

ERASE Process Record

Student name:	Meeting Date:
Referring Person:	Date of Referral:
Team members present:	

EXPLAIN

Reason for referral

REASON

Summarize important information obtained by team members
<i>What do we know about the student that might help us better understand the problems he or she is having?</i>

General Antecedents = under what conditions is this behavior **MOST** likely to occur?

Ex: when a peer bumps or when asked to work quietly

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General Antecedents = under what conditions is this behavior **LEAST** likely to occur?

Ex: when engaged in favorite activity

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Function of Behavior

Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain teacher attention)

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Hypothesis Statement

Based on the information above, what is your best guess about why the behavior occurs?

General Antecedents	Problem Behaviors	General Consequences

INTERVENTION***APPROPRIATE*****Replacement Behavior**

What should the student be doing instead? (what do others do for same function?)

SUPPORT**Predicting and Preventing Failure**

What are some circumstances or conditions that might tend to predict failure of a support plan and what can be done to prevent or remove those conditions?

Predictable Failure <i>What would make this intervention fail?</i>	Temporary Solution <i>How can we prevent this failure?</i>

Facilitating Success

What are some strategies that will make the replacement behavior more likely? (Ex: manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)

Positive Consequences for Problem Behavior

<i>How can natural positive consequences be made available to the student when desired behavior occurs?</i>	<i>What enhancements can be made to increase the power of natural positive consequences?</i>
Natural Positive Consequence	Artificial Positive Consequences

Negative Consequences for Replacement Behavior

What can be done when the student displays the problem behavior so that the desired function cannot be realized?

EVALUATE

Measure

How will behavior change be measured? (Ex: when the student is asked to complete a task a tally will be made as a measure of whether task completion.)

Behavioral Objective

What are the conditions under which behavior will be measured and the criteria for success? (Ex: when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% of opportunities.)

Condition	Behavior	Criteria
<i>When should the behavior occur?</i>	<i>What do you want the student to do?</i>	<i>How much is enough? (Use the measure from above)</i>

Set a date and time for follow-up meeting to discuss intervention outcomes:

Date and time : _____

Was the intervention successful – did behavior meet criterion levels?

YES NO

If Yes, move on to new skill or increase criterion levels – specify below

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If No, team must make decisions regarding how to proceed

Ex: further assessment, adapt existing intervention, change intervention, lower criteria, hands off with further monitoring

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