

Solihull Approach Resource

A resource pack for workers involved with fostering and adoption

Contents Page

PART 1

Section 1 Introduction to the resource pack	13
1.1 How the Solihull Approach can help your practice	14
1.2 The Solihull Approach: a way of thinking	17
1.3 Research evidence for the Solihull Approach	18
1.4 About the resource pack	18
1.5 How to use the resource pack	20
1.6 Reflective learning	22
1.7 Getting support	23
1.8 Summary	25
Section 2 Theoretical model supporting the Solihull Approach	29
2.1 Learning outcomes	29
2.2 The three key concepts	30
2.3 What is containment?	30
2.4 What is reciprocity?	45
2.5 Behaviour management	66
2.6 Attachment theory	77
2.7 Summary	93
Section 3 The development of the brain	99
3.1 Learning outcomes	99
3.2 The 'baby brain'	100
3.3 Effects of abuse and neglect on the brain	104
3.4 Nature and nurture	115
3.5 Attachment and the development of the brain	117
3.6 The 'teenage brain'	120
3.7 Summary	126
Handouts	129
Section 4 Essential child development	137
4.1 Learning outcomes	137
4.2 Developmental milestones	138
4.3 Understanding off-age development	154
4.4 Parentification and regression	156
4.5 Summary	165

PART 2

2.1 Introduction	169
2.2 Coping with separation and loss	170
Handouts	181
2.3 Understanding transitions and managing change	193
2.4 Promoting the development of resilience in children and young people	203
Handouts	209
2.5 Promoting a positive sense of identify in a child or young person	217
2.6 Promoting emotional and social wellbeing	223
Handouts	229
2.7 Using play to promote the relationship	231
Handouts	237

PART 3

Introduction	257
3.1 Bedwetting and soiling	259
3.2 Bullying	279
3.3 Sleep problems	291
3.4 Weaning and feeding	307
3.5 Eating disorders	333
3.6 Obsessive compulsive disorder	341
3.7 Mood disorder and depression	347
3.8 Stress, post-traumatic stress disorder and panic attacks	353
3.9 Coping with school issues	365
3.10 Self-harm	371
3.11 Addictions and substance misuse	379
3.12 Sexual health and sexuality	389
3.13 Preventing and managing challenging behaviour	401

REFERENCES 437