
Introduce the training day and overview of the course

Topics included in this session

1. Focus of the training today
2. How the day will run
3. Pass cards
4. History of the Solihull Approach Parenting Group
5. Planning the number and timings of the sessions
6. Criteria to lead a Solihull Approach Parenting Group
7. Who is the Solihull Approach Parenting Group designed for?
8. Parallel process
9. Current evaluation of the Solihull Approach Parenting Group
10. Solihull Approach Parenting Group – NICE Guidelines
11. OCNWMR Accreditation may be possible on request

1. Focus of the training day

- It would be impossible to cover in one day all the various aspects of the Solihull Approach Parenting Group.
- Therefore, today will be focussed on:
 - key skills and ways of thinking that will help delegates run Solihull Approach Parenting Groups
 - Helping delegates to think about parent's thoughts and feelings and what is being communicated through behaviour.
- There will be time to discuss their questions and practice some of the group exercises during the day.

2. How the day will run

- The day is structured around what delegates are likely to need in order to run their own groups.
- The first 50 minutes of the day will be about getting to know each other and introductory information about the day. From mid-morning onwards there will be lots of activities and information about running a Solihull Approach Parenting Group.
- Training will:
 - Show ways of working with problems but won't necessarily solve every individual problem.
 - Help delegates develop a way of relating to their group that promotes effective and sensitive practice.
 - The training provides a way of thinking about difficulties that can be used in many different situations. It is not just a list of individual techniques that can only be used in specific situations.

This connects with the Solihull Approach: the Solihull Approach Parenting Group may be different to other parenting groups in that it does not start with behavioural techniques, although it does incorporate them.

We want to help the parents think about what is being communicated through behaviour and about their relationship with your child. We call this approach the Solihull Approach.

Tell delegates they will get their Parenting Group Facilitators' Manuals at coffee time.

3. Pass cards

- Pass card is used in the Parenting Group and today anyone can use the pass card to pass (or refrain from) activities except the Practising Group Skills session in any of the group sessions, simply by putting the pass card on the table. The pass card is used as parents may not have the words to say 'no' under pressure.
- If the pass card is used and then at a later time change the person changed their mind and want to participate they do not need to withdraw their card or offer an explanation. They can simply contribute when they feel comfortable.
- This mirrors how the group facilitators should respond if parents use pass cards when delegates are running a parenting group.
- **In the training environment please use the pass card in a genuine way and not as a role-play.**

4. History of the Solihull Approach Parenting Group

This session is designed as an information giving session. Many of the delegates may have only a basic knowledge of the Solihull Approach Parenting Group.

- Begin the session by giving the delegates a brief outline of the history of the Solihull Approach Parenting Group. Many of the delegates you will be training may not be aware of how the Solihull Approach Parenting Group was developed. It may therefore be helpful to the group to introduce this session by explaining the history of the Solihull Approach Parenting Group.

- This can include explaining the motivation behind developing the Parenting Group. When professionals in Solihull were planning a strategy for the delivery of parenting groups they were looking for a parenting group that:
 - was accessible to all families
 - was for an age range birth to 18 years
 - had its primary focus on improving relationships
 - could be easily delivered by a wide range of agencies.
- This led to the Solihull Approach Parenting Group being developed by a team of professionals within Solihull. The Parenting Group was designed with the Solihull Approach Model of containment, reciprocity and behaviour management underpinning the aims of each of the sessions.

5. Planning the number and timings of the sessions

- Solihull Approach Parenting Group is a 10 week group with the option of 2 additional informal sessions. Introductory coffee morning (pre-group) and a reunion (post-group), making 12 sessions.
- 'Coffee morning' session - Introductory relaxed, informal type session before the group officially starts can help parents and children become familiar with the building and staff and childcare facilities especially where there may be separation issues. While the environment may appear relaxed the facilitators will be creating a containing environment where parents feel they can come to think about their relationship with their child.
- 'Reunion' session about a month after the group has finished can help parents to review their experience of attending the group.
- The group run, ideally, for 2 hours. (It can be altered to 1.5 hours if necessary as there may be times when childcare or room availability affects the time allocation.)
- Age range of the group – birth to 18 years with the age ranges divided approximately into preschool, primary and secondary school ages. Although there is a degree of flexibility in adjusting the age ranges.

6. Criteria to lead a Solihull Approach Parenting Group

- Facilitators using the Solihull Approach Parenting Group Facilitators' Manual to facilitate a Solihull Approach Parenting Group should:
 - be trained in the Solihull Approach two-day foundation
 - have integrated the Solihull Approach theory into their practice
- have at least one facilitator who has attended the 2 day Foundation training plus one-day Parenting Group Facilitators' training
- Two facilitators should run a group, one should have group experience and ideally both should have group experience
- This may vary slightly from the Parenting Group Facilitators' Manual

7. Who is the Solihull Approach Parenting Group designed for?

The group for parents is designed for.

Outline that the Solihull Approach group for parents was evaluated to be delivered to:

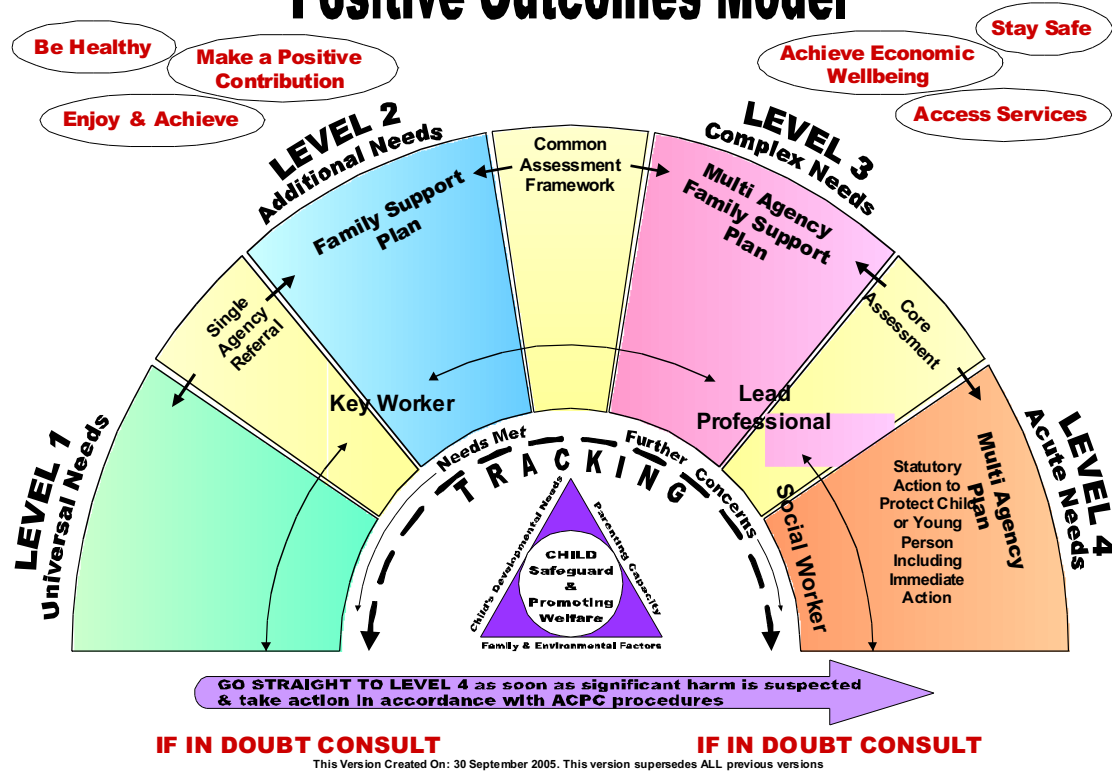
- Universal need in the general population
- Common Assessment Framework (CAF) Levels 1-3
- it is not evaluated for CAF level 4 with identified active needs with statutory action to protect a child or young person (see Positive Outcome Model)

Positive Outcome Model available in handouts' section

Since the research new models have emerged. For example health visiting and school nursing refer to four levels of intervention: Community, Universal, Universal plus and Universal Partnership Plus. Other tiered models include 3 tiers: Universal, Targeted and Specialist. The Positive Outcomes Model would need to be compared to the model they use to match the categories.

The group can also be used in a variety of socio-economic settings and for parents with learning difficulties.

Positive Outcomes Model



8. Parallel Process

The Solihull Approach Parenting Group encourages the group facilitators to actively provide parents with experiences of containment, reciprocity and behaviour management (boundary setting).

In the same way, the trainers are encouraged to provide similar experiences for the training delegates. This means providing containment of their anxieties, responding sensitively and appropriately to their needs and communications, and providing boundaries, ground rules and information about skills.

There is a handout for delegates explaining in more detail how the parallel process relates to the Solihull Approach Parenting Group.

9. Current evaluations of Solihull Approach Parenting Group

The Solihull Approach group for parents has been evaluated in several studies and a RCT has been submitted.

There are a range of studies that delegates may find interesting. You can outline the studies to date by saying that the key findings of the studies are:

- Parental anxiety reduced
- Child behaviour improved
- Child-parent relationship improved
- Parents enjoy the group
- Practitioners enjoy running the group.

More information about the group is available on www.solihullapproachparenting.com

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

Data that has been analysed suggests that both parental anxiety and child behavioural problems improved significantly over the course of the 10-week group.

The Solihull Approach Parenting Groups have been formally evaluated using a before and after measure design. The evaluation has been approved by both the local Ethics Committee and the Research and Development Consortium. Levels of parental anxiety have been measured using the Beck's Anxiety Inventory and child behavioural with the Child Behaviour Checklist, and the Strengths and Difficulties Questionnaire.

Data from the first 72 participants have been analysed by a Statistician from Birmingham University results have been published.

Child Behaviour Checklist

For children under 3 years – There was a significant difference between pre- and post-externalising behaviour (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 both externalizing behaviour and total scores.

There were no significant changes on the internalizing scores at any age.

Beck's Anxiety Inventory Score

Highly significant difference between pre- and post-measures.

Strengths and Difficulties Questionnaire (Children over 4 only)

Highly significant difference in total score and Conduct domain of the SDQ questionnaire between pre- and post-interventions. There were no significant differences on the emotional, hyperactivity, peer problems or pro-social domains.

Relationship between BAI and CBCL

The change in parental anxiety was significantly related to the change in child behaviours such as anxiety, tearfulness and being withdrawn.

There was also a similarly significant relationship in children aged 4 years and over.

Conclusion

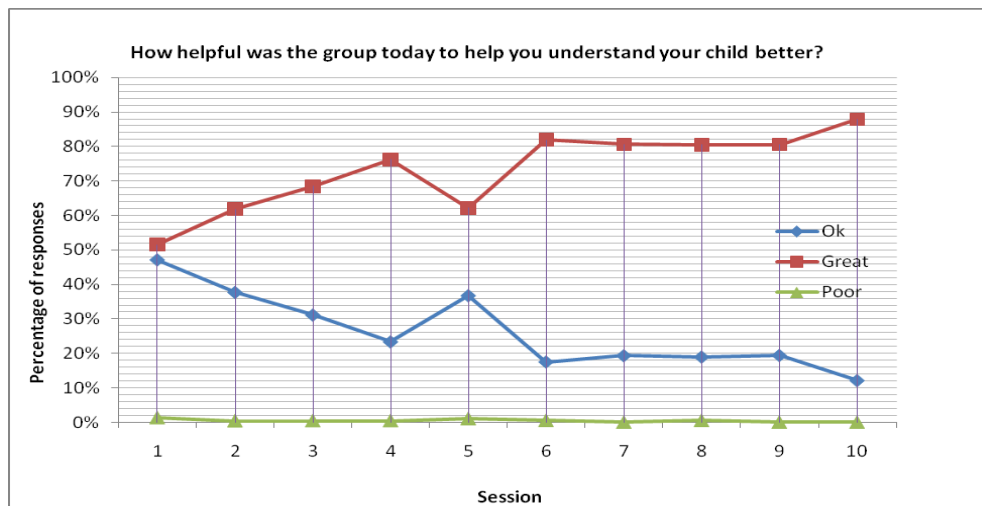
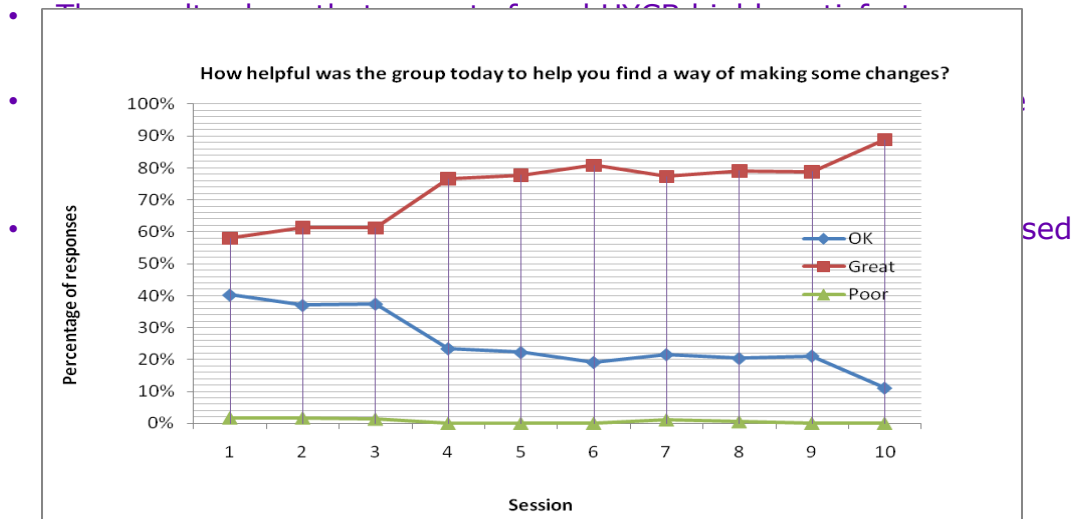
The data suggests that both parental anxiety and child behavioural problems improved significantly over the course of the 10-week group. There is an interesting relationship between changes in the CBCL and changes in the BAI in that there is a significant positive correlation between some changes in CBCL and BAI.

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

Methodology

- 137 parents completed feedback questionnaires on their experience of each of the 10 sessions of the group
- We asked them:
 1. How relaxed they felt
 2. How able they felt to share experiences
 3. How much the group enabled them to understand their child and how much the group enabled them to change

Results



- This graph shows how much the group enabled them to change (red line).

Further Research

Available on www.solihullapproachparenting.com

Implications for practice

- Jane Barlow, University of Warwick, systematically reviewed parenting programmes for NICE and found that effective parenting programmes tended to consist of 10 sessions of 2 hours each. But why?
- Interesting! Understanding comes before change. And both increase over 10 sessions.
- This fits with social learning theory that we learn from others in different ways, so it's perhaps not surprising that it takes a bit of time for us to change our parenting.
- 10 sessions for most people!

Appleton, R., Douglas, H. and Rheeston, M. (2016) Taking part in 'Understanding Your Child's Behaviour' and positive changes for parents. Community Practitioner.89 (2):42-48.

Abstract

- Data were analysed from 105 parents (18 different UYCB groups between 2012 and 2015)
- 90 per cent of parents found the group a great place to relax and share experiences
- 93 per cent rated the group as 'great' for helping them understand their child
- 92 per cent gave a 'great' rating for helping them identify changes
- Qualitative data showed 47 per cent of parents reported having a better relationship with their child after taking part
- 42 per cent said they were more confident
- Importantly six per cent reported a significant positive change in their lives generally as a direct result of UYCB.

Baladi, R., Johnson, R. and Law, G. (2018). Strengthening Child-Parent Relationships. Community Practitioner. November, pp 45-47.

Researchers undertook a review of the 'Understanding your child's behaviour' programme amongst parents with children aged 0-18 years with some degree of behavioural difficulty.

- 46 groups in 2 West Midlands cities over 14 months

- 119 parents
- Mean age of children 5.07 years
- 17% were reported by parents as having an 'additional need'
- Questionnaires completed pre, post and at 3 month follow up
- Parental wellbeing significantly improved and parents reported significant improvements in their own depression, anxiety and stress between pre and post measures.
- Improvements in child-parent relationship.
- Improvements in child's behaviour and emotional functioning.
- Smaller number of parent responses in follow up (n=35)

The study shows that after the conclusion of the group there is evidence for the maintenance.

Douglas, H. and Johnson, R. (2019). The Solihull Approach 10-week programme: a randomised controlled trial. Community Practitioner, 9 (7), 45-47.

Researchers evaluated the manualised Solihull Approach group 'Understanding your child's behaviour' (UYCB), a 10-week course available universally to a population of parents/carers of children aged 0 to 19 years.

- Three self-report measures were used at two time-points – pre- and post-intervention – measuring child behaviour, parental emotional health and child-parent relationship.
- Participants' responses in the intervention group were compared with waiting-list controls, after controlling for pre-test scores, by analysis of covariance, as per protocol.
- The results show that, compared with not attending, attendance at the Solihull Approach group resulted in improvements in: child prosocial behaviour and conduct problems; parental anxiety and stress, and the parent-child relationship (increase in closeness, decrease in conflict), in a cohort that can be considered characteristic of the UK population in terms of ethnicity and those typically attending such groups (majority female). Furthermore, the impact on closeness in the parent-child relationship and parental stress showed highly statistically significant results, with a 99.995% probability that these could not have occurred by chance.

**For more details of Solihull Approach research visit
www.solihullapproachparenting.com**

Evaluation tools within the Solihull Approach Parenting Group Facilitators' Manual

There is an evaluation tool for parents to complete at the end of each session. This takes into consideration literacy. There is a Facilitators' Reflection tool for facilitators at the end of each session.

10. Solihull Approach Parenting Group – NICE Guidelines

The Solihull Approach meets the requirements of the **NICE Guidelines** for Parenting Groups.

Key points

- Solihull Approach uses the principles of learning theory within the Solihull Approach Model that integrates psychoanalytic theory, child development theory and behaviourism
- Activities focuses on the parent/child relationship
- Group is delivered over 10 weeks, 2 hours per week
- Parents identify their own objectives during the course of the group
- Parents can participate in role-play and have homework between sessions
- Group is delivered by Solihull Approach trained professionals
- Solihull Approach Parenting Group Facilitators' Manual gives detailed direction on how to run a group
- Parenting Group is being evaluated using a statistical trends analysis
- Parenting Groups are run in a variety of locations to facilitate accessibility for parents.

11. OCNWMR Accreditation may be possible on request

The Solihull Approach has been certified to operate as an OCNWMR centre and can offer accreditation to parents attending the Solihull Approach 'Understanding your child's behaviour'. We will also be able to offer other modules in the future for Solihull Approach training and courses, such as Peer Breastfeeding training and the Foster Carer course.

The motivation behind developing the parenting group

When professionals in Solihull were planning a strategy for the delivery of parenting groups they were looking for a parenting group that:

- Was accessible to all families
- Was for an age range birth to 18 years
- Had its primary focus on improving relationships
- Could be easily delivered by a wide range of agencies.

This led to the Solihull Approach Parenting Group being developed by a team of professionals with in Solihull. The Parenting Group was designed with the Solihull Approach Model of containment, reciprocity and behaviour management underpinning the aims of each of the sessions.