

Box 1: Participant feedback on groups

Feedback on online meeting rooms:

"I liked the online platform. Found it relatively easy to use."

"The online meeting rooms worked really well, especially with everyone's busy schedules. I'm not sure I would have been able to take part if we had to go to London every week."

"I think it's a good way of connecting people without worrying about a location or transport. They were especially useful during the week where you're busier."

"I think this was a good method of communication because we all live in different parts of the country."

"Found the face to face more useful but obviously the practicalities of travelling are difficult."

Feedback on perceived benefits:

"My daughter wouldn't organise get-togethers as she was worried about rejection. She now knows that most of the time it's not rejection, but the other person is busy at that particular time. She is now confident enough to suggest more dates etc. She is actually excited to arrange social things with one friend at a time as she finds this better for herself."

"I think she's more likely to take the initiative to organise social events. Better within a two-way conversation."

"Has made her more positive and confident. Given her tools to use, open questions, dealing with disagreements etc."

"It built her confidence to try to join groups, make calls and plans and not to be too worried if someone says no. the sharing of experiences has really helped to open up the topics for us to discuss."

"It has helped me to come out of my shell and be more confident."

"I now don't worry about things as much, as I now have a set of rules and ideas to help me."

"I am more confident that I could deal with situations better, some issues such as difficulty hearing will always make me a bit anxious about social situations but PEERS has definitely helped."

"Social situations will still be slightly nerve-racking (like if it is a party with a lot of people you don't know) but it's given me the reassurance and confidence that I can handle them."

"Yes, before this I used to not like organising get-togethers but now I have more courage to organise them."

Young Person Intervention Acceptability Questionnaire

Please tick the appropriate answer

1. How helpful did you find this session?	Not helpful	A little helpful	Very helpful
Introduction and conversational skills I: trading Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation skills II: two-way conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation skills III: electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing appropriate friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Entry I: entering a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Entry II: exiting a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get-togethers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good sportsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling teasing and embarrassing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling bullying and bad reputations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rumours and gossip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How would you rate the PEERS group overall?

Not helpful A little helpful Very helpful

Please let us more about your experience of taking part in the social group:

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3. Do you feel that the PEERS group helped you improve your social skills?

No

A little

A lot

Please tell us more:

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4. Has taking part in the PEERS programme made you feel more confident in social situations?

No

A little

A lot

Please tell us more:

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9. Did you enjoy taking part in the PEERS programme?

No

A little

A lot

Please tell us more:

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10. Would you recommend taking part in the PEERS programme to a friend?

No

A little

A lot

Please tell us more:

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Parent Intervention Acceptability Questionnaire

Please tick the appropriate answer

1. How helpful did you find this session?	Not helpful	A little helpful	Very helpful
Introduction and conversational skills I: trading Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation skills II: two-way conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation skills III: electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing appropriate friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Entry I: entering a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Entry II: exiting a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get-togethers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good sportsmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling teasing and embarrassing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling bullying and bad reputations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rumours and gossip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where do go from here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How would you compare your daughter's social ability prior to PEERS with her social ability now:

Worse The same Improved

Please tell us more:

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3. For your daughter, this intervention was:

- Not helpful A little helpful Very helpful

Please let us know what you found helpful or unhelpful:

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4. The parent training group was:

- Not helpful A little helpful Very helpful

Please let us know what you found helpful or unhelpful:

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5. Overall, how would you rate the PEERS group that your daughter attended?

Not helpful

A little helpful

Very helpful

Please tell us more:

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6. Please tell us what you thought of the online meeting rooms:

Awkward Situations game

The Awkward Situations game presents the group with a social dilemma and 4 multiple choice answers presented as a poll. Once the group answered the poll, they were encouraged to discuss their answers with the group. The multiple choice answers are designed so that none of the answers are wholly satisfactory, with the aim of reaching a consensus on how best to handle the situation through group discussion. The educational objectives of this game are threefold; (1) it promotes group bonding and demonstrates that everyone encounters social dilemmas; (2) it reinforces the social etiquette rules learnt throughout the programme; and (3) it encourages participants to resolve social dilemmas through discussions with their peers.

Examples:

You've stopped for a chat. It's going well. You catch up, you exchange pleasantries, and the conversation should be coming to its natural end, but no one knows how to end it.

- a) Laugh and let the conversation fade out
- b) Say you're really sorry but you have to get to an appointment that you've just realised you're late for
- c) Try and hug the person
- d) Start to walk away as if to leave and wait for the other person to end the conversation

You meet someone that you know you know, but you have no idea where from.

- a) Say hello and let them ask you a question first
- b) Apologise and admit that you can't remember where it is that you know them from
- c) Ask how they are and pretend you remember them
- d) Say you're really sorry but you have to dash off then go away and think about where it is you know them from so if it happens again in the future you will know

You go over to talk to someone and realise that they're in the middle of an in-depth conversation.

- a) Apologise and leave immediately
- b) Nod and slowly walk away
- c) Leave without saying anything and then try and find the person later to apologise in case you intruded
- d) Stay and offer your support