PEAK Relational Training System

Created by:

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Timothy R. PEAK-DT Report

Evaluation Overview: As part of a comprehensive assessment of Timothy, the PEAK Relational Training System-Direct Training (PEAK-DT) Assessment (Dixon, 2014) was conducted. This empirically supported assessment allows for an evaluation of the existence of, and deficits in, a wide variety of functional, cognitive, and language abilities. The assessment indicates strong skills in some domains. Timothy maintains appropriate eye contact during conversation, engages in sharing and turn taking, requests feedback on his performance, has basic imitation skills, and can follow basic instructions. Timothy R. makes requests for things he wants/needs and demonstrates a preference for things he likes. He can label a variety of people and items in his environment. He is able to match pictures and items and can identify some letters and numbers. This current set of skills within Timothy's repertoire is equivalent to a typically developing child of 4. The results of this assessment also indicate deficits in functioning are found among the areas of Verbal Comprehension, Verbal Reasoning, Memory, and Mathematical Skills. He had difficulty with identifying letter sounds and numbers. Timothy also struggled to trace numbers and letters that were in small font (less than 1.5 inches tall). He had difficulty demonstrating adverb actions (e.g., slow, fast, hard, soft), as well as identifying coins and their respective value. Using the PEAK-DT's four factors listed below, we are able to quantitatively compare Timothy to a typical developing peer group and determine the degree of difference from such peers.

Foundational Learning Skills measure basic instruction following, modeled responding, and attention to the environment. Timothy's factor score was 32, and deviates from his typical age group by -2. Perceptual Learning Skills measures basic cognitive abilities such as matching, finding objects from an array, naming/signing items, completing basic wh questions. Timothy's factor score was 21, and deviates from his typical age group by 0. Verbal Comprehension Skills measures more complex verbal abilities such as multiple-step instruction following, multi-word vocal/signing utterances, beginning concept formations, and social exchanges. Timothy's factor score was 21, and deviates from his typical age group by -59. Finally, Verbal Reasoning, Memory, and Mathematic Skills measures basic logic processes, advanced cognitive abilities needed for effective social behavior, complex language, and beginning mathematical computation skills. Timothy's factor score was 0, and deviates from his typical age group by -10. A summary table is provided below for easy reference.

PEAK Relational Training System: Direct Training Module

PEAK Factor	Student Score	Typical Age Score	Difference Score	Approximate Age Equivalent
Foundational Learning Skills	32	34	-2	5-6
Perceptual Learning Skills	21	21	0	5-6
Verbal Comprehension Skills	21	80	-59	3-4
Verbal Reasoning, Memory, and Mathematical Skills	0	10	-10	3-4
TOTAL SCORE:	54	141	-71	

Typical Age Distribution of PEAK Factor Scores*

PEAK Factor	1-2 yrs	3-4 yrs	5-6 yrs	7-8 yrs	9-10 yrs
Foundational Learning Skills	2	30	34	34	34
Perceptual Learning Skills	0	18	21	22	22
Verbal Comprehension Skills	0	19	80	94	100
Verbal Reasoning, Memory, and Mathematical Skills	0	0	10	22	28
TOTAL SCORE:	**2**	**67**	**141**	**172**	**184**

* Items within abilities of > 80% of typical developing children as reported by: Dixon, Belisle, Whiting, & Rowsey (2014).

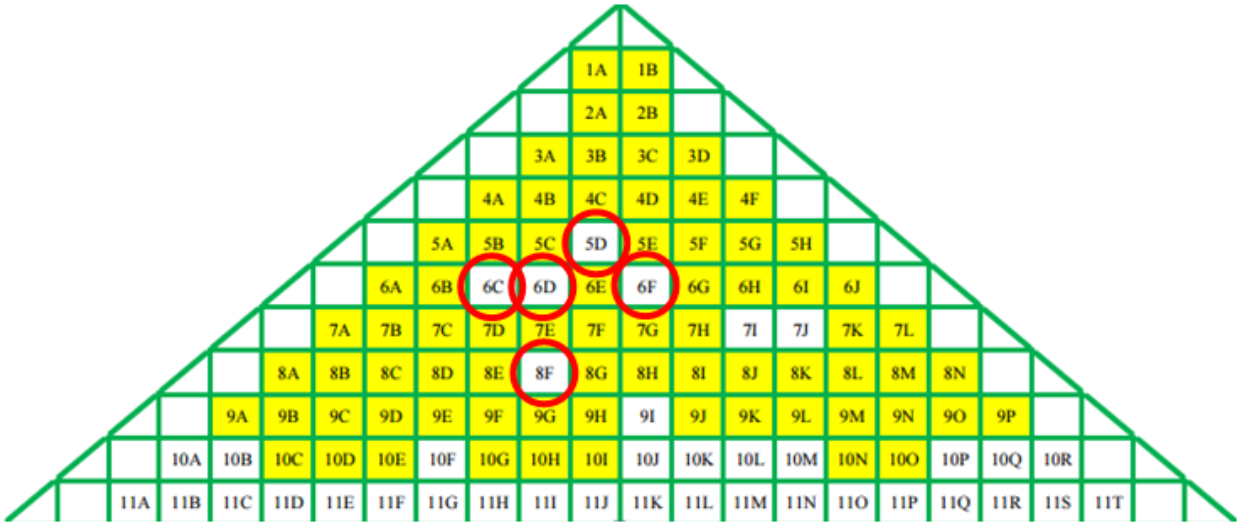
Treatment Proposal: According to the results of the PEAK-DT, Timothy appears to be functioning significantly below the average range in overall total ability at this time. Timothy performed significantly below the average range in the areas of Verbal Comprehension, Verbal Reasoning, Memory, and Mathematical Skills. It is our recommendation that Timothy be exposed to a treatment program that incorporates Applied Behavior Analysis (ABA) therapy on a regular basis, and the specific treatment program of PEAK given this protocol's peer-reviewed evidence for increasing abilities when compared to treatment as usual using a randomized control-treatment design. Furthermore, PEAK has been shown to be directly correlated with intelligence and verbal abilities (expressive/receptive), such that increases in the PEAK curriculum may yield correlated increases in these overall levels of global functioning.

Timothy's specific treatment approach will include:
a. 4 hours of ABA therapy per day using the PEAK curriculum

b. Verbal Comprehension, Verbal Reasoning, Memory, and Mathematical Skills targeted for immediate remediation, beginning with the following programs from the PEAK curriculum:

- Imitate Drawing Basic Shapes (PEAK Program 6C)
- Simple Drawing Imitation (PEAK Program 5D)
- Tracing Letters (PEAK Program 6D)
- Tracing Words (PEAK Program 6F)
- Demonstrate Adverb Actions (PEAK Program 8F)

Programs were selected based upon assessment results. A complete depiction of Timothy's current mastered skills and existing deficits can be seen in the *Direct Training Module Performance Matrix* depicted at the end of this section. A snip-it from this matrix has been included below for reference. In the diagram, each numbered block indicates a specific skill. Those shaded in yellow indicate that during the assessment mastery of a specific skill. Those blocks which are not shaded indicate that Timothy was unable to demonstrate mastery.



Referring to the above diagram, one can see areas in which Timothy needs remedial training. PEAK programs are designed to specifically target training in each numbered skill area. The blocks marked with red circles are the programs that the team has selected to target first. One may note that the team has chosen to delay targeting skill 7I (Transcription of Letters by Sound) and 7J (Transcription of Numbers). The team reached this decision after piloting some of these programs and noting that Timothy appears to have a great deal of difficulty with writing and drawing. Programs 5D (Simple Drawing), 6C (Imitate Drawing Basic Shapes), 6D (Tracing Letters) and 6F (Tracing Words) will assist in the refinement of Timothy's fine motor, drawing, and writing skills. Once these programs have been mastered, the team will go back and work on those programs that target transcription.

c. Timothy's progress on programs will be monitored daily based upon each training trial. Progress monitoring of gains within the curriculum will occur at an interval of five

days whereby baseline accuracy will be compared to current-day accuracy. Team members will input daily data from each trial block into a specific excel spreadsheet which has been created for documenting Timothy's performance. Pilot data from the first five trial blocks conducted following the assessment is indicated below as a sample. The first diagram indicates Timothy's progress on the aforementioned programs across the fist five trainings.

Following this narrative, one will see a depiction of the monthly progress monitoring that will occur. One will note that programs 6D and 6F are indicated in blue to suggest that changes occurred. These changes including increasing the size of the letters that Timothy was asked to trace from ¾ inch in height to 1 ½ inches in height. As Timothy displays mastery of tracing these larger letters, letter size will be systematically decreased.

AUG	6C	5D	6D	6F	8F
8/21- Trial Block 1	10	44	52	22	0
8/21- Trial Block 2	42	72	32	26	68
8/21- Trial Block 3	56	84	54	46	98
8/21- Trial Block 4	68	94	62	64	98
8/21- Trial Block 5	74	96	78	52	100
Month Avg	50	78	56	42	73

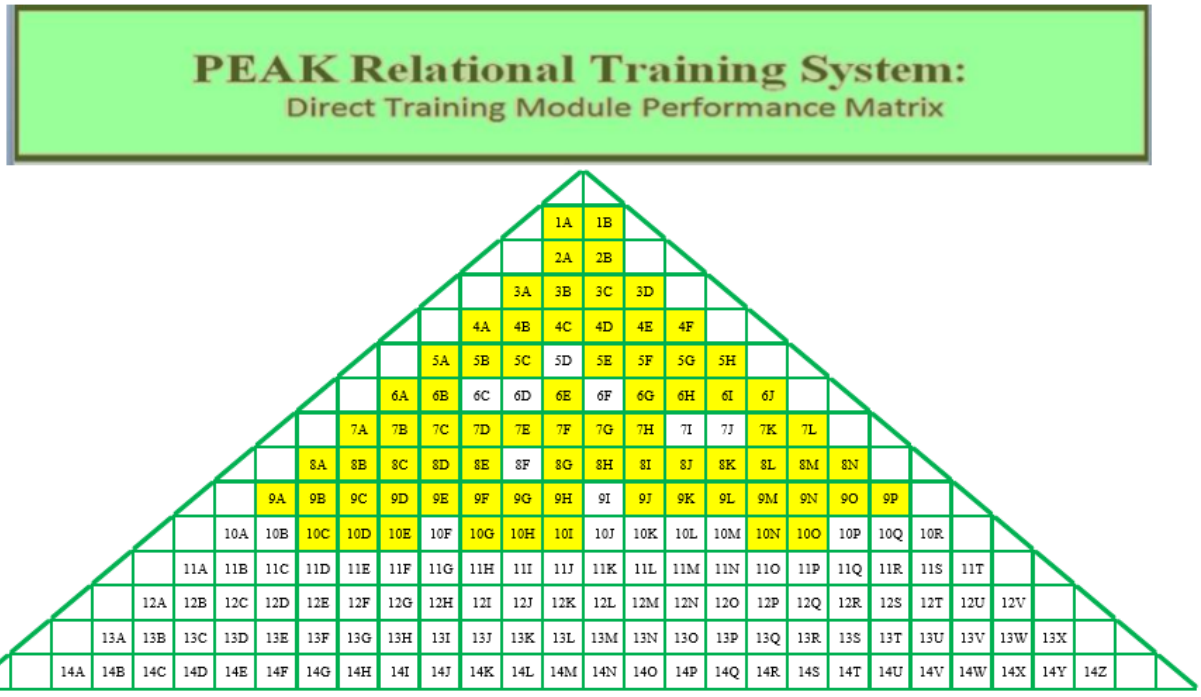
	Mastered
	Changes
	Noncompliance
	Absent
	Unplanned events
	No school

Monthly Average		
PEAK Program	Aug	Sept
6C	50	
5D	78	
6D	56	
6F	42	
8F	73	

d. Continued progression towards higher skill complexity within the PEAK curriculum will occur when progress monitoring indicates successful mastery of a given program.

e. Re-evaluation of Timothy at intervals of approximately every three months will occur using the PEAK-DT assessment to track overall progress towards typical developing peers.

A graphical representation of the completed assessment is presented below. The initial assessment indicates skills within the repertoire by shaded yellow boxes.



Assessment Date	Assessor Name	Color
8/20/2016	Janie Funk & Christina Peters	

Learner: Timothy R.

Location: UNR BASIC Instructor(s): Christina Peters & Janie Funk

Timothy R. PEAK-G Report

Evaluation Overview: As part of a comprehensive assessment of Timothy R.'s skills, the PEAK Relational Training System-Generalization (PEAK-G) Assessment (Dixon, 2014) was conducted. This empirically supported assessment allows for an evaluation of the presence of, and deficits in, a wide variety of functional, cognitive, and language abilities. The assessment indicates some strong skills. Timothy can imitate fine and gross motor sample movements. He can identify non-identical samples of different animals, and can match colors to the most similar hue. Timothy can also match letters and numbers regardless of font or size. This current set of skills within Timothy's repertoire is equivalent to a typically developing child of 2. The results of this assessment also indicate deficits in functioning are found among the areas of Foundational Learning and Basic Social Skills, Basic Verbal Comprehension, Memory, and Advanced Social Skills, Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills, and Verbal Reasoning, Problem Solving, Logic, and Mathematical Skills. Timothy appears to have rigid and limited responses to a variety of social circumstances. That is, Timothy may be familiar with specific questions or statements that are appropriate in a given social situation, but does appear to engage in a variety of responses with similar function. Such limitation is also evident when Timothy is asked to identify novel representations of known items. Timothy also struggles to guess about unknown information.

Using the PEAK-G's four factors listed below, we are able to quantitatively compare Timothy to a typical developing peer group and determine the degree of difference from such peers. Foundational Learning and Basic Social Skills measure basic instruction following, gross and fine motor imitation, basic receptive and expressive identification skills, making requests, and basic social skills such as sharing and identifying basic emotions. Timothy's factor score was 6, and deviates from his typical age group by -18. Basic Verbal Comprehension, Memory, and Advanced Social Skills measure more advanced abilities such as creativity in responding, basic perspective taking, complex verbal interactions, generalized direction following, Wh- questions, basic reading and writing skills, responding after a delay, and basic math skills. Timothy's factor score was 1, and deviates from his typical age group by -24. Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills measure even more complex skills such as detecting lies, detecting patterns, punctuation transcription,

basic reading and writing skills, early counting, measuring weights and quantities, and early problem solving skills. Timothy's factor score was 0, and deviates from his typical age group by -9. Finally, Verbal Reasoning, Problem Solving, Logic, and Mathematical Skills measures application of math skills to problem solving, time-telling, and spending money, problem solving including varied responding and applying logic, and advanced verbal skills such as identifying sarcasm, rhyming, and guessing. Timothy's factor score was 0, and deviates from his typical age group by 0. A summary table is provided below for easy reference.

PEAK Relational Training System: Generalization Module

PEAK Factor	Student Score	Typical Age Score	Difference Score	Approximate Age Equivalent
Foundational Learning and Basic Social Skills	6	24	-18	1-2
Basic Verbal Comprehension, Memory, and Advanced Social Skills	1	25	-24	1-2
Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills	0	9	-9	1-2
Verbal Reasoning, Problem Solving, Logic, and Mathematical Skills	0	0	0	5-6
TOTAL SCORE:	7	58	-51	

Typical Age Distribution of PEAK Factor Scores*

PEAK Factor	1-2 yrs	3-4 yrs	5-6 yrs	7-8 yrs	9-10 yrs	11-12 yrs	13-14 yrs	15+ yrs
Foundational Learning and Basic Social Skills	1	20	24	26	28	29	33	33
Basic Verbal Comprehension, Memory, and Advanced Social Skills	1	15	25	36	57	55	58	59
Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills	2	4	9	13	50	52	61	63

Verbal Reasoning, Problem Solving, Logic, and Mathematical Skills	0	0	0	0	16	20	26	29
TOTAL SCORE:	**4**	**39**	**58**	**75**	**139**	**156**	**178**	**184**

* Items within abilities of > 80% of typical developing children as reported by: Dixon, et al. (under review).

Treatment Proposal: According to the results of the PEAK-G, Timothy appears to be functioning significantly below the average range in overall total ability at this time. Timothy performed significantly below the average range in the areas of Foundational Learning and Basic Social Skills, Basic Verbal Comprehension, Memory, and Advanced Social Skills, Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills. It is our recommendation that Timothy be exposed to a treatment program that incorporates Applied Behavior Analysis (ABA) therapy on a regular basis, and the specific treatment program of PEAK given this protocol's peer-reviewed evidence for increasing abilities when compared to treatment as usual using a randomized control-treatment design. Furthermore, PEAK has been shown to be directly correlated with intelligence and verbal abilities (expressive/receptive), such that increases in the PEAK curriculum may yield correlated increases in these overall levels of global functioning.

Timothy's specific treatment approach will include:
a. 4 hours of ABA therapy per day using the PEAK curriculum

b. Foundational Learning & Basic Skills and Verbal Comprehension, Memory, and Advanced Social Skills targeted for immediate remediation include the following:

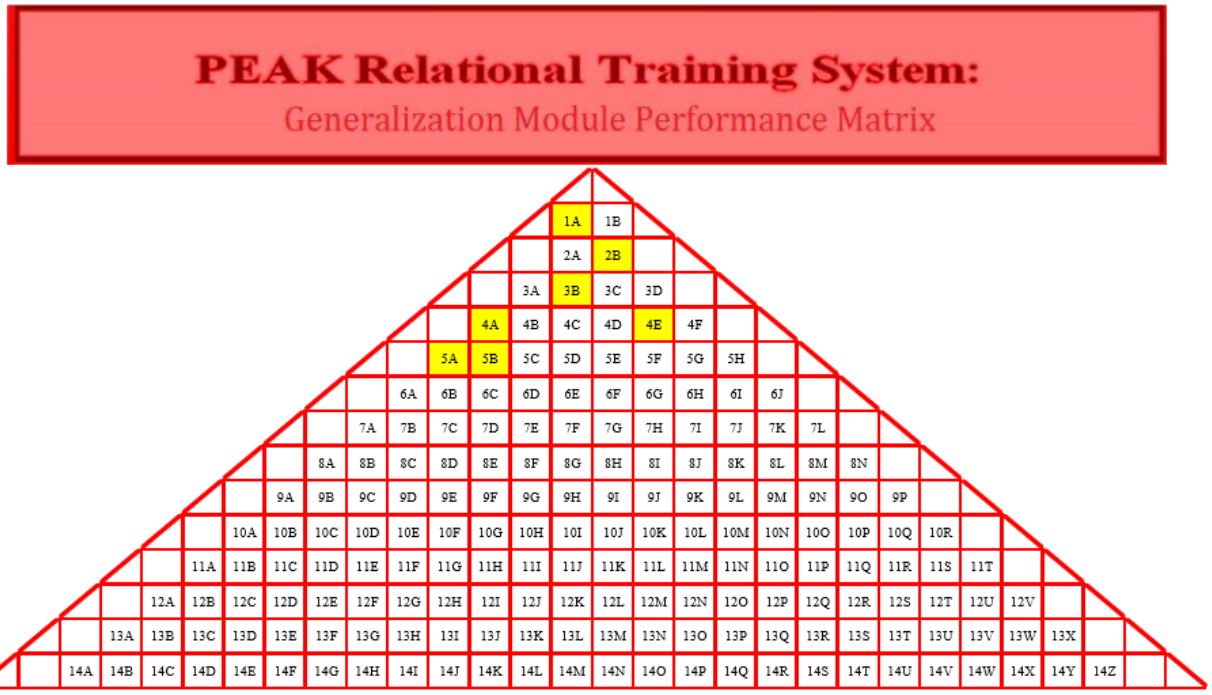
- Math Sorting and Counting by Group (PEAK Program 1B)
- Intraverbal Substitutions by Function (PEAK Program 2A)
- Flexible Textual Behavior (PEAK Program 3A)
- I Spy: Tolerating Failure (PEAK Program 3C)
- Receptively Identify Shades of Color (PEAK Program 3D)

c. Timothy's progress on programs will be monitored daily based upon each training trial. Progress monitoring of gains within the curriculum will occur at an interval of five days whereby baseline accuracy will be compared to current-day accuracy. Team members will input daily data from each trial block into a specific excel spreadsheet which has been set up for Timothy. See Section C under the treatment proposal section in the Direct Training Module portion of this report for a sample of the progress monitoring system output.

d. Continued movement towards higher skill complexity within the PEAK curriculum will occur when progress monitoring indicates successful mastery of a given program.

e. Re-evaluation of Timothy at intervals of approximately every three months will occur using the PEAK-G assessment to track overall progress towards typical developing peers.

A graphical representation of the completed assessment is presented below. The initial assessment indicates skills within the repertoire by shaded yellow boxes.



Assessment Date	Assessor Name	Color
8/20/2016	Janie Funk & Christina Peters	

Learner: Timothy R.

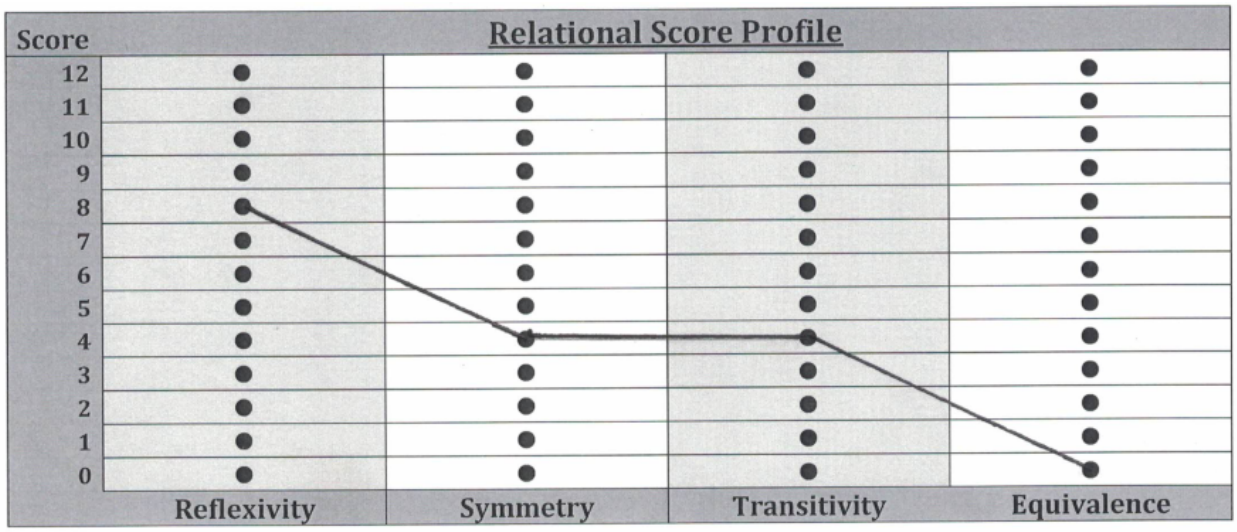
Location: UNR BASIC Instructor(s): Christina Peters & Janie Funk

Timothy R. PEAK-E Report

Evaluation Overview: As part of a comprehensive assessment of Timothy R.'s skills, the PEAK Relational Training System-Equivalence (PEAK-E) Assessment (Dixon, 2015) was conducted. This empirically supported assessment allows for an evaluation of the presence of, and deficits in, a wide variety of functional, cognitive, and language abilities. The results of this assessment indicate deficits in functioning are found among the areas of Reflexivity, Symmetry, Transitivity, and Equivalence. Specifically, formal logic and perspective taking and mathematic skills present challenges for Timothy. The assessment also indicates some skills. Timothy has skills, as reported in the above sections, to match and label items. This current set of skills within Timothy's repertoire is, overall, delayed. A summary table is provided below for easy reference.

PEAK Relational Training System: Equivalence Module

PEAK Factor	Student Score	Max Score
Reflexivity	8	12
Symmetry	4	12
Transitivity	4	12
Equivalence	0	12
TOTAL SCORE:	16	48



Treatment Proposal: According to the results of the PEAK-E, Timothy appears to be functioning significantly below the average range in overall total ability at this time. Timothy performed significantly below the average range in the areas of Reflexivity, Symmetry, Transitivity, and Equivalence. It is our recommendation that Timothy be exposed to a treatment program that incorporates Applied Behavior Analysis (ABA) therapy on a regular basis, and the specific treatment program of PEAK given this protocol's peer-reviewed evidence for increasing abilities when compared to treatment as usual using a randomized control-treatment design. Furthermore, PEAK has been shown to be directly correlated with intelligence and verbal abilities (expressive/receptive), such that increases in the PEAK curriculum may yield correlated increases in these overall levels of global functioning.

Timothy's specific treatment approach will include:
a. 4 hours of ABA therapy per day using the PEAK curriculum

b. At the current time, no specific skills have been targeted for immediate remediation within the Equivalence Module of PEAK. Rowsey, Velisle, & Dixon (2014) conducted a component analysis of items tested within the PEAK to determine an appropriate treatment approach utilizing PEAK assessment results. Their study identified critical components of the PEAK and the interdependency of the components. Specifically, the analysis identified four factors within the PEAK which are referred to as Foundational Learning Skills, Perceptual Learning Skills, Verbal Comprehension Skills, and Verbal Reasoning, Memory, and Mathematical Skills. The factors progress in complexity, and the authors suggest the individual demonstrate sufficient skills in one factor prior to progressing to a factor requiring more complex skills. As such, it is recommended that Timothy's treatment prioritize skills trained in the Direct Training and Generalization Modules that will facilitate training in the more advanced modules at a later point in time. Once a greater number of skills have been mastered in the Direct Training and Generalization Modules, specific skills from the Equivalence Module will be targeted based upon Timothy's current areas of strength and residual deficit at that time.

d. Once program begins within the Equivalence Module continued movement towards higher skill complexity within the PEAK curriculum will occur when progress monitoring indicates successful mastery of a given program.

e. Re-evaluation of Timothy at intervals of approximately every three months will occur using the PEAK-E assessment. This evaluation be used to track overall progress towards readiness to begin specific training within this area and compare his progress within this domain to his typical developing peers.

Timothy R. PEAK-T Report

Evaluation Overview: As part of a comprehensive assessment of Timothy R.'s skills, the PEAK Relational Training System-Equivalence (PEAK-T) Assessment (Dixon, 2016) was conducted. This empirically supported assessment allows for an evaluation of the presence of, and deficits in, an individual's more advanced cognitive and learning skills utilizing relational abilities. The assessment is divided to evaluate expressive and receptive domains, each consisting of the same categories: Coordination, Opposition, Distinction, Categorical, Hierarchical, and Deictic. The results of this assessment indicate deficits in functioning are found among all categories across expressive and receptive domains. This current set of skills within Timothy's repertoire is, overall, delayed. A summary table is provided below for easy reference.

PEAK Relational Training System: Transitivity Module - Expressive

PEAK Factor	**Student Score**	**Max Score**
Coordination	3	16
Opposition	0	16
Distinction	0	16
Categorical	0	16
Hierarchical	0	16
Deictic	0	16
TOTAL SCORE:	3	96

PEAK Relational Training System: Transitivity Module - Receptive

PEAK Factor	**Student Score**	**Max Score**
Coordination	4	16
Opposition	0	16
Distinction	0	16
Categorical	0	16
Hierarchical	0	16
Deictic	0	16
TOTAL SCORE:	4	96

Treatment Proposal: According to the results of the PEAK-T, Timothy appears to be functioning significantly below the average range in overall total ability at this time.

Timothy's performed significantly below the average range in the areas of Foundational Learning and Basic Social Skills, Basic Verbal Comprehension, Memory, and Advanced Social Skills, Advanced Verbal Comprehension, Reading and Writing, and Basic Problem Solving Skills, and Verbal Reasoning, Problem Solving, Logic, and Mathematical Skills. It is our recommendation that Timothy be exposed to a treatment program that incorporates Applied Behavior Analysis (ABA) therapy on a regular basis, and the specific treatment program of PEAK given this protocol's peer-reviewed evidence for increasing abilities when compared to treatment as usual using a randomized control-treatment design. Furthermore, PEAK has been shown to be directly correlated with intelligence and verbal abilities (expressive/receptive), such that increases in the PEAK curriculum may yield correlated increases in these overall levels of global functioning.

a. 4 hours of ABA therapy per day using the PEAK curriculum

b. At the current time, no specific skills have been targeted for immediate remediation within the Transitivity Module of PEAK. Rowsey, Velisle, & Dixon (2014) conducted a component analysis of items tested within the PEAK to determine an appropriate treatment approach utilizing PEAK assessment results. Their study identified critical components of the PEAK and the interdependency of the components. Specifically, the analysis identified four factors within the PEAK which are referred to as Foundational Learning Skills, Perceptual Learning Skills, Verbal Comprehension Skills, and Verbal Reasoning, Memory, and Mathematical Skills. The factors progress in complexity, and the authors suggest the individual demonstrate sufficient skills in one factor prior to progressing to a factor requiring more complex skills. As such, it is recommended that Timothy's treatment prioritize skills trained in the Direct Training and Generalization Modules that will facilitate training in the more advanced modules at a later point in time. Once a greater number of skills have been mastered in the Direct Training and Generalization Modules, specific skills from the Transitivity Module will be targeted based upon Timothy's current areas of strength and residual deficit at that time.

d. Once program begins within the Transitivity Module continued movement towards higher skill complexity within the PEAK curriculum will occur when progress monitoring indicates successful mastery of a given program.

e. Re-evaluation of Timothy at intervals of approximately every three months will occur using the PEAK-T assessment. This evaluation be used to track overall progress towards readiness to begin specific training within this area and compare his progress within this domain to his typical developing peers.

Appendix A: PEAK LLCA1

PEAK LCCA1

PEAK Relational Training System: Language and Cognition Comprehensive Assessment

Participant Name:	Timothy R.	Assessment Type
Assessment Date:	08/20/2016	Initial: ☑ Follow-Up: ☐
Assessor:	Jamie Funk + Christina Peters	

Score Summary

PEAK-LCCA1 Total Score	PEAK-DT Total Score	PEAK-G Total Score	PEAK-E Total Score	PEAK-T Total Score	% Assessment Rater Reliability	Modified Assessment	Challenging Behavior
	54	7	16	7	100%	Y (N)	N (M) S

Factor Profile

PEAK-DT	Factor Score	Age Norm Score	Deviation Score
Foundational Learning Skills	32	34	+2
Perceptual Learning Skills	21	21	0
Verbal Comprehension Skills	21	80	+59
Verbal Reasoning, Memory, and Math Skills	0	10	+10
Total Score	54	141	+71

PEAK-G	Factor Score	Age Norm Score	Deviation Score
Foundational Learning & Basic Social Skills	6	24	+18
Basic Verbal Comp, Memory, and Advanced Social Skills	1	25	+24
Advanced Verbal Comp, Reading, Writing, and Basic Problem Solving	0	9	+9
Verbal Reasoning, Problem Solving, Logic, and Math Skills	0	0	0
Total Score	7	58	+51

Pre-Assessment Relational Profile

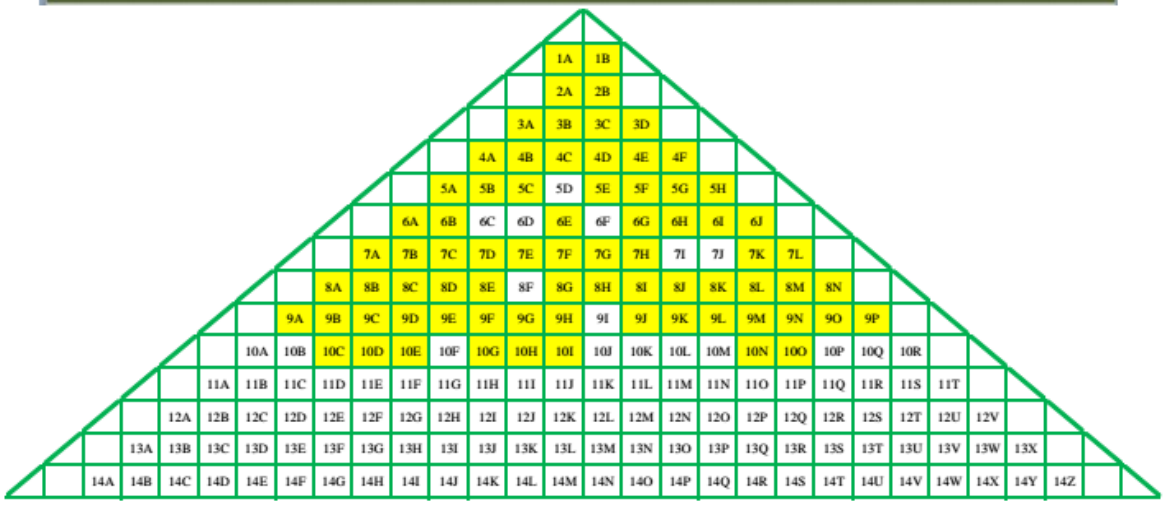
PEAK-E	Relation Score	Max Score
Reflexivity	8	12
Symmetry	4	12
Transitivity	4	12
Equivalence	0	12
Total Score	16	Long Form
Max Score	48	Short Form
Overall Relational Complexity Level		Sensory Modality Deficits?
1 (2) 3 4		Yes (No)

PEAK-T: Expressive	Relation Score	Max Score
Coordination	3	16
Opposition	0	16
Distinction	0	16
Categorical	0	16
Hierarchical	0	16
Deictic	0	16
Total Score	3	96
Age Norm Deviation: Yes ☐ No ☐		

PEAK-T: Receptive	Relation Score	Max Score
Coordination	4	16
Opposition	0	16
Distinction	0	16
Categorical	0	16
Hierarchical	0	16
Deictic	0	16
Total Score	4	96
Age Norm Deviation: Yes ☐ No ☐		

Appendix B: PEAK Training System: Direct Training Module Matrix

PEAK Relational Training System:
Direct Training Module Performance Matrix



Assessment Date	Assessor Name	Color
8/20/2016	Janie Funk & Christina Peters	

Learner: Timothy R.

Location: UNR BASIC Instructor(s): Christina Peters & Janie Funk

Appendix C: PEAK Direct Training Module Factor Scoring Grid

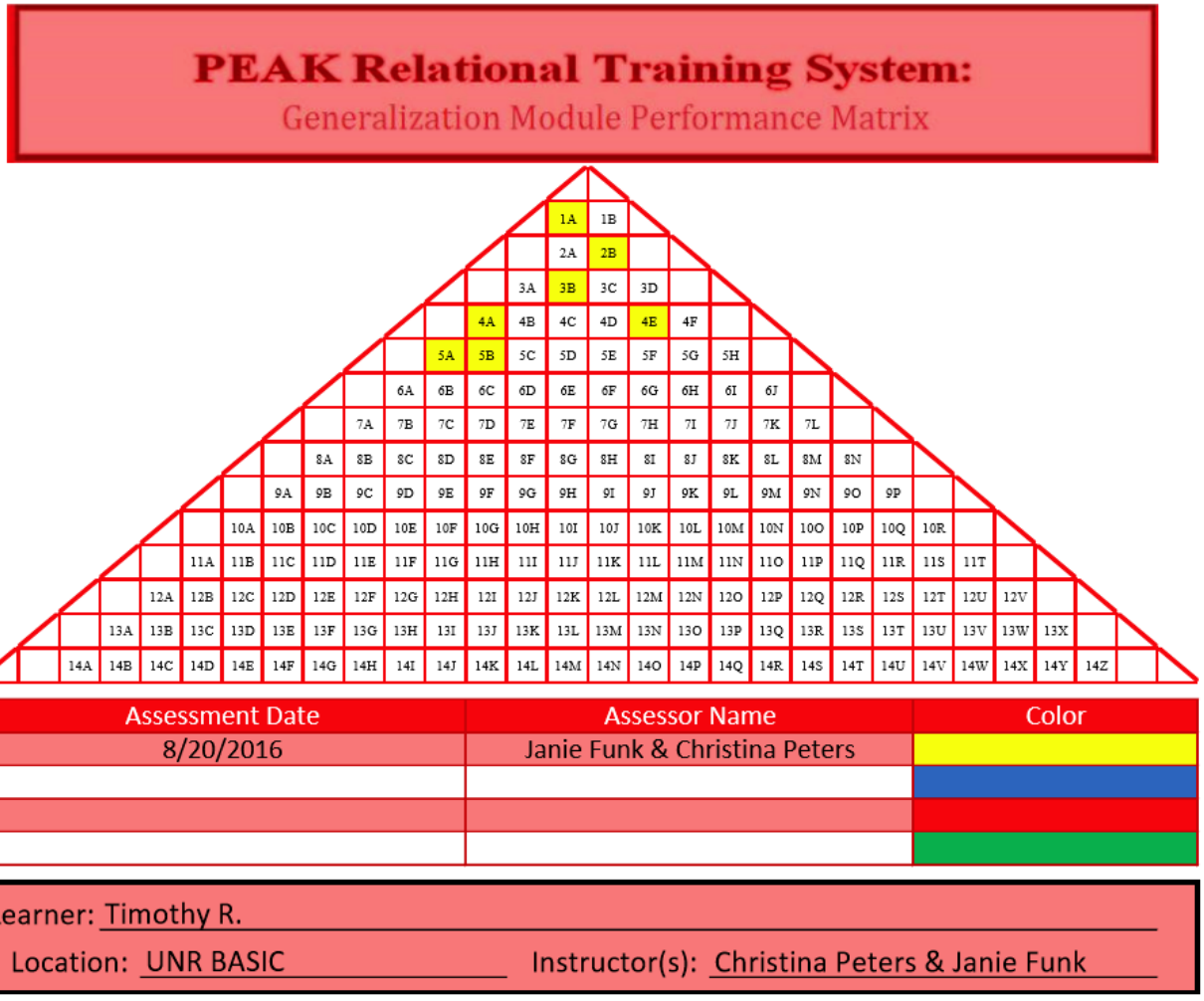
PEAK Relational Training System

Direct Training Module Assessment Factor Scoring Grid

Foundational Learning Skills	Perceptual Learning Skills	Verbal Comprehension Skills			Verbal Reasoning, Memory & Mathematics Skills
1A	7D	6C	11A	12T	11D
1B	7G	6D	11B	12U	11M
2A	8A	6E	11C	12V	11O
2B	8B	7H	11E	13A	14A
3A	8C	7I	11F	13B	14B
3B	8D	7J	11G	13C	14C
3C	8E	7K	11H	13D	14D
3D	8F	7L	11I	13E	14E
4A	8I	8G	11J	13F	14F
4B	8J	8H	11K	13G	14H
4C	8K	9D	11L	13H	14I
4D	8L	9H	11N	13I	14j
4E	8M	9I	11P	13J	14K
4F	8N	9J	11Q	13K	14L
5A	9A	9M	11R	13L	14M
5B	9B	9N	11S	13M	14N
5C	9C	9O	11T	13N	14O
5D	9E	9P	12A	13O	14P
5E	9F	10A	12B	13P	14Q
5F	9G	10B	12C	13Q	14R
5G	9K	10C	12D	13R	14S
5H	9L	10D	12E	13S	14T
6A		10E	12F	13T	14U
6B		10F	12G	13U	14V
6F		10G	12H	13V	14W
6G		10H	12I	13W	14X
6H		10I	12J	13X	14Y
6I		10J	12K	14G	14Z
6J		10K	12L		
7A		10L	12M		
7B		10M	12N		
7C		10N	12O		
7E		10O	12P		
7F		10P	12Q		
		10Q	12R		
		10R	12S		
Factor 1 Total: 32 (max 34)	**Factor 2** Total: 21 (max 22)		**Factor 3** Total: 21 (max 100)		**Factor 4** Total: 0 (max 28)

Instructions: Circle each skill that is within the repertoire of the individual. Sum all circled items to obtain individual Factor score.

Appendix D: PEAK Training System: Generalization Module Matrix



Appendix E: PEAK Generalization Module Factor Scoring Grid

PEAK Relational Training System

Generalization Module Assessment Factor Scoring Grid

Foundational Learning and Basic Social Skills	Basic Verbal Comprehension, Memory, and Advanced Social Skills		Advanced Verbal Comprehension, Basic Problem Solving, and Advanced Mathematcal Skills.		Verbal Reasoning, Advanced Problem Solving, and Advanced Reading and Writing Skills.
1A	1B	10P	6H	12B	4D
2B	2A	10R	7D	12C	5C
3D	3A	11B	7E	12G	5H
4A	3B	11H	7J	12I	6D
4B	3C	11I	8B	12P	6J
4E	4C	11K	8C	12Q	7B
5A	4F	11L	8D	12R	8I
5B	5D	11M	8E	12V	8L
5E	5F	11N	8G	13A	10A
6A	5G	11Q	8H	13B	10B
6C	6B	11S	8J	13F	10K
6E	6F	12D	8K	13L	12M
7C	6G	12F	8N	13R	12N
7G	6I	12H	9A	13S	12O
7H	7A	12J	9E	13U	12S
7L	7F	12K	9F	13V	12T
10D	7I	12L	9J	14C	13C
10L	7K	13I	9L	14D	13D
11A	8A	13P	9M	14G	13E
11D	8F	13T	9N	14H	13G
11G	8M	13W	9P	14J	13M
11J	9B	13X	10E	14O	13N
11O	9C	14B	10G	14P	13O
11R	9D	14F	10I	14R	13Q
11T	9G	14K	10J	14S	14L
12E	9H	14Z	10N	14T	14M
12U	9I		10O	14U	14N
13H	9K		10Q	14V	14Q
13J	9O		11C	14W	14Y
13K	10C		11E	14X	
14A	10F		11F		
14E	10H		11P		
14I	10M		12A		
Factor 1 Total: 6 (max 33)	**Factor 2** Total: 1 (max 59)		**Factor 3** Total: Ø (max 63)		**Factor 4** Total: Ø (max 29)

Instructions: Circle each skill that is within the repertoire of the individual. Sum all circled items to obtain individual Factor score.

Appendix F: Equivalence Training Modules Pre-Assessment Record Form

PEAK Relational Training System

Equivalence Training Module Pre-Assessment Record Form

Learner: Timothy R. **Date:** 08/20/2016

Instructor(s): Janie Funk & Christina Peters **Location:** UNR BASIC

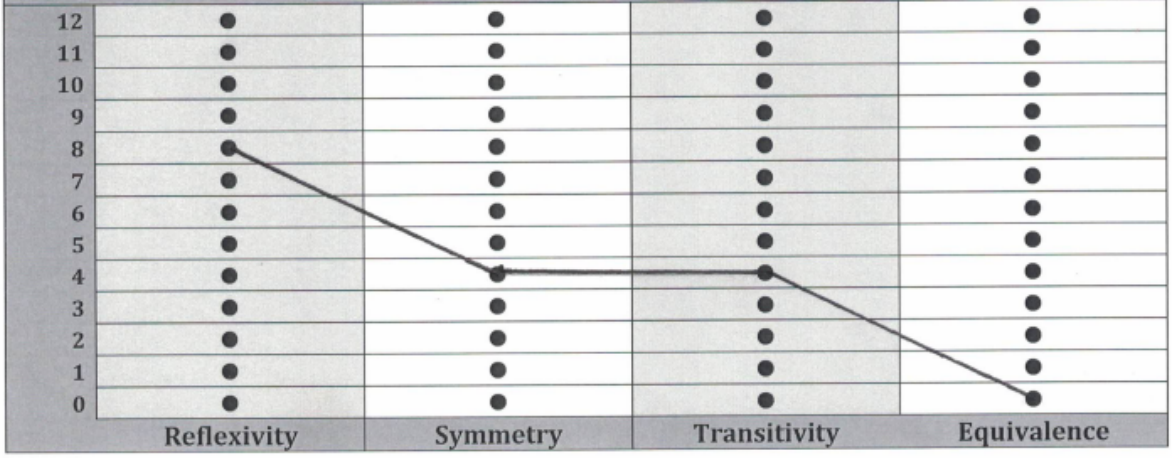
Pre-Assessment Version: Long (Short)

Were alternative stimuli used for any of the programs? Yes (No)

Type of Relation		Skill Difficulty: Basic	Skill Difficulty: Intermediate	Skill Difficulty: Advanced	Long-Form Score (x 1.0)	Short-Form Score (x 2.0)	Total Score
Reflexivity	1	0 1 (2)	(0) 1 2	(0) 1 2		4	8
	2	0 1 (2)	(0) 1 2	(0) 1 2			
Symmetry	1	0 (1) 2	(0) 1 2	(0) 1 2		2	4
	2	0 (1) 2	(0) 1 2	0 1 2			
Transitivity	1	(0) 1 2	0 (1) 2	(0) 1 2		2	4
	2	(0) 1 2	0 (1) 2	0 1 2			
Equivalence	1	(0) 1 2	(0) 1 2	(0) 1 2		0	0
	2	(0) 1 2	(0) 1 2	(0) 1 2			

Total Score: 16 (Max 48)

Relational Score Profile



Appendix G: Equivalence Training Module Pre-Assessment Records Form

PEAK Relational Training System

Equivalence Training Module Pre-Assessment Record Form

Learner: Timothy R. **Date:** 08/20/2016

Instructor(s): Janie Funk & Christina Peters **Location:** UNR BASIC

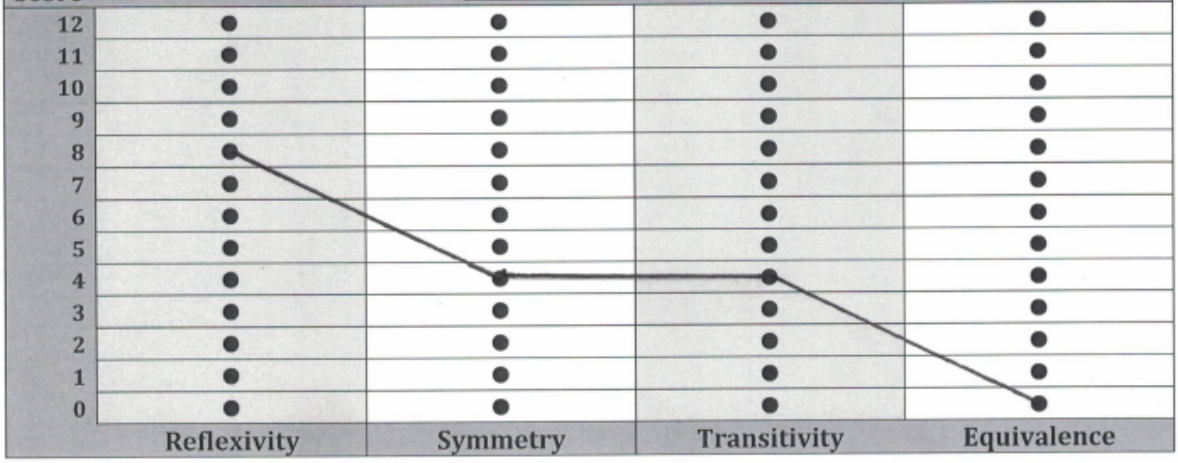
Pre-Assessment Version: Long (Short)

Were alternative stimuli used for any of the programs? Yes (No)

Type of Relation		Skill Difficulty: Basic	Intermediate	Advanced	Long-Form Score (x 1.0)	Short-Form Score (x 2.0)	Total Score
Reflexivity	1	0 1 (2)	(0) 1 2	(0) 1 2		4	8
	2	0 1 (2)	(0) 1 2	(0) 1 2			
Symmetry	1	0 (1) 2	(0) 1 2	(0) 1 2		2	4
	2	0 (1) 2	(0) 1 2	(0) 1 2			
Transitivity	1	(0) 1 2	0 (1) 2	(0) 1 2		2	4
	2	(0) 1 2	0 (1) 2	(0) 1 2			
Equivalence	1	(0) 1 2	(0) 1 2	(0) 1 2		0	0
	2	(0) 1 2	(0) 1 2	(0) 1 2			

Total Score: 16 (Max 48)

Relational Score Profile



Appendix H: PEAK-T Pre-Assessment Expressive Subtest Assessor Script and Scoring Guide

PEAK-T Pre-Assessment Expressive Subtest Assessor Script and Scoring Guide	
Participant:	Timothy R
Assessment Date:	08/20/2016
Assessor:	Christina Peters + Janie Funk
Directions: Present the following items to the participant, repeating only the script in quotation marks aloud. Record the participant's responses on the accompanying scoring guide.	

Scoring Directions:
For each item presented to the participant, circle "1" for a correct response or circle "0" for an incorrect response. Example responses are provided below each item. Record any relevant information in the "Notes" Section. Add the total number of correct responses for each section to sum the score for that relation. Add the total for each relation to obtain the total score.

Score Summary:			
Coordination	3 /16	**Distinction**	~~0~~/16
Comparison	~~0~~/16	**Hierarchical**	~~0~~/16
Opposition	~~0~~/16	**Deictic**	~~0~~/16
	Total Score:		3 **/96**

Appendix I: PEAK Transformation Pre-Assessment Receptive Subtest Scoring Guide

PEAK Transformation Pre-Assessment Receptive Subtest Scoring Guide	
Participant:	Timothy R.
Assessment Date:	08/20/2016
Assessor:	Janie Funk + Christina Peters

Scoring Directions:
For each item presented to the participant, circle "1" for a correct response or circle "0" for an incorrect response. Record any relevant information in the "Notes" Section. Add the total number of correct responses for each section to get the score for that relation. Add the total for each relation to obtain the total score.

Score Summary:			
Coordination	4 /16	**Distinction**	~~0~~ /16
Comparison	~~0~~ /16	**Categorical**	~~0~~ /16
Opposition	~~0~~ /16	**Deictic**	~~0~~ /16
		Total Score:	4 /96

Appendix J: Program Data Sheets

PEAK DIRECT TRAINING DATA SHEET

Participant Name: Timothy

Program Name: Imitate Drawing Basic Shapes -6C

Trial Number	Stimulus Number	Response Score
1	2 "Triangle"	8
2	1 "Square"	8
3	1 "Square"	2
4	2 "Triangle"	2
5	2 "Triangle"	2
6	2 "Triangle"	0
7	1 "Square"	0
8	2 "Triangle"	0
9	1 "Square"	0
10	1 "Square"	0

Total Response Score: 10 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "Square"	4
2	1 "Square"	4
3	1 "Square"	4
4	2 "Triangle"	8
5	2 "Triangle"	4
6	1 "Square"	10
7	1 "Square"	8
8	2 "Triangle"	8
9	2 "Triangle"	8
10	2 "Triangle"	10

Total Response Score: 68 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	2 "Triangle"	0
2	1 "Square"	8
3	2 "Triangle"	0
4	2 "Triangle"	0
5	1 "Square"	8
6	2 "Triangle"	0
7	2 "Triangle"	2
8	1 "Square"	8
9	1 "Square"	8
10	1 "Square"	8

Total Response Score: 42 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 "Triangle"	4
2	2 "Triangle"	2
3	1 "Square"	4
4	2 "Triangle"	2
5	1 "Square"	4
6	2 "Triangle"	2
7	2 "Triangle"	2
8	1 "Square"	4
9	1 "Square"	4
10	1 "Square"	4

Total Response Score: 56 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 "Triangle"	4
2	2 "Triangle"	4
3	2 "Triangle"	4
4	2 "Triangle"	4
5	1 "Square"	4
6	2 "Triangle"	4
7	1 "Square"	8
8	1 "Square"	8
9	1 "Square"	8
10	1 "Square"	4

Total Response Score: 74 / 100

Date: 08 / 21 Initials: CP

Weekly Program Notes
Issues with non-compliance in trail block one.

PEAK DIRECT TRAINING DATA SHEET

Participant Name: Timothy

Program Name: Simple Drawing Im. 5D

Trial Number	Stimulus Number	Response Score
1	1 "2in straight line"	0 **2** 4 8 10
2	1 "2in straight line"	0 **2** 4 8 10
3	2 " 2in circle"	0 **2** 4 8 10
4	1 "2in straight line"	0 **2** 4 8 10
5	2 " 2in circle"	0 **2** 4 8 10
6	2 " 2in circle"	0 **2** 4 8 10
7	1 "2in straight line"	0 2 **4** 8 10
8	2 " 2in circle"	0 2 4 **8** 10
9	1 "2in straight line"	0 2 4 **8** 10
10	2 " 2in circle"	0 2 **4** 8 10

Total Response Score: 44 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	1 "2in straight line"	0 2 4 8 **10**
2	1 "2in straight line"	0 2 4 8 **10**
3	2 " 2in circle"	0 2 4 8 **10**
4	1 "2in straight line"	0 2 4 8 **10**
5	2 " 2in circle"	0 2 4 8 **10**
6	2 " 2in circle"	0 2 4 **8** 10
7	1 "2in straight line"	0 2 4 **8** 10
8	1 "2in straight line"	0 2 4 8 **10**
9	2 " 2in circle"	0 2 4 **8** 10
10	2 " 2in circle"	0 2 4 8 **10**

Total Response Score: 94 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 " 2in circle"	0 **2** 4 8 10
2	2 " 2in circle"	0 2 **4** 8 10
3	2 " 2in circle"	0 2 4 **8** 10
4	2 " 2in circle"	0 2 4 **8** 10
5	2 " 2in circle"	0 2 4 **8** 10
6	1 "2in straight line"	0 2 4 **8** 10
7	1 "2in straight line"	0 2 4 **8** 10
8	1 "2in straight line"	0 2 4 **8** 10
9	1 "2in straight line"	0 2 4 8 **10**
10	1 "2in straight line"	0 2 4 8 **10**

Total Response Score: 72 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 " 2in circle"	0 2 4 **8** 10
2	2 " 2in circle"	0 2 4 8 **10**
3	1 "2in straight line"	0 2 4 8 **10**
4	2 " 2in circle"	0 2 4 8 **10**
5	1 "2in straight line"	0 2 4 8 **10**
6	2 " 2in circle"	0 2 4 8 **10**
7	2 " 2in circle"	0 2 4 **8** 10
8	1 "2in straight line"	0 2 4 8 **10**
9	1 "2in straight line"	0 2 4 8 **10**
10	1 "2in straight line"	0 2 4 8 **10**

Total Response Score: 96 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "2in straight line"	0 2 4 **8** 10
2	2 " 2in circle"	0 2 4 8 **10**
3	2 " 2in circle"	0 2 4 **8** 10
4	1 "2in straight line"	0 2 4 **8** 10
5	2 " 2in circle"	0 2 4 **8** 10
6	1 "2in straight line"	0 2 4 **8** 10
7	1 "2in straight line"	0 2 4 **8** 10
8	1 "2in straight line"	0 2 4 8 **10**
9	2 " 2in circle"	0 2 4 **8** 10
10	2 " 2in circle"	0 2 4 **8** 10

Total Response Score: 84 / 100

Date: 08 / 21 Initials: CP

Weekly Program Notes

In Trial Block #2 trials were not interspersed in order to work on each target more specifically. This approached seemed to be helpful for this learner.

PEAK DIRECT TRAINING DATA SHEET

Participant Name: Timothy

Program Name: Tracing Letters - 6D

Trial Number	Stimulus Number	Response Score
1	1 "A"	**0** 2 4 8 10
2	1 "A"	0 **2** 4 8 10
3	2 "B"	0 **2** 4 8 10
4	1 "A"	0 2 **4** 8 10
5	2 "B"	0 2 **4** 8 10
6	2 "B"	0 2 **4** 8 10
7	1 "A"	0 2 **4** 8 10
8	1 "A"	0 2 **4** 8 10
9	2 "B"	0 2 **4** 8 10
10	2 "B"	0 2 **4** 8 10

Total Response Score: 52 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	1 "A"	0 2 **4** 8 10
2	2 "B"	0 2 **4** 8 10
3	1 "A"	0 2 4 **8** 10
4	1 "A"	0 2 **4** 8 10
5	2 "B"	0 2 **4** 8 10
6	1 "A"	0 2 4 **8** 10
7	2 "B"	0 2 **4** 8 10
8	1 "A"	0 2 4 **8** 10
9	2 "B"	0 2 4 **8** 10
10	2 "B"	0 2 4 8 **10**

Total Response Score: 62 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "A"	**0** 2 4 8 10
2	1 "A"	0 **2** 4 8 10
3	1 "A"	0 **2** 4 8 10
4	2 "B"	0 2 **4** 8 10
5	2 "B"	0 2 **4** 8 10
6	1 "A"	0 2 **4** 8 10
7	2 "B"	0 2 **4** 8 10
8	2 "B"	**0** 2 4 8 10
9	2 "B"	0 2 **4** 8 10
10	1 "A"	0 2 4 **8** 10

Total Response Score: 32 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 "B"	0 2 4 **8** 10
2	2 "B"	0 2 **4** 8 10
3	1 "A"	0 2 4 8 **10**
4	2 "B"	0 2 4 **8** 10
5	1 "A"	0 2 **4** 8 10
6	2 "B"	0 2 4 **8** 10
7	2 "B"	0 2 4 **8** 10
8	1 "A"	0 2 4 8 **10**
9	1 "A"	0 2 4 8 **10**
10	1 "A"	0 2 4 **8** 10

Total Response Score: 78 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "A"	0 2 4 **8** 10
2	2 "B"	0 2 **4** 8 10
3	2 "B"	0 2 4 **8** 10
4	2 "B"	0 2 **4** 8 10
5	1 "A"	0 2 **4** 8 10
6	2 "B"	0 **2** 4 8 10
7	2 "B"	0 2 **4** 8 10
8	1 "A"	0 2 **4** 8 10
9	1 "A"	0 2 4 **8** 10
10	1 "A"	0 2 4 **8** 10

Total Response Score: 54 / 100

Date: 08 / 21 Initials: CP

Weekly Program Notes

See notes on program page for program 6F "Tracing words"- student struggled with small letters, so target was shifted such that letters were 1.5 inches tall. Student did much better with this size letter, targets will shift overtime so that letters are gradually made smaller.

PEAK DIRECT TRAINING DATA SHEET

Participant Name: Timothy

Program Name: Tracing Words 6F

Trial Number	Stimulus Number	Response Score
1	1 "CAT"	**0** 2 4 8 10
2	1 "CAT"	0 **2** 4 8 10
3	2 "DOG"	0 **2** 4 8 10
4	2 "DOG"	0 **2** 4 8 10
5	1 "CAT"	0 **2** 4 8 10
6	2 "DOG"	0 **2** 4 8 10
7	2 "DOG"	0 **2** 4 8 10
8	1 "CAT"	0 2 **4** 8 10
9	1 "CAT"	0 **2** 4 8 10
10	2 "DOG"	0 2 **4** 8 10

Total Response Score: 22 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "CAT"	0 2 4 **8** 10
2	2 "DOG"	0 2 4 **8** 10
3	1 "CAT"	0 2 4 **8** 10
4	2 "DOG"	0 2 4 **8** 10
5	1 "CAT"	0 2 **4** 8 10
6	1 "CAT"	0 2 4 **8** 10
7	1 "CAT"	0 2 **4** 8 10
8	2 "DOG"	0 2 4 **8** 10
9	2 "DOG"	**0** 2 4 8 10
10	2 "DOG"	0 2 4 **8** 10

Total Response Score: 64 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	2 "DOG"	0 **2** 4 8 10
2	1 "CAT"	0 2 **4** 8 10
3	2 "DOG"	0 2 **4** 8 10
4	1 "CAT"	0 2 **4** 8 10
5	1 "CAT"	0 **2** 4 8 10
6	2 "DOG"	**0** 2 4 8 10
7	2 "DOG"	**0** 2 4 8 10
8	2 "DOG"	0 **2** 4 8 10
9	1 "CAT"	0 2 **4** 8 10
10	1 "CAT"	0 2 **4** 8 10

Total Response Score: 26 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	2 "DOG"	0 2 **4** 8 10
2	2 "DOG"	0 2 **4** 8 10
3	1 "CAT"	0 2 4 **8** 10
4	1 "CAT"	0 2 **4** 8 10
5	2 "DOG"	0 2 **4** 8 10
6	1 "CAT"	0 2 **4** 8 10
7	2 "DOG"	0 2 4 **8** 10
8	2 "DOG"	**0** 2 4 8 10
9	1 "CAT"	0 **2** 4 8 10
10	1 "CAT"	0 2 4 **8** 10

Total Response Score: 52 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	2 "DOG"	0 2 **4** 8 10
2	2 "DOG"	0 2 **4** 8 10
3	1 "CAT"	0 2 4 **8** 10
4	1 "CAT"	0 2 **4** 8 10
5	2 "DOG"	0 2 **4** 8 10
6	1 "CAT"	0 2 **4** 8 10
7	2 "DOG"	0 2 4 **8** 10
8	2 "DOG"	**0** 2 4 8 10
9	1 "CAT"	0 **2** 4 8 10
10	1 "CAT"	0 2 4 **8** 10

Total Response Score: 46 / 100

Date: 08 / 21 Initials: JF

Weekly Program Notes

In Trial Block #1 learner engaged in a lot of non-compliance. At times these behaviors (refusing to engage in the task or laying on stomach on the chair) appeared to function as a means to escape/avoid the task. This was notable as it only occurred with this program and the Tracing Letters program. Learner also struggled to trace words as written with fidelity. We tried to increase the size of font and found that student did much better with the task and displayed less non-compliance. As a result we changed the program stimuli as follows:
Stimulus #1 "CAT" written in 1.5 inch font
Stimulus #2 "DOG" written in 1.5 inch font
Once learner is successful we will decrease font size systematically and introduced additional words.

PEAK DIRECT TRAINING DATA SHEET

Participant Name: Timothy

Program Name: Adverb Actions - 8F

Trial Number	Stimulus Number	Response Score
1	1 "Clap Fast"	**0** 2 4 8 10
2	2 "Clap Slow"	**0** 2 4 8 10
3	1 "Clap Fast"	**0** 2 4 8 10
4	1 "Clap Fast"	**0** 2 4 8 10
5	2 "Clap Slow"	**0** 2 4 8 10
6	2 "Clap Slow"	**0** 2 4 8 10
7	1 "Clap Fast"	**0** 2 4 8 10
8	2 "Clap Slow"	**0** 2 4 8 10
9	2 "Clap Slow"	**0** 2 4 8 10
10	2 "Clap Slow"	**0** 2 4 8 10

Total Response Score: 0 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	1 "Clap Fast"	0 2 4 8 **10**
2	2 "Clap Slow"	0 2 4 8 **10**
3	1 "Clap Fast"	0 2 4 8 **10**
4	1 "Clap Fast"	0 2 4 8 **10**
5	2 "Clap Slow"	0 2 4 8 **10**
6	1 "Clap Fast"	0 2 4 **8** 10
7	1 "Clap Fast"	0 2 4 8 **10**
8	2 "Clap Slow"	0 2 4 8 **10**
9	2 "Clap Slow"	0 2 4 8 **10**
10	2 "Clap Slow"	0 2 4 8 **10**

Total Response Score: 98 / 100

Date: 08 / 21 Initials: JF

Trial Number	Stimulus Number	Response Score
1	1 "Clap Fast"	0 2 **4** 8 10
2	1 "Clap Fast"	0 2 4 **8** 10
3	2 "Clap Slow"	0 2 4 **8** 10
4	1 "Clap Fast"	0 2 4 **8** 10
5	2 "Clap Slow"	0 2 **4** 8 10
6	2 "Clap Slow"	0 2 **4** 8 10
7	1 "Clap Fast"	0 2 4 8 **10**
8	1 "Clap Fast"	0 2 4 8 **10**
9	2 "Clap Slow"	0 2 **4** 8 10
10	2 "Clap Slow"	0 2 4 **8** 10

Total Response Score: 68 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	2 "Clap Slow"	0 2 4 8 **10**
2	2 "Clap Slow"	0 2 4 8 **10**
3	2 "Clap Slow"	0 2 4 8 **10**
4	1 "Clap Fast"	0 2 4 8 **10**
5	2 "Clap Slow"	0 2 4 8 **10**
6	1 "Clap Fast"	0 2 4 8 **10**
7	1 "Clap Fast"	0 2 4 8 **10**
8	2 "Clap Slow"	0 2 4 8 **10**
9	1 "Clap Fast"	0 2 4 8 **10**
10	1 "Clap Fast"	0 2 4 8 **10**

Total Response Score: 100 / 100

Date: 08 / 21 Initials: CP

Trial Number	Stimulus Number	Response Score
1	2 "Clap Slow"	0 2 4 8 **10**
2	2 "Clap Slow"	0 2 4 8 **10**
3	1 "Clap Fast"	0 2 4 **8** 10
4	1 "Clap Fast"	0 2 4 8 **10**
5	1 "Clap Fast"	0 2 4 8 **10**
6	2 "Clap Slow"	0 2 4 8 **10**
7	2 "Clap Slow"	0 2 4 8 **10**
8	2 "Clap Slow"	0 2 4 8 **10**
9	1 "Clap Fast"	0 2 4 8 **10**
10	1 "Clap Fast"	0 2 4 8 **10**

Total Response Score: 98 / 100

Date: 08 / 21 Initials: JF

Weekly Program Notes
Learner struggled in trial block 1. Required hand over hand prompting. It quickly became clear that learner was enjoying prompting procedure. Learner requested asked for "Help Please" and laughing and smiled during prompting. For trial block two we offered "clapping together" as a contingent reinforcer available upon a response score of a 10, client progress improved dramatically.