

# 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:                                                                                                                                  | HOW ADULTS MAY CONTRIBUTE:                                                                                                                                                                      | CODED MESSAGES:                                   | PARENT'S PROACTIVE AND EMPOWERING RESPONSES INCLUDE:                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Undue attention (to keep others busy or get special service) | Annoyed<br>Irritated<br>Worried<br>Guilty         | Reminding<br>Coaxing<br>Doing things for the child he could do for himself                                   | Stops temporarily, but later resumes same or another disturbing behavior<br><br>Stops when given one-on-one attention               | I count (belong) only when I'm being noticed or getting special service.<br><br>I'm only important when I'm keeping you busy with me.                                       | "I don't have faith in you to deal with disappointment."<br><br>"I feel guilty if you aren't happy."                                                                                            | Notice me.<br><br>Involve me usefully.            | Redirect by involving child in a useful task to gain useful attention. • Say what you will do: "I love you and ____" (Example: "I care about you and will spend time with you later"). • Avoid special services. • Say it only once and then act. • 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 meetings. • Ignore (touch without words). • Set up nonverbal signals. |
| Misguided power (to be boss)                                 | Angry<br>Challenged<br>Threatened<br>Defeated     | Fighting<br>Giving in<br>Thinking "You can't get away with it" or "I'll make you"<br><br>Wanting to be right | Intensifies behavior<br>Defiant compliance<br>Feels he/she's won when parent is upset<br>Passive power                              | I belong only when I'm boss, in control, or proving no one can boss me.<br><br>You can't make me.                                                                           | "I'm in control and you must do what I say."<br><br>"I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better." | Let me help.<br><br>Give me choices.              | Acknowledge that you can't make him/her do something and redirect to positive power by asking for help. • Offer a limited choice. • Don't fight and don't give in. • Withdraw from conflict and calm down. • Be firm and kind. • Act, don't talk. • Decide what you will do. • Let routines be the boss. • Develop mutual respect. • Get help from child to set reasonable and few limits. • Practice follow-through. • Use family meetings.                                       |
| Revenge (to get even)                                        | Hurt<br>Disappointed<br>Disbelieving<br>Disgusted | Retaliating<br>Getting even<br>Thinking "How could you do this to me?"<br><br>Taking behavior personally     | Retaliates<br>Hurts others<br>Damages property<br>Gets even<br>Intensifies<br>Escalates the same behavior or chooses another weapon | I don't think I belong, so I'll hurt others as I feel hurt.<br><br>I can't be liked or loved.                                                                               | "I give advice (without listening to you) because I think I'm helping."<br><br>"I worry more about what the neighbors think than about what you need."                                          | I'm hurting.<br><br>Validate my feelings.         | Validate child's hurt feelings (you might have to guess what they are). • Don't take behavior personally. • Step out of revenge cycle by avoiding punishment and retaliation. • Suggest positive time-out for both of you; then focus on solutions. • Use reflective listening. • Share your feelings using an "I" message. • Apologize and make amends. • Encourage strengths. • Put kids in same boat. • Use family meetings.                                                    |
| Assumed inadequacy (to give up and be left alone)            | Despair<br>Hopeless<br>Helpless<br>Inadequate     | Giving up<br>Doing for them<br>Overhelping<br>Showing a lack of faith                                        | Retreats further<br>Passive<br>No improvement<br>No response<br>Avoids trying                                                       | I don't believe I can belong, so I'll convince others not to expect anything of me.<br><br>I am helpless and unable.<br><br>It's no use trying because I won't do it right. | "I expect you to live up to my high expectations."<br><br>"I thought it was my job to do things for you."                                                                                       | Don't give up on me.<br><br>Show me a small step. | Break task down into small steps. • Make task easier until child experiences success. • Set up opportunities for success. • Take time for training. • Teach skills/show how, but don't do for. • Stop all criticism. • Encourage any positive attempt, no matter how small. • Show faith in child's abilities. • Focus on asset. • Don't pity. • Don't give up. • Enjoy the child. • Build on his/her interests. • Use family meetings.                                            |