

Functional Analysis Screening Tool (FAST)

Student: _____ Category of Disability: _____

Date: _____ DOB: _____ Grade: _____ School: _____

Behavior of Concern: _____

Informant: _____ Interviewer: _____

To the Interviewer: The FAST is designed to identify a number of factors that may influence the occurrence of behavior problems. It should be used only as an initial screening tool and as part of a comprehensive functional analysis of the behavior problem. The FAST should be administered to several individuals who interact with the client frequently. Results should then be used as the basis for conducting direct observations in several 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 Informant: After completing the section on “Informant-Client Relationship,” read each of the numbered items carefully. If a statement accurately describes the student’s target behavior problem, circle “Yes.” If not, circle “No.”

INFORMANT-CLIENT RELATIONSHIP

Indicate your relationship to the student: ___ Parent ___ Teacher ___ Therapist ___ Residential

How long have you known the student? ___ Years ___ Months

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

If “Yes,” how many hours per day? ___ If “No,” how many hours per week? ___

In what situations do you typically observe the student? (Mark all that apply.)

___ Self-care routines	___ Academic skills	___ Meals
___ When the student has	___ Leisure Activities	___ Evenings
nothing to do	___ Work or vocational activities	___ Other _____

Part I. Problem Behavior Identification:

List behavior problems of concern. Describe each in clear and objective terms.

1. _____

2. _____

3. _____

4. _____

Part II. Dimension of Problem Behavior:

Provide an estimate of the frequency and severity of each problem behavior. Use the following criteria for the severity: **Mild** (disruptive by not dangerous); **Moderate** (destructive to physical environment); **Severe** (poses physical danger to student or others)

FREQUENCY	SEVERITY
Beh 1. Hourly/Daily/Weekly/Less Often	Mild/Moderate/Severe
Beh 2. Hourly/Daily/Weekly/Less Often	Mild/Moderate/Severe
Beh 3. Hourly/Daily/Weekly/Less Often	Mild/Moderate/Severe
Beh 4. Hourly/Daily/Weekly/Less Often	Mild/Moderate/Severe

Part III. Critical Situations:

1. Describe the situations in which the problem behavior is **most** likely to occur.

Days/Times _____

Setting _____

Persons Present _____

Activity _____

2. What happens right before the problem behavior occurs? _____

3. Describe the situations in which the problem behavior is **least** likely to occur.

Days/Times _____

Setting _____

Persons Present _____

Activity _____

Part IV. Social Influences on Behavior:

1. The behavior usually occurs in your presence or in the presence of other students. __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 the student’s presence, etc. __Yes__ No

3. The behavior is often accompanied by other “emotional” responses, such as yelling or crying __Yes__ No

If you answered “Yes” to items 1, 2 or 3 in Part IV, then complete Part V. If you answered “No” to all three items in Part IV, then skip part V.

Part V. 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. If “Yes,” identify the activity: _____ __Yes__No
10. The behavior often occurs when you inform the student that (s)he cannot have a certain item or cannot engage in a particular activity. __Yes__No
11. When the behavior occurs, you often respond by giving the student a specific item, such as a favorite toy, food or some other item. If “Yes,” identify the item: _____ __Yes__No
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12. The student often engages in other annoying behaviors that produce access to preferred items or activities. __Yes__No
13. The behavior rarely occurs when you give the student free access to his or her favorite items or activities. __Yes__No
14. The behavior often occurs during training activities or when you place other types of demands on the student. If “Yes,” identify the activities: _____ __Yes__No
 ___ Self-care ___ academic ___ work ___ other: _____
15. The student often is noncompliant during training activities or when asked to complete tasks. __Yes__No
16. The behavior often occurs when the immediate environment is very noisy or crowded. __Yes__No
17. When the behavior occurs, you often respond by giving the student a brief “break” from an ongoing task. __Yes__No
18. The behavior rarely occurs when you place few demands on the student or when you leave the student alone. __Yes__No

Part VI. Nonsocial (Automatic) Reinforcement:

19. The behavior occurs frequently when the student is alone or unoccupied. __Yes__No
20. The behavior occurs at relatively high rates regardless of what is going on in the student’s immediate surrounding environment. __Yes__No
21. The student seems to have few known reinforcers or rarely engages in appropriate object manipulation or “play” behavior. __Yes__No
22. The student is generally unresponsive to social stimulation. __Yes__No
23. The student often engages in repetitive, stereotyped behaviors, such as body rocking, hand or finger waving, object twirling, or mouthing, etc. __Yes__No
24. When the student engages in the behavior, you and others usually respond by doing nothing (i.e., you never or rarely attend to the behavior). __Yes__No
25. The behavior seems to occur in cycles. During a “high” cycle, the behavior occurs frequently and is extremely difficult to interrupt. During a “low” cycle, the behavior rarely occurs. __Yes__No
26. The behavior seems to occur more often when the student is ill. __Yes__No
27. The student has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). __Yes__No

SCORING SUMMARY

Circle the item numbers to which you answered “Yes.”

<u>Item Numbers</u>								<u>Likely Maintaining Variable</u>
1	2	3	4	5	6	7	8	Social positive reinforcement (attention)
1	2	3	9	10	11	12	13	Social positive reinforcement (access to activities)
1	2	3	14	15	16	17	18	Social negative reinforcement (escape)
19	20	21	22	23	24			Automatic reinforcement (sensory stimulation)
19	20	24	25	26	27			Automatic negative reinforcement (pain attenuation)

Part VII. Replacement behaviors:

Describe some alternative behaviors that could be strengthened as replacements for the student’s problem behaviors>

Problem Behavior:

1. _____
2. _____
3. _____
4. _____

Replacements:

- _____
- _____
- _____
- _____

Part VIII. Communication Skills:

1. Indicate the student’s primary form of communication:

____ Vocal ____ Sign ____ Gestures ____ Other: _____

2. How does the student communicate a want or need (for attention, food, activities, etc.)?

3. How does the student communicate a desire to stop an on-going activity?

List things that appear to be student preferences that might be used as reinforcers for appropriate behavior.

1. Preferred persons: _____

2. Preferred activities (videos, toys, swing, games, etc.): _____

3. Preferred food, snacks, drinks: _____

Part IX. Previous Interventions:

Provide a summary of any previous interventions and their effects upon the problem behavior. Include descriptions of procedures, dates and summary of behavioral data, if available.
