AS WE GET STARTED…

1. Think about the most difficult misbehavior you’ve ever dealt with
2. Jot this down on the post-it at your spot
MISTAKEN GOALS: CRACKING THE CODE OF ADOLESCENT MISBEHAVIORS
THE TWO LISTS

WHERE WE ARE  Where We Want to Be
Addressing standards?
“If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we…teach?…punish?

Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998, p. 2)
Challenging Behaviors

Repeated pattern of behavior
Interrupts/interferes with engagement
  e.g. physical/verbal aggression, noncompliance, withdrawal, property destruction, tantrums in any manner, disruptive vocal/motor behavior

What we do: try using school protocol to address, but behaviors are NOT responsive

Occasional Problems

“once in a blue moon” mistakes
  e.g. forgot to raise hand, argued with a classmate, nodded off during math
Not the “norm” for this child

What we do: we may note this, ignore, redirect, let them use self-regulation skills to get back on track

These can turn into these:
**TEACHING STYLES**

**Authoritarian**: Do what I say because I told you to do it.

**Negligent/ Indifferent**: Do what you want because either I don’t know or don’t care.

**Permissive/Indulgent**: Do what you want because you deserve it.

**Authoritative**: Let’s do it together.
HISTORICAL PERSPECTIVE

Alfred Adler  Rudolf Dreikurs

Mutual Respect + Social Support  Significance & Belonging + Mistaken Goals
These work together to help us feel a sense of significance & belonging.
- All behavior is driven by us finding these C’s

- Not just about children---4 C’s apply in our lives as well

POWER OF THE CRUCIAL Cs

Capable + Count + Courage + Connect = Significance & Belonging
Belief behind every behavior
Mistaken ways of getting what we need
These mistakes are really codes for us
We can break these codes
It starts with you!

- Theory was developed by Rudolf Dreikurs in mid-1900’s
- Connection to the 4C’s
Misbehavior = Mistaken beliefs about how to achieve significance and belonging?
<table>
<thead>
<tr>
<th>Irritated/ Annoyed/ Sorry for/ Worried/ Exhausted</th>
<th>Angry/ Challenged/ Provoked/ Defeated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurt/ Disgusted/ Disbelieving</td>
<td>Despair/ Hopeless</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Irritated/ Annoyed/ Sorry for/ Worried/ Exhausted</td>
<td>Angry/ Challenged/Provoked/ Defeated</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><img src="image" alt="T-shirt with text: Notice me Involve me" /></td>
<td><img src="image" alt="T-shirt with text: Let me help Give me choices" /></td>
</tr>
<tr>
<td><img src="image" alt="T-shirt with text: Hurt/ Disgusted/ Disbelieving" /></td>
<td><img src="image" alt="T-shirt with text: Despair/ Hopeless" /></td>
</tr>
<tr>
<td><img src="image" alt="T-shirt with text: Help me I’m hurting" /></td>
<td><img src="image" alt="T-shirt with text: Believe in me Don’t give up on me" /></td>
</tr>
<tr>
<td>If the teacher feels:</td>
<td>And if the teen:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Annoyed Irritated Worried Exhausted</td>
<td>Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention</td>
</tr>
</tbody>
</table>
UNDUE ATTENTION IN TEENS...

“I am significant and belong when you notice me and treat me special.”

- In teens, appears in varying degrees
- Plays out in constructive and destructive ways
- In passive form: may be model child/teacher’s pet
- In active form: nuisance, class clown, show-off

WANTS CONNECTIONS & RELATIONSHIP!
# Mistaken Goals of Behavior

<table>
<thead>
<tr>
<th>If the teacher feels:</th>
<th>And if the teen:</th>
<th>The teen’s goal &amp; belief most likely are:</th>
<th>Crucial “C” s/he needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed Irritated Worried Exhausted</td>
<td>Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention</td>
<td><strong>Undue Attention</strong> (to keep others busy/ get special attention)</td>
<td><strong>CONNECT</strong></td>
</tr>
<tr>
<td>Angry Challenged Provoked Defeated</td>
<td>Intensifies behavior, defiant compliance, feels s/he’s won when teachers are upset, or uses passive power</td>
<td><strong>Misguided Power</strong> (to be the boss)</td>
<td><strong>CAPABLE</strong></td>
</tr>
</tbody>
</table>
“I am significant and belong when I do what I want—or at least don’t do what you want 😊.”

- “Young people don’t lose their temper, the use it.” (Albert, 1996)
- Active: Verbal tantrums/ “lawyer syndrome”
- Passive: “sneaky”

LEADERSHIP ABILITIES, ASSERTIVENESS, INDEPENDENT THINKING!
# Mistaken Goals of Behavior

<table>
<thead>
<tr>
<th>If the teacher feels:</th>
<th>And if the teen:</th>
<th>The teen’s goal &amp; belief most likely are:</th>
<th>Crucial “C” s/he needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed Irritated Worried Exhausted</td>
<td>Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention</td>
<td><strong>Undue Attention</strong> (to keep others busy/ get special attention)</td>
<td><strong>CONNECT</strong></td>
</tr>
<tr>
<td>Angry Challenged Provoked Defeated</td>
<td>Intensifies behavior, defiant compliance, feels s/he’s won when teachers are upset, or uses passive power</td>
<td><strong>Misguided Power</strong> (to be the boss)</td>
<td><strong>CAPABLE</strong></td>
</tr>
<tr>
<td>Hurt Disbelieving Disgusted</td>
<td>Retaliates/ hurts others, damages property, gets even, escalates same behavior, or chooses another “weapon”</td>
<td><strong>Revenge</strong> (to get back/ even)</td>
<td><strong>COUNT</strong></td>
</tr>
</tbody>
</table>
REVENGE IN TEENS...

“I feel hurt when you treat me as though I am insignificant. I believe my only choice is to hurt you back.”

- Unaware that they have decided that the only way to deal with feeling hurt is to hurt back
- Can be the victim and can be the bully
- Can manifest in violence towards others or selves
- Cause may be personal circumstances
- Can be cry for help, so critical to not take personally
# Mistaken Goals of Behavior

<table>
<thead>
<tr>
<th>If the teacher feels:</th>
<th>And if the teen:</th>
<th>The teen’s goal &amp; belief most likely are:</th>
<th>Crucial “C” s/he needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed Irritated Worried Exhausted</td>
<td>Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention</td>
<td><strong>Undue Attention</strong> (to keep others busy/ get special attention)</td>
<td>CONNECT</td>
</tr>
<tr>
<td>Angry Challenged Provoked Defeated</td>
<td>Intensifies behavior, defiant compliance, feels s/he’s won when teachers are upset, or uses passive power</td>
<td><strong>Misguided Power</strong> (to be the boss)</td>
<td>CAPABLE</td>
</tr>
<tr>
<td>Hurt Disbelieving Disgusted</td>
<td>Retaliates/ hurts others, damages property, gets even, escalates same behavior, or chooses another “weapon”</td>
<td><strong>Revenge</strong> (to get back/ even)</td>
<td>COUNT</td>
</tr>
<tr>
<td>Despair Hopeless Helpless</td>
<td>Retreats further, is passive, shows no improvement/ response, avoids trying</td>
<td><strong>Assumed Inadequacy</strong> (to give up and be left alone)</td>
<td>COURAGE</td>
</tr>
</tbody>
</table>
ASSUMED INADEQUACY IN TEENS...

“I feel like giving up because I don’t know what to do. I don’t feel significant or like I belong at all.”

- Are most discouraged of all
- Expect failure & give up for several reasons
  1. Fear they cannot do as well as they want to
  2. Fear they can’t do as well as others
  3. Fear they will fail if they try
  4. Feel pressured by parents/teachers and incapable of meeting expectations
  5. Feel beaten down for long time
# Mistaken Goals of Behavior

<table>
<thead>
<tr>
<th>If the teacher feels:</th>
<th>And if the teen:</th>
<th>The teen’s goal &amp; belief most likely are:</th>
<th>Crucial “C” s/he needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed</td>
<td>Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention</td>
<td><strong>Undue Attention</strong> (to keep others busy/ get special attention)</td>
<td><strong>CONNECT</strong></td>
</tr>
<tr>
<td>Irritated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhausted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td>Intensifies behavior, defiant compliance, feels s/he’s won when teachers are upset, or uses passive power</td>
<td><strong>Misguided Power</strong> (to be the boss)</td>
<td><strong>CAPABLE</strong></td>
</tr>
<tr>
<td>Challenged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provoked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defeated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td>Retaliates/ hurts others, damages property, gets even, escalates same behavior, or chooses another “weapon”</td>
<td><strong>Revenge</strong> (to get back/ even)</td>
<td><strong>COUNT</strong></td>
</tr>
<tr>
<td>Disbelieving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disgusted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Despairing</td>
<td>Retreats further, is passive, shows no improvement/ response, avoids trying</td>
<td><strong>Assumed Inadequacy</strong> (to give up and be left alone)</td>
<td><strong>COURAGE</strong></td>
</tr>
<tr>
<td>Hopeless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpless</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LET’S TRY IT OUT!
IS THIS IT?—NOT FOR TEENS!

Seeking Peer Approval

Excitement

Individuation
IS THIS IT, THEORETICALLY?

NO!

**Behavioristic** Perspective:
- all behavior is observable
- Root of behavior is its function (purpose)

**Humanistic** Perspective:
- Not all behavior is observable (some internal)
- Root of behavior is the belief behind it
IN THIS MINDSET...

• A “misbehaving” child is a discouraged child
  - What is he/she ultimately looking for?
  - If you try a solution, and it doesn’t work, try another!

Every mistake is a wonderful opportunity to learn!
MISTAKEN GOALS & RESTORATIVE JUSTICE

- Restorative Discipline/Practices
- 4Cs and related practices
- Mistaken Goals
- Issues arise

Restorative Justice
CAN YOU CRACK THE CODE?

- Keep your goals in mind (2 Lists)
- Consider what you can do in advance (4Cs)
- Start with your feelings...
- Work your way across the chart and consider extras to id the missing Cs
- Try related solutions
- If at first they don’t work, keep trying, lots of tools!
REFLECTION, QUESTIONS, HOMEWORK😊
WANT TO LEARN MORE?

THANKS AND GOOD LUCK!