

# FAST

## Functional Analysis Screening Tool

Client: \_\_\_\_\_ Date: \_\_\_\_\_

Informant: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**To the Administrator:** 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

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

### Problem Behavior Information

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

- 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
- 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
- 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
- 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
- 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
- Does the problem behavior occur when the person is asked to perform a task or to participate in activities?  Yes  No  N/A
- If the problem behavior occurs while tasks are being presented, is the person usually given a "break" from tasks?  Yes  No  N/A
- Is the person usually well behaved when (s)he is not required to do anything?  Yes  No  N/A
- Does the problem behavior occur even when no one is nearby or watching?  Yes  No  N/A
- Does the person engage in the problem behavior even when leisure activities are available?  Yes  No  N/A
- Does the problem behavior appear to be a form of "self-stimulation"?  Yes  No  N/A
- Is the problem behavior less likely to occur when sensory stimulating activities are presented?  Yes  No  N/A
- Is the problem behavior cyclical, occurring for several days and then stopping?  Yes  No  N/A
- Does the person have recurring painful conditions such as ear infections or allergies? If so, list: \_\_\_\_\_  Yes  No  N/A
- Is the problem behavior more likely to occur when the person is ill?  Yes  No  N/A
- 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     | Social (attention/preferred items)    |
| 5                   | 6     | Social (escape from tasks/activities) |
| 9                   | 10    | Automatic (sensory stimulation)       |
| 13                  | 14    | Automatic (gain attention)            |

# Functional Assessment Screening Tool Forms

**Leon Pratt Alford**

## **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

### **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

### **Joint Motion and Function Assessment** Hazel M. Clarkson,2005 This

new resource is a comprehensive view of the clinical evaluation and functional application of joint range of motion Coverage includes discussions of different types of goniometers alternate methods of assessment the reliability and validity of other joint ROM tools and contraindications and precautions This book also provides a complete review of surface anatomy and instruction on palpation technique and therapist posture and positioning when evaluating ROM Numerous illustrations depict the therapist's hand and goniometer positions in relation to deep anatomical structures Case studies and practical examination forms are also included

### **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

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Experiments with Form Perception and Learning in Dogs Joseph A. Williams,1926 Phi Delta Kappan ,1912

Function of the Institute Management Leon Pratt Alford,1928 Encyclopedia of School Psychology T. Stuart Watson,Christopher H. Skinner,2004-08-03 One volume reference work with approximately 250 entries organized alphabetically for ease of use and of locating subject matter Each entry will contain 5-8 references as well as a bibliography of references and suggested readings An authoritative reference text on school psychology that would appeal to and be understood by a broad audience Will assist individuals in acquiring a general understanding of some of the theories practices and language associated with the field of school psychology

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**A Course of Modern Analysis** Edmund Taylor Whittaker,George Neville Watson,1920 The Massachusetts register ,1992-01-31

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Regulations held by the Social Law Library of Massachusetts as of January 2020 *Clinical Assessment of Child and Adolescent Behavior* H. Booney Vance, Andres J. Pumariega, 2001-03-29 An invaluable guide for working with children and adolescents with behavioral disorders emotional disorders or both. Featuring contributions from renowned experts such as Gerald Fuller, Eugenio Rothe, John Lockman, Charles Casat, Freddy Paniagua and Nancy Winters. *Clinical Assessment of Child and Adolescent Behavior* details how to use the behavioral assessment process to develop effective treatment and rehabilitation plans for various child and adolescent psychological and psychiatric disorders. This comprehensive guide features step by step instruction for successful identification and diagnosis of various behavioral emotional disorders as well as suggestions for treatment on specialized topics such as Asperger's Syndrome, eating disorders and disruptive behavior. Carefully edited by H. Booney Vance and Andres Pumariega, it offers the mental health practitioner a wealth of practical information not only on state of the art clinical assessment procedures and techniques but also on applied intervention strategies for each disorder along with instructive case studies and vignettes. The book also examines the use of medication as part of an integrated treatment approach to managing these challenging behaviors. Addressing the critical advances made in the field in recent years, *Clinical Assessment of Child and Adolescent Behavior* represents an important step in bridging the gap between various disciplines and improving clinical practice with infants, children and youth. Topics covered include Anxiety disorders, Attention Deficit disorder, Bulimia and anorexia nervosa, Child abuse and psychic trauma, Communicative disorders, Disorders of infancy and early childhood, Learning disorders, Mood disorders, Pediatric brain injury, Pervasive developmental disorders, Posttraumatic stress disorder, Socially and emotionally maladjusted children and youth. **"Code of Massachusetts regulations, 2016"**, 2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

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