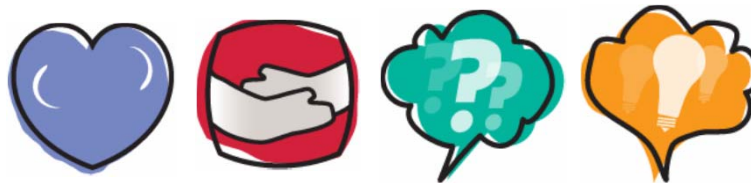


FLIP IT[®]



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



Devereux
ADVANCED BEHAVIORAL HEALTH

CENTER FOR
RESILIENT CHILDREN

This handout is an optional resource designed to compliment the FLIP IT online course.

Special
Thanks To:



FLIP IT Introduction



Feelings



Limits



Inquiries



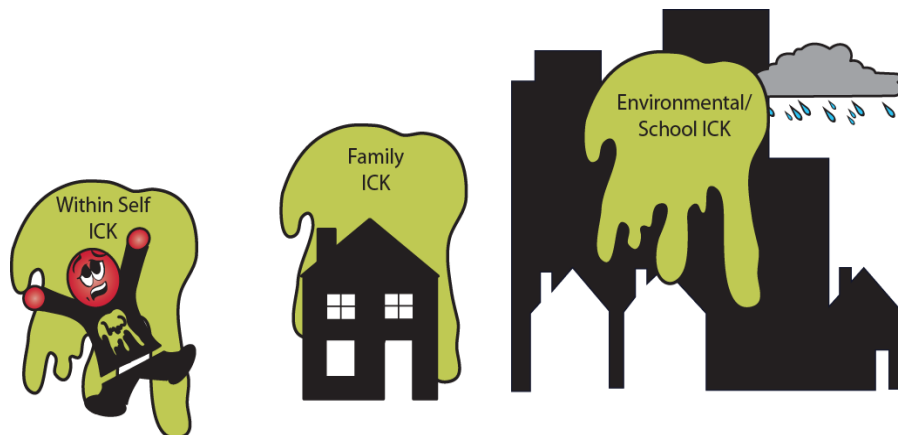
Prompts

FLIP IT is a four step strategy used to build supportive relationships that promote emotional awareness and emotional control.

FLIP IT began with Hailee:

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. ICK includes factors within ourselves, our families, and our environment that make us feel bad and less able to handle challenges.



Introduction

When children react to the ICK in their lives, they often FLIP IN or FLIP OUT.



- FLIP INs happen when feelings stay inside and are not expressed.
- FLIP OUTs happen when the negative factors children feel on the inside come out in unhealthy or destructive ways.

- You have another choice... When times get tough... Don't FLIP OUT or IN, Just FLIP IT! FLIP IT isn't magic, but learning FLIP IT will make you feel magical.
- This strategy must be practiced with consistency!

FLIP IT defined:

- Four supportive steps you can use to help kids learn about their feelings, gain self control, and reduce challenging behavior. OR
- The process of learning about ICKY feelings and changing ICKY behavior!

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

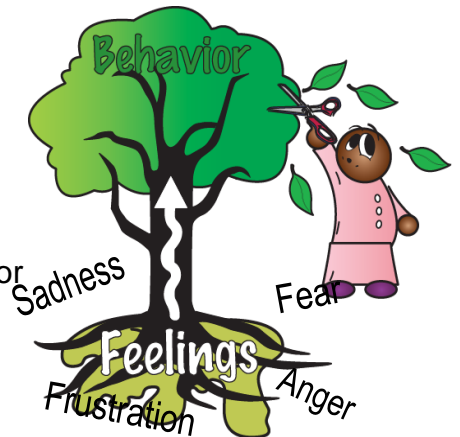
ICKNESS does not = SICKNESS

Step 1 - Feelings

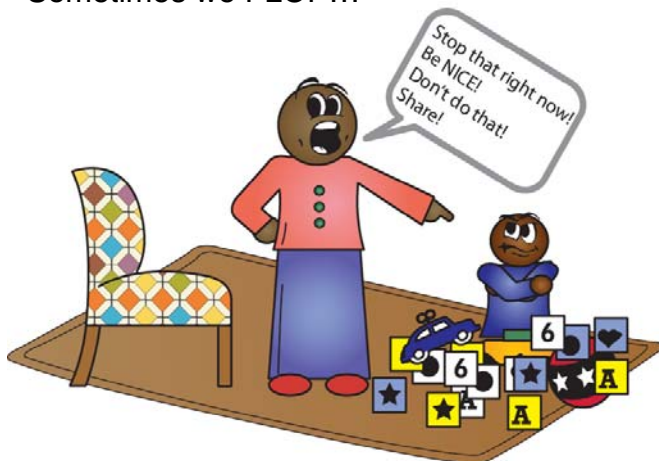


The Step 1 – FEELINGS Calmly and kindly tell children what feelings and behaviors you think you are seeing and hearing. Get to the root of behavior to support emotional awareness.

- When roots are healthy... positive behavior will grow.
- When there is ICK at the roots... negative behavior will grow.
- Lack of a healthy foundation can cause ICK in kids. A lack of:
 1. Supportive relationships
 2. Adults who work in partnerships
 3. Quality environments
 4. Engaging activities and experiences
 5. Consistent Daily routines
- The ICK our children feel deep down causes them to FLIP IN or FLIP OUT.
- Look for the feelings at the root of the behavior.
- Go to the ICK!



Sometimes we FLOP...



when children FLIP IN or FLIP OUT, we respond to the first thing we see... the behavior, instead of the feelings.



we try to get to the root by asking "Why?" There is no acceptable reason why a child misbehaves, so don't set them up to fail.

Feelings

5 Questions to Evaluate Behavior Strategies:

Did the strategy...

1. Help to strengthen your relationship with the child?
2. Help the child to gain emotional awareness?
3. Help the child learn how to control his/her emotions?
4. Help the child to become a problem-solver?
5. Help to make long-term changes in the child's behavior?

e.g., Forced Apologies (Use the space below to reflect on the corresponding activity in the online course)

Tips for how to: get started using the Feelings step:

- Help children slow down their impulses and notice what is going on inside of them. Describe their behavior and notice their feelings aloud.
- Go for feelings!

Sample Lead-in Phrases:

- "I see you are doing _____. You must be feeling _____."
- "Wow you are really feeling _____."
- "I noticed you are doing _____. What is going on inside?"
- "Your body is getting antsy, are you feeling nervous?"
- "I am sorry you are feeling so _____."
- "What are you feeling?"

Frequently Asked Questions

- For more answers to FAQs check out www.moreFLIPIT.org

Benefits for Now and Forever

- Doing the feelings step helps to build a child's Attachment, Initiative and Self-Control.
- If children are given the skills to identify their feelings NOW, they will have those skills and be less likely to be impulsive FOREVER.

Step 2 - Limits



Step 2 – LIMITS Set your loving limits based on simple and concrete rules and expectations. Limits help surround a child with a sense of safety and trust.

- Limits are boundaries that help guide children toward healthy, positive behaviors and choices. They keep us safe from harm.
- Children need to explore to learn, but exploring so many options makes it hard to make good choices.
- Limits help guide good choices and keep exploration safe.
- Limits tell you what to expect – what is acceptable and unacceptable.
 - Limits should tell children what they can do versus what they can't do.
- Common positive limits:
 - We keep ourselves safe
 - We keep each other safe
 - We keep our things safe
 - We use gentle touches
 - We use friendly words
 - We make safe choices
- Set limits based on simple concrete rules. Surround children with a sense of safety and trust.

Sometimes we FLOP...

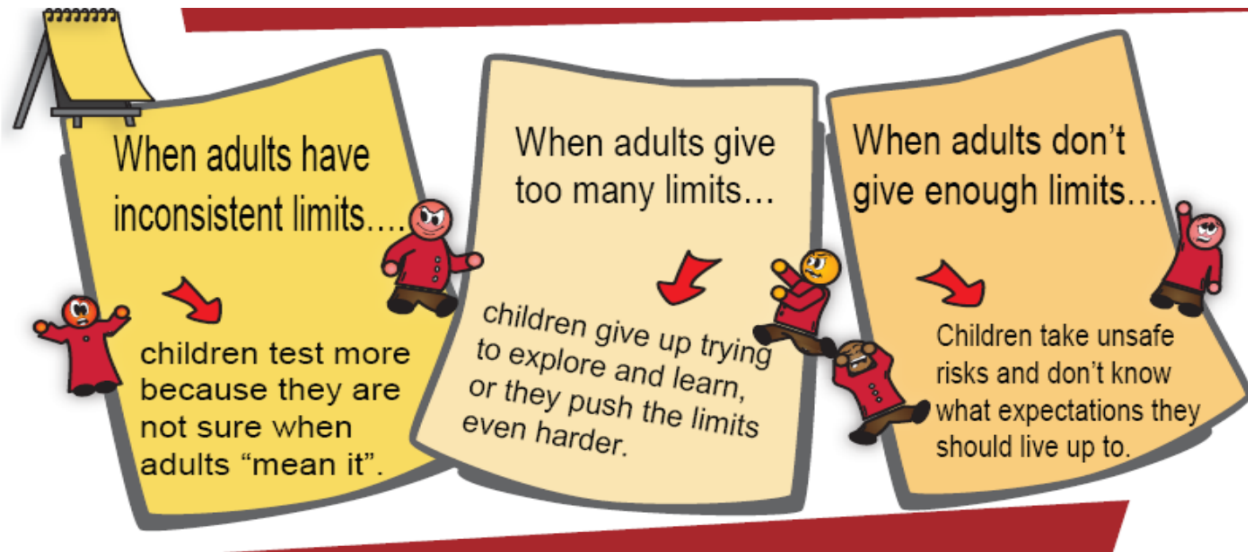


when we get caught up in telling children what they can't do, they don't learn what they SHOULD do.



if we do not regularly discuss, review and remind children of the limits we have set.

Limits



Sample Lead-in Phrases:

- "I see you are doing _____. You must be feeling _____. We use friendly words here."
- "Wow you are really feelings mad. We keep each other safe."
- "Your body is getting antsy, are you feeling nervous? It's okay to feel nervous."
- "I see that you are angry and you hit Jacob. We use gentle hands here."
- "I see that you are excited about our visitor and you are running around the room. Our rule is to sit at circle."

Tips for how to: get started using the Limits step:

- Help children to better understand what is safe an expected behavior.
- They will learn by you telling them the unacceptable and acceptable behavior.
- Ask yourself, "Do I need to set a limit?"

Frequently Asked Questions

- For more answers to FAQs check out www.moreFLIPIT.org

Benefits for Now and Forever

- Doing the limits step helps to build a child's Attachment, Initiative and Self-Control.
- If children are held to reasonable limits and expectations NOW, they are more likely to learn appropriate ways to deal with challenges, express emotions and establish self-control FOREVER.

Step 3 - Inquiries



Step 3 – INQUIRIES Ask children to think before they act by making inquiries that encourage problem-solving. Questions can lead children to better coping strategies and emotional control.

- Now children know what they are feeling, and they know the limit, BUT they have not yet learned alternative ways to cope with their feelings.
- Learning to appropriately cope with feelings is the key to emotional health. (Key to Life!)
- The key to healthy coping strategies is asking children to think through the feelings.
- As children grow, they will have to deal with the feelings by themselves. Inquiries help children THINK for themselves.



Sometimes we FLOP...



when we are too quick to solve their problem for them.



when we ask a question, but our tone is intimidating, demanding or unsupportive (e.g., "What are you going to do next?" – while tapping your toe or looking angry).

Tips for how to: get started using the Inquiries step:

- You should simply ask a question that will invite children to think about solutions and get out of their ICK!

- “How do you think we can fix this?”
- “What do you think you can do instead?”
- “Is there another way?”
- “How can we make this easier?”
- “What is a friendly way you could...?”
- “What are we going to do to make this work?”
- “How can we make this more fun?”

- For more answers to FAQs check out www.moreFLIPIT.org

- Doing the Inquiries step helps to build a child's Attachment, Initiative and Self-Control.
- Adults who challenge a child to think by asking questions NOW help that child become a competent and confident problem-solver FOREVER.

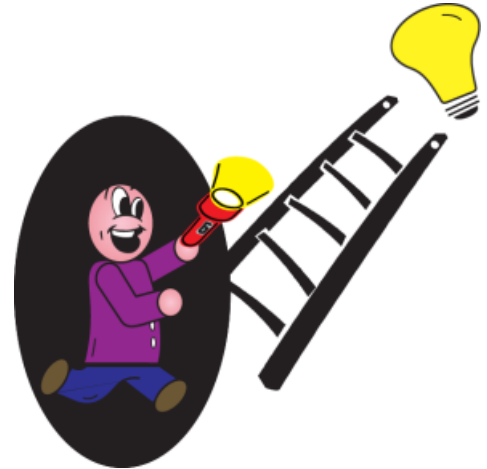
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Step 4 - Prompts



Step 4 – PROMPTS If the child is having difficulty finding a solution, provide prompts in the form of cues and suggestions. Bright ideas can lead the way to better problem solving skills.

- Asking good questions does not always lead to good solutions.
- Children cannot see their way out of a tough situation (drowning in ICK).
- Prompts can help a problem solver see other possibilities.



Sometimes we FLOP...



when we give up on finding a solution. Offering prompts can be tiring because the solution often involves extra work on our part.



when we do not offer prompts with positivity or enthusiasm.

- Offer children tools for fixing their own problems – tools like questions or suggestions.
- How can you help?

- “What do you think we could do instead? We could read or look for my secret critters!”
- “Is there another way? I bet you can think of a way to make that stronger with more hmmm, more what?”
- “What else could you do to get us there? Could you walk backwards or hop on one foot?”
- “Is there a friendly way you could ask? Maybe a lower voice...”
- “How are we going to make this fun? Can you collect rocks on our way home?”

- For more answers to FAQs check out www.moreFLIPIT.org

- Doing the prompts step helps to build a child's Attachment, Initiative and Self-Control.
- If children become creative problem solvers NOW, they are more likely to bring optimism, fresh ideas, and solutions to challenges FOREVER.

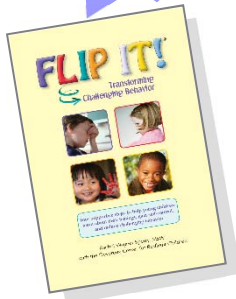
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Resources

Workshops

FAQ's

Testimonials



The Book!

This informative and award winning book by Rachel Wagner 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: F - Feelings, L - Limits, I - Inquiries, P - Prompts. Learn to FLIP IT with the practice pictures, reflection activities and real life stories inside. For pricing and availability, visit

www.MoreFLIPIT.org

FLIP IT Online Course!

This course will teach participants the four supportive steps of FLIP IT in an online learning format. This online learning course has a running time of 2.5 hours. Upon completion of the course, 0.5 CEUs are available (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 needed, CEUs can be obtained through Western Kentucky University for 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:

<http://bit.ly/FLIPITonline>. Please contact Debi Mahler, Director of Professional Development, for organizations with interest in licensing and volume pricing.



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, Director of Professional Development, 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 with the author 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 and binder with detailed trainer notes, a variety of resources to help support the use of FLIP IT in the classroom and by families, the FLIP IT book, 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, Director of Professional Development, at dmahler@devereux.org or 1-866-TRAIN US.

NYS FLIP IT Training

For FLIP IT training in New York State contact the Franziska Racker Center
3226 Wilkins Road, Ithaca, New York 14850 607-272-5891 info@rackercenters.org

Magnets



Bracelets



Reminder Resources!

www.MoreFLIPIT.org

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