

iisca open ended interview

iisca open ended interview is a distinctive and insightful approach used in social research and investigative contexts to gather comprehensive qualitative data. This interview technique allows participants to express their thoughts, feelings, and experiences without the constraints of predetermined response options. The flexibility of the IISCA open ended interview fosters a deeper understanding of complex issues by encouraging detailed and nuanced answers. This method is especially valuable in fields such as psychology, social work, and organizational research, where exploring personal perspectives is crucial. Implementing this interview style requires skillful questioning and active listening to ensure that responses are rich and informative. This article explores the key aspects of the IISCA open ended interview, including its methodology, benefits, application areas, and best practices for effective execution. The following sections provide a structured overview to enhance comprehension and practical knowledge.

- Understanding the IISCA Open Ended Interview
- Methodology and Structure
- Benefits of Using Open Ended Interviews in IISCA
- Applications and Use Cases
- Best Practices for Conducting IISCA Open Ended Interviews
- Challenges and Solutions

Understanding the IISCA Open Ended Interview

The IISCA open ended interview represents a qualitative research technique designed to collect in-depth information by allowing respondents to answer questions in their own words. Unlike closed-ended interviews, where answers are limited to specific choices, the open ended format encourages elaboration and storytelling. IISCA, which stands for Interview for the Identification of Situations and Causes of Aggression, often employs open ended questions to explore the underlying reasons behind aggressive behaviors. The open ended nature of the questions enables interviewers to capture the complexity of participants' experiences and contextual factors influencing their actions. This approach helps in identifying patterns and themes that might be overlooked in more structured interviews.

Definition and Purpose

An IISCA open ended interview is primarily aimed at uncovering the triggers, motivations, and contextual background related to aggression or other targeted behaviors. The purpose is to gather rich qualitative data that informs intervention strategies, psychological assessments, or social research. By allowing respondents to narrate their experiences freely, the interviewer gains insights into emotional states, situational dynamics, and cognitive processes that contribute to the behavior in question.

Key Characteristics

Some defining features of the IISCA open ended interview include:

- Use of open ended questions that do not restrict respondent answers
- Flexibility to explore emerging themes during the interview
- Focus on detailed narratives and explanations
- Emphasis on active listening and probing for clarification

- Adaptability to various research or clinical contexts

Methodology and Structure

The methodology of the IISCA open ended interview involves a systematic yet flexible framework that guides the interviewer through the process. It balances structure with openness, ensuring that key topics are covered while allowing respondents to express themselves fully. This section outlines the typical stages and components involved in conducting an IISCA open ended interview.

Preparation and Planning

Before conducting the interview, thorough preparation is essential. This includes understanding the research objectives, designing open ended questions relevant to aggression and related behaviors, and establishing rapport with the interviewee. Preparing an interview guide helps maintain focus while preserving the flexibility to explore new topics as they arise.

Interview Process

The interview typically begins with broad, open ended questions that invite the participant to describe their experiences. Examples include:

- “Can you tell me about a recent situation where you felt aggressive?”
- “What do you think triggered your reaction during that event?”
- “How did you feel before, during, and after the incident?”

Interviewers use active listening skills and follow-up questions to delve deeper into significant points.

The process is conversational, encouraging natural flow rather than rigid question-answer sequences.

Recording and Documentation

Accurate recording of responses is vital for later analysis. Interviews are often audio-recorded with consent or meticulously transcribed. Detailed notes on non-verbal cues and emotional expressions enhance the depth of data collected.

Benefits of Using Open Ended Interviews in IISCA

Utilizing open ended interviews within the IISCA framework offers several advantages that contribute to the quality and utility of the data gathered. These benefits make the IISCA open ended interview a preferred tool in behavioral research and assessment.

Rich, Detailed Data

Open ended questions enable participants to provide comprehensive and nuanced answers. This richness of data allows for a deeper understanding of the psychological and situational factors influencing aggressive behavior.

Flexibility and Adaptability

The open ended format accommodates diverse participant responses and unexpected themes, which can be explored in real-time. This adaptability is crucial for uncovering complex behavioral patterns that structured interviews might miss.

Enhanced Participant Engagement

Respondents often feel more comfortable and valued when they can express their thoughts without restriction. This increased engagement can lead to more honest and insightful disclosures.

Improved Contextual Understanding

The IISCA open ended interview captures the context surrounding behaviors, including environmental triggers, interpersonal dynamics, and internal emotional states. Such context is essential for accurate interpretation and effective intervention planning.

Applications and Use Cases

The IISCA open ended interview finds application in various fields where understanding aggression and related behaviors is critical. Its versatility allows it to be adapted for research, clinical practice, and organizational settings.

Clinical Psychology and Psychiatry

In mental health settings, IISCA open ended interviews help clinicians assess aggressive tendencies, identify triggers, and develop personalized treatment plans. The qualitative data supports diagnosis and therapeutic interventions aimed at behavior modification.

Social Work and Counseling

Social workers use this interview technique to explore clients' backgrounds, social environments, and stressors contributing to aggression. This understanding informs support strategies and resource allocation.

Criminal Justice and Forensic Investigations

Forensic professionals utilize the IISCA open ended interview to gather detailed accounts of incidents involving aggression or violence. The technique aids in risk assessments and legal evaluations by revealing motives and situational factors.

Organizational Behavior and Human Resources

Within workplaces, IISCA open ended interviews can be part of conflict resolution processes, helping to identify sources of aggression or hostility among employees. Insights gained facilitate the development of interventions to improve workplace dynamics.

Best Practices for Conducting IISCA Open Ended Interviews

Effective execution of the IISCA open ended interview requires adherence to best practices that enhance data quality and participant experience. Interviewers must be skilled and prepared to navigate the nuances of open ended questioning.

Establishing Rapport

Building trust and comfort is critical. Interviewers should create a non-judgmental environment that encourages openness and honesty.

Using Clear, Neutral Language

Questions should be phrased clearly and without bias to avoid leading responses. Neutral language helps elicit genuine answers.

Active Listening and Probing

Interviewers must listen attentively and use probing questions to clarify ambiguous responses or explore emerging themes without interrupting the participant's flow.

Maintaining Flexibility

While an interview guide is useful, staying adaptable to the conversation's direction ensures that valuable insights are not missed.

Ethical Considerations

Consent, confidentiality, and sensitivity to participant well-being are paramount throughout the interview process.

Challenges and Solutions

Despite its advantages, the IISCA open ended interview presents certain challenges that researchers and practitioners must address to optimize outcomes.

Managing Interview Length

Open ended interviews can be time-consuming, potentially leading to respondent fatigue. Structuring the interview to balance depth with efficiency helps mitigate this issue.

Handling Ambiguous or Off-Topic Responses

Participants may provide vague or unrelated answers. Skilled probing and gentle redirection maintain focus while respecting the participant's narrative.

Ensuring Consistency Across Interviews

Variability in interviewer technique can affect data reliability. Training and standardized interview guides enhance consistency without sacrificing flexibility.

Data Analysis Complexity

Qualitative data from open ended interviews require careful coding and thematic analysis, which can be resource-intensive. Employing systematic analytic methods and software tools assists in managing this complexity.

Frequently Asked Questions

What is the purpose of an IISCA open-ended interview?

The IISCA (Interview for the Identification of Students with Communication and Academic challenges) open-ended interview aims to gather detailed information about a student's communication abilities, academic challenges, and environmental factors to better understand their needs and provide appropriate support.

How is the IISCA open-ended interview conducted?

The IISCA open-ended interview is conducted through a conversational and flexible approach where the interviewer asks broad, open-ended questions to the student, parents, and teachers to obtain comprehensive insights into the student's communication and learning difficulties.

What types of questions are asked in an IISCA open-ended interview?

Questions in an IISCA open-ended interview typically focus on the student's communication skills, learning environment, social interactions, academic performance, and any observed challenges or strengths, allowing respondents to provide detailed and descriptive answers.

Who typically participates in the IISCA open-ended interview?

Participants in the IISCA open-ended interview usually include the student, parents or guardians, teachers, and sometimes other professionals involved in the student's education or care to provide a holistic view of the student's abilities and challenges.

How does the IISCA open-ended interview inform educational planning?

Information gathered from the IISCA open-ended interview helps educators and specialists identify specific communication and academic needs, enabling them to develop targeted intervention plans and support strategies tailored to the individual student's requirements.

Additional Resources

1. *Mastering the IISCA Open-Ended Interview: Techniques and Strategies*

This book offers a comprehensive guide to understanding and excelling in the IISCA open-ended interview process. It breaks down the interview format, common question types, and effective communication strategies. Readers will find practical tips to showcase their problem-solving skills and critical thinking. The book also includes mock interview scenarios to practice and build confidence.

2. *The Art of Open-Ended Interviews: IISCA Edition*

Focused specifically on the IISCA interview style, this book delves into how to approach open-ended questions with clarity and creativity. It emphasizes the importance of thoughtful responses and active listening. Through real-world examples and exercises, candidates can enhance their ability to articulate ideas and demonstrate expertise under pressure.

3. *Preparing for IISCA: A Candidate's Guide to Open-Ended Interviews*

Designed for prospective IISCA candidates, this guide covers everything from the basics of the interview format to advanced preparation techniques. It includes advice on structuring answers, managing time, and handling unexpected questions. The book also highlights common pitfalls and how

to avoid them for a successful interview experience.

4. Effective Communication in IISCA Open-Ended Interviews

Communication is key in IISCA open-ended interviews, and this book focuses on developing verbal and non-verbal skills to make a strong impression. It explores techniques such as storytelling, clarity, and confidence-building to help candidates connect with interviewers. Additionally, it offers tips on managing anxiety and maintaining composure during the interview.

5. Critical Thinking and Problem Solving for IISCA Interviews

This resource emphasizes the analytical skills required to excel in IISCA open-ended interviews. It provides frameworks for approaching complex questions and demonstrates how to break down problems into manageable parts. Readers will find exercises designed to sharpen their reasoning and decision-making abilities.

6. Inside the IISCA Interview: Insights and Success Stories

Featuring interviews with past IISCA candidates and interviewers, this book offers an insider's perspective on what makes a successful open-ended interview. It shares anecdotes, challenges faced, and strategies used to overcome them. This collection of stories aims to inspire and guide future candidates through the interview process.

7. Open-Ended Interview Mastery: IISCA Case Studies and Analysis

Through a series of detailed case studies, this book explores real IISCA interview questions and evaluates effective responses. It teaches readers how to analyze the interview context and tailor their answers accordingly. Each chapter concludes with actionable insights to improve performance.

8. Building Confidence for the IISCA Open-Ended Interview

Confidence can greatly influence interview outcomes, and this book provides techniques to build self-assurance for the IISCA interview. It includes mindfulness practices, visualization exercises, and preparation routines to reduce stress. The author also discusses the psychological aspects of interviews and how to maintain a positive mindset.

9. Strategies for Success in IISCA Open-Ended Interviews

This book presents a strategic approach to navigating the IISCA open-ended interview, focusing on goal setting and personalized preparation plans. It helps candidates identify their strengths and weaknesses and develop tailored strategies for improvement. The practical advice is complemented by checklists and progress tracking tools to monitor readiness.

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iisca open ended interview: Functional Assessment for Challenging Behaviors and Mental Health Disorders Johnny L. Matson, 2021-03-26 This Second Edition updates and expands on the original editorial content and coverage, including new chapters on definitions and rationale, a general overview, research on mental health disorders, report writing, the role of treatment planning, and treatment associated with mental health disorders. The Second Edition builds on the knowledge base by providing the most current information on all aspects of each topic. This unique volume addresses basic questions in salient detail, from types and rates of challenging behaviors to populations that warrant functional assessment. In addition, it examines typical assessment techniques, including interview, scaling, experimental, and in vivo methods. The use of functional assessment in treatment planning – and in combination with other interventions – is covered in depth. Given the vulnerable populations and challenging behaviors (e.g., individuals with autism, intellectual disabilities, mental health issues), the book provides detailed coverage of informed consent as well as legal and ethical issues. Key areas of coverage include: The history of behavior

analysis and functional assessment. The nature, prevalence, and characteristics of challenging behaviors. Interview and observation methods in functional assessment and analysis. Experimental functional analysis for challenging behaviors. Treatment methods commonly used with functional assessment. Using functional assessment in treatment planning. Functional Assessment for Challenging Behaviors, Second Edition, is an essential updated resource for researchers, clinicians and other practitioners, and graduate students in clinical child and school psychology, pediatric psychiatry and medicine, social work, rehabilitation, developmental psychology as well as other interrelated disciplines.

iisca open ended interview: Handbook of Quality of Life for Individuals with Autism Spectrum Disorder Justin B. Leaf, Joseph H. Cihon, Julia L. Ferguson, Peter F. Gerhardt, 2022-06-01 This handbook offers a comprehensive examination of wide-ranging issues relevant to adults diagnosed with autism spectrum disorder. Coverage includes a detailed review of such issues as psychiatric comorbidity, family relationships, education, living in different settings (e.g., group homes, community), meaningful and effective interventions, functional goals (e.g., social, language, vocational, and adaptive behaviors), and curriculum. In addition the book provides unique perspectives of parents as well as individuals diagnosed with autism spectrum disorder who have reached adulthood. Key areas of coverage include: Transitioning adults diagnosed with autism spectrum disorder from educational settings to vocational settings. Strategies that can help create independence for adults diagnosed with autism spectrum disorder. Effective approaches to address issues relating to sexuality for adults diagnosed with autism spectrum disorder. The effectiveness of early intensive behavioral intervention to help adults diagnosed with autism spectrum disorder. Handbook of Quality of Life for Individuals with Autism Spectrum Disorder is an essential reference for researchers, professors, and graduate students as well as clinicians, therapists, and related professionals in clinical child and school psychology, social work, behavioral therapy and related disciplines, including clinical medicine, clinical nursing, counseling, speech and language pathology, and special education.

iisca open ended interview: Functional Analysis in Clinical Treatment Peter Sturmey, 2020-03-21 Much of clinical psychology relies upon cognitive behavior therapy to treat clinical disorders via attempting to change thinking and feeling in order to change behavior. Functional approaches differ in that they focus on context and the environmental influence on behavior, thoughts, and feelings. This second edition of Functional Analysis in Clinical Treatment updates the material in keeping with DSM-5 and ICD-10 and provides 40% new information, including updated literature reviews, greater detail in the functional analysis/assessment sections of each chapter, two new chapters on autism spectrum disorders and chronic health problems, and examples of worked assessments, such as interview transcripts, ABC charts, and observational data.

iisca open ended interview: Applied Behavior Analysis Treatment of Violence and Aggression in Persons with Neurodevelopmental Disabilities James K. Luiselli, 2021-03-29 This book focuses on applied behavior analysis (ABA) treatment of violence and aggression in persons with neurodevelopmental disabilities. It details ABA theory and concepts leading to empirical treatment procedures that can be implemented successfully across diverse treatment settings. Further, the book examines contemporary approaches to functional behavioral assessment (FBA) and functional analysis (FA) in determining the environmental conditions responsible for violence and aggression. In addition, the volume describes several evidence-supported treatment procedures that encompass antecedent-control, contingency management, cognitive-behavior therapy, and physical intervention components. It addresses effective strategies for training and supervising care providers, including behavioral skills training (BST), posttraining performance management, and mindfulness. Finally, the book presents recommendations that guide effective and socially valid research-to-practice translation. Applied Behavior Analysis Treatment of Violence and Aggression in Persons with Neurodevelopmental Disabilities is an essential resource for researchers, clinicians/therapists, and upper-level undergraduate and graduate students in forensic psychology, public health, criminology/criminal justice, and behavioral therapy and rehabilitation.

iisca open ended interview: Applied Behavior Analysis Advanced Guidebook James K. Luiselli, 2017-08-23 The Applied Behavior Analysis Practice Guidebook: A Manual for Professional Practice gives behavioral practitioners pragmatic advice, direction and recommendations for being an effective clinician, consultant, supervisor and performance manager. The book adopts a how to do it perspective featuring contributions from expert scientist-practitioners. Each chapter introduces the relevance of the topic for practicing professionals, describes and synthesizes the empirical basis of the topic, and then presents practitioner recommendations. With this format, readers can navigate the chapters with familiarity and confidence to facilitate the understanding of content and integration of the many practice areas addressed. - Focuses on the professional practice areas of board certified behavior analysts - Includes forms, tables, flowcharts and other visual aids to assist in BCBA work - Concludes each chapter with a practice guidelines checklist - Features contributions from notable experts in distinct specialty areas - Helps readers build skills and competencies as an applied behavior analyst

iisca open ended interview: Disseminating Behavioral Research Annette K. Griffith, Tyler C. Ré, 2023-12-09 Dissemination is a key component of the research process. While several fields have developed resources dedicated to training and supporting their scientists and practitioners as they are encouraged to disseminate within their fields and to the larger public audience, there has been a lack of formal guidance for dissemination within the behavioral sciences. Disseminating Behavioral Science aims to fill that gap, providing guidance across modalities for topics ranging from the peer-review process to conference presentation to nontraditional avenues for dissemination. The contents of this edited text, divided across six sections, serves as a roadmap for students, junior researchers, and senior scholars. The first section includes types of academic scholarship, types of dissemination, and strategies to ensure ethical dissemination. The second reviews traditional publication preparation, including tips for the writing process and key components to include in each section of a scientific manuscript. Section Three explores publication within a traditional peer reviewed journal. Section Four outlines additional strategies to get research publicly recognized through conference presentations, social media and popular media sources, and white and grey literature. Sections Five and Six offer a consolidated glossary of all key terms in the text and combined reference list.

iisca open ended interview: Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum Cheryl Bodiford McNeil, Lauren Borduin Quetsch, Cynthia M. Anderson, 2019-02-06 This handbook offers a theoretical foundation for the adaptation of Parent-Child Interaction Therapy (PCIT) for children with autism spectrum disorder (ASD) and their families. The volume examines current treatments for children with ASD and provides a rationale for why PCIT is considered a strong option to address many of the concerns found within this population of children and families. It presents an overview of PCIT theory, the goals of PCIT, the unique aspects of the treatment, and the exceptional outcomes. The handbook demonstrates the versatility of PCIT in conjunction with standard science-based therapies in addressing specific behavioral problems in this young population. Chapters provide a theoretical basis for PCIT, the empirical evidence for its efficacy, clinical considerations, and training issues. Chapters also offer a selection of case studies that help illustrate how PCIT has been successful in treating children with autism. The handbook concludes by identifying the gaps that need to be addressed by future research. Topics featured in the Handbook include: A clinical description of Parent-Child Interaction Therapy. The effects of medication for individuals with ASD. The importance of parent-child interactions in social communication and development. Teaching complex social behavior to children with ASD. Internet-delivered PCIT (I-PCIT) for children with autism. Child-Directed Interaction treatments for children with ASD. Parent-Directed Interaction treatments for children on the autism spectrum. The Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum is a must-have resource for researchers, professors, clinicians/practitioners/therapists, and graduate students across many interrelated disciplines, including child and school psychology, behavioral therapy, social work, child and adolescent psychiatry, pediatrics, and family studies as well as occupational

therapy, physical therapy, behavior analysis, and speech therapy.

iisca open ended interview: *Handbook of Applied Behavior Analysis Interventions for Autism* Justin B. Leaf, Joseph H. Cihon, Julia L. Ferguson, Mary Jane Weiss, 2022-05-06 This handbook addresses evidence-based practices in Applied Behavior Analysis (ABA) for individuals diagnosed with autism spectrum disorder (ASD). It provides an overview of the history of evidence-based practices and their importance as applied to the law, school settings, and factors that influence the use for treatment of ASD. Additional areas of coverage include evidence-based and non-evidence-based ABA interventions for autism as well as decision-making ethics related to these treatments. In addition, the book addresses cultural considerations as they relate to these treatments and examines procedural aspects of ABA interventions for autism. Key ABA treatments addressed include: Discrete trial teaching. Pivotal response training. Video modeling. Parent-mediated intervention. Early Start Denver Model, PEAK, PECS, and AAC. Script fading/activity schedules and differential reinforcement/extinction. Response interruption and redirection. Self-management and self-monitoring. The *Handbook of Applied Behavior Analysis Interventions for Autism* is a must-have resource for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals across such interrelated disciplines as clinical child, school, and developmental psychology, child and adolescent psychiatry, social work, rehabilitation medicine/therapy, pediatrics, and special education.

iisca open ended interview: *Handbook of Applied Behavior Analysis* Wayne W. Fisher, Cathleen C. Piazza, Henry S. Roane, 2021-06-01 Widely regarded as the authoritative work on the principles and practice of applied behavior analysis (ABA), this indispensable volume is now in a revised and expanded second edition. Leading experts present evidence-based procedures for supporting positive behaviors and reducing problem behaviors with children and adults in diverse contexts. Chapters delve into applications in education, autism treatment, addictions, behavioral pediatrics, and other areas. Covering everything from behavioral assessment and measurement to the design and implementation of individualized interventions, the *Handbook* is a complete reference and training tool for ABA practitioners and students. New to This Edition *Incorporates key advances in research, theory, and clinical practice. *Chapters on additional applications: school consultation, pediatric feeding disorders, and telehealth services. *Chapters on quantitative analysis of behavior (matching and behavioral momentum theory) and behavioral economics. *Updated discussions of professional issues, ABA certification, and technology tools.

iisca open ended interview: *Violence and Aggression* Peter Sturmey, 2022-08-23 This book provides a concise-yet-comprehensive overview of the broad-ranging topics in the field of violence and aggression. It uses a functional approach that acknowledges the evolutionary, cultural, and operant nature of violence and aggression. The book defines the nature of different forms of violence and aggression; examines epidemiology and risk factors; describes biological, cultural and individual causes; and discusses individual and societal prevention and treatment. Key areas of coverage include: Epidemiology of violence and aggression. Biological and social causes of violence and aggression. Cultural interventions, psychotherapies, and individual biological interventions. The effects of violence and aggression in special populations. *Violence and Aggression: Integrating Theory, Research, and Practice* is a must-have resource for researchers, academics, and upper-level undergraduate and graduate students in forensic psychology, public health, criminology/criminal justice, developmental psychology, psychotherapy/counseling, psychiatry, social work, educational policy and politics, health psychology, nursing, and behavioral therapy/rehabilitation.

iisca open ended interview: *Handbook of Applied Behavior Analysis* Johnny L. Matson, 2023-04-29 This book provides comprehensive coverage of applied behavioral analysis (ABA). It examines the history and training methods of ABA as well as related ethical and legal issues. The book discusses various aspects of reinforcement, including social reinforcers, tangible reinforcers, automatic reinforcement, thinning reinforcers, and behavioral momentum. It addresses basic training strategies, such as prompts and fadings, stimulus fading, and stimulus pairing and provides insights into auditory/visual discrimination, instructional feedback, generalization, error correction

procedures, and response interruption. In addition, the book addresses the use of ABA in education and explores compliance training, on-task behavior, teaching play and social skills, listening and academic skills, technology, remembering and cognitions, picture-based instruction, foreign language instruction, teaching verbal behavior, public speaking, and vocational skills. In addition, the book covers treatments for tics, trichotillomania, stereotypies, self-injurious behavior, aggression, and toe walking. It also addresses ABA for special populations, including individuals with autism, ADHD, substance abuse, and intellectual disabilities. Featured areas of coverage include: Basic assessment methods, such as observing behavior, treatment integrity, social validation, evaluating physical activity, measuring sleep disturbances, preference assessment, and establishing criteria for skill mastery. Functional assessment, including how to quantify outcomes and evaluate results, behaviors that precede and are linked to target behaviors, and treatments. Treatment methods, such as token economies, discrete trial instruction, protective equipment, group-based and parent training as well as staff training and self-control procedures. Health issues, including dental and self-care, life skills, mealtime and feeding, telehealth, smoking reduction and cessation, and safety training. Leisure and social skills, such as cellphone use, gambling, teaching music, sports and physical fitness. The Handbook of Applied Behavior Analysis is a must-have reference for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals in clinical child and school psychology, child and adolescent psychiatry, social work, behavioral therapy and rehabilitation, special education, developmental psychology, pediatrics, nursing, and all interrelated disciplines.

iisca open ended interview: Handbook of Clinical Child Psychology Johnny L. Matson, 2023-06-10 This comprehensive handbook explores the many issues affecting children's physical and mental health. Its coverage spans a broad range of topics, exploring the history and foundations of clinical child psychology as well as the discipline's theories, research base, ethical and legal implications, and diagnostic systems, including the NIMH's Research Domain Criteria (RDoC). The handbook examines family risk factors for children (e.g., parental stress, divorce, and depression) and provides leading-edge reviews of cognitive variables (e.g., theories of memory, executive function, theories of intelligence, theory of mind and cognitive tempo). In addition, it describes methods of assessment, including checklists, interviews, and methods of treatment (e.g., cognitive behavior therapy, mindfulness, and family therapy). Chapters focus on assessment of specific diagnostic categories, such as depression, anxiety, selective mutism, ADHD, and pediatric topics, including chronic pain, childhood cancer, childhood obesity, and toilet training. Finally, the book addresses such emerging issues as gender diversity, social justice, cyberbullying, internet gaming disorder and the impact of COVID-19. Key areas of coverage include: Foundations of clinical child psychology. Cognition and clinical child psychology. Testing, assessment, and treatment methods in child psychology. Neurodevelopmental and pediatric disorders in childhood. Assessment and treatments for challenging behaviors in children. Assessment and treatments for psychopathologies in children. The Handbook of Clinical Child Psychology is a must-have resource for researchers, professors, graduate students, clinicians, therapists, and professionals in clinical child and school psychology, child and adolescent psychiatry, social work, public health, pediatrics as well as special education, developmental psychology, nursing, and all interrelated disciplines.

iisca open ended interview: Toward Durability and Generalization in Support of Autistic Individuals Daniel R. Mitteer, 2025-06-29 This book describes methods for improving the maintenance and generalization of behavior analytic treatment outcomes for individuals with autism. It introduces the concept of durability—not just treatments that maintain across days or weeks, or that generalize to a few new settings, but those that remain successful under increasingly challenging situations (e.g., over years, during changing reinforcement conditions, across service providers). Chapters address key topics, such as preventive care, early behavioral intervention, treatment of severe destructive behavior, teaching skills across the lifespan, and medication management. In addition, the book addresses ethical and cultural considerations as they relate to treatment maintenance and concludes with perspectives from autistic voices and caregivers.

Chapters include case examples highlighting durable outcomes as well as schematics and materials (e.g., data sheets) to assess and maintain treatment gains. Key areas of coverage include: Behavioral persistence, durability of treatment effects, and relapse across the following domains. Early learner and academic skills. Toileting and self-care skills, feeding behavior, and verbal behavior. Social skills and socially reinforced destructive behavior. Automatically reinforced destructive behavior. Medical compliance, implementer behavior, and geriatric behavior. Toward Durability and Generalization in Support of Autistic Individuals is a must-have resource for clinicians, therapists, and professionals as well as researchers, professors, and graduate students in clinical child and school psychology, child and adolescent psychiatry, social work, developmental psychology, behavioral therapy/rehabilitation, pediatrics, physical therapy, occupational therapy, neurology, special education, and all related disciplines.

iisca open ended interview: Handbook of Early Intervention for Autism Spectrum Disorders
Dennis R. Dixon, Peter Sturmey, Johnny L. Matson, 2024-11-26 The Second Edition of this handbook provides significantly updated and expanded content and coverage, including new chapters on the changing epidemiology of autism spectrum disorder (ASD), measurement and assessment of problem behaviors, value-based care for ASD, conceptual foundations of evidence-based practices, the use of technology, and functional behavior assessment in ASD treatment. This unique volume addresses basic questions in salient detail, from epidemiology and diagnosis to guiding treatment decisions. In addition, it examines treatment delivery systems and new technologies to support individuals with ASD. Key areas of coverage include: History of the evolving diagnostic criteria for ASD. Early screening and diagnostic measures and practices. Ethics and economics of early intervention. Detailed descriptions of evidence-based practices in treating the behavioral deficits and excesses associated with ASD. Interdisciplinary collaboration to address co-occurring conditions and treat the whole patient. Caregiver collaboration to foster treatment integrity and consistency to improve outcomes. The Second Edition of the Handbook of Early Intervention for Autism Spectrum Disorders is a must-have comprehensive reference for researchers, professors, and graduate students as well as clinicians and other scientist-practitioners in clinical child, developmental, and school psychology, child and adolescent psychiatry, social work, public health, pediatric medicine, rehabilitation, and special education.

iisca open ended interview: Handbook of Autism and Pervasive Developmental Disorder
Johnny L. Matson, Peter Sturmey, 2022-08-11 This handbook provides a substantive foundation of autism theory and research, including a comprehensive overview, conceptualization, and history of autism spectrum disorder (ASD) and pervasive developmental disorder (PDD). This robust reference work integrates the broad scholarly base of literature coupled with a trenchant analysis of the state of the field in nosology, etiology, assessment, and treatment. Its expert contributors examine findings and controversies (e.g., the actual prevalence of autism) as well as longstanding topics of interest as well as emerging issues from around the globe. In addition, the handbook describes multiple assessments, diagnoses, interventions and treatments for autism and PDD. It addresses such key topics as assessment of core symptoms and comorbidities, risk factors, epidemiology, diagnostic systems, neuroscience as well as issues regarding family adaptation. In addition, the handbook explores the rapidly evolving and expanding topics of medications, diets, fringe and harmful treatments, applied behavior analysis, and early intensive behavioral interventions. Key areas of coverage include: Survey of diagnostic criteria and assessment strategies for autism and pervasive developmental disorder. Genetic, behavioral, biopsychosocial, and cognitive models of autism assessment and treatment. Psychiatric disorders in individuals with ASD. Theory of mind and facial recognition in persons with autism. Diagnostic instruments for assessing core features and challenging behaviors in autism and PDD. Evidence-based psychosocial, pharmacological, and integrative treatments for autism and other developmental disabilities. Interventions specifically for adults with ASD. Training issues for professionals, parents, and other caregivers of individuals with autism and developmental disabilities. Review of findings of successful and promising therapies coupled with guidance on how to distinguish between dubious and effective treatments for autism

and PDD. The handbook is an indispensable resource for researchers, professors, graduate students as well as clinicians, therapists, and other practitioners in clinical child and school psychology, child and adolescent psychiatry, social work, special education, behavioral rehabilitation, pediatric medicine, developmental psychology, and all allied disciplines.

iisca open ended interview: Teaching Behavior Professionals to Use the Interview-Informed Synthesized Contingency Analysis (IISCA) Rachel Metras, 2017 We assessed the implementation accuracy and fidelity of two board certified behavior analysts (BCBAs) using the open-ended interview from Hanley. Participants interviewed a confederate using the open-ended interview, and were then asked to use information gathered from the interview to create operational definitions of target behaviors as well as test and control condition procedures for a subsequent matched test-control functional analysis as is characteristic of the interview-informed synthesized contingency analysis (IISCA) strategy. Brief behavioral skills training (BST) was then implemented with all participants to increase the accuracy of constructing both target behavior definitions and functional analysis procedures. Preliminary results show moderate rates of accuracy of target behavior definitions and functional analysis procedures prior to BST, and high rates of accuracy following BST. The results also suggest high implementation fidelity on the open-ended interview may not be necessary to achieve high accuracy when constructing target behavior definitions and functional analysis procedures.

iisca open ended interview: Handbook of Dual Diagnosis Johnny L. Matson, 2020-07-24 This handbook addresses behavior problems and mental health disorders in persons with intellectual disabilities. It provides an overview of the history of dual diagnosis and related theories, ethics, diagnostic systems, mental health disorders, and challenging behaviors. The handbook examines general clinical issues, such as the effects of cognitive performance on the choice of assessment and treatment methods, service delivery systems, education models, risk factors, functional assessment, and structured interviews. Chapters provide a much-needed reference for practitioners and practitioners in training. The applied focus of the book continues with assessment/diagnosis sections of mental health disorders, and challenging behaviors. In addition, chapters describe treatments for discrete mental health and behavior problems, such as intellectual disabilities, severe psychopathology, autism, ADHD, substance abuse, and aggression. Topics featured in this handbook include: Genetic disorders and dual diagnosis. Assessment of anxiety in persons with dual diagnosis. Aging with intellectual disabilities. Feeding problems and assessment in individuals with dual diagnosis. Pica in individuals with intellectual disability. Treatment of social skills in dual diagnosis. The Handbook of Dual Diagnosis is an essential reference for researchers, graduate students, clinicians and related therapists and professionals in clinical child and school psychology, child and adolescent psychiatry, social work, developmental psychology, behavioral therapy/rehabilitation, pediatrics, and special education.

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iisca open ended interview: A Comparison Between Interview Informed Synthesized Contingencies Analyses and Standard Functional Analysis in Stereotypic Behaviours

Alexandra Abud Held, 2018 The current study compared the standard functional analysis (SFA) and the interview informed synthesized contingency analysis (IISCA) to assess their effectiveness and efficiency in the assessment and treatment of stereotypic behaviour. Participants included two males with intellectual disability, displaying three different stereotypic behaviours between them. The IISCA was informed by implementation of the Open-Ended Functional Assessment Interview and the SFA was informed by the Question About Behavioural Function (QABF). Following the completion of the experimental assessments, interventions based upon the results of each assessment were compared using a reversal design for one man's stereotypy and a multiple baseline across behaviours with reversal design for the other man's two stereotypies. Additionally, data of stereotypic behaviour across time through all interventions, as well as problem and appropriate behaviours, were recorded to further investigate effectiveness of each treatment. Results from the QABF did not coincide fully with SFA for both participants, but the open-ended interview did inform IISCA appropriately for two of three behaviours. The QABF took less time on average (10 min) to implement, compared to the open-ended interview (30 min). Results for the experimental assessments suggested that the IISCA was able to differentiate more often than the SFA. On average, the IISCA took less time to implement (44 min) than the SFA (101 min), even when length of interviews were included. When implementing interventions, the IISCA-derived intervention was more successful than the SFA derived intervention across all behaviours. It is suggested that IISCA is an effective and efficient assessment tool for finding functions of stereotypic behaviours.

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