

UNDERSTANDING YOUR CHILD



S O L I H U L L A P P R O A C H

Solihull Approach Early Years



The Child Psychotherapy Trust 1999 states that:

‘The first few months and years of life are a sensitive period when children develop attachments and learn about emotions and social interactions in their family. This lays the foundations for future social, emotional and cognitive development. Children who do not have secure relationships early in life are at greater risk of significant mental health problems, education difficulties or conduct disorders.’



How the Solihull Approach developed

- Motivated by health visitors reviewing practice – began in 1996
- Joint venture with psychotherapy, psychology and health visiting
- Bottom up approach with managerial support
- Developed by different professional groups working together
- Training of health visitors in Solihull
- Supported by research – specific projects
- Theoretical framework gradually developed
- Developed into open learning resource in 2001
- Evolves with professional practice
- Model used by other professional groups working with children and their families
- Requests for training from professionals nationally



Ice Breaker

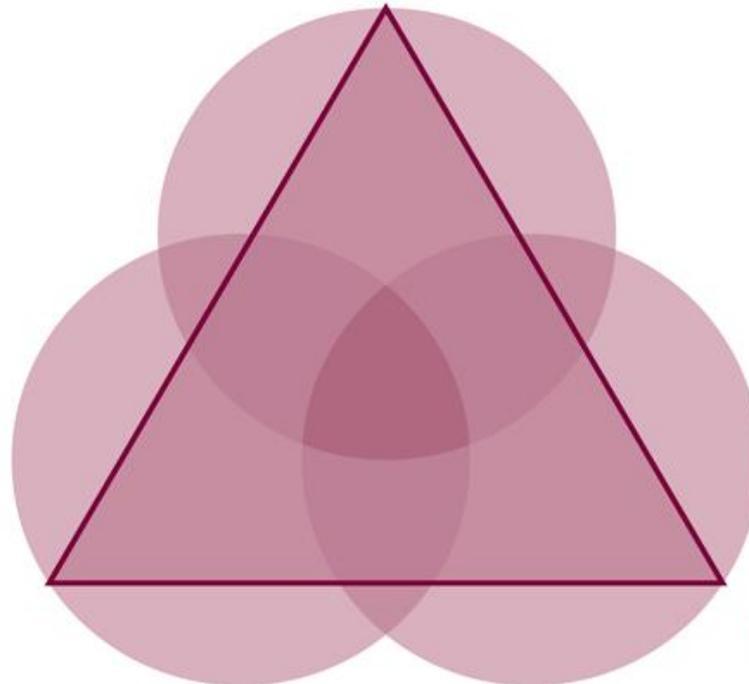
- A-Z childcare

In your groups use the flipchart paper and pens to write your own A-Z of childcare! Each word must be something associated with the sector or your daily roles.



The Solihull Approach Model – Supporting Relationships to Improve Outcomes

Psychoanalytic theory (Bion)
Containment



Reciprocity

**Child Development
research (Brazelton)**



**Behaviour
management**

Behaviourism (Skinner)





Brain development

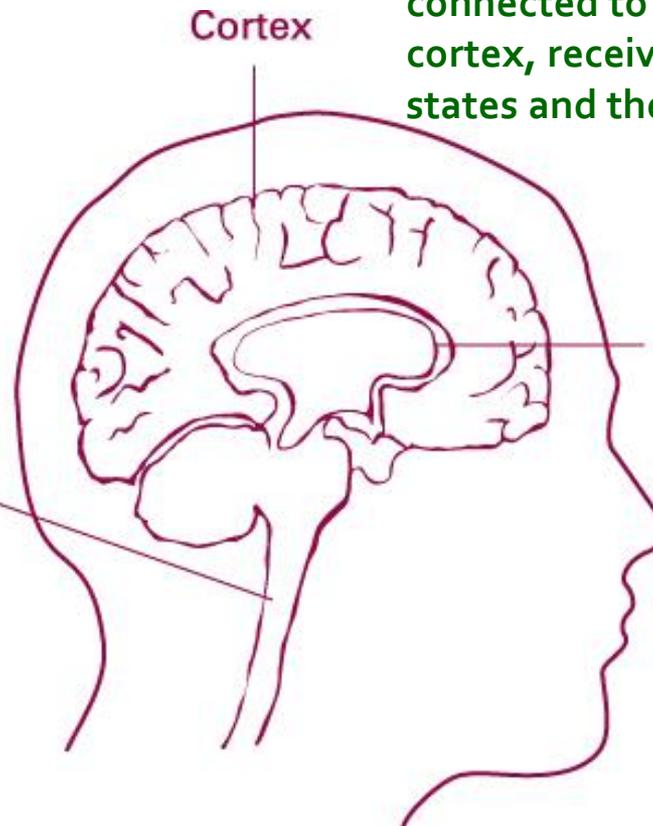
Develops last. Logic, planning and cognition . We edit and adapt our impulsive reactions. Cortex is connected to the limbic system by the orbitofrontal cortex, receiving information from internal bodily states and the external environment

Midbrain

Controls appetite and sleep

Brain stem

Develops first. Controls basic essential functions (blood pressure, temperature, heart rate)

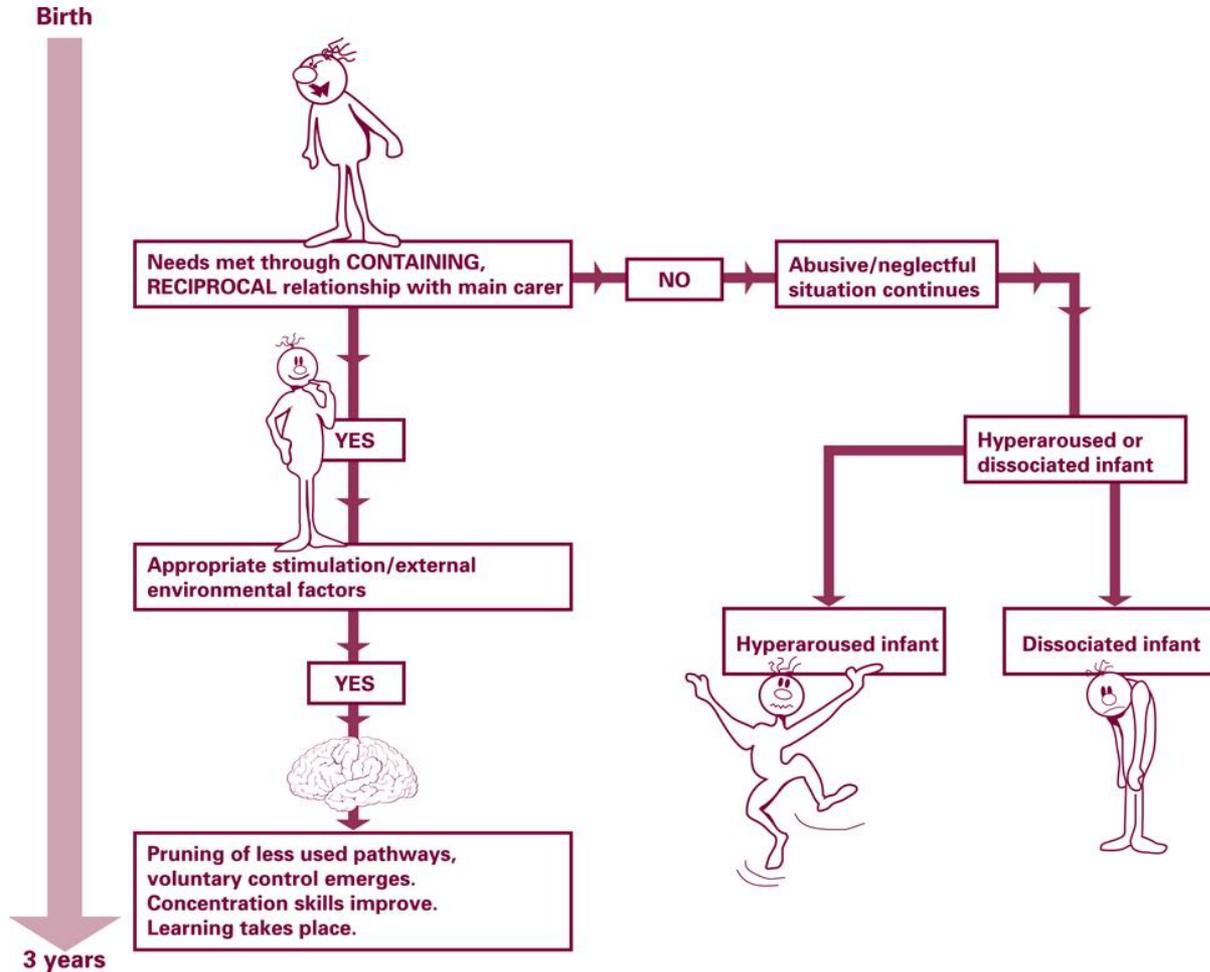


Limbic structures

Alarm system especially amygdala - seat of impulse and emotions



Baby brain development and emotional health





Brain development and children's mental health

- Early experience determines which parts of the brain grow and which parts of the brain do not
- Memories of early experiences, especially strongly emotional ones, are not dependent on conscious processes
- Early exposure to negative experiences e.g. abuse and neglect, limits long-term capacity to regulate feelings
- Good early attachment to primary caregiver serves to promote resilience to later traumatic experiences

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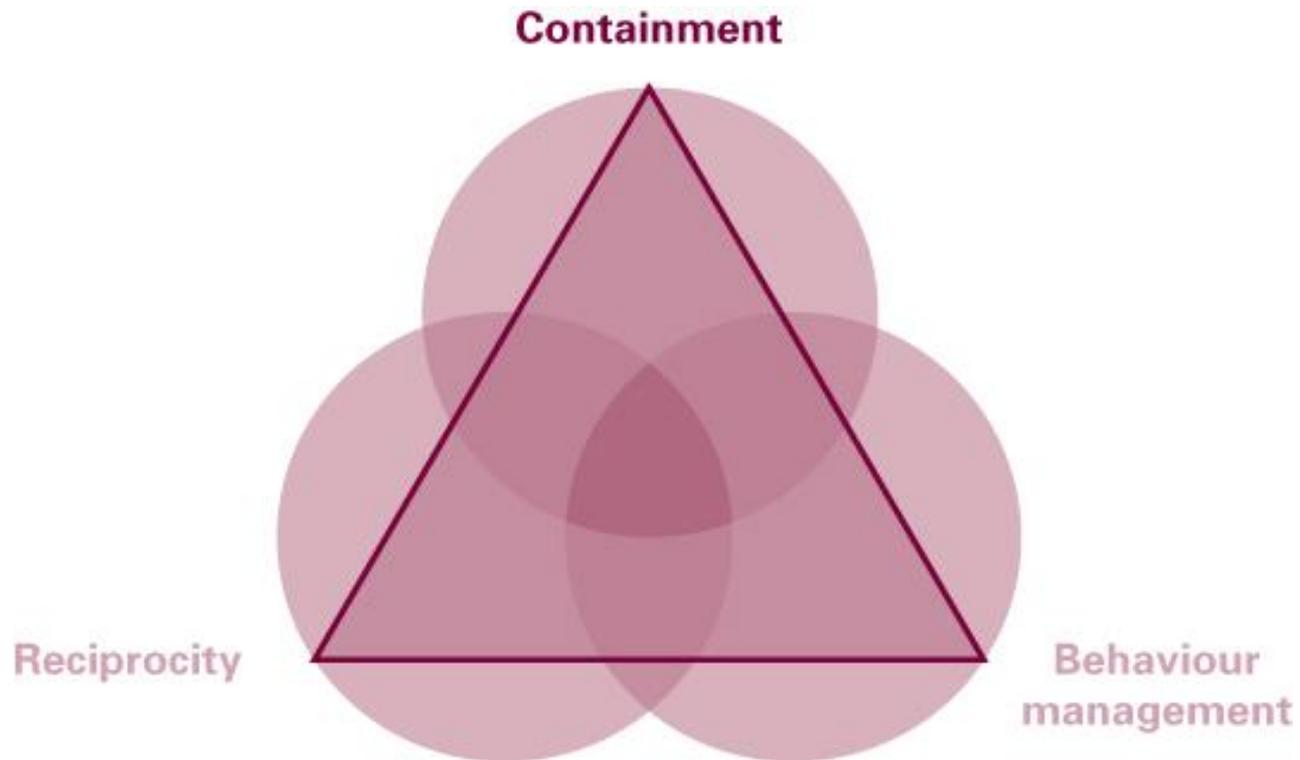


S O L I H U L L A P P R O A C H

DVD bit



The Solihull Approach





Definition of containment

Containment is where a person receives and understands the emotional communication of another without being overwhelmed by it and communicates this back to the other person. This process can restore the ability to think in the other person.



Physical containment

‘Whenever I changed her nappy she would cry and wave her arms about. The more her arms moved, the more frantic her crying became. Eventually it occurred to me that she could have no idea what arms were, that they were attached to her, and that perhaps she was terrified by the feelings of insecurity and boundlessness. I began wrapping her shawl quite tightly round her and this seemed to calm her. I suppose it felt more like being held.’

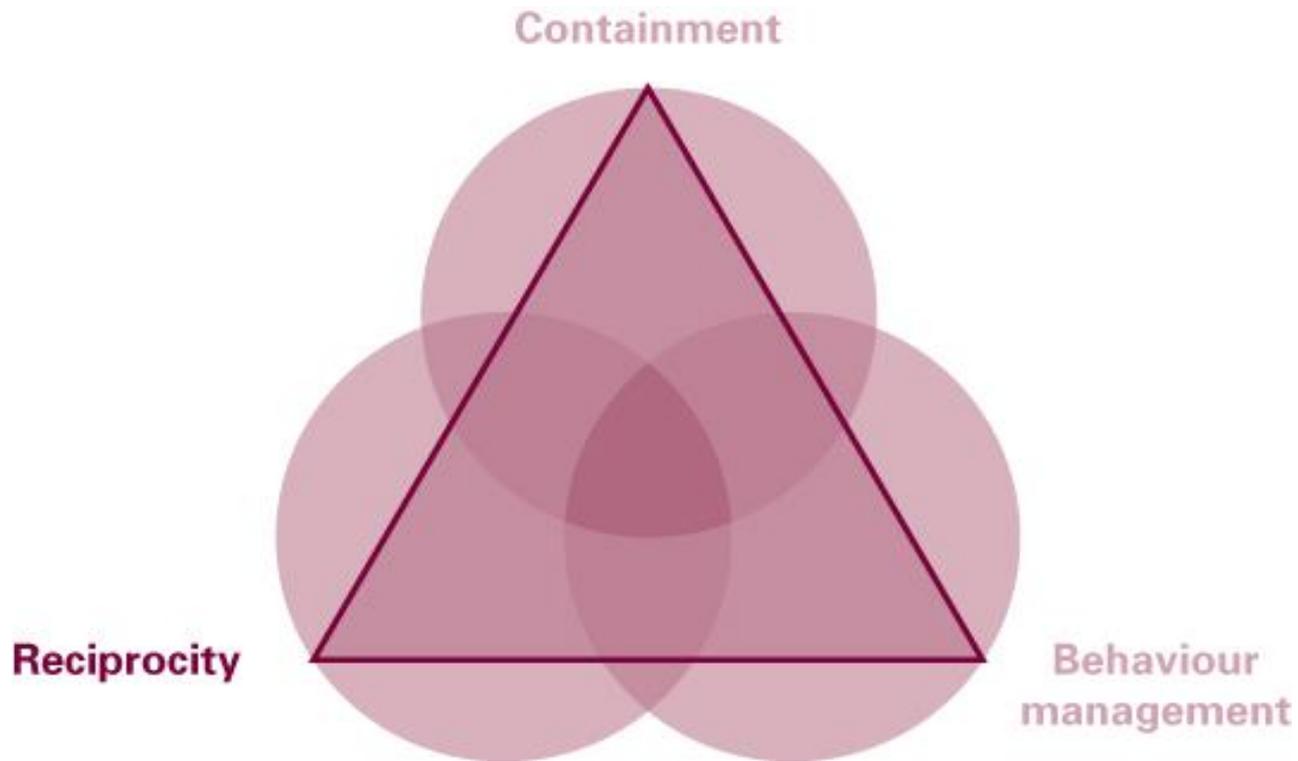
The physical holding of a baby is important and may be the precursor to the experience of being mentally held.

Emotional containment

Emotional containment is like feeling full of a problem, telling someone who listens and understands and then feeling the problem is in perspective, rather than going round and round in your head. The other person may not have said anything to help solve the problem but, by their attention and understanding, they have restored your ability to think about the problem, instead of feeling overwhelmed by it.



The Solihull Approach



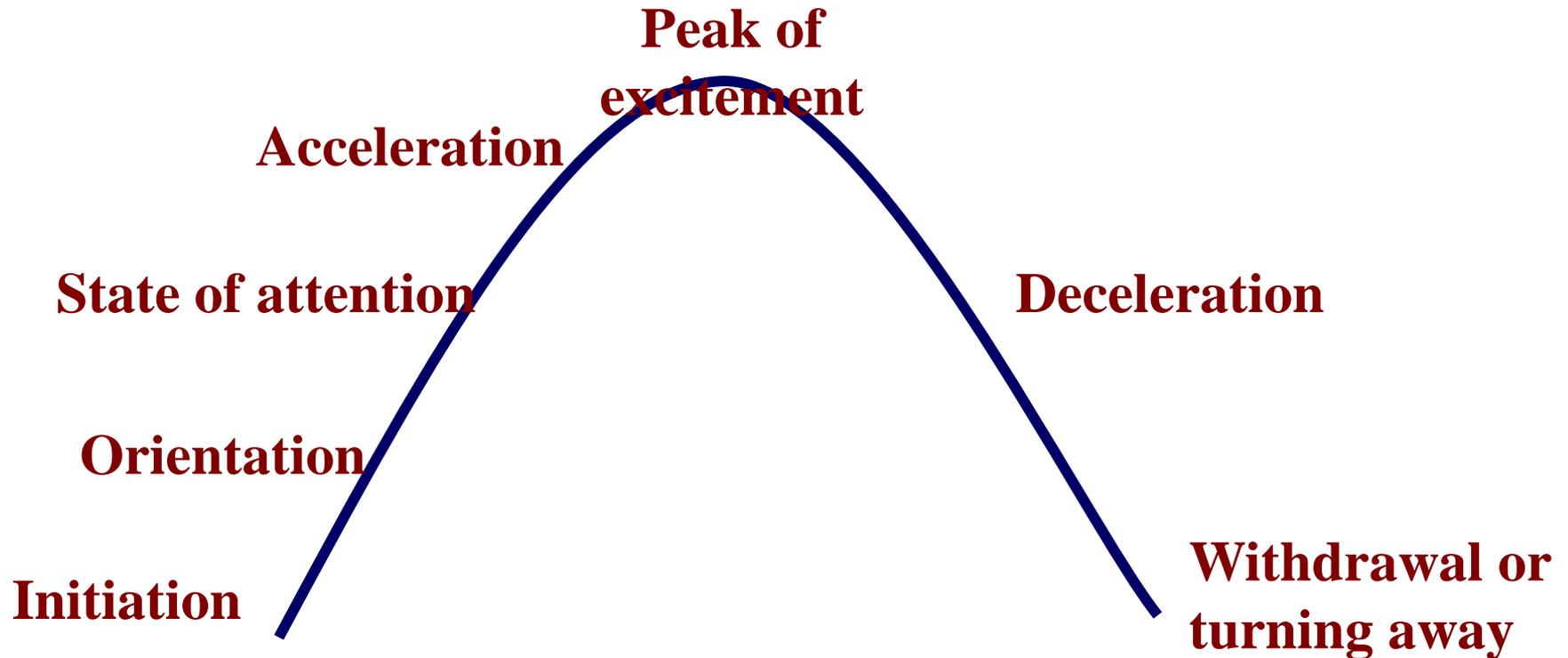


Definition of reciprocity

Reciprocity describes the sophisticated interaction between a baby and an adult where both are involved in the initiation, regulation and termination of the interaction. Reciprocity can also be used to describe the interaction within all relationships.



The Dance of reciprocity





Rupture and repair

- Getting out of step in the dance (RUPTURE) but adjusting to get back into step (REPAIR) = Normal
- We experience that things can still get back on track

Repeated rupture *WITH* repair



Develop hope, optimism, belief things get better, self esteem, self worth, trust in others

Good quality relationships

Repeated rupture *WITHOUT* repair



Don't develop self worth, self esteem or trust in others

? Quality of relationships

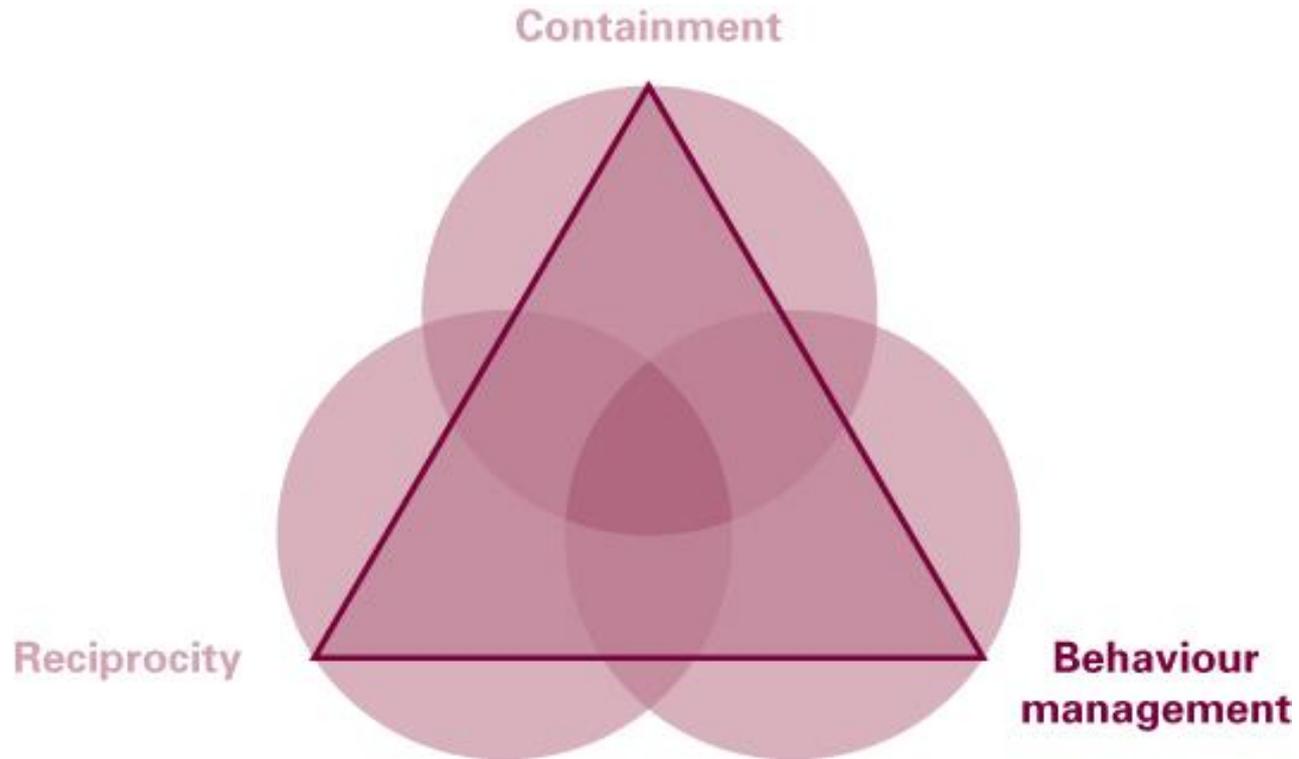


Activity – parents/child perspectives

- On your table you will find a laminated card with a scenario on. Use your flipchart paper to think about how the person would feel going through this situation.
- We will feed back after 5 minutes.



The Solihull Approach





Definition of behaviour management

Behaviour management is part of the ordinary process of normal development whereby parents teach their child self-control, thus enabling the child to participate in society. Parents in well-functioning families work together to place reasonable boundaries on the child's behaviour. They encourage the child with attention and other rewards. Gradually, the child becomes able to internalise both the restraints and the satisfactions for himself. It also facilitates learning and development.



Behaviour management

- Sensitive and effective behaviour management is a product of containment and reciprocity therefore placed at the end of the process
- Customised to parent child relationship



Behaviour management and containment

Behaviour management can be considered as another form of containment. Through the setting of clear boundaries, the parent is helping the infant to:

- Tolerate frustration
- To wait
- To learn that the child may not always be able to have what they want
- To share and not have sole possession of something



Behaviour management and reciprocity

- Reciprocity is also part of behaviour management, in that different children will respond to different ways of being managed. The parents' understanding of their child and the child's interaction with them is important in successful behaviour management - thus it is important for the parents to be in tune with their child. So behaviour management is best done in the context of containing and reciprocal relationship



Case Study – Mrs Perry

- On your tables you will find a case study entitled ‘Mrs Perry’. Take some time to read through this case study and discuss how containment and reciprocity might affect the behaviour and the subsequent strategies used by a parent to deal with the behaviour.



Solihull Approach: Aim

- Increased quality of relationships
- Increased brain development
- Increased social skills
- Increased emotional regulation
- Decreased behaviour difficulties

Leading to increased emotional health and well being



How does the model provide a way of supporting relationships from conception onwards?

- Relationships are at the heart of the model
- It is low cost so it can be used in times of austerity!
- It builds on people's current skills
- It is extending to cover all professional groups that work with children



How does the model provide a way of supporting relationships from conception onwards?

- It covers both practitioners and parents
- It covers all age groups from antenatally to late adolescence
- The antenatal programme introduces the parents to their baby as well as covering pain and birth positions
- The face to face antenatal and parenting programme has been translated into an online course



Solihull Approach in different areas

- Training has been carried out in hundreds of areas of the UK, including Solihull, England, Scotland, Wales and N Ireland
- Large organised programme in Scotland
- All N Ireland health visitors being trained
- Small pilots internationally: Iceland, New York, Islamabad, Portugal, Turkey, Peru, Barbados, Gibraltar, Ghana



Across the workforce

- Solihull 2 day Foundation training for practitioners:
 - for midwives and antenatal practitioners, health visitors, **nursery nurses**, school nurses, Children's Centres, teachers,
 - for social work teams and fostering and adoption social workers, firefighters, prison staff



Across the workforce

- **Group facilitation 1 day training**
 - Antenatal parenting group
 - Postnatal group
 - Postnatal plus group
 - Parenting group
- **Refresher 1 day training**
- **Seminars**
 - Brain Development
 - Attachment
 - Understanding Trauma



Range of Resource Packs and Group Facilitation Manuals

Resource Packs

Prerequisites: None



Fostering & Adoption resource pack

Antenatal: Journey to Parenthood resource

School years resource pack

Group Facilitators' Manuals

Prerequisites: 2 Day Foundation Training and group facilitator training



Antenatal Parenting Group Facilitators'

Parenting Group Facilitators' Manual

Foster Carer Course Facilitators' Manual

Postnatal Parenting Group Facilitators'

Postnatal Plus Parenting Group

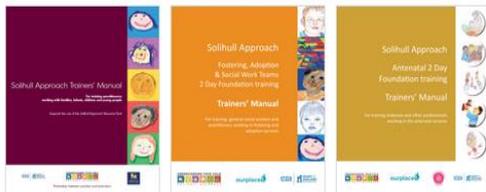


Range of Training Manuals

Training Manuals

2-Day Foundation Training Manuals

Prerequisites: 2 Day Foundation Training and Train the Trainer



2 Day Foundation Trainers' Manual

Fostering & Adoption Foundation Trainers'

Antenatal 2 Day Foundation Trainers'

Train Others to Facilitate Groups Manuals

Prerequisites: 2 Day Foundation Training, group facilitator training and Train the



Antenatal Parenting Group Facilitator Training Trainers'

Foster Carer Course Facilitator Training Trainers' Manual

Parenting Group Facilitator Training Trainers' Manual

Solihull Approach Plus Manuals

Prerequisites: 2 Day Foundation Training (plus persc



Attachment Seminar Trainers' Manual

Brain Development Seminar Trainers'

Whole School Training Manuals

Prerequisites: 2 Day Foundation Training or Whole School Training and Train the Trainer



Whole School Training Trainers' Manual

Workshop for Parents

Prerequisites: 2 Day Foundation Training



Workshop for Parents of Adolescents Trainers' Manual

Workshop for Parents of Young Schoolchildren

Peer Breastfeeding Supporter Training

Prerequisites: 2 Day Foundation Training

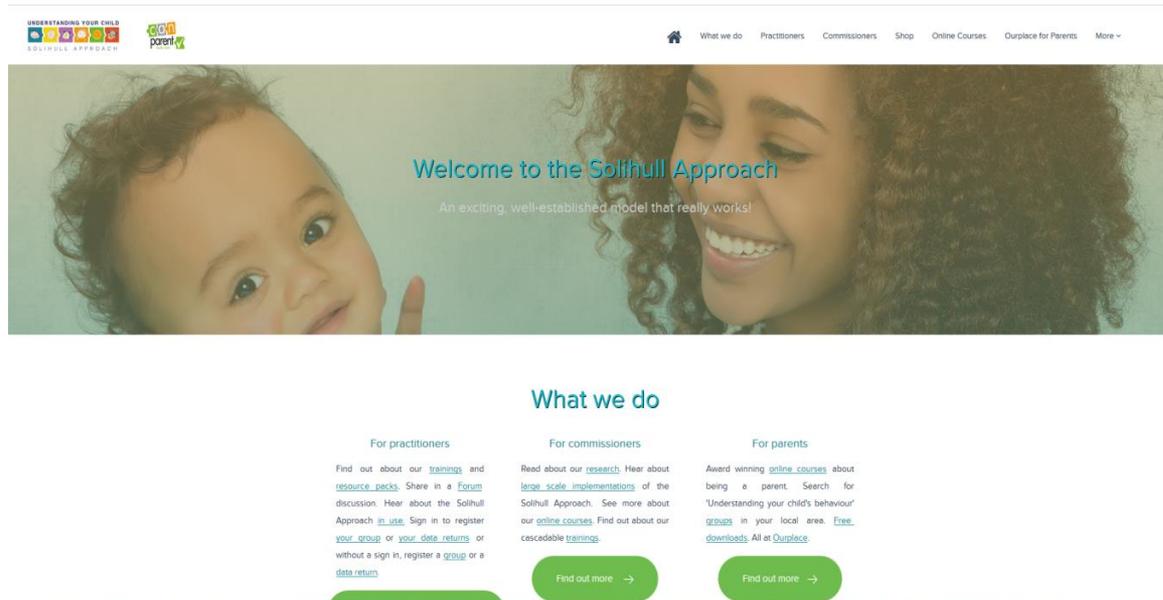


Peer Breastfeeding Supporter Training Trainers' Manual



Website for practitioners

www.solihullapproachparenting.com





Contact details

Solihull Approach

Email: solihull.approach@heartofengland.nhs.uk

Telephone: 0121 296 4448

Websites: www.solihullapproachparenting.com

www.inourplace.co.uk

Group Training in the Solihull Approach:

Rachael Hayward and Emma Cook

Email: rachael.hayward@ntlworld.com

Phone: 07799407336



Bringing staff together

- Solihull Approach provides a shared model
- Provides a shared language
- Builds on the current skills and experience of staff
- Brings staff together
- With the parenting programmes, brings staff together with parents
- With the whole school training brings teachers together with parents