

## **Video Interaction Guidance Training**

I work as a Clinical Psychologist within a Child and Adolescent Mental Health Service in North Wales. Last year 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 have now received VIG supervision for approximately 9 months, which has been absolutely invaluable to my understanding of the model, and my ability to implement the intervention in an evidence-based and effective way. I have just completed stage 1 of my training towards becoming an accredited VIG guider. I feel very enthusiastic about the approach since I have now had many experiences where I have been amazed with the impact of sessions on families. Becoming more proficient in VIG has not only helped my skills with regards to this particular therapy, but I feel that it has enhanced my therapeutic skills generally, and so is having a positive impact more generally.

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 and supervision.

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