

## Mistaken Goal Chart

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| 1  | 2   | 3   | 4  | 5   | 6   | 7   | 8   |
|--|---|---|--|---|---|---|---|
| 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 child's behavior is:  | How adults may contribute:  | Coded messages  | Parent/teacher proactive and empowering responses include:  |
| <b>Undue Attention</b><br><br>(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/she could do for him/herself                    | Stops temporarily, but later resumes same or another disturbing behavior.<br>Stops when given one-on-one attention.                | I count (belong) only when I'm being noticed or getting special service.<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>"I feel guilty if you aren't happy."  | <b>Notice Me</b><br><br><b>Involve Me Usefully</b>            | Redirect by involving child in a useful task to gain useful attention;<br>Say what you will do, "I love you and ____." (Example: "I care about you and will spend time with you later.")<br>Avoid special services;<br>Say it only once and then act;<br>Have faith in child to deal with feelings (don't fix or rescue);<br>Plan special time;<br>Set up routines;<br>Engage child in problem-solving;<br>Use family/class meetings;<br>Ignore (touch without words);<br>Set up nonverbal signals. |
| <b>Misguided Power</b><br><br>(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" Wanting to be right | Intensifies behavior<br>Defiant compliance<br>Feels he/she's won when parent/teacher is upset<br>Passive Power                     | I belong only when I'm boss, in control, or proving no one can boss me.<br>You can't make me.   | "I'm in control and you must do what I say."<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." | <b>Let Me Help</b><br><br><b>Give Me Choices</b>              | Acknowledge that you can't make him/her do something and redirect to positive power by asking for help;<br>Offer a limited choice;<br>Don't fight and don't give in;<br>Withdraw from conflict and calm down;<br>Be firm and kind;<br>Act, don't talk;<br>Decide what you will do;<br>Let routines be the boss;<br>Develop mutual respect;<br>Get help from child to set reasonable and few limits;<br>Practice follow-through;<br>Use family/class meetings.                                       |
| <b>Revenge</b><br><br>(to get even)  | Hurt<br>Disappointed<br>Disbelieving<br>Disgusted | Retaliating<br>Getting even<br>Thinking "How could you do this to me?"<br>Taking behavior personally  | Retaliates<br>Hurt 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>I can't be liked or loved.  | "I give advice (without listening to you) because I think I'm helping."<br>"I expect you to know why I focus more on your grades than I focus on you as a person."                          | <b>I'm Hurting</b><br><br><b>Validate My Feelings</b>         | Acknowledge hurt feelings;<br>Don't take behavior personally;<br>Avoid punishment and retaliation;<br>Build trust;<br>Use reflective listening;<br>Share your feelings;<br>Apologize;<br>Make amends;<br>Show you care;<br>Act, don't talk;<br>Encourage strengths;<br>Put kids in same boat;<br>Use family/class meetings.   |
| <b>Assumed Inadequacy</b><br><br>(to give up and be left alone)            | Despair<br>Hopeless<br>Helpless<br>Inadequate     | Giving up<br>Doing for<br>Over helping<br>Showing a lack of faith                                     | Retreats further<br>Passive<br>No improvement<br>No response<br>Avoid trying   | I don't believe I can belong, so I'll convince others not to expect anything of me;<br>I am helpless and unable;<br>It's no use trying because I won't do it right. | "I expect you to live up to my high expectations."<br>"I thought it was my job to do things for you."   | <b>Don't Give Up On Me</b><br><br><b>Show Me A Small Step</b> | Break task down to small steps;<br>Make task easier until child experiences success;<br>Set up opportunities for success;<br>Take time for training;<br>Teach skills/show how, but don't do for;<br>Stop all criticism;<br>Encourage any positive attempt, no matter how small;<br>Show faith in child's abilities;<br>Focus on asset;<br>Don't pity;<br>Don't give up;<br>Enjoy the child;<br>Build on his/her interests;<br>Use family/class meetings.  |

From Teaching Parenting the Positive Discipline Way by Jane Nelsen and Lynn Lott

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