**Functional Behavioural Analysis (FBA) Framework**

**for Autism Spectrum Disorder and Social Communication differences. Analysis- Part 2 of FBA**

*This framework offers one way of beginning to make sense of the observable information. Behaviour can also be analysed using other models.*

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| **Look critically at the STARs for**  **common features:** | **Function:**  **Which of the following needs is being met?** | **Environment:**  Refer to the checklist\* to consider contextual factors. | **Using the Autism Lens consider: What is the pupil communicating?**  **What aspects of the environment are contributing and maintaining the behaviour? What needs to change?** | **Possible actions:** |
| **Settings**:  (general contexts in which behaviour occurs)  **Triggers**:  (events which precede *s*pecific actions)  **Actions**:  (observable behaviour)  **Results**:  (consequences of the actions) | **1. Sensory (i.e. avoidance or seeking)** | **SAFETY**  **SEND**  **LEARNING**  **ENVIRONMENT**  **SOCIAL INTERACTION** |  | For example:  Make changes to the environment (e.g. avoid triggers, pre-warning, visual resources) support the pupil to develop their skills (e.g. manage feelings of anxiety, social skills sessions, buddying)  One Planning  Risk Assessments  Request support (telephone consultation with SEND Quadrant Teams) |
| **2. Escape (e.g. from a social situation or an**  **unfamiliar environment)** |
| **3. Attention/Assistance (e.g. access to a familiar person)** |
| **4. Tangible (e.g. preferred item or activity)** |

*\*Environment Checklist for Pupils with SEMH Additional Needs*