

# FLIP IT Introduction

FLIP IT is four supportive steps to help young children identify their feelings, learn healthy self-control, and reduce challenging behavior.



# FLIP

Feelings Limits Inquiries Prompts

## PREREQUISITES

There are three prerequisites for a successful FLIP: Relationships, Empathy, and ICK.

- Children will learn about feelings and healthy coping skills from safe adults.
- Every strategy is only as good as the relationship it is built on!
- Strengthen your relationship with a child through play, listening, respect and caring.
- Empathy is the ability to see and feel from another person's perspective.
- Empathy towards a child is the first step in teaching a child to have empathy for others.
- Empathy allows you to honor a child-sized problem.
- When children are weighed down by life stressors, they have ICK.
- ICK is an expression/visual used in FLIP IT to help us see where behavior is coming from.
- ICK is the hard, sad, bad stuff in a child's life.
- ICK is the negativity or risk factors in an individual's life.

## RESILIENCE

Resilience is the ability to bounce back from difficulty, misfortune or change. FLIP IT helps children become resilient and cope in times of challenge.

Children need to develop three healthy protective factors including:

Attachment/relationships,  
Self-regulation  
Initiative.

[www.moreflipit.org](http://www.moreflipit.org)



[www.centerforresilientchildren.org](http://www.centerforresilientchildren.org)

# FEELINGS Exploring Feelings

We will identify how feelings are at the root of problem behaviors.

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.



Feelings are the root of the tree (what we **CAN'T** see).

Behaviors are the leaves and branches (what we **CAN** see).

Often only the behavior is what we see when we look at a child.

When children have ICK at their roots, it grows through the trunk and can affect their behavior.

## SAMPLE 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."

# LIMITS Exploring Limits

We will explore the importance of providing children with limits that offer a sense of consistency, safety and trust.

Once you have talked with a child about what they are 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.

Limits create a loving containment area that is safe for children to learn and grow.

While this step often comes naturally, we can always work on being more positive and loving with our limits.

Children need to explore in order to learn.

They must try new things, test out ideas, and challenge their endless imaginations.

Sometimes learning and exploring leads to challenging behavior.

Limits can help guide children toward healthy, safe, and positive behaviors and choices.

## LIMITS PHRASES

"We use friendly words here."

"It's okay to feel nervous."

"Our rule is to sit in the circle."

"We keep each other safe."

# INQUIRIES Exploring Inquiries

We will explore the importance of asking children open-ended questions during challenging situations to encourage them to become problem solvers.

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. We want to be building children who can THINK!

We want to help children become great thinkers.

Open-ended questions can help children think, be creative, and put in the effort required to solve the problem.

When children are overwhelmed with feelings and frustrated by limits, it is difficult for them to think and cope.

Fortunately, all these challenges are actually opportunities to learn!

“Teachable Moments” speak to the idea that there are opportunities to learn in all crises.

Children will be better equipped to learn and cope in times of challenge when they learn to solve their own problems.

## **INQUIRIES PHRASES**

“What could we do instead?”

“What is another way?”

“How can we make this easier?”

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

“What is a friendly way you could...?”

“How could we make this fun?”

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

# PROMPTS Exploring Prompts

We will explore the importance of offering creative cues, clues, and suggestions to children having difficulty problem solving on their own.

If the child is having difficulty problem solving after you have talked with them 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. This is our chance to help a child become a creative problem solver.

Share a personal example

Offer positive choices where both options are desirable

Offer suggestions

Ask leading questions

Use the child's interests to spark creativity

## PROMPTS PHRASES

“What could I get from my desk to help us put it back together?”

“We could read or look for treasures in the room.”

“We can think of a way to make that stronger with more...hmm, more what?”

“Could we walk backwards or hop on one foot?”

“Maybe a lower voice?”

“Can we find a rock, leaf and flower to bring back to the room?”