



# FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
Behavior Problem: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Case Manager: \_\_\_\_\_

**To the Case Manager:** The Functional Analysis Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

**To the Evaluator:** After indicating your relationship to the student, read each of the numbered items carefully. If a statement accurately describes the student's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the behavior problem consists of aggression or some other form of socially disruptive behaviors, such as property destruction or tantrums, complete only Part II.

## Evaluator Information

Indicate your relationship to the student:  Parent  Teacher  Residential Staff  Other

How long have you known the student? \_\_\_\_\_

Do you interact with the student on a daily basis?  Yes  No

Do you interact with the student on a daily basis? \_\_\_\_\_

If yes, how many hours per day? \_\_\_\_\_ If no, how many hours per week? \_\_\_\_\_

In what situations do you typically observe the person? (Mark off that apply)

Self-care routines  Academic Skills Training  Leisure Activities  Evenings  Meals

Vocational Training  When the student has nothing to do  Other

If Other, please explain, \_\_\_\_\_

## Part I. Social Influences on Behavior

1. The behavior usually occurs in your presence or in the presence of others.  Yes  No
2. The behavior usually occurs soon after you or others interact with the student in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the student, taking away a "preferred" item, requiring the student to change activities, talking to someone else in their presence, etc.  Yes  No
3. The behavior often is accompanied by other "emotional" responses, such as yelling or crying.  Yes  No

Complete Part II if you answered "Yes" to item 1,2, or 3. Skip Part II if you answered "No" to all three items in Part I.

## Part II. Social Reinforcement

4. The behavior often occurs when the student has not received much attention.  Yes  No
5. When the behavior occurs, you or others usually respond by interacting with the student in some way (e.g. comforting statements, verbal correction or reprimand, response blocking, redirection).  Yes  No
6. The student often engages in other annoying behaviors that produce attention.  Yes  No
7. The student frequently approaches you or others and/or initiates social interaction.  Yes  No
8. The behavior rarely occurs when you give the student lots of attention.  Yes  No
9. The behavior often occurs when you take a particular item away from the student or when you terminate a preferred leisure activity.  Yes  No

If Yes, please explain, \_\_\_\_\_

10. The behavior often occurs when you inform the student that they cannot have a certain item or cannot engage in a particular activity.  Yes  No

If Yes, please explain, \_\_\_\_\_

# Functional Assessment Screening Tool

**Yicheng Fang**

## **Functional Assessment Screening Tool:**

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 outlines 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     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     Handbook of Applied Behavior Analysis, Second Edition Wayne W.

Fisher,Cathleen C. Piazza, Henry S. Roane,2021-07-14 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    **Giddens's Concepts for Canadian Nursing Practice - E-Book** Debra (Debbie) Sheppard-LeMoine,Lisa-Marie Forcier,2025-11-21 Learn the core concepts of Canadian nursing care and how to apply them to the clinical setting Giddens s Concepts for Canadian Nursing Practice uses a simplified intuitive approach to describe 64 important concepts relating to all areas of nursing practice in a Canadian health care context including Indigenous health racism and gender diversity Integrating the latest Canadian statistics research and cultural considerations this text emphasizes cultural safety interprofessional collaboration and health equity To reinforce understanding this book also makes connections among related concepts and links you to other Elsevier nursing textbooks Exemplars for each concept provide useful examples and models showing how concepts are successfully applied to practice Essential tools and case studies for clinical reasoning in nursing help you confidently prepare for almost any clinical nursing situation    **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    **Oxford Textbook of Primary Medical Care** Roger Jones (Prof.),2005    *Occupational Therapy Assessment Tools* Ina Elfant Asher,1996 M thodologie valuation test

*Functional Behavior Assessment in School Settings: from Valid Assessment to Successful Intervention* Bryan Lance Johnson,California State University, Sacramento,2012 Recent studies suggest that current perceptions regarding the validity of typical procedures utilized in functional behavior assessment may be inaccurate In particular descriptive assessment procedures appear to be heavily biased toward indicating a maintaining contingency of attention and have been shown to have less validity than indirect measures such as the Functional Analysis Screening Tool Given these findings school personnel responsible for conducting functional behavior assessments should have access to alternative assessment procedures with improved validity Experimental functional analyses offer one method that may be acceptable this project seeks to develop a presentation that will provide participants with training in several alternative assessment procedures based on the experimental model for accurate identification of behavioral function through systematic manipulation of environmental variables    **Handbook of Clinical Interviewing With Children** Michel Hersen,Jay C. Thomas,2007-08-08

The Handbook of Clinical interviewing with Children 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

*Education and Training in Mental Retardation and Developmental Disabilities* ,2000-03    **School Psychology Review**,2001    **Autism Spectrum Disorders** Peter Sturmey,Adrienne Fitzer,2007    *Applied Behavior Analysis for Teachers*

Paul Alberto, Anne C. Troutman, 1999 This market leading book helps students understand and use behavior management concepts in the classroom. The sequence of chapters follows that of an actual behavior analysis actual data recording sheets charts and tables are provided. The text covers identifying target behavior, collecting data, experimental design, arranging antecedents and consequences and generalizing behavior change. Users love the book's sense of humor and appreciate the talent the authors have for describing complicated information in a clear and appealing manner

**Medicaid Long Term Care Annual Report FY ... , 1996      Hegde's PocketGuide to Assessment in Speech-language Pathology**

Mahabalagiri N. Hegde, 2008 Widely recognized as one of the most valuable resources in speech language pathology the respected Hegde's PocketGuide to Assessment in Speech Language Pathology is now in its third edition. Designed as a companion volume to the Hegde's PocketGuide to Treatment in Speech Language Pathology Third Edition it provides clinical practitioners and students in communication sciences and disorders a quick reference for assessment techniques. The most desirable features of a specialized dictionary of terms, clinical resource book and textbook of assessment are combined in this single easy to access resource. Assessment procedures are provided in a do this format. Information not directly related to assessment procedures has been moved to the new Hegde's PocketGuide to Communication Disorders allowing for expanded coverage of assessment procedures and the addition of important new entries making this edition more relevant and useful than ever

**Inter-rater Agreement of Three Functional Assessment Instruments Depending on the Frequency and Severity of the Target Behavior** Shannon Scurlock, 2013 In applied behavior analysis functional assessment refers to the process of identifying the contingencies functions that maintain problem behavior. Successful behavioral intervention to decrease severe behavior problems in individuals with intellectual disability ID depends on our ability to accurately identify why a given individual engages in a specific behavior. The Functional Assessment for Multiple Causality FACT Functional Analysis Screening Tool FAST and Questions about Behavioral Function QABF are three commonly used third party behavior rating instruments designed to evaluate the function of target behaviors which have previously been shown to have acceptable levels of inter rater reliability. This study examined whether inter rater agreement was impacted by types of target behavior problems Self injurious Behavior, Stereotyped Behavior and Aggressive Destructive Behavior, frequency or severity of the target behavior, the assessment instrument and how these factors interact. The sample consisted of 115 adults with ID with one or more problem behaviors. Each participant was assessed with all three instruments by two raters. Two separate univariate General Linear Model analyses were used to determine what contributes to the discrepancy in rater scores on each subscale. The predictors included the assessment instrument, type of target behavior and either frequency or severity of the target behavior, separate models along with all 2 way interactions. We found that severity of behavior is a significant predictor and that while frequency of behavior is not an individual predictor it does interact with type of behavior to predict rater discrepancy scores

**Classification of Nursing Diagnoses** North American Nursing Diagnosis Association, 1999

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