

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

**Michael Curtin, Mary Egan, Yeliz
Prior, Tracey Parnell, Roshan
Galvaan, Katrine Sauvé-Schenk, Daniel
Cezar Da Cruz**

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 **Assessment for Intervention, Second Edition** Rachel Brown-Chidsey, Kristina J. Andren, PsyD, NCSP, 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 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 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 [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 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 ^AOxford Handbook of School Psychology Melissa A. Bray Ph.D., Thomas J. Kehle Ph.D., 2011-02-18 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 Additional sections discuss building a cumulative knowledge base to better facilitate students academic social and personal competencies including the promotion of positive mental health and subjective well being **The Special Educator's Guide to Assessment** Tara S. Guerriero, Mary A. Houser, Vicki A. McGinley, 2020-07-23 The Special Educator's Guide to Assessment A Comprehensive Summary 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

Intellectual and Developmental Disabilities Maria Gabriela Valdovinos, 2024-09-13 This new reference provides a comprehensive overview of intellectual and developmental disabilities incorporating multiple perspectives and disciplines including developmental neuroscience genetics psychiatry and psychology with a multifaceted approach offering readers appreciation for the richness of the population and field It provides readers with an understanding of the developmental biological and behavioral aspects of developmental disabilities with the aim of understanding their causes the differences between disabilities and familiarity with the prognosis and developmental outcomes for children diagnosed with various developmental disabilities **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 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 inviting 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 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

Concepts for Nursing Practice E-Book Jean Foret Giddens, 2023-10-13 Selected for Doody's Core Titles 2024 with Essential Purchase designation in Fundamentals Learn a conceptual approach to nursing care and how to apply concepts to a wide variety of clinical settings *Concepts for Nursing Practice* 4th Edition uses a straightforward intuitive approach to describe 60 important concepts spanning the areas of patient physiology patient behavior and the professional nursing environment Exemplars identified for each concept provide useful examples and models helping you more easily understand concepts and apply them to any clinical setting To reinforce understanding this text also makes connections among related concepts via ebook links to exemplars of those concepts in other Elsevier textbooks in your ebook library New to this edition are six new concepts and a focus on related core competencies Written by conceptual learning expert Jean Giddens this authoritative text will help you build clinical judgment skills and prepare confidently for almost any clinical nursing situation Authoritative content written by expert contributors and meticulously edited by concept based curriculum CBC expert Jean Giddens sets the standard for the growing CBC movement Clearly defined and analyzed nursing concepts span the areas of patient physiology patient behavior and the professional nursing environment Featured Exemplars sections describe selected exemplars related to each nursing concept covering the entire lifespan and all clinical settings and help you

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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 *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

School-Based Observation Amy M. Briesch,Robert J. Volpe,Randy G. Floyd,2018-01-16 Widely used to assess social emotional and behavioral referral concerns in grades PreK 12 systematic direct observation is an essential skill for school psychologists and other educators This accessible book helps practitioners conduct reliable accurate observations using the best available tools Chapters present effective coding systems for assessing student classroom behavior the classroom environment behavior in non classroom settings and behavior in a functional assessment context also provided are guidelines

for developing new codes when an appropriate one does not already exist Procedures for summarizing graphing and interpreting data for different assessment purposes are detailed In a large size format for easy photocopying the book includes 13 reproducible coding forms Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

Functional Assessment Lynette K. Chandler, Carol M. Dahlquist, 2006 This book describes functional assessment a positive and proactive approach for addressing challenging behavior within school settings From two experts in functional behavioral assessment and intervention comes a timely revision of a practical easy to use book that describes how to prevent and remediate challenging behavior in school settings This book provides the rationale for using functional assessment to address challenging behavior and describes how to conduct functional assessment and develop positive intervention strategies based on assessment information Special Educators and General Education Teachers

Teaching Students with Emotional and Behavioral Disabilities Brittany L. Hott, Kathleen M. Randolph, Lesli Raymond, 2020-10-23 Teaching Students with Emotional and Behavioral Disabilities provides a comprehensive resource for preservice and in service educators to teach and support academic social and behavioral development The text focuses on implementation of evidence based interventions strategies and practices Dedicated chapters address quality service delivery models including individual classroom and school wide supports In addition academic intervention chapters concentrate on reading mathematics writing and study skills Finally the book includes step by step directions for conducting Functional Behavior Assessments FBA developing Behavior Intervention Plans BIP and monitoring student progress The book will serve as a valuable reference for educators supporting students with challenging behaviors Key Features Case studies written by PreK 12 practitioners based on their experiences supporting students with emotional and behavioral disorders Numerous worksheets and examples to support implementation of evidence based practices Accessible and consistent format across all chapters Pedagogical aids reinforce understanding chapter objectives key terms chapter summaries discussion questions and lists of additional resources and readings Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

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

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