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

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.

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

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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.

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

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?”

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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...”