



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 context 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 all 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

- The behavior usually occurs in your presence or in the presence of others. Yes No
- The behavior usually occurs soon after you or others interact with the student in some way, such as delivering an instruction or reprimand, walking way 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
- 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

- The behavior often occurs when the student has not received much attention. Yes No
- 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
- The student often engages in other annoying behaviors that produce attention. Yes No
- The student frequently approaches you or others and/or initiates social interaction. Yes No
- The behavior rarely occurs when you give the student lots of attention. Yes No
- 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. _____

- 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. _____



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11. When the behavior occurs, you often respond by giving the student a specific item, such a favorite toy, food, or some other item. Yes No

If Yes, please explain. _____

12. The student often engages in other annoying behaviors that produce access to preferred items or activities. Yes No

13. The behavior rarely occurs during training activities or when you place other types of demands on the student. Yes No
If yes please identify the activities: Self-care Academic Work Other

14. The behavior often occurs during training activities or when asked to complete tasks. Yes No

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 them alone. Yes No

Part III. 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, mouthing, etc. Yes No

24. When the student engages in the behavior, you and others usually respond by doing nothing (e.g. 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, etc). Yes No

Scoring Summary

Circle the items answered "Yes." If you completed only Part II, also circle items 1,2, and 3.

													<u>Likely Maintaining Variable</u>
1	2	3	4	5	6	7	8						Social Reinforcement (Attention)
1	2	3	9	10	11	12	13						Social Reinforcement (access to Specific Activities/Items)
1	2	3	14	15	16	17	18						Social Reinforcement (Escape)
19	20	21	22	23	24							Automatic Reinforcement (Sensory Stimulation)	
19	20	24	25	26	27							Automatic Reinforcement (Pain Attenuation)	

Comments/Notes