

## **Video Interaction Guidance Training**

I work as a Clinical Psychologist within a Child and Adolescent Mental Health Service in North Wales. Last month I completed my two-day initial training course in Video Interaction Guidance (VIG), which I was fortunate enough to have received funding for from the Foundation for Professionals in Services for Adolescents.

VIG is a promising intervention which can be used with parents, carers, and school staff who are experiencing difficulties in their relationship and communication with the child/young person in their care. This intervention is ideal for those who wish to work on and develop better relationships and inter-personal communication. An interaction between the parent/adult and child/young person is filmed, and then taken away to be reviewed. It is then edited to highlight a selection of the three best moments of interaction which demonstrate a 'Contact Principle', and are in line with the adult's goals for the intervention. A 'Shared-Review' is then undertaken with the client, who is guided to reflect on these clips depicting successful interactions, and supported through this process to become more attuned, sensitive and responsive to their child/young person's communication attempts. Through increased awareness of the contact principles, the client is enabled to develop a greater awareness of how to engage in attuned interactions. VIG can also be used by professionals to enhance their therapeutic skills and practice in developing attuned relationships with their clients.

The first day of training entailed an introduction to VIG as an intervention – what it is, why and how it works, and the evidence base supporting this approach. The theoretical underpinnings to the intervention and the method were explored. We were also taught how to review and edit clips using the contact principles of attuned interactions, as well on how to engage in effective goal setting through the use of a 'Traject Plan'. On the second day of training, an overview of brain development was delivered, with a focus on how VIG complements attachment and neurodevelopmental approaches. We were introduced to "shared reviews" and had the opportunity to conduct a shared review of our own clips in groups. The process of becoming an 'accredited guider' was also discussed.

This training effectively prepared me for starting to implement this intervention in my own clinical work, alongside appropriate supervision. I feel enthusiastic about the approach, its apparent efficacy, positive focus and therefore "family-friendliness". The fact that it is a relatively short-term intervention means that it fits in with service delivery in this area. The effective Webster-Stratton Incredible Years parenting programmes also utilises the development of observation skills enhanced through reflecting on clips of parent-child interaction to alter parental beliefs and behaviour. However, I am enthused that VIG uses clips of the parent and child/young person themselves which I believe will be an even more powerful teaching aid and motivation for change.

I am currently going through the process of arranging supervision to enable me to practice this approach with the view to becoming an "accredited guider", and am

hoping to start using this intervention with families next month. I am very grateful for the help of the Foundation for Professionals in Services for Adolescents, without which I would not have been able to undertake this valuable training.

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