



# Handouts for Tarbyat Program

<https://happymoms.pk>

## Session 3 Mistaken Goal Chart Exercise:

### Mistaken Goal Chart

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:
<b>Undue Attention</b>  (to keep others busy or to get special service)	<b>Annoyed</b> <b>Irritated</b> <b>Worried</b> <b>Guilty</b>	Reminding. Coaxing. Doing things for the child he/she could do for him/herself. Expectations too low.	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."	<b>Notice me. Involve me usefully.</b> Redirect by involving child in a useful task. "I love you and ____ I." (Example: I care about you and will spend time with you later.) Avoid special services. Say it only once, then act. Plan special time. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signals.
<b>Power</b>  (to be boss)	<b>Challenged</b> <b>Threatened</b> <b>Defeated</b> <b>Determined</b>	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 parents/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."	<b>Let me help. Give me choices.</b> Acknowledge that you can't make him/her do something, and ask for his/her help. Offer a limited choice. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Get help from child to set reasonable and few limits. Practice follow-through. Redirect to positive power. Use family/class meetings.
<b>Revenge</b>  (to get even)	<b>Hurt</b> <b>Disappointed</b> <b>Disbelieving</b> <b>Disgusted</b>	Retaliating Getting even Thinking "How could you do 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."	<b>I'm hurting. Validate my feelings.</b> 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.
<b>Assumed Inadequacy</b>  (to give up and be left alone)	<b>Despair</b> <b>Hopeless</b> <b>Helpless</b> <b>Inadequate</b>	Giving up. Doing for. Over-helping. Showing a lack of faith. Expectations too high.	Retreats further. Passive. No improvement. Avoids trying. Looks for evidence to prove inadequacy.	"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."	<b>Don't Give Up On me. Show me a small step.</b> 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. Do with. Enjoy the child. Build on his/her interests. Say "I don't give up on you." Use family/class meetings.

Consider one challenge you are facing with your children and use the mistaken goal chart to resolve it. here are steps to follow;

1. See how you are feeling in response to the behaviour of your child, select those feelings in Column 2.
2. For the selected feelings read Column 3 to confirm your reactions and read column 1 to see what your child's mistaken goal is.

3. Read Column 4, to see if your child is reacting in any of the manner written in it. If its exactly how your child is acting or resonding that means you have found the right column.
4. Move to Last column 5, and see how to deal with this challange and implement it.

In order to understand this better, fil in the form below and sharw with me in our next session.

1. Go to your list of challenges , we made in session 1. Choose a challenge that hooked you to feel any of the feelings listed in column 2.

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2. What did you do?

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3. What did your child do in response to what you did?

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4. Get into your child's world and guess what he or she was learning based on what you did.

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5. Look at the last column of your goal chart and choose a parenting tool you will try next time.

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6. Record what happened when you used a Positive Discipline parenting tool from the last column of the Mistaken Goal Chart?

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7. What do you think your child learned this time?

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Do not share this with any individual outside of our tarbyat program without permission.