

Mistaken Goal Chart (How Adults May Contribute)

1	2	3	4	5	6	7	8
Adult feels	Adult tends to react by	Child's Response	Mistaken Goal	Child's Mistaken Belief	How Adults May Contribute	Coded Message	Proactive and Empowering Responses
Annoyed Irritated Worried Guilty	- Reminding - Coaxing - Doing things for the child they could do for self	Stops temporarily but later resumes same or another disturbing behavior	Undue Attention To keep others busy or to get special service	"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 feel guilty if you aren't happy." "It's easier to do things for you than to watch you struggle." "I don't have faith in you to deal with disappointment."	NOTICE ME INVOLVE ME USEFULLY	- Redirect by involving child in a useful task "I love you and ____" - Avoid special service - Plan special time - Set up routines - Use problem solving; - Encourage; Touch without words - Ignore; Set up non-verbal signals - Use family/class meetings
Angry Challenged Threatened Defeated	- Fighting - Giving in - Thinking "You can't get away with it" - Thinking "I'll make you" - Wanting to be right	- Intensifies behavior - Defiant compliance - Feels he/she has won when parent/teacher is upset - Passive Power	Misguided Power To be boss	"I belong only when I'm the 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 and punishing you when you don't, is the best way to motivate you to do better." "I don't practice the importance of teaching you contributing ways to use your power."	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; Calm down - Be firm and kind; Act, don't talk - Decide what you will do - Let routines be the boss - Develop mutual respect - Set a few reasonable limits - Practice follow through - Encourage - Use family/class meetings
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	Revenge To get even	"I don't think I belong so I'll hurt others, since I feel hurt." "I can't be liked or loved."	"I give advice (without listening to you) because I think I am helping." "I worry more about what the neighbors think than what you need." "I have to hurt you to teach you not to hurt others."	I'M HURTING VALIDATE MY FEELINGS	- Acknowledge hurt feelings; Avoid feeling hurt - Avoid punishment and retaliation - Build trust; Show you care - Use reflective listening; Share your feelings - Make amends - Don't talk - Encourage strengths - Put kids in same boat - Use family/class meetings
Despair Hopeless Helpless Inadequate	- Giving up - Doing for - Overhelping	- Retreats further - Passive - No improvement - No response	Assume Inadequacy To give up and be left alone	"I can't belong because I'm not perfect so I'll convince others not to expect anything of me." "I'm 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." "It is too scary to have faith in you."	DON'T GIVE UP ON ME SHOW ME SMALL STEPS	- Break tasks down to small steps - Encourage any positive attempts - 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 their interests - ENCOURAGE! Stop all criticism - Use family/class meetings