

Form for Designing the IISCA

Once the open-ended functional assessment interview is complete, use this form to design an IISCA.

Client Pseudonym:		Names of caregivers in attendance:	
Client language abilities:		Primary language of caregivers:	

- 1. Implementor:** Note who will implement the analysis and why this person was selected to be the implementor.
- 2. Location:** Describe the general location and specific area in which the analysis will take place. Consider the extent to which the location/area can be designed to be the most comfortable/preferred location for the child/client.
- 3. Materials:** Describe the equipment and materials to be placed in the analysis space to immediately occasion engagement and maintain a happy, relaxed, and engaged demeanor.

Also, describe the materials to be arranged in the area or on the table of high expectations
- 4. Interactions during Reinforcement.** Describe where the implementor will be positioned and how they will interact with the child/client. Also note the interactions that will be minimized during this time.

- Remain in a seated/crouched and central position
- Be oriented toward child/client at all times
- Respond in kind to all questions, social bids, social referencing, joint initiations, etc.
- Provide a comment on engagement when the child does something impressive

- Refrain from asking any questions, placing social demands, issuing any instructions, redirecting behavior, touching any of the materials, offering choices, reminding the child about what they can do, following them around the area

5. **Progressing the EO:** Describe how the implementor will progress the establishing operation, e.g.:

Stand
Clap softly
Move close
Instruct child to stop or relinquish
(vocal then model then physical prompts
may be used in that order and as needed)
Instruct child to transition to area of high expectations
Instruct child to get ready to learn
Provide instructions to complete challenging work,
tasks, or expectations

Throughout progression:

- Minimize stereotypic behavior with vocal and physical redirections
- Do not comply with any requests
- Redirect/minimize reinforcement for social bids
- Engage and attend to others while the high expectations are in place

6. **Responding to problem behavior.** Describe how the implementor will respond to PB occurring in the EO.

7. **Responding to leaving.** Describe how the implementor will act if the child leaves the analysis area.

8. **Changes for Safety.** Describe any changes to typical procedures must be made for safety reasons.

9. **Data Collection.** Name and define the severe problem behaviors (these are referred to as R1s in data collection):

Name and define the precursors, associated-non-dangerous problem behaviors, and indicators (these are referred to as R2s in data collection):