

Mistaken Goal Chart

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1	2	3	4	5	6	7	8
The child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The Belief behind child's behavior is:	How adults may contribute:	Coded messages	Parent/teacher proactive and empowering responses include:
Undue Attention (to keep others busy or get special service)	Annoyed Irritated Worried Guilty	Reminding Coaxing Doing things for the child he/she could do for him/herself	Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.	I count (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	"I don't have faith in you to deal with disappointment." "I feel guilty if you aren't happy."	Notice Me Involve Me Usefully	Redirect by involving child in a useful task to gain useful attention; Say what you will do, "I love you and ____." (Example: "I care about you and will spend time with you later.") Avoid special services; Say it only once and then act; Have faith in child to deal with feelings (don't fix or rescue); Plan special time; Set up routines; Engage child in problem-solving; Use family/class meetings; Ignore (touch without words); Set up nonverbal signals.
Misguided Power (to be boss)	Angry Challenged Threatened Defeated	Fighting Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right	Intensifies behavior Defiant compliance Feels he/she's won when parent/teacher is upset Passive Power	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better."	Let Me Help Give Me Choices	Acknowledge that you can't make him/her do something and redirect to positive power by asking for help; Offer a limited choice; Don't fight and don't give in; Withdraw from conflict and calm down; Be firm and kind; Act, don't talk; Decide what you will do; Let routines be the boss; Develop mutual respect; Get help from child to set reasonable and few limits; Practice follow-through; Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurt others Damages property Gets even Intensifies Escalates the same behavior or chooses another weapon	I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.	"I give advice (without listening to you) because I think I'm helping." "I expect you to know why I focus more on your grades than I focus on you as a person."	I'm Hurting Validate My Feelings	Acknowledge hurt feelings; Don't take behavior personally; Avoid punishment and retaliation; Build trust; Use reflective listening; Share your feelings; Apologize; Make amends; Show you care; Act, don't talk; Encourage strengths; Put kids in same boat; Use family/class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Doing for Over helping Showing a lack of faith	Retreats further Passive No improvement No response Avoid trying	I don't believe I can belong, so I'll convince others not to expect anything of me; I am helpless and unable; It's no use trying because I won't do it right.	"I expect you to live up to my high expectations." "I thought it was my job to do things for you."	Don't Give Up On Me Show Me A Small Step	Break task down to small steps; Make task easier until child experiences success; Set up opportunities for success; Take time for training; Teach skills/show how, but don't do for; Stop all criticism; Encourage any positive attempt, no matter how small; Show faith in child's abilities; Focus on asset; Don't pity; Don't give up; Enjoy the child; Build on his/her interests; Use family/class meetings.