

# 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 Forms

**Clifford Lane**



## **Functional Assessment Screening Tool Forms:**

**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 *Conducting School-Based Functional Behavioral Assessments, Second Edition* Mark W. Steege, T. Stuart Watson, 2009-01-23 This book has been replaced by *Conducting School Based Functional Behavioral Assessments Third Edition* ISBN 978 1 4625 3873 7 *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 **Assessment for Intervention, Second Edition** Rachel Brown-Chidsey, Kristina J. Andren, PsyD, NCSPP, Kristina J. Andren, 2015-03-03 Problem solving assessment is an essential component of multi-tiered systems of support such as response to intervention RTI and positive behavioral interventions and supports PBIS This authoritative work provides a complete guide to implementing a wide range of problem solving assessment methods functional behavioral assessment interviews classroom observations curriculum based measurement rating scales and cognitive instruments Prominent experts demonstrate the key role of assessment throughout the process of supporting at risk students from identifying academic and behavioral problems to planning and monitoring interventions Several chapters include reproducible forms that can be downloaded and printed in a convenient 8 1/2 x 11 size New to This Edition Reflects current education policy and best practices Seminal chapter on problem solving by Stanley L. Deno has been updated with a revised

model All chapters now discuss assessment in the context of multi tiered systems of support Chapter on working with culturally and linguistically diverse learners Chapter on graphing student data See also Response to Intervention Second Edition by Rachel Brown Chidsey and Mark W Steege which provides step by step guidelines and practical tools for implementing RTI schoolwide

*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

**Handbook of Clinical Interviewing With Children** Michel Hersen, Jay C. Thomas, 2007-08-08 The Handbook of Clinical Interviewing with Children is one of three interrelated handbooks on the topic of interviewing for specific populations It presents a combination of theory and practice plus concern with diagnostic entities for readers who work or one day will work with children and their parents and teachers in clinical settings The volume begins with general issues structured versus unstructured interview strategies developmental issues when working with children writing up the intake interview etc moves to a section on major disorders with special relevance for child populations conduct disorders attention deficit hyperactivity disorder learning disorders etc and concludes with a section addressing special populations

*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

**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

*The Special Educator's Guide to Assessment* Tara S. Guerriero, Mary A. Houser, Vicki A. McGinley, 2020-07-23 Special education students often learn about the characteristics of disabilities but can lack an understanding of the relationship between diagnostic assessment and eligibility for special education services The Special Educator's Guide to Assessment A Comprehensive Overview by IDEA Disability Category focuses on the role that assessment plays in the diagnosis of a disability determination of eligibility for special education services and education of students with disabilities to provide a meaningful interconnection between assessment concepts and classroom application for teachers Authors Tara S Guerriero Mary A Houser and Vicki A McGinley want to ensure that future special education teachers have the preparation to provide comprehensive instruction to P 12 students through this text While special education teachers are often not the ones conducting comprehensive evaluations it is paramount that they understand their students individual characteristics and understand how assessment is used to determine diagnosis and eligibility Framing the text around The Individuals with Disabilities Act IDEA provides students with concrete standards by which all disabilities are evaluated and regulated in our public educational system Part I introduces the basic topics of assessment ethics and assessment types Part II moves on to provide diagnostic and eligibility criteria

according to IDEA categories that are most commonly diagnosed in an educational setting while Part III describes the criteria for IDEA categories most commonly diagnosed in a medical setting Features like case studies and sample comprehensive evaluations help bring to life assessment and how it applies in real classrooms Included with this title The password protected Instructor Resource Site formally known as SAGE Edge offers access to all text specific resources including a test bank and editable chapter specific PowerPoint slides

**The Oxford Handbook of School Psychology** Melissa A. Bray, Thomas J. Kehle, 2011 The Oxford Handbook of School Psychology focuses on significant issues new developments and scientific findings that influence current research and practice in the ever growing field of school psychology

Functional Movement Disorder Kathrin LaFaver, Carine W. Maurer, Timothy R. Nicholson, David L. Perez, 2022-02-23 This book is a practical manual for clinical practitioners seeking to take an interdisciplinary and multidisciplinary approach to the diagnosis and management of functional movement disorder FMD It discusses case vignettes reviews the diagnostic approach provides an update on available treatments highlights clinical pearls and details references for further reading Organized into three parts the book begins with a framework for conceptualizing FMD including its historical context the biopsychosocial model and an integrated neurologic psychiatric perspective towards overcoming mind body dualism Part II then provides a comprehensive overview of different FMD presentations including tremor dystonia gait disorders and limb weakness as well as common non motor issues such as pain and cognitive symptoms The book concludes with chapters on updated practices in delivering the diagnosis working with patients and care partners to achieve shared understanding of a complex condition as well as an overview of evidence based and evolving treatments Supplemented with high quality patient videos Functional Movement Disorder is written for practicing neurologists psychiatrists psychologists allied mental health professionals and rehabilitation experts with an interest in learning more about diagnosis and management of FMD

**Conducting School-Based Functional Behavioral Assessments** Mark W. Steege, Jamie L. Pratt, Garry Wickerd, Richard Guare, T. Steuart Watson, 2019-02-26 Chapter 1 introduces the process and purpose of FBA situates FBA within a problem solving framework and explores the philosophical assumptions of a functional assessment approach Chapter 2 highlights professional and ethical standards Chapter 3 reviews the conceptual foundations of FBA Chapter 4 examines the role of private events such as medical issues emotions and thoughts on behavior Chapter 5 considers the contribution of executive skill delays to occurrences of interfering behavior Chapter 6 introduces discusses and illustrates the Behavior Analytic Problem Solving model Chapter 7 reviews indirect FBA procedures Chapter 8 provides an overview of behavior recording procedures and descriptive FBA methods Chapter 9 discusses experimental FBA procedures Chapter 10 focuses on identifying and assessing the effectiveness of reinforcers for strengthening socially appropriate replacement behaviors Chapter 11 shows the process of designing behavior intervention plans on the basis of results Chapters 12 14 provide examples

The Use of Psychological Testing for Treatment Planning and Outcomes Assessment

Mark E. Maruish, 2004-07-19 Test based psychological assessment has been significantly affected by the health care revolution in the United States during the past two decades. Despite new limitations on psychological services across the board and psychological testing in particular, it continues to offer a rapid and efficient method of identifying problems, planning and monitoring a course of treatment, and assessing the outcomes of interventions. This thoroughly revised and greatly expanded third edition of a classic reference, now three volumes, constitutes an invaluable resource for practitioners who in a managed care era need to focus their testing not on the general goals of personality assessment, symptom identification, and diagnosis, so often presented to them as students and trainees, but on specific questions: What course of treatment should this person receive? How is it going? Was it effective? New chapters describe new tests and models and new concerns such as ethical aspects of outcomes assessment. Volume I reviews general issues and recommendations concerning the use of psychological testing for screening for psychological disturbances, planning and monitoring appropriate interventions, and assessing outcomes, and offers specific guidelines for selecting instruments. It also considers more specific issues such as the analysis of group and individual patient data, the selection and implementation of outcomes instrumentation, and the ethics of gathering and using outcomes data. Volume II discusses psychological measures developed for use with younger children and adolescents that can be used for the purposes outlined in Volume I. Volume III, those developed for use with adults. Drawing on the knowledge and experience of a diverse group of leading experts, test developers, researchers, clinicians, and others, the third edition of *The Use of Psychological Testing for Treatment Planning and Outcomes Assessment* provides vital assistance to all clinicians and to their trainees and graduate students. [Occupational Therapy for People Experiencing Illness, Injury or Impairment - E-Book](#) Michael Curtin, Mary Egan, Yeliz Prior, Tracey Parnell, Roshan Galvaan, Katrine Sauvé-Schenk, Daniel Cezar Da Cruz, 2024-09-17 *Occupational Therapy for People Experiencing Illness, Injury or Impairment* is a seminal textbook that has been used in preregistration occupational therapy education for more than 40 years. Now in its eighth edition, it reflects significant developments within the occupational profession and the contexts of the delivery of health and social care when working with people who experience illness, injury, or impairment to promote occupational participation. It is highly regarded for its level of detail, its practical approach, and the breadth of its content, with input from multiple authors from around the world. Fully updated and built around the professional concepts and processes to promote occupational participation, this invaluable resource will enable occupational therapists to link theory with day-to-day practice, reflect on the knowledge, expertise, and attitudes that inform their work and practice in a critically reflexive way. Practical text and online assets link theory with day-to-day practice. Collaborative relationship-focused, inclusive, and strengths-based language. Summaries and key points for each chapter make navigation easy. Focus on working with groups, communities, and populations in addition to working with individuals, reflecting the evolving and expanding scope of practice. Practice stories throughout the text and detailed practice stories in Section 5 invite the reader to reflect on the information.

skills and attitudes that inform practice Online multiple choice questions and questions for reflection at the end of each chapter enable readers to assess and apply their knowledge      Functional Assessment and Outcome Measures for the Rehabilitation Health Professional Glen E. Gresham,1997 Practical and unique this is the only book to cover the instruments used by all rehabilitation disciplines And better yet it s the only book to describe and or display instruments more than 40 that are used in general rehabilitation A leading edge resource Functional Assessment and Outcome Measures for the Rehabilitation Health Professional helps you select the best outcomes measurement instruments assess and measure function in physical social emotional and vocational areas and plan targeted interventions to promote independent living Readers learn how to choose the best of current functional assessment measures and recognize the advantages and disadvantages of functional assessment disease specific and general health measures      *Psychological Assessment in Clinical Practice* Michel Hersen,2005-07-05 Appropriate for students and practitioners alike this book teaches readers how to perform assessments on patients in the absence of the instruments and assistants that many standard procedures assume      A Guide to Psychological Understanding of People with Learning Disabilities Jenny Webb,2013-07-31 Who are the people we describe as having learning or intellectual disability Many clinical psychologists working in a mental health setting are now encountering people with learning disabilities in some cases for the first time This book provides the background information and understanding required to provide a basis for a truly inclusive and effective service for people with learning disability In A Guide to Psychological Understanding of People with Learning Disabilities Jenny Webb argues that we need a new clinically based definition of learning disability and an approach which integrates scientific rigour with humanistic concern for this group of people who are so often vulnerable to misunderstanding and marginalisation Psychological approaches need to be grounded in an understanding of historical theoretical and ethical influences as well as a body of knowledge from other disciplines The Eight Domains is a simple but holistic method for information gathering while The Three Stories is an integrative model of formulation for use in relation for those people whose needs do not fit neatly into any one theory Divided into three sections the book explores Understanding the context Understanding the person eight domains Making sense three stories This book provides an invaluable guide for trainee clinical psychologists and their supervisors and tutors working with adults with learning disability It will also be valuable for clinical psychologists working in mainstream settings who may now be receiving referrals for people with learning disability and want to update their skills      **Transfer Pricing in China** Chris Devonshire-Ellis,Andy Scott,Sam Woollard,2011-05-18 This Guide is a detailed overview of all aspects of transfer pricing in China Produced in association with Transfer Pricing Associates a specialist global transfer pricing firm this is an essential work for any businessman trading with or conducting business in China The book deals with all aspects of transfer pricing from a practical perspective from designing and implementing a transfer pricing system to managing China compliance and preparing for an audit      Handbook of Early Intervention for Autism Spectrum Disorders Jonathan



Tarbox, Dennis R. Dixon, Peter Sturmey, Johnny L. Matson, 2014-04-04 Current rates of autism diagnoses have been cause for concern and research as well as rumor and misinformation Important questions surround the condition how early can an accurate diagnosis be made At what age should intervention start How can parents recognize warning signs And what causes autism in the first place There are no easy answers but the Handbook of Early Intervention for Autism Spectrum Disorders gives researchers practitioners and academics the science and guidance to better understand and intervene Background chapters survey the history of professional understanding of the disorders and the ongoing debate over autism as a single entity or a continuum Chapters on best methods in screening assessment and diagnosis reflect the transition between the DSM V and older diagnostic criteria And at the heart of the book the intervention section ranges from evidence based strategies for developing core skills to ethical concerns cultural considerations and controversial treatments Included in the Handbook s broad based coverage Designing curriculum programs for children with autism spectrum disorders ASD Mainstream education for children with ASD Teaching independent living skills to children with ASD Social skills and play Behavioral and mental health disorders in children with ASD Training and supporting caregivers in evidence based practices Teaching cognitive skills to children with ASD The Handbook of Early Intervention for Autism Spectrum Disorders is a comprehensive reference for researchers professors and graduate students as well as clinicians and other scientist practitioners in clinical child and school psychology child and adolescent psychiatry social work rehabilitation special education and pediatric medicine

*Functional Assessment for Adults with Disabilities* National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Health Care Services, Committee on Functional Assessment for Adults with Disabilities, 2019-08-31 The U S Social Security Administration SSA provides disability benefits through the Social Security Disability Insurance SSDI and Supplemental Security Income SSI programs To receive SSDI or SSI disability benefits an individual must meet the statutory definition of disability which is the inability to engage in any substantial gainful activity SGA by reason of any medically determinable physical or mental impairment which can be expected to result in death or which has lasted or can be expected to last for a continuous period of not less than 12 months SSA uses a five step sequential process to determine whether an adult applicant meets this definition Functional Assessment for Adults with Disabilities examines ways to collect information about an individual s physical and mental cognitive and noncognitive functional abilities relevant to work requirements This report discusses the types of information that support findings of limitations in functional abilities relevant to work requirements and provides findings and conclusions regarding the collection of information and assessment of functional abilities relevant to work requirements

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