Overview of PEAK
Promoting the Emergence of Advanced Knowledge

PEAK-D

Direct learning of stimuli
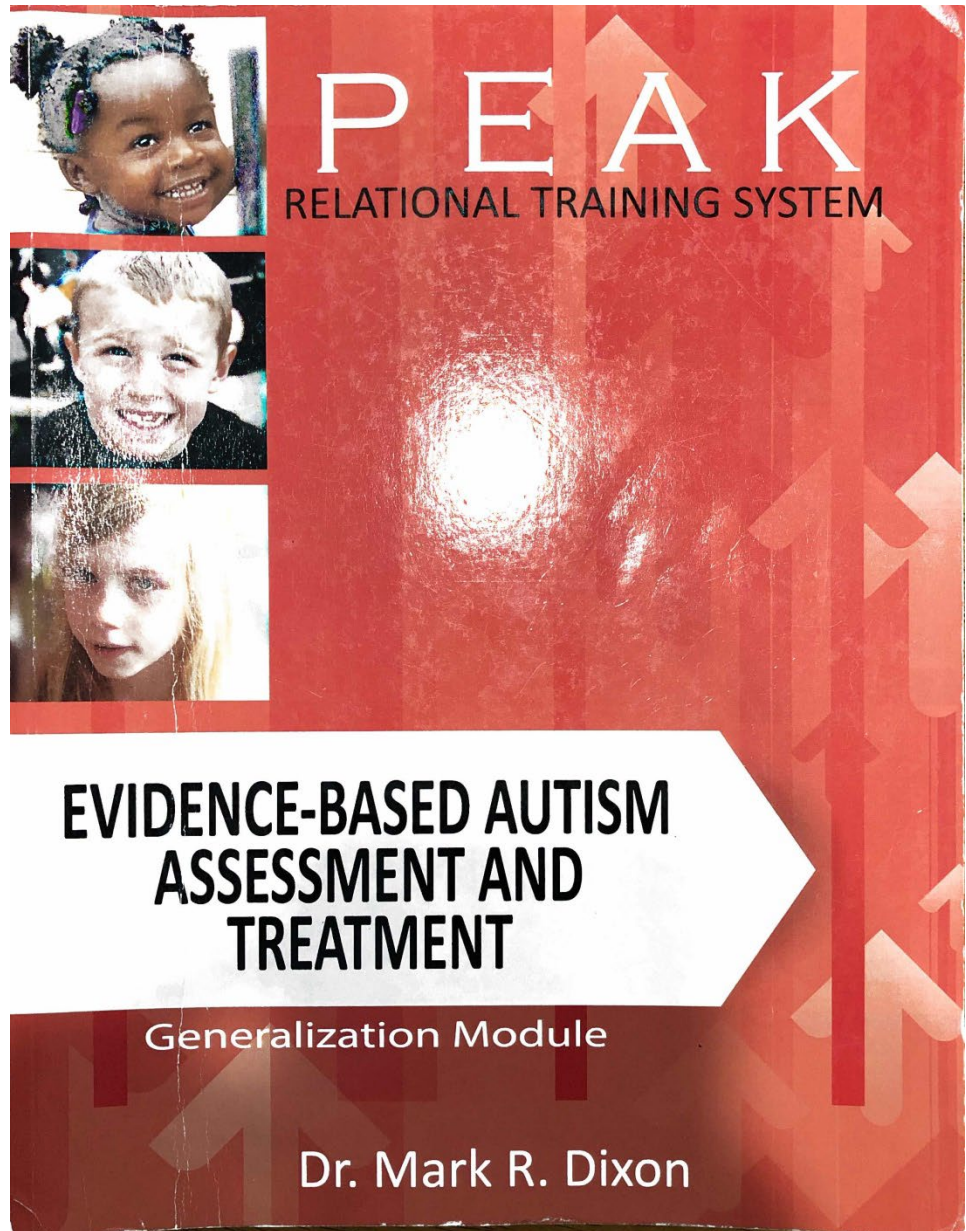
Age Norm PEAK-D

https://www.peak2aba.com/free-clinical-resources
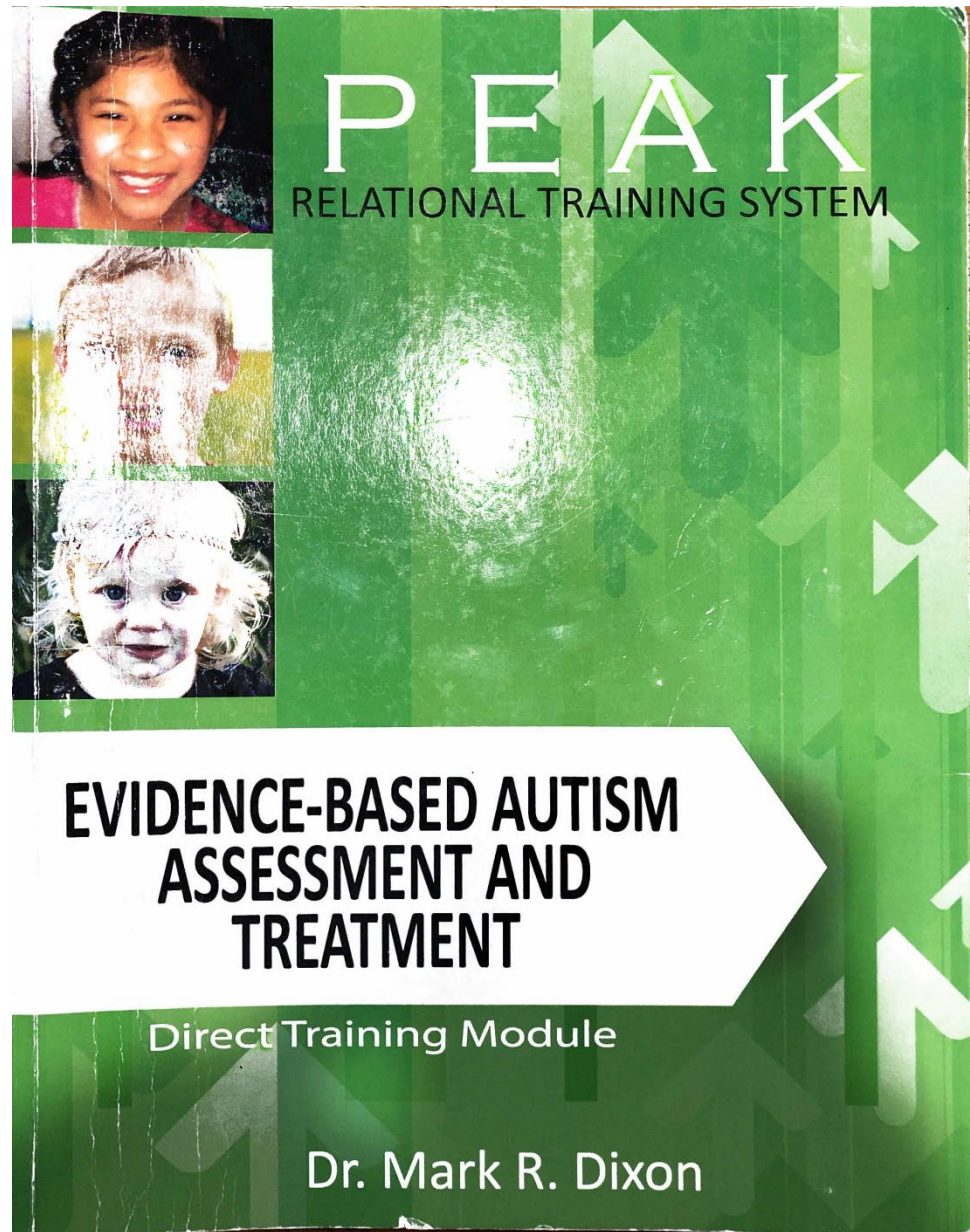
PEAK FACTOR	1-2 Years	3-4 Years	5-6 Years	7-8 Years	9-10 Years
Foundational Learning	2	30	34	34	34
Perceptual Learning Skills	0	18	21	22	22
Verbal Comprehension	0	19	80	94	100
Verbal Reasoning, Memory, and Math Skills	0	0	10	22	28
TOTAL SCORE	2	67	145	172	184

PEAK-G

Direct learning of stimuli and testing for with untrained stimuli with shared physical characteristics.

Age Norm PEAK-G

https://www.peak2aba.com/free-clinical-resources

PEAK FACTOR	1-2 Y	3-4 Y	5-6 Y	7-8 Y	9-10 Y	11-12 Y	13-14 Y	15-16 Y
Foundational Learning & Basic Social Skills	1	20	25	26	28	29	33	33
Basic Verbal Comp., Memory, and Advanced Social Skills	1	15	24	36	55	57	58	59
Advanced Verbal Comp., Basic Problem Solving, and Advanced Math Skills	2	4	9	13	50	53	61	63
Verbal Reasoning, Advanced Problem Solving, and Advanced Reading and Writing Skills	0	0	0	0	16	20	26	29
TOTAL SCORE	4	39	58	75	184	159	178	184

PEAK-E

Direct learning of stimuli in one or more directions and testing for one or more untrained relations in other directions, when the stimulus class members share no physical similarity.
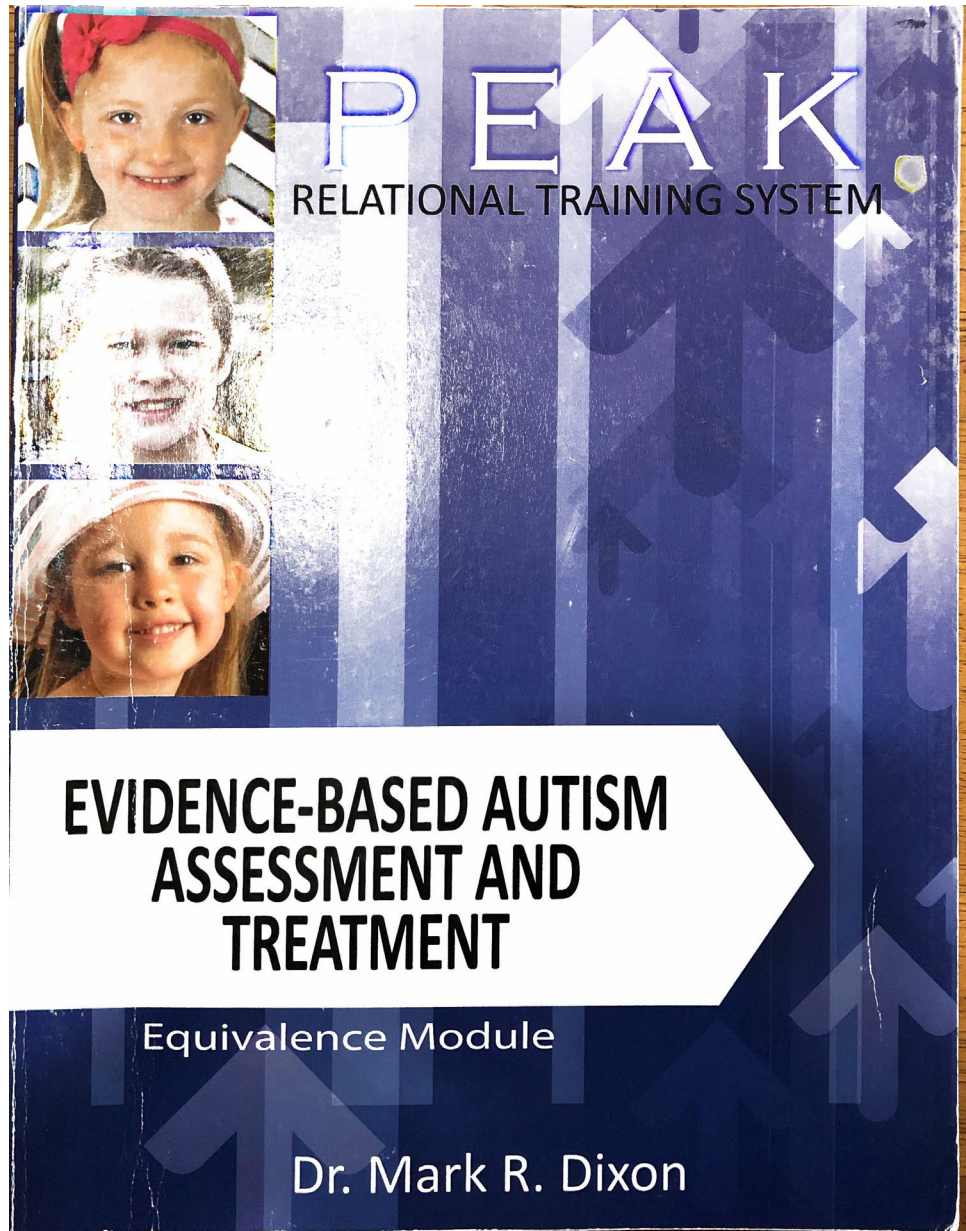
PEAK-T

Direct learning of stimuli in one relational frame and testing for untrained responses in a novel frame.

Assessment

PEAK-D and PEAK-G free flipbooks:

"Pre-Assessment" sampling

https://www.peak2aba.com/free-clinical-resources

Say, "What did the person use to make this?"

Assessment

PEAK-D and PEAK-G
indirect, interview

PEAK PROGRAM ASSESSMENT: DIRECT TRAINING PROGRAMS
Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N	?
9I	Color by Numbers	When presented with a numbered coloring page, the participant will color the numbered areas of picture with the corresponding color			
9J	Tact Body Parts	After seeing the instructor point to a body part, the participant will say the name of that body part			
9K	Tact Shapes	After being shown a picture of a shape, the participant will say the name of the shape			
9L	Tact Colors	After being shown a picture of a color, the participant will say the name of the color			
9M	Tact People	After being shown a picture of a familiar person, the participant will name that person			
9N	Tact Plants	After being shown a picture of a plant, the participant will say the name of the plant			
9O	Tact Letters	After being shown a picture of a letter, the participant will say the name of the letter			
9P	Tact Numbers	When presented with a picture of a number, the participant will say the name of the number			
10A	Receptively Label Letter Sounds	When given a letter sound, the participant will point to the correct letter in an array			
10B	Receptively Label Coins	When given a coin name, the participant will select the correct coin in an array			
10C	Receptively Label Actions	When given the name of an action, the participant will point to the correct action in an array of pictures			
10D	Receptively Label Toy Functions	When given a toy function, the participant will point to the correct toy in an array			
10E	Receptively Label Farm Animals	When given the name of a farm animal, the participant will point to the correct animal in an array			
10F	Receptively Label Two-letter Sounds	When given a two-letter sound, the participant will point to the correct combination in an array			
10G	Receptively Label Community Helpers	When given the name of a community helper, the participant will point to the correct picture in an array			
10H	Receptively Label Planets	When given the name of a planet, the participant will point to the correct picture in an array			
10I	Intraverbal: Phrases	When presented with a familiar, incomplete phrase, the participant can finish it			
10J	Intraverbal: Features	When the participant is presented with a description, he or she will respond with an appropriate item or being (e.g. What has stripes?)			
10K	Tact Letters by Sound	When shown a letter, the participant will say the appropriate phonetic sound			

Assessment

PEAK-D and PEAK-G
indirect, interview

PEAK PROGRAM ASSESSMENT: GENERALIZATION PROGRAMS
Choose one for each: Y = Yes N = No ? = Unknown

#	Name	Description	Y	N
10K	Abstraction: Functional Properties	When provided with a task and improper tools, the participant will complete the task with the more suitable tool.		
10L	Waiting	When shown a preferred item and asked to wait, the participant will label the item and wait to receive it.		
10M	Word Scramble	When presented with scrambled letters, the participant will unscramble a word.		
10N	Intraverbal: Control by Audience	When presented with a situation, the participant will indicate the information they should share.		
10O	Tact/Textual Cross Operant	After reading a written description of an item, the participant will name the item when shown a picture.		
10P	Advanced Abstract Pattern	When provided with a one-step pattern, ABAB, the participant will provide the next item based on feature function or class.		
10Q	Abstraction by Function	After viewing many examples and non-examples in an array, the participant will name the common function.		
10R	Block Placement: Sizes	When provided with blocks of various sizes, the participant will place them in a specified order based on size.		
11A	Receptively ID Non-identical Body Parts	When presented with an array of pictures of body parts, the participant will identify novel representations of known body parts.		
11B	Picture Sequences with Delay	After being shown a sequence of pictures, the participant will place the pictures in the order they appeared.		
11C	Transcribing Notes	When presented with a paragraph or story, the participant will write a shorter version in different words.		
11D	Receptively ID Non-identical Foods	When provided with an array of food pictures, the participant will identify novel representations of known foods.		
11E	Abstraction by Class	After viewing many examples and non-examples in an array, the participant will name the common class.		
11F	Syllable Clap	After hearing a word, the participant will count the number of syllables in the word.		
11G	Fluency: Receptive ID of Color	When given a sequence of colored shapes, the participant can quickly and accurately identify a target color on the shapes.		
11H	Discriminating Textual Sources	When presented with an array of resources, the participant will use the		

Assessment

PEAK-E and PEAK-T home-made flipbooks (2016).

PEAK-T has receptive flipbooks, as well as expressive scrips with no visual /physical materials.

hib

OPPOSITION FRAME (OPP)

Item	Script and Example Responses		Score		Re
OPP-1	Say, "Say the opposite of me...Brother."		1	0	
	1: Sister	0: Any other response			
OPP-2	Say, "Say the opposite of me...Day."		1	0	
	1: Night	0: Any other response			
OPP-3	Say, "Say the opposite of me...Moon."		1	0	
	1: Sun	0: Any other response			
OPP-4	Say, "Say the opposite of me...A dark night."		1	0	
	1: A bright day	0: Any other response			
OPP-5	Say, "Say the opposite of me...The man walked upstairs."		1	0	
	1: The woman walked downstairs	0: Any other response			

Assessment

PEAK-D through PEAK-T flipbook

https://emergentlearningpress.com/products/peak-comprehensive-assessment-pca

PEAK

Comprehensive

Assessment

Administration Manual

Mark R. Dixon, Ph.D.

Programming

PEAK-D

Child's name:	
Date of birth:	
Age at testing:	**1** _ **2** _ **3** _ **4** _

Key:	Score	Date	Color	Tester
1st test:	... / 184			J. Otto
2nd test:				
3rd test:				
4th test:				

Foundational Learning Skills — 34
Perceptual Learning Skills — 22
Verbal Comprehension Skills — 100
Verbal Reasoning, Memory, & Math Skills — 28
184

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                                          1A  1B
                                          2A  2B
                                    3A  3B  3C  3D
                              4A  4B  4C  4D  4E  4F
                          5A  5B  5C  5D  5E  5F  5G  5H
                      6A  6B  6C  6D  6E  6F  6G  6H  6I  6J
                  7A  7B  7C  7D  7E  7F  7G  7H  7I  7J  7K  7L
              8A  8B  8C  8D  8E  8F  8G  8H  8I  8J  8K  8L  8M  8N
          9A  9B  9C  9D  9E  9F  9G  9H  9I  9J  9K  9L  9M  9N  9O  9P
     10A 10B 10C 10D 10E 10F 10G 10H 10I 10J 10K 10L 10M 10N 10O 10P 10Q 10R
   11A 11B 11C 11D 11E 11F 11G 11H 11I 11J 11K 11L 11M 11N 11O 11P 11Q 11R 11S 11T
 12A 12B 12C 12D 12E 12F 12G 12H 12I 12J 12K 12L 12M 12N 12O 12P 12Q 12R 12S 12T 12U 12V
13A 13B 13C 13D 13E 13F 13G 13H 13I 13J 13K 13L 13M 13N 13O 13P 13Q 13R 13S 13T 13U 13V 13W 13X
14A 14B 14C 14D 14E 14F 14G 14H 14I 14J 14K 14L 14M 14N 14O 14P 14Q 14R 14S 14T 14U 14V 14W 14X 14Y 14Z
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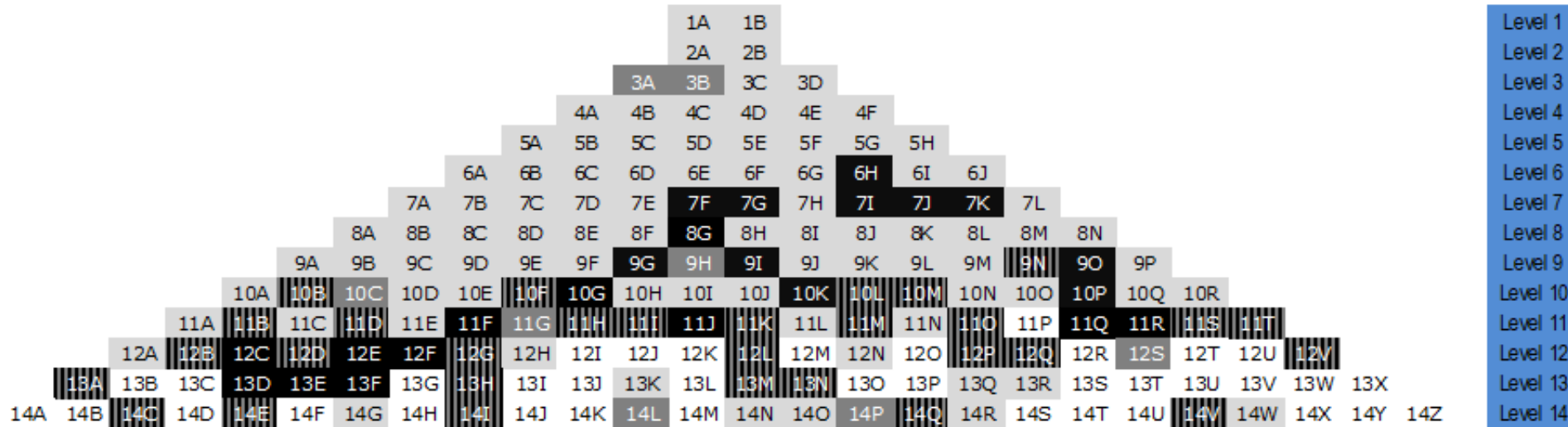
Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
Level 9
Level 1
Level 1
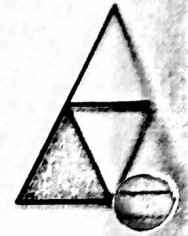Level 1
Level 1
Level 1

Programming

PEAK-D

Child's name:	
Date of birth:	

Age at testing:	1	6y10m	2	7y5m	3	7y10n	4	8y6m

Key:	Score	Date	Color	Tester
1st test:	86 / 184	12/18/19		J. Otto
2nd test:	94 / 184	8/3/20		J. Otto
3rd test:	117 / 184	1/8/21		J. Otto
4th test:	147 / 184	9/14/21		J. Otto

Program Instruction Sheet
Program Name: <u>Receptively Label Actions- 10C</u>

Goal:
• **When given the name of an action, the participant will point to the correct action in an array of pictures.**

Materials Needed:
• Pictures of people performing actions

Instructions for Caregivers:
• Place 3-10 pictures of people doing different actions on a flat surface in front of the participant.
• Say, "Find the one that is (action word)?"

Typical Stimuli:
• Running, sleeping, eating, jumping, laughing, etc.

Level 1: Array 4

Stimulus: -ing		Stimulus:		Stimulus:	
1 hug	(8) card	11 run	(39)	21 catch	(10)
2 dig	(28)	12 blow	(21)	22 read	(33)
3 swing	(2)	13 throw	(7)	23 paint	(3)
4 dance	(1)	14 toss	(7)	24 jump	(11)
5 drink	(19)	15 water	(29)	25 cry	(35)
6 climb	(34)	16 pour	(29)	26 clap	(40)

PEAK-D 12R Tact Kitchen Item Functions

Goal: When asked about the functions of kitchen items, the participant will name the appropriate functions.

Instructions: Present a picture of the item to the participant. Ask, "What does this do?"

#	Target	#	
1	(Whisk) stir and mix eggs or batter	16	(Cheese grater) Grate and shred cheese
2	(Pot) boil water, cook soup	17	(Ladle) Scoop and serve soup into bowl
3	(Spatula) flip pancakes or eggs	18	(Baking sheet) Oven bake cookies pizza and other foods
4	(Hot pad) hold hot dishes or pans	19	(Stovetop burner) heat frying pan and pot
5	(Cutting board) cut or chop foods	20	(Cellophane wrap) cover dishes to store like leftovers, or travel
6	(Strainer) drain water from cooked pasta	21	(Toaster) Toast bread, bagels, or English muffins
7	(Washcloth) clean dishes and counters	22	(Measuring cup) Measure and pour liquids for recipes
8	(Rack) dry off washed dishes	23	(Peeler) Peel foods like potatoes and carrots
9	(Coffee maker) brew coffee	24	(Measuring tools) Measure liquids or solids for recipes
10	(Bottle opener) open bottle		
11	(Can opener) open can		
12	(Knife) cut or chop foods		
13	(Pan) sauté, fry and cook foods		
14	(Microwave) heat up and defrost foods		
15	(Ice cube tray) make ice cubes in freezer		

Programming

PEAK-G

Child's name:							
Date of birth:							
Age at testing:	1		2		3		4

Foundational Learning and Basic Social Skills — 33
Basic Verbal Comprehension, Memory, & Advanced Social Ski — 59
Advanced Verb Comp, Basic Problem Solving, & Adv Math Ski — 63
Verb Reasoning, Adv Prob Solving, & Adv Reading and Wrtg S — 29
184

Key:	Score	Date	Color	Tester
1st test:	.. / 184	.		J. Otto
2nd test:	.	8/10/20		J. Otto
3rd test:		12/21/20		J. Otto
4th test:		10/4/21		J. Otto

										1A	1B															Level 1
										2A	2B															Level 2
								3A	3B	3C	3D															Level 3
						4A	4B	4C	4D	4E	4F															Level 4
					5A	5B	5C	5D	5E	5F	5G	5H														Level 5
				6A	6B	6C	6D	6E	6F	6G	6H	6I	6J													Level 6
			7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	7L												Level 7
		8A	8B	8C	8D	8L	8F	8G	8H	8I	8J	8K	8L	8M	8N											Level 8
	9A	9B	9C	9D	9E	9F	9G	9H	9I	9J	9K	9L	9M	9N	9O	9P										Level 9
10A	10B	10C	10D	10E	10F	10G	10H	10I	10J	10K	10L	10M	10N	10O	10P	10Q	10R									Level 10
11A	11B	11C	11D	11E	11F	11G	11H	11I	11J	11K	11L	11M	11N	11O	11P	11Q	11R	11S	11T							Level 11
12A	12B	12C	12D	12E	12F	12G	12H	12I	12J	12K	12L	12M	12N	12O	12P	12Q	12R	12S	12T	12U	12V					Level 12
13A	13B	13C	13D	13E	13F	13G	13H	13I	13J	13K	13L	13M	13N	13O	13P	13Q	13R	13S	13T	13U	13V	13W	13X			Level 13
14A	14B	14C	14D	14E	14F	14G	14H	14I	14J	14K	14L	14M	14N	14O	14P	14Q	14R	14S	14T	14U	14V	14W	14X	14Y	14Z	Level 14

Programming

PEAK-G

Child's name:								
Date of birth:								
Age at testing:	1	11y6m	2	11y10m	3	12y8m	4	13y2m

Foundational Learning and Basic Social Skills   33 / 33
Basic Verbal Comprehension, Memory, & Advanced Social Skills   59 / 59
Advanced Verb Comp, Basic Problem Solving, & Adv Math Skills   55 / 63
Verb Reasoning, Adv Prob Solving, & Adv Reading and Writing Skil 24 / 29

Key:	Score	Date	Color	Tester
1st test:	133 / 184	8/10/20		J. Otto
2nd test:	142 / 184	12/21/20		J. Otto
3rd test:	151 / 184	10/4/21		J. Otto
4th test:	171 / 184	4/20/22		J. Otto

1A 1B
2A 2B
3A 3B 3C 3D
4A 4B 4C 4D 4E 4F
5A 5B 5C 5D 5E 5F 5G 5H
6A 6B 6C 6D 6E 6F 6G 6H 6I 6J
7A 7B 7C 7D 7E 7F 7G 7H 7I 7J 7K 7L
8A 8B 8C 8D 8L 8F 8G 8H 8I 8J 8K 8L 8M 8N
9A 9B 9C 9D 9E 9F 9G 9H 9I 9J 9K 9L 9M 9N 9O 9P
10A 10B 10C 10D 10E 10F 10G 10H 10I 10J 10K 10L 10M 10N 10O 10P 10Q 10R
11A 11B 11C 11D 11E 11F 11G 11H 11I 11J 11K 11L 11M 11N 11O 11P 11Q 11R 11S 11T
12A 12B 12C 12D 12E 12F 12G 12H 12I 12J 12K 12L 12M 12N 12O 12P 12Q 12R 12S 12T 12U 12V
13A 13B 13C 13D 13E 13F 13G 13H 13I 13J 13K 13L 13M 13N 13O 13P 13Q 13R 13S 13T 13U 13V 13W 13X
14A 14B 14C 14D 14E 14F 14G 14H 14I 14J 14K 14L 14M 14N 14O 14P 14Q 14R 14S 14T 14U 14V 14W 14X 14Y 14Z

Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
Level 9
Level 10
Level 11
Level 12
Level 13
Level 14

Programming

Program Instruction Sheet
Program Name: <u>Intraverbal: Control by Audience- 10N</u>

Goal:
- When presented with a situation, the participant will indicate the information they should share.

Materials Needed:
- No materials needed

Instructions for Caregivers:
- Present a situation involving a particular audience and a question. Ask, "What should you say?"

Typical Stimuli:
- Train: Mom asks what happened at school, stranger asks where you live, the bus driver asks how your day was.
- Test: Use different questions and audiences. A stranger asks for your jacket, your dad asks how your teacher is doing.

Train:	Test:
1	16
2	17
3	18
4	19
5	20
6	21
7	22
8	23
9	24
10	25
11	26
12	27
13	28

	Date Introduced	Date Mastered
Level 1		
Level 2		

0= no response after multiple attempts at prompts
2= multiple prompts or reduced stimulus array eventually produced a response
4= 2 prompts at most produced the response with full stimulus array
8= 1 single prompt of either verbal or visual nature
10= independent accuracy on

Programming

PEAK-G

#	Present situation, audience and audience's question… "What should you say?"	Audience	Context/Situation	Example Correct / Incorrect
1	How was your day at school?	Mom	When she sees you after school	States specific details / I don't know.
2	Where do you live?	Stranger	Walking in the gas station	No thanks, ignore / gives address or town
3	How was your day?	Bus driver	Getting onto bus after school	Fine, thanks / States specific details
4	What did you get mom for her birthday?	Dad	Before present is opened	Names the present / I can't tell you

14	What's your address?	Mail carrier	You're sending a letter at the post office	State exact address / I don't know
15	Are your parents home?	Teenager	Knocks on the screen door and calls inside	Yes, they can't come right now / No

Test

16	What did Dad get me for my birthday?	Mom	Before present is opened	I can't tell you / Names the present
17	What's your address?	School janitor	He's mopping next to your locker	That's too personal / State address
18	Where do you live?	Librarian	She's checking out your book	State city or town / State address
19	What is your address?	Police officer	He is interviewing you after a robbery	State address / I don't know, that's too personal
20	Are your parents home?	Police officer	A person in a uniform walks by as you play in the front yard while your parents are at the store	No, they should be here soon, give number / Yes
21	Who do you like?	Best Friend	Walking to class	Say a name / IDK, too personal
22	Are your parents home?	Stranger	Man in suit walks by as you play outside, your parents are at the store	Yes / No
23	What grade are you in?	Unknown Schoolmate	First meeting in the hallway	States grade / I don't know

PEAK-G 12B. Intraverbal: Conflict Resolution

#	Present a basic conflict, say, for example "What should you do?"	Example Correct

1	Someone is complaining about something you didn't get done.	1. Listen to the complaint.
		   Listen openly.
		2. Ask the person to explain anything you don't understand.
		3. Tell the person that you understand the complaint.
		   Rephrase; acknowledge the content and feeling.
		4. State your ideas about the complaint, accepting the blame if appropriate. I apologize. I'm sorry. It won't happen again. I feel bad.
		5. Suggest what each of you could do about the complaint.
		   You might compromise, defend your position, or apologize.

2	Your (specific parent) asked if you did (specific chore/task) you're supposed to do, but didn't do it yet—what should you do?	Not yet, I'll do that right now.
3	Your (specific parent) said you could go to a movie, but now he/she is too busy to take you.	It's okay. I understand you're busy. We can do it next time.
4	A friend invited you over, but now he/she isn't home.	It's okay. Write a note, saying I'm sorry I missed you. Hope we can do it next time.
5	You're in the middle of watching a movie, but (specific person) wants to start a different program.	Okay, I've watched enough. I've seen this before anyway. I can watch this later.
6	You think someone is angry with you about something you did, but you are not sure what it was.	1. Ask if they are angry, and listen. 2. Ask why they are angry, and listen. 3. Ask if it is something you did. Listen to what they have to say. 4. Keep listening. 5. Give them an idea to fix the problem. 6. Walk away for now.
7	Someone said something that hurt your feelings and made you angry.	1. Stop and count to 10. 2. Tell the person in words why you are angry. 3. Do a relaxation exercise. 4. Walk away for now
8	You feel really tired and want to do chores later.	1. Ask if you have to do it right now. 2. Listen to the answer. 3. Think about why they feel that way. 4. Suggest a compromise, "How about I do it in 10 minutes?"
9	Someone (specific) is angry with you about a mean thing you said to them before.	1. Ask why s/he is angry, and listen. 2. Listen to what they have to say. 3. Keep listening. 4. Say "I'm sorry." 5. Give them an idea to fix the problem. 6. Walk away for now.
10	You feel like someone is upset or mad at you. You want them to let it go. You want to explain yourself but it leads to an argument.	1. Ask if they are angry, and listen. 2. Ask why they are angry, and listen. 3. Ask if it is something you did. Listen to what they have to say. 4. Keep listening. 5. Give them an idea to fix the problem. 6. Walk away for now.
11	You're being told to go to the bathroom, your stomach aches because you need to go, but if you go then it will hurt. What should you do?	Ok, I'll try for at least 10 minutes. Let me drink some water first. Can I have some Tylenol, please?

PEAK GENERALIZATION 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 _____

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 _____

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 _____

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

Weekly Program Notes

Programming

PEAK-E

Child's name:	
Date of birth:	
Age at testing:	1 ___ 2 ___ 3 ___ 4 ___

Ref
Sym
Tran
Equiv

Ref
Sym
Tran
Equiv

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				
4th test:				

									1A	1B										Level 1
									2A	2B										Level 2
								3A	3B	3C	3D									Level 3
							4A	4B	4C	4D	4E	4F								Level 4
						5A	5B	5C	5D	5E	5F	5G	5H							Level 5
					6A	6B	6C	6D	6E	6F	6G	6H	6I	6J						Level 6
				7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	7L					Level 7
			8A	8B	8C	8D	8E	8F	8G	8H	8I	8J	8K	8L	8M	8N				Level 8
		9A	9B	9C	9D	9E	9F	9G	9H	9I	9J	9K	9L	9M	9N	9O	9P			Level 9
	10A	10B	10C	10D	10E	10F	10G	10H	10I	10J	10K	10L	10M	10N	10O	10P	10Q	10R		Level 10
	11A	11B	11C	11D	11E	11F	11G	11H	11I	11J	11K	11L	11M	11N	11O	11P	11Q	11R	11S	11T	Level 11
	12A	12B	12C	12D	12E	12F	12G	12H	12I	12J	12K	12L	12M	12N	12O	12P	12Q	12R	12S	12T	12U	12V	Level 12
13A	13B	13C	13D	13E	13F	13G	13H	13I	13J	13K	13L	13M	13N	13O	13P	13Q	13R	13S	13T	13U	13V	13W	13X	Level 13
14A	14B	14C	14D	14E	14F	14G	14H	14I	14J	14K	14L	14M	14N	14O	14P	14Q	14R	14S	14T	14U	14V	14W	14X	14Y	14Z	Level 14

Program Instruction Sheet
Program Name:
Transitivity: Multiple Actions & Outcomes–9P
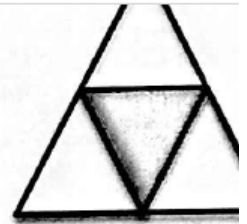
Goal:
When taught to match an action (A) with an outcome (B) (A-B), and to match an outcome (B) with an action that is produced by the outcome (C) (B-C), the participant is able to match an action (A) to a second action (C) (A-C).

Materials Needed:
- A, C = Pictures of actions
- B = Pictures of outcomes

Instructions for Caregivers:

1. Train A – B: Present a sample action (A) and an array of outcomes (B). Ask, "What happens when (A)?"

2. Train B – C: Present a sample outcome (B) and an array of actions (C). Ask, "What happens when (B)?"

3. Test A – C: Present a sample action (A) and an array of actions (C). Ask, "What happens when (C)?"
   A

Typical Stimuli:
- A =Dropping a glass of water, slipping on ice, teasing
- B = Broken glass, getting hurt, someone sad
- C = Cleaning up, going to the doctor, apologizing

PEAK-E 9P Transitivity: Multiple Actions & Outcomes

Class	Stimuli A: Picture of action	Stimuli B: Picture of outcome	Stimuli C: Picture of action
1	Dropping a glass of water	Broken glass	Cleaning up
2	Slipping on ice	Getting hurt	Going to the doctor
3	Teasing	Someone sad	Apologizing
4	Set alarm	Alarm sounds	Get on bus
5	Write reminder	See it later	Do task
6	Make a mistake	See what went wrong	Try again
7	Practice drills	Get tired	Rest
8	Do math problem	Hard thought	Give correct answers
9	Watch models	Match models	Get better

Step 1 Train: **Train (1-9 mix order to 100%)** A-B: Present a sample action (A) and an array of outcomes (B). Ask, "What happens when (A)?" Answer (B):

A class of stimuli are together in a row. Class 1 stimuli are presented within the same trial, Class 2 stimuli are in their own trials and so on.

So Step 1 is training the sample A: Picture of action with a comparison array that has the target B: Picture of outcome.

PEAK-E 9P Transitivity: Multiple Actions & Outcomes

Class	Stimuli A: Picture of action	Stimuli B: Picture of outcome	Stimuli C: Picture of action
1	Dropping a glass of water	Broken glass	Cleaning up
2	Slipping on ice	Getting hurt	Going to the doctor
3	Teasing	Someone sad	Apologizing
4	Set alarm	Alarm sounds	Get on bus
5	Write reminder	See it later	Do task
6	Make a mistake	See what went wrong	Try again
7	Practice drills	Get tired	Rest
8	Do math problem	Hard thought	Give correct answers
9	Watch models	Match models	Get better

Step 1 Train: **Train (1-9 mix order to 100%)** A-B: Present a sample action (A) and an array of outcomes (B). Ask, "What happens when (A)?" Answer (B):

Step 2 Train: **Train (1-9 mix order to 100%)** B-C: Present a sample outcome (B) and an array of actions (C). Ask, "What happens when (B)?" Answer (C):

Step 3 Test: Test (1-9 mix order) A-C: Present a sample action (A) and an array of actions (C). Ask, "What happens when (A)?" Answer (C):

Training begins at Step 1. In this program training A stimuli to B stimuli.

You'd say, "What happens when this happens?" Or sometime "What happens next?"

PEAK-E 9P Transitivity: Multiple Actions & Outcomes

Class	Stimuli A: Picture of action	Stimuli B: Picture of outcome
1	Dropping a glass of water	Broken glass
2	Slipping on ice	Getting hurt
3	Teasing	Someone sad
4	Set alarm	Alarm sounds
5	Write reminder	See it later
6	Make a mistake	See what went wrong
7	Practice drills	Get tired
8	Do math problem	Hard thought
9	Watch models	Match models

Step 1 Train: **Train (1-9 mix order to 100%)** A-B: Present a sample action (A) and an a
happens when (A)?" Answer (B):

St

Participant: __ChNa__

Init: __Tech__   Date: __2/2/22__
Step(s): __1__   Train: ☒
Relation(s): __A-B__   Test: ☐

Trial	Class	Score				
1	1	0	2	4	8	(10)
2	4	0	2	4	8	10
3	2	0	2	4	8	10
4	6	0	2	4	8	10
5	3	0	2	4	8	10
6	5	0	2	4	8	10
7	9	0	2	4	8	10
8	8	0	2	4	8	10
9	7	0	2	4	8	10
10	1	0	2	4	8	10

Total:

Run a random block of 10 on this step, including all or several classes.

Next trial is class 4.
Set alarm picture (A) – Answer (B): Alarm sounds

Step 1 Train: Class 4

PEAK-E 9P Transitivity: Multiple Actions & Outcomes

Class	Stimuli A: Picture of action	Stimuli B: Picture of outcome
1	Dropping a glass of water	Broken glass
2	Slipping on ice	Getting hurt
3	Teasing	Someone sad
4	Set alarm	Alarm sounds
5	Write reminder	See it later
6	Make a mistake	See what went wrong
7	Practice drills	Get tired
8	Do math problem	Hard thought
9	Watch models	Match models

Step 1 Train: **Train (1-9 mix order to 100%)** A-B: Present a sample action (A) and an a[...]
happens when (A)?" <u>Answer (B):</u>

Participant: ChNa

Init: Tech   Date: 2/2/22
Step(s): 1   Train: ☒
Relation(s): A-B   Test: ☐

Trial	Class	Score				
1	1	0	2	4	8	(10)
2	4	0	2	4	(8)	10
3	2	0	2	4	8	10
4	6	0	2	4	8	10
5	3	0	2	4	8	10
6	5	0	2	4	8	10
7	9	0	2	4	8	10
8	8	0	2	4	8	10
9	7	0	2	4	8	10
10	1	0	2	4	8	10

Total:

Correct or independent is a 10, and two tries or a prompt before or after a response is an 8, and so on.

Step 3 Test: Test (1-9 mix order) A-C: Present a sample action (A) and an array of actions (C). Ask, "What happens when[...]

The BCBA sets the criteria for moving on to the next step depending on the program (here it is 100).

Participant: ChNa

Init: Tech   **Date:** 2/8/22

Step(s): 2   **Train:** ☒

Relation(s): B-C   **Test:** ☐

Trial	Class	Score				
1	3	0	2	4	8	10
2	9	0	2	4	8	10
3	2	0	2	4	8	10
4	6	0	2	4	8	10
5	1	0	2	4	8	10
6	5	0	2	4	8	10
7	4	0	2	4	8	10
8	8	0	2	4	8	10
9	7	0	2	4	8	10
10	1	0	2	4	8	10
		Total:				

Actions & Outcomes

	Stimuli B: Picture of outcome	Stimuli C: Picture of action
	Broken glass	Cleaning up
	Getting hurt	Going to the doctor
	Someone sad	Apologizing
	Alarm sounds	Get on bus
	See it later	Do task
	See what went wrong	Try again
	Get tired	Rest
	Hard thought	Give correct answers
	Match models	Get better

to 100%) A-B: Present a sample action (A) and an array of outcomes (B). Ask, "What

Step 2 Train: **Train (1-9 mix order to 100%)** B-C: Present a sample outcome (B) and an array of actions (C). Ask, "What happens when (B)?" Answer (C):

After meeting mastery criteria, start a step 2 random block of 10. Class 3 will be the sample picture of (B) someone sad and an array with the target (C) apologizing.

For this program step 2 happens to be the same instructions, with a different arrangement of stimuli within classes....You'd say, "What happens when this happens?"

Step 2 Train: Class 3

St

Participant: __ChNa__

Init: __Tech__ Date: __2/8/22__   ctions & Outcomes

Step(s): __2__   Train: ☒

Relation(s): __B-C__   Test: ☐

Trial	Class	Score				
1	3	0	2	4	8	(10)
2	9	0	2	4	8	(10)
3	2	0	2	4	8	(10)

	Stimuli B: Picture of outcome	Stimuli C: Picture of action
	Broken glass	Cleaning up
	Getting hurt	Going to the doctor
	Someone sad	Apologizing
	Alarm sounds	Get on bus
	See it later	Do task

Total: 100

Notice the headings *Stimuli B: Picture...* does not indicate you say "someone sad" in the instruction or feedback. The form of the stimuli are important and usually obvious (e.g., picture or text).

Step 2 Train: **Train (1-9 mix order to 100%)** B-C: Present a sample outcome (B) and an array of actions (C). Ask, "What happens when (B)?" Answer (C):

Step 3 Test: Test (1-9 mix order) A-C: Present a sample action (A) and an array of actions (C). Ask, "What happens when (A)?" Answer (C):

PEAK-E 9P Transitivity: Multiple Actions &

Class	Stimuli A: Picture of action		Stimuli C: Picture of action
1	Dropping a glass of water		Cleaning up
2	Slipping on ice		Going to the doctor
3	Teasing		Apologizing
4	Set alarm		Get on bus
5	Write reminder		Do task
6	Make a mistake		Try again
7	Practice drills		Rest
8	Do math problem		Give correct answers
9	Watch models		Get better

Data sheet (handwritten form):

Participant: ChNa

St

Init: Tech   Date: 3/1/22

Step(s): 3   Train: ☐

Relation(s): A-C   Test: ☒

Trial	Class	Score
1	3	0 2 4 8 (10)
2	9	(0) 2 4 8 10
3	2	0 2 4 8 (10)
4	6	0 2 4 8 (10)
5	1	0 2 4 8 (10)
6	5	0 2 4 8 (10)
7	4	0 2 4 8 (10)
8	8	(0) 2 4 8 10
9	7	0 2 4 8 (10)
10	1	0 2 4 8 (10)

Total: 80

Step 1 Train: **Train (1-9 mix order to 100%)** an array of outcomes (B). Ask, "What happens when (A)?" Answer (B):

Step 2 Train: **Train (1-9 mix order to 100%)** B-C: Present a sample outcome (B) and an array of actions (C). Ask, "What happens when (B)?" Answer (C):

Step 3 Test: Test (1-9 mix order) A-C: Present a sample action (A) and an array of actions (C). Ask, "What happens when (A)?" Answer (C):

Final steps are tests, so there are no prompts and no feedback on correctness. You can say it is a test.

For a test block, cross out 2-8. Mark only 0 or 10.

Ref
Sym
Tran
Equiv

Program Instruction Sheet
Program Name:
Equivalence: Tacting Private Events–12N
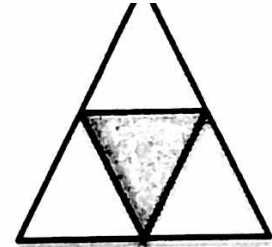
Goal:

When taught to match a sample modeled emotion (B) with a spoken label of an emotion (A) (B-A) and to match a sample picture of an event (C) with the emotional label (A) (C-A), the participant be able to match the modeled emotion with the picture of the event (C) (B-C).

Materials Needed:
- A = Vocal emotional labels
- B = Models of an emotion
- C = Pictures of an event

Instructions for Caregivers:
1. Train B – A: Present a sample model of an emotion (B) and ask, "How do I feel?"
2. Train C – A: Present a sample picture (C) and ask, "How would this make you feel?"
3. Test B–C: Present a sample model of an emotion (B) and an array of pictures (C). Say, "Which one is the same?"

Typical Stimuli:
- A = "Hurt,""happy,""surprised"
- B = Modeled crying, smiling, wide eyed
- C = Image of skinned knee, presents, a balloon popping

Class	Stimuli A (vocal label)	Stimuli B (model of emotions)	Stimuli C (vocal & text description of event)	Stimuli D (social reactions to a model emotion)
1	"Bored"	Bored (roll eyes, look away, chin in hand)	Someone talking continuously about something you don't care about	"Let's do something else!" "What do you want to do?"
2	"Dis-appointed"	Disappointed ([start with smile then shift to ruffled brow, shake head)	Someone didn't follow through for you when they promised	"Is everything alright?" "It'll get better." "Is there something I can do?" [TEST] "Let's see how we can fix this." "Maybe they just need reminders."

Step 1 Train:

Train (1-10) B-A: Present a sample model of an emotion (B), and ask, "How do I feel?" Answer (A): vocal emotion

Step 2 Train:

Train (1-10) B-D: Say, "What should you do when someone is/looks like this (B)?" Answer (D): general social reactions/ inquiries

Step 3 Train:

Train (1-10) C-A: Describe a sample scenario (C) then ask, "How would this make you feel?" Answer (A): vocal emotion

Step 4 Test:

Test (1-10) B-C: Present a sample model of an emotion (B) and an array of text scenarios (C). Say, "Which one is the same?" Answer (C): text scenario

Step 5 Test:

Test (1-10) C-D: Present a text scenario (C) and ask, "Show me what you'd do and what you'd say when this happens to someone you know?" Answer (D): [TEST] social reactions

Program Instruction Sheet
Program Name:
Equivalence: Feelings in Context–13C
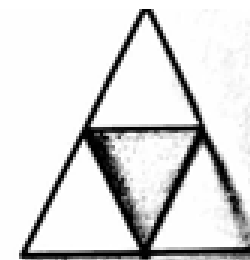
Goal:
When given a written context (D) and taught to match a sample picture of a person (A) with a picture of a facial expression (B) (DA-B) and to match the sample picture of the facial expression (B) with a written emotion (C) (B-C), the participant is able to respond by matching the sample written emotion (C) with the picture of the person (A) (DC-A) when provided the sample context (D).

Materials Needed:
- A = Pictures of people
- B = Pictures of facial expressions
- C = Textual emotions
- D = Textual contexts

Instructions for Caregivers:
1. Train DA - B: Present a sample written context (D) and picture of a person (A) and an array of pictures of facial expressions (B). Say, "What face does (A) make when (D)?"
2. Train B – C: Present a sample picture of a facial expression (B) and an array of written emotions (C). Say, "Put with same."
3. Test DC – A: Present a sample written context (D) and written emotion (C) and an array of pictures of people (A). Say, "Who feels (C) when (D)?"

Typical Stimuli:
- A = Kim, John, Elsa
- B = Frown, smile, grimace
- C = *Sad, happy, confused*
- D = *Raining, at a party, at school*

PEAK-E 13C Equivalence Feelings in Context*

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli D
1	John	Card 21 Excited	"excited", EXCITED	Gets a gift
2	Elsa	Card 20 Bored	"bored", BORED	Misses a party
3	Kim	Card 9 Grouchy/Angry	"grouchy", GROUCHY	Someone says her homemade meal is gross
4	John	Card 14 Angry/Pouting	"pouty", POUTY	Misses a party
5	Elsa	Card 8 Surprised/Shocked	"shocked", SHOCKED	Someone says her homemade meal is gross
6	Kim	Card 19 Caring/Loving	"loving", LOVING	Gets a gift
7	John	Card 6 Sad	"sad", SAD	Someone says his homemade meal is gross
8	Elsa	Card 15 Thoughtful	"curious" CURIOUS	Gets a gift
9	Kim	Card 12 Happy/Joyful	"happy", HAPPY	Misses a party

Train (1) DA-B: Present picture of John (A) and an array of pictures of facial expressions Card 21 Excited, Card 22 Quiet, Card 15 Thoughtful (B). Say, "What face does John (A) make when he gets a gift (D)?" Answer (B): Select Card 21 Excited

Train (2) DA-B: Present picture of Elsa (A) and an array of pictures of facial expressions Card 12 Happy/Joyful, Card 8 Surprised/Shocked, Card 20 Bored (B). Say, "What face does Elsa (A) make when she misses a party (D)?" Answer (B): Select Card 20 Bored

Train (3) DA-B: Present picture of Kim (A) and an array of pictures of facial expressions Card 12 Happy/Joyful, Card 9 Grouchy/Angry, Card 20 Bored (B). Say, "What face does Kim (A) make when someone says his homemade meal is gross (D)?" Answer (B): Select Card 9 Grouchy/Angry

Train (4) DA-B: Present picture of John (A) and an array of pictures of facial expressions Card 14 Angry/Pouting, Card 20 Bored, Card 12 Happy/Joyful (B). Say, "What face does John (A) make when he misses party (D)?" Answer (B): Select Card 14 Angry/Pouting

Train (5) DA-B: Present picture of Elsa (A) and an array of pictures of facial expressions Card 8 Surprised/Shocked, Card 3

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli D
1	John	Card 21 Excited	"excited", EXCITED	Gets a gift
2	Elsa	Card 20 Bored	"bored", BORED	Misses a party
3	Kim	Card 9 Grouchy/Angry	"grouchy", GROUCHY	Someone says his homemade meal is gross
4	John	Card 14 Angry/Pouting	"pouty", POUTY	Misses a party
5	Elsa	Card 8 Surprised/Shocked	"shocked", SHOCKED	Someone says her homemade meal is gross
6	Kim	Card 19 Caring/Loving	"loving", LOVING	Gets a gift
7	John	Card 6 Sad	"sad", SAD	Someone says his homemade meal is gross
8	Elsa	Card 15 Thoughtful	"curious" CURIOUS	Gets a gift
9	Kim	Card 12 Happy/Joyful	"happy", HAPPY	Misses a party

Step 2 Train (intentional mixed order):

Train (1) B-C: Present Card 21 Excited and an array of written emotions BORED, EXCITED, SHOCKED (C). Say, "Point to same." Answer (C): EXCITED

Train (2) B-C: Present Card 20 Bored and an array of written emotions POUTY, CONFUSED, BORED (C). Say, "Point to same." Answer (C): BORED

Train (3) B-C: Present Card 9 Grouchy/Angry, and an array of written emotions LOVING, GROUCHY, SAD (C). Say, "Point to same." Answer (C): GROUCHY

Train (4) B-C: Present Card 14 Angry/Pouting and an array of written emotions POUTY, HAPPY, CURIOUS (C). Say, "Point to same." Answer (C): POUTY

Train (5) B-C: Present Card 8 Surprised/Shocked and an array of written emotions SHOCKED, GROUCHY, EXCITED (C). Say, "Point to same."." Answer (C): SHOCKED

Train (6) B-C: Present Card 19 Caring/Loving and an array of written emotions HAPPY, BORED, LOVING (C). Say, "Point to

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli D
1	John	Card 21 Excited	"excited", EXCITED	Gets a gift
2	Elsa	Card 20 Bored	"bored", BORED	Misses a party
3	Kim	Card 9 Grouchy/Angry	"grouchy", GROUCHY	Someone says her homemade meal is gross
4	John	Card 14 Angry/Pouting	"pouty", POUTY	Misses a party
5	Elsa	Card 8 Surprised/Shocked	"shocked", SHOCKED	Someone says her homemade meal is gross
6	Kim	Card 19 Caring/Loving	"loving", LOVING	Gets a gift
7	John	Card 6 Sad	"sad", SAD	Someone says his homemade meal is gross
8	Elsa	Card 15 Thoughtful	"curious" CURIOUS	Gets a gift
9	Kim	Card 12 Happy/Joyful	"happy", HAPPY	Misses a party

Step 3 Test (intentional mixed order):

Test (1) DC–A: Present an array of pictures of people (A). Say, "Who feels excited (C) when they get a gift (D)?" Answer (A): John

Test (2) DC–A: Present an array of pictures of people (A). Say, "Who feels bored (C) when they miss a party (D)?" Answer (A): Elsa

Test (3) DC–A: Present an array of pictures of people (A). Say, "Who feels grouchy (C) when someone says their homemade meal is gross (D)?" Answer (A): Kim

Test (4) DC–A: Present an array of pictures of people (A). Say, "Who feels pouty (C) when they miss a party (D)?" Answer (A): John

Test (5) DC–A: Present an array of pictures of people (A). Say, "Who feels shocked (C) when someone say their homemade meal is gross (D)?" Answer (A): Elsa

Test (6) DC–A: Present an array of pictures of people (A). Say, "Who feels loving (C) when they get a gift (D)?" Answer (A):

Google Slides

https://docs.google.com/presentation/d/e/2PACX-1vQYvObT7kwmunO46I8WcxQL7zL1s33RJtSkXYDSyP2zSiB3A3jJ6bQWZFWUPipjZlkQkCPCdvF96Eop/pub?start=false&loop=false&delayms=3000

Programming

PEAK-T

COR
COM
OPP
DIS
HIR
DTC
MULT

Child's name:	
Date of birth:	

Age at testing:	1		2		3		4	

COR
COM
OPP
DIS
HIR
DTC
MULT

Key:	Score	Date	Color	Tester
1st test:				J. Otto
2nd test:				
3rd test:				
4th test:				
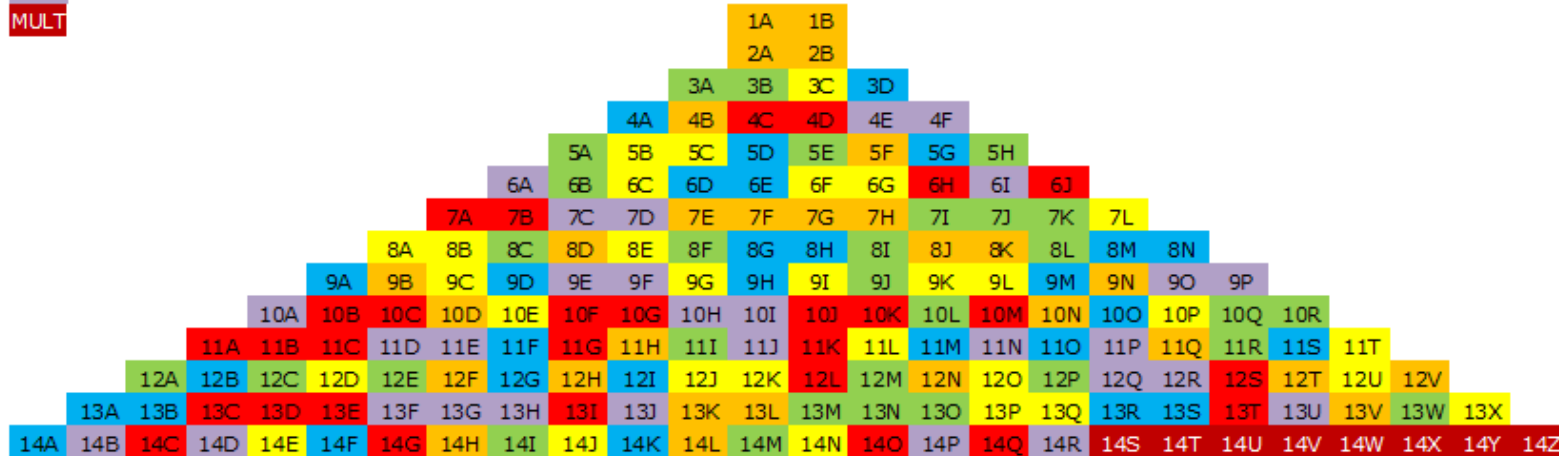
	Score
Level 1	2/2
Level 2	2/2
Level 3	2/4
Level 4	6/6
Level 5	8/8
Level 6	9/10
Level 7	7/12
Level 8	13/14
Level 9	11/16
Level 10	10/18
Level 11	5/20
Level 12	3/22
Level 13	3/24
Level 14	5/26

Program Instruction Sheet Level 1: Non-Arbitrary
Program Name: DTC: Block Arrangement – 6I

Goal: When presented with a model block arrangement that looks different from multiple perspectives (A), the participant will construct an identical block arrangement from different perspectives (B) (A-B). The participant will also demonstrate the skill (Z) with novel objects (Y) (Y-Z).

Materials Needed:

- A = Blocks differing in color
- B = Identical blocks to B

- Y = Stackable objects other than blocks
- Z = Identical objects to Y

Instructions for Caregivers:

1. Train A-B: Build a model block arrangement that looks different from multiple perspectives (A). Say, "Build what [you/I] see."

2. Test Y-Z: Build a model arrangement with objects other than blocks that looks different from multiple perspectives (Y).

Train Class ☑ if Exemplar	Stimuli A	Stimuli B	Stimuli C	Test Class ☑ if Exemplar	Stimuli X	Stimuli Y	Stimuli Z
EX	L design	L design/ rotated L design		EX		L design	L design/ rotated L design
☐1				☐1			
☐2				☐2			

Train Classes

Test classes

PEAK-T DTC 6I Block Arrangement

Class	Stimuli A	Stimuli B	Tech - child	Stimuli Y	Stimuli Z
1		"you" 'I'	Face to face		"you" "I"
2		"you" "I"	Face to face		
3		"you"	Face to face		

Step 1 Train:
Train (1-4) A-B: Build *block* arrangement (A), and say, "Build what **you** see." Answer (B): identical from tech perspective. Repeat, and say, "Build what I see." Answer (B): rotated 180 degrees so child sees child's arrangement the same as the tech sees the tech's arrangement.

Step 2 Test:
Test (1-4) Y-Z: Build *stackers* arrangement (A), and say, "Build what **you** see." Answer (B): identical from tech perspective. Repeat, and say, "Build what I see." Answer (B): rotated 180 degrees so child sees child's arrangement the same as the tech sees the tech's arrangement.

Program Instruction Sheet Level 2: Culturally Established
Program Name: DIS: Guessing People's Emotions – 11M

Goal: When provided an emotion (A), the participant will be taught to identify a synonymous emotion (B) (A-B) and different emotions (C, D) (B-C, B-D). The participant will also be able to guess a different emotion (Z) when told that a person does not feel a specific emotion (Y) (Y-Z).

Materials Needed:
- A = Text of an emotion
- B = Text of a synonymous emotion
- C, D = Text of emotions different in meaning from A and B

Instructions for Caregivers:
1. Train A-B: Provide an emotion (A) and an array of 3-5 emotions (B). Say, "Find the same."
2. Train B-C: Provide an emotion (B) and an array of 3-5 emotions (C). Say, "Find different."
3. Train B-D: Provide an emotion (B) and an array of 3-5 emotions (D). Say, "Find different."
4. Test A-C, A-D: Provide an emotion (A) and an array of emotions (C/D) Say, "Find different."
5. Test Y-Z: Say, "[Person] does not feel (A). How might he/she feel?" Say also, "[Person] feels (A). How else might he/she feel?"

Train Class ☑ if Exemplar	Stimuli A	Stimuli B	Stimuli C	Stimuli D	Test Class ☑ if Exemplar	Stimuli Y	Stimuli Z
EX	HAPPY	GLAD	SAD	ANGRY	EX	"Joe does not feel happy. How might he feel?"	"Sad" or "Angry"
☐1					☐1		
☐2					☐2	happy. How else might she feel?

PEAK-T 11M DIS Guessing People's Emotions

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli D	Stimuli Y	Stimuli Z
1	HAPPY	GLAD	SAD	ANGRY	"Joe does not feel happy. How might he feel?" "Jim feels happy. How else might he feel?"	"Sad" or "Angry" "Glad"

Step 1 Train:

Train (1-10) A-B: Provide an emotion (A) and an array of 3-5 emotions (B). Say, "Find the same." Answer (B): ....

Step 2 Train:

Train (1-10) B-C: Provide an emotion (B) and an array of 3-5 emotions (C). Say, "Find different." *[note distractors in array should be similar to (B)].* Answer (C): .....

Step 3 Train:

Train (1-10) B-D: Provide an emotion (B) and an array of 3-5 emotions (D). Say, "Find different." *[note distractors in array should be similar to (B)].* Answer (D): .....

Step 4 Test:

Test (1-10) A-C, A-D: Provide an emotion (A) and an array of 3-5 emotions (C). Say, "Find different." Answer (C): .....
Provide an emotion (A) and an array of 3-5 emotions (D). Say, "Find different." Answer (D): .....

Step 5 Test:

Test (1-10) Y-Z: Say, "[Person] does *not* feel (A). How might he/she feel? Answer (Z): ..... Say also, "[Other person] feels (A). How else might she feel?" Answer (Z): .....

Google Slides

https://docs.google.com/presentation/d/e/2PACX-1vT8elSE3F3m2g-CKgq8khkWw8kJMUNUt52EHJY4sNBQKao4FWJtRMTT_b1PPY3nbnA8In7Y2aWfnqQx/pub?start=false&loop=false&delayms=3000

Program Instruction Sheet Level 3: Arbitrary Applicable
Program Name: HIR: Simple Arbitrary
to Non-Arbitrary – 12L

Goal: When presented with a set of pictures (A), the participant will be taught to sort the pictures along a continuum based on a single property (B) (A-B), and when presented with each of the pictures or (A), to match the pictures to arbitrary symbols (C) (A-C). The participant will also match the arbitrary symbols (Z) to objects that differ in a single property (Y) (Y-Z).
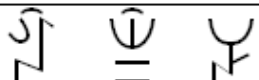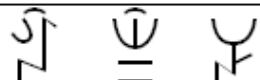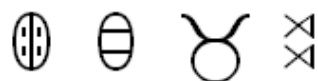
Materials Needed:
- A = 3 pictures or objects
- B = Textual ends of a continuum along which the pictures in A differ
- C = 3 arbitrary symbols

- Y = 3 objects that differ in a single property, and 2 objects at either end of the continuum that differ along the physical properties
- Z = 3 arbitrary symbols in C

Example:
1. A-B: Present the text *ALIVE* and *INANIMATE*, and pictures of a person, robot, toaster.
2. A-C: Present pictures of person, robot, toaster, and ↗,෴,⊚.
3. C-B: Present the textual ends *ALIVE* and *INANIMATE*, and ↗,෴,⊚.

4. Y-Z: Present black cube with the text *ALIVE* and a white cube with the text *INANIMATE*, with 3 grey cubes. Provide ↗,෴,⊚. Point to the 3 grey cubes, and say "Match these...," point to ↗,෴,⊚ and say, "...to these."

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli Y	Stimuli Z
1	*person, robot, toaster*	ALIVE, INANIMATE		"Which one is animated but not alive?"	
2	*rock, milk, air*	SOLID, GAS		"Which one can be dense but not solid?"	
3	*Santa, Tooth Fairy, Scrooge*	GENEROUS, SELFISH		"Which one gives only when it takes?"	
4	*interrogator, interviewer, friend, lone wolf*	INQUISITIVE, ALOOF		"Which one is personally inquisitive but not overbearing?"	

Stimuli A are pictures
Stimuli B are text
Stimuli C & Z are arbitrary images
Stimuli Y is a spoken question

...NIMATE at either end of the 3 ...er) and say, "Match." Answer (B): (ALIVE) *person—robot—toaster* (INANIMATE)

Train (2) A-B: Present 3 spaces with SOLID and GAS at either end of the 3 squares. Present 3 pictures (A *rock, milk, air*) and say, "Match." Answer (B): (SOLID) *rock—milk—air* (GAS)
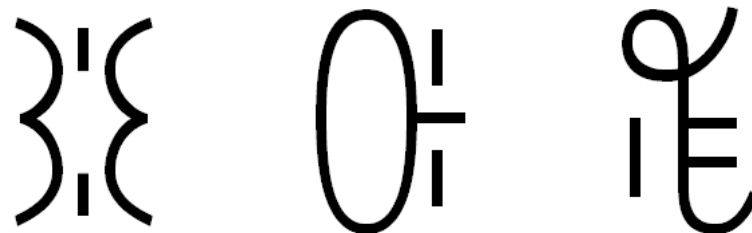
Class	Stimuli A	Stimuli B
1	person, robot, toaster	ALIVE, INANIMATE

Step 1 Train:

Train (1) A-B: Present 3 spaces with ALIVE and INANIMATE at either end of the 3 squares. Present 3 pictures (A *person, robot, toaster*) and say, "Match." Answer (B): **(ALIVE)** *person—robot—toaster* **(INANIMATE)**

Step 1: Class 1

ALIVE				INANIMATE
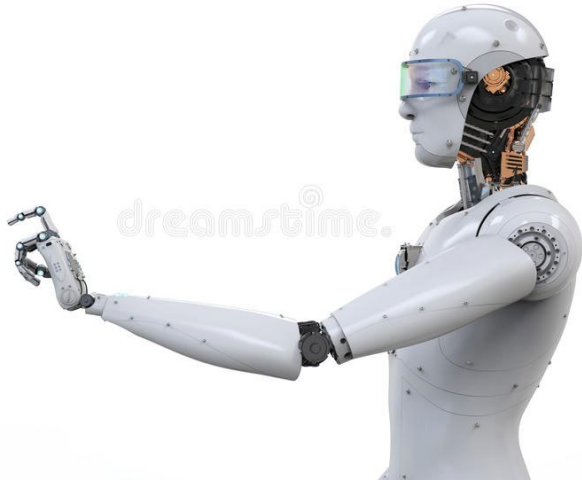
You'd say, "Match." And the learner would need to indicate where each image goes.

ALIVE				INANIMATE

PEAK-T 12L HIR Simple Arbitrary to Non-Arbitrary

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli Y
1	person, robot, toaster	ALIVE, INANIMATE		"Which one animated but alive?"
2	rock, milk, air	SOLID, GAS		"Which one ca dense but not s
3	Santa, Tooth Fairy, Scrooge	GENEROUS, SELFISH		"Which one give when it takes
4	interrogator, interviewer, friend, lone wolf	INQUISITIVE, ALOOF		"Which one personally inqui but not overbea

Participant: __ChNa__

Init: __Tech__ Date: __2/2/22__

Step(s): __1__ Train: ☒

Relation(s): __A-B__ Test: ☐

Trial	Class	Score				
1	1	0	2	4	8	(10)
2	4	0	2	4	8	(10)
3	2	0	2	4	8	(10)
4	3	0	2	4	8	(10)
5	2	0	2	4	8	(10)
6	1	0	2	4	8	(10)
7	4	0	2	4	8	(10)
8	2	0	2	4	8	(10)
9	3	0	2	4	8	(10)
10	1	0	2	4	8	(10)

Total: 100

Just like PEAK-E programs, PEA take steps as each group of clas

Step 1 Train:

Train (1) A-B: Present 3 spaces with ALIVE and INANIMATE at squares. Present 3 pictures (A *person, robot, toaster*) and say, "Match." Answer (B): (ALIVE)

Also like PEAK-E programs, PEAK-T programs have blocks with all or several of the classes.

Train (2) A-B: Present 3 spaces with SOLID and GAS at either end of the 3 squares. Present 3 pictures (A *rock, milk, air*) and say, "Match." Answer (B): (SOLID) *rock— milk—air* (GAS)

PEAK-T 12L HIR Simple Arbitrary to Non-Arbitrary

Class	Stimuli A	Stimuli B	Stimuli C
1	person, robot, toaster	ALIVE, INANIMATE	

Step 2 in this particular program is training A-C.

Step 2 Train:

Train (1) A-C: Present 3 pictures (A *person, robot, toaster*) and 3 symbols (C). Say, "Match." <u>Answer (C)</u>: *person* , *robot* , *toaster*

You'd say, "Match." And the learner would need to indicate where each image goes.

PEAK-T 12L HIR Simple Arbitrary to Non-Arbitrary

Class	Stimuli A	Stimuli B	Stimuli C
1	person, robot, toaster	ALIVE, INANIMATE	Oᵢ)(iᵗ

Step 3 in this particular program is a test of C-B.

Step 3 Test:

Test (1) C-B: Present 3 spaces with ALIVE and INANIMATE at either end of the 3 squares. Present 3 symbols (C Oᵢ)(iᵗ). Say, "Match." Answer (B): (ALIVE) Oᵢ —)(— iᵗ (INANIMATE)
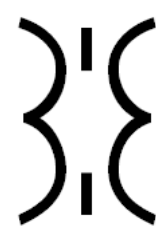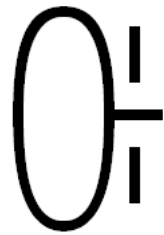
You'd say, "Match." And the learner would need to indicate where each image goes without prompting or feedback.

ALIVE				INANIMATE

PEAK-T 12L HIR Simple Arbitrary to Non-Arbitrary

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli Y	Stimuli Z
1	person, robot, toaster	ALIVE, INANIMATE	Ö̷ ℥℥ ℈℥	"Which one is animated but not alive?"	Ö̷ ℥℥ ℈℥

Final steps in PEAK-T programs test Y-Z.

Step 4 Test:

Test (1) Y-Z: Present 3 symbols (Z Ö̷ ℥℥ ℈℥). Say, (Y) "Which one is animated but not alive?" Answer (Z): ℥℥

"Which one is animated but not alive?"
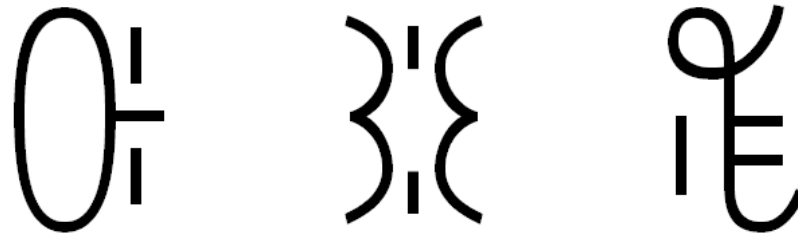
You'd ask the question and the learner would need to select the correct arbitrary image.

Program Instruction Sheet Level 4: Complex Transforming
Program Name: <u>DTC: Arbitrary to Non-Arbitrary – 13U</u>

Let's begin

Program Instruction Sheet Level 4: Complex Transforming
Program Name: <u>DTC: Arbitrary to Non-Arbitrary – 13U</u>

Goal: When taught to state that an arbitrary word (A) means "here," and a second arbitrary word (B) means "there," and presented with a reversal statement (Y), the participant will locate an item that is located here or there (Z) (Y-Z).

Materials Needed:
- Z = Identical items located "here" and "there

Instructions for Caregivers:
1. Train A: Say, "What means 'here'?"
2. Train B: Say, "What means 'there'?"
3. Test Y-Z: Say, "If (A) was (B), and (B) was (A), bring me the (Z) that is (A/B)."

Example class arrangement:
1. A: Say, "What means here?"
2. B: Say, "What means there?"
3. Y-Z: "If hab was poz, and poz was hab, bring me the pencil that is hab."

PEAK-T

13U DTC: Arbitrary to Non-Arbitrary. Atypical order of train-test only one class at a time.

Class	Stimuli A	Stimuli B	Stimuli Y	Stimuli Z
1	Jop	Tib	"If jop was tib and tib was jop, give me the _pencil_* that is jop."	_pencil_* located there
2	Dus	Yux	"If dus was yux and yux was dus, give me the _cup_* that is yux."	_cup_* located here
3	Sar	Tar	"If sar was tar and tar was sar, give me the _book_* that is sar."	_book_* located there
4	Wem	Pon	"If wem was pon and pon was wem, give me the _ball_* that is pon."	_ball_* located here

*two same-name items both here (adjacent to both BT and child) and there (3ft+ from both BT and child)

Class 1:

Step 1: Train (1) A: Say, "What means 'here'?" Answer (B): **Jop**

Step 2: Train (1) B: Say, "What means 'there'?" Answer (B): **Tib**

Step 3 Test (1) Y-Z: Say, "If jop was tib and tib was jop, give me the _pencil_* that is jop."
Answer (Z): _pencil_* **that is located "there"**

Class 2:

Step 1: Train (2) A: Say, "What means 'here'?" Answer (B): **Dus**

Step 2: Train (2) B: Say, "What means 'there'?" Answer (B): **Yux**

Step 3: Test (2) Y-Z: Say, "If dus was yux and yux was dus, give me the _cup_* that is yux."

Let's begin
with next slide

Google Slides

https://docs.google.com/presentation/d/e/2PACX-1vSCJeFsL5rXnWemB3IzPTr8VAJN6Wt2TqcO9c3TP8Soa6SiBcLrIebwZ2M4DQhBLlQmjwtfbFxQ5TJy/pub?start=false&loop=false&delayms=3000

Program Instruction Sheet Level 4: Complex Transforming
Program Name: <u>DIS: Arbitrary Song Labels – 14F</u>

Goal: When provided a sample song (A) and an array of written words (B), the participant will be taught to select a different word (B) (A-B), and when provided the sample word (B), to select a corresponding image (C) (B-C). The participant will also draw an image and write a word on a ticket (Z) when provided a song and asked to produce a ticket for a different event (Y) (Y-Z).
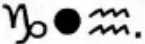
Materials Needed:

- A = Known song
- B = Arbitrary word
- C = Arbitrary image

- Y = Identical song to A
- Z = An event ticket with the name and logo of the event left blank

Instructions for Caregivers:

1. Train A-B: Provide a clip from a song (A) and an array of words (B). Say, "Find different."
2. Train B-C: Present a word (B) and an array of images (C). Say, "Find the same."

3. Test Y-Z: Provide a clip from a song (Y) and an event ticket. Say, "I need a ticket to a concert [the same as/ other than] this. Make my ticket." Repeat with other comparison.

Example class arrangement:

1. A-B: Play Taylor Swift song and *TAJ, NAM,* and *BEC.*
2. B-C: Present *TAJ* and ♭●〰.

3. Y-Z: Play Taylor Swift song and say, "I need a ticket to a concert other than this. Make my ticket." Say also, "I need a ticket to a concert the same as this."

PEAK-T 14F DIS: Arbitrary Song Labels

Class	Stimuli A	Stimuli B	Stimuli C	Stimuli Y	Stimuli Z
1	Salsa De Noche	LOX	ϑ	Play song and say, "I need a ticket to a concert other than this. Make my ticket." Say also, "I need a ticket to a concert the same as this."	LOX/ϑ DOP/⊽ TOB/ꝡ
2	Mas Que Nada	TOB	ꝡ	Play song and say, "I need a t-shirt from a concert other than this. Make my t-shirt." Say also, "I need a t-shirt from a concert the same as this."	TOB/ꝡ LOX/ϑ DOP/⊽
3	Anu	DOP	⊽	Play song and say, "I need a sticker from a concert other than this. Make my sticker." Say also, "I need a sticker from a concert the same as this."	DOP/⊽ TOB/ꝡ LOX/ϑ

PEAK-T 14F DIS Arbitrary Song Labels

Transformation Data Sheet

Participant: _____

Panel 1

Init: _____ Date: _____
Step(s): _1_ Train: ☒
Relation(s): _A-B_ Test: ☐

Trial	Class	Score				
1	LOX	0	2	4	8	10
2	TOB	0	2	4	8	10
3	DOP	0	2	4	8	10
4	LOX	0	2	4	8	10
5	DOP	0	2	4	8	10
6	TOB	0	2	4	8	10
7	DOP	0	2	4	8	10
8	TOB	0	2	4	8	10
9	LOX	0	2	4	8	10
10		0	2	4	8	10

Total: _____

Panel 2

Init: _____ Date: _____
Step(s): _2_ Train: ☒
Relation(s): _B-C_ Test: ☐

Trial	Class	Score				
1	W	0	2	4	8	10
2	Ø	0	2	4	8	10
3	▽	0	2	4	8	10
4	W	0	2	4	8	10
5	▽	0	2	4	8	10
6	Ø	0	2	4	8	10
7	▽	0	2	4	8	10
8	W	0	2	4	8	10
9	Ø	0	2	4	8	10
10		0	2	4	8	10

Total: _____

Panel 3

Init: _____ Date: _____
Step(s): _3_ Train: ☐
Relation(s): _Y-Z_ Test: ☒

Trial	Class	Score				
1	TOB W	0	2	4	8	10
2	LOX Ø	0	2	4	8	10
3	DOP ▽	0	2	4	8	10
4	LOX Ø	0	2	4	8	10
5	DOP ▽	0	2	4	8	10
6	TOB W	0	2	4	8	10
7	DOP ▽	0	2	4	8	10
8	TOB W	0	2	4	8	10
9	LOX Ø	0	2	4	8	10
10		0	2	4	8	10

Total: _____

Panel 4

Init: _____ Date: _____
Step(s): _1_ Train: ☒
Relation(s): _A-B_ Test: ☐

Panel 5

Init: _____ Date: _____
Step(s): _2_ Train: ☒
Relation(s): _B-C_ Test: ☐

Panel 6

Init: _____ Date: _____
Step(s): _3_ Train: ☐
Relation(s): _Y-Z_ Test: ☒

PEAK-D Programs

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« PEAK › PEAK-D Pr...

Name
- PEAK-D 7G copy words
- PEAK-D 9G Receptive ID numbers 2
- PEAK-D 9G Receptive ID numbers 3
- PEAK-D 9G Receptive ID numbers
- PEAK-D 9N tact plants
- PEAK-D 10F two-letter sounds
- PEAK-D 10P two-letter sounds draft
- PEAK-D 11D Receptively Label Money Am
- PEAK-D 11I Rec ID 12L Textual sight words
- PEAK-D 11J Intraverbal Function DRAFT
- PEAK-D 11K Intraverbal Class DRAFT
- PEAK-D 11L Intraverbal Emotions
- PEAK-D 11M Tact Coin Values draft
- PEAK-D 11R Tact item that doesnt belong
- PEAK-D 11R Tact item that doesnt belong
- PEAK-D 11R Tact item that doesnt belong
- PEAK-D 11S tact seasons pictures
- PEAK-D 12B levels Receptive ID clock time
- PEAK-D 12I 2022 calendar
- PEAK-D 12K Story-telling intraverbals
- PEAK-D 12K Story-telling intraverbals2
- PEAK-D 12O Tact clock time
- PEAK-D 12R Tact Kitchen Items Functions p
- PEAK-D 12R Tact Kitchen Items Functions
- PEAK-D 12T Tact Item Features
- PEAK-D 13B Sort Items by Feature flags
- PEAK-D 13B Sort Items by Feature with fla
- PEAK-D 13B Sort Items by Feature with ima
- PEAK-D 13B Sort Items by Feature
- PEAK-D 13G Rhyming
- PEAK-D 13L Silent Reading

1 item selected 16.9 KB

PEAK-G Programs

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« PEAK › PEAK-G Pr...

Name
- PEAK-G 10B varying degrees of measurement
- PEAK-G 10C tact pictures with delay
- PEAK-G 10E Textual Digraphs examples
- PEAK-G 10E Textual Digraphs probe
- PEAK-G 10H Problem Solving Shape Combination
- PEAK-G 10J open template
- PEAK-G 10M word scramble page
- PEAK-G 10M word scramble set 2
- PEAK-G 10M word scramble set 3
- PEAK-G 10M word scramble
- PEAK-G 10N Intraverbal control by audience
- PEAK-G 10P Advanced Abstract Pattern
- PEAK-G 10R Block Placement - Sizes rec ID for zo
- PEAK-G 10R Block Placement Sizes
- PEAK-G 10R Block Placement Sizes
- PEAK-G 11B Picture Sequences with Delay
- PEAK-G 11C Transcribing Notes with textual prom
- PEAK-G 11C Transcribing Notes
- PEAK-G 11E Abstraction by Class
- PEAK-G 11L connect dots in sequence
- PEAK-G 11L connect dots in sequence2
- PEAK-G 11N Intraverbal fill in rhyming lines
- PEAK-G 11R Tact Ongoing Actions
- PEAK-G 12B Intraverbal conflict resolution wo BM
- PEAK-G 12B Intraverbal conflict resolution
- PEAK-G 12B Intraverbal conflict resolution
- PEAK-G 12G Autoclitics certain uncertain
- PEAK-G 12G Autoclitics certain uncertain
- PEAK-G 12K learner response paper 2
- PEAK-G 12K learner response paper
- PEAK-G 12N poems with various rhyme patterns

116 items | State: Online

PEAK-E Programs

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« PEAK › PEAK-E Pr...

Name
- PEAK-E 6G 6I
- PEAK-E 6J Symmetry Sight Reading
- PEAK-E 9O Transitivity Copying Text and Dictation
- PEAK-E 9P Transitivity Multiple Actions and Outcomes
- PEAK-E 11E Equivalence Empathy
- PEAK-E 13C Equivalence Feelings in Context
- PEAK-E 4D Symmetry Mythology unfinished
- PEAK-E 5A Symmetry Picture to Textual
- PEAK-E 5B Symmetry Translation unfinished
- PEAK-E 5E 40616_2016_Article_51
- PEAK-E 6B Datasheet
- PEAK-E 6B Symmetry Money to Value
- PEAK-E 7E 40616_2017_Article_84
- PEAK-E 10 Datasheet 1-11-24
- PEAK-E 10A Datasheets
- PEAK-E 10A Transitivity Addition adaptation notes
- PEAK-E 10A Transitivity Addition comparison as node tra
- PEAK-E 10A Transitivity Addition linear training structure
- PEAK-E 10A Transitivity Addition reclassed table only
- PEAK-E 10A Transitivity Addition reclassed
- PEAK-E 10A Transitivity Addition
- PEAK-E 10H Transitivity Hypothetical Logic
- PEAK-E 10H Transitivity Hypothetical Logic
- PEAK-E 12N Equivalence Tacting Private Events adapted
- PEAK-E 12N Equivalence Tacting Private Events adapted
- PEAK-E 13D Novel DTC context 13D guided DRAFT
- PEAK-E 13V 40616_2017_Article_84

27 items | State: Online

PEAK-T Programs

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« PEAK › PEAK-T ...

Name
- DNA-V
- DRAFT
- PEAK-T 9M DIS Ordering from a Menu
- PEAK-T 11H COR Private Events of Others
- PEAK-T 11L OPP Metaphorical Tactile Feeli
- PEAK-T 11M DIS Guessing people's emotio
- PEAK-T 11Q COR Simple Arbitrary to Non-
- PEAK-T 11S DIS Arbitrary to Non-Arbitrary
- PEAK-T 12I DIS Animal Names
- PEAK-T 12L Simple Arbitrary to Non-Arbit
- PEAK-T 12S HIR Modes of Transportation
- PEAK-T 13B DIS Music Genres
- PEAK-T 13C HIR Preparing an Arbitrary Me
- PEAK-T 13I HIR I Spy Something Arbitrary
- PEAK-T 13L COR Following Complex Direc
- PEAK-T 13O COM Pattern Completion
- PEAK-T 13Q OPP Pattern Completion
- PEAK-T 13R DIS Arbitrary to Non-Arbitrary
- PEAK-T 13W COM Solving Tactile Problem
- PEAK-T 14B DTC Arbitrary I You Reversal
- PEAK-T 14C HIR Visual (Bottom-Up)
- PEAK-T 14F DIS Arbitrary Song Labels
- PEAK-T 14Q HIR Creative Flexibility
- PEAK-T 14R DTC Abstract Possession
- PEAK-T 14V COR DTC DIS Self as Context
- PEAK-T 14W COR HIR Values goals and ac
- PEAK symbols
- PEAK-T 5E COM Before and After
- PEAK-T 6A DTC You and I Reversal
- PEAK-T 6I DTC Block Arrangement
- PEAK-T 6I DTC Block Arrangement

73 items | State: Online