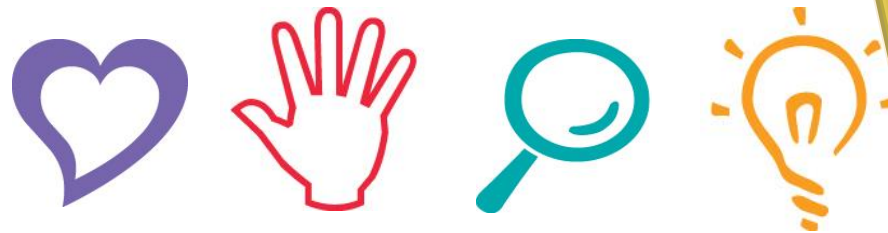


FLIP IT![®]

Don't FLIP OUT,
just FLIP IT!

WHICH KID BEHAVIORS MAKE YOU FLIP OUT?



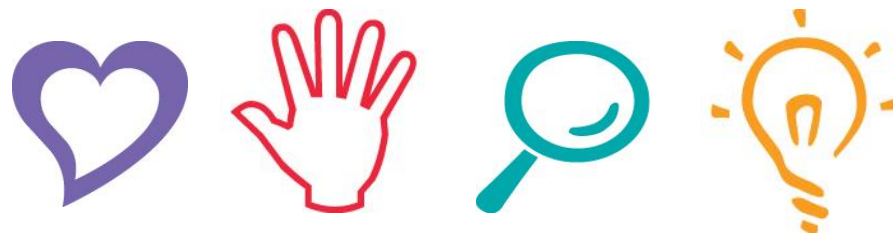
Devereux

CENTER FOR RESILIENT CHILDREN

FLIP IT![®]

Don't FLIP OUT,
just FLIP IT!

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



Four Steps

F

Feelings



L

Limits



I

Inquiries



P

Prompts



The 4 FLIP IT Steps



FEELINGS

Gently talk with children about their feelings and what you see and hear as a result of their emotions.

The 4 FLIP IT Steps



LIMITS

Remind children of the positive limits and expectations you have for their behavior.

The 4 FLIP IT Steps

INQUIRIES

Ask questions that promote problem-solving and healthy coping skills.



The 4 FLIP IT Steps

PPROMPTS

Provide creative suggestions, clues, and cues for children having difficulty problem-solving.



FLIP IT began with Hayley

1. Feelings



2. Limits



3. Inquiries



4. Prompts



FLIP IT can be used for:

- targeted interventions for a child displaying specific behavioral concerns.

OR

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



FLIP IT is:

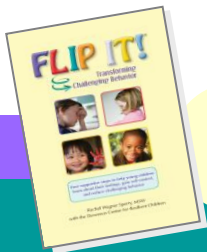


- Best practice made simple
- Strength-Based
- Commonsense
- Effective
- Portable
- Easy to remember
- Easy to share
- Applicable in a variety of situations
- Four simple steps

FLIP IT Timing:

FLIP IT is best practiced by using all 4 steps in fairly quick succession (1-10 minutes start to finish).

1 2 3 4



FLIP IT in action

<https://youtu.be/VSZ2ieeA2CE>

Four Steps

F

Feelings



L

Limits



I

Inquiries

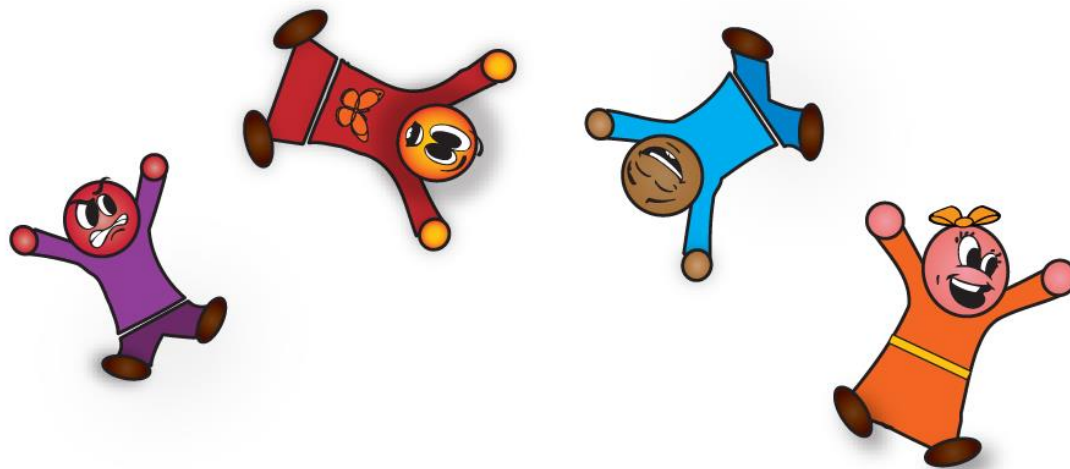


P

Prompts



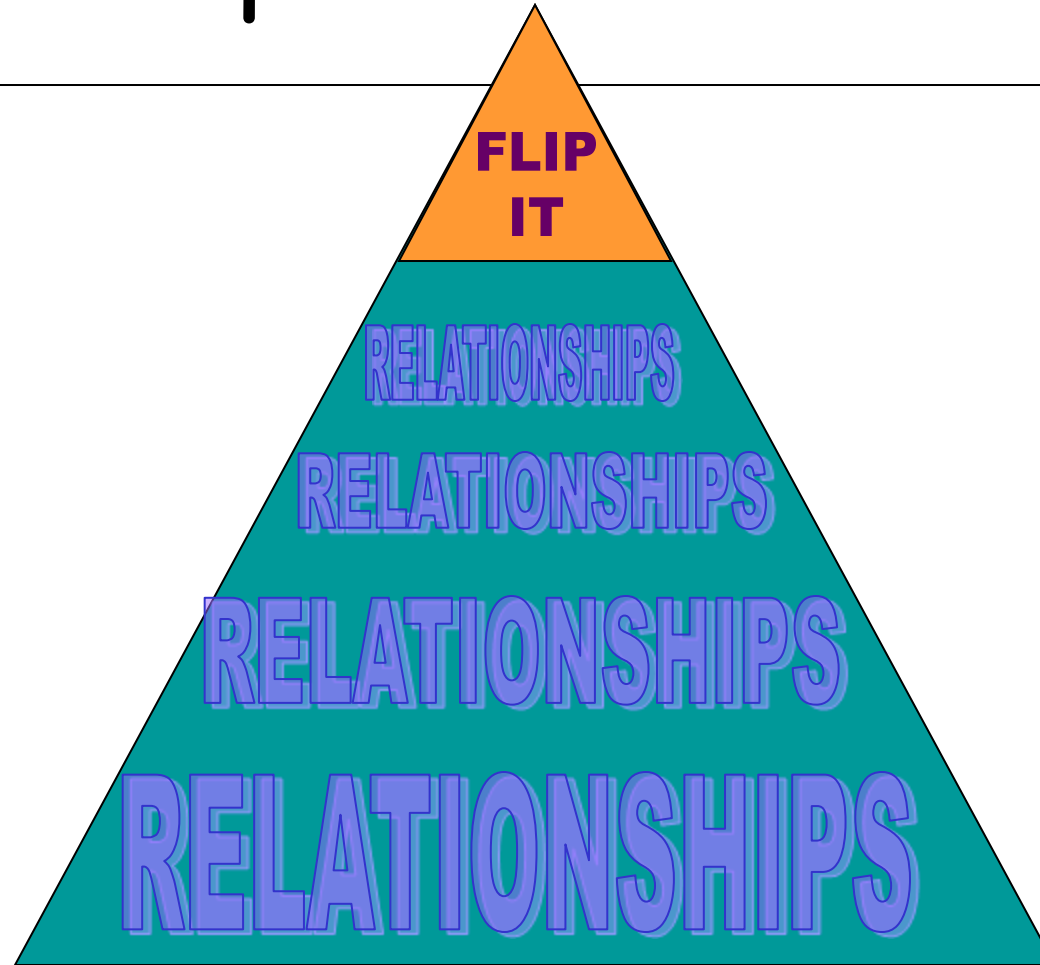
Children who are frequently
“FLIPPED” become emotionally
aware problem-solvers who
develop healthy coping skills that



FLIP IT Prerequisites Relationships, Empathy & Ick



Relationships are the foundation!



Every strategy is only as good as the relationship it is built on!

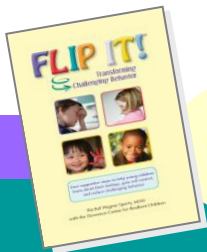
Strive for Relationships

Strive
every day
to strengthen the
relationship with
your child
through
**play, listening,
respect and
caring.**

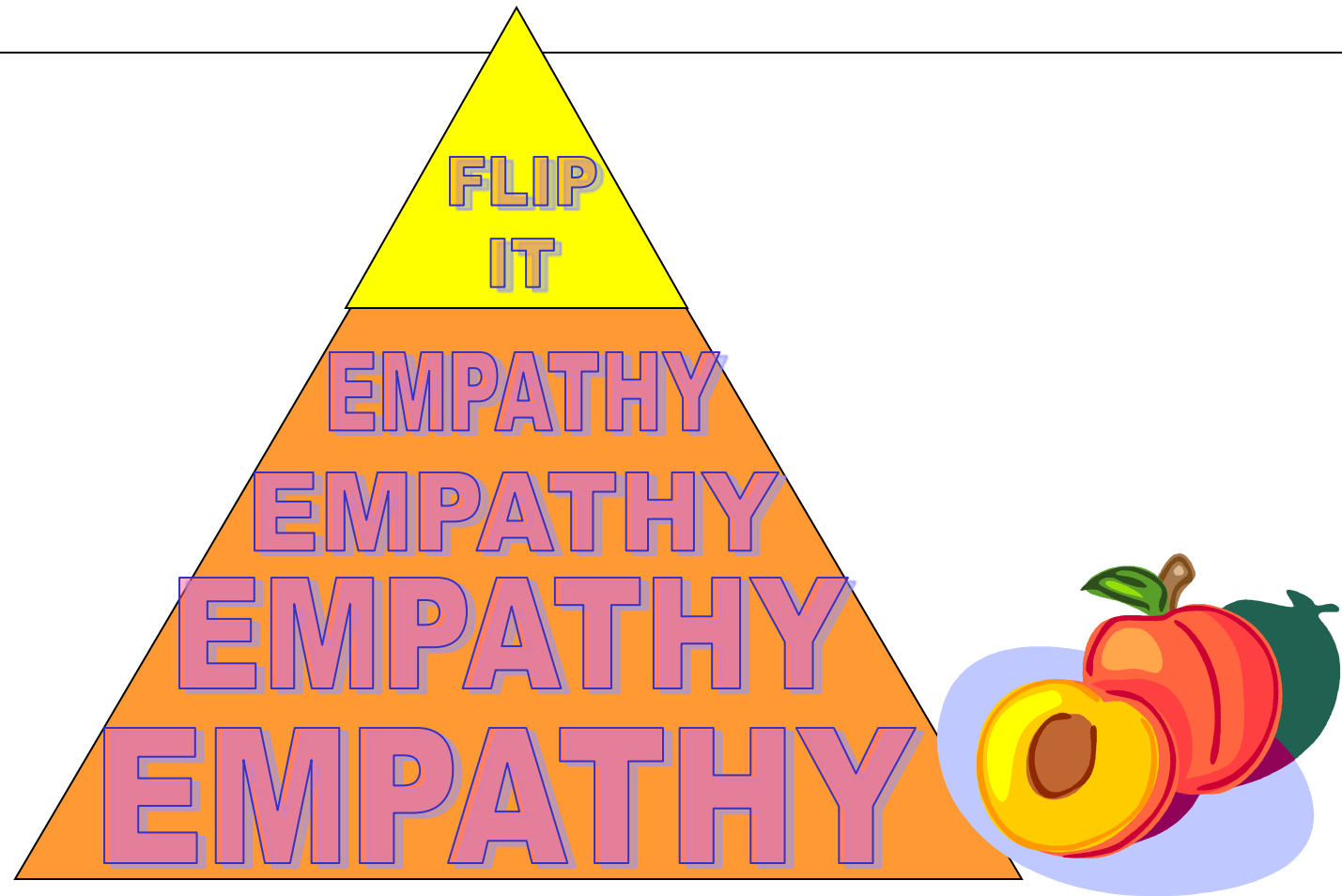


What is empathy?

- Empathy is the ability to see and feel from another person's perspective.
- Showing empathy to a child is the first step in teaching a child to have empathy for others.



Peaches ARE a big deal!

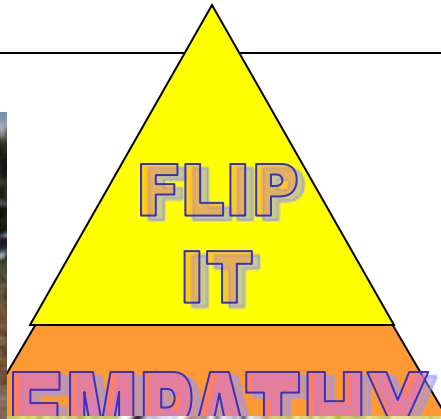


Empathy is the ability to honor
a child-size problem.

PEACHES

<https://youtu.be/j9oTO6UheG4?si=Fr5sFUUde1J9yWVF>

Peaches ARE a big deal!



Empathy is the ability to honor
a child-size problem.

ICK - What Causes Challenging Behavior?



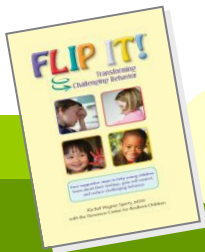
Where do these challenging behaviors come from?



Children are challenging when they are weighted down by something called ICK!

What is ICK?

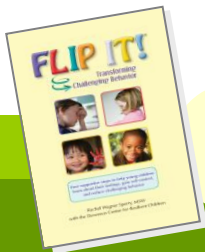
ICK refers to the negativity or risk factors in an individual's life.



We all have ICK, BUT



ICKNESS
Does NOT
=
SICKNESS





R
E
M
E
M
B
E
R

who they are

FLIP INs and OUTs

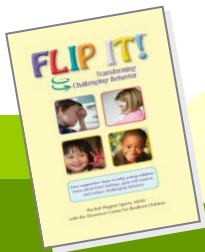
When children react to the ICK in their lives, they often FLIP IN or FLIP OUT.



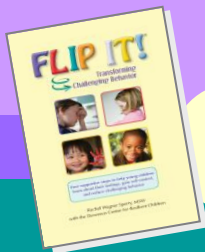
FLIP INs happen when feelings stay inside and are not expressed.



FLIP OUTs happen when the negative factors children feel on the inside comes out in unhealthy or destructive ways.



Step 1 - FEELINGS





Step 1 - FEELINGS Defined



Begin the FLIP IT process with

Step 1 – FEELINGS.

Gently talk with children about their feelings and what you see and hear as a result of their emotions.

Help children identify the root feelings causing the behavior.



Step 1 - FEELINGS Defined



Begin the FLIP IT process with

Step 1 – FEELINGS.

Gently talk with children about their **feelings** and what you **see** and **hear** as a result of their emotions.

Help children identify the **root** feelings causing the behavior.



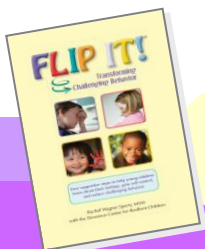
Why are FEELINGS important?



Feelings are at the root of all behavior. When children have good feelings at their roots, positive behavior will grow like a healthy tree.

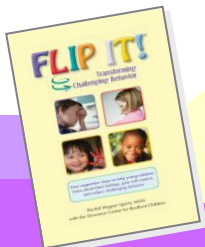


Children do not always understand the negative feelings they are experiencing or why they are **FLIPPING IN** or **OUT**. Unhealthy or destructive behavior from children often gets big reactions from adults who just want the behavior to stop.



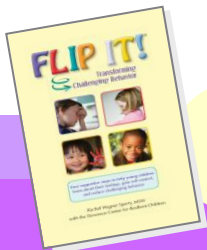


If we address the behavior without addressing the root feelings, the ICK will keep growing, and the negative behavior will reoccur.





Instead, we need to gently talk with children about their feelings and what we are seeing and hearing as a result. Getting to the root cause of the behavior will lessen the ICK and support a child's ability to identify her emotions. Children must be aware of WHAT they are feeling before we ask them to control it.

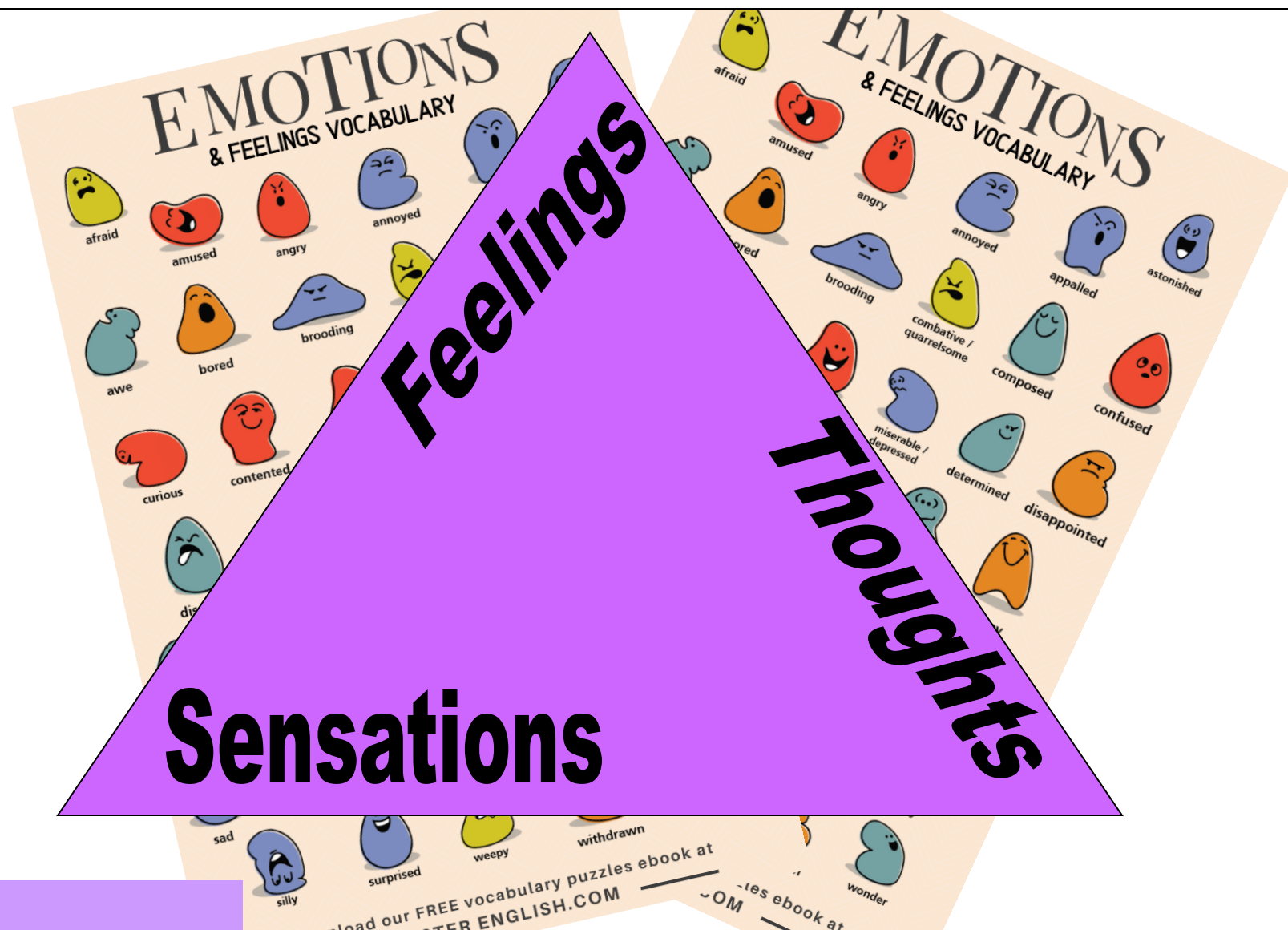


A young boy with brown hair is shown in profile, looking down and covering his eyes with his hands. He appears to be crying or is deeply distressed. The background is a blurred indoor setting, possibly a classroom or office, with a window and some furniture visible.

"Behaviors are feelings to be understood."

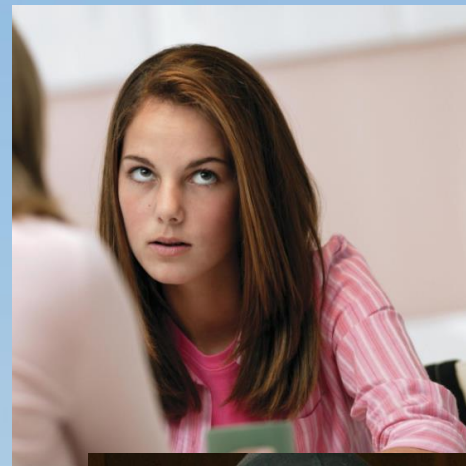


ALL might be at the ROOT!





What's going on with that kid?

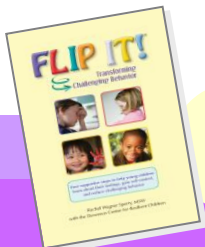




Sometimes we FLOP

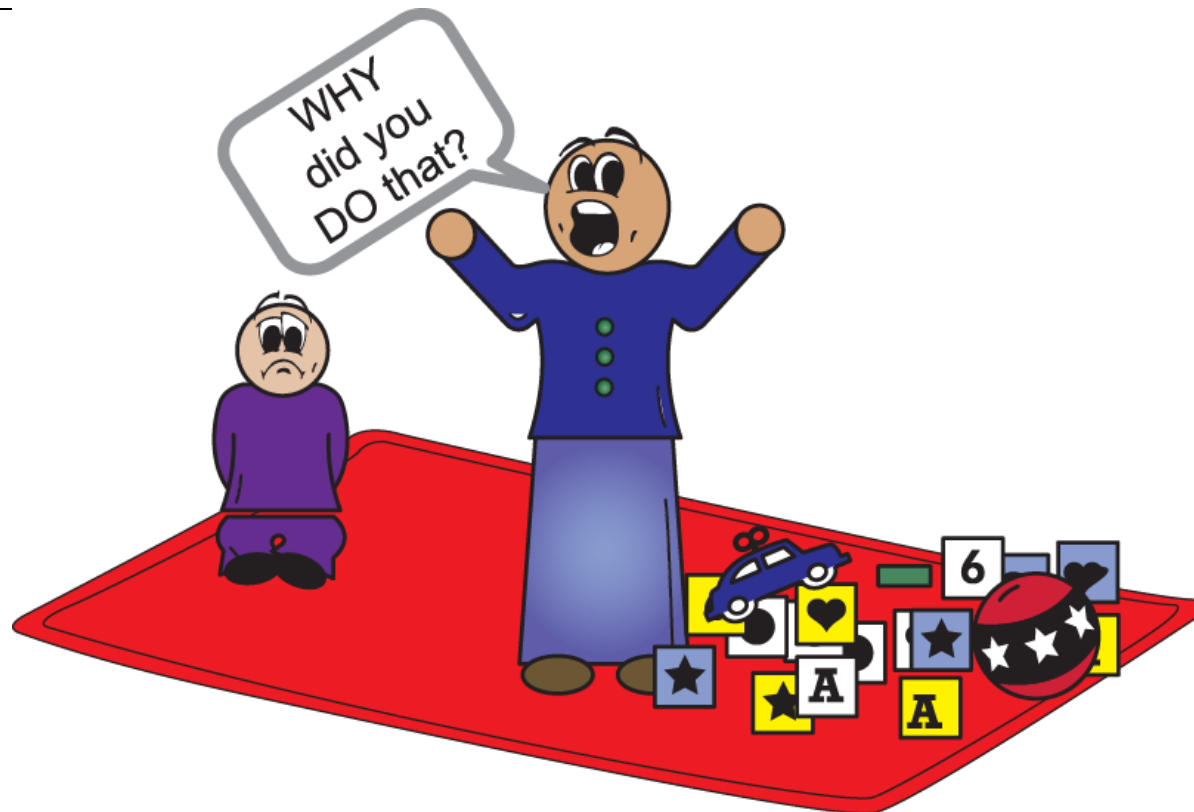
FLOP!

A FLOP is when despite our good intentions, we respond to challenging behavior in a way that does not help resolve the situation or encourage the child to gain self-control.





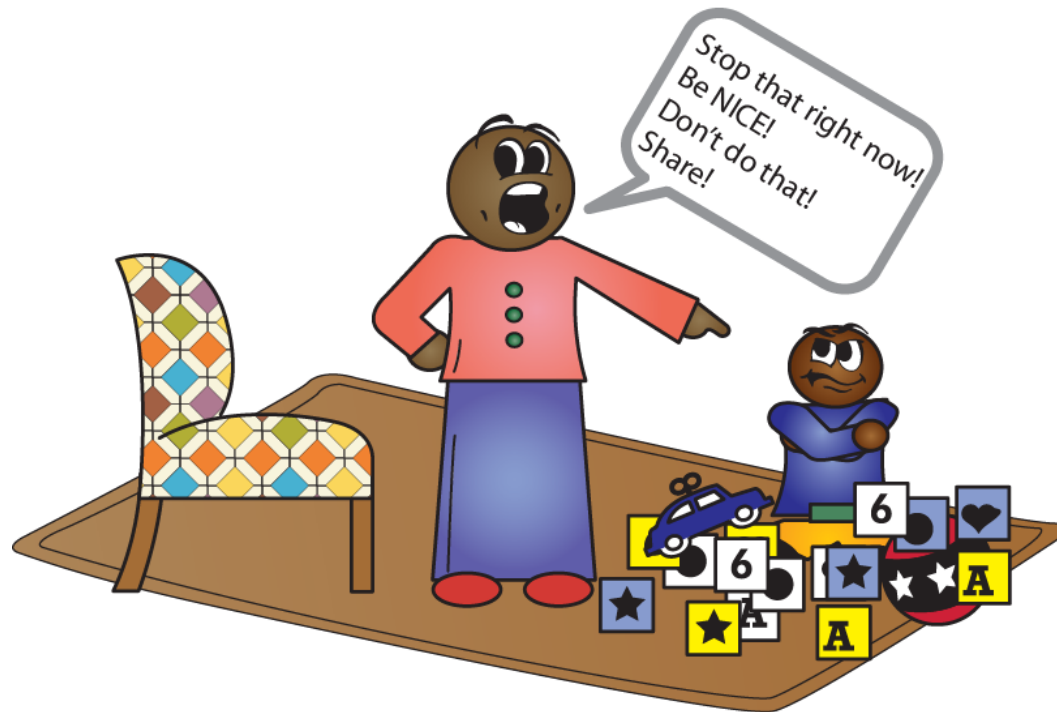
FLOP 1



When adults try to get to the root of the behavior by asking the child “WHY?”



FLOP 2

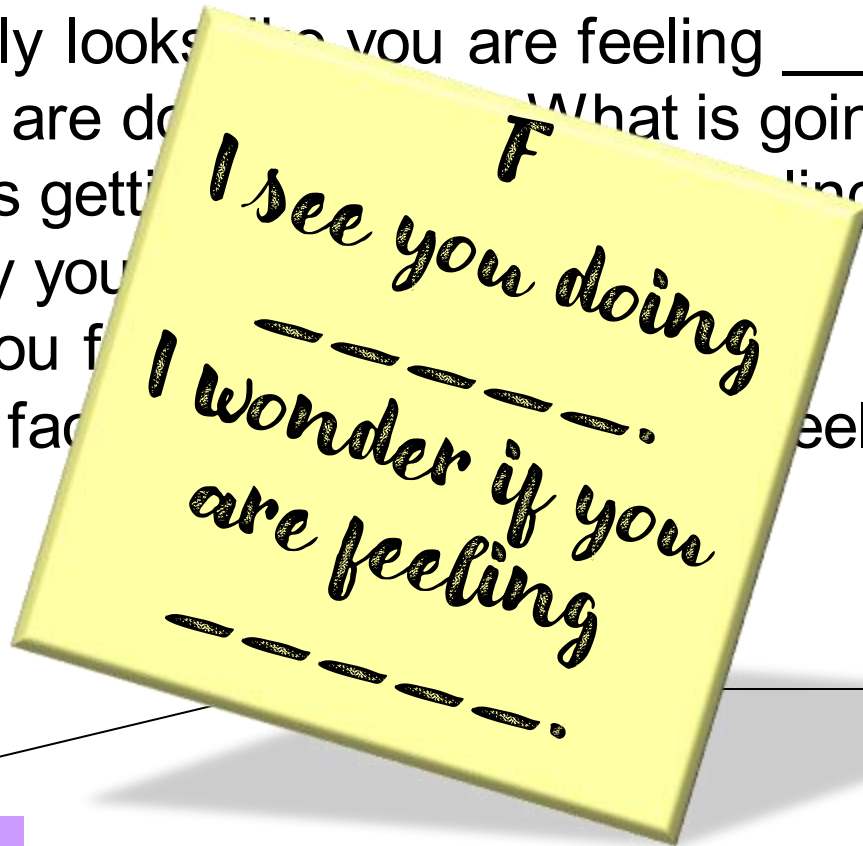


When we respond to the child's
BEHAVIORS - instead of the **FEELINGS**.



How To...

- “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 _____. Are you feeling nervous?”
- “I’m so sorry you _____.”
- “What are you feeling _____?”
- “Point to the face that shows how you are feeling.”





1. Breaking crayons into little pieces

What would
you say?



1. Feelings



2. Limits



3. Inquiries

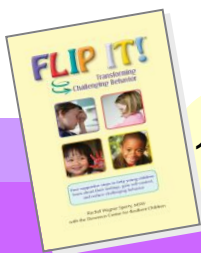


4. Prompts



I see you are

I wonder if you
are feeling



17-18

Step 2 - LIMITS



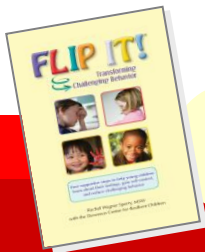
Step 2 - LIMITS Defined



Step 2 – LIMITS.

Remind the child or youth 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 should be...

1. Positively worded
2. Kept simple
3. Based on familiar rules
4. Descriptive
5. Stated without a “BUT”
6. Reviewed during non-challenging moments

We keep ourselves safe

We keep each other safe

We keep our things safe

We use gentle touches

We use kind words

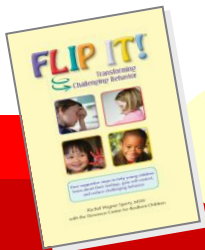
We listen with our eyes and
ears



How to...

- “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 _____.”
- “Your body is getting tense. Are you feeling nervous? It’s okay to feel that way. _____.”
- “I’m so sorry you were hurt. We use gentle touches here _____.”
- “I see you are a visitor and you are running in the room. We sit at circle.”

Our rule is that we...





1. Breaking crayons into little pieces

What would you say?



1. Feelings



2. Limits



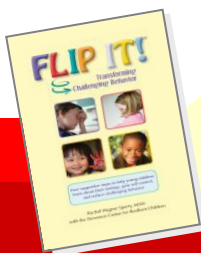
3. Inquiries



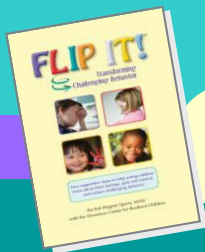
4. Prompts



Our rule is that we...



Step 3 -INQUIRIES





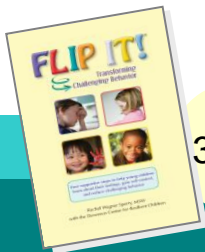
Step 3 - INQUIRIES Defined

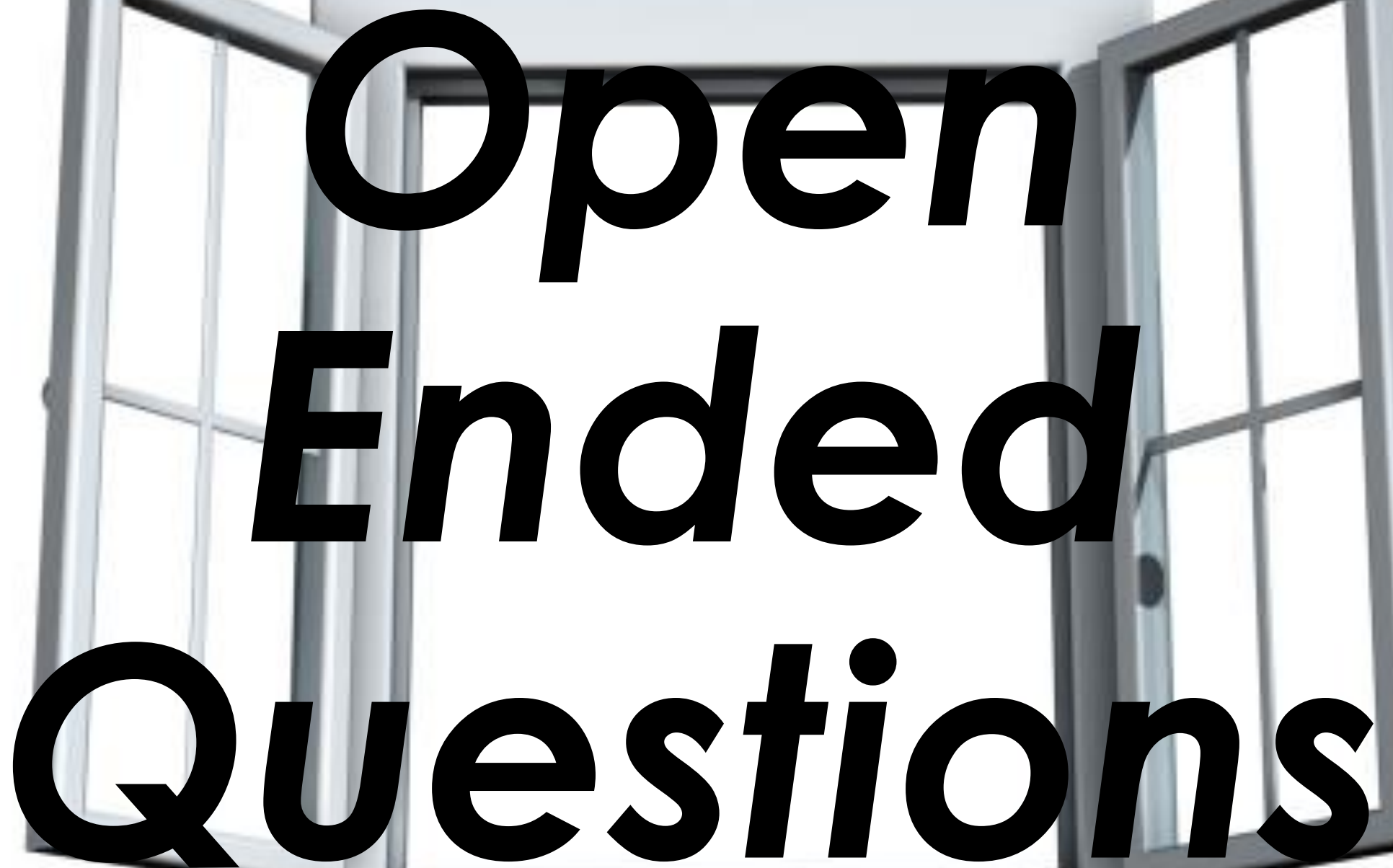


Step 3 – INQUIRIES.

Ask questions that promote problem-solving and healthy coping skills.

Encourage children to think about solutions to their challenges.



The background of the slide features a 3D rendering of a white window frame with two panes swung open, set against a light blue sky. The text is overlaid on this background.

Open Ended Questions



The BEST Questions

What are you supposed to use when you eat?"

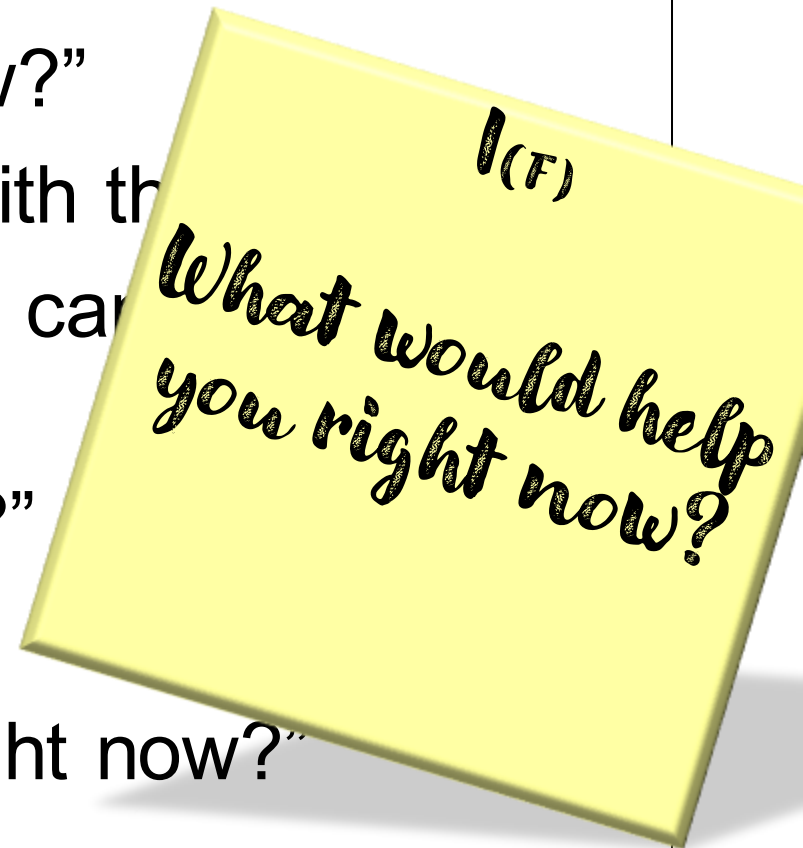
Do you want to use a fork?

Open-ended
vs
Leading



How to ask when FLIPping... Challenging Feelings

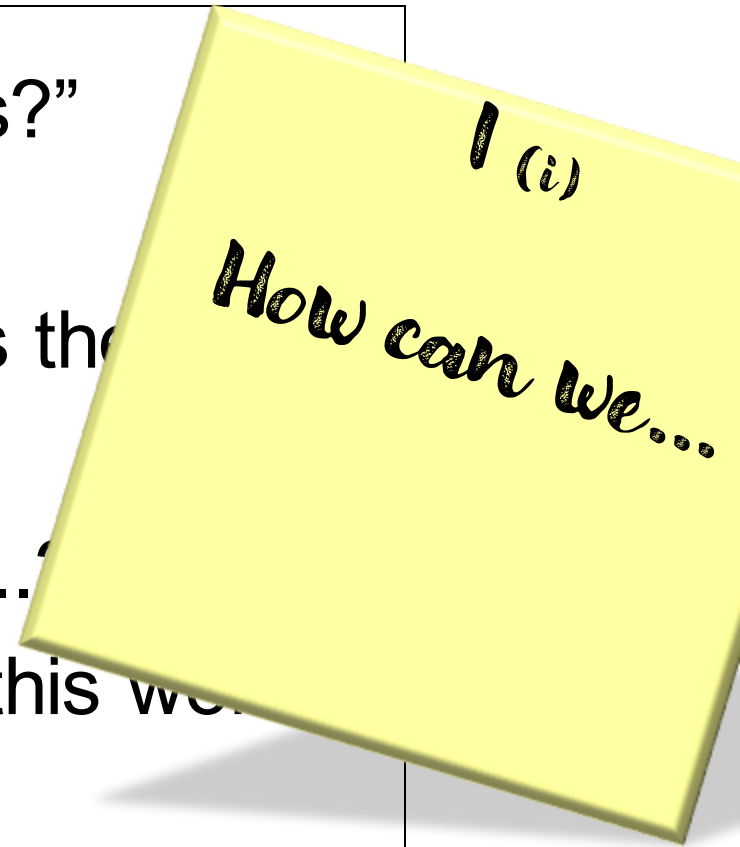
- “What would help you right now?”
- “What is another way to deal with this?”
- “Is there something we, or you, can do to feel calmer?”
- “How can we make this easier?”
- “What will help you feel safe?”
- “What would feel comforting right now?”





How to ask when FLIPping... Challenging Issues

- “How do you think you can fix this?”
- “What could you do instead?”
- “What else could you do to get us there?”
- “How can you make this easier?”
- “What is a friendly way you could...?”
- “What can you do to do to make this work?”
- “How could you make this fun?”








1. Breaking crayons into little pieces

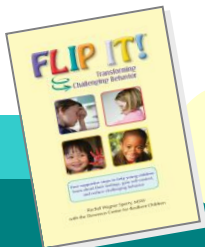
What would you say?

 1. Feelings

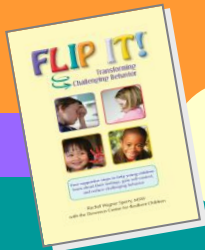
 2. Limits

 3. Inquiries

 4. Prompts



Step 4 - PROMPTS



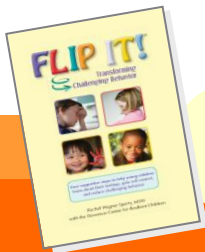


Step 4 - PROMPTS Defined

Step 4 – PROMPTS.

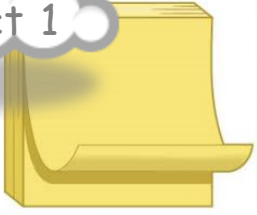
Provide creative cues, clues, and suggestions for children to help them with their problem-solving.

Enthusiastic, bright ideas can lead the way to better problem-solving skills.





Reflect 1



5 WAYS

Prompts can be offered
in a variety of ways.

5 Ways




1. Use personal example
2. Offer suggestions
3. Ask leading questions
4. Offer positive choices
5. Use the child's strengths and interests to spark their creativity





1. Breaking crayons into little pieces

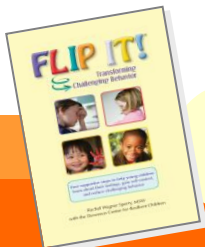
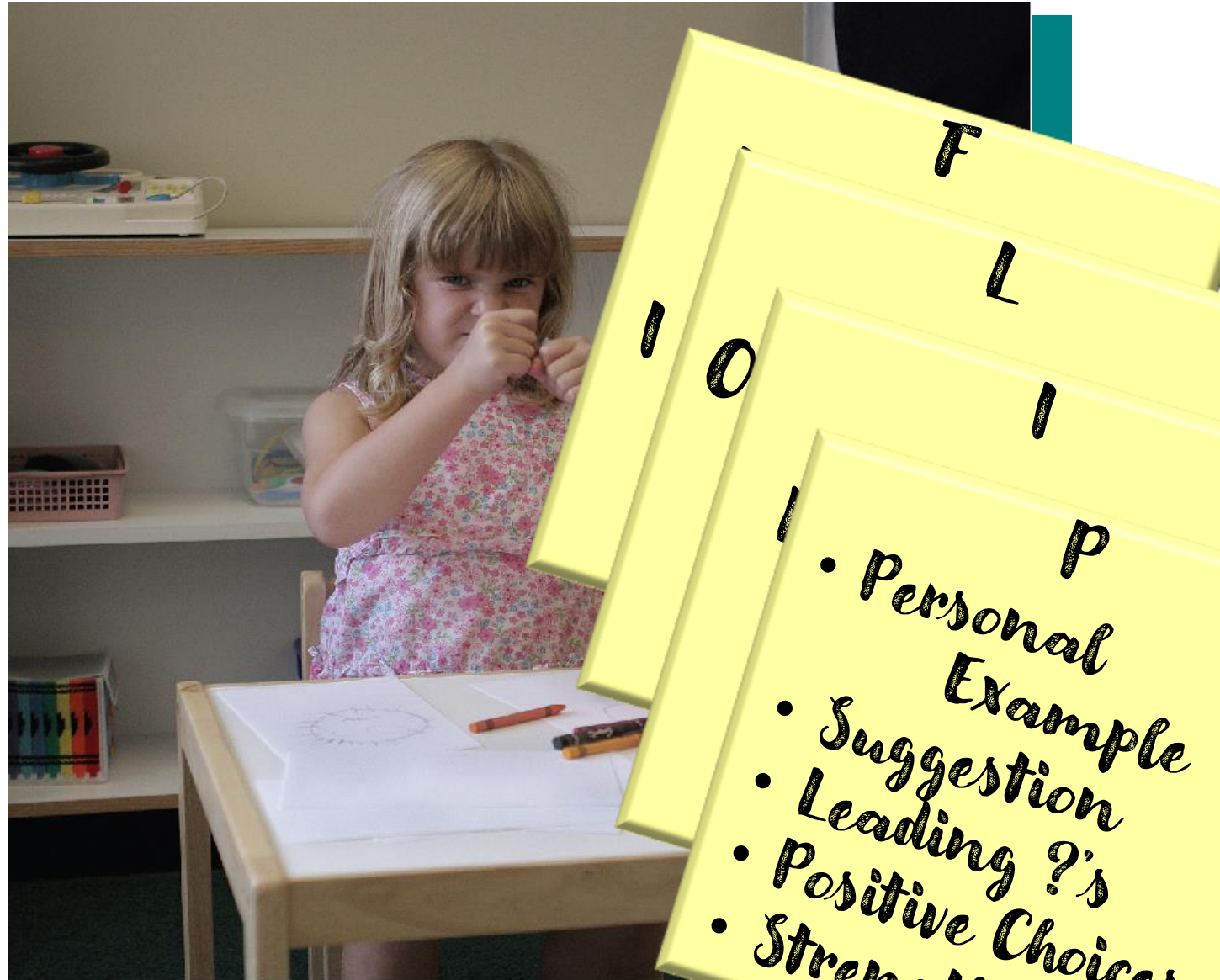
What would you say?

 1. Feelings

 2. Limits

 3. Inquiries

 4. Prompts





How to...FEELINGS

What will help you feel safe? **Would you like me to sit next to you for a few minutes?**

Is there something we, or you, can do to feel calmer? **How about some belly breathing?**

What is another way to deal with this? **What are some nice ways to ask?**

How can we make this easier? **Who can you ask for help when you feeling this way?**

What would feel comforting right now? **How about a hug?**

What would help you right now? **How about some physical activity, like a walk, or jumping jacks?**



How to...ISSUES

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?"**



Practice Pictures



A child is breaking crayons into pieces.

F. _____
L. _____
I. _____
P. _____



A child is crawling under the table during transition time.

F. _____
L. _____
I. _____
P. _____



Children are fighting over the paint brush.

F. _____
L. _____
I. _____
P. _____

Practice Time, Breakout!

Questions?

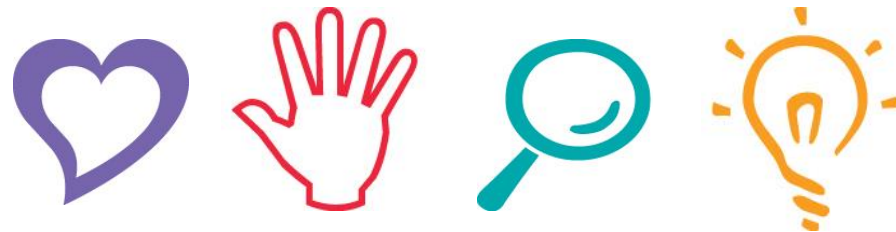
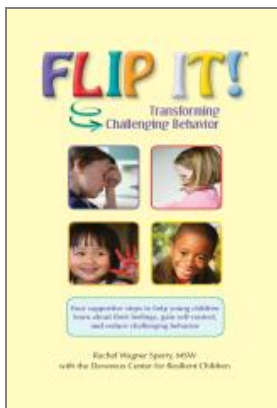


Answers to FAQs can also be found at
www.MoreFLIPIT.org

Thank You

FLIP IT!®

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



*Don't FLIP OUT,
just FLIP IT!*

Contact Information

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