

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:	What the child needs and what adults can do to encourage:
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 Stops when given one-on-one attention	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. Redirect by involving child in a useful task. "I love you and ____." (Example: I care about you and will spend time with you later.) Avoid special service. Say it only once, then act. Plan special time. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signals.
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 Defiant compliance Feels he/she's won when parents/teachers are upset Passive power	I belong only when I'm boss or in control, or proving no one can boss me. "You can't make me."	Let Me Help—Give Me Choices. Acknowledge that you can't make him/her do something, and ask for his/her help. Offer a limited choice. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Get help from child to set reasonable and few limits. Practice follow-through. Redirect to positive power. Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurts others Damages property Gets even 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.	Help Me—I'm Hurting. Deal with the hurt feelings: "Your behavior tells me you must feel hurt. Can we talk about that?" Use reflective listening. Don't take behavior personally. Share your feelings. Apologize. Avoid punishment and retaliation. Show you care. Encourage strengths. Use family/class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up Doing for Overhelping Showing a lack of faith	Retreats further Passive No improvement No response Avoids trying	I don't believe I can belong, 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. Take time for training. Take small steps. Make the task easier until the child experiences success. Show faith. Encourage any positive attempt, no matter how small. Don't give up. Enjoy the child. Build on his/her interests. Say, "I don't give up on you." Use family/class meetings.