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| **Reasons Children Misbehave:**  **1. A legitimate unmet need (hungry, tired, attention)**  **2. A lack of information**  **3. Emoting**  **4. Mistaken goals**  **J:\kingston backup\Barb's\Parenting-Plus\reducedlogo300.jpgMistaken Goal Chart**  By Barb Grady **[www.parenting-plus.com](http://www.parenting-plus.com) copyright 2017** | | | | | |
| 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 | 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. Get down and connect eye to eye with the child. Say it only once, then act. Plan special time together daily. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signals. |
| **Power**  (to be boss) | Angry  Provoked  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/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 and ask his/her help. Offer two positive choices and ask “What would work best for you?” Withdraw from conflict and calm down. Be firm and kind. Let routines be the boss. Decide and state what you will do. Act, don’t talk. Implement prearranged consequences. 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 so 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**. All feelings are OK! 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 discouragement | Retreats further  Passive  No improvement  No response | 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. | **Have Faith in Me – Don’t Give Up On Me**. 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. Encourage, encourage, encourage. Use Family/class meetings. |