

Published Research

Douglas, H. and McGinty, M. (2001) The Solihull Approach: changes in health visiting practice *Community Practitioner*, 74(6), 222-224

Survey of Solihull Health Visitors after received Solihull Approach training.

- Impacted on practice of 88% of health visitors
- Improved consistency of approach
- No increase in overall time for assessment and intervention
- Increase in job satisfaction and confidence in own skills

Douglas, H. and Brennan, A. (2004) Containment, reciprocity and behaviour management: Preliminary evaluation of a brief early intervention (the Solihull Approach) for families with infants and young children *The International Journal of Infant Observation*. Vol. 7, No1. 89 –107

- Overall decrease in parental anxiety of 66%
- Significant reduction in anxiety relating to problem
- Significant decrease in problem severity

Lowenhoff, C. (2004) Practice development: training professionals in primary care to manage emotional and behavioural problems in children *Work Based Learning in Primary Care*, 2, 97-101.

- Over 18 months - over 100 health and social care professionals including health visitors, nursery nurses, school nurses, Sure Start workers and school counsellors
- Attended 8-day training programmes
- Each participant - observe a child to gain an insight into the meaning behind behaviour and ways children express their feelings, without words
 - opportunity for each participant to present a child and family who are experiencing a particular behaviour problem e.g. feeding difficulties, sleeping problems, toileting problems, attachment disorder, or any other behaviours of concern, for consideration by the group in the company of clinicians from CAMHS

Evaluation forms - With only one or two exceptions, all the participants rated the course very highly, commenting on the comprehensive content, excellent facilitation, interesting range of outside speakers, informative handouts, useful case vignettes, video examples and practical advice and opportunities for sharing ideas, frustrations and good practice.

Comments included

- Nursery nurse stating she had learnt more about children's behaviour in two days of Solihull training than she had in her entire training to date
- School nurse said she felt more confident in her ability to manage emotional and behavioural problems in children
- Health visitors report training changed their way of thinking about child

Solihull Approach

Research, Publications & Evaluations

Evaluations have demonstrated significant improvements in a range of outcomes for both children and families without having to invest in major new resources, apart from the initial expense of providing the training

40 staff trained in first year attended a single 'evaluation and update' day, to reflect on the impact of the Solihull training on their practice.

Whitehead R. and Douglas H. (2005) A qualitative evaluation of health visitors using the Solihull Approach *Community Practitioner, Vol. 78 No 1. 20-23*

Four health visitors used grounded theory to expand on the themes of clinical practice, feelings about work and the wider service.

- Focus more on emotions
- More reflective and improved consistency
- Increased job satisfaction
- Improved referrals to and from HV's
- Improved relations with other professionals

Milford, R., Kleve, L., Lea, J. and Greenwood, R. (2006) A pilot evaluation study of the Solihull Approach *Community Practitioner; 79:11, 358-362.*

Assessing the effectiveness of the Solihull Approach compared to standard health visiting practice. Used quantitative methods to assess effectiveness of Solihull Approach:

- Used experimental (Solihull Approach) and control group (Standard Health Visiting Practice)
- Results showed statistically a significant decrease in distress, parental perception of child difficulty in favour of experimental group
- Greater reduction in overall stress levels in experimental group
- Views of Solihull Approach trained health visitors more closely matched parents' view of problems than control group
- Similar results to Douglas and Brennan 2004
- Outcome of study suggested that Solihull Approach may be more effective than standard health visiting in addressing behaviour problems in young children

Maunder, H. Giles, D. and Douglas, H. (2007) Mothers' perception of community health professional support *Community Practitioner; Vol. 80:4, 24-29.*

- Qualitative study aimed to explore mothers' experiences of the support they received from community health professionals.
- Every third mother selected from data base
- All mothers interviewed had been supported by health visitors who used the Solihull Approach

Solihull Approach

Research, Publications & Evaluations

- Findings explore concepts of trust, expertise and understanding within the working relationship
- Results address mothers' need for reliability, and preference for professionals who understood woman's belief about what it means to be a 'good mother'

Bateson, K., Delaney, J. and Pybus, R. (2008) Meeting expectations: the pilot evaluation of the Solihull Approach Parenting Group *Community Practitioner*, 81, 28-31.

- **Child Behaviour Checklist - For children under 3 years** - There was a significant difference between pre and post externalising behaviour **p value = 0.026** (i.e. reduction in conduct and behaviour problems at the end of the course)
- **For children over 4 years** - There was a significant difference in all measures **p value = <0.001** (apart from internalising behaviour)
- **Becks Anxiety Inventory Score** - Highly significant difference between pre and post measures p value= <0.001
- **Strengths and Difficulties Questionnaire** - Highly significant difference in Total score and Conduct domain of the SDQ questionnaire between pre and post interventions among the 4years or older children. Total score p value= <0.001
- **Conclusion** - both parental anxiety and child behavioural problems improved significantly over the course of the 10-week group. There is an interesting relationship between changes in the CBCL and changes in the BAI in that there is a significant positive correlation between some changes in CBCL and BAI.

Stephanopoulo, E., Coker, S., Greenshields, M. and Pratt, R. (2011) Health Visitor views on consultation using the Solihull Approach: a grounded theory study *Community Practitioner*, 84 (7) 26-30

- Explored health visitors' experiences of consultation in relation to their clinical practice, experience of their work and its impact on the wider service using the Solihull Approach Model as a framework for the consultation
- The study also explored health visitors' experience of using the Solihull Approach in their work with families
- Identified recurring themes and highlighted the vital role of consultation in health visitor's demanding work with families

Johnson, R. and Wilson, H. (2012) Parents' Evaluation of 'Understanding Your Child's Behaviour', a parenting group based on the Solihull Approach *Community Practitioner* 85 (5) 29-33

137 parents completed feedback questionnaires on their experience of each of the 10 sessions of the group. The results show that parents found UYCB highly satisfactory as measured by a simple, non-literacy-based evaluation form. 98% of people felt that the group helped them to relax and

Solihull Approach

Research, Publications & Evaluations

share experiences. The results showed that understanding comes before change. And both increase over 10 sessions. This fits with social learning theory, that we learn from others in different ways, it takes a bit of time for us to change our parenting. 10 sessions for most people

Williams, L. and Newell, R. (2012) The use of the Solihull Approach with children with complex neurodevelopmental difficulties and sleep problems: a case study *British Journal of Learning Disabilities* doi:10.1111/j.1468-3156.2012.00754.x. Blackwell Publishing Ltd

The article aimed to demonstrate the usefulness of the Solihull Approach in working with school-age children with complex neurodevelopmental difficulties in a community Child and Adolescent Mental Health Service (CAMHS) setting. It also aimed to show the efficacy of this approach in intervening with sleep problems, which are prevalent amongst children with learning disabilities. The authors used a qualitative case study method. Containment, reciprocity and behaviour management were used to describe the intervention, which resulted in a positive outcome. Implications for clinical practice and future research directions.

The authors reported that by having the space to reflect on and process her worries about Anna (containment) provided the mother with an opportunity to notice how her daughter was developing. This new understanding enabled different interactions between mother and daughter, bringing them more in tune with one another (reciprocity). By re-attuning with her daughter the mother was able to see her strengths more clearly. This in turn helped her to tailor generic behavioural techniques to fit with her daughter's specific needs (behaviour management) and set their relationship on a different course. Through the experience of a containing relationship with the worker the mother was able to provide a containing experience for her daughter and customising behaviour management in setting appropriate boundaries around bedtime behaviour.

Moore, T., Adams, M., Pratt, R. (2013) A service evaluation on the Solihull Approach training and practice *Community Practitioner*, May 2013, vol. 86, number 5, pp. 26-27

A substantial amount of research has provided evidence for the effectiveness of the Solihull Approach with Health Visitors. This study provides evidence for the effectiveness of the Solihull Approach with other groups of practitioners. The present study developed Ottmann's themes into an 18-item questionnaire. This measure was then administered to a large and varied sample of SA-trained professionals. Scores were compared across Health Visitors and family support workers. The two groups described the SA training as useful to their work with clients as well as within their multidisciplinary teams. Participants identified the crucial role of managerial support, supervision and consultation in implementing the training in practice. Results are discussed in relation to SA theory.

Published articles on the Solihull Approach

Douglas, H. (1999) The Solihull Approach: helping health visitors to help families with young children *Young Minds* 40, 19-20

Douglas, H. and Rheeston, M. (2009) The Solihull Approach: an integrative model across agencies in J. Barlow and P. O. Svanberg *Keeping Baby in Mind* London: Routledge

Douglas, H., Delaney, J., Cabral, J. and Rheeston, M. (2009) Supporting Parenting: the Solihull Approach *Healthcare, Counselling and Psychotherapy Journal*, 9 (3), 17-21

Douglas, H. (2011) The Solihull Approach: a whole school approach *Journal of Educational Psychotherapy*, 18, 53-58

Related publications

Adams, C. (2005) Health visitors and adult mental health: the future begins here *Community Practitioner*, 78 (11) 389-391

Barlow, J., Parsons, J., and Stewart-Brown, S. (2005) Systematic review of the effectiveness of group based parenting programmes for infants and toddlers *Child: Care, Health and Development*, 31 (1), 33 - 42 (0305-1862)

Cabral, J. (2013) The value of evaluating parenting groups: a new researcher's perspective on methods and results *Community Practitioner*, 86 (6) 30-33

Douglas, H. (2007) *Containment and Reciprocity: integrating psychoanalytic theory and child development research for work with children* London: Routledge

Walker, A., Johnson, R., Banner, C., Delaney, J., Farley, R., Ford, M., Lake, H., and Douglas, H. (2008) Targeted home visiting intervention: the impact on mother-infant relationships *Community Practitioner*, 81 (3) 31-34

Wallbank, S. (2010) Effectiveness of clinical supervision for midwives and doctors in stress reduction: findings from a pilot study *Evidence Based Midwifery*, 8 (2) 65-70

Department of Health (2008) Child Health Promotion Programme

Department of Health (2011) Preparation for birth and beyond: a resource pack for leaders of community groups and activities

Available from: <http://www.dh.gov.uk/health/2011/10/preparation-for-birth-and-beyond-resource-pack-to-help-parenthood-groups/>

Evaluations/ reports

Lintern, J. (2005) Follow-up evaluation of Solihull Approach training delivered by local trainers in Middlesbrough

Cullen, M. A., and Lindsay, G. (2006) Sure Start Chelmsley Wood: Report of the local evaluation 2005-06 *Centre for Educational Development, Appraisal and Research University of Warwick*

Hassett, A. (2011) Evaluation of the Solihull Approach in Kent: Drawing conclusions from the data

Solihull Approach Resource Packs

Douglas H. (2012) *Solihull Approach resource pack: The first five years* (5th ed. Updated 2012) Cambridge: Jill Rogers Associates

Douglas H. (2011) *Solihull Approach resource pack: The school years* (1st ed. Reprinted 2011) Cambridge: Jill Rogers Associates

Douglas H. (2010) *Solihull Approach resource pack: The journey to parenthood* (1st ed.) Cambridge: Jill Rogers Associates

Douglas H. (2009) *Solihull Approach resource pack: A resource for workers involved in fostering and adoption* (Fully revised and updated 2008, reprinted 2009) Cambridge: Jill Rogers Associates

Douglas H. (2008) *The Solihull Approach Parenting Group: Supporting parent/child relationships. Facilitators' resource pack* Cambridge: Jill Rogers Associates

Douglas H. (2008) *Solihull Approach resource pack: A resource for workers involved in fostering and adoption* (1st ed.) Cambridge: Jill Rogers Associates

Solihull Approach

Research, Publications & Evaluations

On-going research

Dolan, Alan - Warwick University - *Qualitative evaluation of father's views of attending the Solihull Approach Parenting Group for fathers.* Data being prepared for publication

Barlow, Professor Jane – Warwick University - *Parenting RCT focus over 6years*

Foster carer 12 week course: *pre and post measures. Data analysis complete.* Paper being prepared for publication. [Plus additional on-going evaluation]

National Training evaluation

Parent's Evaluation of Solihull Approach 'Understanding Your Child's Behaviour' *Data analysis complete.* Paper being prepared for publication

Parenting 0-5s – RCT in planning stage

Parenting doctoral - *Effectiveness study Pre and post Time Sampling evaluation*

Parenting- *Effectiveness study*

Antenatal parenting: *Fathers evaluation paper being prepared for publication*

Antenatal parenting pilot: *Pre and post measurements. Data analysis stage*

Antenatal parenting study: in planning stage

Whole School training: *Quantitative effectiveness with control School (Kent)*