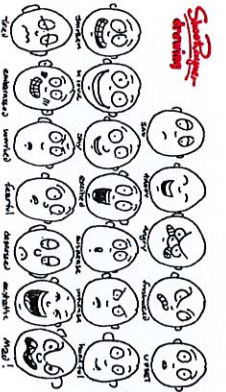


Mistaken Goal Chart



What need did the child have?	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 the child's behavior is:	Coded messages	Parent/teacher proactive and empowering responses include:
<p>I wanted to have some fun.</p> <p>I was trying to be noticed.</p>	<p>Undue Attention (to keep others busy or to get special service)</p>	<p>Annoyed Irritated Worried Guilty</p>	<p>Reminding Coaxing Doing things for the child he/she could do for him/herself</p>	<p>Stops temporarily, but later resumes same or another disturbing behavior</p>	<p>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.</p>	<p>Notice Me - Involve Me Usefully</p>	<p>Redirect by involving child in a useful task to gain useful attention; ignore (touch without words); say what you will do, "I love you and _____." (Example: I care about you and will spend time with you later.") Avoid special service; 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; set up nonverbal signals.</p>
<p>I wanted to be in control.</p>	<p>Misguided Power (to be boss)</p>	<p>Challenged Threatened Defeated</p>	<p>Fighting. Giving in. Thinking. "You can't get away with it" or "I'll make you." Wanting to be right</p>	<p>Intensifies behavior. Defiant compliance. Feels he/she's won when parent/teacher is upset even if he/she has to comply. Passive power.</p>	<p>I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.</p>	<p>Let Me Help - Give Me Choices</p>	<p>Redirect to positive power by asking for help; offer limited choices; don't fight and don't give in; withdraw from conflict; be firm and kind; act, don't talk; decide what you will do; let routines be the boss; leave and calm down; develop mutual respect; set a few reasonable limits; practice follow-through; use family/class meetings.</p>
<p>It's not fair—I wanted to get even.</p>	<p>Revenge (to get even)</p>	<p>Hurt Disappointed Disbelieving Disgusted</p>	<p>Hurting back, Shaming Thinking "How could you do such a thing?"</p>	<p>Retaliates Intensifies Escalates the same behavior or chooses another weapon</p>	<p>I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.</p>	<p>I'm Hurting - Validate My Feelings</p>	<p>Acknowledge hurt feelings; avoid feeling hurt; avoid punishment and retaliation; build trust; use reflective listening; share your feelings; make amends; show you care; act, don't talk; encourage strengths; put kids in same boat; use family/class meetings.</p>
<p>I need help. I want people to like me.</p>	<p>Assumed Inadequacy (to give up and be left alone)</p>	<p>Despair Hopeless Helpless Inadequate</p>	<p>Giving up Doing for Over helping</p>	<p>Retreats further Passive No improvement No response</p>	<p>I can't belong because I'm not perfect, 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.</p>	<p>Don't Give Up On Me - Show Me A Small Step</p>	<p>Break task down to small steps; stop all criticism; encourage any positive attempt; have faith in child's abilities; focus on assets; don't pity; don't give up; set up opportunities for success; teach skills/show how; but don't do for; enjoy the child; build on his/her interests; use family/class meetings.</p>