





Mistaken Goal Chart

The Child's Mistaken GOAL is:	The parent or teacher feels:	And tends to react by:	And if the child's response is:	Then, the likely belief behind the child's behavior is:	Their Coded Message:	Proactive & encouraging responses include:
Undue Attention (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 noticed or getting special service. I'm only important when I'm keeping you busy with me.	Notice Me. Involve Me Usefully.	Redirect by involving child in a useful task to gain attention. <i>Say what you will do</i> ("I love you and will spend time with you later"). Avoid special service. <i>Have faith in child to deal with feelings</i> (don't fix or rescue). Plan regular special time. <i>Help child create routine charts</i> . Engage child in problem solving. <i>Use family/class meetings</i> . Set up non verbal signals. <i>Ignore behavior with hand on shoulder</i> .
Misguided Power (to be the 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. Complies with defiance. Feels he/she's won when parent or teacher is upset even if he/she had to comply. Passive power (says yes but doesn't follow through)	I belong only when I'm the boss, in control, or proving no one can boss me. You can't make me.	Let Me Help. Give Me Choices.	Redirect to positive power by asking for help. <i>Offer limited choices</i> . Don't fight and don't give in. <i>Withdraw from conflict</i> . <i>Be firm and kind</i> . Don't talk - act. <i>Decide what you will do</i> . Let routines be the boss. <i>Leave and calm down</i> . Develop mutual respect. <i>Set a few reasonable limits</i> . Practice follow through. <i>Use family/class meetings</i> .
Revenge (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.	I'm hurting. Validate my Feelings.	Acknowledge hurt feelings. <i>Avoid feeling hurt</i> . Avoid punishment and retaliation. <i>Build trust</i> . Use reflective listening. <i>Share your feelings</i> . Make amends. <i>Show you care</i> . Encourage strengths. <i>Don't take sides</i> . Use family/class meetings.
Assumed Inadequacy (to give up and be left alone) 	Despair Hopeless Helpless Inadequate	Giving up. Doing things for the child that he/she could do for him/herself. Over helping.	Retreats further Becomes passive Shows no improvement Is not responsive	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.	Don't Give Up On Me. Show Me A Small Step.	Break task down into small steps. <i>Stop all the criticism</i> . Encourage any positive attempt. <i>Have faith in the child's abilities</i> . Focus on assets. <i>Don't pity</i> . <i>Don't give up</i> . Set up opportunities for success. <i>Teach skills - show how but don't do for</i> . Enjoy the child. <i>Build on his/her interests</i> . Use family/class meetings.

For further exploration of the Mistaken Goal Chart and tools mentioned within it, attend a Positive Discipline class or iCAN Resilience building workshop. Visit www.connect-ed.link for further information.

Borrowed from "Positive Discipline in the School and Classroom Leaders' Guide: Resources and Activities"

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