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The purpose of this document is to provide additional information and resources to those persons interested in understanding how the PEAK Relational Training System fits within the broader context of Applied Behavior Analysis (ABA), as well as clarifies the PEAK Certification process.

1. PEAK is an Application of ABA (Applied Behavior Analysis).
There are many references in the PEAK literature to how PEAK contains new advancements than other traditional ABA interventions. An illogical conclusion that may be made is that PEAK is thus different from ABA. Instead, PEAK differs from many other commercial assessments or curriculum in ABA because of the added content of derived relational responding found within PEAK. This does not make PEAK somehow different from ABA, but rather just different from other ABA assessments/curriculum. All such ABA assessments, PEAK or otherwise, still fall clearly within the scope of what is considered ABA.
2. PEAK does not equal all of ABA (Applied Behavior Analysis).
There are a number of published studies on PEAK that refer to an amount of time or “dose” of PEAK. This amount of time should not be considered equal to the necessary service hours of ABA a client may be receiving or needs to receive for medical or educational necessity. Rather the time spent in PEAK refers only to the number of hours that a client is working 1:1 with a therapist delivering the skill building curriculum of PEAK. It does not refer to the efforts, and relevant hours, managing challenging behaviors, building life skills, or adherence to other dimensions of a client’s life.
3. Attendance at a PEAK Level 1 Workshop (now entitled “PEAK Foundations Workshop”) does not equal mastery of the PEAK curriculum.
Completion of such a workshop does not imply competency. Instead it is an indicator of physical presence at a training opportunity. Although the attendee is presumed to know and understand a variety of elements of PEAK, it does not make them an authorized expert or acknowledged trainer of PEAK. Anyone seeking official statements or consultation on PEAK should make sure that they are interacting with a Level 3 Certified PEAK representative.
4. Running PEAK does not guarantee results.
Although there are a variety of studies on PEAK that have shown positive and meaningful outcomes, keep in mind that every case is different and that the skills of the implementer will clearly interact with any programmed intervention. Optimal probability of success with PEAK is a combination of correct implementation of the curriculum, and a broad skill set of knowledge of the principles of ABA that the treatment provider possesses.
5. The specific ABA techniques used in PEAK does not nullify other ABA techniques.
There are many different ABA methods that can be used to train skills to persons with disabilities. PEAK elected to use a subset of the entire range of methods in its approach, but this does not imply that the PEAK procedures are the only effective way of teaching.
6. Follow your state, local and regional laws.
In the USA, certain states have licensure laws which may impact the degree to which a specific person can assess or implement ABA, including PEAK. It is each individual’s responsibly to know and follow the law, and when uncertain that person should seek advice from an official ABA organization such as a state or national chapter, or the relevant licensing board(s).

In summary, the practice of ABA is a wide scale intervention approach that entails both the teaching of new skills and functionally assessing and reducing challenging behaviors. PEAK is a language and cognition skill building curriculum, and thus the remainder of what it means to deliver ABA as a comprehensive intervention will most likely necessitate more than just the running PEAK programs on a client. Furthermore, the subtle nuances between ABA teaching procedures may hint at relative strengths and weaknesses between but does not suggest that the support for one negates the general utility of another.