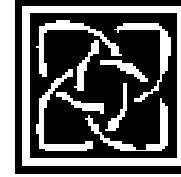


VIG^{UK}



Helping parents restore their relationship
with their children; an introduction to Video
Interaction Guidance (VIG)

Jenny Cross vigjjc@gmail.com

Centre for Emotional Development 6th October 2011

What is Video Interaction Guidance (VIG)?

- A relationship based intervention
- using edited video clips of “better than usual” interaction
- of the client in interaction with someone important to them
- to support reflection and increase awareness
- within a collaborative mediated dialogue

Impact of VIG; early case study

Sluckin (1998) case study of severe post-natal depression At start mother 'felt repulsed by the baby and was distressed by her own lack of affection' (QED)

Sluckin used combination of VIG and art therapy

At follow-up interview mother describes the impact of VIG....

Impact of VIG (Sluckin 1998)

‘ I continually tell people about the videoing we did with you and how much easier it made my understanding of my own importance as a mother.. I have a very clear picture in my head of one of the first video sessions when Elizabeth literally lit up as I turned my attention to her and we simply said “Hello”.. I have (now) started to let Elizabeth touch me and through seeing her enjoy squeezing and tickling me, I have begun to do the same to her.. I’m allowing her to lead our play and learning to recognise her signals..

Case study.....continued

‘...We often read, sing and cuddle together, talking and giggling; this is something I could not have imagined doing last year.... I’ve taken what I’ve learnt (from you). And moved it up a year.. In new situations, I look at Elizabeth and think ‘What would you be suggesting now?’ If it’s something I really don’t want to do, I think, ‘Let’s pretend I’m being videoed!’ (Sluckin 1998 p 19)’

Values and Beliefs

VIG is respectful of the current situation

- People wish to communicate.
- People in troubled situations do want to change.
- People do really care about each other.
- Everybody is doing the best that they can at the time.
- A crisis is an opportunity for change.
- The power for change resides within the individual or situation itself.

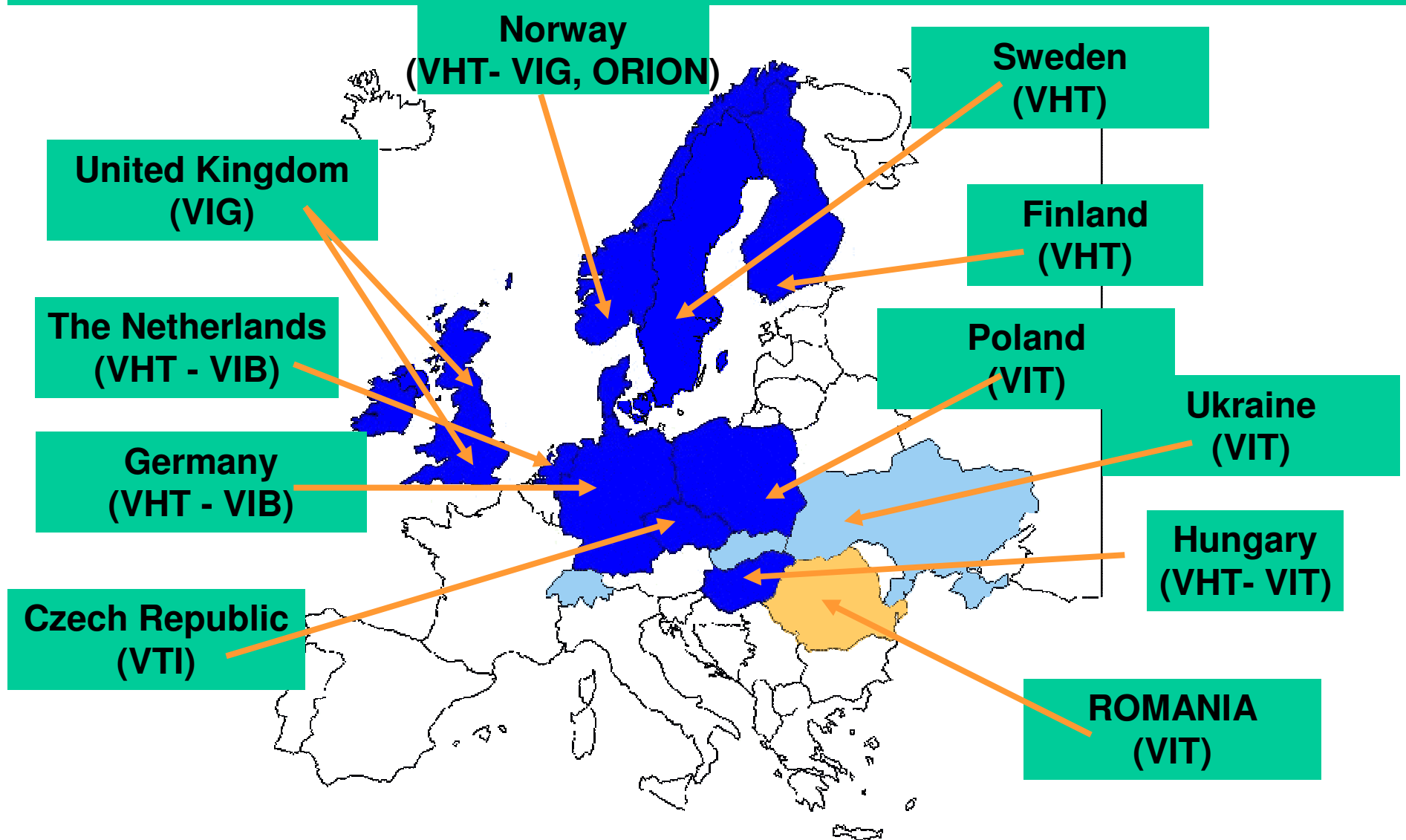
Where did VIG come from?

- Based on a model of intervention developed in the Netherlands by Harrie Biemens 20 years ago
- Hilary Kennedy and Raymond Simpson were trained in the Netherlands in 1993
- Hilary Kennedy has cascaded VIG throughout the UK
- Now used by over 4000 practitioners in over 15 countries

Where has VIG been applied?

- With parents and infants
- With parents and older children
- to improve quality of parenting
- Where disabilities, excessive crying or prematurity disrupt normal communication
- With foster parents and adoptive parents
- With teachers in schools and staff in nurseries
- in residential settings with young people

VIT (VTI/VHT/VIG) spread out in Europe



VIG in families



photo: K.Beafortova

...and in hospitals



photo: K.Beafortova

...and in education

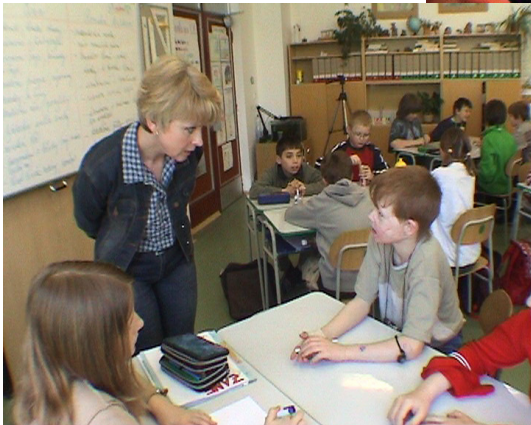


photo: Ch.Bjalkovski

...working with older people and those with a wide range of disabilities



How and why does VIG work? 1

- Power of visual images/evidence of capabilities (cognitive dissonance Festinger 1957)
- Mirror neurons activated (Ionnacoboni 2008)
- Being filmed creates better than usual interaction
- Self-modelling and capturing residual strengths
- increases parental sensitivity and emotional attunement to the infant or child
- Creates space for reflection and positive emotion
- helps re-frame perceptions
- Creates space for new narratives about self and child

How and why does VIG work? 2

- reduces stress and increases self-confidence
- inspires hopefulness and joy in disadvantaged contexts
- activates clients to solve their own problems
- Is goal oriented and working with client's primary motivation
- is based on a theoretical core of primary and secondary intersubjectivity (Trevarthen (1998) and mediated learning (Feuerstein and Feuerstein (1991); Vygotsky (1962))



Primary intersubjectivity

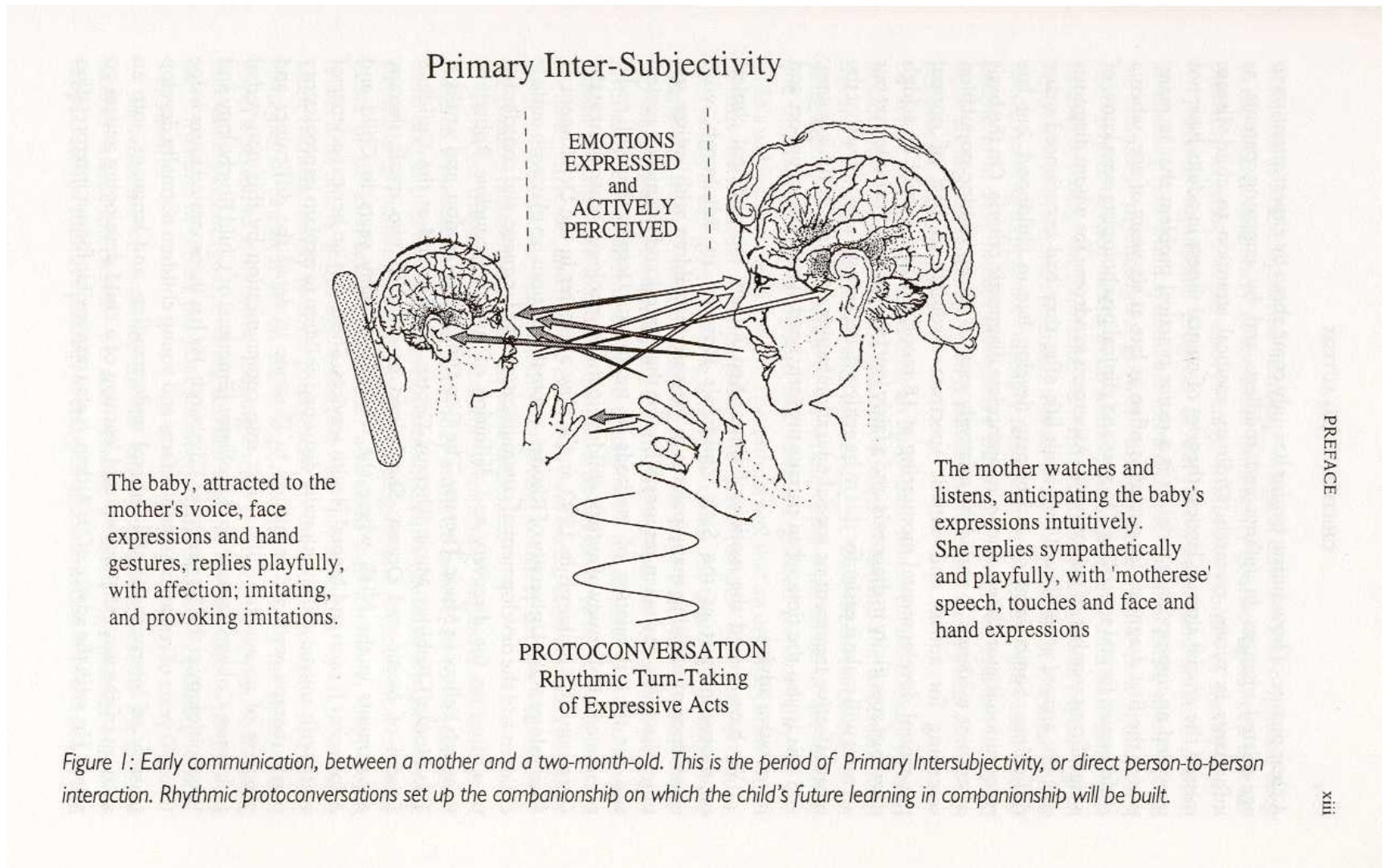
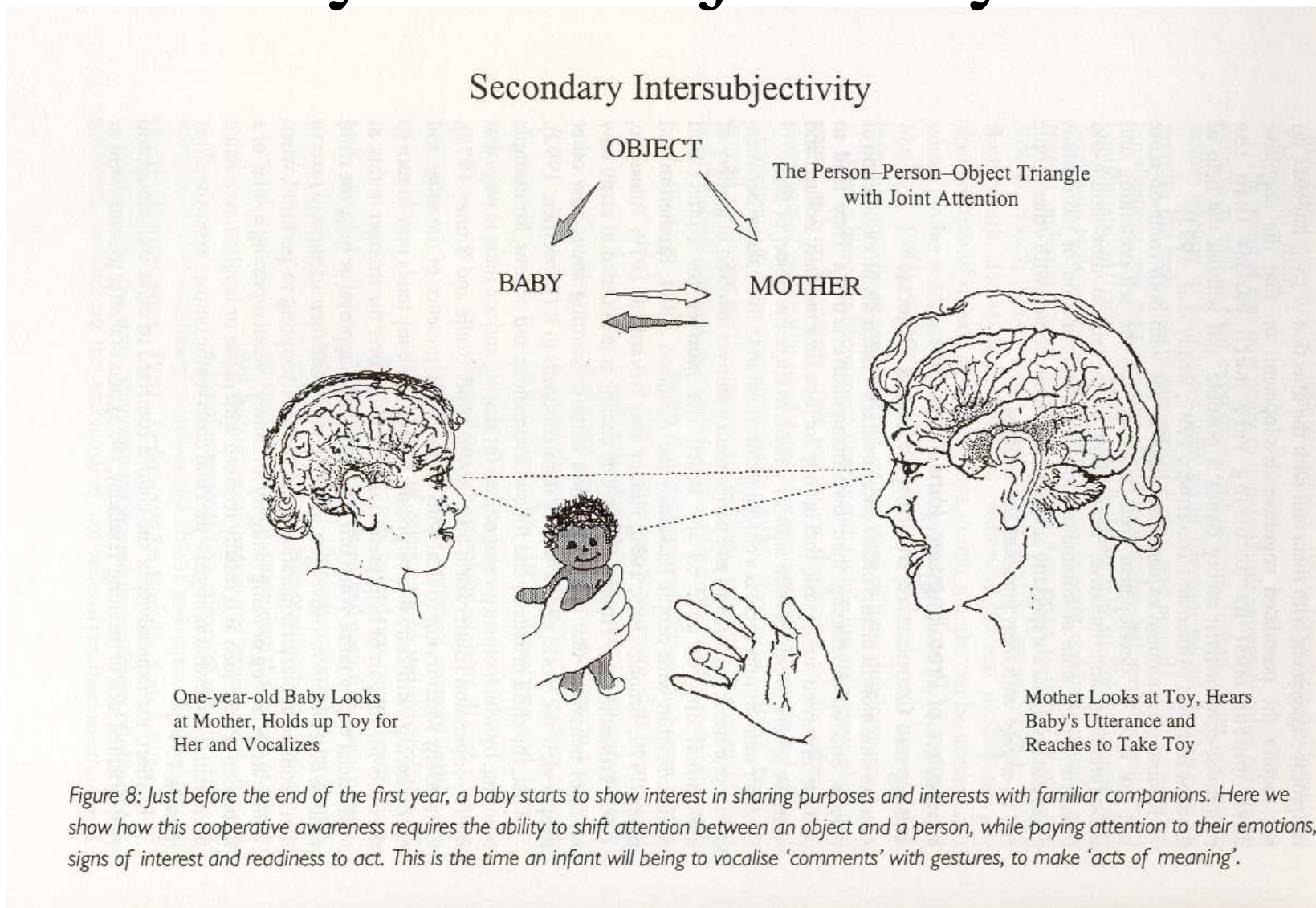
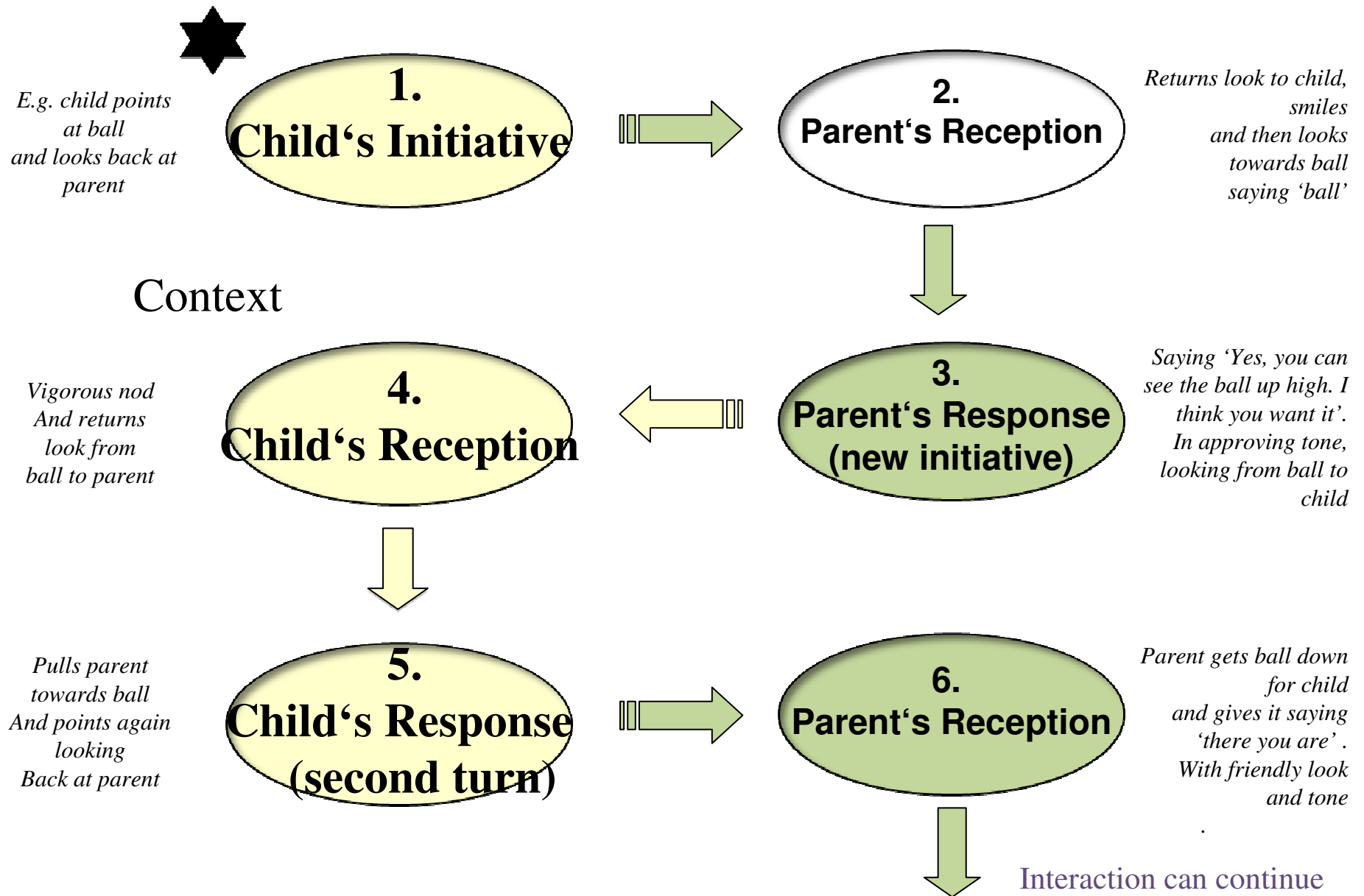


Figure 1: Early communication, between a mother and a two-month-old. This is the period of Primary Intersubjectivity, or direct person-to-person interaction. Rhythmic protoconversations set up the companionship on which the child's future learning in companionship will be built.

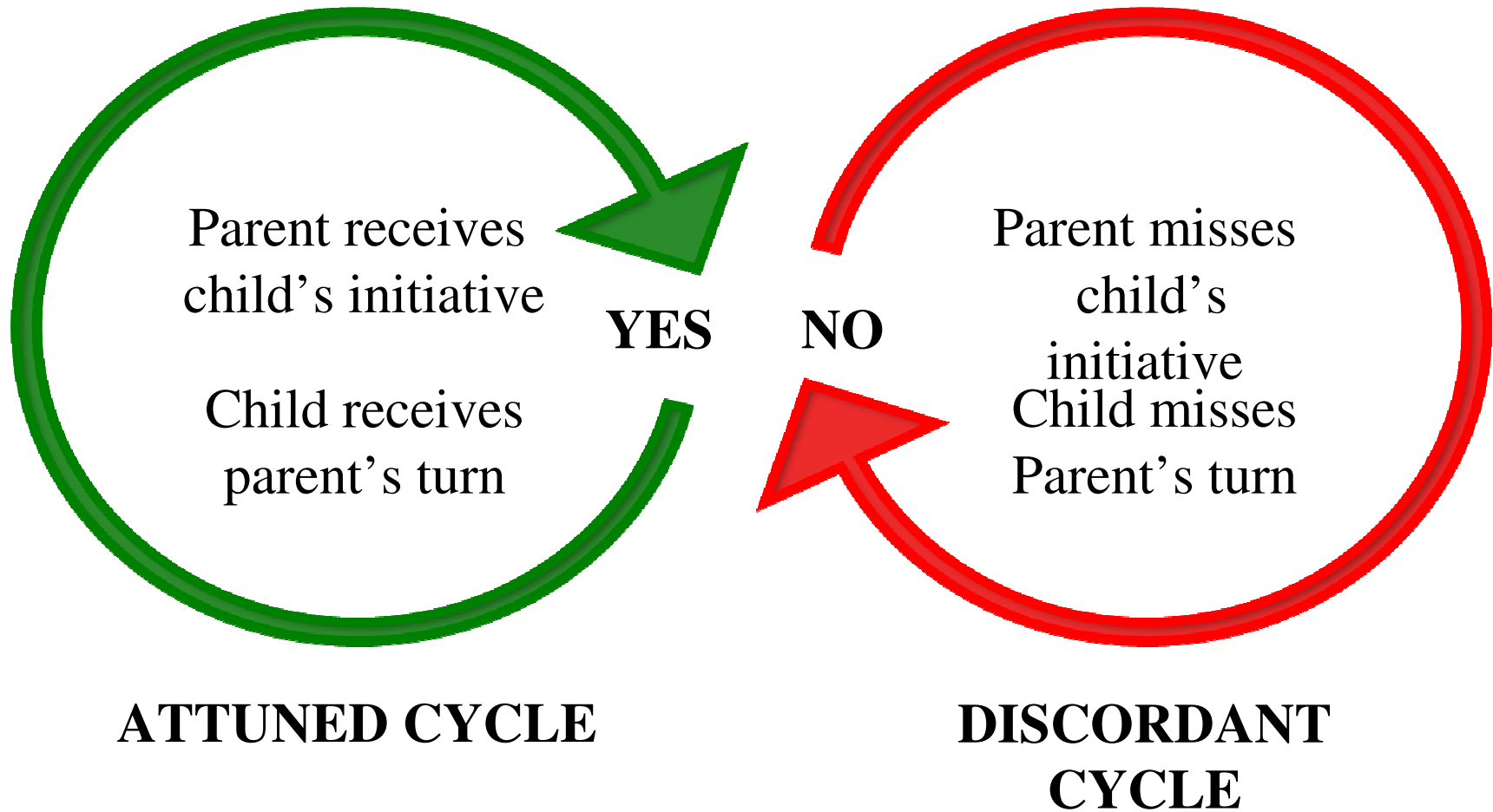
Secondary Intersubjectivity



The core principle for attuned interaction

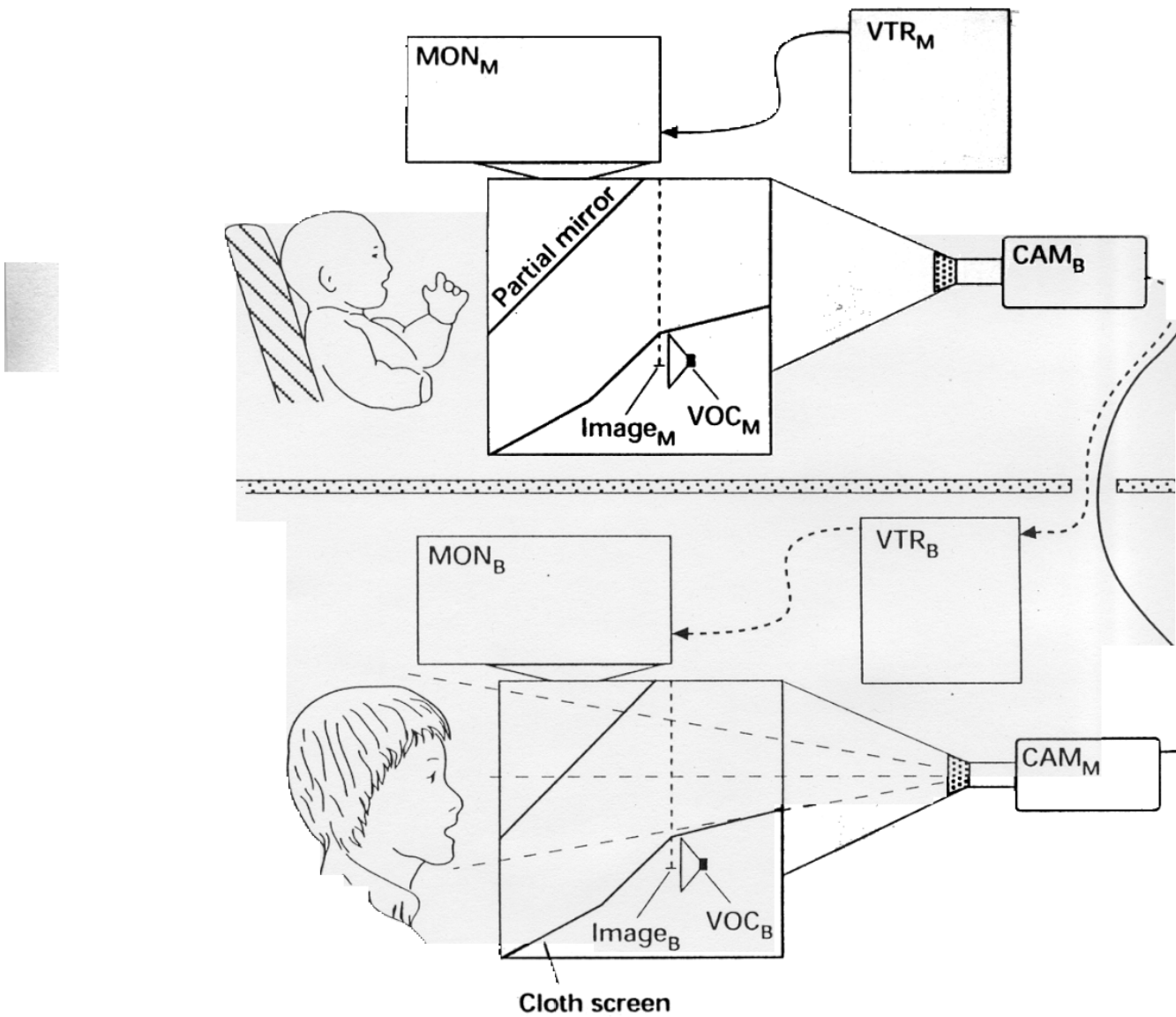


DOES PARENT RECEIVE CHILD'S INITIATIVE?



Murray, L. (1998) Experimental Perturbations of Mother-Infant Communication in S. Braten (Ed.) *Intersubjective Communication and Emotion in Early Ontogeny*, CUP

- Babies and Mothers in separate rooms able to interact via video screen
- After settling interaction works smoothly each affecting the others communication
- Without warning both are played a replay of previous 3 mins
- Experimenter notes effects on both..





What happens when parent and baby responses are out of synchrony?

- Within a few seconds baby shows signs of distress in their facial expression and body language
- Mothers try harder to get a reaction; become more directive, wait shorter time for reception
- Babies finally look down and away from the mother and look 'hopeless'

Principles for developing Attunement

Adult
led

Giving
Guidance

Scaffolding

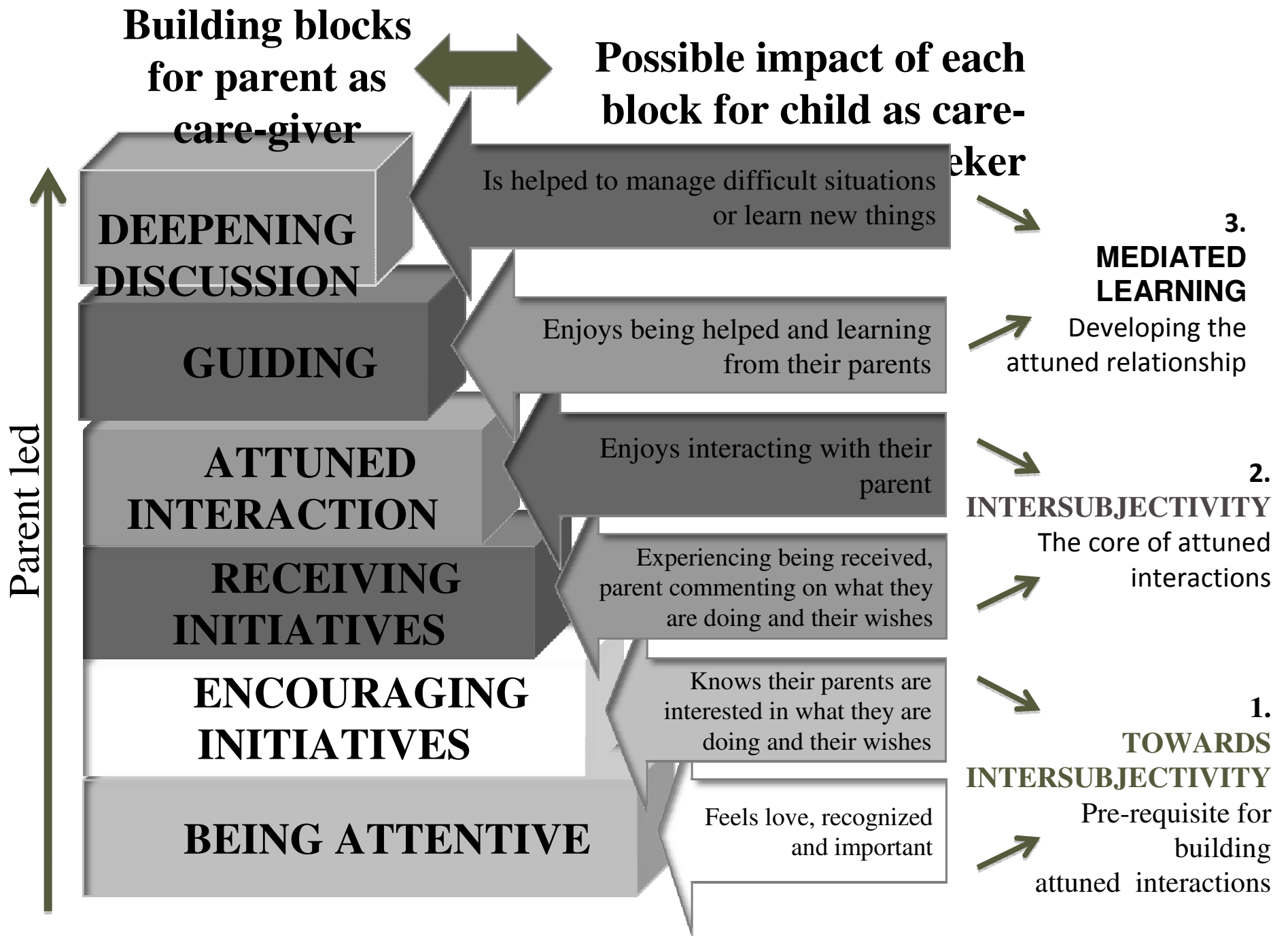
Attuned interactions

Receiving initiatives

Encouraging initiatives

Being Attentive





Stage 1. Pre-requisite for building attuned interaction

Being attentive	<ul style="list-style-type: none">• Looking interested with friendly posture• Giving time and space for other• Turning towards• Wondering about what they are doing, thinking or feeling• Enjoying watching them
Encouraging initiatives	<ul style="list-style-type: none">• Waiting• Listening actively• Showing emotional warmth through intonation• Naming positively what you see, think or feel• Using friendly and/or playful intonation as appropriate• Saying what you are doing• Looking for initiatives

Towards intersubjectivity

Stage 2. Core of an attuned interactions

Receiving initiatives	<ul style="list-style-type: none">• Showing you have heard, noticed their initiative• Receiving with body-language• Being friendly and/or playful as appropriate• Returning eye-contact, smiling, nodding in response• Receiving what they are saying or doing with words• Repeating/using their words or phrases
Developing Attuned interactions	<ul style="list-style-type: none">• Receiving and then responding• Checking they are understanding you• Waiting attentively for your turn.• Having fun• Giving a second (and further) turn on same topic• Giving and taking short turns• Interrupting long turns in the yes-cycle• Contributing to interaction / activity equally• Co-operating - helping each other

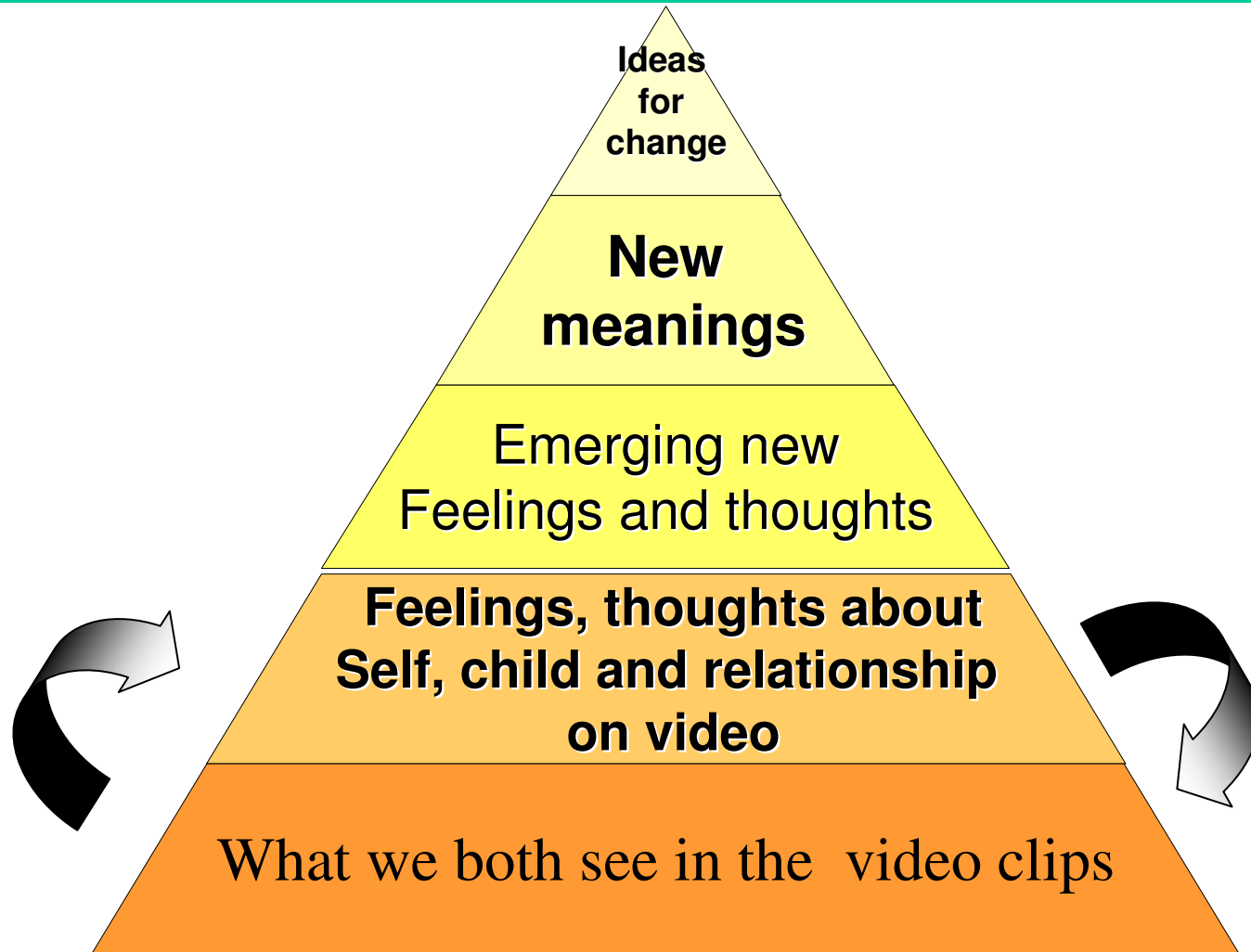
INTERSUBJECTIVITY
- primary to secondary

Stage 3. Developing the attuned relationship

Scaffolding Guiding	<ul style="list-style-type: none">• Judging the amount of support required and adjusting• Extending, building on their response• Giving information when needed• Providing help when needed• Offering choices that they can understand• Making suggestions that they can follow
Deepening discussion	<ul style="list-style-type: none">• Supporting goal-setting• Sharing viewpoints• Collaborative discussion and problem-solving• Naming difference of opinion.• Investigating the intentions behind words• Naming contradictions/conflicts (real or potential)• Reaching new shared understandings• Managing conflict (back to Being attentive and receive initiatives aiming to restore attuned interactions)

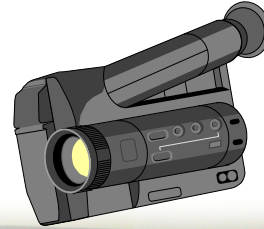
mediated learning to new shared understandings

Exploring together in shared review



Deepening achieved by guider using film, naming, wondering and building on client's initiatives and responses

Shared review





Own hopes, beliefs, thoughts, motives and experience

VIG GUIDER

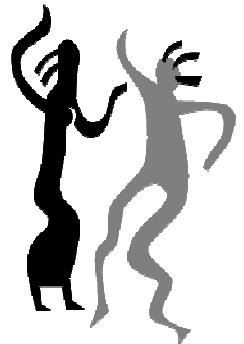
Own hopes, beliefs, thoughts, motives and experience

CLIENT

Creating space for attuned dialogue

Naming, exploring, reflecting, appraising, challenging

New views, ideas and possibilities appear



Co-creating new meanings solutions, change

Video Case study of failure to thrive and mother with post-natal depression

- Play and feeding very adult directed
- Baby can not keep up with speed of play
- Mother playing with toys not baby
- Baby's initiative to hold the spoon not accepted, spoon inserted when baby distracted
- One or two moments of eye contact and mother following baby are identified as 'better than usual' interaction and eggs of principles of attuned communication and used for first review session

Case study continued...

- In first shared review mother encouraged to notice and reflect on successful interactions (+ guider receives with attunement parental initiatives)
- Film 2 contains more egs of smiling and waiting for baby to respond by looking, opening mouth, leaning forward
- Baby allowed to hold own cup
- Gentle encouragement from behind the camera to wait until baby ready, drink own cup of tea etc
- Baby starts to eat more happily, mother starts to increase feelings of self-efficacy and hopefulness
- The yes cycle continues...

Evidence for effectiveness of VIG

- Netherlands; Bakermans-Kranenburg et al. (2003) found in reviewing attachment-based interventions that relatively short interventions using video-feedback were more effective than those without and that interventions that focused on sensitivity alone were the most effective (not focusing on problem discussion/history of mothers problems)

In UK Barlow and Shrader- MacMillan review (2010)

- Targeted early interventions aimed at increasing parental sensitivity and promoting attachment are effective in preventing emotional maltreatment
- Cites evidence of VIG's effectiveness in promoting parental sensitivity
- VIG selected to be part of European evidence – base interventions as a follow-up to the above review.(Dataprev 2011)

Fukkink (2008) 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.
- Also causes behavioural and attitudinal changes towards their children.
- Gains are reducing parental stress and increasing self-confidence in parenting

Impact of VIG on attachment

Robertson and Kennedy (2011)

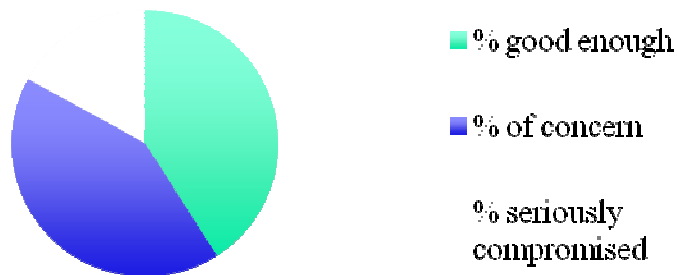
- high risk dyads in residential centre
- Offered to all and taken up by 8 parents
- 15 parents offered treatment as usual
- VIG = 3-5 films and shared reviews
- Used CARE Index for pre and post assessments of attachment/global synchrony

Robertson and Kennedy 2011 contd..

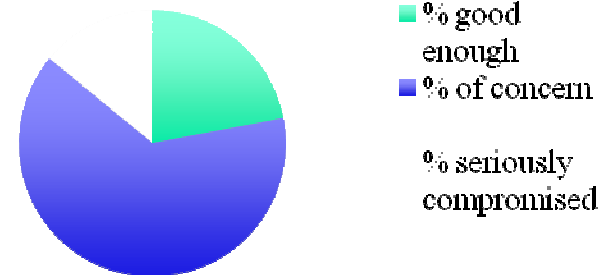
- Pre –intervention scores v similar in both groups
Mean = 7.2 control vs 5.9 VIG (of concern)
- VIG intervention; sensitivity increased by mean of 3 points
- Before VIG 25% good enough, post VIG 87.5% considered good enough
- Before control 47% good enough post control 27%
- Caution re small sample and need for wider replications but see Klein Velderman 2005 etc

8-14 indicates 'good enough' 4-7 indicates 'of concern'
0-3 indicates 'seriously compromised'

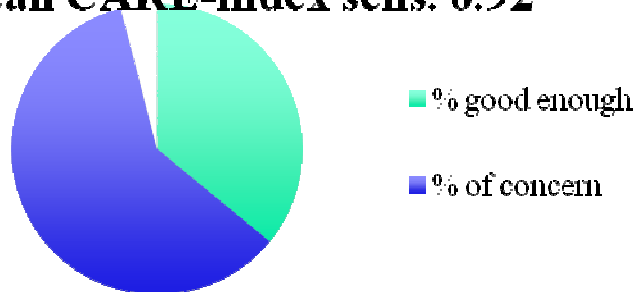
BEFORE CONTROL n= 25
Mean CARE-index sens. 7.16



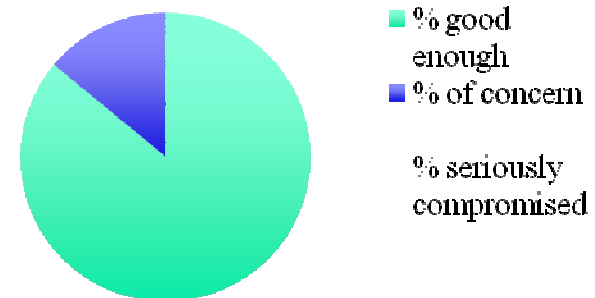
BEFORE VIG n=14
Mean CARE-index sens 5.92



AFTER CONTROL n=25 (5-47 wks)
Mean CARE-index sens. 6.92



AFTER VIG n=14
Mean CARE-index sens. 9.57



Robertson & Kennedy, 2011
Data from Family Care, Peterborough

Training in VIG

- 2 day initial training
- Trainee guider then begins delivering VIG with monthly supervision
- 3 phases of training to become an accredited VIG guider (roughly 6 months per phase- see criteria as appendix)
- Further 1-2 years to train as a trainer/supervisor

Short courses using Video to Enhance Reflective Practise (VERP)

- 1 day training in attuned principles of communication plus use of camcorder
- followed by 3 x monthly supervision using video clips of self communicating effectively with client
- Goals for self change for films 2 and 3 with more challenging client communication
- Final 1 day to show changes in own communication and to share what has been learned
- credits towards phase 1 of VIG training

Short courses in VERP

- police interviewing children for child abuse investigations
- Consultants and young people aiming to manage diabetes
- Early years staff with babies and toddlers
- Residential staff in adolescent units
- Effective in helping professional regain self efficacy and reduce burnout

To find out about VIG training and supervision

Contact Jenny Cross vigjic@gmail.com

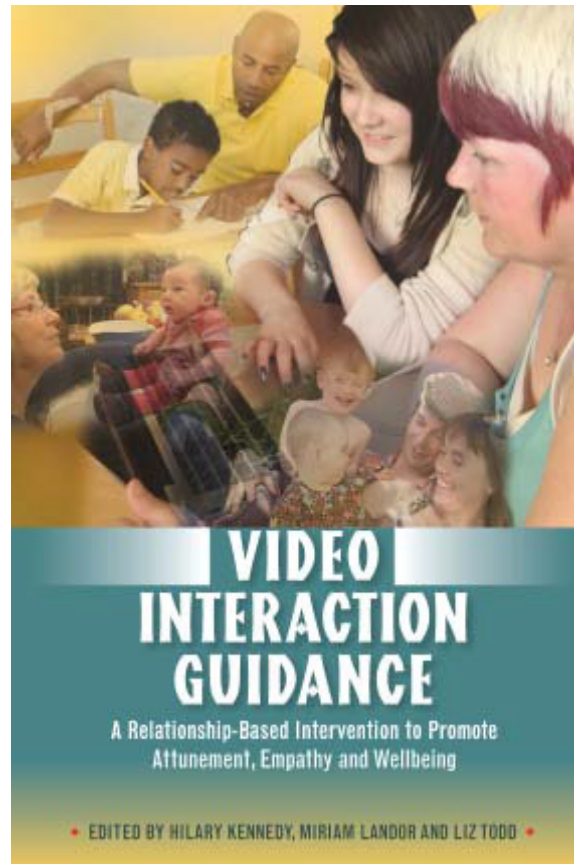
And/or check out the website for the
Association for VIGuk (AVIGuk)

www.videointeractionguidance.net

for a list of supervisors across the UK

Video Interaction Guidance. A Relationship-Based Intervention to Promote Attunement, Empathy and Wellbeing, 2011, Eds Kennedy, Landor and Todd.

JKP



Some of the 26 authors at the London book launch 22.9.11



- Dundee City Council Care accolade award film
Sandra and Calum Strathie

<http://www.youtube.com/watch?v=0CJPxRdE6u4>

Shows how VIG is used within the Dundee Social
Work Department

- Deborah James Film for families to consider
recruitment to VIG project at National
Biomedical research Institute In Hearing.
Nottingham

[http://www.youtube.com/watch?v=qKaDMreSlb0
&feature=related](http://www.youtube.com/watch?v=qKaDMreSlb0&feature=related)

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Enjoy your reading ! ☺ Jenny