

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.

Research-Based!

Ohio Study found FLIP IT to be significantly associated with decreases in negative outcomes and increases in positive outcomes. Child outcomes were still improving six months after training! 100% of parent comments described positive outcomes for their families

Meehan, D.C. (2016). *A Multi-Tiered Evaluation of the Effectiveness of the FLIP IT Parent-training Model*. Unpublished report.



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.

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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.



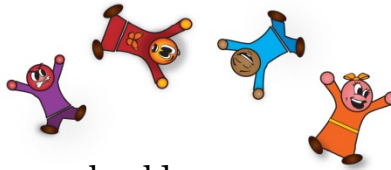
FLIP IT is:

- 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.



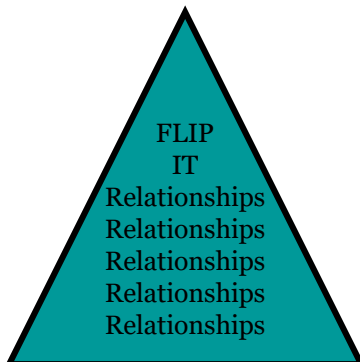
FLIP IT Notes:

- FLIP IT is not the ONLY strategy one should use.
- Use FLIP IT in combination with other strategies.
- FLIP IT 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:

1. Relationships
 - * Relationships are the foundation!
 - * Every strategy is only as good as the relationship it is built on!
2. Empathy
 - * Empathy is the ability to see and feel from another person’s point of view.
 - * The ability to honor “child-size” problems.
3. 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 (externalizing behavior or internalizing)!





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.

1. Feelings
“I can see that 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.

2. Limits
“The rule is that we...”



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.

3. Inquiries
“How can we fix this?”



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.

4. Prompts
“I wonder if we tried...”

