

# Creating Kids Who Can ~ Who's Problem is it Anyway?

Last article we discussed I-Messages. Hopefully you now have tried using an I-Message and have done more empathetic listening and seen the results. This week I'd like to introduce you to the behaviour window, the concept of "Who own's the Problem" and the ABC of Emotions which under plays all good and bad behaviour. The key to using all these proactive powerful parenting skills is understanding when to use them. When to pull out of your tool box Empathetic Listening, when to utilise I-messages and other tools such as Shifting Gears all rely on you understanding who owns the problem and what causes the behaviour/emotion to start with.

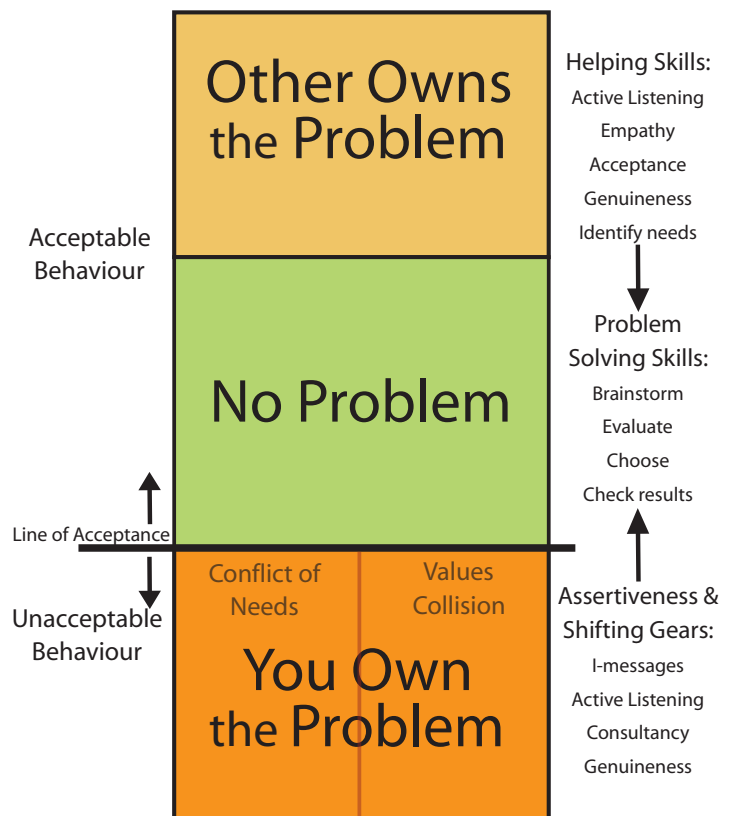
It's our job to love our children and set appropriate boundaries. In order to love them, we sometimes overstep our boundaries and try and solve our children's problems, both in and out of the home. The greatest gift you can give your child is the gift of thinking for themselves and problem solving. This is where skill one\* - Empathetic listening and skill five - Problem Solving come in. When we have to set boundaries around behaviour then skill two\* - I-Messages as well as skill four - Shifting Gears (next week) and Consultancy comes in handy.

So how do you define what is their problem and what is your problem? It's easy! And, when applied to every conversation you can quickly assess the skill you need. In relationship towards your child (or the other person) you will have two attitudes for everything you see them do or hear them say - acceptance or unacceptance. When you feel unaccepting of the behaviour it falls below the line of acceptance (in the behaviour rectangle) into the area of You Own the Problem.

*Help your child take charge of the problems in their life and have the skills to enable you to solve your problem when your child's behaviour is unacceptable*



## The Behaviour Rectangle



You can take appropriate action to solve your problem. On the other hand, your child may be behaving appropriately but may be crying or expressing worry about a situation at school. Something unacceptable is happening for them - now Your Child (other) Owns the Problem. Rather than take that problem on for them, you can now use appropriate skills to facilitate them releasing the negative emotion and solving it.



The third middle area in this behaviour rectangle is the No problem area where you can maximise and enhance your relationships. The powerful proactive parenting course that we run, provides you with skills to increase this area by minimising the problem areas (yours & theirs).

Finally, to understand all behaviours (good and bad) we need to revert to behavioural science (see right). All action/consequences (C) is driven by a belief or thought (B). All thoughts are triggered by emotional events (A) (large and small).

<b>A - Activating Event</b>	Event triggers emotions	Sue wants to play with Jane
<b>B - Belief / Thought</b>	Thoughts are created by our beliefs	Annie feels left out and thinks that Jane doesn't like her as much
<b>C - Consequence /Action</b>	We react to our beliefs & thoughts - Behaviour results!	Annie tells everyone that Jane is nasty and mean

When you look at a behaviour, it can be really useful to track it back to the original trigger (A) and work on the trigger rather than the behaviour (C). You can do this by listening (after the fact) to get to the root cause of the problem and then talking about the cause (A) and gently challenging the subsequent thoughts and beliefs (B). We all have these patterns! But you can save your child many challenges by uncovering them now rather than later.

So your home play this week is to identify when you own the problem and when they own it and use the right tool for the situation AND use the ABC (above) of emotions to uncover the cause of the behaviour.

