

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 encouraging 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 attention. Say what you will do. (Example: I love 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 regular special time. Help child create routine charts. Engage child in problem solving. Use family/class meetings. Set up nonverbal signals. Ignore behavior with hand on shoulder.
Misguided Power (to be 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/teacher is upset even if he/she has to comply. Passive power (says yes but doesn't follow through).	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. Don't talk—act. 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	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. Avoid feeling hurt. Avoid punishment and retaliation. Build trust. Use reflective listening. Share your feelings. Make amends. Show you care. Encourage strengths. Don't take sides. 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. 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.

The Belief Behind the Behavior – A key for mistaken beliefs.

Based on the Psychology of Alfred Adler and Rudolf Dreikurs, adapted by Jody McVittie from similar schema by Steven Maybell and Jane Nelsen. 3/06

1. Student's Behavior	2. Adult's feeling	3. Adult's mistaken reactions	4. Student's response	5. The student's belief	6. Effective prevention (Encouragement)	7. Effective responses (More encouragement)	8. C
Nuisance Show-off Clown Disruptive Pesters Blurring out Teacher's pet	<ul style="list-style-type: none"> • Annoyed • Irritated 	Reminding Coaxing	Stops temporarily, but later resumes same or another disturbing behavior	I count or belong only when I am getting attention, when others notice me.	<p>Spend special time Provide opportunities to contribute. Teach connection skills Set up routines Class meetings</p>	<p>Hear: "Notice me, involve me." "I care about you and . . ." (Example: "I care about you and will spend time with you later.") Redirect by assigning a task so student can gain useful attention Use problem-solving Touch without words Set up nonverbal signals Set up routines</p>	Undue Attention
Acts pitiful Acts helpless Acts scared Acts whiny Demanding	<ul style="list-style-type: none"> • Worried • Guilt • Sorry for • Responsible for 	Reminding Taking Responsibility Making excuses for the student Doing things for the student he/she could do for him/herself	Acts incapable or even more demanding often with engaging drama	I count or belong only when I'm keeping others busy with me. I am special. I'm not sure I can do it for myself, "Do it for me."	<p>Make room for learning from mistakes. Become "incompetent" Avoid special service or pampering Provide opportunities to contribute Class meetings</p>	<p>Use problem-solving Touch without words Set up routines Set up routines Use problem solving. Take time for training Allow disappointment and frustration as new skills are learned. Promote autonomy Practice self respect</p>	Special Service
Defiant Argumentative Passive - aggressive Apathetic Takes over leadership of any group	<ul style="list-style-type: none"> • Challenged • Defeated • Provoked - Indignation - (Angry) 	Fighting Forcing Giving in Thinking "You can't get away with it" or "I'll make you" Wanting to be right Wanting to be in charge/control Punishing	Intensifies behavior Defiant - compliance Feels he/she's won when adult is upset. Passive power	I count or belong only when I'm boss, in control, or proving no one can boss me. "You can't make me." "You can't stop me."	<p>Provide opportunities to contribute in useful ways Set a few reasonable limits (kind and firm) Give choices Develop mutual respect Mutual problem solving. Practice follow through Class meetings</p>	<p>Hear: "Let me help, give me choices" Let routines be the boss Don't fight and don't give in. Withdraw from conflict (leave and calm down) Redirect to positive power by asking for help Be firm and kind Act, don't talk Decide what you will do (vs. what students should do) Use positive time out</p>	Misguided power
Hurtful Vindictive Rude Abusive Self destructive	<ul style="list-style-type: none"> • Hurt • Disbelieving • Spiteful - (Angry) 	Retaliating Getting even Punishing Play victim - thinking "How could you do this to me?"	Retaliates Intensifies Escalates the same behavior or chooses another weapon	I don't think I belong (or count) so I'll hurt others as I feel hurt. I can't be liked or loved.	<p>Teach/ use self soothing and calming tools Show you care Build relationship Teach/ use "I" statements Avoid blame or shame Encourage strengths Avoid taking sides Class meetings</p>	<p>Hear: "I'm hurting" Connect: acknowledge feelings Emotional honesty Make amends Teach to make amends Avoid acting on hurt feelings Avoid punishment and retaliation Clear and appropriate follow through</p>	Revenge
Withdrawal Indifferent to work Pessimism Hopelessness	<ul style="list-style-type: none"> • Discouraged • Futility - Helpless (low energy) 	Compare student to others Criticize Doing for the student Giving up	Retreats further Passive No response No improvement	I can't count or belong because I'm inferior to others. It's no use trying because if I did others would find out how inferior I am. I'm not perfect, so I'll convince others not to expect anything of me.	<p>Give responsibilities Show confidence Show faith Teach routines Teach how to break tasks into smaller pieces Model mistakes: it is okay to be imperfect Class meetings</p>	<p>Hear: "Don't give up on me" Show small steps Remind of past successes and strengths Show faith and confidence Take care of yourself and get support.</p>	Inadequacy or Avoidance of