

FAST

Functional Analysis Screening Tool

Client: _____ Date: _____

Informant: _____ Interviewer: _____

To the Interviewer: The FAST identifies factors that may influence problem behaviors. Use it only for screening as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results to guide direct observation in several different situations to verify suspected behavioral functions and to identify other factors that may influence the problem behavior.

To the Informant: Complete the sections below. Then read each question carefully and answer it by circling "Yes" or "No." If you are uncertain about an answer, circle "N/A."

Informant-Client Relationship

1. Indicate your relationship to the person: ___ Parent ___ Instructor
___ Therapist/Residential Staff ___ (Other)
2. How long have you known the person? ___ Years ___ Months
3. Do you interact with the person daily? ___ Yes ___ No
4. In what situations do you usually interact with the person?
___ Meals ___ Academic training
___ Leisure ___ Work or vocational training
___ Self-care ___ (Other)

Problem Behavior Information

1. Problem behavior (check and describe):
___ Aggression
___ Self-injury
___ Stereotypy
___ Property destruction
___ Other _____
2. Frequency: ___ Hourly ___ Daily ___ Weekly ___ Less often
3. Severity: ___ Mild: Disruptive but little risk to property or health
___ Moderate: Property damage or minor injury
___ Severe: Significant threat to health or safety
4. Situations in which the problem behavior is most likely to occur:
Days/Times: _____
Settings/Activities: _____
Persons present: _____
5. Situations in which the problem behavior is least likely to occur:
Days/Times: _____
Settings/Activities: _____
Persons present: _____
6. What is usually happening to the person right before the problem behavior occurs?

7. What usually happens to the person right after the problem behavior occurs?

8. Current treatments: _____

- | | |
|--|------------|
| 1. Does the problem behavior occur when the person is not receiving attention or when caregivers are paying attention to someone else? | Yes No N/A |
| 2. Does the problem behavior occur when the person's requests for preferred items or activities are denied or when these are taken away? | Yes No N/A |
| 3. When the problem behavior occurs, do caregivers usually try to calm the person down or involve the person in preferred activities? | Yes No N/A |
| 4. Is the person usually well behaved when (s)he is getting lots of attention or when preferred activities are freely available? | Yes No N/A |
| 5. Does the person usually fuss or resist when (s)he is asked to perform a task or to participate in activities? | Yes No N/A |
| 6. Does the problem behavior occur when the person is asked to perform a task or to participate in activities? | Yes No N/A |
| 7. If the problem behavior occurs while tasks are being presented, is the person usually given a "break" from tasks? | Yes No N/A |
| 8. Is the person usually well behaved when (s)he is not required to do anything? | Yes No N/A |
| 9. Does the problem behavior occur even when no one is nearby or watching? | Yes No N/A |
| 10. Does the person engage in the problem behavior even when leisure activities are available? | Yes No N/A |
| 11. Does the problem behavior appear to be a form of "self-stimulation"? | Yes No N/A |
| 12. Is the problem behavior <u>less</u> likely to occur when sensory stimulating activities are presented? | Yes No N/A |
| 13. Is the problem behavior cyclical, occurring for several days and then stopping? | Yes No N/A |
| 14. Does the person have recurring painful conditions such as ear infections or allergies? If so, list: _____ | Yes No N/A |
| 15. Is the problem behavior <u>more</u> likely to occur when the person is ill? | Yes No N/A |
| 16. If the person is experiencing physical problems, and these are treated, does the problem behavior usually go away? | Yes No N/A |

Scoring Summary

Circle the number of each question that was answered "Yes" and enter the number of items that were circled in the "Total" column.

Items Circled "Yes"				Total	Potential Source of Reinforcement
1	2	3	4	_____	Social (attention/preferred items)
5	6	7	8	_____	Social (escape from tasks/activities)
9	10	11	12	_____	Automatic (sensory stimulation)
13	14	15	16	_____	Automatic (pain attenuation)

Functional Assessment Screening Tool

David Baud



Functional Assessment Screening Tool:

Primary Care Tools for Clinicians Lorraine Loretz, 2005-01-01 Designed to save time and assist busy practitioners this book guides standardized assessment and documentation of a patient's condition by providing ready to use forms that represent the gold standard of current practice

Evaluation of the Convergent Validity of the Functional Assessment Informant Record for Parents--checklist with Other Functional Behavior Assessment Measures with Referred Children in a Clinic-based Setting Jennifer S. Kazmerski, 2009 Functional behavioral assessment FBA is defined as a range of behavior assessment procedures that are used to identify or clarify functional relationships between behavior and environmental events A variety of methods and instruments are used within a FBA e g record reviews interviews rating scales direct observations experimental analysis conditions and the increased awareness of this methodology has created interest in properly investigating the psychometric properties e g reliability validity of the measures Preliminary convergent validity has been demonstrated across some of the measures used to identify functional relationships however further evaluation is needed to establish the psychometric properties as well as the utility of functional assessment measures The primary purpose of the current research was to evaluate psychometric properties of a newly developed informant record e g Functional Assessment Informant Record for Parents Checklist FAIR P CL Specifically the reliability of the measure i e test retest and inter scorer reliability validity of the measures i e convergence with the Functional Assessment Screening Tool Revised FAST R and convergence across phases of FBA and socially validity i e use of acceptability rating scales were assessed Results of the study suggested appropriate test retest reliability of the FAIR P CL Convergent validity was obtained across all phases of FBA with the majority of participants The FAIR P CL identified the target behavior noncompliance as a multiple function behavior for 4 out of 5 participants suggesting the use of a treatment package in contrast to a specific function based intervention Appropriate social validity was obtained across the FAIR P CL assessment and intervention phases of the study Overall results of the study provided preliminary support for the psychometric properties of the FAIR P CL and extended the utility of functional assessment instruments to typically developing children in a clinic based setting

International Review of Research in Mental Retardation, 2007-08-30 Autism Spectrum Disorder is one of the most researched and popular topics in the fields of psychology psychiatry and special education In the last 30 years the amount of new information on assessment and treatment has been astounding The field has moved from a point where many considered the condition untreatable to the current position that it may be curable in some cases and that all persons with this condition can benefit from treatment Intervening with school age children continues to be a major focus of assessment or intervention However expanding the ages of those receiving more attention from younger children to older adults is becoming more prevalent The consensus is that intensive treatment at the earliest recognized age is critical and that many adults evince symptoms of the disorder and warrant care The field is full of many proposed treatments many of which offer promise but no data Thus a book

on evidence based assessments and interventions across the life span should be of value in helping to sort out the more credible interventions as defined by the research and what methods have the best support Given the popularity of the topic and the vast array of potential assessments and treatments available this volume will be aimed at delineating what the researchers have shown has the best evidence to support particular methods International Review of Research in Mental Retardation is now available online at ScienceDirect full text online of volumes 23 onwards Elsevier book series on ScienceDirect gives multiple users throughout an institution simultaneous online access to an important compliment to primary research Digital delivery ensures users reliable 24 hour access to the latest peer reviewed content The Elsevier book series are compiled and written by the most highly regarded authors in their fields and are selected from across the globe using Elsevier's extensive researcher network For more information about the Elsevier Book Series on ScienceDirect Program please visit <http://www.info.sciencedirect.com/bookseries>

A Practical Guide to Functional Assessment and Treatment for Severe Problem Behavior Joshua Jessel, Peter Sturmey, 2024-10-29 A Practical Guide to Functional Assessment and Treatment for Severe Problem Behavior discusses how to utilize functional assessment and function based treatment for patients with severe problem behaviors The book begins by defining problem behavior contrasting functional and structural definitions and clearly reviewing the term severe The second section Functional Assessment of Problem Behavior reviews three different assessments in detail providing sample questionnaires methods for interviewing and brief bonus videos The third section Function Based Treatments outlines three main treatment options including comprehensive and trauma informed strategies and outline information on collecting graphing and analyzing treatment data The final section Promoting Sustainability and Compassionate Care will review strategies to implement these assessments and treatments in a culturally relevant and compassionate way Details various examples of indirect assessments methods including interviews and questionnaires Addresses the integration and testing of hypotheses from indirect and descriptive assessments into functional analyses Reviews treatments based on a trauma informed framework Outlines common ethical issues including strategies to use when function based treatments do not work and the management of restrictive practices Includes bonus brief vignettes to illustrate procedures and assessments

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. *Functional Assessment for Challenging Behaviors* Johnny L. Matson, 2012-05-26

As the cornerstone of applied behavior analysis, functional assessment is supported by a burgeoning literature that focuses on identification of and interventions for aggressive, self-injurious and other challenging behaviors. Although the number of research studies continues to grow, full-length volumes on using functional assessment to address these behaviors remain few and far between. Comprehensive in coverage, *Functional Assessment for Challenging Behaviors* expands the knowledge base by providing information on all aspects of its 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. An especially timely chapter identifies key ethical and legal concerns in working with challenging behavior populations. Coverage includes: 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 is an essential resource for researchers, scientist-practitioners and graduate students in clinical child and school psychology, pediatric psychiatry and medicine, social work, rehabilitation and developmental psychology. *Practical Solutions for Educating Young Children with High-functioning Autism and Asperger Syndrome* Mary Jane Weiss, 2007

Helps parents and professionals navigate the challenges for early learners with high-functioning autism (HFA) and Asperger Syndrome (AS). This book builds a foundation by explaining HFA/AS and some typical characteristics such as sensory issues, attention deficit disorders and difficulties of socialization. [The Teacher's Concise Guide to Functional Behavioral Assessment](#) Raymond J. Waller, 2009

Functional Behavioral Assessment (FBA) is a highly effective, student-centered approach to improving challenging behavior. The method helps educators figure out why students act the way they do and then make the appropriate environmental or instructional adjustments. Ideal for general and special educators new to FBAs, this concise, accessible

guidebook offers a practical overview of how to use classroom and behavioral assessment data to make the learning environment enjoyable for all including the teacher Readers will learn how to Identify and understand the underlying factors of challenging behavior Observe collect and analyze classroom data Adopt evidence based intervention strategies to correct problem behavior Prepare a proactive plan for serious disruptions Blending light hearted humor with personal experiences and case studies the author provides concrete methods for positive effective behavioral intervention Publisher s website

Behavior Modification Garry Martin, Joseph J. Pear, 2019-02-05 Behavior Modification What It Is and How to Do It is a comprehensive practical presentation of the principles of behavior modification and guidelines for their application Appropriate for university students and for the general reader it teaches forms of behavior modification ranging from helping children learn necessary life skills to training pets to solving personal behavior problems It teaches practical how to skills including discerning long term effects designing implementing and evaluating behavioral programs interpreting behavioral episodes observing and recording behaviors and recognizing instances of reinforcement extinction and punishment Behavior Modification is ideal for courses in Behavior Modification Applied Behavior Analysis Behavior Therapy the Psychology of Learning and related areas and for students and practitioners of various helping professions such as clinical psychology counselling education medicine nursing occupational therapy physiotherapy psychiatric nursing psychiatry social work speech therapy and sport psychology who are concerned directly with enhancing various forms of behavior development The material is presented in an interesting readable format that assumes no prior knowledge of behavior modification or psychology Specific cases and examples clarify issues and make the principles real Guidelines throughout provide a ready source to use as a reference in applying the principles Online resources including an instructor s manual are available at www.routledge.com/9780815366546 *Capute and Accardo's Neurodevelopmental Disabilities in Infancy and Childhood* Fatima Y Ismail, Pasquale J. Accardo, Bruce K Shapiro, 2024-11-26 Capute and Accardo s Neurodevelopmental Disabilities in Infancy and Childhood Fourth Edition provides updated foundational theoretical and practical knowledge on the spectrum and continuum of neurodevelopmental disabilities shaped by ongoing advances in neuroscience and related disciplines It reviews the over arching principles of assessment diagnosis and management of patients with a wide range of neurodevelopmental disabilities Streamlined or fully rewritten chapters including developmental screening and surveillance neuroimaging and genetic evaluation early intervention principles of pharmacological treatment principles of successful management programs aging and transition planning telemedicine and care in low resource settings are included The book s practical expert led approach aims to prepare future clinicians to skillfully assess and manage children with neurodevelopmental disabilities with the aid of clinical approach flowcharts to common presentations diagnostic algorithms and clinic notes templates Provides the most comprehensive authoritative and up to date single volume on practical aspects of care for patients with neurodevelopmental disabilities Presents a reorganized single volume that is more accessible than

previous editions Features new chapters on telemedicine novel therapies care in low resource settings and the future of neurodevelopmental disabilities Includes full color illustrations throughout along with explanatory figures Covers clinical approaches and diagnostic algorithms and templates for clinic notes that are available for online download

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