Video Interaction Guidance (VIG)

Skills Development Scale

(VIG-SDS)

Key Features
Item 1: Identifying Attunement Principles/Microanalysis *

**Key features:**
- Evidence of editing of 3-4 short clips (length appropriate to the context) of the most attuned interaction.
- Clips usually begin with a child/client initiative, which the client receives or examples of the client being attentive or encouraging initiatives.
- Clips will largely demonstrate moments of exception to the typical pattern.
- Clips exemplify various principles of attuned interaction.
- The beginning and end of clips is considered to ensure the best possible activation for the client in the shared review.
- There should be some evidence of clips being linked to the client's helping question.
- A mixture of stills and clips are used if appropriate.

Item 2 – Establishing and revisiting the Purpose of Shared Review

**Key features:**
- Presence of an overview at the beginning of the shared review, which is jointly negotiated with the client(s).
- Clarification of client's helping question(s) at the beginning of the shared review and fluent connection to this within the shared review.
- Appropriate adherence to the agreed shared review overview or evidence of explicit agreement to change the plan if necessary.
- Client(s) appears familiar with the structure of a VIG shared review. Or if new to VIG, the VIG Practitioner has named transparently the process of what a VIG shared review looks like.

Item 3 – Use of Video Technology to maximise client activation *

**Key Features:**
- Presence of the interaction triangle in the shared review in order for both client and practitioner to be able to view the clips and each other.
- Seamless returning to the video to ensure microanalysis occurs within session.
- Pausing of the video when the client or practitioner takes a turn in communication.
- Pausing of or slowing down of the video in order to support microanalysis within the shared review.
- Ability to use a variety of stills and clips to achieve activation for the client.
- Descriptive review of what both the practitioner and client are seeing in the video.
- Curious exploration of the practitioners and client’s, feelings and thoughts about child/client, themselves and the relationship.
- Clear film of shared review, with appropriate lighting, sound and position.
Item 4 – Embodiment of AVIGuk Values and Beliefs *

**Key Features:**

- The VIG practitioner is attentive with genuine interest and encourages initiatives.
- The VIG practitioner uses early attunement principles from the first contact throughout which promotes engagement within the shared review.
- The VIG practitioner embodies and models the core therapeutic values of empathy, warmth and authenticity as well as the VIG values of (respect, trust, hope, compassion and cooperation).
- There is playfulness within the interaction between the VIG practitioner and client and a shared experience of joy (if appropriate).

Item 5 – Attuned dialogue *

**Key Features:**

- Equitable balance of turn taking in the shared review between client, VIG Practitioner and video.
- The VIG practitioner receives initiatives both verbally and non-verbally.
- Use of strong reception before responding when needed.
- Client shows reception and interest in VIG practitioner’s viewpoint/information.
- Balance of activation and compensation is apparent. Sensitively judging when compensation may be required to ensure active learning is occurring.
- Client is clearly engaged and activated in the shared review and is empowered.

Item 6 – Attuned Guiding *

**Key Features:**

- Scaffolding – judging the amount of support required and adjusting to remain attuned with the client.
- Extending on and building on the client’s response
- Giving information when needed
- Providing help when required
- Offering choices that they can understand
- Making suggestions that they can follow.
- Skilful questioning used to support the client(s) to reflect on something in a different way or to reach a new understanding.
- Naming ideas about the process and what may be useful to consider together.
- Refers to attunement principles with the client in an attuned way.
Item 7 Pacing

**Key Features:**
- Giving and taking short turns
- Contributing to equitable interaction
- Giving Time and Space for the other(s)
- Waiting
- Listening actively
- Looking for initiatives.
- Waiting attentively for your turn
- Interrupting long turns in order to receive and manage the pace

Item 8: Naming and managing emotions in shared review

**Key Features:**
- Effectively receive and attune to the emotional content of the shared review
- Naming emotions in shared review, including when there is a discrepancy between affect and content.
- Appropriate containment of client’s emotion.
- Appropriate matching of emotional expression/tone by the practitioner.
- Balance between receiving and exploring difficult emotions/content and keeping hold of hope.

Item 9 - Working with Power

**Key Features:**
- Describing what will happen in the session
- Use of client’s language.
- Offer client(s) first turn in dialogue and in relation to video.
- Following client(s) initiatives.
- Respect for client(s) and client(s) beliefs, opinions and turns.
- Equitable turn-taking.
- Naming power differential if appropriate
- Client(s) is active in ideas about their own change.
- Client is involved in controlling video and playback.
Item 10: Reviewing the Shared Review

Key features:

- There is a clear review of the session, in which the client(s) is encouraged to reflect on their strengths/working points. If these have been noted during the shared review these should be summarised.
- A plan should be made for the next filming situation (as appropriate).
- There is evaluation of the clients’ progress somewhere within the shared review, either by reviewing/rating the helping question or via the completion of a sessional evaluation measure..

Item 11 - Co-constructing New meanings *

Key Features:

- Attuned dialogue
- Sharing viewpoints, perspectives
- Collaborative problem solving
- Naming difference of opinion
- Naming contradictions/conflicts
- Balance between solution focused and problem focused discussion
- Exploration of meanings

Item 12 – Naming and receiving the process

Key Features:

- Naming behaviours that they see from the client
- Naming/wondering about the emotions, wishes, intentions of the clients
- Naming own behaviours
- Naming own emotions, wishes and intentions
- Returning to the early attuned principles in order to return to an attuned cycle.
- Being sensitive to the impact of own response on the client

Item 13 - Widening the Context

Key Features:

- Inviting client to connect their new learning to wider contexts
- Offering opinions about how new learning might connect to wider contexts