

BARC System and other Behavior Supports

This is a way for you to track specific behaviors by observing what is happening Before the behavior, what the actual behavior looks like, who responded/reacted and how and finally the consequence (outcome) of the situation. There is a sample that I already filled in to make it easier for you to understand.

Because I was working with children with behavior challenges, I needed a system to easily and accurately help me keep track of multiple sets of behaviors. So based on a data collection tool given to me by some REALLY smart people, I developed the BARC System to not only use in my classroom, but to use at home too! It is an easy way for you to keep track of specific behaviors. Not to get too complicated, but by observing what is happening before the behavior came about, what the actual behavior looks like, who responded/reacted and how, and finally the consequence (outcome) of the situation you can begin to see the makings of a pattern. This is important if you are seeing specific behaviors over and over. Generally, when you are seeing unwanted behaviors repeatedly, there is a common cause. Often it is easy to figure out. Other times, not so much. The BARC system allows you to keep a running record of time, date, who, what, where and when. After a few episodes, it becomes easier to see the pattern.

You may be asking why I do need to know what was happening before the behavior? Well, that is actually your first clue and can in the future, help you to avoid a behavior challenge IF you can see the trigger.

What is so important about the actual behavior? Well, the actual behavior also gives you a clue. Did your child respond to another child? Did the child feel they were in danger and act without thinking? Were they trying to get your attention and you missed the cue?

Next it is important to understand who the person is responding or reacting to the child's behavior and what they did. Sometimes it is the way or the actual person who responds to the behavior that actually exacerbates it. BARC will allow you to see this pattern and hopefully be able to make an appropriate adjustment.

Now finally, it is important to understand the result, the consequence of the behavior and all of the interactions. Was there more yelling and screaming? How did the child react/respond?

All of these things contribute to the outcome resulting from intervening to a challenging behavioral issue. The patterns can help you to recognize and avoid specific challenging behaviors or address these behaviors in a better way!

(Before behavior, Actual behavior, Response, Consequence)

<u>Date/Place/time</u>	<u>Before the behavior</u>	<u>Actual behavior</u>	<u>Response from adult</u>	<u>Consequences-End Result</u>	<u>Who was involved</u>
Friday, 5/4/2017 4:00pm Supermarket	Walking in the cookie aisle and Joey took a package of Oreos off the shelf. Told him to put them back.	Joey argued and then threw the package on the floor. Yelling and crying he wanted the cookies.	Got angry. Tried to get Joey to stop yelling. I was like a broken record yelling back at him.	Yelled until we left the store. Didn't finish shopping.	Mom, Joey
Tuesday, 5/9/2017 4:00pm Supermarket	Shopping for dinner. Joey grabbed a bag of crackers, I told him to put it down.	Threw himself on the floor yelling. Demanding the candy.	Told him to stop yelling, we have crackers at home and ignored him.	He continued to fuss until we moved to another aisle. Then he stopped.	Mom, Joey

<p>Saturday, 5/13/19 12:00pm baseball field</p>	<p>Practicing with the little league team.</p> <p>Called out at first base.</p>	<p>Screaming at the coaches that he was NOT out. Stomping off of the field, kicking dirt.</p>	<p>Coaches removed him from the field. Sat on the bench until he was calm (about 20 minutes).</p>	<p>Finally calmed down but warned he would not be playing in the next game. He started to act out again but Dad was there and put him in the car.</p>	<p>Coaches, Dad and Joey</p>
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Schedulers, choice boards and calendar ideas:

A choice board is really easy to make. You can simply use a whiteboard separated into blocks, or use Post-It notes and put them up on the wall, or take a piece of cardboard, cover it with clear contact paper, and use a grease pencil or dry erase marker to write the choices in each box. You can see an example of a choice board below.

Choice Board

Video games 20 min	Watch TV 30 min	Puzzles 15-20 min	Play outside 30-45 min	Paint/color 30 min
Read a book 30 min	Play with the dog 20-30 min	Meditate 15-30 min	Go for a jog 20-30 min	Phone a friend 10-20 min
Arts and Crafts 30 min	Sit in my room 20-30 min	Have a snack 10-20 min	Write a story or a letter	Spend quiet time with you unlimited

Another thing to consider is getting a wall calendar. You will need different color markers for each person. Every event, meeting, lesson, playdate etc. gets put on the calendar. If your child has to go to work, if you have to drive them, no matter how small, it goes on the calendar! If something doesn't make it onto the calendar, so sorry. This is the time when you may have to say to your children or partner we have a conflict and then figure out how to solve it without devaluing or putting off other events, meetings etc. or overstepping someone else's boundaries.

Reinforcements

Listed here are some reinforcements that can be used at home, at school, and in the community. As part of powerfully positive behavior interventions, these reinforcements can be implemented by any adult who has interactions with your children.

Some possible activities to do from home:

1. Timed free time: Give your children the opportunity to listen to the radio, watch their favorite television program, read a book, or play video games.
2. Free play: An opportunity to play sports, ride a bicycle, play with their pets, play outside, put on a puppet show, or play with their toys.
3. Food as a reward: be very careful when using food as a reward. Be sure that it does not interfere with nutritional meals; however, a special treat of popcorn, ice cream, cookies, or the promise of preparing their favorite meal, can be a strong motivator.
4. Taking a short trip: The opportunity to go to a fast food restaurant, grab a pizza, or to go shopping.
5. Longer trips: Plan and prepare for a camping trip, go to a movie, take a trip to the zoo.

These reinforcers can be put onto the *Want To Do* list, but they must be earned. One suggestion is to create a reinforcement menu. Listed would be the reinforcement, and the points needed in order to earn that reinforcer. This gives your child something very specific to work towards.