

MISTAKEN GOALS OF BEHAVIOUR & THE CRUCIAL Cs

Child's Belief	Child Feels	Child's Negative Goal	Adult Feels	Adult's Impulse	Child's Response to Correction	Crucial Cs	Constructive Alternatives	Child's Belief	Child Feels	Child's Positive Goal
I only count when I'm being noticed.	insecure alienated	ATTENTION	irritated annoyed	REMIND What again?	stops temporarily	CONNECT	Replace negative attention with positive attention. Plan activities together. Don't ignore the child. Ignore misbehaviour. Teach self sufficiency	I belong	secure	CO-OPERATION
My strength is in showing you. You can't make me You can't stop me.	inadequate dependant others are in control	POWER	angry challenged	FIGHT I insist you do as I say	misbehaviour intensifies	CAPABLE	Don't try to win. Give opportunities and choices so child can display power constructively. Maintain friendly attitude	I can do it	competent self-control	SELF-RELIANCE
I knew you were against me No one really likes me. I'll show you how it feels.	insignificant	REVENGE Get back Get even	hurt or wants to punish	PUNISH How could you do this to me? us? them? I'll teach you a lesson	wants to get even. makes self disliked	COUNT	Avoid anger and hurt feelings. Maintain appreciation in relationship. Offer chances to help. Seek support and help in identifying positives. (Don't give up)	I matter	significant valuable	CONTRIBUTION
I can't do anything right so I won't try. If I don't try, my failures won't be so obvious	inferior useless hopeless	AVOIDANCE Display of inadequacy or learned disability	despair I give up. hopeless	GIVE UP It's no use.	passive no change more hopeless displays inadequacies	COURAGE	Notice only the strengths and ignore the negative. Set up steady exposure to manageable tasks that have a guarantee of success. No criticism.	I can handle what comes	hopeful willing to try	RESILIENCY

Remember: Misbehaviour is a symptom of the child's discouragement about being able to feel the Crucial Cs. Use encouragement and training through natural and logical consequences. Consider and agree on choices together.

Profound Statement Number 1:

Misbehaviour is the symptom, discouragement is the disease, encouragement is the cure.

Profound Statement Number 2:

The misbehaviour you see is not the problem, it's a solution to a problem the child feels s/he has, we have to help children find alternative solutions.

Profound Statement Number 3:

Characteristics are neither positive or negative until you use them. When people are discouraged they use their strengths incorrectly.

Profound Statement Number 4:

No involvement, no commitment.