

The Solihull Approach has a rich mixture of both quantitative and qualitative studies carried out by independent teams across the UK and by the Solihull Approach. All research by the Solihull Approach team has been published, that is, there are no non-significant studies (this means that the published results are even more likely to be robust). All populations are 'whoever turns up for the services', that is, there is no selection of subjects and participants are the usual range of people that practitioners work with (This is important as some academic studies rigorously select the participants to be included, so that it can be argued that they do not reflect the population that practitioners work with). Currently all research has been carried out in the UK, so it could be said that the research does reflect the British population. Some studies are small and some are large, but all vary from significant to extremely significant. Therefore, given the range of studies and the fact that all have produced significant results, it is possible to suggest that it is likely that the research supports practitioners' and parents' experience; the Solihull Approach works.

## Published Research

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**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.

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**Douglas, H.** (2010) Supporting emotional health and wellbeing: the Solihull Approach. *Community Practitioner*, 83(8), 22-25

**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

**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*, 41 (2) 159-166

**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

**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

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

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**Brown, Suzanne** (2014) Clinical Update: A Small Service Evaluation of a Solihull Approach Foster Carer Training Group Pilot Study *Practice: Social Work in Action*, 26 (1) 37-52

**Lumsden, V and Sarankin, M.** (2014) The Process of consultation to a Health Visiting team based on the Solihull Approach: a critical reflection. *Community Practitioner*, 87(10), p34-36.

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**Drea C., Lumsden V. and Bourne J.** (2014) Using practitioners' feedback to contribute to organisational development in health visiting. *Community Practitioner*: 87(12): 30–33

**Lee P. and Mee C.** (2015) The Tameside and Glossop Early attachment Service: Meeting the emotional needs of parents and their babies. *Community Practitioner*. 88 (8): 31-35.

**Vella, L., Butterworth, R., Johnson, R. and Urquhart Law, G.** (2015) Parents' experiences of being in the Solihull Approach parenting group, 'Understanding Your Child's Behaviour': an interpretative phenomenological analysis. *Child: Care, Health and Development* 41:6, 882–894.

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**Madigan, S., Paton, K and Mackett, Naomi. (2017)** The Springfield Project service: evaluation of a Solihull Approach course for foster carers. Journal article citation: *Adoption and Fostering*. 41(3), pp 254-267.

**Monique, Tan., Rheeston, M and Douglas, H. (2017)** Using the Solihull Approach in breastfeeding support groups: Maternal perceptions. *British Journal of Midwifery* 25(12), pp 765-773.

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**Shahid A, Johnson R. (2018)** Evaluation of an online antenatal course 'Understanding pregnancy, labour, birth and your baby' by the Solihull Approach. *Evidence Based Midwifery* 16(3): 101-106.

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<https://www.tandfonline.com/doi/full/10.1080/09503153.2018.1499891>

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**Hill, B., Boscoe, A. and de Lange, B. (2021).** Solihull Approach Groups for Orthodox Jewish Mothers. *Community Practitioner*, 94(1), 44-47.

**Neilson, T. (2022).** Adapting the Solihull Approach for staff caring for adults with learning disabilities and/or autism: evaluation of a pilot programme. *Learning Disability Practice*, 25(1).

## Best Practice Reports

**Barlow, J. (2016)** International Journal of Birth & Parent Education . *AIMH UK Best Practice Guidance (BPG) No 1. Improving Relationships in the Preinatal Period: What Works?* Spring (1)(Suppl) 1-8.

## 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

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## Related publications

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

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

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**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

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## 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*

**Lawrence, V** (2007) The Solihull Approach in Northamptonshire. A School Years Impact Evaluation.

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

## On-going research

**Parenting RCT** - commenced

**Foster carer 12 week courses:** another study commenced with pre and post measures.

**National Training evaluation:** *ongoing*

**Antenatal parenting study:** *control study commenced*

**Online course for parents:** *ongoing data collection. Initial results analysed.*

**Practitioner training:** *qualitative longitudinal study commencing*

## Solihull Approach Resource Packs

**Douglas H.** (2017) *Solihull Approach resource pack: The first five years (5<sup>th</sup> ed. Revised 2017).* Solihull: Solihull Approach Publishing.

**Douglas H.** (2017) *Solihull Approach resource pack: The school years (1<sup>st</sup> ed. Revised 2017).* Solihull: Solihull Approach Publishing.

**Douglas H.** (2017) *Solihull Approach antenatal resource pack: The journey to parenthood (1<sup>st</sup> ed. Revised 2017)* Cambridge: Jill Rogers Associates

**Douglas H.** (2015) *Solihull Approach resource pack: A resource for workers involved in fostering and adoption (Revised 2016)* Cambridge: Jill Rogers Associates

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**Douglas H.** (2010) *Solihull Approach Foster Carer's Group. Understanding your foster child's behaviour: A resource for workers involved in fostering and adoption (1<sup>st</sup> ed.).* Cambridge: Jill Rogers Associates

**Douglas H.** (2016) *The Solihull Approach Antenatal Parenting Group: Understanding pregnancy, labour, birth and your baby. Facilitators' manual.* Solihull Approach

**Douglas H.** (2017) *The Solihull Approach Postnatal Parenting Group: Understanding your baby. Facilitators' manual.* Solihull Approach

**Douglas H.** (2017) *The Solihull Approach Postnatal Plus Parenting Group: Understanding your baby. Facilitators' manual.* Solihull Approach

## CANparent Quality Mark



Parenting UK accreditation  
Part of the DfE's CANparent

The Solihull Approach has been successful in gaining the CANparent Quality Mark award for:

- Solihull Approach Understanding your child GROUP

- Solihull Approach Understanding your child ONLINE course

Parenting UK is part of the Department of Education CANparent programme. Parenting UK states that the CANparent Quality Mark provides a robust and systematic process for measuring the quality of development, delivery and provision of universal parenting classes.

The CANparent Quality Mark is the only quality standard in the parenting sector. It has been developed for the sector, by the sector.