Episode 42 | The secure base model with Professor Gillian Schofield transcript

00:00:00.017 --> 00:00:04.497

Welcome everybody to our Core and Bath Conversations podcast about the secure base model.

00:00:04.797 --> 00:00:08.357

My name is Anne Horne and I'm a training and development consultant in the training

00:00:08.357 --> 00:00:10.077

and events team as well as a kinship

00:00:10.077 --> 00:00:13.437

consultant in the policy research and development team at Core and Bath.

00:00:13.757 --> 00:00:18.717

I'm delighted to be joined today by Gillian Schofield. Gillian is Emeritus Professor

00:00:18.717 --> 00:00:22.877

of Child and Family Social Work at the University of East Anglia where she worked

00:00:22.877 --> 00:00:26.637

for over 30 years and was also head of the School of Social Work,

00:00:26.817 --> 00:00:31.617

where she also worked with her colleague Mary Beek and together they wrote and

00:00:31.617 --> 00:00:34.797

developed the Secure Base model more than 20 years ago.

00:00:35.057 --> 00:00:38.037

Coran Baff have worked closely with Gillian and Mary over the years,

00:00:38.217 --> 00:00:40.477

publishing books and delivering training about the model.

00:00:40.917 --> 00:00:44.777

Gillian and I recently worked together on the latest updates of the training

00:00:44.777 --> 00:00:48.797

materials and Gillian continues to be involved in developing and supporting

00:00:48.797 --> 00:00:51.157

the model and its application in practice.

00:00:51.597 --> 00:00:55.257

Hello, Gillian. Hi, it's good to be here. Hi, thanks for coming.

00:00:55.817 --> 00:00:59.077

So, in terms of the training course that you and I developed,

00:00:59.097 --> 00:01:01.597

we received some really positive feedback.

00:01:01.937 --> 00:01:07.177

We've delivered it a few times over the last few months and between 71% and

00:01:07.177 --> 00:01:12.797

83% of participants strongly agreed the course met its learning outcomes, which is great to hear.

00:01:12.997 --> 00:01:18.877

And between 64% and 84% of attendees felt that Secure Base course was extremely

00:01:18.877 --> 00:01:23.137

relevant to their role and the rest describing it as very relevant to their role.

00:01:23.937 --> 00:01:27.897

So can you start by telling us a bit about the SecureBase model?

00:01:28.257 --> 00:01:31.197

I know you've written books about it, which can be found in our bookshop,

00:01:31.397 --> 00:01:36.237

but would you mind summarising the model and how you and Mary Beek developed it together?

00:01:37.317 --> 00:01:40.817

Okay, so our work on the SecureBase model began, as you said,

00:01:40.877 --> 00:01:46.617

over 20 years ago when Mary and I were working at UEA on longitudinal foster care research.

00:01:46.617 --> 00:01:52.477

And we needed to make sense of why it was some foster carers seemed to be particularly

00:01:52.477 --> 00:01:58.437

successful in providing positive, sensitive care to some very troubled children

00:01:58.437 --> 00:02:00.797

with a range of strengths and difficulties.

00:02:00.797 --> 00:02:06.277

So we turned to the four caregiving dimensions that Mary Ainsworth had identified

00:02:06.277 --> 00:02:10.537

in research about the relationship between parents and infants.

00:02:11.177 --> 00:02:16.177

But we found that those dimensions worked extremely well when applied to these

00:02:16.177 --> 00:02:19.357

carers and these children and adolescents.

00:02:19.377 --> 00:02:22.897

So that was the first step for us.

00:02:23.508 --> 00:02:28.568

But to be useful to social workers, we decided we needed to add the developmental

00:02:28.568 --> 00:02:33.608

outcomes to those dimensions. So that's how we ended up with availability,

00:02:33.608 --> 00:02:38.468

helping the child to trust, sensitivity, helping the child to manage feelings.

00:02:38.688 --> 00:02:43.748

And those two are very much, I would say, at the core of attachment theory and the core of the model.

00:02:44.028 --> 00:02:49.428

But then also acceptance, building the child's self-esteem, and cooperation,

00:02:49.428 --> 00:02:55.928

helping the child to feel effective. So those dimensions applied really across the age range.

00:02:56.068 --> 00:03:03.608

And as we were interested in successful child placements, we added the family membership dimension.

00:03:03.988 --> 00:03:07.668

So family membership, helping the child to belong. Although I think it's fair

00:03:07.668 --> 00:03:11.468

enough as we've looked across different areas of application to say that actually

00:03:11.468 --> 00:03:15.708

family membership is a core part of anybody's secure base in terms of their

00:03:15.708 --> 00:03:18.748

place in society and their place in their relationships.

00:03:18.748 --> 00:03:21.168

So that was an important element.

00:03:21.848 --> 00:03:26.868

And from an early stage, we had organized these five dimensions into a star

00:03:26.868 --> 00:03:33.008

shape, entirely to illustrate the way in which they connected with each other.

00:03:33.128 --> 00:03:37.548

So that was such a powerful thing that in order to use these dimensions from

00:03:37.548 --> 00:03:42.048

attachment theory, you needed to think about how self-esteem and feeling accepted

00:03:42.048 --> 00:03:45.608

would feed into family membership. So that was a core element.

00:03:45.848 --> 00:03:52.128

We particularly chose fairly straightforward language, which would be recognisable

00:03:52.128 --> 00:03:56.768

to a range of professionals, practitioners, but also to foster carers,

00:03:56.868 --> 00:04:00.148

adopters, kinship carers, and other settings.

00:04:00.468 --> 00:04:04.928

So that was a very important element. But it also was accurate to attachment

00:04:04.928 --> 00:04:07.268

theory. So there's lots of debates about attachment.

00:04:07.508 --> 00:04:11.788

We were very keen that ours was going to be accepted by the attachment sort

00:04:11.788 --> 00:04:15.728

of establishment, if you like, by the researchers in attachment, which it has been.

00:04:16.306 --> 00:04:22.806

So, as you mentioned, our partnership with BAF and Core and BAF has been invaluable from the start.

00:04:22.986 --> 00:04:28.446

So, from the partnership funding that BAF arranged for us when we wrote the

00:04:28.446 --> 00:04:32.166

attachment handbook and the training materials associated with that.

00:04:32.286 --> 00:04:34.566

So, that was between 2004-2006.

00:04:34.766 --> 00:04:43.586

So, that really made the connection between the research and the practice that we wanted to use.

00:04:43.586 --> 00:04:48.406

And then obviously the Good Practice Guides in 2014. So there's been various

00:04:48.406 --> 00:04:53.386

stages, which I know we're going to talk about in the way which this model's developed and so on.

00:04:53.766 --> 00:04:59.466

And along the way, a wonderful Coram Baff publications manager,

00:04:59.626 --> 00:05:03.046

Shaila Shah, said, we can't put all of this material into appendices.

00:05:03.486 --> 00:05:08.086

Why don't you start a website? So that was in 2008.

00:05:08.086 --> 00:05:14.146

And that website's been very important because it's allowed people to access

00:05:14.146 --> 00:05:19.046

to follow-up training or follow-up books or even to access it initially in order

00:05:19.046 --> 00:05:22.626

to then proceed to choose to do the training and so on.

00:05:22.966 --> 00:05:27.106

In fact, I'm constantly updating it. I'm working on other elements of that at the moment.

00:05:27.326 --> 00:05:32.746

So that's the package really that we've wanted to provide for practice.

00:05:32.986 --> 00:05:36.666

And this new training program is very much part of that package.

00:05:37.480 --> 00:05:40.100

And there's huge amounts of information on the website, isn't it?

00:05:40.140 --> 00:05:45.040

I remember as a social worker accessing the website and feeling very grateful

00:05:45.040 --> 00:05:49.880

that there was a huge amount of resources that were available free as a social

00:05:49.880 --> 00:05:53.700

worker on the website as well, you know, separate to the books and the training courses.

00:05:54.020 --> 00:05:57.080

There is a huge amount of available resources on that website.

00:05:57.280 --> 00:05:59.060

And I think what's unusual is that they're free to access.

00:05:59.320 --> 00:06:02.420

So we haven't licensed it. We haven't

00:06:02.420 --> 00:06:05.960

restricted it we've we've asked people to reference us

00:06:05.960 --> 00:06:08.760

and uea but other than that and that's had

00:06:08.760 --> 00:06:11.600

implications both for how it can be used in the uk but also

00:06:11.600 --> 00:06:14.400

internationally so it's uh it's been a

00:06:14.400 --> 00:06:17.620

very important part of them yeah really yeah

00:06:17.620 --> 00:06:21.320

yeah thank you for you know setting out the model as you say i think it does

00:06:21.320 --> 00:06:25.560

use accessible language and it you know and i think the star is really helpful

00:06:25.560 --> 00:06:28.940

to kind of think about that sort of connectivity between the different dimensions

00:06:28.940 --> 00:06:33.280

but can you say a little more then about the different ways the model has been

00:06:33.280 --> 00:06:37.340

used in practice over the years and since it was first developed and disseminated?

00:06:37.560 --> 00:06:42.220

Well I suppose because it's fundamentally a practical way of explaining attachment

00:06:42.220 --> 00:06:48.680

theory to help develop a therapeutic approach in families and in other settings.

00:06:48.940 --> 00:06:54.280

Its use has started with assessment I suppose, assessment of children.

00:06:54.780 --> 00:06:58.720

Assessment of caregivers, matching practices, and so on.

00:06:58.880 --> 00:07:02.820

So, anywhere that people would be thinking about quality of relationships.

00:07:03.200 --> 00:07:08.440

So, those areas of assessment. Then, of course, moving into thinking about children

00:07:08.440 --> 00:07:13.040

in placement, how can we understand the progress they made across time?

00:07:13.240 --> 00:07:17.960

So, that's been an important part of it, and we've got sort of tools that go alongside that.

00:07:18.180 --> 00:07:20.840

So, let's say, some of the elements, and then obviously the training.

00:07:21.573 --> 00:07:27.033

Delivers these materials and these ideas to a range of different groups, really.

00:07:27.253 --> 00:07:32.013

So it's been used a lot in training foster carers. So in some senses,

00:07:32.173 --> 00:07:35.073

training foster carers, training social workers, training social workers to

00:07:35.073 --> 00:07:39.433

train foster carers and kinship carers and the full range, really.

00:07:39.573 --> 00:07:44.253

So I think training, assessment and matching, monitoring, then the more specific

00:07:44.253 --> 00:07:47.853

areas, working with families during contact issues.

00:07:48.093 --> 00:07:52.393

And most recently, and has been the moving from foster care to adoption work.

00:07:52.593 --> 00:07:57.433

So that has also come out of UEA and published by Coram Baff,

00:07:57.633 --> 00:08:00.633

but that very much relies on the secure-based model as well.

00:08:00.733 --> 00:08:05.493

So I think there's different areas of practice within social work have been key.

00:08:05.713 --> 00:08:12.693

But we've also developed the work in schools. So we've got training materials

00:08:12.693 --> 00:08:14.773

on the site for use in schools.

00:08:15.153 --> 00:08:18.753

And of course, what that suggests is that even if you're working in family placement,

00:08:18.933 --> 00:08:21.893

if you have a child and you're we're working using this model with them.

00:08:22.313 --> 00:08:26.613

Then talking to the school, it helps you think about the way in which the school

00:08:26.613 --> 00:08:29.093

staff might also work with you.

00:08:29.273 --> 00:08:33.133

And I've had kinship carers who've gone into the school with the diagrams and

00:08:33.133 --> 00:08:35.553

so on, and I shared them with teachers.

00:08:35.813 --> 00:08:38.333
So I think those overlaps are important.

00:08:38.613 --> 00:08:42.773
But also over the years, residential care. So some of the consultation work

00:08:42.773 --> 00:08:45.853
I do at the moment is with, just recently last week, actually,

00:08:45.953 --> 00:08:50.873
I was having a meeting with a group of residential care staff talking about how they could use it.

00:08:51.153 --> 00:08:54.893
But always we're talking about the relationships between caregivers and children.

00:08:55.133 --> 00:09:00.433
And I guess family placement remains at the heart of what we mainly do and also

00:09:00.433 --> 00:09:05.053
how it's used around the world, which brings us to the sort of international applications.

00:09:05.473 --> 00:09:10.933
So it's been taken up by countries who are very familiar with foster care as we would know it.

00:09:11.033 --> 00:09:15.573

So for example, Norway was the first and most enthusiastic of the originators

00:09:15.573 --> 00:09:17.933

of using it as a countrywide system.

00:09:18.813 --> 00:09:25.953

But from, I suppose, 2013-14, Mary went to work with an organization for care for children in China.

00:09:26.587 --> 00:09:31.787

And that actually has led to a number of applications where what countries are

00:09:31.787 --> 00:09:36.147

trying to do is to find a model for foster care as an alternative to institutional care.

00:09:36.587 --> 00:09:40.007

So I think one of the reasons I'm mentioning that, although it is something

00:09:40.007 --> 00:09:44.567

that we are very pleased about, is that it does suggest that in different professional

00:09:44.567 --> 00:09:48.087

contexts, in different cultural, very different cultural contexts,

00:09:48.827 --> 00:09:53.247

you know, China, Ukraine, we've been working in as well, and so on.

00:09:53.247 --> 00:09:58.107

So all of those elements have suggested that this usual criticism,

00:09:58.387 --> 00:10:01.707

as made of attachment theory, that it's not relevant cross-culturally,

00:10:01.987 --> 00:10:04.727

actually it works very well.

00:10:04.867 --> 00:10:10.027

So delivered by local staff there. So that's a side issue, but I think it's

00:10:10.027 --> 00:10:13.387

helpful to people because sometimes I think social workers do need to defend

00:10:13.387 --> 00:10:14.907

how they use attachment theory,

00:10:15.227 --> 00:10:20.247

particularly in a multicultural context as we have in the UK. So that's important.

00:10:21.427 --> 00:10:26.587

Interesting. And I guess from the sort of work that you've described there,

00:10:26.907 --> 00:10:32.927

that will have sort of contributed perhaps to sort of updates to the model or

00:10:32.927 --> 00:10:36.247

to the book or to the training sort of course materials.

00:10:36.647 --> 00:10:40.907

So can you share a bit more about perhaps what some of the information is or

00:10:40.907 --> 00:10:45.067

those sort of developments that have led to the updates in kind of the book

00:10:45.067 --> 00:10:47.327

or the training materials or the model itself?

00:10:47.327 --> 00:10:52.387

Yes, well, we first updated the attachment handbook in 2018.

00:10:52.387 --> 00:10:55.707

So that had been around quite a while, 2006 to 2018.

00:10:56.087 --> 00:10:59.647

And I think what has happened over that period of time, particularly as we'd

00:10:59.647 --> 00:11:02.727

had the good practice guides in 2014, was that.

00:11:03.326 --> 00:11:07.126

It was seen this language of secure-based model. And we didn't actually use

00:11:07.126 --> 00:11:10.086

that term, secure-based model, back in 2006.

00:11:10.206 --> 00:11:12.566

We had the dimensions and we had the diagram.

00:11:12.846 --> 00:11:16.546

But then increasingly, people were using that term and finding it helpful.

00:11:16.806 --> 00:11:22.526

So one of the updates was to make sure that the attachment handbook now represented

00:11:22.526 --> 00:11:26.406

the secure-based model as we'd got it elsewhere on the website and in the practice

00:11:26.406 --> 00:11:28.346

guide. So that was part of that.

00:11:28.506 --> 00:11:35.106

But also we found that some case material dates, some of the examples that we've used and so on.

00:11:35.226 --> 00:11:39.046

So we've always tried to use of language like pronouns and so on.

00:11:39.146 --> 00:11:44.066

We needed to be sure that we were in touch with current practice,

00:11:44.066 --> 00:11:50.266

that it felt comfortable for practitioners to read these books and use them.

00:11:50.686 --> 00:11:54.266

And the Good Practice Guide's pretty similar, really. So the language of the

00:11:54.266 --> 00:11:57.386

dimensions remain the same. So if you've still got a 2014 edition.

00:11:57.866 --> 00:12:02.886

The core elements are the same, but we have updated elements of developmental

00:12:02.886 --> 00:12:06.986

checklists, the caregiving approaches and the caregiving interview a little bit as well.

00:12:07.146 --> 00:12:11.826

So as I said, to make sure that it was in tune with current practice.

00:12:12.066 --> 00:12:15.406

And also because over the years, sometimes practitioners have fed back that

00:12:15.406 --> 00:12:19.846

how they found it useful to use it when assessing foster carers has been like this.

00:12:19.986 --> 00:12:22.626

So we've put that material into it.

00:12:22.686 --> 00:12:27.806

So we're always in touch with because of our contact with trainers and some

00:12:27.806 --> 00:12:30.446

training ourselves over the years as well, obviously.

00:12:30.726 --> 00:12:33.766

So we try to make things as up to date as we can, really.

00:12:34.286 --> 00:12:38.006

And that's a really helpful sort of model to think about as well, isn't it?

00:12:38.066 --> 00:12:41.666

That, you know, your model has been informed by its application.

00:12:41.666 --> 00:12:45.586

So you've been hearing from the social workers and the foster carers who've

00:12:45.586 --> 00:12:49.546

kind of, you know, been exploring its application. And then that's kind of fed

00:12:49.546 --> 00:12:53.566

into the sort of developments, which I think is a really lovely sort of cyclical

00:12:53.566 --> 00:12:55.386

kind of process, isn't it, really?

00:12:55.726 --> 00:12:59.686

I think what's been good over the years is that our decision to go for the term

00:12:59.686 --> 00:13:05.606

secure base as opposed to secure attachment has been very helpful because I think that...

00:13:06.153 --> 00:13:10.353

When we think about the role of a school in a child's life, not necessarily

00:13:10.353 --> 00:13:14.553

talking about adults as attachment figures, but they're nevertheless reducing

00:13:14.553 --> 00:13:17.493

the child's anxiety, helping them to explore and learn.

00:13:17.773 --> 00:13:21.753

The same with maybe extended families or neighbors, you know,

00:13:21.813 --> 00:13:26.153

that actually a whole range of people can contribute to a child's secure base.

00:13:26.373 --> 00:13:32.353

That doesn't mean that the, you know, the primary caregivers in the immediate

00:13:32.353 --> 00:13:36.513

family are not going to be absolutely crucial in launching all that process.

00:13:36.773 --> 00:13:42.733

But I've always loved the way in which it fits with the notion of networks of relationships.

00:13:43.073 --> 00:13:47.633

And of course, that has now become a way of thinking about attachment theory.

00:13:47.773 --> 00:13:52.073

So attachment theory generally, there's been some new publications around that,

00:13:52.193 --> 00:13:53.813

are focusing on networks.

00:13:54.033 --> 00:13:58.913

And I think that's something that within the training and within the books, we've always promoted.

00:14:00.353 --> 00:14:04.673

Although it used to be traditional to say you just need one good relationship,

00:14:04.673 --> 00:14:09.813

Yes, but that one good relationship, you know, for most young people and from

00:14:09.813 --> 00:14:15.093

infancy to young people, need a range of relationships that all contribute to the secure base.

00:14:15.233 --> 00:14:19.513

So I think over the years, some things have changed, but some things have actually

00:14:19.513 --> 00:14:24.353

reinforced our original ideas about that.

00:14:24.573 --> 00:14:28.273

So lifelong links and so on. There's so many examples now.

00:14:28.273 --> 00:14:34.853

Well, and I guess as well, that also means it's more hopefully culturally sort

00:14:34.853 --> 00:14:39.853

of appropriate to different sort of family, family makeups,

00:14:39.933 --> 00:14:44.373

you know, not just one Eurocentric view of a family of 2.4 children and,

00:14:44.373 --> 00:14:46.553

you know, and two sort of carers,

00:14:46.713 --> 00:14:49.073

you know, because we know culturally different,

00:14:49.413 --> 00:14:51.373

there's different ways of raising children, aren't there?

00:14:51.653 --> 00:14:54.333

Which, and so I guess it kind of, it speaks to that as well,

00:14:54.453 --> 00:14:56.693

doesn't it? That's why we've been always very keen to say that,

00:14:56.793 --> 00:15:01.613

actually, because that is, as I said, a traditional criticism of attachment theory.

00:15:01.893 --> 00:15:04.993

So it's a criticism of the model, but I think we've managed to....

00:15:05.496 --> 00:15:09.256

Keep that element. And that is very much part of what I hope will come across

00:15:09.256 --> 00:15:13.036

in a training session as well, that you'll always be thinking about who are

00:15:13.036 --> 00:15:19.996

the people around the child who can get to the child's emotional progress, really.

00:15:20.236 --> 00:15:25.956

So I think it's been a good process over the years, I think so.

00:15:26.236 --> 00:15:32.416

It was incredibly helpful having you involved in the update to the CoraBaff

00:15:32.416 --> 00:15:37.536

training materials, obviously, you know, as the author of the model and,

00:15:37.596 --> 00:15:40.056

you know, the originator of it, it was incredibly helpful.

00:15:40.416 --> 00:15:45.296

So if somebody was thinking of coming on the Core and Bath training course about

00:15:45.296 --> 00:15:49.756

the secure base model, how would you describe the one-day course if somebody

00:15:49.756 --> 00:15:51.096

was thinking about coming on it?

00:15:51.596 --> 00:15:55.676

Well, it certainly is designed to capture the entire model.

00:15:55.976 --> 00:16:01.376

So the idea is that within that day, you will get an explanation,

00:16:01.576 --> 00:16:06.076

exploration of the roots of it in attachment theory concepts,

00:16:06.276 --> 00:16:08.796

but also all five dimensions.

00:16:09.416 --> 00:16:16.256

And that's a very important part of it. And that will be relevant whether or not this is new to you.

00:16:16.356 --> 00:16:19.616

So you've not come across the secure-based model or it's just something you've

00:16:19.616 --> 00:16:22.056

heard about, or indeed if you've

00:16:22.056 --> 00:16:25.876

come across it before, maybe even if you currently use it in your work.

00:16:25.876 --> 00:16:31.596

Because I think what the day is giving people is an opportunity to reflect together

00:16:31.596 --> 00:16:35.716

on how it can be used in practice, how to make sense of it.

00:16:36.276 --> 00:16:40.696

And I think that's one of the ways in which we have to, on the one hand,

00:16:41.056 --> 00:16:45.416

be pleased that we've got familiar language like availability and sensitivity.

00:16:46.056 --> 00:16:50.616

But we also need to think about, well, what does that mean for this particular

00:16:50.616 --> 00:16:54.416

grandparent, this particular foster carer, this particular doctor?

00:16:57.115 --> 00:17:02.055

Provide what this particular child needs in relation to gaining trust.

00:17:02.315 --> 00:17:05.715

So I think that's a very important opportunity.

00:17:05.715 --> 00:17:12.475

So the case material and the exercises are designed to make you think,

00:17:13.015 --> 00:17:19.595

revisit perhaps, or find for the first time a way of connecting that apparently

00:17:19.595 --> 00:17:26.735

simple dimension with a range of complex, challenging, and rewarding experiences in

00:17:26.995 --> 00:17:30.135

child placement so that's the opportunity that

00:17:30.135 --> 00:17:33.395

the day gives you and I think obviously by being sharing with

00:17:33.395 --> 00:17:38.435

other participants you're going to hear from them as well much about maybe some

00:17:38.435 --> 00:17:43.955

different ways of thinking about it so that's yeah ways of using it it also

00:17:43.955 --> 00:17:48.335

deals with issues around applications to practice in terms of the tools and

00:17:48.335 --> 00:17:53.255

I know you were very keen for me to and be sure that I left enough time to do that.

00:17:53.415 --> 00:17:58.595

So as well as the dimensions, there is these applications, which people might

00:17:58.595 --> 00:18:02.075

see on the website, but not feel confident to use.

00:18:02.335 --> 00:18:06.635

But actually, in the training day, they get an opportunity to think about how

00:18:06.635 --> 00:18:08.075

they might make use of them.

00:18:08.815 --> 00:18:12.415

Yes. Well, and I think that's often one of the goals of our training courses

00:18:12.415 --> 00:18:14.155

is to give people the opportunity,

00:18:14.555 --> 00:18:17.455

you know, not in a rigid way that, you know,

00:18:17.535 --> 00:18:21.035

the morning is about introducing sort of concepts or

00:18:21.035 --> 00:18:24.235

and then the afternoon is an opportunity to practice them but but

00:18:24.235 --> 00:18:27.195

it that is something that we kind of aim for

00:18:27.195 --> 00:18:30.875

so that people come away having had an opportunity to actually think about practicing

00:18:30.875 --> 00:18:35.915

some of the skills that they might have heard about or learned about and at

00:18:35.915 --> 00:18:40.735

the end of our courses we we asked people for feedback obviously which is some

00:18:40.735 --> 00:18:43.735

of what I shared at the beginning in terms of how people felt it met the learning

00:18:43.735 --> 00:18:46.055

outcomes and whether or not it was relevant to their role.

00:18:46.275 --> 00:18:50.295

But we asked people to kind of write comments because obviously it helps us

00:18:50.295 --> 00:18:54.015

then to tweak training courses and think about whether or not we're,

00:18:54.055 --> 00:18:55.955

you know, we're kind of hitting the mark.

00:18:56.215 --> 00:18:58.615

And I thought it would be interesting to share a couple of those.

00:18:58.775 --> 00:19:02.215

So going back to the point that you said about, well, I think the training course

00:19:02.215 --> 00:19:03.835

is helpful if you're new to the

00:19:03.835 --> 00:19:07.135

model, it probably is helpful if you're familiar with the model as well.

00:19:07.255 --> 00:19:11.195

And so one of the comments was, I have done this training before,

00:19:11.355 --> 00:19:14.475

but at least eight years ago, and it was good to have a refresher,

00:19:14.655 --> 00:19:19.435

I think the interview tool would be really good to use in my practice with kinship carers.

00:19:20.195 --> 00:19:23.415

So that feels like a really, yeah.

00:19:23.995 --> 00:19:27.895

And I think obviously with my two hats on as training development consultant,

00:19:28.015 --> 00:19:31.555

but also as kinship consultant, I know when we were developing the materials,

00:19:31.695 --> 00:19:35.755

you and I had sort of conversations about ensuring that the training materials

00:19:35.755 --> 00:19:40.795

are entirely relevant to kinship assessment work and kinship support practice,

00:19:40.795 --> 00:19:45.235

as well as with foster care, as well as perhaps more traditionally been used

00:19:45.235 --> 00:19:46.595

kind of when it was first written,

00:19:46.835 --> 00:19:49.275

you know, as well as with adopters as well.

00:19:49.455 --> 00:19:51.995

And I was struck by another comment was...

00:19:52.443 --> 00:19:55.543

Like sticking with the sort of theme of kinship care somebody wrote

00:19:55.543 --> 00:19:58.583

i'm just about to start managing the kinship team so this

00:19:58.583 --> 00:20:01.443

has given me a lot of food for thought about how i'm going to develop the

00:20:01.443 --> 00:20:05.803

kinship local support offer i thought that was really interesting because it's

00:20:05.803 --> 00:20:10.943

another lens isn't it for kind of people to think about what what carers need

00:20:10.943 --> 00:20:15.363

over the years certainly over the years certainly we've been contacted by kinship

00:20:15.363 --> 00:20:20.683

team leaders yeah and i suppose i'll just take the opportunity with that.

00:20:21.823 --> 00:20:25.423

I might say a bit about implementation at the end, but I think the idea of how

00:20:25.423 --> 00:20:27.463

a team works together using the model.

00:20:27.623 --> 00:20:30.963

It's not to say that individuals can't use the model when they come on the training

00:20:30.963 --> 00:20:35.723

and take it away, but I think it's really good to share it with your team or

00:20:35.723 --> 00:20:40.043

for team managers to establish it as a shared language.

00:20:40.463 --> 00:20:45.043

Because if you're discussing cases, discussing ways of assessing children's

00:20:45.043 --> 00:20:49.743

progress or foster carers' progress, been used in annual reviews and those kinds

00:20:49.743 --> 00:20:53.403

of situations for foster carers as well as reviews for children.

00:20:54.023 --> 00:20:58.583

So I think that idea of that wide range of child placement, but certainly kinship

00:20:58.583 --> 00:21:02.623

care has always been part of the history of using the model.

00:21:03.063 --> 00:21:07.063

Well, and there's a few other comments around how people think they might use

00:21:07.063 --> 00:21:10.543

it, for example, with foster carers. I liked this comment.

00:21:10.703 --> 00:21:14.043

Somebody said, I love the perspective of being a secure base for our foster

00:21:14.043 --> 00:21:19.223

carers and using this to create a supportive and reflective supervision arrangement with a foster carer.

00:21:19.523 --> 00:21:22.143

And I thought that was a really interesting perspective as well.

00:21:23.143 --> 00:21:27.343

That's something that's actually built into that. That's one of the slides in the training.

00:21:27.563 --> 00:21:32.583

So I think that notion of the role that social workers play for foster carers

00:21:32.583 --> 00:21:35.103

or doctors, kinship carers, is crucial.

00:21:35.303 --> 00:21:40.023

And the exact five dimensions apply to that. As do, and I think that also gets

00:21:40.023 --> 00:21:44.563

a mention in the training, is this issue around how the team itself is a secure

00:21:44.563 --> 00:21:45.743

base for each other, really.

00:21:46.703 --> 00:21:49.703

So there is some work on the website on team as secure base.

00:21:49.703 --> 00:21:56.523

So we know that actually we all need support to manage our feelings when doing stressful work.

00:21:56.523 --> 00:22:01.743

We need to feel that we're understood and that our work is cooperative and so

00:22:01.743 --> 00:22:06.363

on. So I think that notion, and I think that also gets away from the idea that

00:22:06.363 --> 00:22:09.963

these issues, these dimensions are all about babies actually.

00:22:10.203 --> 00:22:14.683

No, they're about children, older children, and us as adults and professionals.

00:22:14.963 --> 00:22:19.023

So I think that's a lovely comment to hear, because I think that's definitely

00:22:19.023 --> 00:22:22.483

what I would hope people take away.

00:22:23.240 --> 00:22:27.160

Well, and mentioning, you know, like you said, our sort of behaviours,

00:22:27.520 --> 00:22:31.380

one of the other comments was this training helps carers and social workers

00:22:31.380 --> 00:22:35.960

to look beyond behaviour and understand what's being communicated by behaviour.

00:22:36.340 --> 00:22:39.420

Yes, yes. And I think that's a really positive way as well, isn't it,

00:22:39.480 --> 00:22:41.860

to kind of think about how the model can help you, you know,

00:22:42.260 --> 00:22:45.560

help you think about children's behaviours and therefore what a foster carer

00:22:45.560 --> 00:22:49.220

or how a carer can interpret that, respond.

00:22:49.220 --> 00:22:53.760

And I think one of the benefits of the training, well, of the model,

00:22:53.880 --> 00:22:59.420

but of the training in particular, is that while you're listening to these dimensions

00:22:59.420 --> 00:23:02.360

being described or you're working on the exercises,

00:23:02.820 --> 00:23:06.540

you need to be thinking, particularly this group of workers who I think are

00:23:06.540 --> 00:23:09.100

often your target audience, but one of your target audiences,

00:23:09.300 --> 00:23:13.520

which are fostering, supervising social workers, doctor support workers,

00:23:13.660 --> 00:23:15.240

kinship care support workers, and so on.

00:23:15.240 --> 00:23:20.440

That although it's very useful for those practitioners to use in their own thinking

00:23:20.440 --> 00:23:24.680

and assessment, there comes a point when actually it's most useful to share

00:23:24.680 --> 00:23:27.460

it with the foster carer or the caregiver.

00:23:28.140 --> 00:23:33.180

And another reason for it being fairly straightforward language,

00:23:33.580 --> 00:23:35.500

they themselves can identify.

00:23:35.940 --> 00:23:38.840

And I remember that was also a kinship care example, as it happens,

00:23:38.980 --> 00:23:43.120

a grandparent saying, well, I can see that I'm doing some of this so well,

00:23:43.120 --> 00:23:45.960

but I didn't know they had a name for it.

00:23:46.560 --> 00:23:49.420

And then there's other bits that I know I'm struggling with.

00:23:50.040 --> 00:23:55.740

So that way of thinking, well, actually, there's a framework for this that makes sense.

00:23:56.120 --> 00:24:00.000

So on the training, you're hearing this framework, but you're hearing it not

00:24:00.000 --> 00:24:05.000

only through your own sort of understandings, but also how you anticipate you

00:24:05.000 --> 00:24:06.300

would communicate that.

00:24:06.900 --> 00:24:10.760

How much would you maybe share the diagrams? How much would you share the language?

00:24:10.780 --> 00:24:15.120

What would be most helpful to particular foster carers, adopters,

00:24:15.220 --> 00:24:16.660

kinship carers, and so on.

00:24:16.840 --> 00:24:21.320

So I think you're getting it at two levels, really, and I think that that hopefully

00:24:21.320 --> 00:24:23.060

comes across through the training day.

00:24:23.460 --> 00:24:25.460

Yeah. Well, and I think what...

00:24:26.535 --> 00:24:29.655

I think, you know, from the training day and also because of the resources on

00:24:29.655 --> 00:24:33.915

the website and because of the books, there's such a range of resources,

00:24:33.915 --> 00:24:38.215

aren't there, that you can kind of draw from to think about how to use them

00:24:38.215 --> 00:24:39.935

in different scenarios.

00:24:39.955 --> 00:24:44.075

So through assessment or through, you know, like you say, thinking about how

00:24:44.075 --> 00:24:47.335

you function as a team or thinking about how you're as the secure base for your

00:24:47.335 --> 00:24:52.275

carer or, you know, thinking about what area of support you might, you know,

00:24:52.535 --> 00:24:56.195

think about focusing on with the carer in terms of what the child's behaving.

00:24:56.195 --> 00:24:58.915

Like you know I just think there's there's so

00:24:58.915 --> 00:25:02.215

many opportunities aren't there in different ways of kind of thinking about

00:25:02.215 --> 00:25:05.435

its sort of application really sure absolutely yes

00:25:05.435 --> 00:25:08.135

yeah I mean we've mentioned obviously the fact that there's

00:25:08.135 --> 00:25:11.315

the website and that there's books and that there's the training course

00:25:11.315 --> 00:25:14.235

what do you think is the value of attending a training

00:25:14.235 --> 00:25:17.015

course you know rather than just for

00:25:17.015 --> 00:25:19.815

example looking at the website or you know just reading the

00:25:19.815 --> 00:25:23.095

books I know we've touched on it a bit but is there yeah is

00:25:23.095 --> 00:25:26.255

there more i think oh definitely i

00:25:26.255 --> 00:25:30.515

think the training i think they have to work together really i mean it's difficult

00:25:30.515 --> 00:25:34.935

to imagine well i mean some people have just used the books or have just had

00:25:34.935 --> 00:25:40.195

training but i think really having the training allows you to let's talk about

00:25:40.195 --> 00:25:41.495

the better so the training itself

00:25:41.495 --> 00:25:46.115

allows you to hear these ideas um communicated to you by your trainer,

00:25:46.255 --> 00:25:49.135

but also to experience the exercises.

00:25:49.675 --> 00:25:54.775

To reflect on the cases, case examples, but also to share with other participants

00:25:54.775 --> 00:26:01.635

your own doubts about aspects of understanding the model or applications or

00:26:01.635 --> 00:26:04.455

whether you think certain foster carers would be willing to.

00:26:05.263 --> 00:26:10.083

Think in that way. So you've really got a live debate going on and different

00:26:10.083 --> 00:26:14.523

participants will come from slightly different backgrounds and may have a very

00:26:14.523 --> 00:26:16.423

different view indeed of what.

00:26:17.383 --> 00:26:20.703

Availability you can expect a foster carer to show, for example.

00:26:20.923 --> 00:26:23.103

What are our expectations?

00:26:23.343 --> 00:26:28.243

So the interaction between participants is part of the story, very helpful.

00:26:28.523 --> 00:26:31.663

But the books, I think they do enable you.

00:26:31.763 --> 00:26:35.523

I mean, most people have been to training and even if you give it a good rating,

00:26:35.723 --> 00:26:37.663

which I'm pleased to say they seem to have done, which is good.

00:26:38.463 --> 00:26:43.343

When you come away, you're trying to hold on to that.

00:26:43.523 --> 00:26:48.743

I think the books really do allow you to go through that in a sort of it's all

00:26:48.743 --> 00:26:51.683

written very coherently, hopefully very straightforwardly.

00:26:51.863 --> 00:26:58.603

You can absorb it. You can look at the secure-based tools that are in the guide.

00:26:58.683 --> 00:27:01.123

You can look at those online if you want to as well.

00:27:01.663 --> 00:27:06.463

So I think the books, so certainly the Good Practice Guide. So the most recent of those are 2023.

00:27:06.863 --> 00:27:11.083

So we talked about how they were updated. So that's very recent.

00:27:11.303 --> 00:27:16.363

So we're comfortable and confident in those giving a really good grounding using

00:27:16.363 --> 00:27:18.483

language that we're very comfortable with.

00:27:18.903 --> 00:27:22.963

When I say we, I mean Mary and I, because Mary and I have been sort of working

00:27:22.963 --> 00:27:25.423

on this together all this time. And we still work together.

00:27:25.543 --> 00:27:29.663

We still consult on different aspects of what goes on the website or how we

00:27:29.663 --> 00:27:31.583

deal with inquiries and so on.

00:27:31.723 --> 00:27:36.083

So, I think that that's a really important sort of element in terms of how the

00:27:36.083 --> 00:27:39.303

training and the books can sort of work together using the guides.

00:27:39.463 --> 00:27:44.223

And of course, we do have a guide that is designed for carers and adopters as

00:27:44.223 --> 00:27:47.403

well, kinship carers. So, that's important.

00:27:47.563 --> 00:27:49.243

So, one of the volumes has a

00:27:49.680 --> 00:27:54.740

has got the model, but it's also got a whole chapter on assessing foster carers,

00:27:55.040 --> 00:27:59.400

a whole chapter on issues around supporting children, understanding their development,

00:27:59.820 --> 00:28:04.540

far more than you have time for in a training program, not just even a day training

00:28:04.540 --> 00:28:06.060

program, a longer training program.

00:28:06.180 --> 00:28:10.100

And it gives you then time to reflect and also think about, you want to look something up.

00:28:10.260 --> 00:28:14.340

It's a good reference point. So I think it's important for teams to have access to them.

00:28:14.820 --> 00:28:19.060

And if you want to read a bit more about the attachment history and so on,

00:28:19.120 --> 00:28:24.220

you can look at more than that, the attachment handbook has got 10,000 words

00:28:24.220 --> 00:28:25.800

on each dimension, for example.

00:28:26.060 --> 00:28:28.140

So it's got a huge amount of detail.

00:28:28.460 --> 00:28:32.980

It also has chapters that are looking in great detail, again, aspects of practice.

00:28:33.380 --> 00:28:37.840

And it also has chapters on children's developmental problems.

00:28:37.840 --> 00:28:40.260

It has chapters on contact and so on.

00:28:40.380 --> 00:28:44.920

So I think across the range from the training, the website, the practice guides,

00:28:45.120 --> 00:28:48.900

and the attachment handbook, you can use them for different purposes at different

00:28:48.900 --> 00:28:52.040

stages of using them and learning about the model, really.

00:28:52.180 --> 00:28:56.400

But the training, that live experience, I think, is always going to be of value.

00:28:56.700 --> 00:28:59.540

Thank you for helpfully, you know, sort of setting that all out.

00:28:59.700 --> 00:29:05.060

So where can members and listeners to the podcast access information then and

00:29:05.060 --> 00:29:09.940

these different, the books, the website, the training, where can people access that?

00:29:10.140 --> 00:29:14.260

The books are available from Cor and Bath, and I urge you to use that source.

00:29:17.960 --> 00:29:25.480

So the website has got the outline of the model, it's got an introduction to

00:29:25.480 --> 00:29:29.260

it, and then it also has a whole range of resources.

00:29:29.620 --> 00:29:34.940

So it has resources that are training programs that we've used.

00:29:35.180 --> 00:29:40.660

It's also got video recordings of me giving a one-hour lecture on secure-based

00:29:40.660 --> 00:29:41.660

model, going through it,

00:29:41.992 --> 00:29:44.712

and a nine-minute one as well.

00:29:44.832 --> 00:29:49.252

So there's a variety of video material. There's also video material from caregivers

00:29:49.252 --> 00:29:50.712

and young people as well.

00:29:50.812 --> 00:29:53.872

So there's some video clips on the website that you can look at.

00:29:54.132 --> 00:29:58.772

And if you're curious about how we've adapted the model for use in schools or

00:29:58.772 --> 00:30:02.392

residential care, so there's sections on that.

00:30:02.692 --> 00:30:05.912

There's also, I've just established an international section too.

00:30:06.172 --> 00:30:11.012

So again, there's issues and elements in the website that will be immediately

00:30:11.012 --> 00:30:12.652

relevant to everybody's work.

00:30:12.832 --> 00:30:15.352

And then there's things that if you just wanted to explore more widely,

00:30:15.552 --> 00:30:18.552

that's also available for you to look at.

00:30:19.112 --> 00:30:26.012

Yeah. Brilliant. So yeah, the books are available on the Coran Bath Bookshop part of the website.

00:30:26.012 --> 00:30:30.852

And if people are interested in either commissioning a training day for their whole team,

00:30:31.072 --> 00:30:35.132

you can reach out to the training team via the website, or you can also just

00:30:35.132 --> 00:30:38.992

individually book onto an open course, which we run quite regularly as well

00:30:38.992 --> 00:30:42.112

in our training programme. Thank you so much, Gillian.

00:30:42.332 --> 00:30:45.712

Before we sort of finish up, is there anything else you'd like listeners to

00:30:45.712 --> 00:30:48.632

know about the model or training that we haven't touched on?

00:30:48.752 --> 00:30:50.572

Or do you think we've covered it all?

00:30:51.252 --> 00:30:55.892

We covered it all. I think just the last bit to emphasise really was two elements really.

00:30:56.012 --> 00:31:00.752

One is this idea of carers providing a secure base for children,

00:31:01.052 --> 00:31:05.212

workers providing a secure base for carers and organisations and teams providing

00:31:05.212 --> 00:31:07.552

a secure base for workers.

00:31:07.712 --> 00:31:11.112

I think that idea of creating a culture.

00:31:11.736 --> 00:31:15.076

Of caregiving that is very important.

00:31:15.336 --> 00:31:19.536

And then the final bit really I have touched on, but this implementation element.

00:31:19.656 --> 00:31:23.876

I think if you are interested in implementing it in your team,

00:31:24.156 --> 00:31:27.936

which I think is probably the level, or indeed in your local authority,

00:31:28.136 --> 00:31:29.636

or indeed in your agency.

00:31:29.856 --> 00:31:33.176

So if you look online, you'll see quite a few examples where agencies are talking

00:31:33.176 --> 00:31:37.396

about how they've used it across their local authority or across their independent

00:31:37.396 --> 00:31:40.036

fostering agency or adoption agency.

00:31:40.636 --> 00:31:44.816

So I think an implementation, I think if you're going to sustain people's interest

00:31:44.816 --> 00:31:51.196

in using it longer term, it's really important to think about all aspects of practice.

00:31:51.196 --> 00:31:55.576

How are you going to reflect it in your supervision practice,

00:31:56.016 --> 00:32:00.736

but all of foster carers and of staff, and how does that look on paper?

00:32:01.076 --> 00:32:06.716

So very often people have just added some questions in about care-based dimensions

00:32:06.716 --> 00:32:12.016

into all sorts of documents I mentioned earlier, and your reviews of foster carers and so on.

00:32:12.156 --> 00:32:17.236

So I think it's being creative with it, but also thinking about how this can

00:32:17.236 --> 00:32:23.896

be a shared language, which the families and the professional networks can understand

00:32:23.896 --> 00:32:27.056

and use, I think. And of course, using courts.

00:32:27.296 --> 00:32:31.916

So courts have often been very happy to have assessments done using it.

00:32:32.096 --> 00:32:37.696

So being flexible, being creative and feeling free to use the website and indeed

00:32:37.696 --> 00:32:41.316

getting in touch with me or Mary if you have specific queries.

00:32:41.516 --> 00:32:44.796

We're always open to that. That's been incredibly helpful, Gillian.

00:32:44.916 --> 00:32:49.196

Thank you so much for your time and your generosity and sharing your time and

00:32:49.196 --> 00:32:52.676

all your wisdom and knowledge about the SecureBase. We really appreciate it.

00:32:52.936 --> 00:32:55.716

Thanks, Anne. I've been glad to do it. Thank you. Yeah.

00:32:56.176 --> 00:32:59.536

And thank you to our listeners and we'll hopefully see you again soon.