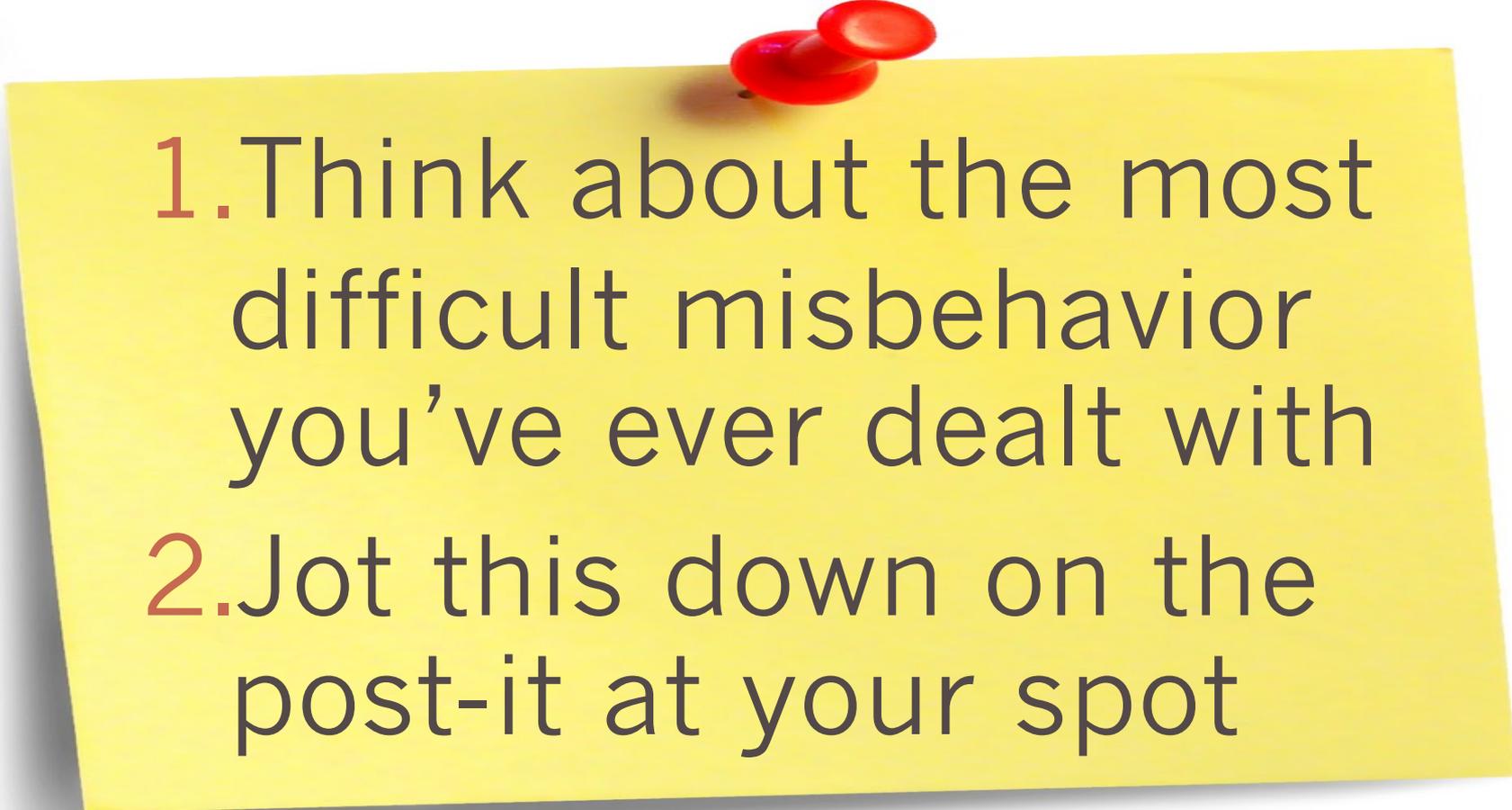


AS WE GET STARTED...

- 
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

ISU New
Teacher
Conference
[6/22/18]
2:00-2:50
PM

Kira Hamann,
Ed.D.

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)

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:

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



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



Mutual Respect + Social Support

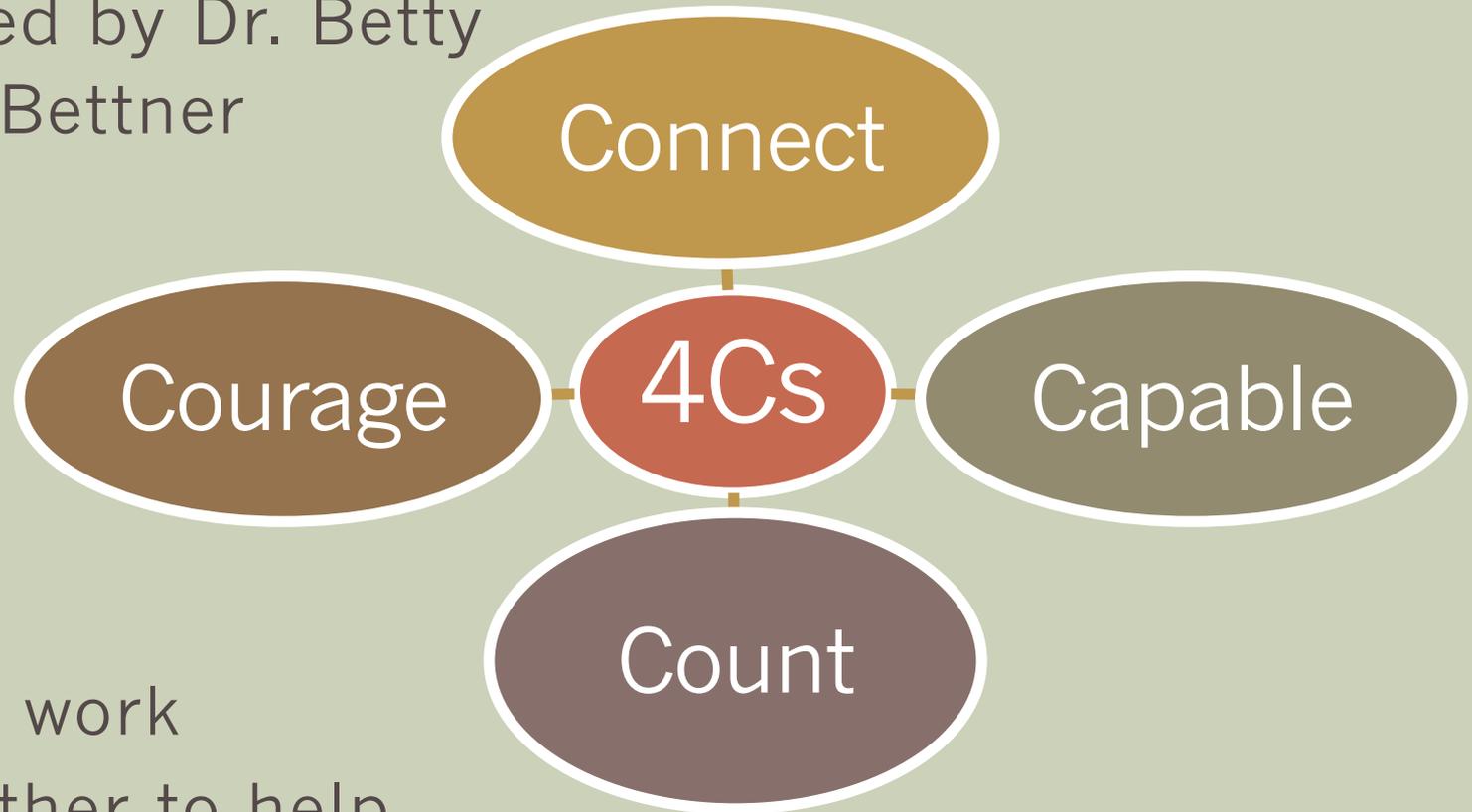
Rudolf Dreikurs



**Significance & Belonging +
Mistaken Goals**

4 CRUCIAL Cs

- Created by Dr. Betty Lou Bettner

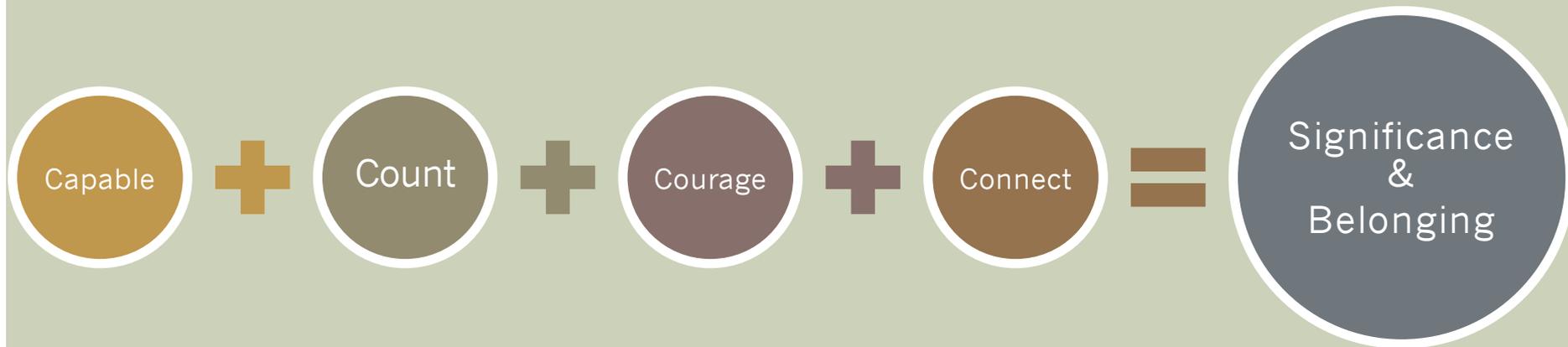


- These work together to help us feel sense of significance & belonging



POWER OF THE CRUCIAL Cs

- All behavior is driven by us finding these C's
- Not just about children---4 C's apply in our lives as well



MISBEHAVIORS = MISTAKEN GOALS?

- Theory was developed by Rudolf Dreikurs in mid-1900's
- Connection to the 4C's



Belief behind every behavior

Mistaken ways of getting
what we need

**These mistakes are really
codes for us**

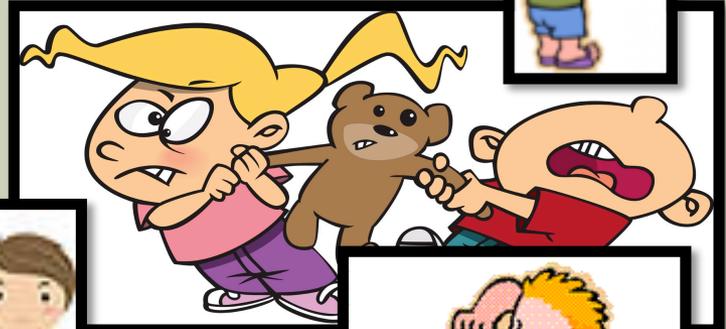
We can break these codes

It starts with you!



SO...

Misbehavior =



Mistaken beliefs about how to achieve
significance and belonging?

**Irritated/ Annoyed/ Sorry
for/ Worried/ Exhausted**

**Angry/ Challenged/
Provoked/ Defeated**

**Hurt/ Disgusted/
Disbelieving**

Despair/ Hopeless



**Irritated/ Annoyed/ Sorry
for/ Worried/ Exhausted**



**Angry/ Challenged/
Provoked/ Defeated**



**Hurt/ Disgusted/
Disbelieving**



Despair/ Hopeless

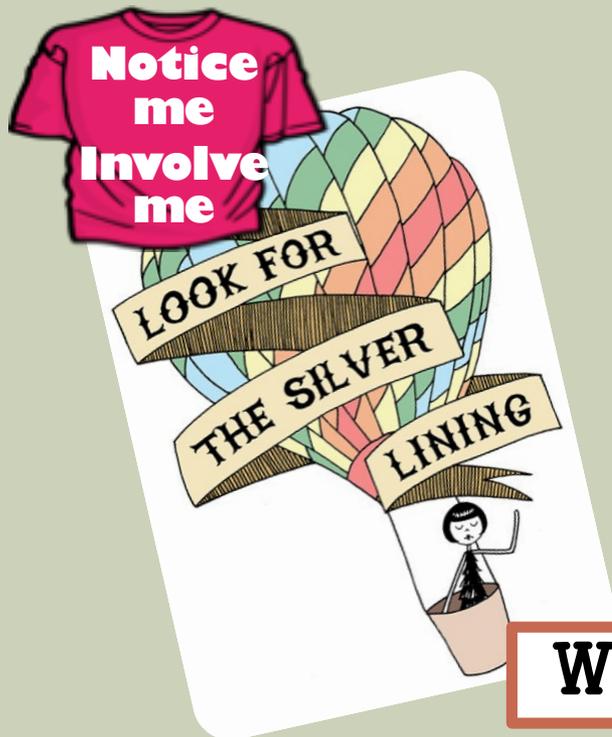


Mistaken Goals of Behavior

If the teacher feels:	And if the teen:	The teen's goal & belief most likely are:	Crucial "C" s/he needs:
Annoyed Irritated Worried Exhausted 	Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention	Undue Attention (to keep others busy/ get special attention)	CONNECT

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

If the teacher feels:	And if the teen:	The teen's goal & belief most likely are:	Crucial "C" s/he needs:
Annoyed Irritated Worried Exhausted 	Stops temporarily, but later resumes same or another disturbing behavior, or stops when given 1-on-1 attention	Undue Attention (to keep others busy/ get special attention)	CONNECT
Angry Challenged Provoked Defeated 	Intensifies behavior, defiant compliance, feels s/he's won when teachers are upset, or uses passive power	Misguided Power (to be the boss)	CAPABLE

MISGUIDED POWER IN TEENS...

“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

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

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

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

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.”

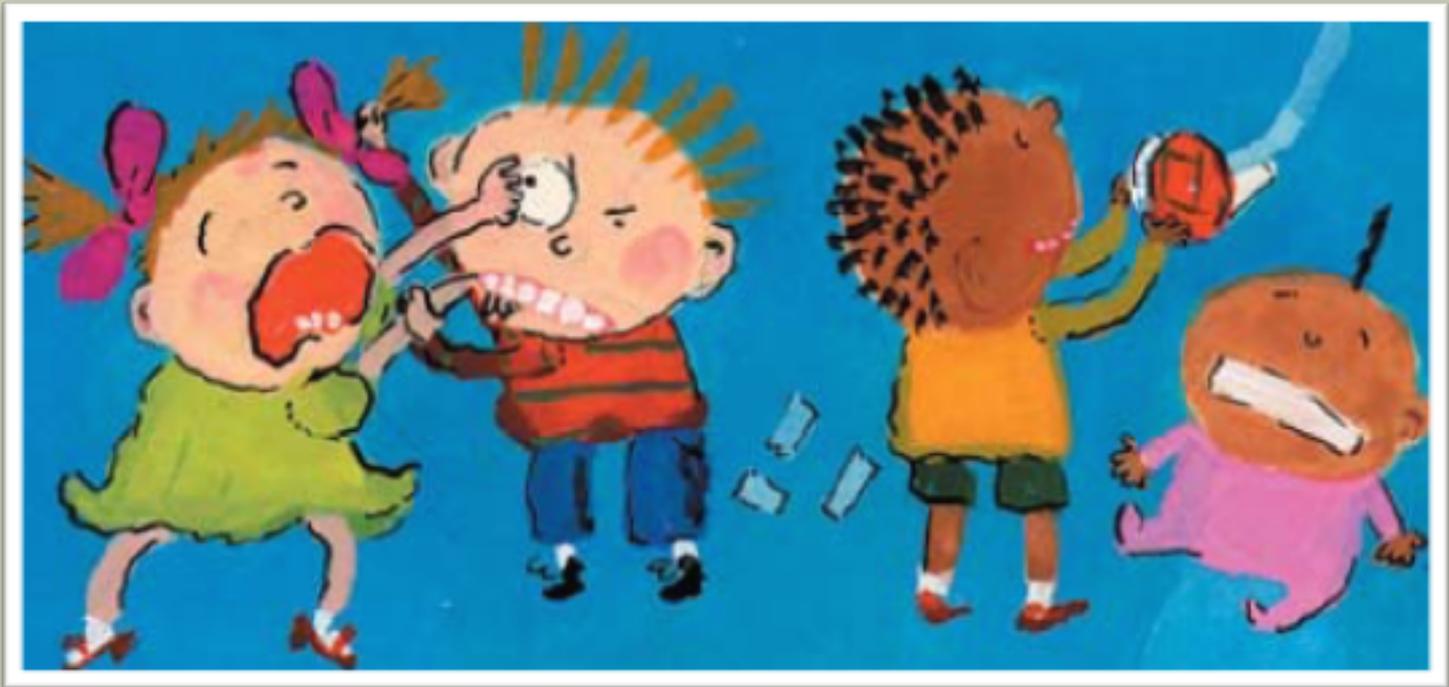
- Are most discouraged of all
- Expect failure & give up for several reasons
 1. Fear they cannot do as well as they want to
 2. Fear they can't do as well as others
 3. Fear they will fail if they try
 4. Feel pressured by parents/ teachers and incapable of meeting expectations
 5. Feel beaten down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



Mistaken Goals of Behavior

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

LET'S TRY IT OUT!



IS THIS IT?—NOT FOR TEENS!

Seeking Peer Approval



Excitement



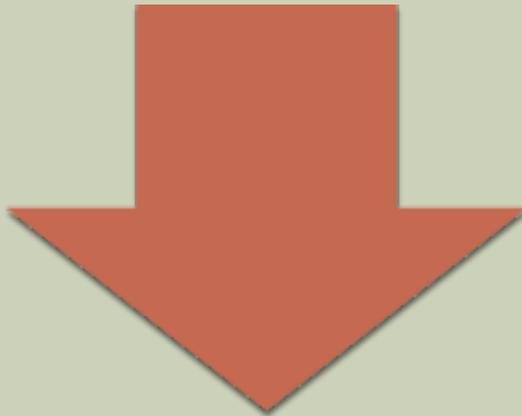
Individuation



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



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!

