Applying PEERS*to Working Adults with High Functioning Autism (HFA)



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Why PEERS® is applicable to Working Adults?

- · Investment theory: Social circle
- Task communication vs. social chat in workplace

2

1. Introduction & trading information	9. Get-togethers
2. Two-way conversation	10. Handling arguments
3. Electronic communication	11. Changing reputations
4. Choosing appropriate friends	12. Handling teasing & embarrassing feedback
5. Appropriate use of humours	13. Handling chronic bullying
6. Starting & joining conversation	14. Handling cyber bullying
7. Exiting conversation	15. Minimizing rumours & gassip



Preparation

- · Intake interview
- · Group composition
- Required personnel and training the coaches

4



8. Good sportsmanship

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Structure of the Sessions

graduation

16. Final review, post-test assessment,

- 1. Homework review (30 minutes)
- 2. Didactic lesson (30 minutes)
- 3. Demonstrations and behavioural rehearsal (20 minutes)
- 4. Recapture and homework assignment (10 minutes)

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Opening Remarks

Age-appropriate opening activities:

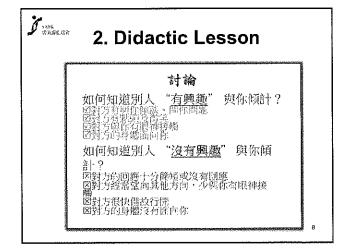
- Insert warm up activities for college students (video on warm-up activity)
- Brief introduction of yourself in working adults

6



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- · Group feedback
- · Individual feedback by coaches





3. Demonstration

- · Use video
- · Local workplace scenario in Cantonese



🏂 3. Behavioural Rehearsal

Variations:

- · HFA practised with coaches
- · HFAs practised with each other and coaches gave feedback

்ரீ ஆய் 4. Recapture & Homework **Assignment**

- · Homework and group assignment:
 - Visual supports help!
- · Homework assignment:
 - Practised with mental health professional or coaches

グ^{SHE}C What Else We Have Learnt

- · A separate parent group
- · It's a group training, but don't forget individualization
- · Session 5: Appropriate Use of Humour
 - How to be a good joke-receiver?
- · For the more high functioning group, they are more concerned about social judgment issues
- A mutually supportive environment is important 12

11