

## Mistaken Goal Chart

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:
<b>Undue Attention</b> (to keep others busy or to 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	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.	<b>Notice Me - Involve Me Usefully</b>	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.
<b>Misguided Power</b> (to be boss)	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 even if he/she has to comply. Passive power.	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	<b>Let Me Help - Give Me Choices</b>	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.
<b>Revenge</b> (to get even)	Hurt Disappointed Disbelieving Disgusted	Hurting back, Shaming Thinking "How could you do such a thing?"	Retaliates 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.	<b>I'm Hurting - Validate My Feelings</b>	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.
<b>Assumed Inadequacy</b> (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Doing for Over helping	Retreats further Passive No improvement No response	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.	<b>Don't Give Up On Me - Show Me A Small Step</b>	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.

Source: Positive Discipline books and materials developed by Jane Nelsen and Lynn Lott, [www.positivediscipline.com](http://www.positivediscipline.com)