Introduction to...

4 Easy Steps That Will Transform Challenging Behavior in Your Early Childhood Program

www.MoreFLIPIT.org

Agenda
1. The story of how FLIP IT began
2. FLIP IT Overview
3. Closer Look at Feelings
4. Quick view of L, I, and P
5. Q&A

I ask that you...

- Be critical
- Be open-minded
- Ask questions
The Story...

FLIP IT! began with Hayley

Abused & Neglected
Foster Care
Tried EVERYTHING!

Four Steps

Feelings  Limits  Inquiries  Prompts
FLIP IT! with Hayley

1. Feelings  Oh my goodness, Hayley... You are SO MAD!

2. Limits  Remember we agreed that we were going to keep each other safe.

3. Inquiries  What can we do with your mad?

4. Prompts  Could we try blowing bubbles to take deep breaths?

Prompts aren’t easy!

Prompts:
- How about a walk?
- Want to squeeze playdoh?
- Can I rub your back?

Finally...

“Can I scratch your feet?”

YES!
FLIP IT! with Hayley

1. Feelings  Oh my goodness, Hayley...You are SO MAD!

2. Limits  Remember we agreed that we were going to keep each other safe.

3. Inquiries  What can we do with your mad?

4. Prompts  How about we try scratching those feet?

Eventually...

Think about YOUR Hayley
Poll

Which behaviors challenge you the most?

- Physical aggression or destruction
- Tantrums and meltdowns
- Inappropriate words or actions
- Defiance and refusal
- Other

FLIP IT! Overview

- Targeted interventions

OR

- Everyday minor challenges and conflicts
Best practice made simple
Strength-based
Commonsense
Effective
Portable
Easy to remember
Easy to share
Applicable in a variety of situations
Four simple steps
Supported by research

Research Supports FLIP IT!

- Informed by a thorough literature review
- A 2016 study examined FLIP IT as a four-step process and observed long-term changes after a single training

FLIP IT! Study Results

Study found that within-child protective factors increased steadily and behavior problems decreased steadily across a six-month period
FLIP IT! Study Results

Study found that caregiver-child relationships steadily improved over a six-month period.

100% of participants reported positive outcomes.
92% reported that FLIP IT was a natural fit with their personal caregiving style.

How long does it take?

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

1 2 3 4
• FLIP IT is not the ONLY strategy one should use

• Use FLIP IT in combination with other strategies

• Requires consistency, it is not magic

For children with more severe behavior issues, seek support from a mental health professional.

*Relationships, Empathy, & ICK*
Every strategy is only as good as the RELATIONSHIP it is built upon!

The ability to honor a CHILD-SIZE problem.

• 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.
Children haven’t changed, but childhood has.

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.
Sometimes we...

When we respond to the first thing we see - the child's **BEHAVIORS** - instead of the **FEELINGS**, we...
1. "Stop breaking those crayons."
2. "You are hurting the crayon's feelings."
3. "We keep our crayons whole so that we can play with them again and again."
4. "What else could you do with the crayons?"
5. "Would you like to try scribbling on the paper or finding some sticks to break?"
6. "We can't break crayons because we are on a very tight budget!"

What about Feelings?

"Behaviors are feelings to be understood."

1. Change a Habit
2. Use Some Tools
3. Talk About All Feelings
4. Keep it Simple
5. Just Start
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 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."

Quick Look at L, I, and P

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.
Poll

I usually feel like my limits are...
- loving and inconsistent
- negative and inconsistent
- a mix of constructive and frazzled

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

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.
Are we raising children who can THINK through a problem?

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.
**Prompts**

- Leading Questions
- Focus on Strengths
- Hints
- Exciting
- Re-Direction
- Tangible
- Personal Examples

**Leaders can FLIP IT too!**

- Offering FLIP IT to others via parallel process
- Bite size pieces
- Visuals
- Scripts
- Let is be imperfect
- No shame
- Lots of encouragement
- Regular reflection

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Children who are frequently "FLIPPED" become emotionally aware problem-solvers who develop healthy coping skills that will last a lifetime.

Thank you…

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