Mistaken Goal Chart

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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:
Undue Attention (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.	**Notice Me - Involve Me Usefully**	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.
Misguided Power (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 Passive Power	I belong only when I'm 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; 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.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?"	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; 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.
Assumed Inadequacy (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 any-thing 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 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.