Tips for Conducting an IISCA

1. Create clear SR and EO locations through materials placement, use of tables, matts, and chairs. Provide all suspected reinforcers noncontingently and continuously at first (i.e., there should be no relevant establishing operations for any of the suspected reinforcers in the control sessions).

2. Have child/client experience the SR context immediately upon arrival. Also, relax. Do not begin data collection until child is happy, relaxed, & engaged.

3. Have parent or staff who understands the child/client present for analysis; ask about HRE, inquire about their understanding and comfort.

4. Rely on an "open-door analysis" to prevent escalation of problem behavior. Consider the policy that all have authority to terminate the analysis at any time.

5. Video record all sessions. Have a person different from the implementor collect data live in the analysis but be sure to videotape all IISCA sessions in case the observational code changes during the analysis. Record dangerous & non-dangerous PB (that co-occur), whether in SR or EO, and engagement during SR. (Consider IISCA app for data collection). Use the back of the sheet for qualitative data collection.

6. Present the EO after the child has been HRE for at least 5 minutes and be sure to progressively implement the EO each time it is presented; know this foreshadows the same actions you will take as you extend the CAB chains in treatment.

7. Provide all suspected reinforcers immediately following the first response suspected as being part of the response class. Be sure to clearly signal the delivery of the reinforcer with visual and audio cue.

8. Implement the next EO after child/client has been HRE for at least 30 s (do not implement EOs every 30 s).

9. Terminate the analysis when PB has been turned on and immediately turned off, and the child has returned to HRE, for 3 to 5 consecutive trials.

10. By using the back of the data collection sheet, be sure to (a) reflect on the success of the analysis, (b) discuss things learned during the analysis about the child's preferences, abilities, and tolerances, and (c) provide summary statement about the controlling variables for HRE and PB.

Once the IISCA is complete (HRE was achieved and control over problem behavior has been shown), design a skill-based treatment that will strengthen the life skills of communication, toleration, and compliance via intermittent and unpredictable reinforcement of each. **See Treatment Workbook for guidance.**