

## FUNCTIONAL ANALYSIS SCREENING TOOL (FAST)

Client: \_\_\_\_\_ Behavior Problem: \_\_\_\_\_

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

**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 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 Informant:** After completing the section on "Informant-Client Relationship," read each of the numbered items carefully. If a statement accurately describes the person's target behavior problem, circle "Yes." If not, circle "No." If the target problem consists of either self-injurious behavior (SIB) or "repetitive stereotyped mannerisms," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

### INFORMANT-CLIENT RELATIONSHIP

Indicate your relationship to the person: \_\_\_ Parent \_\_\_ Teacher/Instructor \_\_\_ Therapist \_\_\_ Residential Staff

How long have you known the person? \_\_\_ Years \_\_\_ Months

Do you interact with the person on a daily basis? \_\_\_ Yes \_\_\_ No

If "Yes," how many hours per day? \_\_\_ If "No," how many days per week? \_\_\_

In what situations do you typically observe the person? (mark all that apply)

\_\_\_ Self-care routines \_\_\_ Academic skills training \_\_\_ Meals \_\_\_ When the person has nothing to do  
\_\_\_ Leisure activities \_\_\_ Work or vocational training \_\_\_ Evenings \_\_\_ Other: \_\_\_\_\_

Have you ever observed the person at length in an attempt to identify "causes" for the behavior? \_\_\_ Yes \_\_\_ No

### PART I. SOCIAL VERSUS NONSOCIAL INFLUENCES ON BEHAVIOR

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

If you answered "Yes" to any item, complete Parts II and III. If you answered "No" to all three items, complete Part III only.

### PART II. SOCIAL REINFORCEMENT

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

10. The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: \_\_\_\_\_) YES NO
11. When the behavior occurs, you often respond by giving the person a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: \_\_\_\_\_) YES NO
12. The person 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 person 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 person. (If "Yes," identify the activities: \_\_\_self-care \_\_\_academic \_\_\_work \_\_\_\_\_other) YES NO
15. The person 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 person a brief "break" from an ongoing task. YES NO
18. The behavior rarely occurs when you place few demands on the person or when you leave the person alone. YES NO

**PART III. NONSOCIAL (AUTOMATIC) REINFORCEMENT**

19. The behavior occurs frequently when the person is alone or unoccupied. YES NO
20. The behavior occurs at relatively high rates regardless of what is going on in the person's immediate surrounding environment. YES NO
21. The person seems to have few known reinforcers or rarely engages in appropriate object manipulation or "play" behavior. YES NO
22. The person is generally unresponsive to social stimulation. YES NO
23. The person often engages in repetitive, stereotyped behaviors, such as body rocking, hand or finger waving, object twirling or mouthing, etc. YES NO
24. When the person 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 person is ill. YES NO
27. The person has a history of recurrent illness (e.g., ear or sinus infections, allergies, dermatitis). YES NO

**SCORING SUMMARY**

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

Items Circled "YES"

Likely Maintaining Variable:

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)
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)