Initial 2 day training course in

**Video Interaction Guidance (VIG)**

9th and 10th June 2014

at Northern School of Child and Adolescent Psychotherapy

Bevan House

34-36 Springwell Road

Leeds LS12 1AW

9:30 – 17:00 on Day 1

9:00 – 16.00 on Day 2

Led by Hilary Kennedy and Helen Gibson

AVIGuk Supervisors and Trainers

Further details on VIG from www.videointeractionguidance.net

and this new book available from Amazon and on the course
What is the evidence for the effectiveness of VIG uk™?

The evidence-base for the effectiveness of VIG studies has been building up over the last 20 years through relatively small-scale studies in the Netherlands and the UK.


http://www.nice.org.uk/newsroom/pressreleases/GiveVulnerableChildrenBestPossibleStartInLifeSaysNICE.jsp

Key findings from a review of studies conducted by the Department for children, schools and families (Barlow & Schrader-MacMillan, 2010) indicates that targeted early interventions that are aimed at increasing parental sensitivity and promoting attachment are effective in preventing emotional maltreatment. They cite evidence of the effectiveness of Video Interaction Guidance in improving parental sensitivity. VIG has now been selected to be part of European evidence-base interventions as a follow-up to the above review.

Femmie Juffer and her team in Leiden have produced an important book called Promoting Positive Parenting summarizing research carried out over the last 10 years. This contains high quality research evidence demonstrating that interventions that promote sensitivity and use video are effective and that VIPP is particular is effective in promoting sensitivity between parents and young children with attachment and feeding difficulties. (Juffer et al. 2007)

A further meta-analysis of studies using Video feedback conclude that parents become more skilled in their interactions with their children, and have a more positive perception of parenting which helps the overall development of their children. (Fukkink 2008). The paper claims that in addition, interventions using video feedback are not only influential in increasing parental sensitivity, but that this results in behavioural and attitudinal changes towards their children. The specific gains are, reducing parental stress and increasing self-confidence in parenting.

New evaluation data from VIGuk interventions in the field of promoting early attachments and in study of how VIG is effective in hard-to-reach families are reported in Kennedy, Landor & Todd (2010).

Jessica Kingsley published the first book on VIG in the UK in 2011: Video Interaction Guidance: building A relationship-based Intervention to Promote Attunement, Empathy and Wellbeing. It will introduce the reader to how and why VIG works, then look at a variety of applications and finally consider how VIG relates to associated theories, political contexts and other similar interventions. This book is the result of international collaboration with 27 authors and is being edited by Kennedy, Landor and Todd.


**Process of Training as an Accredited AVIGuk Practitioner**

Many people taking up the 2 day initial VIG training book the first 7 supervisions and one accreditation session (£640) which will take place over 6 months, at a time and venue to suit.

Some buy the whole training (see training guidelines below).

It is possible to attend the 2 day initial course on its own and then decide whether to continue with supervision.

You will also gain access to the SPINLINK intranet site for VIG training materials and research articles once you have enrolled on the course. The fee for this will be included in your course fee and will be valid for the time of your VIG training.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Training</th>
<th>Work Required</th>
<th>Supervision</th>
<th>End of Stage meeting</th>
<th>VIGhk Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Initial Training Course</td>
<td>Active Participation on 2 day course</td>
<td>Course evaluation</td>
<td></td>
<td>£375-£400</td>
</tr>
<tr>
<td>1</td>
<td>Optional extra training half day instead of one supervision</td>
<td>6 cycles* with 2+ clients</td>
<td>7 of one hour</td>
<td>Transition meeting (one hour) plus sharing of videos with group</td>
<td>£640</td>
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<tr>
<td>2</td>
<td>Introductory session (min 1 hour) ideally delivered in a group for 2 hours</td>
<td>7 more cycles with 2 or more clients</td>
<td>8 of one hour or 6 of 90 mins</td>
<td>Transition meeting (one hour) plus sharing of videos with group</td>
<td>£800</td>
</tr>
<tr>
<td>3</td>
<td>Introductory session (min 1 hour) ideally delivered in a group for 2 hours</td>
<td>7 more cycles with 2 or more clients</td>
<td>8 of one hour or 6 of 90 mins or 4 of 2 hours</td>
<td>Accreditation meeting (2 hours to including prior reading by accrediting supervisor)</td>
<td>£860</td>
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*a cycle of VIG consists of taking a video followed by a shared review of the clips

- The beginning of each stage depends on satisfactory completion of the previous one after a transition meeting with another supervisor (i.e. not the trainee’s supervisor)

- Certificates to mark the successful completion of each stage will be issued by AVIGuk after an end-of-stage meeting or course evaluation reported to AVIGuk by the trainee to: registrar@videointeractionguidance.net

- It is important that video of the family and/or shared review is shared at each supervision.
If a trainee does attend a supervision without current video material this should be recorded as such clearly in the log book. There can only be one supervision in each stage without current video.

- One hour individual supervision can be replaced by two hours of supervision in a pair or three hours of supervision in a group of 3. Each person must receive one hour of supervision on their videos while the group forms a reflective team.

- The above number of sessions, timing are the minimum. Further supervisions or time can be added after discussion between trainee and supervisor, up to the maximum time of 2 years for each stage. After this time-lapse a revision of the ITC, or introduction to stage is mandatory

**Learning Objectives**

**(A) Initial Training Course (ITC)**

After the initial training course (at least 2 days which may be separated over time)

**Participants will have been given the knowledge of**

- What Video Interaction Guidance is, as practised in the UK
- VIG’s theoretical origins and the main evidence for its effectiveness
- Principles for attuned interaction and guidance.

**They will have the experience to gain initial skills of**

- Micro-analysing the interactions of participants to identify attuned responses on video
- Selecting “better than usual” examples of interaction to activate client strengths
- Identifying relevant situations in their work where VIG could improve client’s sensitivity to another (often child)’s needs
- Selecting 2 - 3 video clips and preparing them to bring to their first supervision
- Practising elements of a shared review with a client whilst demonstrating attunement to the client
- Analysing video in shared review to identify strengths in their communication with clients as well as an aim or working point for further attention
- Developing scripts to explain VIG to clients and to secure their active engagement.

**They will have gained an initial understanding of**

- How principles of attuned interaction relate to professional - client communication
- The use of the AVIGuk e-platform (currently SPINLINK) to access training materials and research on applications for and effectiveness of VIG within a wider international community of practitioners
- How the initial training is an introduction to the practice of VIG and that client work can only begin within an accredited supervision process in which the trainee demonstrates and learns collaboratively with the VIG supervisor.
(B) Supervised Practice

This next stage of training requires the trainee to be supervised in delivering VIG to clients throughout 3 differentiated Stages of training, Stage 1 has at least 7 individual hours of supervision and stages 2 and 3 have 8 hours of supervision. Each Stage also has a transition or accreditation meeting as well as an introduction to the next Stage. Trainees will work with at least two situations (i.e., 2 families) in each Stage (a total of at least 6 during the three Stages) and deliver at least 20 videos and 20 shared reviews during the 3 stages.

At all stages, trainees must show:
- The ability to engage appropriately and productively in self-evaluation
- Commitment to on-going change in thinking and improvement in practice.

**Stage 1: Overarching aim is to be able to select appropriate video clips and use a micro-analysis of these in video shared review by demonstrating**
- The ability to select the successful moments of interaction which fit the client’s aim (or helping question and show attuned interaction principles)
- The ability to successfully engage the client in looking at videos
- The ability to identify working points to enhance communication for themselves and/or others
- Knowledge and understanding of ethical issues around video use in professional situations
- A critical understanding of how theory has impacted upon the selection and microanalysis of suitable videoclips.

**Stage 2: Overarching aim is to be able to demonstrate effective shared review of video through micro-analysis of shared review tapes by**
- Developing the ability to critically reflect on their own communication skills while reviewing a video with clients
- Demonstrating the ability to change communication style in the direction identified through self-evaluation and in supervision
- Selecting and presenting evidence to support changes in their own and others’ communication patterns
- Effecting positive change in the client’s communication
- Identifying areas for their own development in reaching new understandings with clients
- Recognising and building on their own unique and effective communication style
- Achieving a critical understanding of how their understanding of theory has impacted upon their skills in shared review of video
- Demonstrating an understanding of the key factors for successful client engagement and successful client change.

**Stage 3. Towards Independent Practitioner:** Overarching aim to embed VIG practice in professional practice while increasing the fluency of learning conversations within the shared review process through further experience by
- Identifying and critically reviewing their strengths and areas for development / working points in relation to their own and others’ use of the core attunement principles in general, and in particular when giving a video shared review session in situations that are potentially difficult
- Demonstrating skilled engagement with clients followed by effective communication showing appropriate use of activating and compensating behaviours within the seven steps for developing attunement during a shared review
• Demonstrating skilled engagement in group / workshop situations
• Critically evaluating and reflecting on key learning moments for clients and themselves and making judgements about which key factors facilitated learning
• Demonstrating and evaluating change in client’s or their own communication over a period of intervention
• Demonstrating the ability to create new training programmes / ideas that will match the needs of a particular client group.

Certificates to mark the successful completion of each stage will be issued by AVIGuk after end of stage meeting or course evaluation reported to AVIGuk by the trainee to registrar@videointeractionguidance.net