

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 |

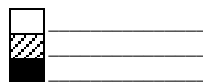
Scoring Summary

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)

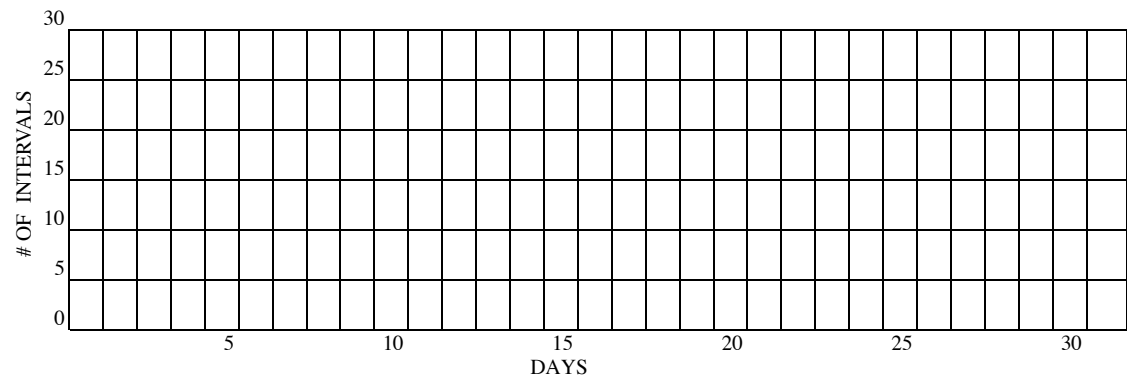
Scatter Plot

24-Hr Analysis/Summary Graph



Client: _____ Behavior: _____ Month: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
6:00																																	
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STRUCTURED ABC (Antecedent-Behavior-Consequence) ANALYSIS

Date																				
Time																				
Staff																				

Individual: _____

Residence: _____

Behavior (list specific problem):

1																				
2																				
3																				

Location where behavior occurred:

Residence																				
Worksite																				
School																				
Outside																				
Community outing																				
Other:																				

General activity in progress:

Leisure/solitary (TV, music, etc.)																				
Leisure/social (with another person)																				
Meal (preparation, eating, clean up)																				
Self-care or household chore																				
Academic, work, or training activity																				
Alone (sitting, in bed, etc.)																				
Other:																				

Immediate antecedent (A):

Ignored by staff or staff walked away																				
Leisure material or food removed/denied																				
Other request denied																				
Given instruction/prompt to work																				
Provoked by peer																				
None (individual alone/doing nothing)																				

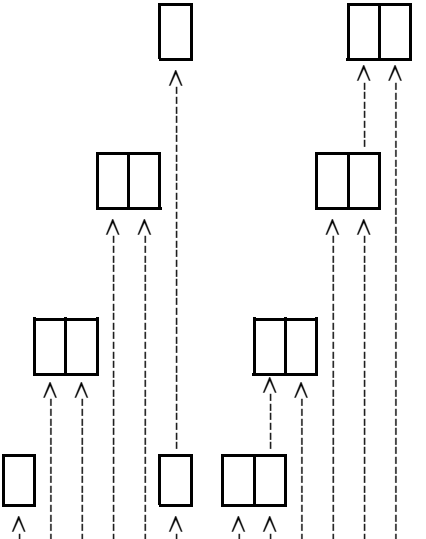
Immediate consequence (C):

Attention, response block, told to "stop"																				
Redirected to another area/activity																				
Leisure material/food given																				
Work requirement terminated																				
Staff walked away																				
Staff did nothing																				

Use this form to identify situational factors related to the occurrence of behavior problem. Each time a target behavior occurs, record the date, time, and your initials. Use check marks to identify target behavior, location, activity, and what happened immediately before and after the behavior.

Data on antecedents (As) and consequences (Cs) are summarized in the boxes below. As and Cs are organized under likely behavioral functions (Note: some As or Cs may reflect more than one function). In each box, enter the number of times an A or C was checked (use the arrows as guides). Enter the overall totals at the bottom of each column.

Pos. Reinf. Pos. Reinf. Neg. Reinf. Auto. Reinf.
(attention) (materials) (escape) (sensory)



TOTAL:

STRUCTURED ABC (Antecedent-Behavior-Consequence) ANALYSIS School Form

Date																				
Time																				
Staff																				

Student : _____

Class: _____

Behavior (list specific problem):

1																				
2																				
3																				

Location where behavior occurred:

1																				
2																				
3																				
4																				
5																				
6																				

General activity in progress:

Instruction (1:1)																				
Instruction (group)																				
Seat work (alone)																				
Leisure (individual)																				
Leisure (group)																				
Meal/snack																				
Other:																				

Immediate antecedent (A):

Ignored by staff or staff walked away																				
Leisure material or food removed/denied																				
Other request denied																				
Given instruction/prompt to work																				
Provoked by peer																				
None (individual alone/doing nothing)																				

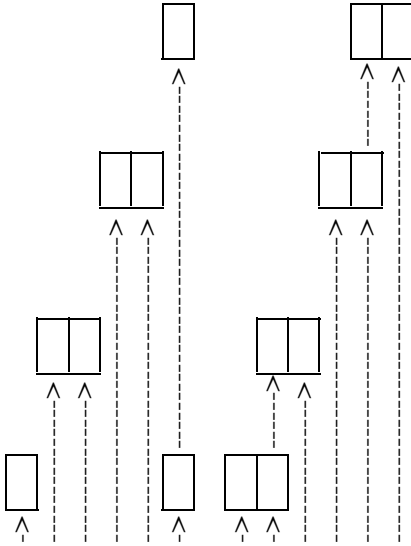
Immediate consequence (C):

Attention, response block, told to "stop"																				
Redirected to another area/activity																				
Leisure material/food given																				
Work requirement terminated																				
Staff walked away																				
Staff did nothing																				

Use this form to identify situational factors related to the occurrence of behavior problem. Each time a target behavior occurs, record the date, time, and your initials. Use check marks to identify target behavior, location, activity, and what happened immediately before and after the behavior.

Data on antecedents (As) and consequences (Cs) are summarized in the boxes below. As and Cs are organized under likely behavioral functions (Note: some As or Cs may reflect more than one function). In each box, enter the number of times an A or C was checked (use the arrows as guides). Enter the overall totals at the bottom of each column.

Pos. Reinf. (attention) Pos. Reinf. (materials) Neg. Reinf. (escape) Auto. Reinf. (sensory)



TOTAL:

Functional Analysis Data Sheet

Conduct sessions as described below and in the listed sequence (Session #1=Alone, #2=Attention, etc.). Add a Tangible condition only if it is strongly suspected that problem behavior is maintained by access to tangibles. Each session should last for 10 min. Record either the # or rate of problem behavior (PB) in each session, and summarize as the mean per condition.

- Alone:** Begin session: Student is alone in a room with no access to attention or leisure items.
If PB: No consequences.
- Attention:** Begin session: Inform student that you are busy; then ignore.
If PB: Deliver a mild reprimand, statement of concern, physical comfort, then ignore again
- Play:** Begin session: Deliver frequent attention and allow free access to preferred items. Do not deliver demands.
If PB: Ignore briefly; then resume play.
- Demand:** Begin session: Deliver nonpreferred academic or work tasks.
If PB: Remove task and ignore for 30 s; then resume tasks.
- Tangible:** Begin session: Allow brief access to preferred item then remove and ignore.
If PB: Provide brief access to preferred item; then remove again.
- Other:** Begin session:
If PB:

Student: _____ Start date: _____

Problem behavior: _____ End date: _____

Session	Alone	Attention	Play	Demand	Tangible	Other
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Mean PB						

Trial-Based (Classroom) Functional Analysis

Conduct trials throughout the day over the course of a week. Each trial consists of two segments (control, then test). **Control:** (a) If no problem behavior (PB) by the end of two min, circle "-" and go to test. (b) If PB occurs before two min, circle "+," end segment immediately, and go to test. **Test:** (a) If no PB by the end of two min, circle (-) and end segment. (b) If PB occurs before two min, deliver specified consequence, circle "+," and end segment. Try to conduct 20 trials of each type, and summarize as % of each trial type with PB.

Attention: Control: Stand near student; deliver noncontingent attention (pleasant conversation, no tasks).

Test: Stand near student but ignore (no tasks); deliver attention only following problem behavior.

Task: Control: Observe while no task demands are present.

Test: Deliver frequent prompts to engage in difficult work; remove work following problem behavior.

Alone: Two consecutive test segments are conducted. Observe when student is not working, not interacting with others, and has no access to leisure items.

Tangible: Control: Student has access to preferred leisure items.

Test: Stand near student but hold leisure items; deliver only following problem behavior.

Student: _____ Start date: _____

Problem behavior: _____ End date: _____

Trial	Attention		Task		Alone		Tangible	
	Control	Test	Control	Test	Test 1	Test 2	Control	Test
1	+	-	+	-	+	-	+	-
2	+	-	+	-	+	-	+	-
3	+	-	+	-	+	-	+	-
4	+	-	+	-	+	-	+	-
5	+	-	+	-	+	-	+	-
6	+	-	+	-	+	-	+	-
7	+	-	+	-	+	-	+	-
8	+	-	+	-	+	-	+	-
9	+	-	+	-	+	-	+	-
10	+	-	+	-	+	-	+	-
11	+	-	+	-	+	-	+	-
12	+	-	+	-	+	-	+	-
13	+	-	+	-	+	-	+	-
14	+	-	+	-	+	-	+	-
15	+	-	+	-	+	-	+	-
16	+	-	+	-	+	-	+	-
17	+	-	+	-	+	-	+	-
18	+	-	+	-	+	-	+	-
19	+	-	+	-	+	-	+	-
20	+	-	+	-	+	-	+	-
% PB								

Latency-Based Functional Analysis

Conduct sessions as described below and in the listed sequence (Session #1=Alone, #2=Attention, etc.). Add a Tangible condition only if it is strongly suspected that problem behavior is maintained by access to tangibles. Each session should last until (a) the first instance of problem behavior (PB) occurs or (b) 5 min elapses, whichever comes first. Record the latency to PB (or 300 sec if no PB) in each session, and summarize as the mean per condition.

- Alone:** Begin session: Student is alone in a room with no access to attention or leisure items.
If PB: Wait 30 sec; then stop session while minimizing attention.
- Attention:** Begin session: Inform student that you are busy; then ignore.
If PB: Deliver a mild reprimand, statement of concern, physical comfort; then stop session.
- Play:** Begin session: Deliver frequent attention and allow free access to preferred items. Do not deliver demands.
If PB: Wait 30 sec; then stop session while minimizing attention.
- Demand:** Begin session: Deliver nonpreferred academic or work tasks.
If PB: Remove task and stop the session.
- Tangible:** Begin session: Allow brief access to preferred item then remove and ignore.
If PB: Provide access to preferred item and stop the session.
- Other:** Begin session:
If PB:

Student: _____ Start date: _____

Problem behavior: _____ End date: _____

Session	Alone	Attention	Play	Demand	Tangible	Other
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Mean PB						

Precursor Behavior Checklist

Conduct sessions as described below, alternating between Attention and Demand conditions. Add a Tangible condition only if it is strongly suspected that problem behavior is maintained by access to tangibles. Each session should last until (a) the first instance of problem behavior (PB) occurs or (b) 5 min elapses, whichever comes first. Record the occurrence of any precursor (behavior that precedes the PB), but record SIB, AGG and PD as precursors only if they are not the target PB. Continue until 10 instances of PB have been observed, and summarize as the number of number of trials during which each precursor was observed.

- Attention (Attn):** Begin session: Inform student that you are busy; then ignore.
 If PB: Deliver a mild reprimand, statement of concern, physical comfort; then stop session.
- Demand (Dem):** Begin session: Deliver nonpreferred academic or work tasks.
 If PB: Remove task and stop the session.
- Tangible (Tan):** Begin session: Allow brief access to preferred item then remove and ignore.
 If PB: Provide brief access to preferred item and stop the session.

Student: _____ Start date: _____

Problem behavior: _____ End date: _____

PB Episode #	1	2	3	4	5	6	7	8	9	10	Total
1 = Att	1	1	1	1	1	1	1	1	1	1	
2 = Dem	2	2	2	2	2	2	2	2	2	2	
3 = Tan	3	3	3	3	3	3	3	3	3	3	
Vocalizations: scream, laugh, curse, squeal, cry, request											
Facial: smile, grimace, frown, surprise											
Posture: slouch, drop, head down, stand											
Locomotion: walk, run, jump											
Repetitive motor: fidget, finger tap, stomp, hand flap, head movement, hair twirl, nail pick, clap											
Object manipulation: play, tap, twirl											
SIB (if not target): bite, body hit, hair pull, head hit/bang, skin pick											
AGG (if not target): hit, kick, grab, head butt, bite, scratch											
PD (if not target): bang object, break object, hit surface, kick surface, knock over furn.											
Other: _____ _____ _____											

Transition Checklist

Identify a set of 2-3 activities known to be highly preferred (HP) and a set known to be nonpreferred (NP) and list below. During separate trials, terminate an HP activity or initiate an NP activity, but use only one activity (do not combine any). Require a location change (e.g., going from one room to another) on about half of the trials. If problem behavior occurs at any time during the transition, terminate it immediately. When conducting trials, note the date, time, type of activity, whether a location change was involved, and whether problem behavior occurred.

Student: _____ Problem behavior: _____

HP#1 _____ NP#1 _____

HP#2 _____ NP#2 _____

HP#3 _____ NP#3 _____

Trial	Date	Time	Initiate NP			Terminate HP			Location Change?		Problem Behavior?	
			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
1			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
2			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
3			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
4			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
5			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
6			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
7			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
8			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
9			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
10			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
11			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
12			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
13			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
14			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
15			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
16			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
17			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
18			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
19			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
20			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
21			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
22			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
23			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
24			#1	#2	#3	#1	#2	#3	Yes	No	Yes	No
NP Summary:		NP trials with problem behavior _____		Total NP Trials _____						_____ (% NP)		
HP Summary:		HP trials with problem behavior _____		Total HP Trials _____						_____ (% HP)		
Location change Summary:		LC trials with problem behavior _____		Total LC Trials _____						_____ (% LC)		

Outlines of Assessment Conditions

Alone Condition

1. Client is alone and does not have access to leisure items.
2. Observe and record occurrences of the target behavior.

Attention Condition

1. Instruct client to play with toys; tell client you are busy, then ignore.
2. Client emits appropriate behavior: Ignore.
3. Client emits inappropriate behavior other than the target: Ignore.
4. Client emits target behavior: Express concern paired with brief physical contact (response block or comfort).

Play Condition

1. Activate stop watch and direct client toward toys.
2. Deliver attention at least once every 30 s.
3. Client initiates appropriate social interaction with therapist: Deliver attention.
4. Client emits any inappropriate behavior: Do not deliver attention.
5. Client emits inappropriate behavior just as you are about to deliver attention: Wait until the behavior has stopped for 5 s.

Demand (Escape) Condition

1. Activate stop watch and begin trials.
2. First instruction (prompt): Instruct client to engage in task.
 - (a) Client complies: Deliver praise.
 - (b) Client emits target behavior: Withdraw materials and turn away for 30 s.
 - (c) Client emits any other behavior: Continue sequence.
 - (d) Client emits no response: Go to second prompt.
3. Second prompt: Repeat instruction and demonstrate.
 - (a) Client complies: Deliver praise.
 - (b) Client emits target behavior: Withdraw materials and turn away for 30 s.
 - (c) Client emits any other behavior: Continue sequence.
 - (d) Client emits no response: Go to third prompt.
4. Third prompt: Repeat instruction and physically guide.
 - (a) Do not deliver praise.
 - (b) Client emits target behavior: Withdraw materials and turn away for 30 s.
 - (c) Client emits any other behavior: Continue sequence.
5. Begin a new trial when the 30-s interval has ended.

**Functional Analysis and Treatment of Behavior Disorders
Consent Form**

I give permission for _____ (name) to participate in a functional analysis of _____ (problem behavior).

The purposes of this assessment are to identify: (a) situations in which problem behavior is most likely to occur, and (b) strategies that might be effective as treatment. During the assessment, we will observe the individual for brief periods of time (usually 10-15 minutes) in several situations that have been known to produce problem behavior: (a) When attention is unavailable unless problem behavior occurs, (b) when tasks are presented but breaks are given following problem behavior, and (c) when leisure activities and attention are unavailable (Note: Include d, e, etc. and describe additional conditions as necessary). We also will observe the individual when attention and leisure activities are freely available because we have found that this situation is unlikely to produce problem behavior.

We expect that problem behavior will occur more often during one of the above conditions. This information will be helpful in developing an individualized treatment plan. The primary risk of the assessment may be self-inflicted injuries (only for individuals who have self-injury as a behavior problem), which may be as serious as those caused previously by the individual and may require medical treatment. To prevent serious injuries, it may be necessary to have the individual wear protective devices (e.g., gloves, hats) during sessions. Also, sessions may be stopped, and emergency procedures, such as manually holding the individual briefly, may be required to prevent injuries.

I have read the procedure described above or have had it read to me. I have received a copy of this statement and I agree to allow participation. I am free to ask any questions or to express any concerns that I have about the program. I am free to withdraw consent at any time, and this will have no effect on other services provided to the participant.

(Signature)

(Staff Signature)

(Date)

(Date)

(Relation to participant)

Questions may be directed to:
Name & Title
Agency & Address
Phone number