

Functional Behaviour Assessment (FBA) Summary

Setting: Primary 1 (equivalent to Kindergarten)

Curriculum Context: U.S. public school system (Tacoma, WA), adapted for Curriculum for Excellence (CfE) relevance

Disability Category: Autism Spectrum Condition

Language Profile: Non-verbal, Vietnamese as first language

Home Context: Single-parent household with younger siblings

Target Behaviors

1. **Elopement** – Leaving designated areas without permission or supervision
2. **Difficulty Following One-Step Directions** – Limited response to simple verbal instructions across settings

Strengths and Interests

- Strong family support
- Enjoys sensory and constructive play (e.g., playdough, Lego, computer activities)

Contributing Factors

- Communication barriers (non-verbal, receptive language challenges)
- Sensory sensitivities and impulsivity
- Limited danger awareness
- Environmental unpredictability and transitions
- Multilingual learner profile

Hypothesized Functions of Behaviour

- **Primary Function:** Escape/avoidance of non-preferred tasks, overstimulation, or unclear expectations
 - **Secondary Function:** Non-verbal communication of distress or unmet needs
-

Behaviour Intervention Plan (BIP) Summary

Plan Developed Following FBA Findings

Behaviours Addressed: Elopement and difficulty following one-step directions

Intervention Framework: Antecedent-Behaviour-Consequence (ABC) model with proactive and instructional strategies

Preventative Strategies (Setting Events & Antecedents)

- Use of visual supports (schedules, first/then boards)
- Pre-correction and priming before transitions
- Consistent routines and social stories for changes
- Staff proximity and adult modelling
- Multi-modal communication (verbal + visual + gesture)
- Sensory regulation supports (e.g., headphones, fidget tools)

- Environmental modifications to reduce noise and crowding

Replacement Behaviors

- Functional Communication Training (FCT): requesting breaks/help via visuals or AAC
- Teaching transition routines and imitation skills
- Gesture-based responses and visual response systems
- First/Then understanding with reinforcement

Consequence Strategies

- Safety-first response to elopement (non-escalatory)
- Neutral tone and minimal attention following problem behaviour
- Reinforcement of replacement behaviors (praise, tangible rewards, generalization across settings)
- Documentation of incidents for pattern analysis

Outcome

- Recommendation to proceed with a Behaviour Intervention Plan
- Prior Written Notice issued to parents confirming FBA completion and BIP development

Would you like this formatted into a downloadable document or added to your portfolio page? I can also help you adapt this for a Scottish job application or interview scenario.