

Introduction to...

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



www.MoreFLIPIT.org

Devereux CENTER FOR ADVANCED BEHAVIORAL HEALTH RESILIENT CHILDREN

1

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



2

I ask that you...

- Be critical
- Be open-minded
- Ask questions



3

The Story...

4

FLIP IT! began with Hayley

Fat, Feeble, Female!

Abused & Neglected Foster Care Tried EVERYTHING!

5

Four Steps

F	L	I	P
Feelings	Limits	Inquiries	Prompts

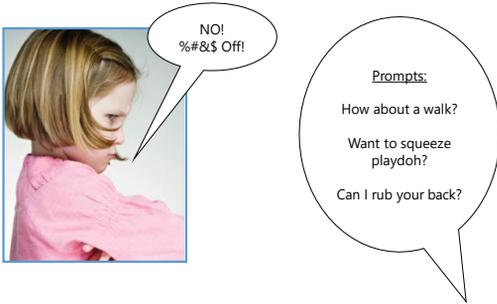
6

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?**

7

Prompts aren't easy!



8

Finally...



9

FLIP IT! with Hayley

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

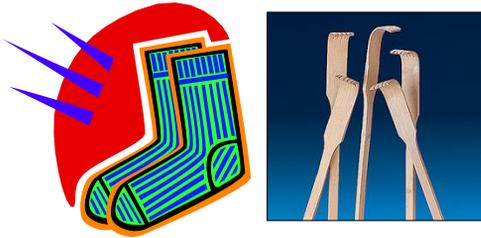
2. Limits **Remember we agreed that we were going to keep each other safe.**

3. Inquiries **What can we do with your mad?**

4. Prompts **How about we try scratching those feet?**

10

Eventually...



11



*Think
about
YOUR
Hayley*

12

Poll

Which behaviors challenge you the most?

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

13

FLIP IT! Overview

14

- Targeted interventions

OR

- Everyday minor challenges and conflicts



15



- 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

16

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

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 Unpublished report.

17

FLIP IT! Study Results

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



18

FLIP IT! Study Results

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



19

FLIP IT! Study Results

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



20

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

21

- FLIP IT is not the ONLY strategy one should use
- Use FLIP IT in combination with other strategies
- Requires consistency, it is not magic



22



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

23

Relationships, Empathy, & ICK

24



25



The ability to honor a CHILD-SIZE problem.

26



27



28



29



30



31



32



FLIP IN

or

FLIP OUT

33



34

Sometimes we...

FLOP

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

35



36

What about Feelings?

37



"Behaviors are feelings to be understood."

38



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

39

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."

40

Quick Look at L, I, and P

41

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.

42

Poll

I usually feel like my limits are...

- loving and inconsistent
- negative and inconsistent
- a mix of constructive and frazzled

43

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

44

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.

45

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



46

Open-Ended Question

47

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.

48

Prompts

Leading Questions Focus on Strengths

Hints

Re-Direction

Personal Examples

Exciting

Tangible



49

F L I P

Feelings Limits Inquiries Prompts



50

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



51

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



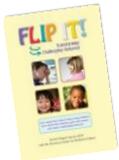
52

Thank you...

rwagner3@devereux.org
www.MoreFLIPIT.org



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



Devereux CENTER FOR RESILIENT CHILDREN
ADVANCED BEHAVIORAL HEALTH

53
