

## Leadership & Care Applications

Apply the conventions to three real life events and describe a more ideal way of handling each situation. These events could arise in your own life or they could be events that you observe in any context — family, community, or school.

### Project 1 — Clarifying and Communicating Rules

1. Describe the situation and event where **setting rules and limits** was the central problem. Briefly outline what happened, including your actions, if you were involved in it. No one is expected to be perfect. Write what really happened. [2 points]
2. Describe how the distinction between Negotiable and Non-negotiable would ideally be applied to this case. You are giving an example of how to communicate rules according to where responsibility lies.

### Project 2 — Communicating Limits Convention

1. Describe the situation and event where **communicating limits** was necessary where the children or adults had responsibility for action. Briefly outline what happened, including your actions, if you were involved in it. No one is expected to be perfect. Write what really happened.
2. Describe how the convention for communicating limits would be applied to this case. You are to write what you would say to implement this sequence through all the steps, whether they happened or not.

### Project 3 — Active Listening Convention

1. Describe the situation and event where a **person was emotional**, either strongly expressive or withdrawn. Briefly outline what happened, including your actions, if you were involved in it. No one is expected to be perfect. Write what really happened.
2. Describe how Active Listening would ideally be applied to this case. Now is the time to reflect on the event and figure out how to paraphrase what the person is expressing in words or actions without using emotions and how to offer emotion vocabulary from the list.

## Behavior Management Protocol Application

Apply the Behavior Management Protocol to a difficult problem in your own behavior, someone you live with, or a child with whom you have daily contact. The problem should be one that will not be easily resolved and one that may have an important impact on the life of the person.

Keep records at least four times per week for 6 weeks. Measure the problem for one week without making any changes in the normal routine (a before measure) and, in the succeeding weeks, systematically alter the antecedents and consequences according to the protocol. At the end, write a brief report explaining the effect of antecedents and consequences on the behavior, evaluate this record-keeping experience, and chart the data on a graph. See the examples of Sandy, Jeremy, and Charlie.

### Choose a Behavior

Decide upon a problem to measure. You should have contact with the problem behavior at least 4 days a week. It should be a problem of excess, that is, the behavior occurs too often or occurs inappropriately. This is your chance to work on those really tough, chronic problems. The protocol does not apply to the absence of a behavior: if you are not exercising regularly, simply start.

Specify the behavior exactly. State it in a positive language, e.g., “eats between meals,” not “doesn't control eating.”

Decide to count or time it. The measure for each day needs to maintain constant units over time. For example, you could count the number of bites per day, number of bites per meal, number of minutes spent eating each day, the number of food thoughts per hour, or the number of food thoughts between 4:00 p.m. and 8:00 p.m.

Try measuring for a few days. The act of measuring will refine your method. Report your first numbers to someone who can validate your procedure or recommend changes. Please ask others for ideas; a conversation may help.

*Experiment with Different Strategies*

Complete a one-week “do nothing special” baseline before you change consequences or antecedents. Then try making changes you think are appropriate. Keep notes of the dates and the changes you make. You must make at least one change in antecedents and one in consequences at some point in the succeeding 5 weeks. Keep measuring for 6 continuous weeks.

*Graph the Data*

Transfer your numbers onto the standard graph form on the last page of your packet. Present at least 40 data points, with your name, the behavior, labels for the axes, and intervention lines.

*Summarize the Method*

Write a summary of the project. Answer each question sufficiently, so someone you don’t know could understand your journey.

1. Describe your project and why you chose it.
2. After your “do nothing special” baseline, what was the A-B-C pattern?

Antecedent	Behavior	Consequence

3. Fill out a program table like this one for each change you make in your management program. You may have many of these program tables or only one, but a new consequence and new antecedent different from the A-B-C pattern above must appear.

Antecedent	Behavior	Consequence
	+	
	-	

4. What rationale did you use to decide which changes to make in antecedents and consequences and what was the result?
5. How did the very act of measurement affect your decisions?
6. Generalize from this experience: Why spend time in the beginning specifying a problem in observable behavior terms? Why take a “before” measure? Why use the protocol at all?