

WELCOME  
TO...

A QUICK  
OVERVIEW  
OF FLIP IT

Four Steps

F

Feelings



L

Limits



I

Inquiries



P

Prompts

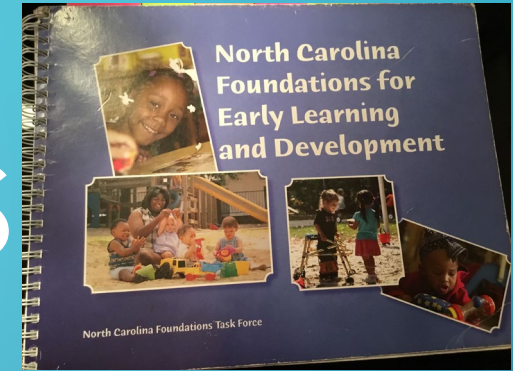




# FLIP IT

A FOUR-STEP  
SUPPORTIVE STRATEGY  
TO HELP YOUNG  
CHILDREN LEARN ABOUT  
THEIR FEELINGS, GAIN  
SELF-CONTROL, AND  
REDUCE CHALLENGING  
BEHAVIOR

# FLIP IT AND FOUNDATIONS



## EMOTIONAL AND SOCIAL DEVELOPMENT

Sub Domain - CHILDREN LEARN ABOUT FEELINGS

GOAL ESD-6: CHILDREN IDENTIFY, MANAGE, AND EXPRESS THEIR FEELINGS

### Developmental Indicators for Older Preschoolers:

- ESD-6p: Independently manage and express feelings effectively most of the time
- ESD-6r: Give reasons for their feelings...
- ESD-6s: Use problem-solving strategies when feeling angry or frustrated

## Rachel Wagner Sperry, MSW



Preschool Teacher  
Mental Health Consultant

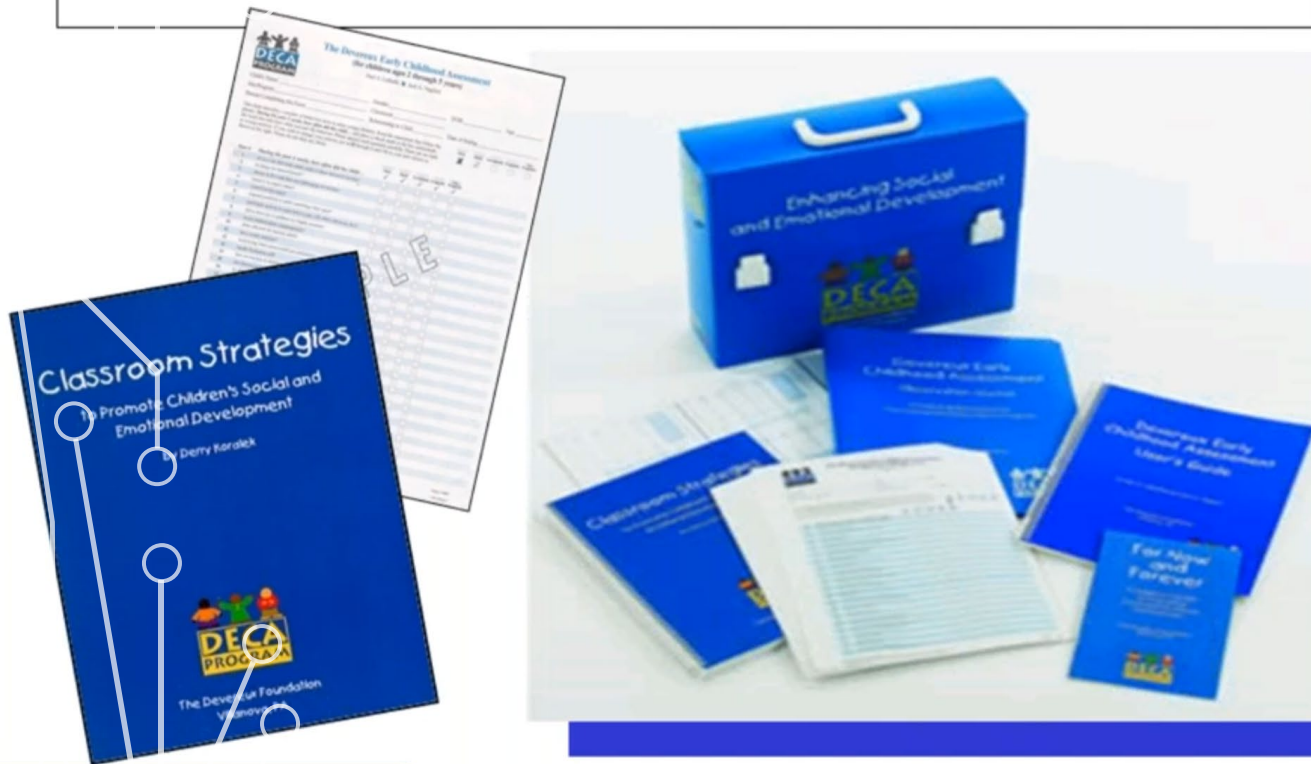


## HOW IT ALL BEGAN



- Flip It began with a little girl named Hayley
- Hayley had been abused
- Placed in a Shelter and a foster home
- Expelled from several preschools because she was very violent to children and adults
- Rachel (author of FLIP IT) was a therapeutic preschool teacher at the time she met Hayley – her new child
- Rachel wanted to help Hayley get to the root of her hurt

# The DECA Program!



## HELPING HAYLEY

- Rachel's Program Coordinator provided her with the DECA Program
- DECA Program – social & emotional screening and assessment tool
- Rachel used information from Hayley's assessment to create a plan to help Hayley.
- The plan is known as FLIP IT today.

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## FLIP IT Timing:

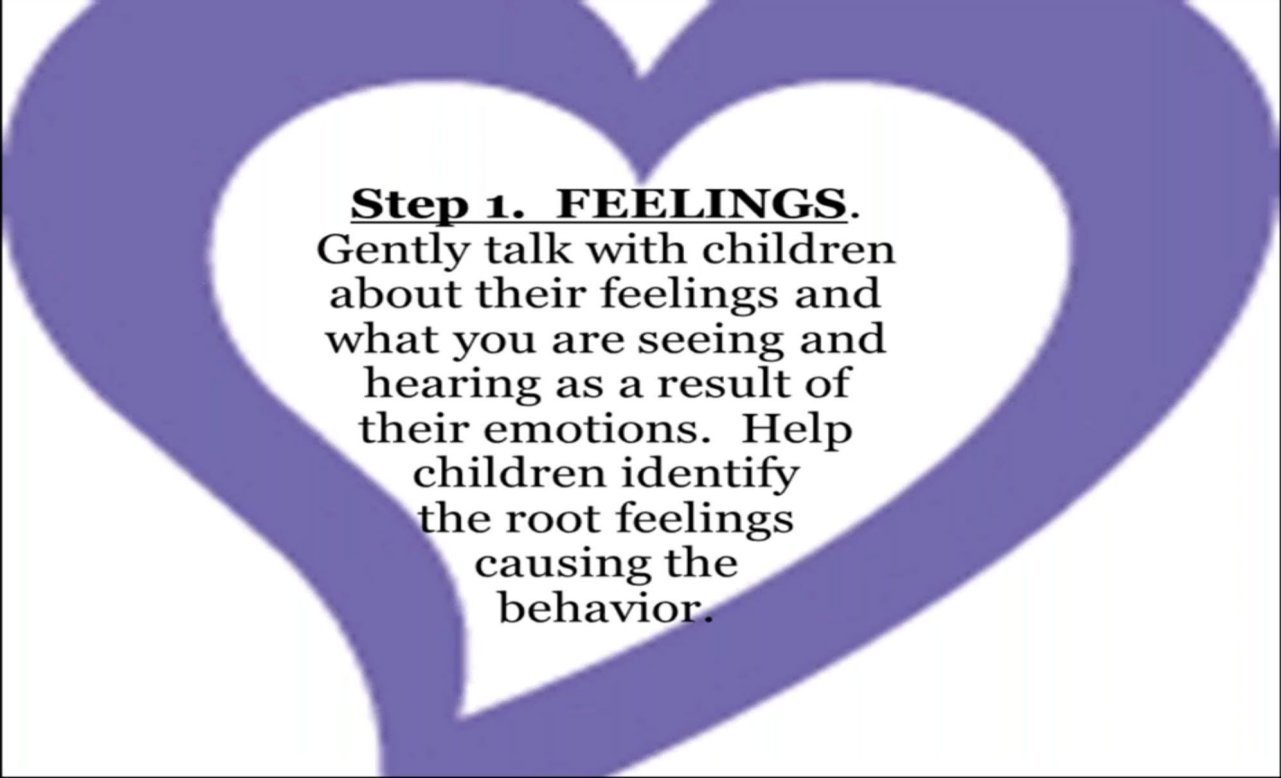
FLIP IT is best practiced by using all 4 steps in fairly quick succession (1-10 minutes start to finish). Experienced FLIP IT users may find that only 1 or 2 steps are needed to resolve the situation.

**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







**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.

“Your body is getting antsy. Are you feeling nervous?”

“I’m so sorry you are feeling so upset.”

“What are you feeling, can you point to the face that tells what you are feeling?”



**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.

## 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

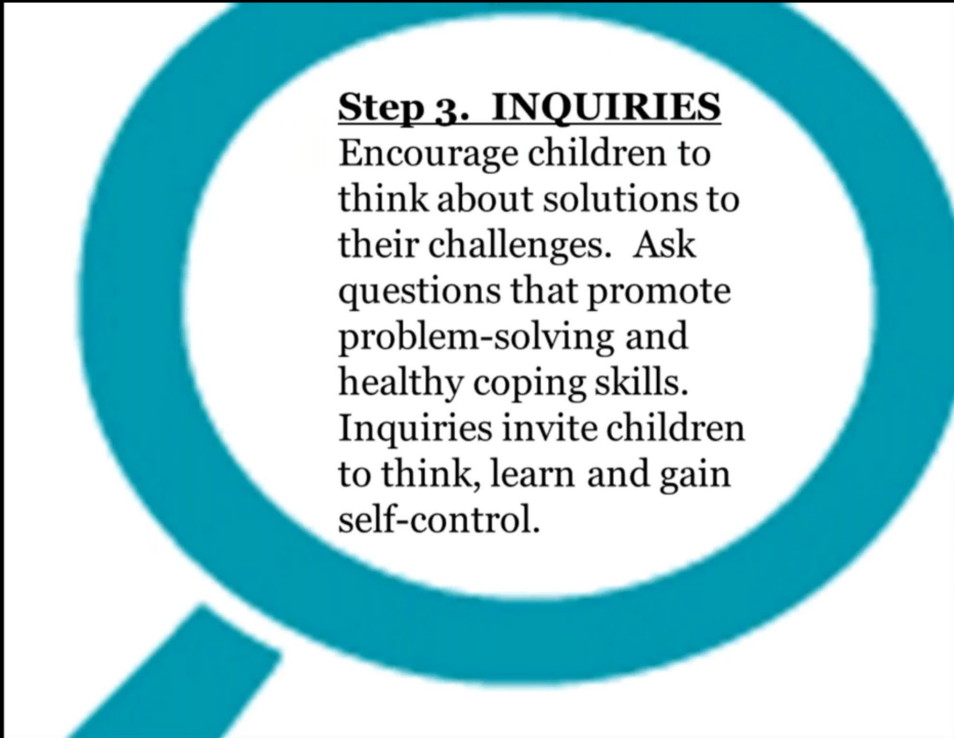
We keep our things safe

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We use gentle touches

We use kind words

We listen with our eyes and ears



**Step 3. INQUIRIES**

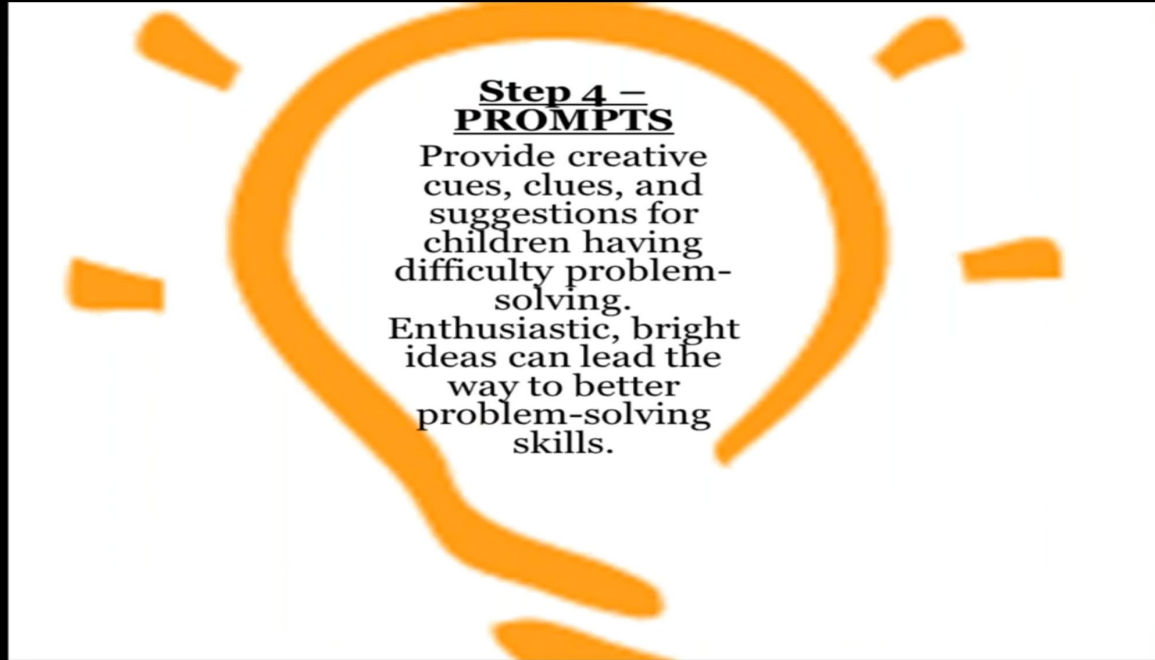
Encourage children to think about solutions to their challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn and gain self-control.



“How do you think we can fix this?”

“What could we do instead?”

“Is there another way?”



## PROMPTS CAN BE OFFERED IN A VARIETY OF WAYS:

- USE PERSONAL EXAMPLES
- OFFER SUGGESTIONS
- ASK LEADING QUESTIONS
- OFFER POSITIVE CHOICES WHERE BOTH OPTIONS ARE DESIRABLE
- USE THE CHILD'S STRENGTHS AND INTERESTS TO SPARK HIS/HER CREATIVITY

## EXAMPLES OF PROMPTS:

- "WE COULD READ OR LOOK FOR TREASURES IN THE ROOM."
- "COULD WE WALK BACKWARDS, OR HOP ON ONE FOOT?"

Sometimes we...

DO IT

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

# HOW TO USE FLIP IT

**SCENARIO:** A child is upset because his favorite truck is broken so he threw it down on the floor.

Feelings: “I see you threw your truck on the floor, what are you feeling?”

Limits: “We keep our things safe by taking care of them.”

Inquiries: “How do you think we can fix this?”

Prompt w/lead in phrase: “What could I get from my desk to help us put it back together?”

# VIDEO – FLIP IT IN ACTION

Watch this short video clip of a teacher implementing the Flip It Strategy:

<https://www.youtube.com/watch?v=VSZ2ieeA2CE&feature=share>



# RESOURCES

- Flip It! Transforming Challenging Behavior

Rachel Wagner Sperry, MSW with Devereux Center for Resilient Children

- [www.MoreFLIPIT.org](http://www.MoreFLIPIT.org) – @ 2011 The Devereux Foundation
- <https://youtu.be/NfQYTCEZTc0> - Flip it 1 hour Webinar
- North Carolina Foundations for Early Learning and Development; North Carolina Foundations Task Force
- <https://youtu.be/zmVJIsFo7RM> - the DECA Preschool Program

# THANK YOU!

