



# **Supporting Families with Video Interaction Guidance**

Hilary Kennedy, Psychologist,  
Honorary Senior Lecturer UCL, National Supervisor  
and Trainer in Video Interaction Guidance

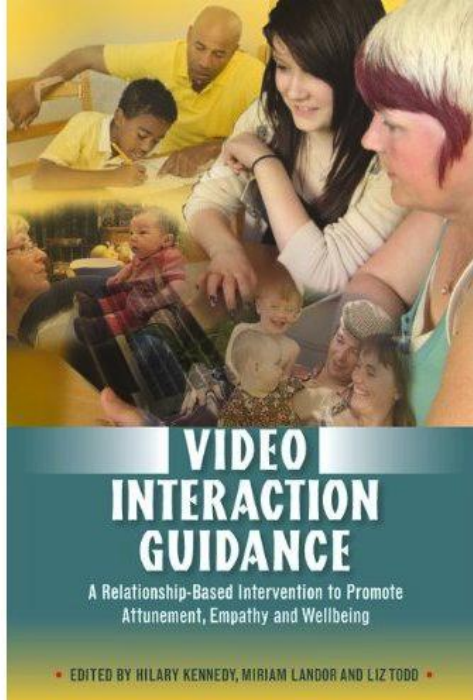


Generosity

Compassion

Co-operation

Connections

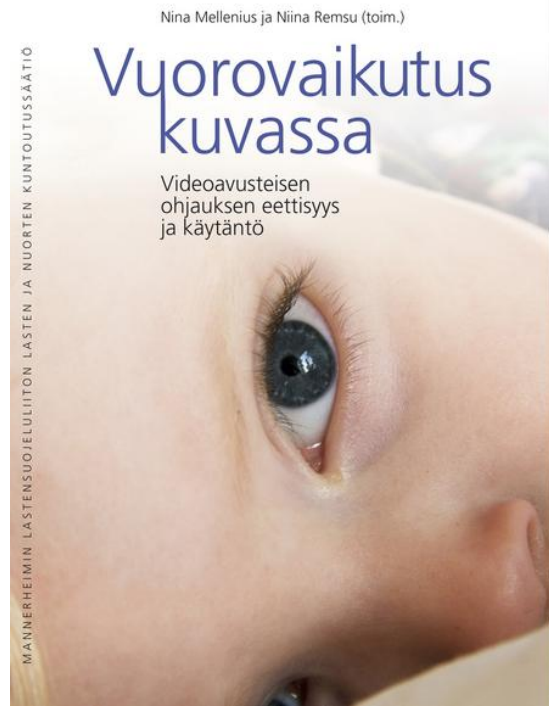


**September 2011**



**October 2011**

**March 2013**







**Hilary Kennedy: What is VIG?**

**Jenny Cross and Hilary Kennedy : How and why does VIG work?**



**AVIGuk**  
Association for  
Video Interaction Guidance uk

[Home](#) [About VIG](#) [Getting VIG](#) [Training in VIG](#) [About AVIGuk](#) [Contact Us](#)

**Welcome to the official website of the  
Association for Video Interaction Guidance UK**

**Looking for training?**

***Click here!***



On the following pages you can learn about video interaction guidance, how it works and how effective it is.

There is information about AVIGuk, the organisation that regulates standards in the quality of video interaction guidance in the UK.

Information is provided about how to get in touch with members of the association close to you who have been accredited to provide training.

A map of the UK indicates locations where video interaction guidance is available to the public.

KEPS VIG Video NICE



# Kent Educational Psychology Service



## NEWS!

Keep up-to-date with news about video interaction guidance by visiting our facebook page. If you have a facebook account, get automatic updates by 'liking' us.

## EVENTS!

Find out about training courses, conferences and other upcoming events.

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Video Interaction Guidance UK



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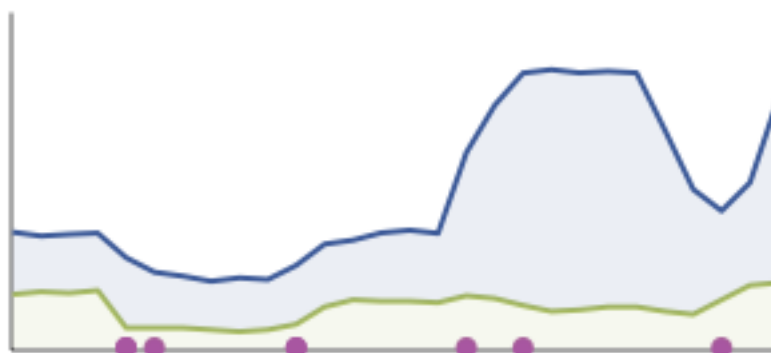
Course for the Newcastle University via training Feb 27 & 15,

In picture back row – Emma Black, Laura Carr, Wilma Barrow, Lisa Garforth, Rebecca Wright, Hanna Nichols, Adam Baron,  
Front row – Jen Shannon, Sarah Swift, Frances Mills, Kate MacFarlane, Jenny Hutchinson and (not in picture) Liz Todd (Newcastle University), and from Stockton – Denise McCartan, Vicki Appleby, Yvette Appleton, Vicki Hammond, Marie Johnson, Nikki Pearson



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# Families Can Change –from the Netherlands via Scotland to Mexico





# Barlow & Schrader-MacMillan, (2010)- preventing maltreatment

Key findings from a review of studies conducted by the Department for children, schools and families 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

# October 2012 NICE Guidelines

Health visitors and midwives should consider evidence-based interventions, such as baby massage and [Video Interaction Guidance](#), to improve maternal sensitivity and mother-infant attachment

<http://guidance.nice.org.uk/PH40>

NICE: National Institute for Clinical Excellence

**Mariska Klein Velderman**

The Efficacy of Short-Term Video Feedback as a Method  
to Improve Parental Sensitivity in Families  
at Risk for Child Maltreatment

Two samples

- 1 . Parents experiencing high stress because of infants crying NL
2. Residential treatment centre for parents and infants  
because of high level child protection concerns UK

Both analysed by using the CARE index (Crittenden, 2000)  
Marie Robertson and Jenny Cross

	Video feedback <i>n</i> = 22		Care as usual <i>n</i> = 32		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Pretest	6.27	2.90	7.31	2.60	-1.38
Posttest	9.73	2.40	7.59	3.03	2.76**
Pre-posttest difference	3.41	3.05	0.27	2.62	4.06**

\*\**p* < .01 (two-tailed)

After intervention, parent-child interaction was considered 'good enough' in 82% of cases, compared to 44% in the control group (OR=17.36, 95% CI 2.95-102.05)



# The Effectiveness of Video Interaction Guidance in Premature Infants: A Multicenter Randomised Controlled Trial

Hedwig J.A. van Bakel, Hannah N. Hoffenkamp, Anneke Tooten, Marij Eliëns, Ad J. Vingerhoets & Frans Willem Winkel

## To enhance parental bonding and prevent adverse parent-infant interaction

### Aims of the study

- Elucidate the bonding process between premature infants and their parents
- Examine the effects of Video Interaction Guidance in preterm infants on parental bonding

### Background

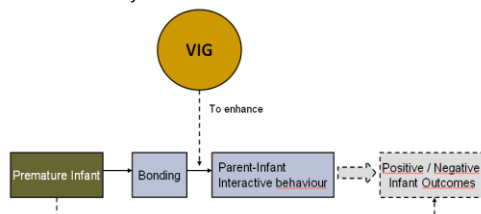
**Premature infants:** Previous studies consistently found a high incidence of neonatal problems, premature births and low birth weights in abused children. This has led to the hypothesis that these problems place a child at a higher risk for maltreatment and neglect.

### Primary Variables

**Bonding:** One of the explanations proposed for the relation between child fitness, adverse parenting and negative infant outcomes, is a disturbance in bonding between the parent and infant (Figure 1).

**Parent-Infant Interactive behaviour:** A disturbed bonding process may result in adverse parental interactive behaviour; which constitutes a risk-factor for negative infant outcomes. VIG is a preventive intervention aimed at enhancing parental skills and positive communication.

Figure 1 : Coherence of the variables



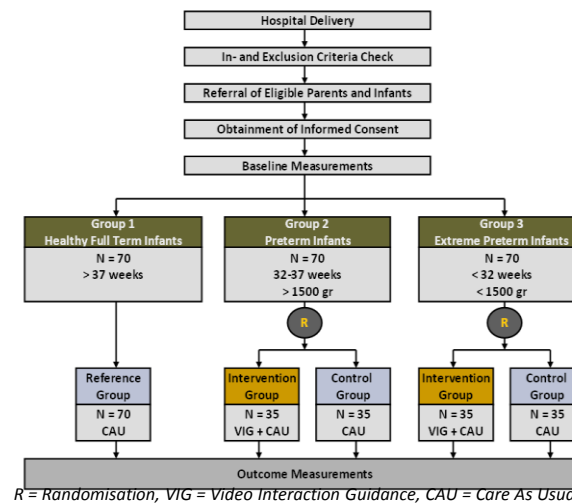
### Design of the study

**Duration of the project:** 2009 – 2013

**Data collection:** 2009 – 2011

**Design:** To examine the effect of Video-Interaction Guidance, a Randomised Controlled Trial (RCT) will be executed in 7 hospitals in the Netherlands.

Figure 2 : Design of the study



**Participants:** In total 210 infants (70 term, 70 extreme pre-term and 70 near-term infants) and their parents will be followed during the infant's first half year of life.

**RCT:** The healthy infants (N=70) and half of the premature infants (N=70) will receive care as usual. The other half of the premature infants (N=70) will receive care as usual AND Video Interaction Guidance.

### Intervention

**Video-Interaction Guidance** is a short-term and non-intrusive intervention. This method helps nurses and pedagogic workers to guide and support the interaction and positive contact between parent and infant during the hospital stay.



**Edited video fragments** of interactive behaviour between parent(s) and their infant are used, to facilitate reflection of the parent and

parental self-efficacy.

This is the first prospective study to empirically

### Outcome Measurements

#### Primary outcomes

Bonding & Parent-Infant Interactive Behaviour

#### Secondary outcomes

Parent(s)

Post-Traumatic Stress

variables

Depression

Anxiety

Anger

Infant

Behaviour:

variables

Crying, Sleeping, Eating

#### Outcome assessment

- Interviews and Questionnaires (both parents)

- Observations of the video-tapes

- Medical data (infant and mother)

#### Confounders

Parent(s)

Background

Personality:

Ego-resiliency

Social support

Infant

Background

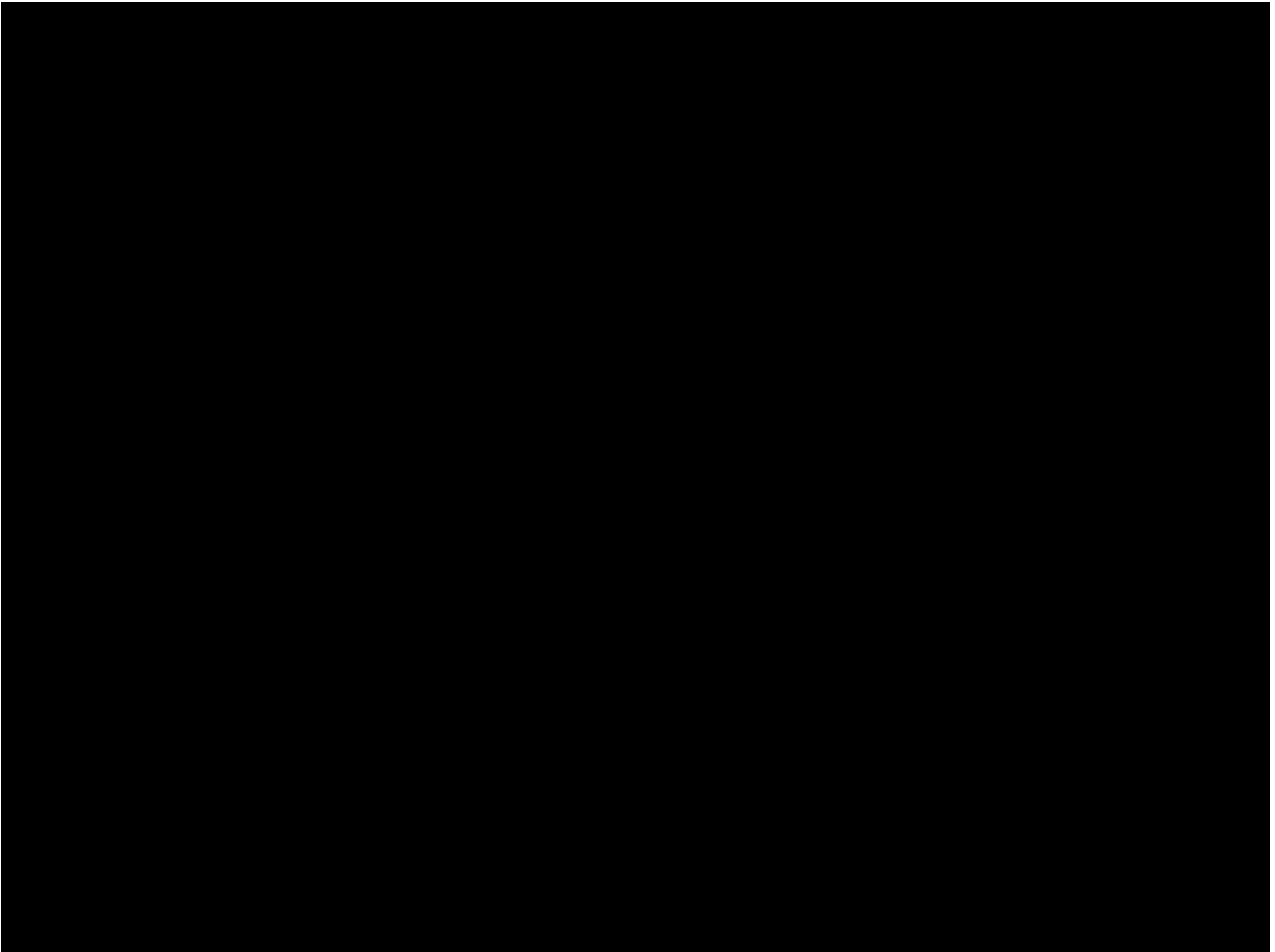
Temperament

### Acknowledgements

This study is funded by "Stichting Achmea Slachtoffer en

# Importance of father- infant interaction

Article in Journal of Child Psychol & Psychiatry, 2013 54(1) 56-74, Ramchandani et al '...early **father-infant interactions** predict **...externalising behaviours** in young children... longitudinal cohort study' - key points:...disengaged and remote interactions between fathers and their infants at age 3m independently predicted externalising behavioural problems at age 1 yr;



Supervised and edited by Jane Nestell-Patt, SPIN USA

# WHY DOES VIG WORK?

- **Video** - theories of change which use self-modeling and video feedback
- **Interaction and Guidance** - theories of **intersubjectivity** and mediated learning
- **Empowerment** - theories of change which emphasize respect, building on strengths, empowerment and collaboration with families.



**Building blocks  
for parent as**

**Possible impact of  
each block for child as**

**care-giver  
DEEPENING**

**care-seeker**

Is helped to manage difficult situations  
or learn new things

**DISCUSSION**

**GUIDING**

Enjoys being helped and learning  
from their parents

**ATTUNED  
INTERACTION**

Enjoys interacting with their  
parent

**RECEIVING  
INITIATIVES**

Experiencing being received,  
parent commenting on what  
they are doing and their wishes

**ENCOURAGING  
INITIATIVES**

Knows their parents are  
interested in what they are  
doing and their wishes

**BEING ATTENTIVE**

Feels love, recognized  
and important

Parent led  
↑

**3.  
MEDIATED LEARNING**

Developing the  
attuned relationship

**2.  
INTERSUBJECTIVITY**

The core of  
attuned  
interactions

**1.  
TOWARDS  
INTERSUBJECTIVITY**

Pre-requisite for  
building  
attuned interactions

Watching  
VIDEO-CLIP

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*



Maria Doria(2013): *Explanations for the success :An Emerging Method in Family Psychotherapy* <http://tfj.sagepub.com/>

**Neg Behaviour**

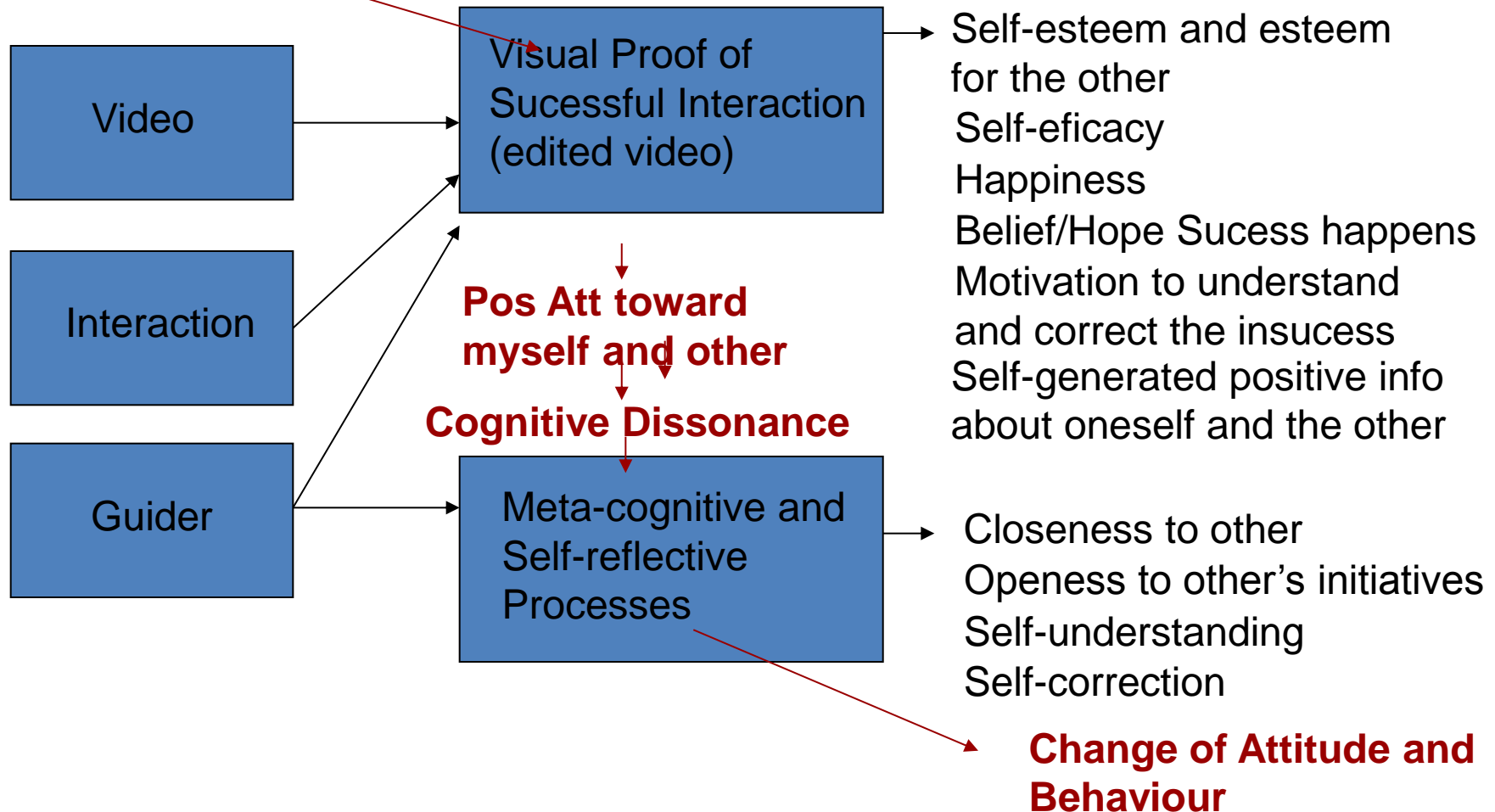
**Neg Att toward**

**Neg Att toward other  
myself and other  
myself and other**

FILM 1

SHARED REVIEW 1

OUTCOME



The relationship between parents and infants

**improve** when the parents

- Enhance their **sensitivity and attunement** to their infant
- Develop their ability to **mentalise** about their own and their infants mental states
- Encourage **mind-minded** interactions between parents and their infants

ALL WITHIN AN **ATTUNED RELATIONSHIP**

Where the professional believes change is possible



# Elizabeth Meins, psychologist

## Mind-mindedness

Maternal Mind-Mindedness and Children's  
Behavioral Difficulties: Mitigating the  
Impact of Low Socioeconomic Status  
Elizabeth Meins & Luna C. Muñoz Centifanti  
& Charles Fernyhough & Sarah Fishburn  
J Abnorm Child Psychol (2013)

Relations between mothers' tendency to comment appropriately on their 8-month-olds' internal states (mind-mindedness) and children's behavioral difficulties (Strengths and Difficulties Questionnaire) at ages 44 and 61 months were investigated in a socially diverse sample (N = 171, 88boys).

# Check list for attunement in shared review conversation

## Foundations for attunement

Are you being attentive by

- Looking interested
- Turning towards
- Giving time and space
- Smiling
- Friendly intonation and posture
- wondering what they are doing, thinking, feeling

*? Mentalization*

Are you encouraging initiatives by

- Waiting
- Using friendly intonation
- Listening actively
- Looking for initiatives
- Naming positively what you see, hear, think, feel about them
- Name what you are doing, thinking, feeling

*? Towards mind-mindedness*

# Initiative & Reception

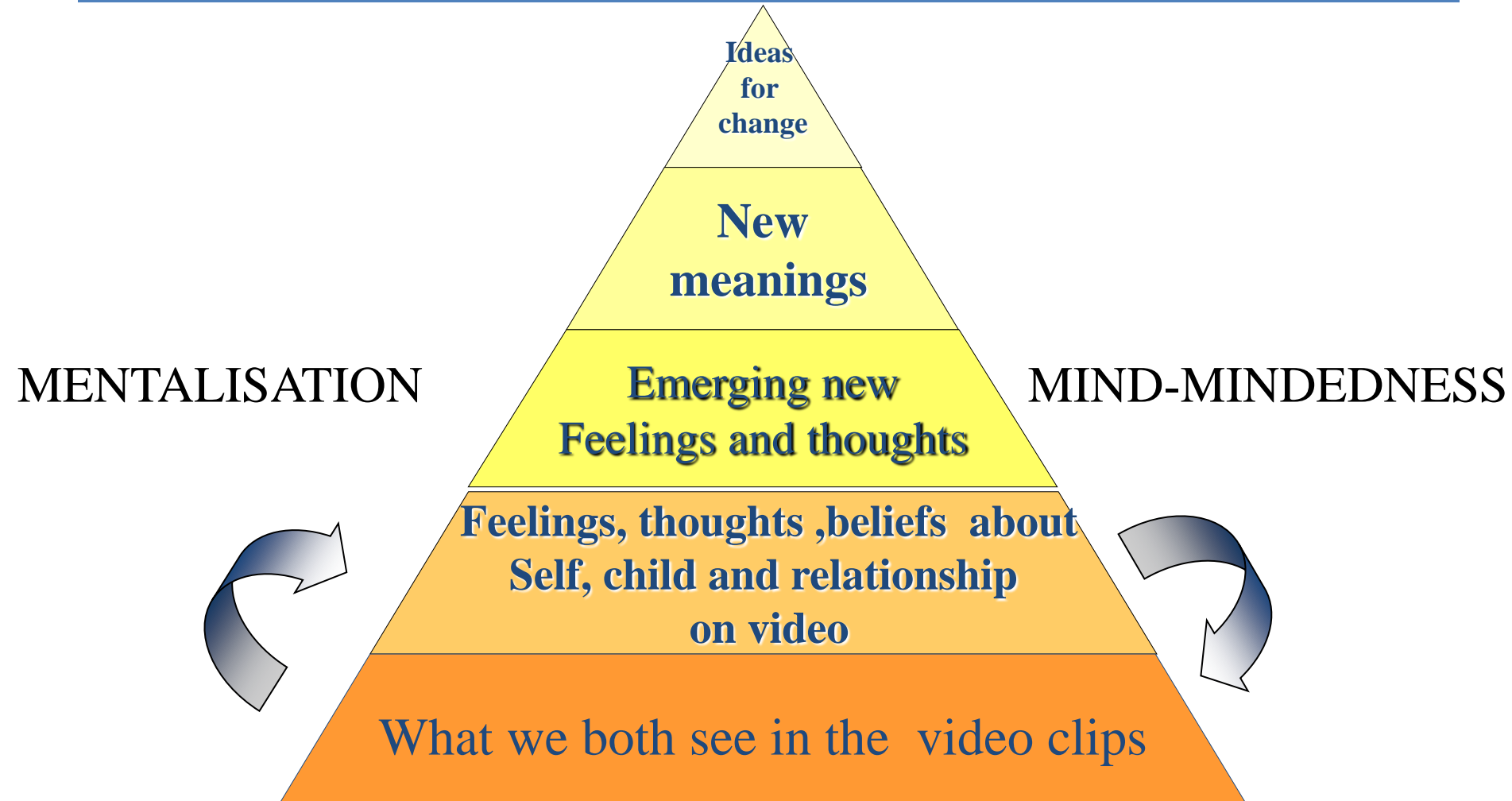
Are you  
**receiving**  
**their initiatives**  
by



- 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

*Could be a mind-minded comment*

# Exploring together in shared review



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

COLONESSI et al (2012) *Basic Trust: an attachment-based intervention based on mind-mindedness in Adoptive Families*

Research on Social Work Practice

20 families with adopted children (2–5 years)

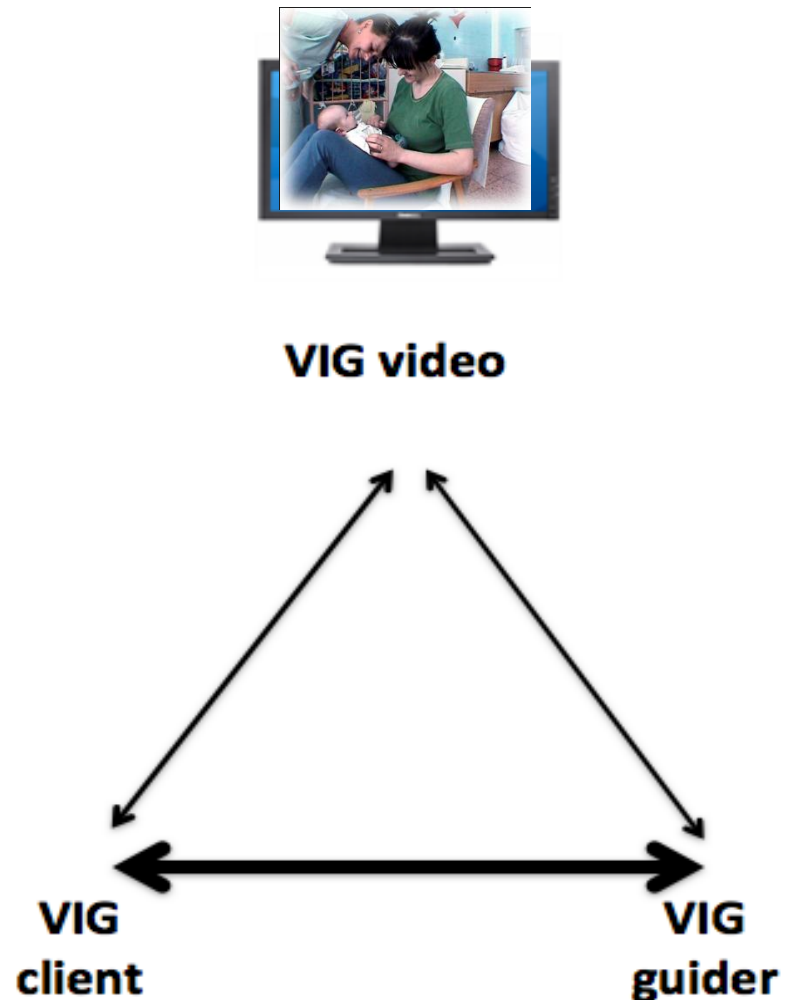
After the pretest, the intervention was conducted, posttest, 6 months later.

**Results:** Positive **medium-to-large** changes between pretest and posttest were found in children's insecure attachments to their mothers, disorganized attachments to both their parents and conduct problems.



# VIG and the healing triangle of attunement

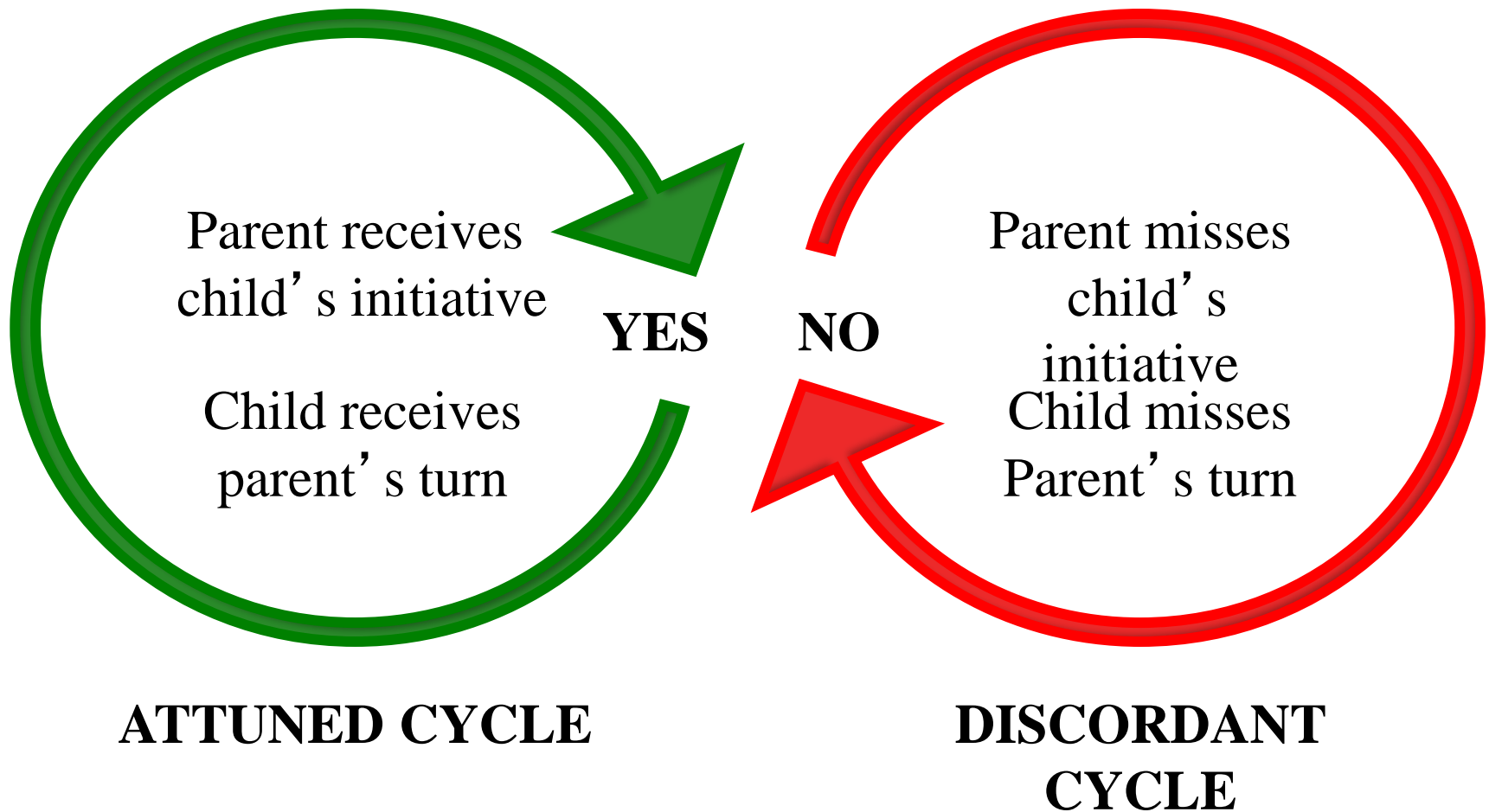
- The attunement that is seen on screen is mirrored in the parent and shared with the guide like in an infant sharing her delight at an achievement with her parent through the process of 2ndary subjectivity.
- Is Oxytocin flowing to strengthen this process?



# Wounding of the Self and Revenge

The basic cause of violent behaviour is the wish to ward off or eliminate the feeling of **shame** or humiliation - a feeling that is painful, and can even be intolerable and overwhelming - and replace it with its opposite, the feeling of power and **pride** (Gilligan, 2001, 29)

# PRIDE v SHAME



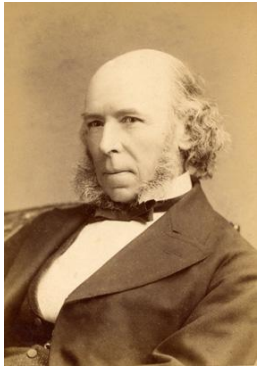




# What is Video Interaction Guidance (VIG)?

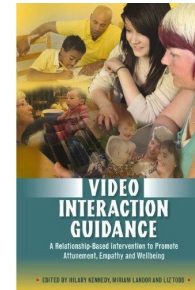
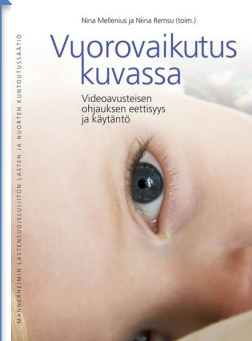
- A relationship based intervention aiming to enhance related autonomy (Kagitcibasi)

Spencer



Separation

Autonomy



Relatedness

Kropotkin



Mutual Aid

Heteronomy

Survival of the Fittest