

Solihull Approach Awareness Workshop

Siobhan Currie

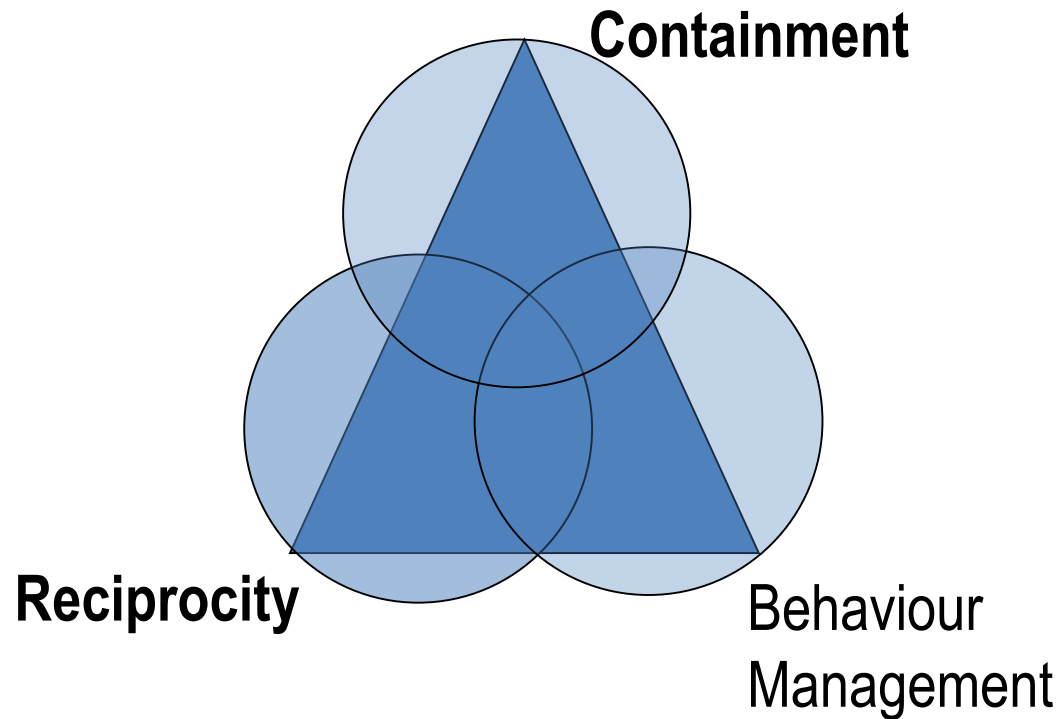
Objectives of the Solihull Approach training

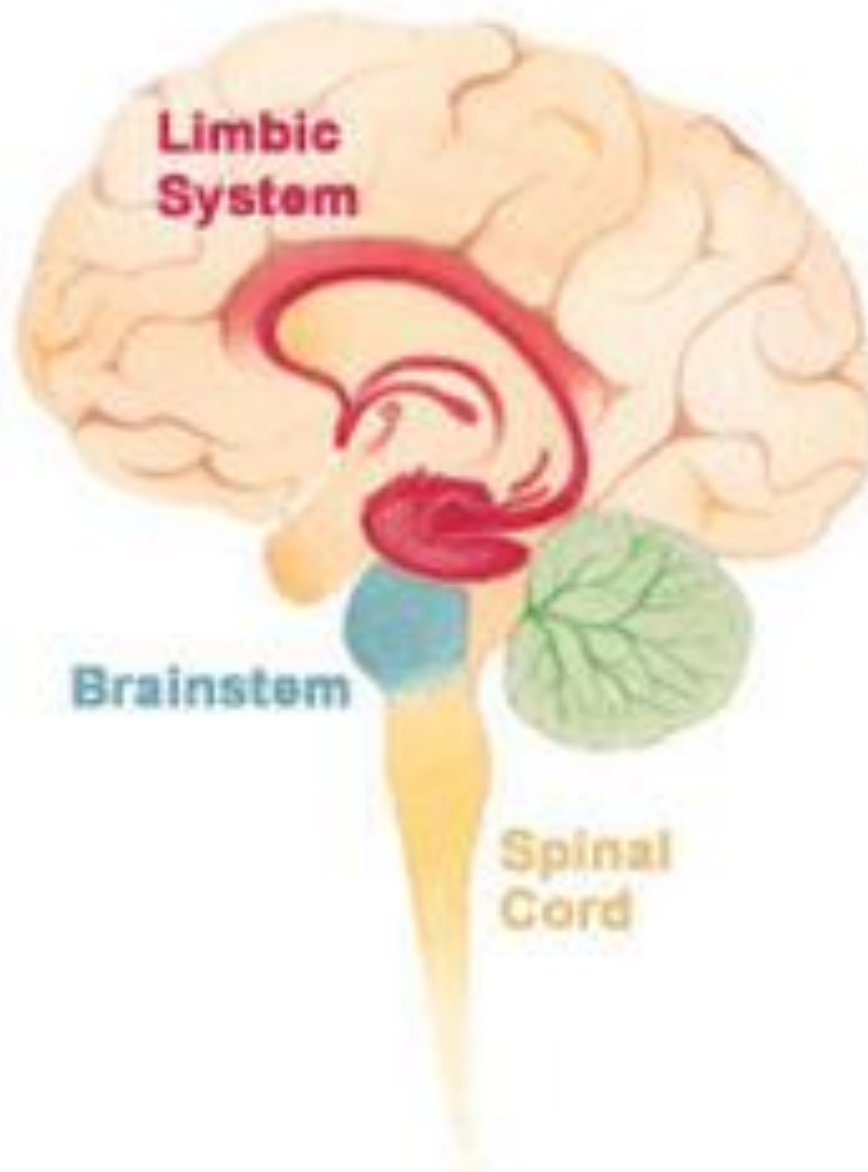
- Understand the theories underpinning the Solihull Approach.
- Have a broader understanding of how emotional needs affect children, young people, families and workers.
- Understand what **containment** and **reciprocity** mean.
- Know how to apply the Solihull Approach in your work at different levels

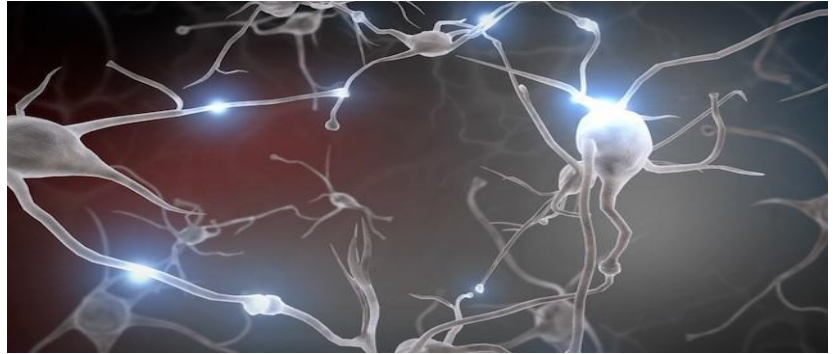
How the Solihull Approach developed

- 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 1999 and 2000
- Theoretical framework gradually developed
- Evolves with professional practice
- Model used by other professional groups working with children and their families
- Requests for training from professionals nationally

The Solihull Approach Model







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.’

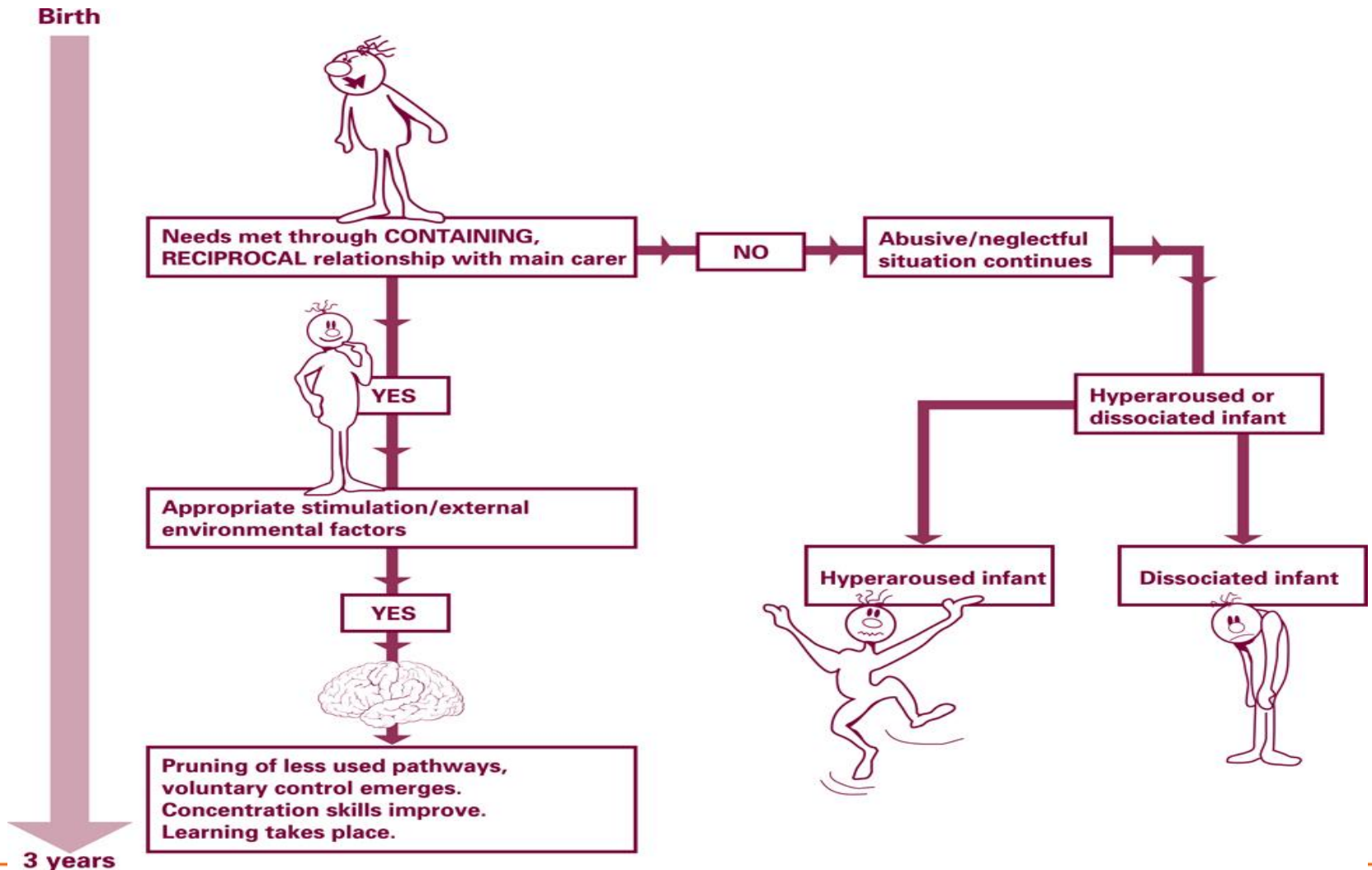
What has Brain hierarchy got to do with the Solihull Approach

Where a child has received reciprocity and containment the neural connections between the emotional brain (limbic system) and the thinking brain (the cortex) are well organised and easy to navigate

Children who use both emotional and thinking parts of their brain develop resilience, emotional regulation and problem solving.

Caroline Archer 2003

Solihull Approach model re emotional management



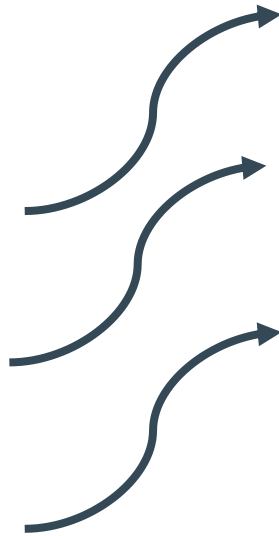
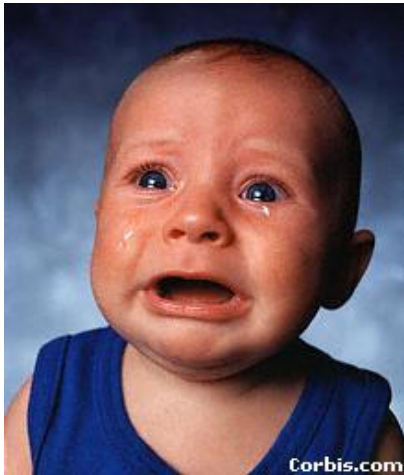
Definition of containment

- **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 individual's capacity to think and the ability to process their emotions**

Which of these is containment?



Absence of containment



Reciprocity

- **Involves initiation, regulation and termination of interaction.**
- **Sophisticated interaction between a baby and an adult.**
- **Forms the base of all interactions within relationships**
- **Repair is the vital part of developing reciprocity and effective interactions with others.**

The Dance of Reciprocity

Initiation

Orientation

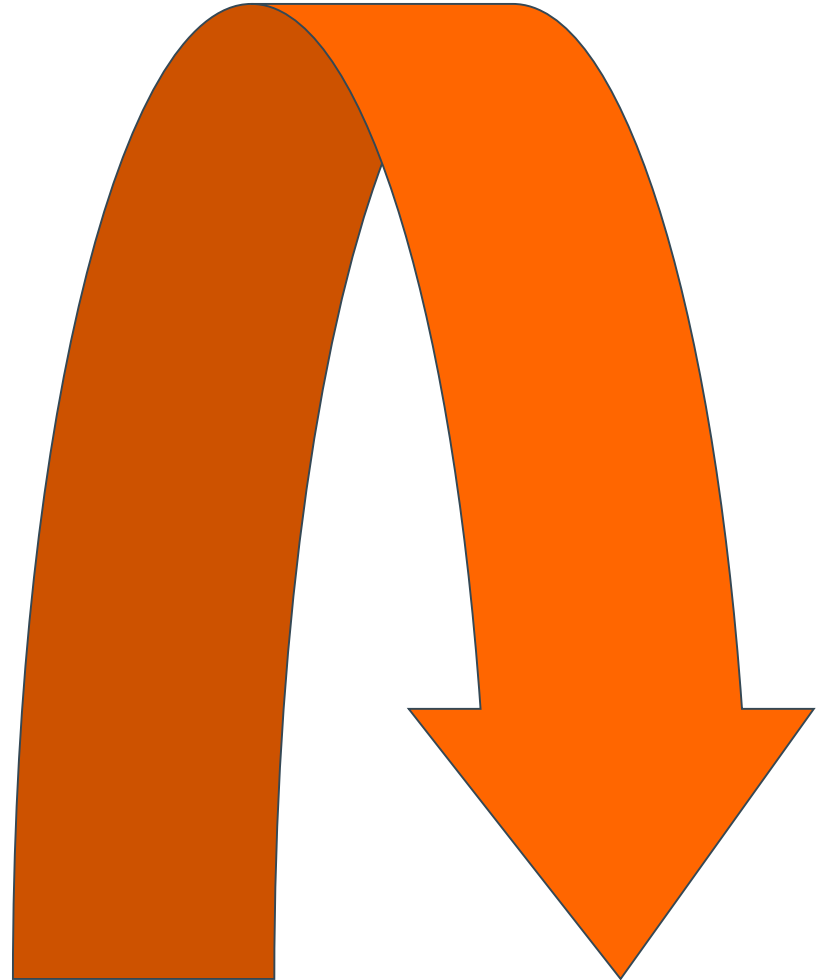
State of attention

Acceleration

Peak of excitement

Deceleration

Withdrawal or
turning away



Rupture and Repair

“Coming back together” after being out of synchrony, is critical to the development of the idea that things can be tolerated and made positive again.

As the child experiences affective (emotional) repair “**resilience**” develops to help them manage change, frustration, loss and separation.

Development of **resilience** is essential to laying down firm foundations for **good mental health**.

Definition of behaviour management

- Behaviour management is part of the ordinary process of normal development whereby parents & school staff teach their children self-control, thus enabling the children to participate in society.
- Parents & school staff in well-functioning families or schools work together to place reasonable boundaries on the children's behaviour. They use praise, sanctions, consistency and communication to help manage behaviour.
- Gradually, the children become able to internalise both the restraints and the satisfactions for themselves.

Other important areas:

Research and evaluation

Assessment

Application to practice

Using the manual

Development areas - parenting

