termination</td>
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</tbody>
</table>
PEERS Teen Session Format

• Homework Review
  – Troubleshoot homework problems
• Didactic Instruction
  – Teach concrete steps for social etiquette
  – Role play/Modeling
• Behavioral Rehearsal
  – Performance feedback through coaching
• Reunification with parents
  – Assign homework
Session 1: Rules for Trading Information

• Ask the other person about himself or herself
• Answer your own question
• Find common interests
• Share the conversation
• Do not get too personal at first
Sheldon Friendship Algorithm
Role Play
Behavioral Rehearsal

• Teens practice trading information with the person sitting next to them
• Group leader and coaches help facilitate exercise and troubleshoot if problems arise
Homework Assignment

• Teens practice trading information with parents and find a common interest
• Have an in-group phone call with another group member
  – Should be at least 5-10 minutes
  – Goal is to find a common interest
## Teen Activity: Jeopardy

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;TGIF&quot;</td>
<td>What is [Favorite weekend activity]?</td>
<td>[Name]'s favorite weekend activity.</td>
</tr>
<tr>
<td>&quot;Movie, Movies, Movies&quot;</td>
<td>What is [Favorite movie]?</td>
<td>[Name]'s favorite movie.</td>
</tr>
<tr>
<td>&quot;The &quot;Eyes&quot; Have It&quot;</td>
<td>What is [Your eye color]?</td>
<td>The color of [Name]'s eyes.</td>
</tr>
<tr>
<td>&quot;Home&quot; Sweet &quot;Home&quot;</td>
<td>What is [Name of the city you live in]?</td>
<td>The name of the city [Name] lives in.</td>
</tr>
</tbody>
</table>
Reunification

- Teens and parents reunite
- Review rules of Trading Information
- Go over homework for next week
- Individually and separately negotiate with each family where the parent will be during the phone call
PEERS Parent Session Format

• Homework Review
  – Troubleshoot
  – Individualize treatment
• Review of teen didactic lesson
• Homework assignment
  – Troubleshoot potential problems
• Reunification with Teens
• Assign homework
PEERS for Educators
Program for the Education and Enrichment of Relational Skills
(Laugeson, 2014)

• Facilitated in classroom
• 16 week curriculum
• 30-60 minute daily lessons
• Focuses on friendship skills
• Strategies for handling peer rejection/conflict
• Includes weekly comprehensive parent handouts
PEERS in the School Setting

- **Monday**
  - Homework Review
- **Tuesday**
  - Didactic Lesson
  - Role Play
- **Wednesday**
  - Lesson Review
  - Role Play
  - Behavioral Rehearsal
  - Homework Assignment
  - Parent Handout goes home
- **Thursday and Friday**
  - Didactic Summary
  - Teen Activity
  - Homework Assignment
The Science of Making Friends
Helping Socially Challenged Teens and Young Adults
(Laugeson, 2013)

- Book for parents
- Friendship skills
- Parent section
  - Narrative lessons
  - Social coaching tips
- Chapter summary for teens and young adults
- Chapter exercises and homework
- Companion DVD
FriendMaker App

• Breaks down the process of making friends into easy, concrete steps
  – choosing friends
  – improving conversational skills
  – online etiquette
  – handling teasing.

• Role-play videos demonstrate these social skills in action
  – Social Do’s and Don’ts
Screenshot of Friendmaker App

**DISCOVER THE**

**UNWRITTEN RULES**

**OF SOCIAL SUCCESS**

The Friendmaker mobile app, based on Dr. Elizabeth Laugeson’s The Science of Making Friends, distills guidance from UCLA’s acclaimed PEERS program, the only evidence-based social skills intervention available for teens and young adults with autism, ADHD, and other social impairments. The app breaks down the process of making friends into easy, concrete steps—from choosing potential friends and improving conversational skills to online etiquette and handling teasing and bullying. The role-play videos demonstrate these social skills in action. For Apple iPhone and iPad, the Friendmaker app can help addresses and adults who struggle socially, including those with autism spectrum disorders/Autism, ADHD, bipolar, sensory processing disorder—or just anyone who could use a primer on the unwritten rules of social behavior.

Advice when you need it, where you need it, with you
Summary

• The core characteristics of ASD effect the development of peer relationships
• Having a quality friendship has been known to have a positive effect on self-esteem, and be predictor of later school adjustment and academic achievement
• While inclusive settings provide great opportunities for peer interaction, students with ASD still need to be taught skills on how to develop, maintain and understand relationships
New York State Regional Centers for Autism Spectrum Disorders

http://www.albany.edu/autism/nysrcasd.php

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rrcasd@urmc.rochester.edu • www.golisano.urmc.edu/rrcasd-nyautism

Western NY Regional Center for Autism Spectrum Disorders
Summit Educational Resources
150 Stahl Road • Gatesville, NY 14068
Phone: 716-629-3445
www.summitt autismcenter.org
CARD Albany is now on Facebook
www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

LMSW Continuing Education Online Course – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/social_work_cpe.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php
For More Information/Training

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