

# An Overview of the PEAK Relational Training System: An Evaluation and Curriculum Guide for Teaching Basic and Advanced Language Skills



Presented by:

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## YOUR PRESENTERS



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Northeast Regional  
Coordinator



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## OBJECTIVES

- Describe the components of the PEAK relational training system
- Identify the 4 PEAK Modules
- Be familiar with the PEAK Assessment materials and basic steps to get started
- Describe how the PEAK relational training system can be used as a stand-alone curriculum or in conjunction with existing intensive teaching/verbal behavior programs

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## PRESENTATION SUMMARY

- PEAK is an Evidence- Based Language Curriculum that teaches Learning to Learn.
- PEAK can be used to support:
  - language skills
  - flexible thinking
  - “sticking with it” when things get hard
- Practitioners have reported that PEAK can be implemented in schools without extensive training.

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Objective 1: Describe the components of the PEAK relational training system

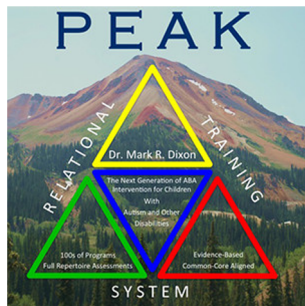


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## DEVELOPMENT OF PEAK

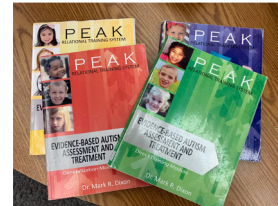
Created Spring 2008

Dr. Mark Dixon



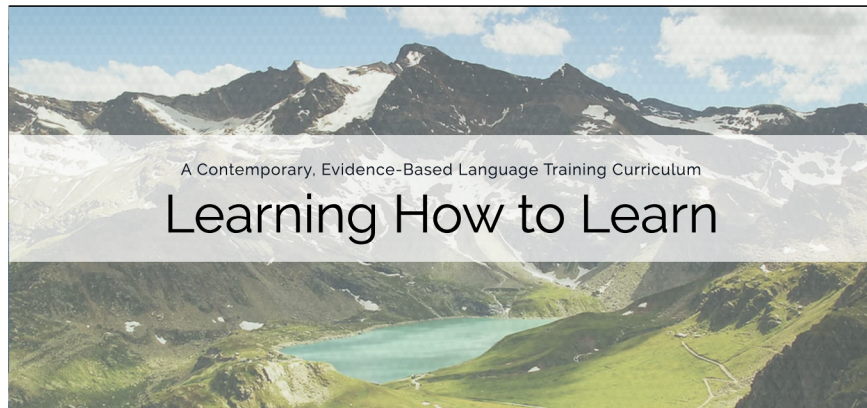
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**P** -Promoting the  
**E**- Emergence of  
**A**- Advanced  
**K**- Knowledge



<https://theautismhelper.com/using-peak-in-the-classroom/>

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<https://www.peak2aba.com/>

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## TARGET STUDENTS FOR PEAK

- Ages: 18 months of age through the teenage years
- An evaluation and curriculum guide for teaching basic and advanced language skills from a contemporary behavior analytic approach.
- Utilizes DTT (Discrete Trial Training) to help students learn and generalize skills.
- Teaching everything a student will need to know is time consuming and just not realistic

<https://delmarbehavioralhealth.com/wp-content/uploads/2017/12/PEAK.handout.pdf>

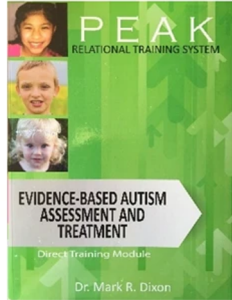
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Objective 2: Identify the 4 PEAK Modules



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## DIRECT TRAINING MODULE



- Focuses on the simplest learning process
- Requires few pre-requisite skills
- Includes many of the skills in ABLLS-R or VB-MAPP
  - requesting
  - labeling
  - imitation
- Learners are taught skills using prompting, positive reinforcement and immediate feedback

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## Direct Training Programs

- Turn Taking
- Imitate Counting
- Simple Drawing
- Follow One-step Directions
- Tracing
- Match Colors
- Matching Items

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## Generalization Module



- Teaches learners to use skills in new and different settings as well as in new and novel ways
- Alarm Clock Example

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## TRAIN

Provide quality instruction for the skill.

Provide immediate feedback after each response for correct or try again.

Items are (scored) rated based on the number of prompts and adjustments needed to evoke the appropriate response.

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## TEST SESSION

Designed to assess the individual's ability to generalize each target skill

Reinforcement and prompts not provided in test trials

Items are scored 10 for independent/accurate response or 0 for incorrect

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ASD NETWORK STATE CONFERENCE 2021

Train:  
Shirt  
pants  
hat  
coat



Test:  
button up shirt  
cargo pants  
cap  
raincoat



<https://flashcard.online/wp-content/uploads/2017/04/Clothes.pdf>

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## Generalization Programs

- Creativity
- Identifying Sarcasm
- Beginning Perspectives
- Problem Solving
- Audience Credibility
- Games such as: I Spy, tic-tac-toe,

Academic skills such as:

- sorting/counting groups
- matching letters and numbers of various sizes/fonts
- grammar

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## Equivalence Module



- Learning to relate concepts together that have not been directly taught
- Encourages learners to gain new knowledge without being directly taught
- Teaches learners to attain new skills from skills previously taught

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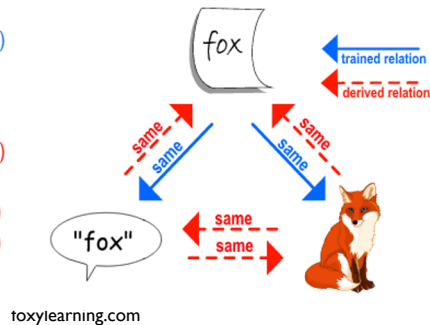
## TEACH 2 GET 4 FOR FREE

### Trained Relations

fox (written) = fox (spoken)  
fox (written) = fox (image)

### Derived Relations

fox (spoken) = fox (written)  
fox (image) = fox (written)  
fox (spoken) = fox (image)  
fox (image) = fox (spoken)



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## Equivalence Programs

- Reflexivity: Picture to Picture
- Reflexivity: Money
- Symmetry: Capital and Lowercase letters
- Symmetry: Vocal Counting
- Symmetry: Money to Monetary Value
- Transitivity: Synonym Generalization
- Transitivity: Food Groups
- Transitivity: Countries and Continents

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## Transformation Modules



- teaches learners to solve problems, make decision, and plan actions
- teaches the learner how things are related to one another
  - same, differences and opposites as well as perspective taking

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## Transformation Programs

- Picture to Picture Matching
- Larger and Smaller
- Picture Discrimination
- You and I
- Auditory Discrimination

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Objective 3: Be familiar with the PEAK  
Assessment materials and basic steps to get  
started



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## **ASSESSMENT TO IMPLEMENTATION PROCESS**

Assess  
Identify areas of need  
Select target programs  
Gather materials  
Organize data binder  
Begin instruction

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## ADMINISTERING THE PCA

- Best practice to administer all 4 modules...but it's a team decision
- If needed you can break up the testing, just note it
- There are discontinuation criteria within each module

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## PCA ADMINISTRATION MANUAL



Competency	Level of Skill	Status

PCA is scripted

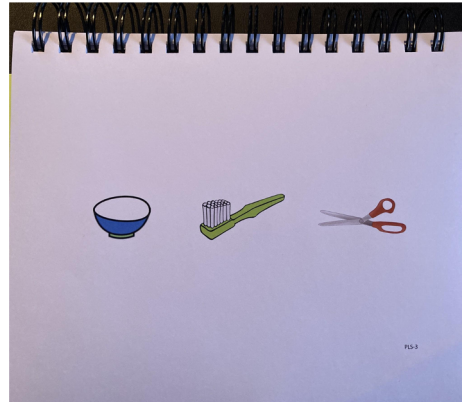
Can be administered by a variety of professionals

Given during initial assessment and when updating progress

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## STUDENT STIMULUS BOOKS

Test kit includes spiral bound book for student to respond to certain test items



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## PCA CLIENT RECORD BOOKLET

PEAK PCA: Client Response Scoring Sheet																	
Client:												Assessment Date:					
Direct Training Module																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
PLS																	
PLS																	
VCS																	
VMS																	
Generalization Module																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
LIS																	
CMS																	
CPM																	
RPR																	
Equivalence Module																	
	1	2	3	4	5	6	Total										
REF																	
SYM																	
TBS																	
EQU																	

Record correct and incorrect responses to be scored later

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## PEAK AUTISM SYMPTOMS AND BEHAVIORAL OBSERVATION SUMMARY (PAS-BOS)

Behavioral Observations			
Social Interactions			
	Never Observed	Observed	Observed with Frequency
1. Does not respond to greetings from assessor	0	1	2
2. Does not make eye contact when name is said	0	1	2
3. Does not maintain eye contact with assessor when being spoken to	0	1	2
4. Does not respond or acknowledge when spoken to or interacted with	0	1	2
5. Shows no interest in the assessor when objects in the room and/or assessment materials are used	0	1	2
6. Facial expressions are inappropriate to the situation (e.g., laughing, crying) or absent for no	0	1	2

Behavioral Observations Noted During Assessment Include

- Social Interaction
- Communication
- Restricted or Repetitive Behaviors

This part is to be completed by BCBA, BCBA-D, or Psychologist only

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## COMPREHENSIVE ASSESSMENT INCLUDES FUNCTIONAL ANALYSIS

Functional Assessment	
Challenging Behavior Index	
1.	Engages in behavior to draw attention away from the assessment and onto oneself
2.	Engages in behavior when asked to perform the various required assessment tasks
3.	Engages in behavior with minimal awareness of the assessor or the assessment process
4.	Engages in behavior because they appear to be injured or health compromised
5.	Engages in behavior because the assessor has what appears to be a preferred item to the client

The Functional Assessment section allows team to rate challenging behaviors, determine possible functions, and decide if a behavior reduction plan will be needed within the programming

This part is to be completed by BCBA, BCBA-D, or Psychologist only

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## ASSESSMENT RESULTS

- Results in each module will help guide you to program selection
- Only a sampling of questions is provided for each module, so scores in each section will be adjusted accordingly (See PCA)

Direct Training Module																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
FLS	-	-	+	+	+	+	+	+	+	+	+	+	-	+	-	-	11
PLS	-	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	14
VCS	+	+	-	+	+	+	-	+	+	+	+	+	+	-	+	+	12
VMS	+	-	+	+	-	+	+	-	-	-	+	-	-	+	+	+	9

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## PCA DECODING SHEET

**PCA Decoding Sheet**

Instructions: The table below displays the curricular target that matches the assessment questions. This table may be utilized to assist with curricular programming for the client and identification of skills currently within the client's repertoire.

Direct Training Module																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
FLS	1A	3C															
PLS																	
VCS																	
VMS																	

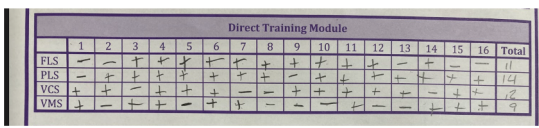
Generalization Module																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
LIS																	
CMS																	
CPM																	
RPR																14M	14Y

PCA Item Decoding Sheet

Used with the Direct Training and Generalization Modules

Each item assessed on PCA has a specific program it corresponds with

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Direct Training Module

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
FLS	—	—	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11
PLS	—	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	14
VCS	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18
VMS	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	9

### Direct Training Module

Foundational Learning Skills	Perceptual Learning Skills	Verbal Comprehension Skills		Verbal Reasoning, Memory, & Math 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		Text
7C		10N	12O		
7E		10O	12P		
7F		10P	12Q		
		10Q	12R		
		10R	12S		
<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>		<b>Factor 4</b>	
Total: ___ (max 34)	Total: ___ (max 22)	Total: ___ (max 100)		Total: ___ (max 28)	

After scoring the PCA you are able to determine skills the learners knows and which may be areas to target

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## INITIAL PROGRAMS

- It's okay to pick targets the student may learn quickly
  - Builds staff confidence in running the program
  - Students gets a balance of hard vs easy programs

### Direct Training Module

Foundational Learning Skills	Perceptual Learning Skills	Verbal Comprehension Skills		Verbal Reasoning, Memory, & Math 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		Text
7C		10N	12O		
7E		10O	12P		
7F		10P	12Q		
		10Q	12R		
		10R	12S		
<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>		<b>Factor 4</b>	
Total: ___ (max 34)	Total: ___ (max 22)	Total: ___ (max 100)		Total: ___ (max 28)	

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## VARY TARGET PROGRAMS

Best to select programs across all four modules because they each approach learning in a different way

Select programs based on learner

Vary the way in which the learner interacts with materials and responds

Consider prerequisite skills



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## HOW MANY PROGRAMS

### Early Learners

- Require frequent reinforcement
- Have few mastered skills

No more than 5 programs

### Advanced Learners

About 5-10 programs

Direct Teaching Module page 13

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# INITIAL TARGETS HELP STUDENT AND STAFF LEARN

Ashleigh Callahan, School Psychologist  
ESU 4



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# PROGRAM SHEETS

Program Instruction Sheet  
Program Name: Turn-taking: 3A

**Goal:**

- When asked, the participant will give a toy or offer a turn at a game.

**Materials Needed:**

- Turn-based game (such as checkers or other games the participant knows), or other single toy items like 1 doll, 1 marker, etc.

**Instructions for Caregivers:**

- Say, "Your turn," and instruct the participant to take a turn.
- After a few seconds with the item (or once the turn is completed) say, "My turn," and hold out your hand to take the item.
- Block attempts to continue without giving you a turn.

**Typical Stimuli:**

- Putting pieces in a cup, puzzles, markers and paper, crayons, block stacking, tile arranging

Stimulus	Response	Response
1	31	32
2	33	34
3	35	36
4	37	38
5	39	40
6	41	42
7	43	44
8	45	46
9	47	48
10	49	50

Level	Other Stimulus	Other Material
Level 1		
Level 2		
Level 3		

0= no response after multiple attempts at prompts  
1= multiple prompts or reduced stimulus array eventually produced a response  
2= 2 prompts at most produced the response with full stimulus array  
3= 1 single prompt of either verbal or visual nature  
10= independent accuracy on response with no prompt

Each programming sheet

- Tells you the objectives
- Lists the materials
- Explains procedures needed to promote learning the skill
- Provides an area to record the stimuli used

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# GATHER MATERIALS

Program Instruction Sheet  
Program Name: Object Permanence- 3C



**Goal:**

- When the participant is shown where something is hidden, he or she will find the item when asked.

**Materials Needed:**

- 2 or 3 cups, and 1 small preferred item to hide under a cup

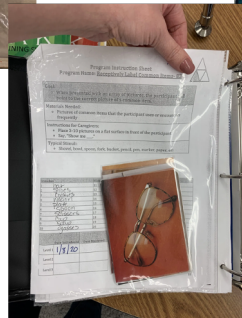


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# ORGANIZING MATERIALS



Materials can be reused across learners



images from:  
<https://theautismhelper.com/organizing-peak-aba-materials/>

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# DATA COLLECTION

Trials run in sets of 10

A weekly data sheet per skill

Some programs require you to train then test, while others you just run the program

**PEAK DIRECT TRAINING DATA SHEET**

Participant Name: \_\_\_\_\_ Program Name: \_\_\_\_\_

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

Total Response Score: \_\_\_\_\_ / 100  
Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Initials: \_\_\_\_\_

**Stimulus Equivalence Data Sheet**

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

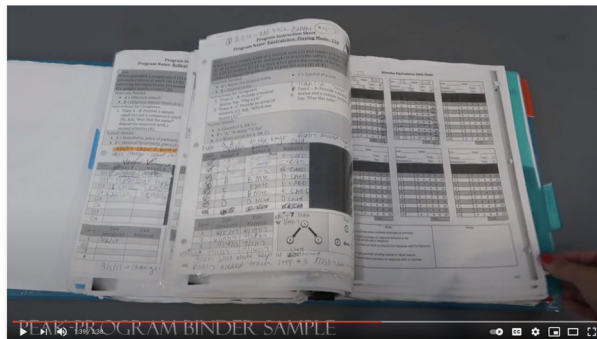
Stimulus	Response	Score
1	0 2 4 8 10	
2	0 2 4 8 10	
3	0 2 4 8 10	
4	0 2 4 8 10	
5	0 2 4 8 10	
6	0 2 4 8 10	
7	0 2 4 8 10	
8	0 2 4 8 10	
9	0 2 4 8 10	
10	0 2 4 8 10	

Total Response Score: \_\_\_\_\_ / 100  
Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Initials: \_\_\_\_\_

**Notes:**  
 0 = no response after multiple attempts at program.  
 1 = multiple responses to individual stimulus area.  
 2 = usually produced a response stimulus area.  
 3 = program of most produced the response with full stimulus array.  
 4 = single program of either verbal or visual values.  
 10 = independent accuracy on response with no program.

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# BINDER SET UP VIDEO



PEAK-Program: Book Sample  
 3,203 views · Aug 28, 2017  
 PEAKABA Videos 2.71K subscribers

<https://www.youtube.com/watch?v=qbrh9L3aUIE>

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Objective 4: Describe how the PEAK relational training system can be used as a stand-alone curriculum or in conjunction with existing intensive teaching/verbal behavior programs



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## **PEAK COMPLIMENTS PROGRAMMING IN SCHOOLS**

Student still receives instruction from general education curriculum

Can select as an additional resource to target skills

- Just PEAK
- Combined with VB programs

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## **USE ALL FOUR MODULES IN INSTRUCTION**

“The PEAK modules were designed to be run together, as each contains a slightly different approach to learning (pg 199).”

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## **MASTERED PROGRAMS**

Generally speaking, programs that are mastered are not placed into a maintenance program if doing just PEAK

Some teams have utilized materials from mastered programs for students to do during independent work times

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## ALONG WITH OTHER PROGRAMMING

- Might be a good choice as a next step for students you are considering for Advance VB
- For our schools in Nebraska we are recommending using the Equivalence Module (blue book) along with other VB programs
  - Your PCA will help guide where the student needs are

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## Including the Equivalence Module

- Can lead to quicker acquisition of learning targets and skills
- Allow students to 'think through' the relationship of what they see and what they hear
- Facilitate their own thought process to determine accurate responses and deepen comprehension

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## REMEMBER

- Make learning fun!
- Celebrate successes!
- Pick meaningful objectives for your student!

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## ADDITIONAL RESOURCES

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# PEAK HOMEPAGE

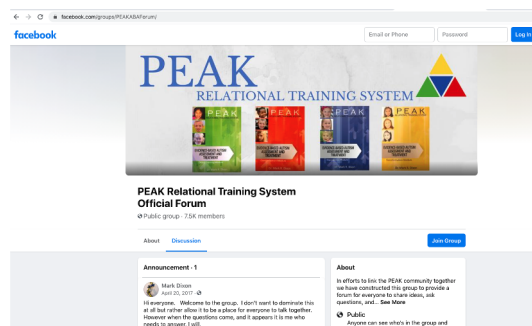
[www.peak2aba.com](http://www.peak2aba.com)



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# PEAK FB GROUP

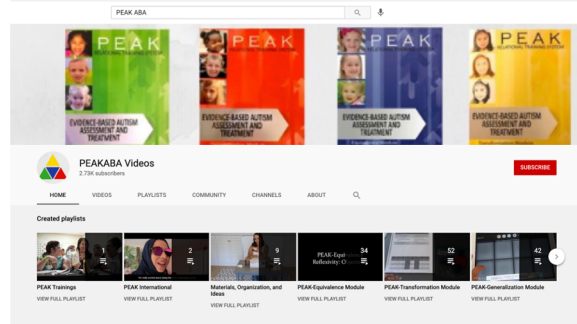
<https://www.facebook.com/groups/PEAKABAForum/>



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## PEAK YouTube

[https://www.youtube.com/channel/UCwo\\_8MBFDZKRKH12oD3CZuO](https://www.youtube.com/channel/UCwo_8MBFDZKRKH12oD3CZuO)



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## OTHER RESOURCES

<https://theautismhelper.com/using-peak-in-the-classroom/>

Teachers Pay Teachers...limited

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## **THANK YOU!**

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