

CHECKLIST FOR SCHOOL COMMITTEE'S RECOMMENDATION OF INSTRUCTIONAL MATERIAL

To be completed by the site committee assembled to recommend material for Board approval/adoption.

The purpose of this form is to insure careful and thoughtful selection of quality electronic, print and video instructional materials for student use as part of classroom instruction, on an individual basis, for study or reading.

This form does not apply to materials used only for teacher resource, materials from California State Department of Education, Fresno County Office of Education or materials previously District approved/adopted.

School Site Glacier Point, Rio Vista **Date** 6-1-18

Title Program for the Education and Enrichment of Relational Skills (PEERS)

Publisher/Author Routledge Taylor & Francis Group

Type of material (check)

- ☐ **Basic Instructional materials (System) {E.C. 60010 (a)}**
- ☐ **Instructional materials (Including sets) {E.C. 60010 (h)}**
- ☒ **Supplementary instructional materials {E.C. 60010 (l) 1-4}**
- ☐ **Technology-based materials {E.C. 60010 (m)}**
- ☐ **Test {E.C. 60010 (a)}**

A. PURPOSE:

Course/Subject: Leadership and Best Buddies electives

1. What is the purpose, theme, or message of the material? To teach students
new ways to help them make and keep friends by teaching important social skills

2. Is the material up-to-date? ☒ Yes ☐ No

3. Are information sources well documented?
☒ Yes ☐ No ☐ Not applicable

4. Are translations and retellings faithful to the original?
☐ Yes ☐ No ☒ Not applicable

B. APPROPRIATENESS

5. Is the material aligned with State & District adopted standards?
☒ Yes ☐ No

6. Does the material promote the educational goals and objectives of the curriculum of the district?

☒ Yes ☐ No

7. Is the material appropriate to the level of instruction intended?

☒ Yes ☐ No

8. Are the illustrations appropriate to the subject and age level(s)?

☒ Yes ☐ No

9. Is the material culturally appropriate?

☒ Yes ☐ No

C. CONTENT:

10. Does this material present information not otherwise available?

☒ Yes ☐ No

11. Does this material give a new dimension or direction to its subject?

☒ Yes ☐ No

D. REVIEWS:

12. Source of review: National Center for Biotechnology Information; UCLA

☒ Favorably reviewed ☐ Unfavorably reviewed

13. Does this title appear on one or more recommended lists?

☒ Yes ☐ No

If the answer is yes, please list the titles of the recommended lists.

UCLA: Semel Institute for Neuroscience and Human Behavior

Additional comments: Research Collaborations: Cal Institute of Technology, Virginia Tech

University, Marquette University, Seoul National University South Korea, etc.

Recommendation by School Committee for Adoption/Approval of Materials:

Mary Oates, Denise Schiavone, Heather McKeithen, Erin Parreira

Date: _____

Signatures of Instructional Materials/Electronic Resources Committee:

Principal's Signature: _____



Adapted from: Selection Policy: A Guide to Writing and Updating. Michigan Association for Media in Education, 1977.

Form approved: 1/3/06

CENTRAL UNIFIED SCHOOL DISTRICT
Fresno, California

UCLA PEERS® for Adolescents Certified School-Based Training Seminar: School-Based Social Skills Training Program

**Evidence-Based Social Skills Training for
Adolescents with Autism Spectrum Disorder &
Other Social Challenges**

June 27 - 29, 2018

UCLA PEERS® Clinic, UCLA Semel Institute
Los Angeles, CA

Dr. Elizabeth Laugeson

Founder & Director, PEERS® Curriculum Developer

ELIZABETH A. LAUGESON, PsyD

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The **PEERS®** Curriculum
for School-Based
Professionals

Social Skills Training for Adolescents
with Autism Spectrum Disorder

Course Description

The **PEERS® for Adolescents Certified School-Based Training Seminar** is designed exclusively for educators and school-based professionals, as well as mental health practitioners, medical professionals, speech and language pathologists, occupational and recreational therapists, researchers, and other professionals who work with youth with social challenges. **PEERS® is the ONLY available evidence-based social skills program for adolescents and adults with autism spectrum disorder, and is used clinically for youth with ADHD, anxiety, depression and other social challenges.** Attendees will obtain **24 hours of training** in the implementation of *The PEERS® Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder* (Laugeson, 2014) and the research behind the program. This training will enable providers to implement PEERS® in their educational settings, or in other appropriate clinical settings, as **PEERS® Certified School-Based Providers.**

The 16-week PEERS® Curriculum for School-Based Professionals brings UCLA's highly acclaimed and internationally recognized PEERS® intervention into the school and/or community setting using:

- Daily or weekly lesson plans for educators and mental health professionals
- Concrete rules and steps of social skills for making and keeping friends
- Proven strategies for handling peer rejection and conflict
- Unique and fun activities for students to practice newly learned skills
- Corresponding homework assignments to generalize skills
- Parent handouts outlining the skills and homework assignments
- Tips for facilitators to prepare for lessons and strategies for overcoming potential pitfalls
- An overview of the research underlying this program

Topics of Instruction in the PEERS® Curriculum for School-Based Professionals

- How to use appropriate conversational skills
- How to start, enter, and exit conversations with peers
- How to appropriately use electronic forms of communication
- How to find friends and choose relevant social networks
- How to appropriately use humor and assess humor feedback
- How to organize and have get-togethers with friends
- How to be a good sport during games and activities
- How to handle arguments and disagreements with friends
- How to handle teasing, physical bullying, cyber bullying, and rumors or gossip
- How to change a bad reputation

Attendees will have the unique opportunity to learn directly from **Dr. Elizabeth Laugeson, developer of the PEERS® Curriculum for School-Based Professionals**, on the effective administration of this empirically supported program. Dr. Laugeson, Founder and Director of the UCLA PEERS® Clinic, will serve as the course instructor throughout training.

Learning Objectives for Training

- Attendees will learn about the friendship and social difficulties common to adolescents with autism spectrum disorder and other social challenges.
- Attendees will become familiar with the PEERS® Curriculum for School-Based Professionals and the research upon which it is founded.
- Attendees will be equipped with the tools to deliver the PEERS® Curriculum in the school or community setting.
- Attendees will learn how to incorporate parents and family members into the ongoing training.

Training Materials

Each attendee will receive the following training materials on-site:

- *The PEERS® Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder* (Laugeson, 2014)
- *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS® Treatment Manual* (Laugeson & Frankel, 2010)
- *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults* (Laugeson, 2013)
- *Companion DVD* with 24 role-play videos (Laugeson, 2013)

Training is conducted by Dr. Elizabeth Laugeson, the developer of the PEERS® Curriculum for School-Based Professionals, using the following training methods:

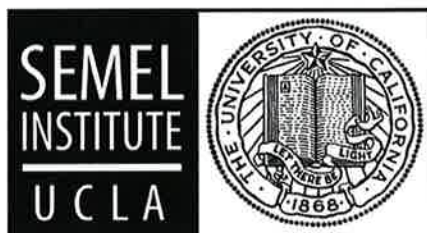
- Interactive and comprehensive didactic instruction in using the curriculum
- Video demonstrations of adolescent social skills classes
- Live role-play demonstrations and behavioral rehearsals exercises of targeted social skills

Training Cost and Schedule

- The cost of the **PEERS® Certified Training for Educators** is **\$2,200 per person**
- Training is held at the **UCLA Semel Institute for Neuroscience and Human Behavior** in Los Angeles
- Food and beverages (including breakfast and a light lunch) are provided throughout the training
- The training spans **3 days (24 hours total)**

To register for the PEERS® for Adolescents Certified
School-Based Training Seminar:
Evidence-Based Social Skills Training Program

www.semel.ucla.edu/peers
peersclinic@ucla.edu
(310) 26-PEERS



UCLA PEERS® Clinic

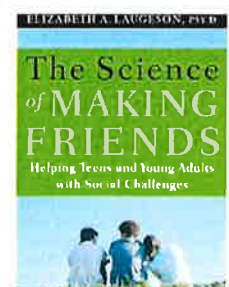
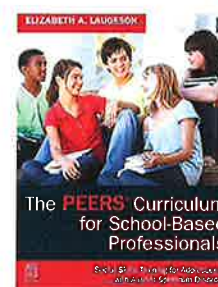
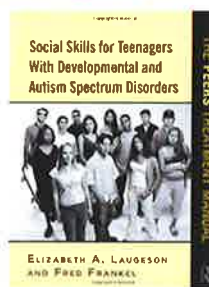
Social Skills Group For Adolescents

PEERS® for Adolescents is a 16-week evidence-based social skills intervention for motivated teens in middle and high school who are interested in learning new ways of making and keeping friends. This internationally acclaimed program, used in over 35 countries, was originally developed at UCLA by Dr. Elizabeth Laugeson. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. PEERS® may be appropriate for teens with Autism Spectrum Disorder, ADHD, Anxiety, Depression or other social and behavioral disorders. Parent participation is required.



Teens will learn how to:

- Use appropriate conversational skills
- Use humor appropriately
- Use electronic communication
- Enter & exit conversations
- Be a good host during get-togethers
- Be a good sport
- Handle arguments and disagreements
- Change a bad reputation
- Handle rumors and gossip
- Handle rejection, teasing and bullying



For enrollment information, please contact
(310) 26-PEERS (310-267-3377)
or email: peersclinic@ucla.edu

For more information, please visit our website at
www.semel.ucla.edu/peers