

Real Life Connections

PEERS Telehealth Program
for Teens with Brain Injuries

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Background

23-50% youth with brain injury
have difficulties with social
functioning



Limited evidence for interventions
to improve social functioning



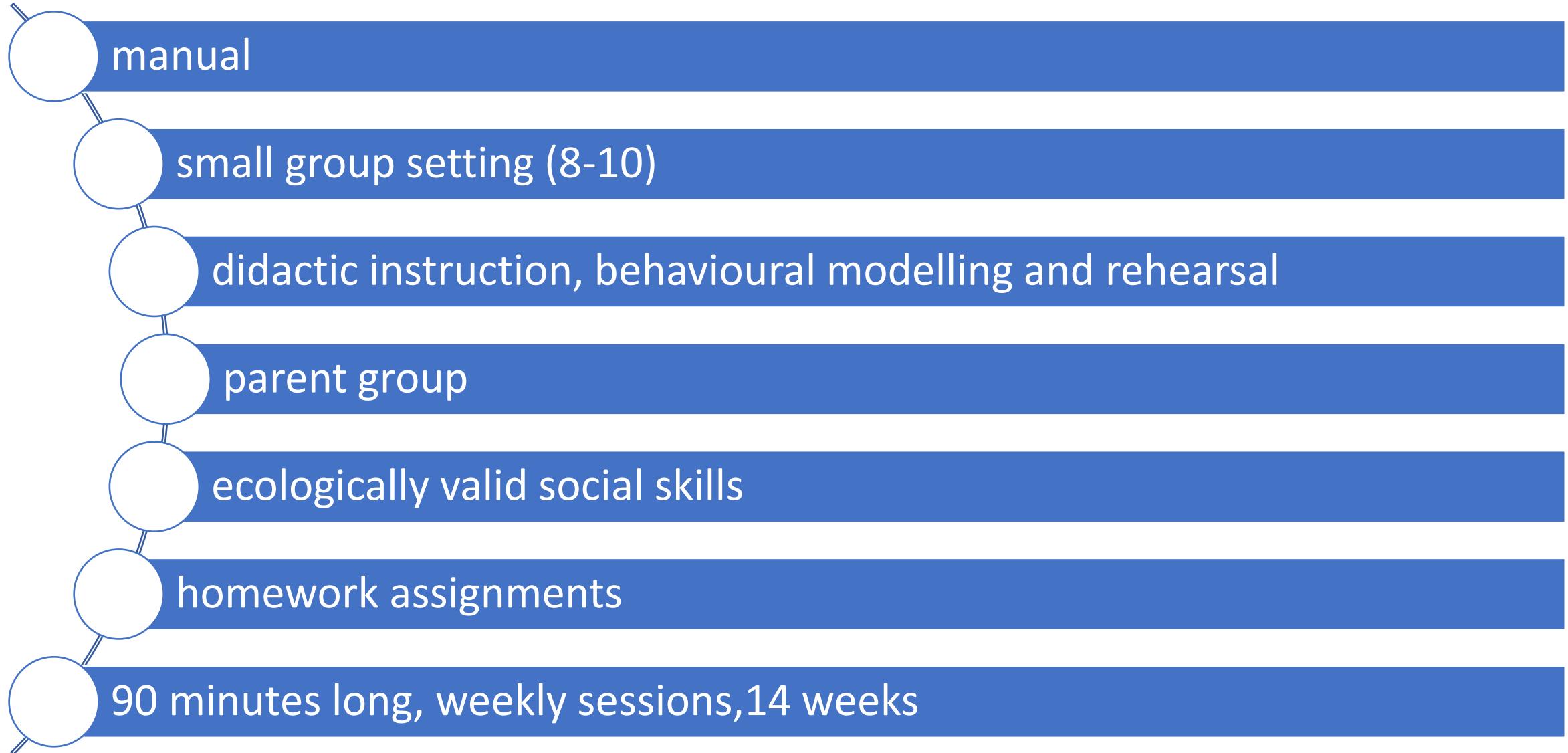
PEERS[®]: Social Skills for Teens A Unique, Structured Program



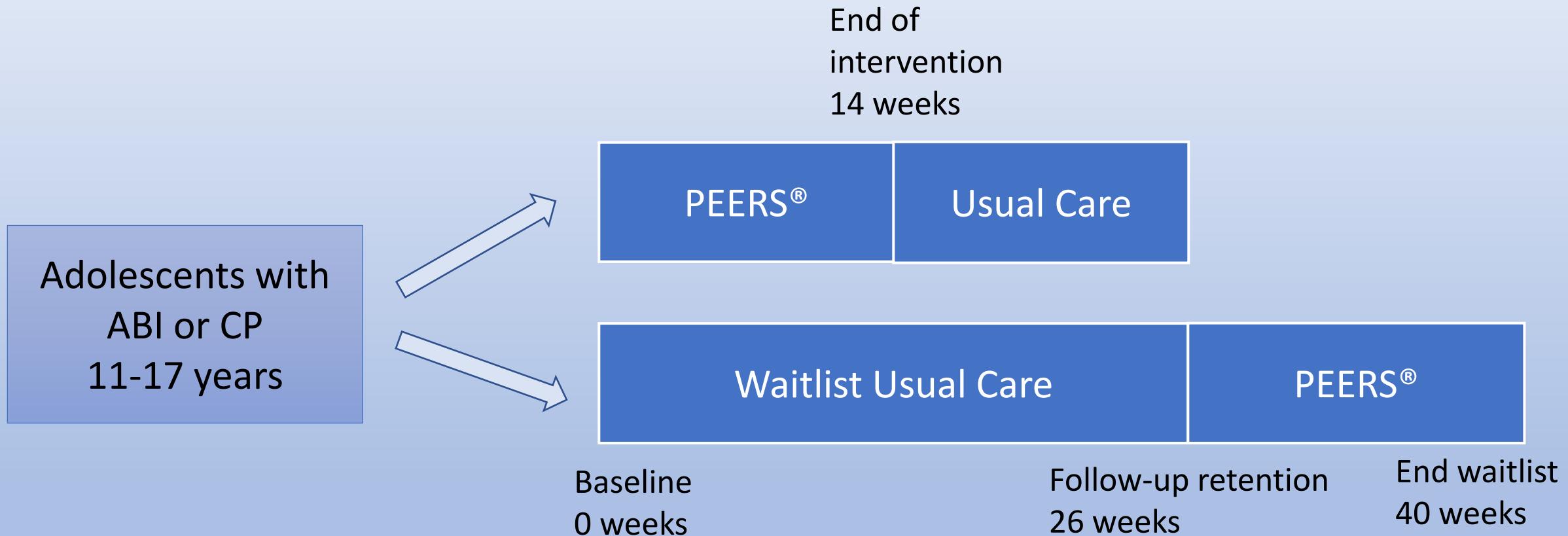
PEERS[®] (Program for the Education & Enrichment of Relational Skills)

Group-based intervention for motivated kids, teens, and adults who are interested in learning ways to help them make and keep friends. During each session, a different topic related to social skills is taught and discussed, with opportunity to practice these skills.

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Study Design



RCT: The Friends Project



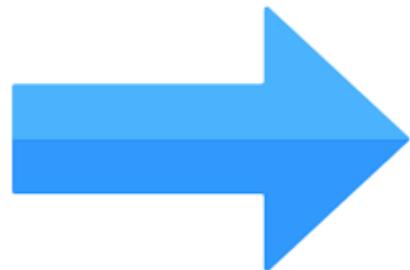
ORIGINAL ARTICLE |  Full Access

Program for the Education and Enrichment of Relational Skills for adolescents with an acquired brain injury: A randomized controlled trial

Rose Gilmore , Jenny Ziviani, Sarah McIntyre, Hayley Smithers Sheedy, Nicola Hilton, Tracey Williams, Mark D. Chatfield, Elizabeth Laugeson, Leanne Sakzewski, The Friends Project Group

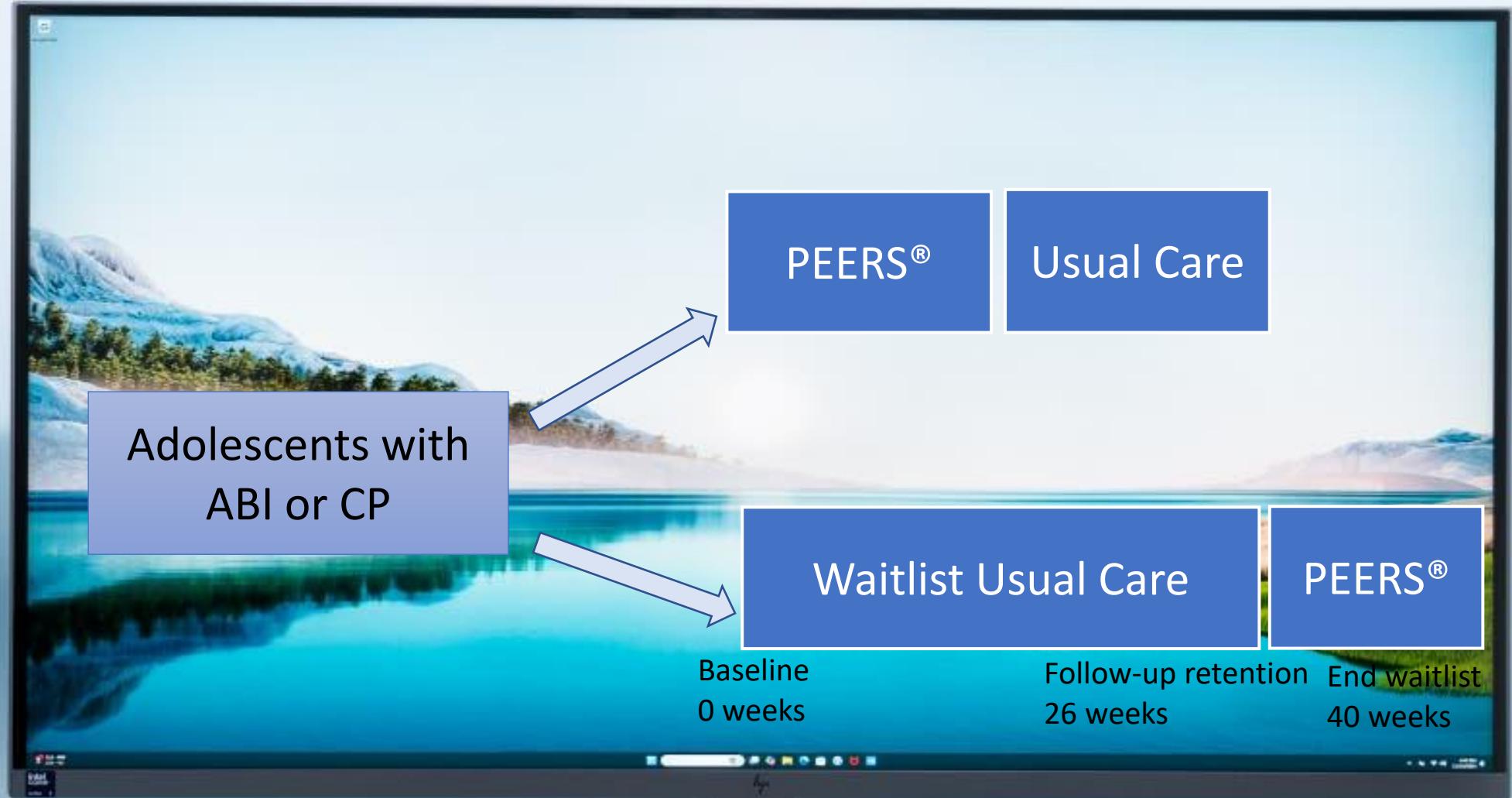
First published: 28 January 2022 | <https://doi.org/10.1111/dmcn.15144>

zoom

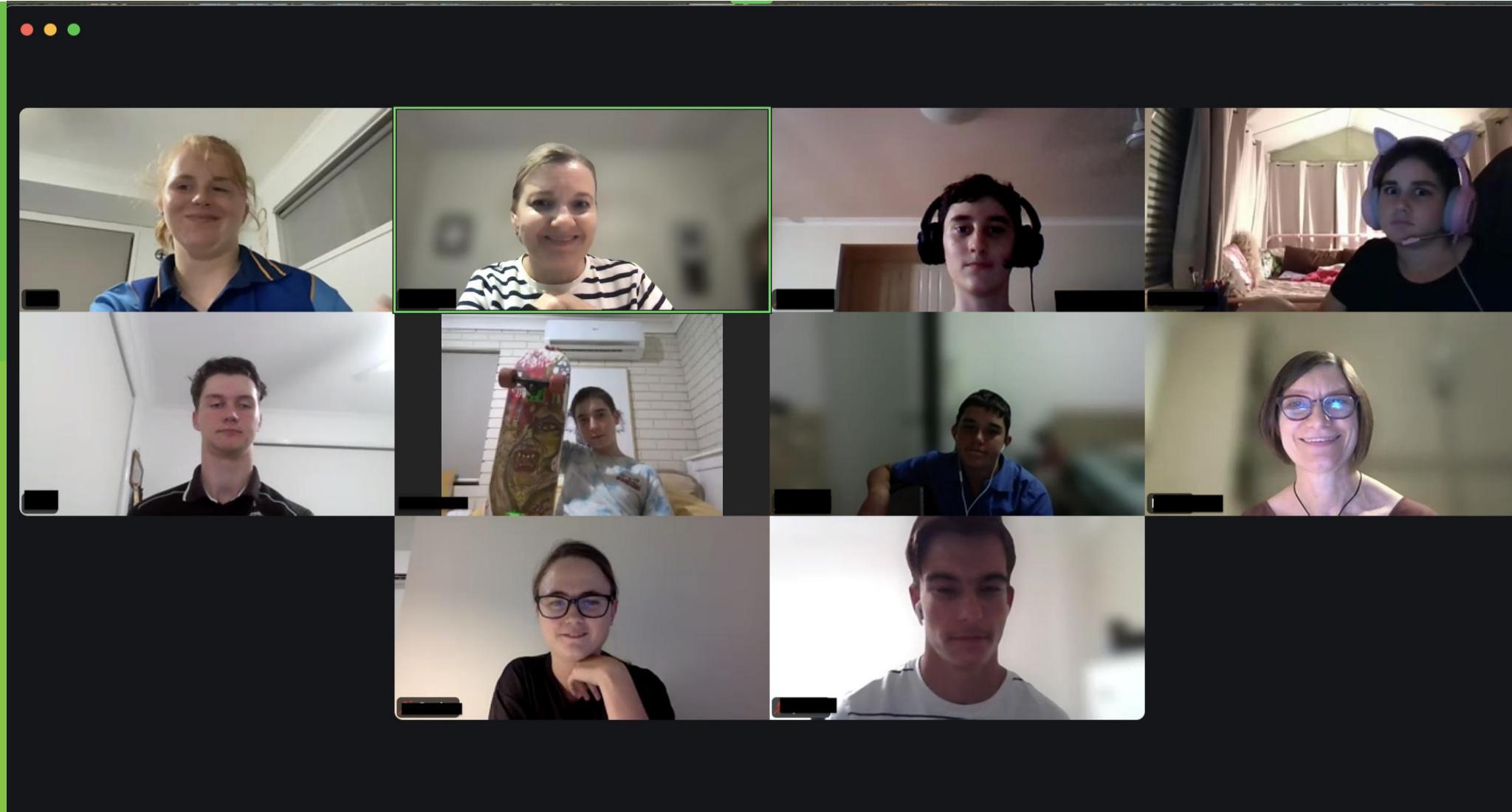


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Social Coach



Recruitment

Participants

- Recruited and Randomised : 28
- Immediate group: 11
- Wait List group : 13
- Total participant opting out: 4

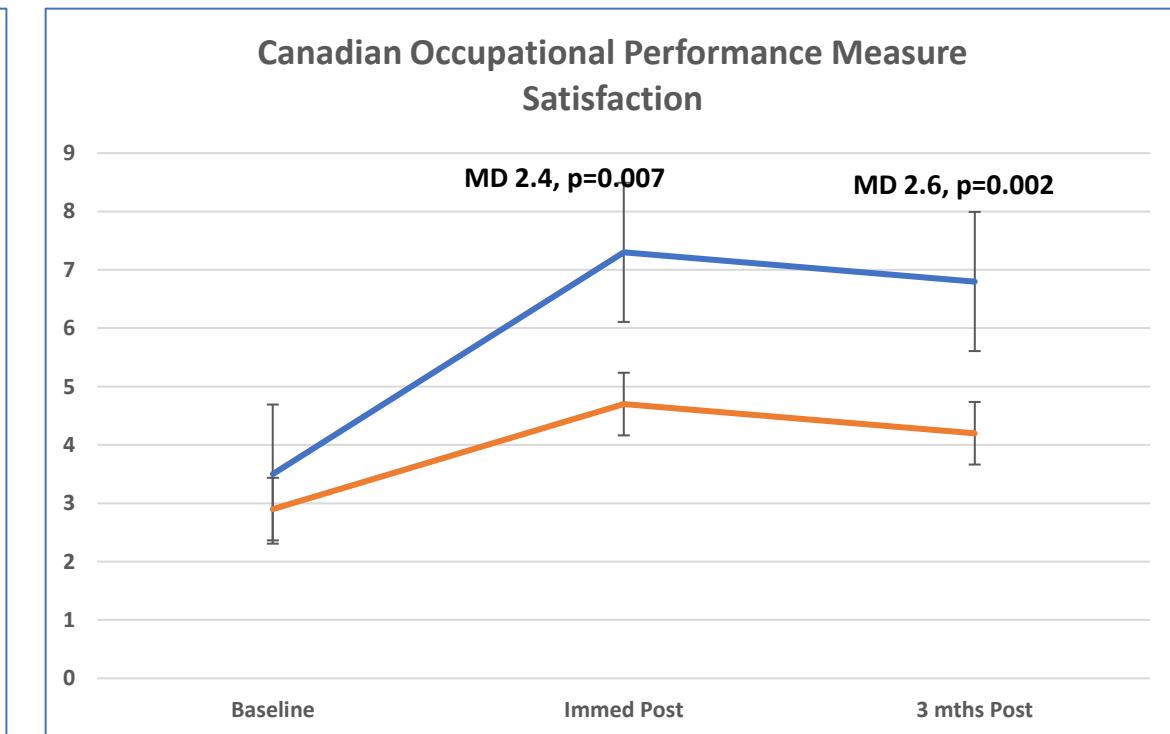
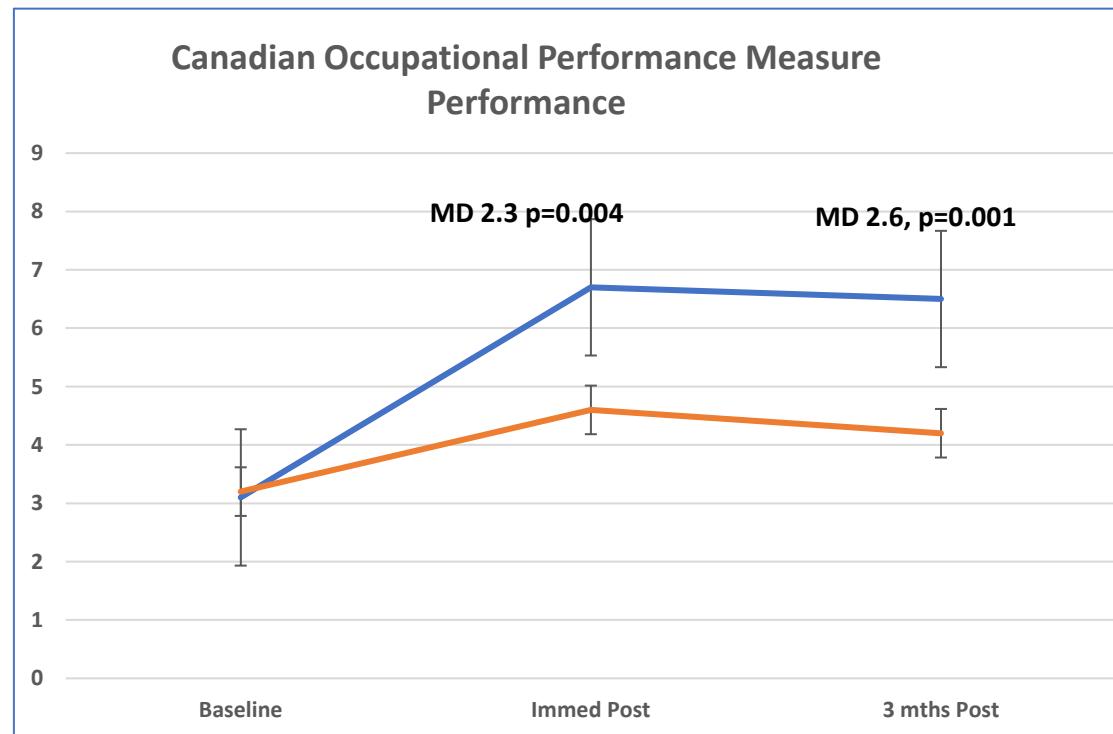
Considerations

- Two devices
- Tech issues
- Group facilitators and tech staff required
- Additional social coaches for breakout rooms

Results: Canadian Occupational Performance Measure

88 goals set

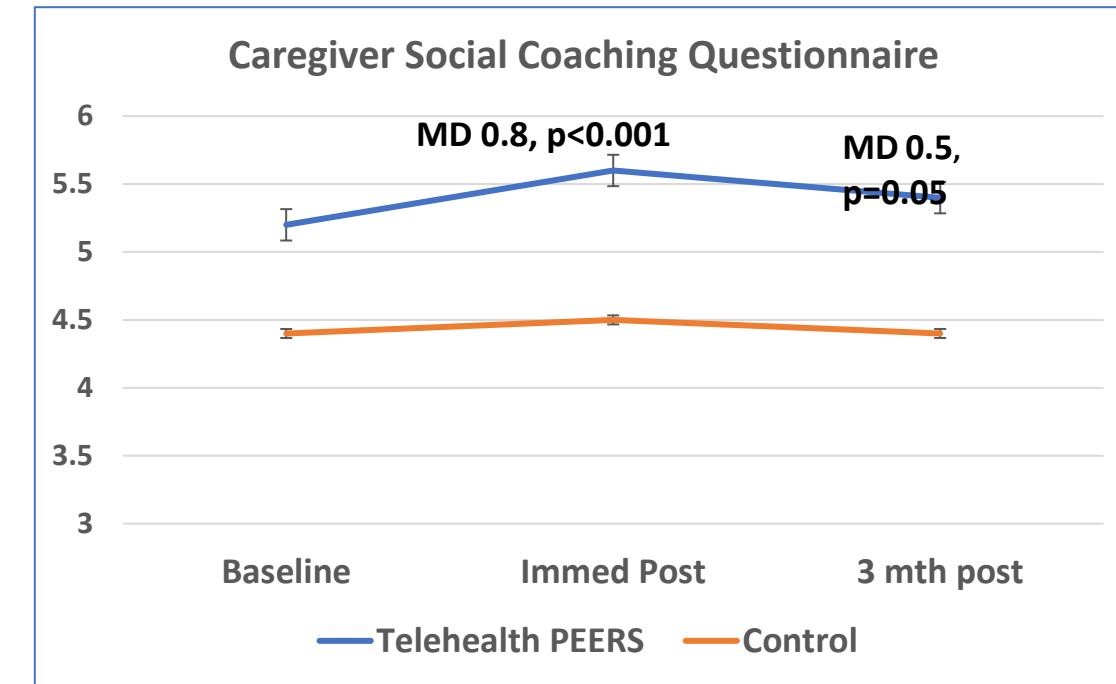
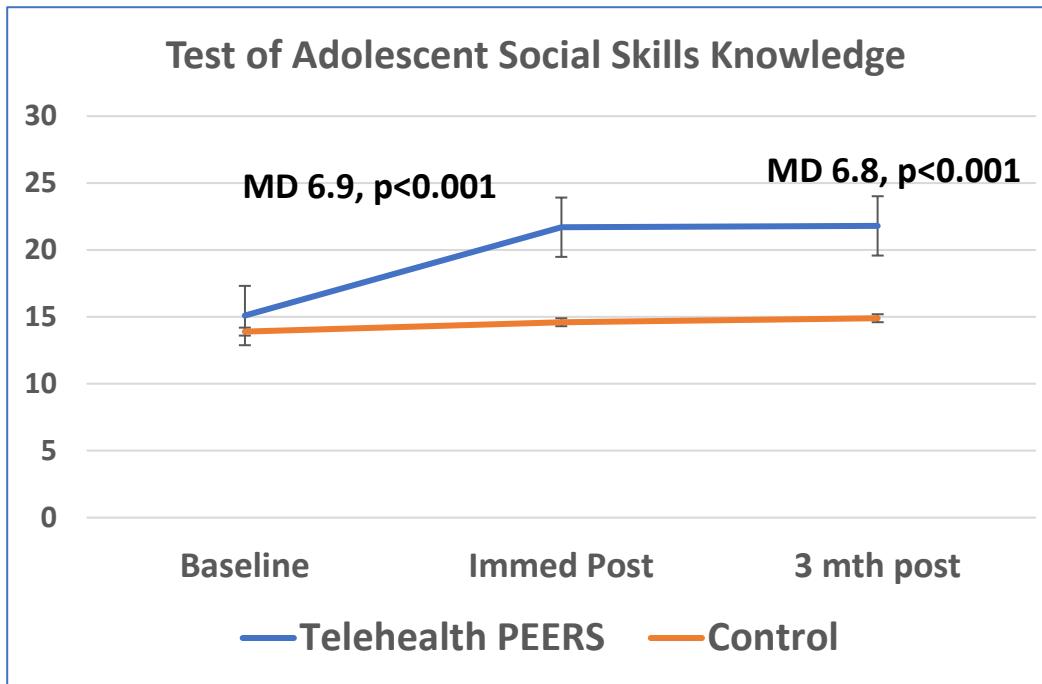
- 90% discrete skills, e.g. to start a conversation with another at school during break time.
- 10% social participation, e.g. invite a friend over in the next month to play Fortnite



— Telehealth PEERS — Control

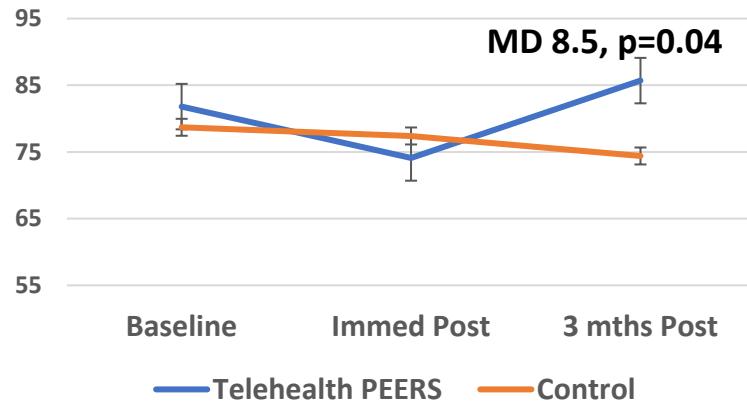
— Telehealth PEERS — Control

Results: Teen self-report social knowledge Parent reported social coaching

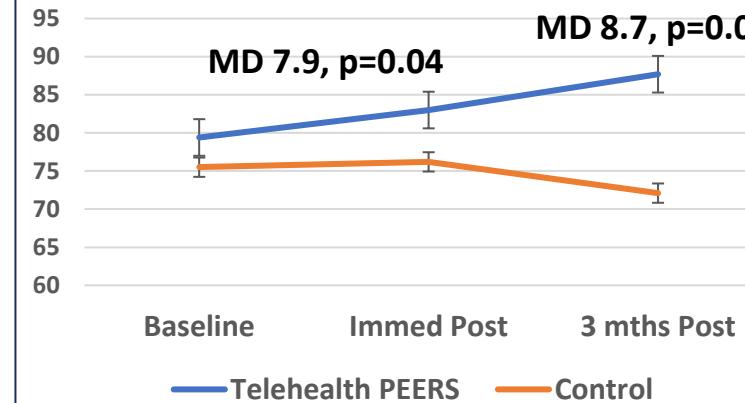


Results – SSIS-SEL Parent Report and Teen Self-Report

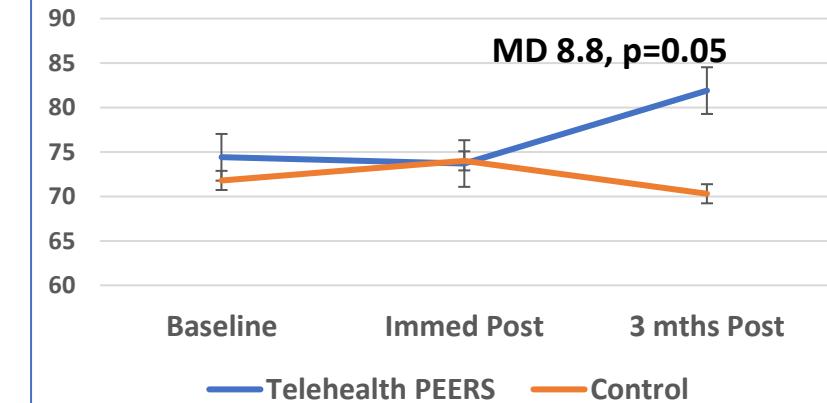
Parent SSIS-SEL Self-Management



Parent SSIS-SEL Relationship Skills



Parent Composite Score



No significant differences between groups in parent-reported:

- Self Awareness
- Social Awareness
- Responsible Decision Making
- Core Skills

Teen Self-Report

- No differences between groups on any domain
- Reported in average range compared to parents reporting skills in low average range.

Focus Groups



FUTURE CONNECTIONS

How do we translate
this into clinical
practice?



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Thankyou

A/Prof Leanne Sakzewski (QCPRRS, UQ)

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Prof Roslyn Boyd (QCPRRS, UQ)

Bianca Thompson (UQ)

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