

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

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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, 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

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

Gerontology and Geriatrics for NPs and PAs - E-Book Jill R. Beavers-Kirby, Freddi I. Segal-Gidan, 2023-03-23 Written by NPs and PAs who have a wealth of experience in the care of older adults across all practice settings Gerontology and Geriatrics for NPs and PAs takes an evidence based approach to both gerontology and geriatrics incorporating the latest national and international guidelines and standards of care This first of its kind text takes an interprofessional teamwork based approach that reflects Interprofessional Education Collaborative IPEC core competencies as well as the unique perspectives that NPs and PAs each bring to the collaborative care of older adults Covers both primary care and acute care of older adults and fully addresses both graduate level and practitioner core competencies

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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

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