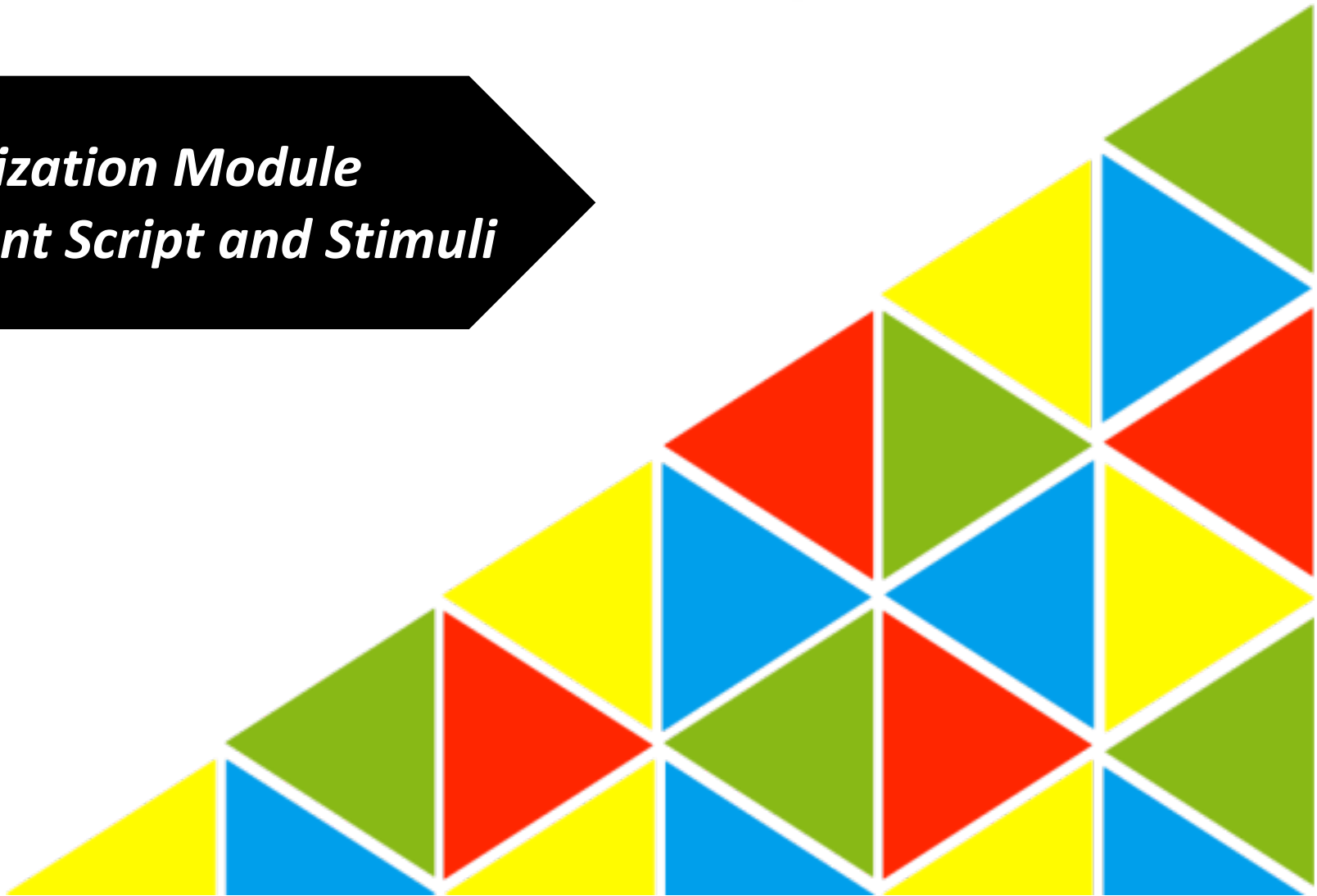


# PEAK

Relational Training System

*Generalization Module  
Pre-Assessment Script and Stimuli*





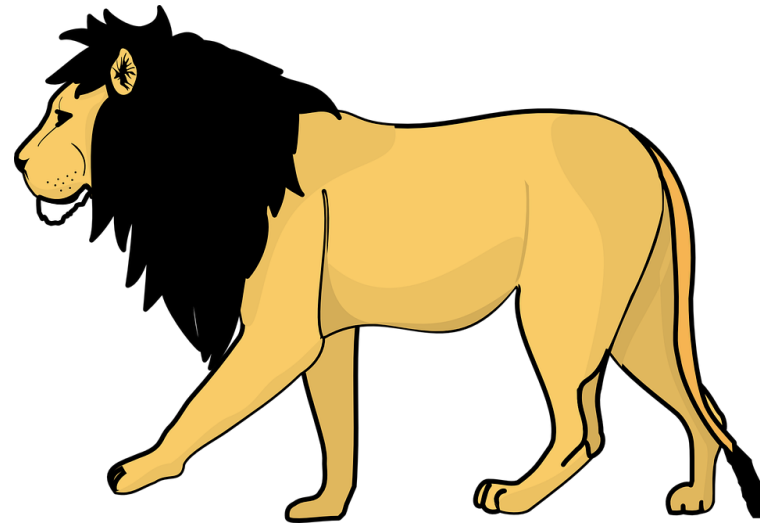
**PEAK G Pre-Assessment Script and Stimuli Guide:**

Place the booklet between the learner and the assessor. Open to the first assessment item, so that the script is in the assessor's view and the stimuli are in the learner's view. Assessment items with no visual stimuli will appear as a blank page. Items located in the Learner Response Booklet will be noted in the directions, and the corresponding page number in the booklet will be found in parentheses. Record the learner's responses on the *Assessor Script and Scoring Guide*.

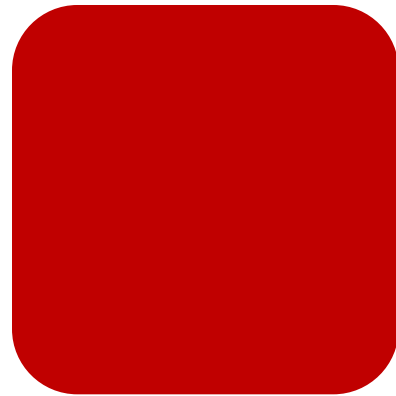
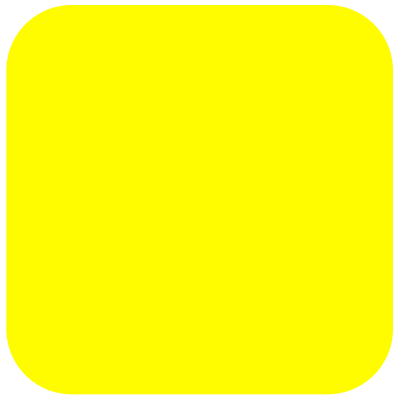




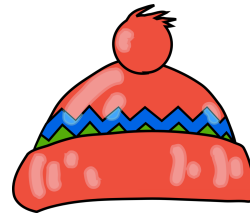
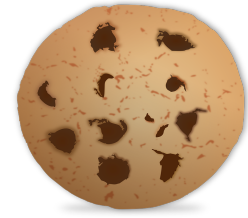
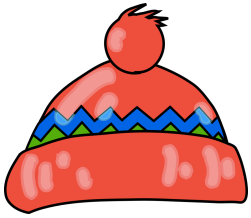
Say, "*Do this,*" and clap your hands then  
place them on your head.



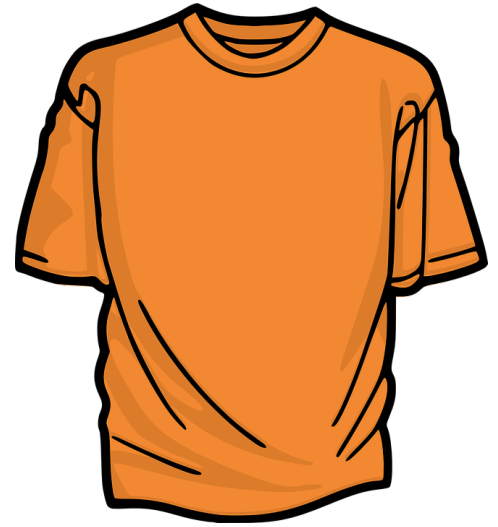
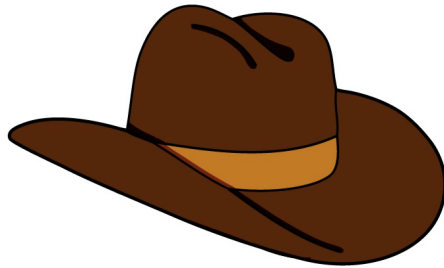
Say, "*What is it?*"



Say, *“Show me blue.”*



Say, *“Count the birds.”*





Say, *“Find the jacket.”*

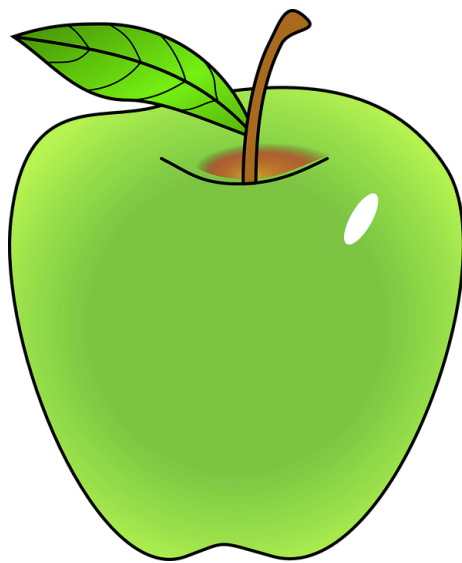
L

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Point to the L.  
Say, "*Find the same.*"



Say, *“What color is this?”*



Say, "*Do this,*" and hum in a low tone.

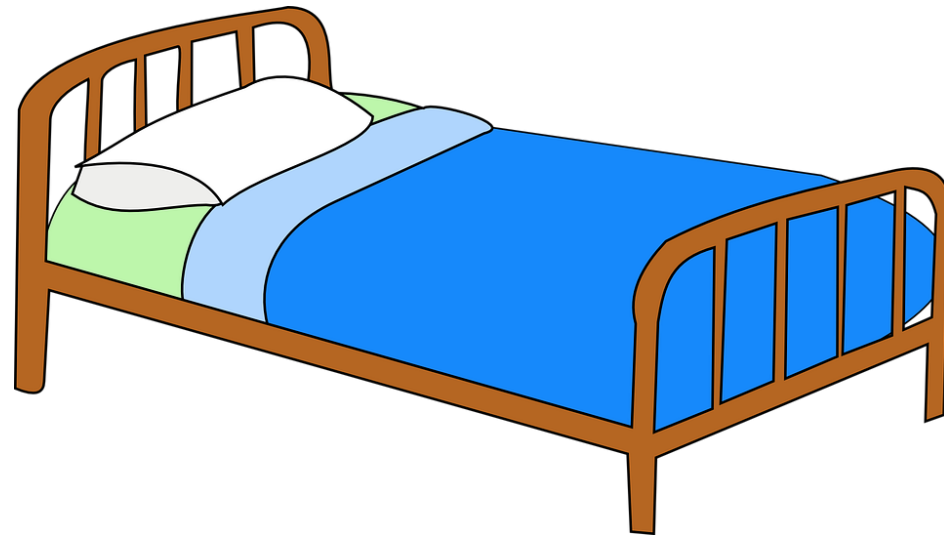




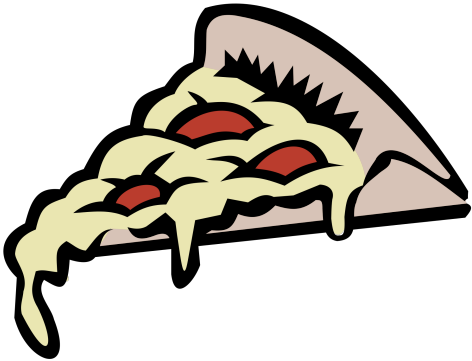
Say, *“Pretend you are an angry dog.”*



Say, “*Do this...mouse* [whisper],  
*GIRAFFE* [yell].”



Say, *“Point to the foot of the bed.”*

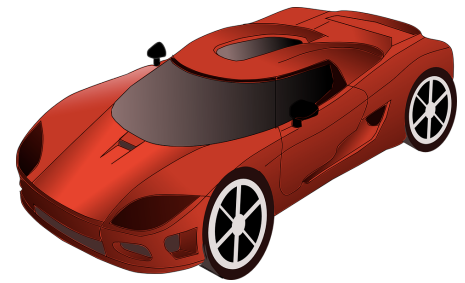


Say, *“Find lettuce.”*

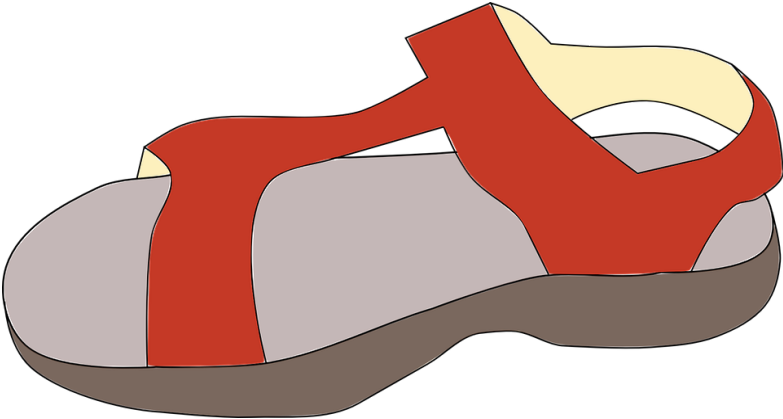




Say, *“How is this person feeling?”*



Say, *“Find motorcycle.”*



Say, *“What is this?”*



Say, *“Say the same as me...itka vanek.”*





Say, *“Tell me two things I can do with a ruler.”*



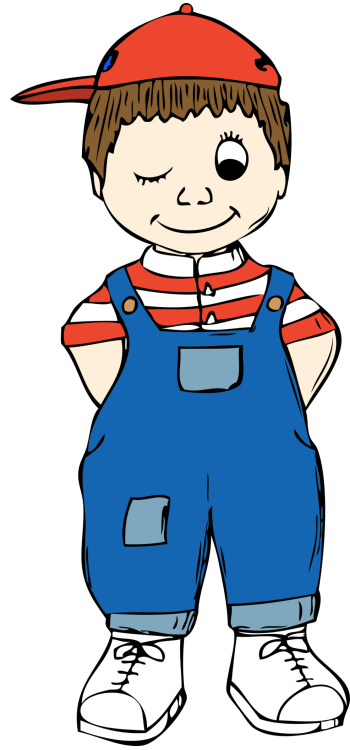
Present word search in  
Learner Response Booklet (1) with a pencil.  
Say, *“Find three words.”*



Present grid in Learner Response Booklet  
(2) with a pencil. Say, “*Draw a path from A  
to B.*” After, say, “*Draw a different path.*”



Say, *“Who knows what the item is?”*

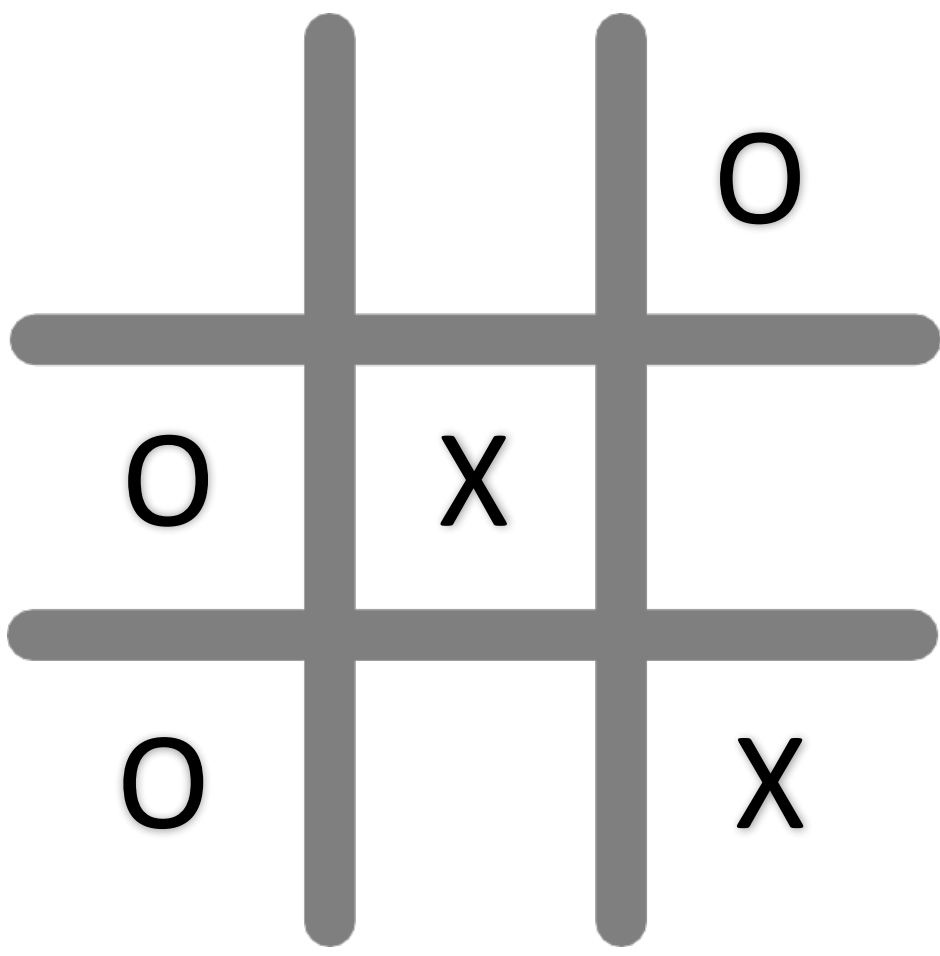




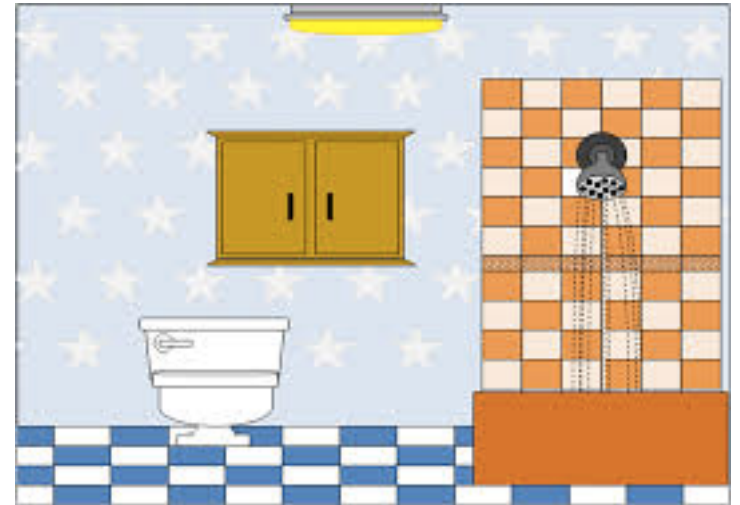
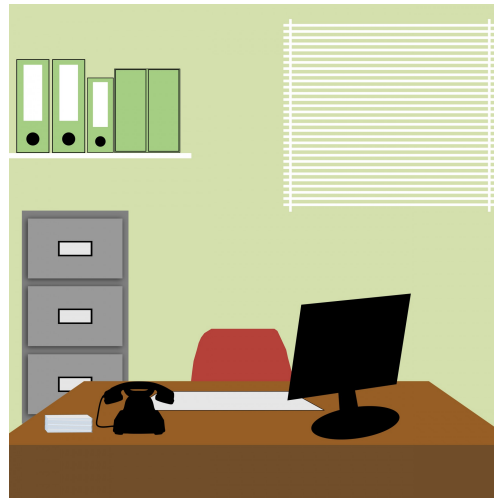
Say, *“This person is telling you how to fly  
an airplane. Should you believe him?  
Why?”*



Present blank space in  
Learner Response Booklet (3) with a pencil.  
Say, *“Draw a dog with a giraffe’s neck.”*



Say, *“Where should you put the X to win the game?”*

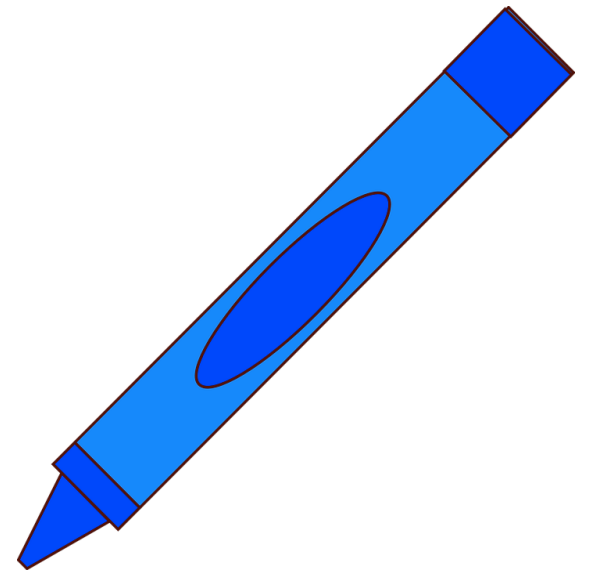
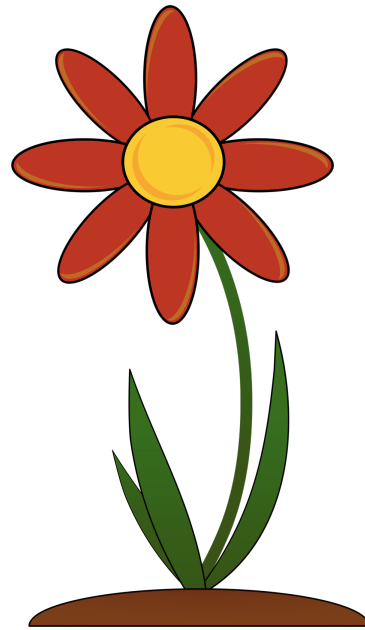


Say, *“In which room do you brush your teeth?”*





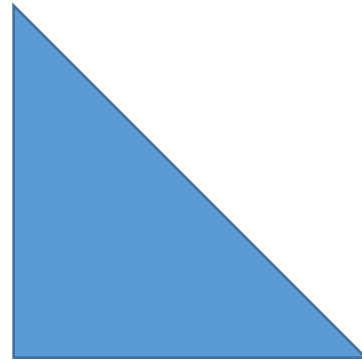
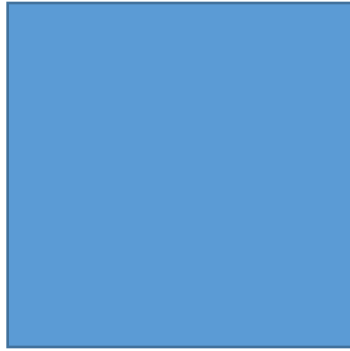
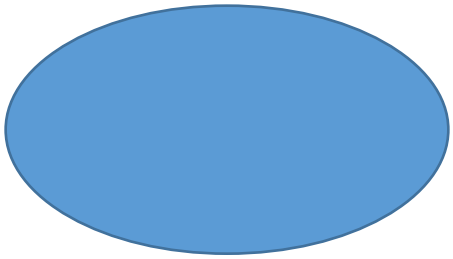
Say, “*Do this,*” and tap table twice fast,  
once slow, and two more times fast.



Say, “*Look at these,*” and present the 3  
pictures for 10 seconds.  
Then, turn the page.



Say *“Wait.”*  
After 15 seconds, say, *“What did you see  
before?”*

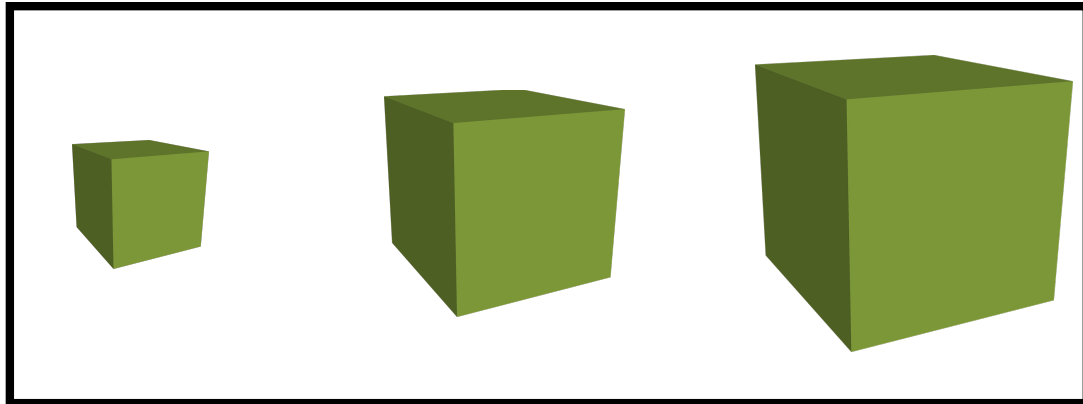
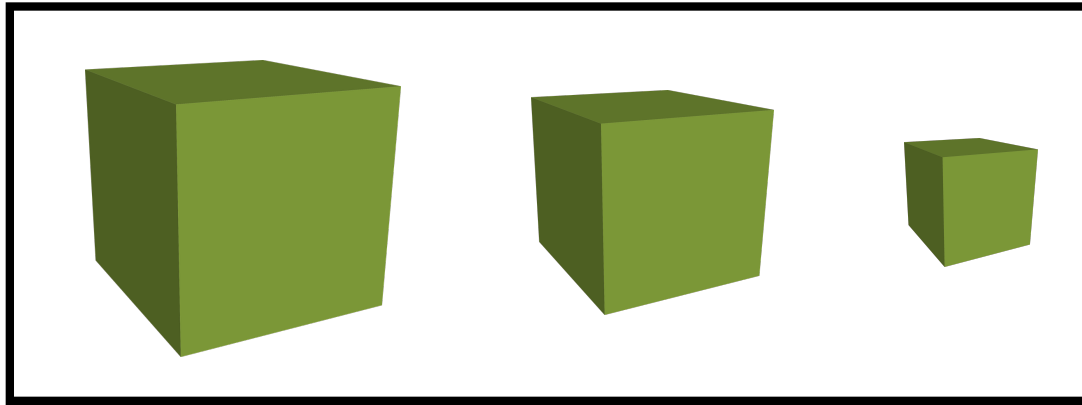
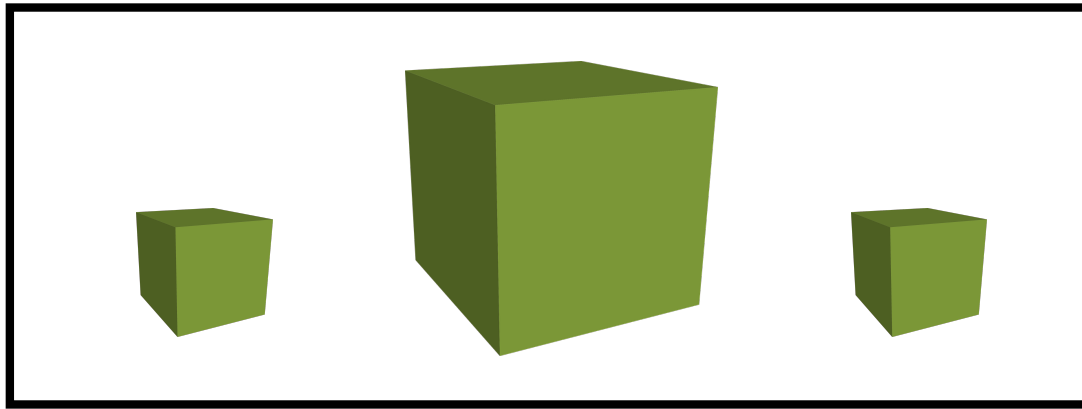


Say, *“Which ones do you need to make a rectangle?”*





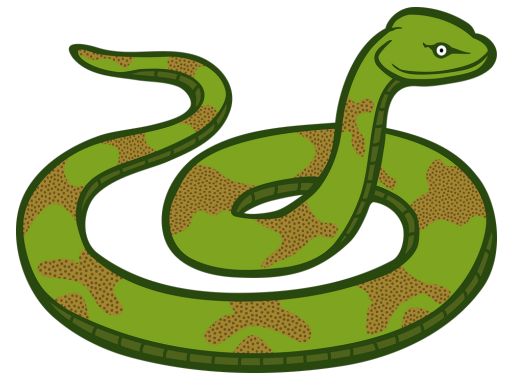
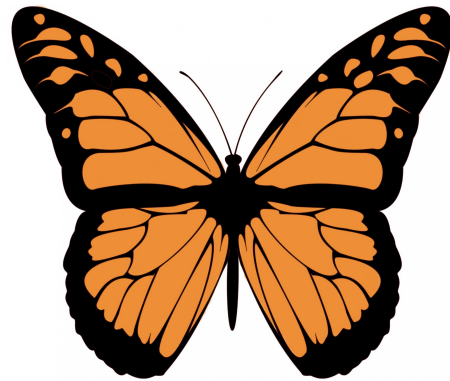
Present scrambled words in  
Learner Response Booklet (4) with a  
pencil. Say, *“For each one, use all of the  
letters to spell a word.”*



Present pictures of cubes in three orders.  
Say, “*Which one is in order from biggest to smallest?*”



Present dot array in  
Learner Response Booklet (5) with a  
pencil. Say, *“Connect the dots.”*

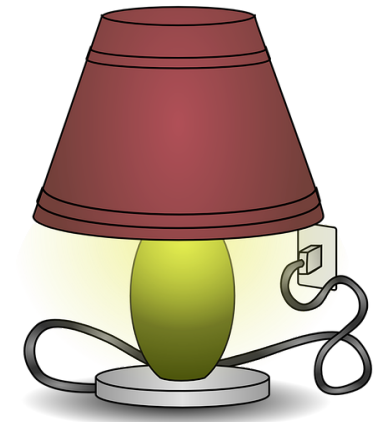
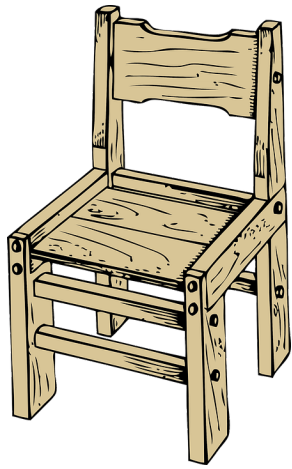


*Say, "I was in the garden, using my rake,  
and I almost screamed when I saw  
a....Which one?"*





Say, *“What is this?”*



Say, *“Which one does not belong?”*



Pretend to cry,  
whimpering and rubbing your left eye.  
Say, *“What might you say to me?”*



Say, *“Do you think there are more or less than 20 things inside?”*





Present the 3 sentences in  
Learner Response Booklet (6) with a  
pencil. Say, *“Put the correct punctuation  
mark at the end of each sentence.”*



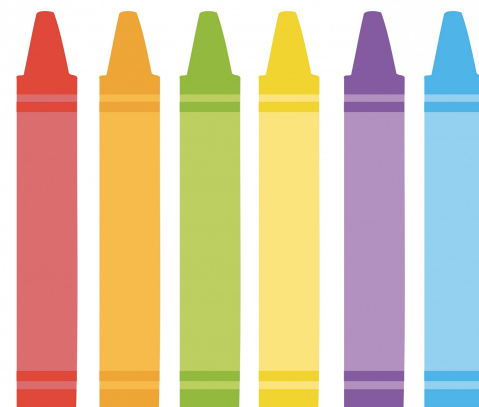
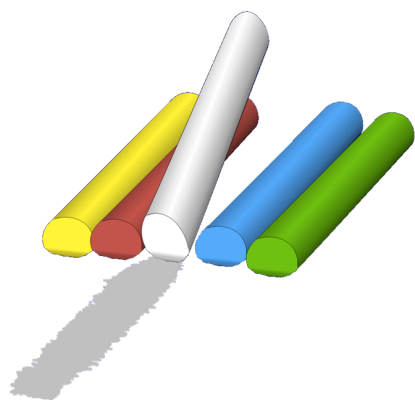
\_\_\_\_\_ did you say, Laura?

Say, *“You are talking to Laura, but you  
don’t know what she said.”*

Point to the blank part of the sentence and  
say, *“Tell me what would go here...blank  
did you say, Laura?”*



Say, “*How many syllables are in the word hippopotamus?*” Repeat “*hip-po-pot-a-mus*” and clap with each syllable.



Say, “*What did the person use to make this?*”





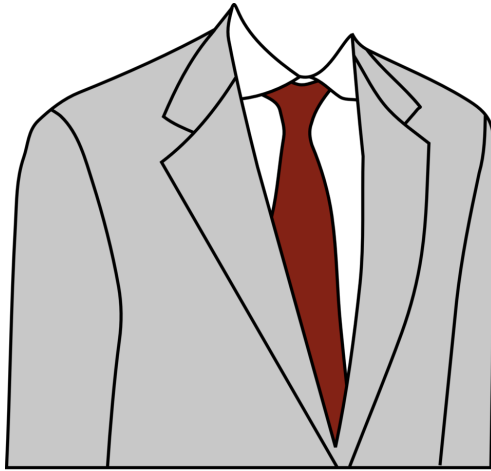
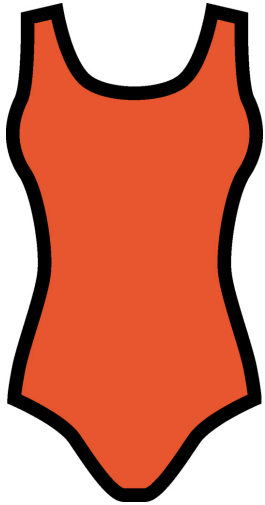
Present the maze in  
Learner Response Booklet (7) with a  
pencil. Say, “*Begin at the START [point]  
and draw a line to the FINISH [point].*”



Say, *“Pretend to drive a car.”*



Say, *“What shape is this?”*



Say, *“Which one would a girl wear at the beach?”*





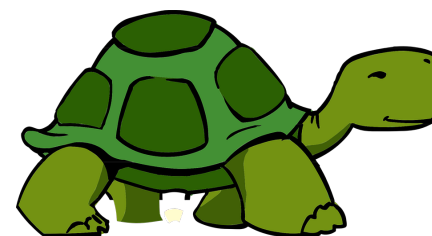
Say, *“What do you do here?”*



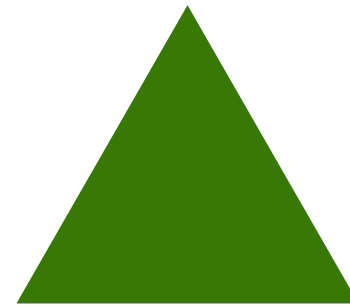
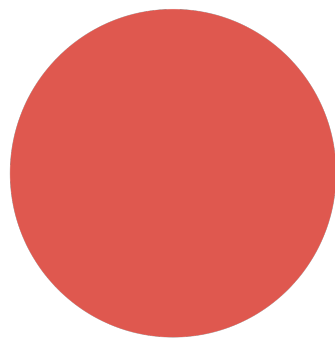
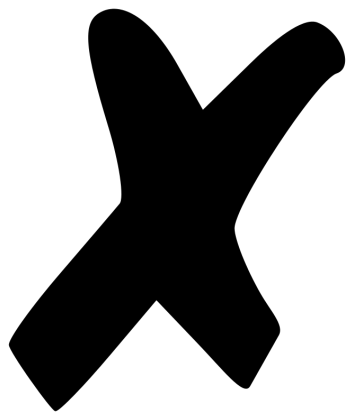
Present the page in  
Learner Response Booklet (8) with a  
pencil. Say, “*Write cow.*”  
Repeat with “*list*” and “*block.*”



Present the page in  
Learner Response Booklet (9) with a  
pencil. Say, *“Write 400.”*  
Repeat with *“46”* and *“789.”*



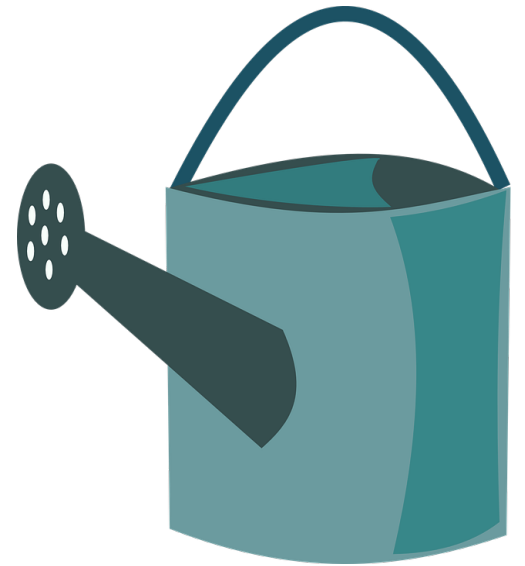
Clap your hands rapidly.  
Say, *“Which one was that like?”*





Present the images of a black X, red circle,  
and green triangle.

Say, *“Point to the stop sign.”*



*Say, "I need a teaspoon of sugar. Which should I use to measure?"*

2

22

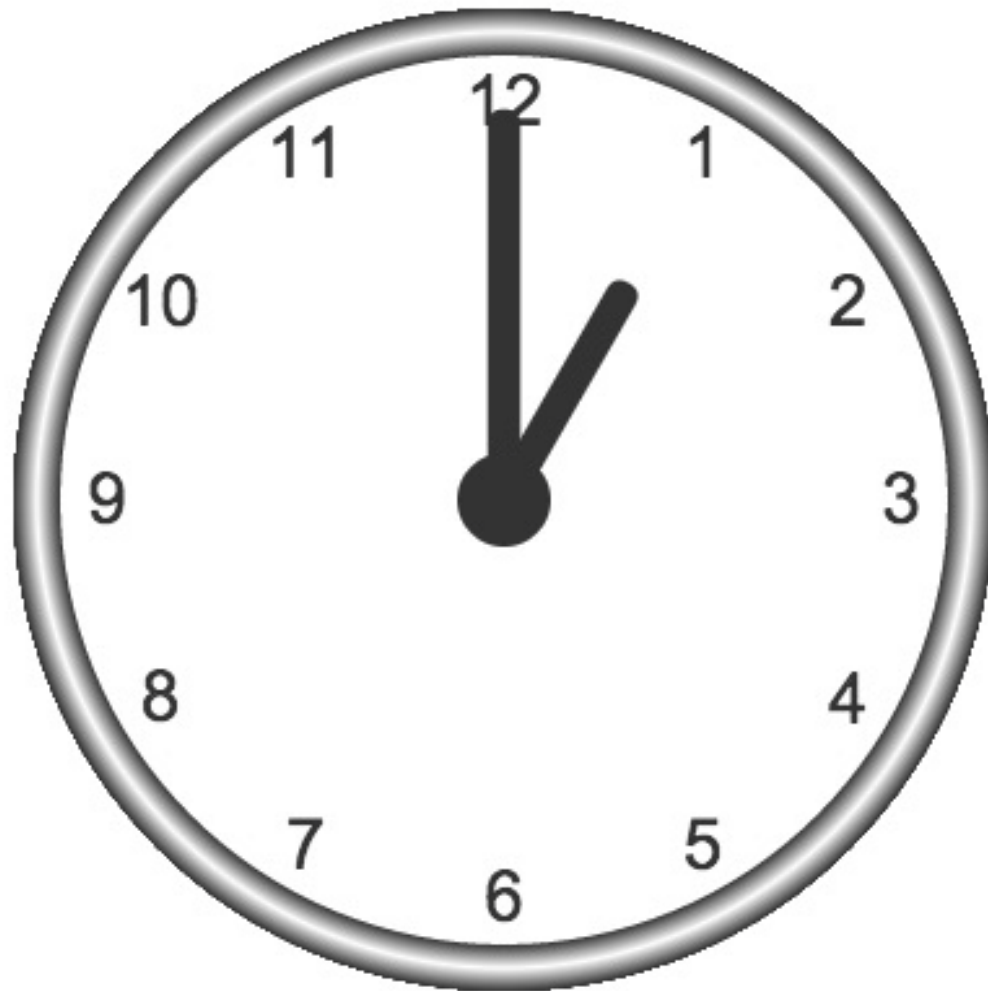
102

18

Say, *“Which one doesn’t belong?”*



Say, *“The sun came out at night. What was wrong with that sentence?”*

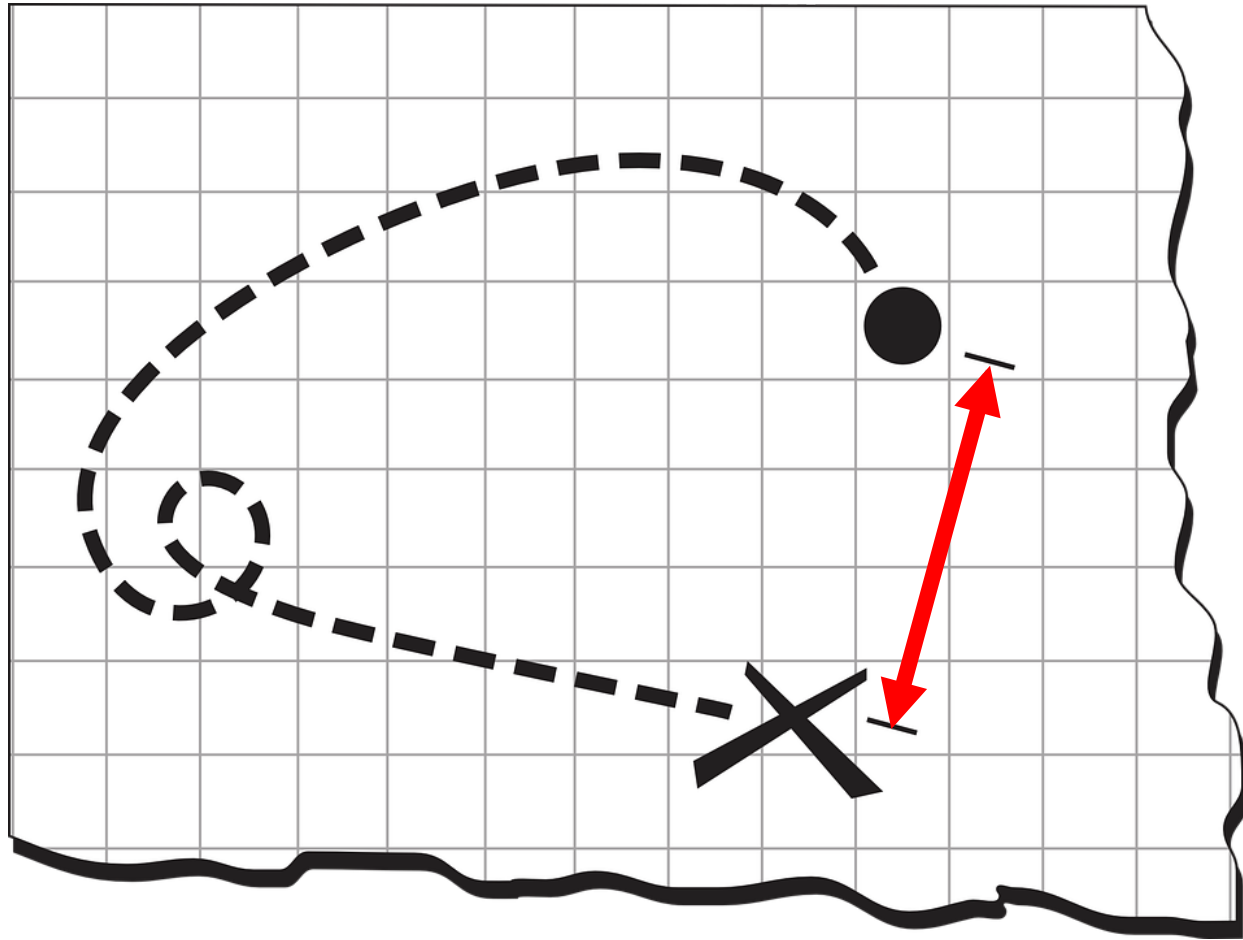




Say, *“How long will it be until 2:00?”*

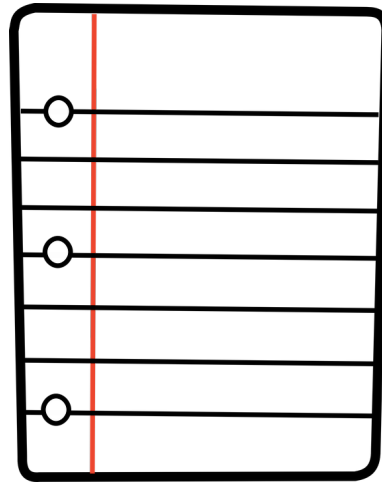
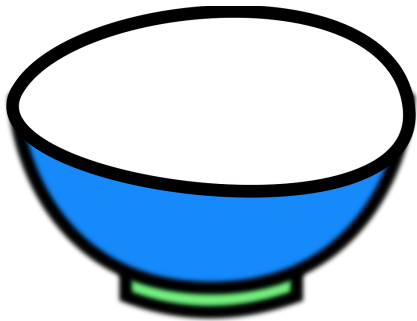


Present the addition problems in  
Learner Response Booklet (10) with a  
pencil. Say, “Add.”

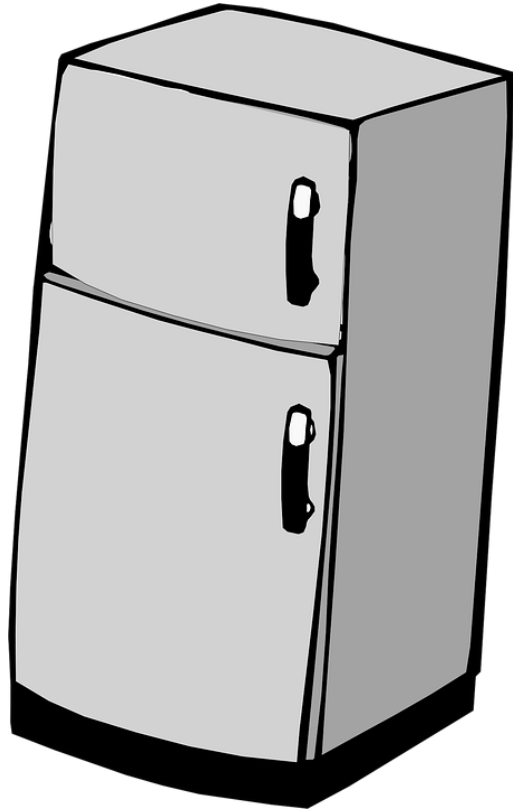


1 mile

Point to the dot, then slide your finger  
along the red arrow to the X, and say,  
*“What is the distance in miles from the  
dot to the X along the red line?”*



*Say, "I need a drink of water, which can I use?"*





Say, *“Give this a name based on what it is used for.”*



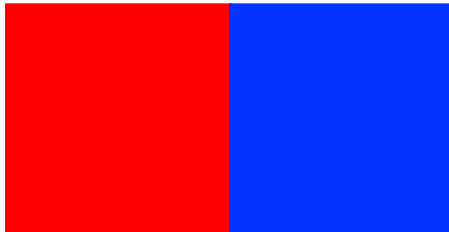
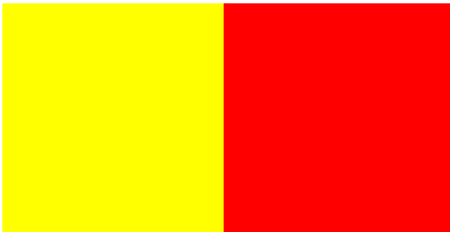
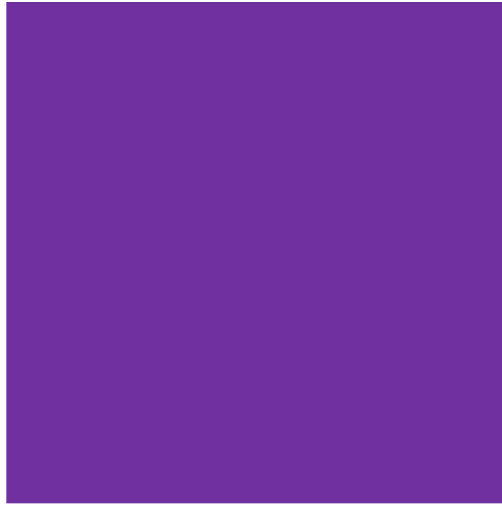
*Say, "I'm thinking of something that has four legs, stripes, and a tail. What is it?"*

It will rain today.

I am hungry.

I need an umbrella!

Read three statements, *“It will rain today. I am hungry. I need an umbrella!”* and say, *“Which one doesn’t belong in the story?”*



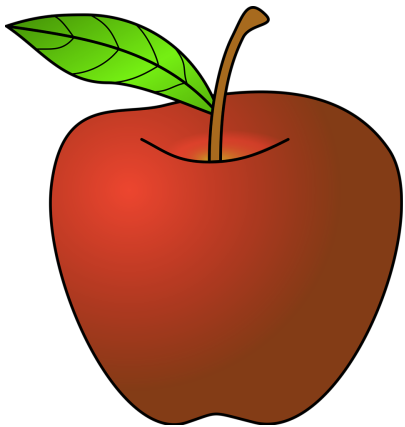
Say, *“Which colors will make this color?”*.





Present the image and blank space in Learner Response Booklet (11) with a pencil. Say, *“Draw a house, but different than this one.”*

Sara has either eaten an apple or a cookie.  
She didn't eat an apple.



Present and read the riddle, *“Sara has either eaten an apple or a cookie. She didn’t eat an apple. What did she eat?”*

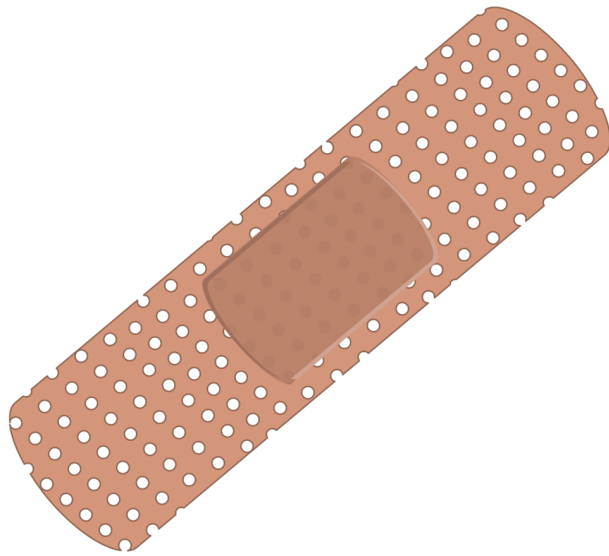
Tom has 5 chips and eats 2 of them.  
How many are left?

3

6

1

Say, *“Tom has 5 chips and eats 2 of them.  
How many are left?”*



*Say, "What does this feel like?"*





Say, *“How much is this?”*

