**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*