

Mistaken Goal Chart

The student's goal is:	If the teacher feels:	And tends to react by:	And if the student's response is:	The belief behind the behavior is?	Coded Messages	Teacher proactive and empowering responses include:
Undue Attention (to keep others busy or to get special services)	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	"I care about you and ..."(Example: "I care about you and will spend time with you later."); redirect by assigning a task so child can gain useful attention; avoid special service; plan special time; set up routines; use problem solving; encourage use class meetings; touch without words; ignore; set up nonverbal signals.
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 Defiance Compliance Fells he/she has 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.	Let me Help; Give Me Choices	Redirect to positive power by asking for help; offer limited choices; don't fight or give in; withdraw from conflict; be firm and kind; act, don't talk; 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; encourage; use class meetings.

The student's goal is:	If the teacher feels:	And tends to react by:	And if the student's response is:	The belief behind the behavior is?	Coded Messages	Teacher proactive and empowering responses include:
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting Even Thinking "how could you do this to me?"	Retaliates Intensifies Escalates the same behavior or chooses another weapon	I don't think I belong so I will hurt others as I feel hurt. I can't be liked or loved.	Help me; I'm Hurting; Acknowledge 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 class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving Up Doing for Overhelping	Retreats further Passive No Improvement No Response	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	Show Me Small Steps; Celebrate My Successes	Break task down into small steps; stop all criticism; encourage any positive attempt; have faith in student'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 student; build on his/her interests; encourage; use class meetings.

Positive Discipline in the Classroom, revised 3rd edition, by Jane Nelsen, Ed.D., Lynn Lott, M.A., and H. Stephen Glenn, Ph.D., Prima Publishing.