

CHART OF PARENTING INTERVENTIONS BY MISTAKEN GOAL

by Dr. Jody McVittie and Mary Hughes(8/03)

<p>Undue Attention</p> <p>The belief behind the behavior with this “goal” is <i>“I belong when I’m the center of attention”</i> or <i>“I belong when I’m keeping you busy with me.”</i></p> <p>As adults we often feel annoyed, irritated, worried or guilty when these behaviors show up.</p>	<p>Acknowledge the child and the expectations of the situation.</p>	<p>“I love you and ____.” (Example: I care about you and will spend time with you later.)</p>
		<p>Redirect by assigning a chore so child can gain useful attention. Use secret signal (non-verbal). Use an “I message.” Stand close by. Write down what you want to say, rather than giving a verbal message. Use encouragement to fill your child’s emotional tank. Touch with out words.</p>
	<p>Do the unexpected</p>	<p>Ask for a hug Lower your voice. Change your voice. Talk to the wall. Cease talking temporarily. Use humor (e.g. Pretend to interview child for a radio show, assume the role of a character from a story).</p>
	<p>Teach belonging skills</p>	<p>Use family meetings. Teach how to take turns. Teach problem solving. Set up routines. Involve in contributing to the family</p>
	<p>Distract the child</p>	<p>Change the topic of discussion. Ask a favor. Give choices. Change the activity. Ask a direct question.</p>
	<p>Minimize attention</p>	<p>Avoid special service. Ignore.</p>
<p>Prevention</p>	<p>Acknowledge your child quietly at times when there is no misbehavior. Create a special “welcoming home from school” routine Notice small things about your children. Show curiosity in what your children are doing. Spend special time with one child and schedule regularly Love notes. Put them in lunch bags, on pillows, in the mail. Short is fine.</p>	
<p>Add your ideas here:</p>	<p>Add your ideas here:</p>	

<p>Misguided Power</p> <p>The belief behind the behavior with this “goal” is <i>“I belong or am important when I’m the boss or in control. You can’t make me.”</i></p> <p>The child senses that his or her <i>dignity</i> is at stake.</p> <p>As adults we often feel challenged or provoked.</p>	<p>Acknowledge the child and the needs of the situation.</p> <p>Make a graceful exit</p> <p>Use power positively</p> <p>Teach belonging and significance skills.</p> <p>Prevention.</p> <p>Add your ideas here:</p>	<p>Acknowledge the child’s power. Don’t fight and don’t give in. Redirect to positive power by asking for help. Offer limited choices. Be firm and kind at the same time. State both viewpoints. Schedule a private talk with your child. Let routines be the boss. Connect before you correct.</p> <p>Withdraw from conflict. Leave and calm down. Model taking “cool down time” – a parent time out. Re-connect when you are re-gathered. Table the matter. Remove the audience. Act, don’t talk. Decide what you will do and do it!</p> <p>Encourage your child to help regularly in family work. Look for leadership opportunities at home, at school, and in the community. Ask your child for input on meal/chore choices. Ask for his/her ideas about activities for family fun. Offer meaningful home responsibilities beyond the ones the child does everyday. (Teaching parent computer skills, planning special events etc.) Schedule special time with each child.</p> <p>Family meetings Follow through and using written/verbal agreements. Encourage positive power. (Leadership and contribution) Teach problem solving</p> <p>Don’t grab the bait. Develop mutual respect Set a few reasonable limits Use encouragement to fill the child’s emotional tank. Let routines be the boss (with picture charts made by the child) <i>Take care of yourself so you can see from your child’s point of view</i></p> <p>Add your ideas here:</p>
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<p>Revenge</p> <p>The belief behind the behavior with this “goal” is “I feel hurt. I relieve some of that by ‘sharing’ my pain with others.”</p> <p>As adults we often feel hurt, shocked, or disbelieving. Sometimes we don’t even know what we feel – and instead we react by hurting back very quickly. (“Don’t talk to me like that!” “Go to your room!” etc.)</p>	<p>Acknowledge the child and the needs of the situation.</p> <p>Teach recovery skills.</p> <p>Teach problem solving skills</p> <p>Prevention tools</p> <p>Add your ideas here:</p>	<p>Acknowledge hurt feelings. “It seems like you feel ____.” (Not, “I’m sorry you feel ____” which feels patronizing to the child.)</p> <p>Share your feelings.</p> <p>Avoid feeling hurt yourself or taking it personally.</p> <p>Avoid punishment and retaliation</p> <p>Show you care.</p> <p>Act, don’t talk.</p> <p>Use reflective listening.</p> <p>Do not protect the child from natural consequences.</p> <p>Teach the concept of apologies to all family members. Teach that mistakes are opportunities to learn. Teach about making amends. (What can be done to fix this mistake?)</p> <p>Use family meetings.</p> <p>Positive time out until the child (and, maybe yourself) feels better.</p> <p>Model giving and asking for apologies.</p> <p>Model making amends.</p> <p>Bugs and wishes</p> <p>Teach and use “I -messages”</p> <p>Take self-initiated “cool down time.”</p> <p>Family meetings</p> <p>Teach internal monitoring as a family project.</p> <p>Build trust.</p> <p>Use reflective listening.</p> <p>Teach language for emotions.</p> <p>Model sharing your feelings and model handling them without hurting others.</p> <p>Add your ideas here:</p>
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<p>Assumed Inadequacy</p> <p>The belief behind the behavior with this “goal” is “<i>I can’t belong or succeed so I give up</i>”</p> <p>As adults we often feel a sense of futility and not knowing how to connect with the child. Do note though that this is quite a passive stance – and sometimes we get the sense of hopelessness and futility when children are persistently whining (assumed inadequacy), non compliant or defiant (misguided power).</p>	<p>Acknowledge the child and the needs of the situation.</p> <p>Teach self encouragement skills</p> <p>Prevention.</p> <p>Add your ideas here:</p>	<p>Have faith in child's abilities. Break task down to small steps. Stop all criticism. Encourage any positive attempt. Teach skills/show how, but don't do for. Provide academic skills support (tutoring) when academics are involved.</p> <p>Model noticing change. Model making mistakes as an opportunity to learn. Model not being perfect. Encourage, encourage, encourage. Ask “what” and “how” questions. Focus on assets. Guide your child to use assets to handle challenges. Emphasize compliments at family meetings. (Giving and receiving).</p> <p>Use a family meeting to brainstorm “get unstuck strategies” (for everyone). Set up opportunities for success. Teach strategies for becoming “un-stuck..” Outlaw “I can't” (with humor) as a ‘family habit’. Build on the child's interests. Don't pity and don't give up on your child or yourself. Enjoy the child, rather than his/her accomplishments. Schedule more frequent special times. Encourage, encourage, encourage.</p> <p>Add your ideas here:</p>
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Many times, ideas that you create with your family for handling situations that come up can “cross over the chart-lines” and be helpful in breaking any of the four codes of misbehavior. We're all ‘on the chart’ at some time or other, so each of the above suggestions is meant to be helpful for improving family relationships over time, and are not necessarily ‘quick-fixes.’

Adapted from: Nelsen, Jane [Positive Discipline](#)
 Albert, Linda [Cooperative Discipline](#)
 Dreikurs, Rudolf and Vicki Stolz [Children the Challenge](#)