

Belief Behind Behavior* Mistaken Goal Chart

Created by Dr. Jane Nelson

The child's goal is:	If the parent feels:	And tends to react by:	And if the Child's response is:	The Belief Behind Behavior is:	How adults may contribute:	Coded message:	Proactive and Empowering Responses:
Undue Attention - to keep others busy or get special service	Annoyed Irritated Worried Guilty	Reminding Coaching Doing things for the child they can do for themselves	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 important only when I'm keeping you busy with me."	"I don't have faith in you to deal with disappointment." "I feel guilty if you aren't happy." "It's easier to do things for you than to watch you struggle."	Notice me, 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. Involve child in creating routines. Ignore (touch without words). Set up nonverbal signals. Involve child in finding solutions during family meetings and one to one.
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 Defiant compliance Feels he/she's won when parent/teacher is upset Passive Power	"I belong only when I'm 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 or punishing you when you don't do it, is the best way to motivate you to do better." "I don't understand the importance of teaching you contributing ways to use your power."	Let me help, 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. Involve child in finding solutions during family meetings and one to one.
Revenge - to get even	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurt others Damages property Gets even 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 give advice (without listening to you) because I think I'm 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.	Validate child's hurt feeling (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. Involve child in finding solutions during family meetings—and one to one.
Assumed Inadequacy - to give up and be left alone	Despair Hopeless Helpless Inadequate	Giving up Doing for Over helping Showing a lack of faith	Retreats further Passive No improvement No response Avoid 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."	"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 a small step.	Break task down to 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. Involve child in finding solutions during family meetings—and one to one.

Mistaken Goal Chart Positive Discipline

JL Elias



Mistaken Goal Chart Positive Discipline:

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