

FLIP IT!®

Four supportive steps to help young children learn about their feelings, gain self-control, and reduce challenging behavior.



This information packet provides a brief overview of the FLIP IT® strategy and book.



1. **FEELINGS:** Gently talk with the child about his feelings. Tell him what you see and hear as a result of his emotions. Help him to identify the root feelings causing the behavior.



2. **LIMITS:** Remind the child of the positive limits and expectations you have for his behavior. Loving and simple limits help surround children with a sense of consistency, safety, and trust.



3. **INQUIRIES:** Encourage the child to think about solutions to his challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn, and gain self-control.



4. **PROMPTS:** Provide creative cues, clues, and suggestions for the child who is having difficulty. Enthusiastic, bright ideas can lead the way to better problem-solving skills.

FLIP IT Overview

FLIP IT can be used for:

- targeted interventions for a child displaying specific behavioral concerns.

OR

- every day minor challenges and conflicts with one child or with multiple children.



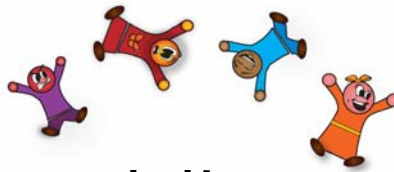
FLIP IT is:

- Best practice made simple
- Strength-Based
- Commonsense
- Effective
- Portable
- Easy to remember
- Easy to share
- Applicable in a variety of situations
- Four simple steps

1 2 3 4

FLIP IT is best practiced by using all 4 steps in fairly quick succession (1-10 minutes start to finish). Experienced FLIP IT users may find that only 1 or 2 steps are needed to resolve the situation.

Children who are frequently “FLIPPED” become emotionally aware problem-solvers who develop healthy coping skills that will last a lifetime.



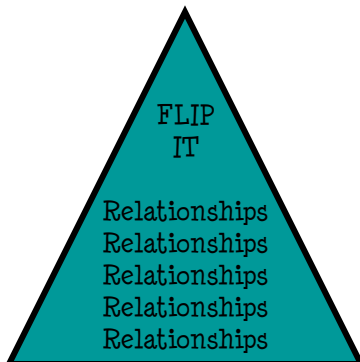
FLIP IT Notes:

- FLIP IT is not the ONLY strategy one should use
- Use FLIP IT in combination with other strategies
- Requires consistency, it is not magic
- For children with more severe behavior issues seek support from a mental health professional.
- FLIP IT considers the root causes for a child’s behavior but does not center on the functional behavioral assessment process.



Prerequisites for FLIP IT success include:

- Relationships
 - * Relationships are the foundation!
 - * Every strategy is only as good as the relationship it is built on!
- Empathy
 - * Empathy is the ability to see and feel from another person’s and the ability to honor “child-size” problems.
- An understanding of ICK
 - * Children are challenging when they are weighted down by something called ICK!
 - * ICK refers to the negativity or risk factors in an individual’s life.
 - * When times are full of ICK, we have a choice to stay calm and FLIP IT, rather than FLIP OUT or FLIP IN!



Step 1 - Feelings



Begin the FLIP IT process with **Step 1 - FEELINGS**. Gently talk with children about their feelings and what you are seeing and hearing as a result of their emotions. Help children identify the root feelings causing the behavior.

Sample FEELINGS

Lead-In Phrases:

“I see you are doing _____.
I wonder if you are
feeling _____.”

“Wow, it really looks like you
are feeling _____.”

“I notice you are doing
_____. What is going
on inside?”

“Your body is getting antsy.
Are you feeling nervous?”

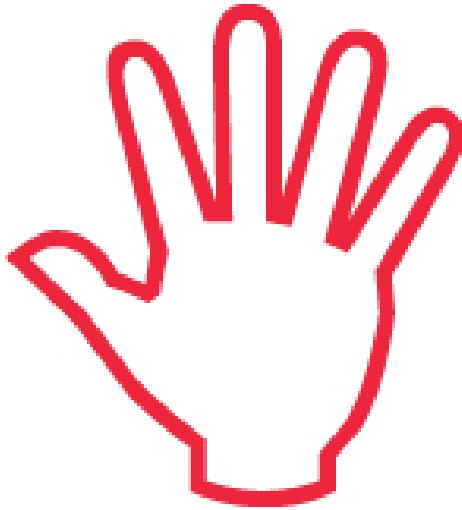
“I’m so sorry you are feeling
so _____.”

“What are you feeling?”

“Point to the face that tells
how you are feeling.”



Step 2 - Limits



Once you have talked with a child about what she is feeling, proceed when necessary to **Step 2 - LIMITS**. Remind children of the positive limits and expectations you have for their behavior. Loving and simple limits help surround children with a sense of consistency, safety and trust.

Sample Feelings + LIMITS

Lead-In Phrases

"I hear you saying unfriendly words. I wonder if you are feeling _____. We use friendly words here"

"Wow, it really looks like you are feeling _____. We keep each other safe."

"Your body is getting antsy. Are you feeling nervous? It's okay to feel nervous."

"I'm so sorry you are feeling so _____. We use gentle touches here."

"I see you are excited about our visitor and you are running in the room. Our rule is to sit at circle."



Step 3 - Inquiries



Once you have talked with a child about feelings and limits, move on to **Step 3 - INQUIRIES**. Encourage children to think about solutions to their challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn and gain self-control.

Sample INQUIRIES

Lead-In Phrases:

“How do you think we can fix this?”

“What could we do instead?”

“Is there another way?”

“How can we make this easier?”

“What else could we do to get us there?”

“What is a friendly way you could..?”

“What are we going to do to make this work?”

“How could we make this fun?”



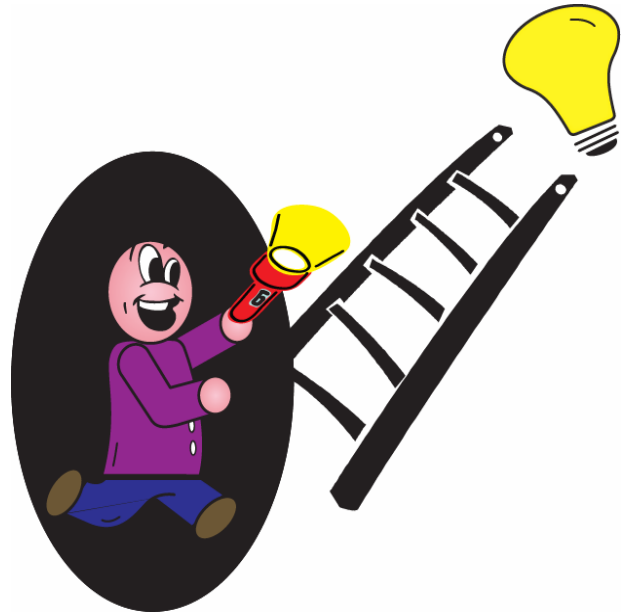
Step 4 - Prompts



If the child is having difficulty problem-solving after you have talked with her about feelings and limits and have made an inquiry, move on to **Step 4 - PROMPTS**. Provide creative cues, clues, and suggestions for children having difficulty problem-solving. Enthusiastic, bright ideas can lead the way to better problem-solving skills.

Sample Inquiries + PROMPTS Lead-In Phrases:

- “How do we think we can fix this? What could I get from my desk to help us put it back together?”
- “What do you think you could do instead? We could read or look for treasures in the room.”
- “Is there another way? I bet we can think of a way to make that stronger with more, hmm...more what?”
- “What else could we do to get us there? Could we walk backwards, or hop on one foot?”
- “What is a friendly way we can ask each other? Maybe a lower voice?”
- “How are we going to make this fun? Can we find a rock, leaf, and flower to bring back to the room?”





How would you use FLIP IT®?

Write down what you would say during this scenario by using the four FLIP IT steps. You should interpret the photo using your imagination and creative license.



Child is breaking crayons into pieces...



F. _____

L. _____

I. _____

P. _____

Sample Response

There are many possible ways to use FLIP IT in each scenario based on your interpretation of the photo. The sample responses are only one of several appropriate ways to respond to the situation.

Feelings: I see that you are breaking crayons and your face looks really mad.

Limits: You are allowed to break our "old" crayons when you are feeling mad.

Inquiries: What would you like to do to get your mad out?

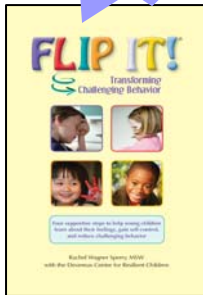
Prompts: We could get the old crayons or we could try breaking sticks?

Resources

Workshops

FAQ's

Testimonials



The Book!

This informative book by Rachel Sperry, MSW, with the Devereux Center for Resilient Children, is designed to support all adults who interact with young children. This guide explains FLIP IT's four simple steps to transform challenging behavior in young children. Teachers and parents can help children learn about their feelings and gain self-control by using the mnemonic: Feelings, Limits, Inquiries, Prompts. Learn to FLIP IT with the practice pictures, reflection activities and real life stories inside. For pricing and availability, visit the website of our publisher at www.kaplanco.com

FLIP IT Online Course!

This course will teach participants the four supportive steps of FLIP IT in an on-line learning format. This on-line learning course has a running time of 2.5 hours. Upon completion of the course, 0.5 CEUs are offered (5 hours), factoring in time for the interactive pieces, reflection, application of the skill, and learning assessment. The cost of the course is \$35, and if CEU documentation is need, they can be obtained through Western Kentucky University through a cost of \$25. The course can be completed over time and not in just one sitting. For more information or to take this course go to: flipit.devereux.org



1-Day FLIP IT Training!

This live one day training, teaches participants the four supportive steps of FLIP IT that are designed to help young children (ages 3-8) learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP IT mnemonic which stands for F - Feelings, L - Limits, I - Inquiries, P - Prompts. This strategy is nothing new, but transforms best practice into something that is easy to remember, applicable in a variety of challenging situations and portable. This training is designed for teachers and parents who are looking for best practices on reducing challenging behavior in young children. Earn .65 Continuing Education Units for Early Childhood Educators. To schedule this training in your community, contact Debi Mahler, Professional Development Coordinator, at dmahler@devereux.org or 1-866-TRAIN US.

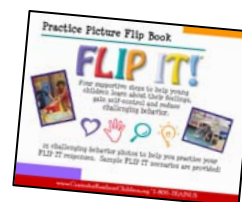
2-Day FLIP IT Train-the-Trainer Session!

This live two day train-the-trainer session offers time to experience the 1-Day FLIP IT Training and become competent in teaching FLIP IT to others. Participants will leave this train-the-trainer session with the 1 day FLIP IT® Training PowerPoint (or five, 1.5 hour workshops) and trainer notes, a variety of resources to help support the use of FLIP IT in the classroom and by families, and the confidence to provide workshops and technical assistance on the information. Earn 1.3 Continuing Education Units for Early Childhood Educators. To find out when and where this training takes place, contact Debi Mahler, Professional Development Coordinator, at dmahler@devereux.org or 1-866-TRAIN US.



Reminder Resources!

FLIP IT reminder resources provide visual cues that help FLIP IT users practice the four steps of FLIP IT. The FLIP IT reminder resources include:



← Posters

Practice Picture Books

Pocket Cards