

## SAMPLE PEAK REPORTING FORMAT

**Evaluation Overview:** As part of a comprehensive assessment of NAME, 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 results of this assessment indicate that NAME maintains appropriate (Examples within the repertoire here---eye contact, engages in sharing and turn taking, has basic imitation skills, and can follow basic instructions). NAME (list skills within the repertoire examples here - makes requests for things he wants/needs and demonstrates a preference for things he likes. He will request a break from a task and he will ask for items that are not in the room. He had some difficulty with vocal volume imitation. NAME is able to match pictures and items and can write letters and numbers after hearing the name. This current set of skills within NAME's repertoire is equivalent to a typically developing child of AGE. Deficits in functioning are found among the areas of (LIST AREAS HERE examples -- His intraverbal skills appear to be delayed, such as answering questions and finishing a song. He has difficulty with consistently identifying letter sounds and numbers past 10. He had difficulty labeling and sorting items by class and feature. He had difficulty counting items past ten, counting backwards and working simple addition and subtraction problems. He had difficulty answering questions about a story, rhyming words, arranging items by size, and answering personal information questions, such as address, and phone number.).

Using the PEAK-DT's four factors listed below, we are able to quantitatively compare NAME 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. NAME's factor score was X, and deviates from his typical age group by Y. Perceptual Learning Skills measures basic cognitive abilities such as matching, finding objects from an array, naming/signing items, completing basic wh questions. NAME's factor score was X, and deviates from his typical age group by Y. 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. NAME's factor score was X, and deviates from his typical age group by Y. 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. NAME's factor score was X, and deviates from his typical age group by Y. 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				
Perceptual Learning Skills				
Verbal Comprehension Skills				
Verbal Reasoning, Memory, and Mathematical Skills				
<b>TOTAL SCORE:</b>				

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
<b>TOTAL SCORE:</b>	<b>2</b>	<b>67</b>	<b>141</b>	<b>172</b>	<b>184</b>

\* 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, NAME appears to be functioning significantly below the average range in overall total ability at this time. NAME performed significantly below the average range in the areas of (LIST ALL OF THE FACTORS ABOVE THAT ARE BELOW AGE NORMS). It is our recommendation that NAME 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.

NAME's specific treatment approach will include:

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

b. X skills targeted for immediate remediation (LIST 5-10 specific PEAK programs from the curriculum here)

c. Progress monitoring of gains within the curriculum at an interval of X days (typically 5) whereby baseline accuracy will be compared to current-day accuracy.

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

e. Re-evaluation of NAME at intervals of approximately every 3 months 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 COLOR boxes. (use when needed) Subsequent assessments at DATE/COLOR, and DATE/COLOR illustrate new skills that have been acquired and are depicted as well.

**INSERT PEAK COMPLETED TRIANGLE HERE**