



FAST – Functional Analysis Screening Tool

Client: _____ Date: _____

Behavior Problem: _____

Informant: _____ Interviewer: _____

To the Interviewer: The FAST identifies factors that may influence the occurrence of behavior problems. It should be used only for screening purposes as part of a comprehensive functional analysis of the problem. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting direct observations in several different situations to verify likely behavioral functions, clarify ambiguous functions, or identify factors not included in this instrument.

To the Informant: Complete the section on "Informant-Client Relationship". Then read each item carefully. If a statement accurately describes the person's target behaviors problem, circle "Yes". If not, circle "No".

Informant-Client Relationship

Indicate your relationship to the person:

____ Parent ____ Therapist
 ____ Teacher/Instructor ____ Residential Staff

How long have you known the person?

____ Years ____ Months

Do you interact with the person on a daily basis?

____ Yes ____ No

In what situations do you usually interact with the person?

____ Meals ____ Academic Training
 ____ Leisure ____ Work/vocational training
 ____ Self-care ____ (other)

SCORING SUMMARY

For each statement that was answered "Yes," circle the corresponding number below.

Items Circled "Yes"	Total	Likely Maintaining variable
1 2 3 4 5	_____	Social reinforcement (Attention/preferred items)
1 6 7 8 9	_____	Social reinforcement (Escape)
10 11 12 13 14	_____	Automatic reinforcement (Sensory stimulation)
10 15 16 17 18	_____	Automatic reinforcement (pain attenuation)

1. The behavior usually occurs in the presence of other persons. Yes No
2. The behavior usually occurs when the person is being ignored or when preferred activities or items have been taken away. Yes No
3. When the behavior occurs, you usually try to calm the person down or distract the person with preferred activities (leisure, snacks, etc.). Yes No
4. The person engages in other annoying behaviors (crying, tantrums, etc.) to get attention. Yes No
5. The behavior usually does not occur while the person is getting lots of attention or when the person has his/her favorite items. Yes No
6. The behavior usually occurs when the person has to perform a task. (if "Yes," identify the task: ____ self-care ____ academic ____ vocational ____ other) Yes No
7. When the behavior occurs, you usually give the person a "break" from ongoing task. Yes No
8. The person usually complains or resists when asked to perform a task. Yes No
9. The behavior usually does not occur when no demands are placed on the person. Yes No
10. The behavior usually occurs when the person is alone. Yes No
11. When the person engages in the behavior you usually ignore it (you rarely attend to it). Yes No
12. The person does not engage in appropriate forms of play, social interaction, or leisure activity. Yes No
13. The person engages in repetitive "self-stimulatory behaviors", such as body rocking, hand or finger waving, object twirling or mouthing, etc. Yes No
14. The behavior occurs at high rates regardless of what is going on around the person. Yes No
15. The behavior occurs in cycles that last for several days. During a "high-cycle," the behavior occurs frequently; during a "low cycle," the behavior occurs rarely. Yes No
16. The person has a history of recurrent illness (ear infections, allergies, dermatitis, etc.) Yes No
17. The behavior occurs more often when the person is sick. Yes No
18. When the person has medical problems and they are treated, the behavior problem usually decreases. Yes No



Problem Behavior Questionnaire

Student _____ School _____

Teacher _____ Grade _____ Date _____

Interviewer _____

Specific Behavior Description:

Directions: Keep in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside the classroom (e.g., bus write up)?	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6

8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the problem behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-to-one instruction to get the student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Problem Behavior Questionnaire Profile

Circle the score given for each question from the scale below the corresponding question number (**In bold**).

Payoff	PEERS			ADULTS			Setting Events		
	Escape	Attention		Escape	Attention		Escape	Attention	
	3 10 14	4 7 11		1 9 13	2 6 12		5 8 15		
Always	6 6 6	6 6 6		6 6 6	6 6 6		6 6 6		
90%	5 5 5	5 5 5		5 5 5	5 5 5		5 5 5		
75%	4 4 4	4 4 4		4 4 4	4 4 4		4 4 4		
50%	3 3 3	3 3 3		3 3 3	3 3 3		3 3 3		
25%	2 2 2	2 2 2		2 2 2	2 2 2		2 2 2		
10%	1 1 1	1 1 1		1 1 1	1 1 1		1 1 1		
Never	0 0 0	0 0 0		0 0 0	0 0 0		0 0 0		
	Total _____ of 18	Total _____ of 18		Total _____ of 18	Total _____ of 18		Total _____ of 18		



Interview Staff Report Form

Student _____ Staff Member _____ Date ____ / ____ / ____

I. Problem Definition

1. Describe the student's target behavior(s)—primary problem behavior(s)—in objective terms.

II. Events and Situations Related to the Occurrence and Nonoccurrence of the Target Behavior(s)

2. In what situations does/do the target behavior(s) occur?

<i>Location</i>	<i>Time</i>	<i>Person(s)</i>	<i>Instructional Context</i>
<input type="checkbox"/> In class	<input type="checkbox"/> Arrival to school	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Entire group
<input type="checkbox"/> Hallways	<input type="checkbox"/> Morning	<input type="checkbox"/> Specialist(s)	<input type="checkbox"/> Small Group
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Lunch	<input type="checkbox"/> Support staff	<input type="checkbox"/> Individual
<input type="checkbox"/> Special classes	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Bus driver	<input type="checkbox"/> Transition
<input type="checkbox"/> Bus	<input type="checkbox"/> Recess/break	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Other
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

Comments: _____

3. In what situations are the student's behaviors most appropriate?

<i>Location</i>	<i>Time</i>	<i>Person(s)</i>	<i>Instructional Context</i>
<input type="checkbox"/> In class	<input type="checkbox"/> Arrival to school	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Entire group
<input type="checkbox"/> Hallways	<input type="checkbox"/> Morning	<input type="checkbox"/> Specialist(s)	<input type="checkbox"/> Small Group
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Lunch	<input type="checkbox"/> Support staff	<input type="checkbox"/> Individual
<input type="checkbox"/> Special classes	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Bus driver	<input type="checkbox"/> Transition
<input type="checkbox"/> Bus	<input type="checkbox"/> Recess/break	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Other
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	

Comments: _____

4. Are there any other internal and external events that influence the target behavior(s)?

<i>Internal Events</i>	<i>External Events</i>
<input type="checkbox"/> Medication _____	<input type="checkbox"/> Conflict at home _____
<input type="checkbox"/> Physical health _____	<input type="checkbox"/> Illegal drug use _____
<input type="checkbox"/> Academic skills _____	<input type="checkbox"/> Negative peer influence (gangs, etc.) _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Comments: _____

III. Events That Occur Prior to (Antecedents) and After (Consequences) the Target Behavior(s)

5. What typically happens prior to the student exhibiting the target behavior(s)?

<input type="checkbox"/> Low levels of adult attention	<input type="checkbox"/> Presentation of activity or task	<input type="checkbox"/> Under varied conditions
<input type="checkbox"/> Low levels of peer attention	<input type="checkbox"/> Social interaction with adult	<input type="checkbox"/> Other _____
<input type="checkbox"/> Unavailability of object/activity	<input type="checkbox"/> Social interaction with peers	

Comments: _____

6. What typically happens after the student exhibits the target behavior(s)?

<input type="checkbox"/> Start-up request	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Ultimatum	<input type="checkbox"/> Time out
<input type="checkbox"/> Ignore	<input type="checkbox"/> Response cost	<input type="checkbox"/> Office referral	<input type="checkbox"/> Other

Comments: _____