

Video Interaction Guidance (VIG)

www.videointeractionguidance.net

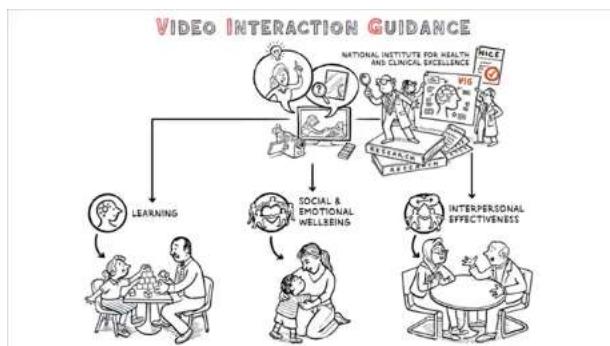


What is VIG?

VIG is a strengths-based, effective, brief intervention for parents of children across all ages. VIG aims to promote enhanced sensitivity, and capacity to mentalise, in both client and practitioner.

VIG has a strong theoretical base: attachment, co-operative intersubjectivity, mediated learning, mentalization, and positive psychology. VIG is client-centred – moving at the clients' pace, with their goals in mind.

The evidence base for Video Interaction Guidance is an international one. VIG is recommended as an evidence-based intervention in the **NICE guidelines**: high level studies (RCT or QED) show that parents receiving VIG score significantly higher on sensitivity, warmth, and parent-infant bonding, and are less anxious and depressed, and have increased confidence.



Children's Attachment: attachment in children and young people who are adopted from care, in care, or at high risk of going into care
(NICE 2015)

Children with Autism (NICE 2013)

Social and Emotional Wellbeing – Early Years
(NICE 2012)

VIG highlights and builds on attuned moments in parent-infant interaction

Parents are supported by a VIG Practitioner to view and reflect together on strengths-based micro-moments of video. Parents are asked: **'What is it that you are doing that is making a difference?'** Through this process of active engagement and reflection, parents become aware of, and build on, their skills in attunement.



VIG is **powerful and emotionally moving**: client's voice their surprise and pleasure in what they see.

The VIG practitioner and client together notice and build on the **client's strengths**.

VIG relationships are built on respect, trust, hope, compassion, co-operation and appreciation.

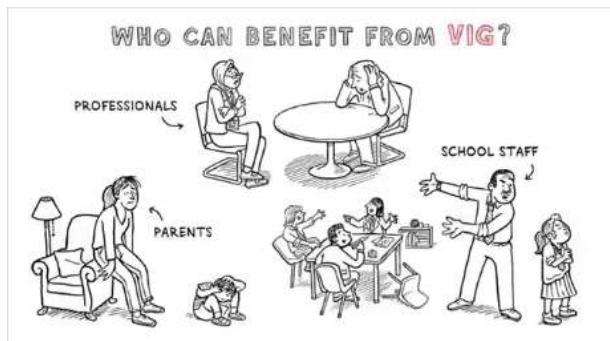


VIG is effective in helping parents move to a **new narrative** about themselves as a parent, about their child, and their relationship with their child.

This is key to **secure attachment** in the child

How VIG is used

VIG is used in a variety of contexts. VIG is adaptable with any client group, any helping professional, and can be applied to the system around the client.



Health: perinatal mental health, parent-infant services, CAMHS (all ages), adult mental health, hospital settings, learning difficulties services, elderly and dementia services

Schools: to promote staff attunement to pupils, or for staff teams

Social care: therapeutic work with families on the edge of care, parenting assessments, fostering and adoption services

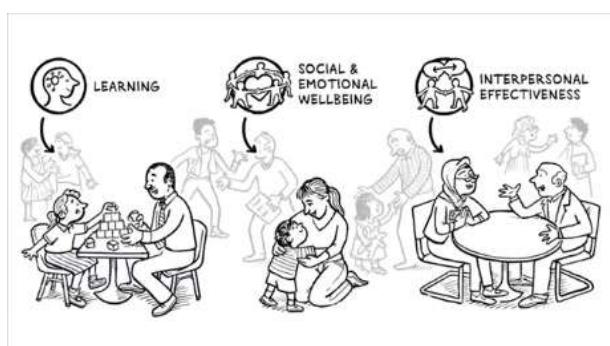
Drug and alcohol services, domestic violence, courts (assessments of families going through legal proceedings, or via CAFCASS), and third sector services, eg NSPCC, Parents 1st, Babies1st.net, Stefanou Foundation.

Training in VIG

VIG has an established UK training and accreditation programme which includes on-going video-reflective supervision, and rigorous accreditation criteria.

AVIGuk is an association of accredited practitioners of VIG, and those in training. AVIGuk regulates training in the UK, and facilitates communication between those interested in training and available training opportunities.

The training to become a VIG Accredited Practitioner usually takes between 15-18 months, depending on the trainee's client caseload and access to regular VIG supervision.



The training and supervision process of VIG mirrors the core attuned principles and beliefs, in which the supervisor scaffolds each trainee's learning, building on their unique strengths.

Trainees benefit from professional development which increases their attunement to clients, and their interpersonal effectiveness.

The total cost of training is around £1,900. See AVIGuk website for further information.



Kennedy, H., Landor, M. & Todd, L. (eds) (2011) *Video Interaction Guidance: A Relationship-based Intervention to Promote Attunement, Empathy and Wellbeing*. London: Jessica Kingsley Publishers.



Kennedy, H. and Underdown, A. (2017) *Video Interaction Guidance: promoting secure attachment and optimal development for children, parents and professionals*, in Leach, P. *Innovative Research in Infant Wellbeing*. London: Routledge.