Video Interaction Guidance (VIG)

Skills Development Scale

(VIG-SDS)

Reduced version

Detailed scale removed
**Purpose**

The VIG-SDS is a 13 Item scale that has been devised to provide a structure for the assessment of VIG skills. It is designed to evaluate both the edited film and a full shared review but in addition can be used as a training and supervision tool to enable and support reflection on developing skills. Items marked with an * are considered essential VIG skills.

The scale is ordered according to the developmental sequence that skills are likely to be acquired. Therefore if using the scale for supervision purposes it is likely that the earlier items may be the initial focus.

The term ‘client’ is used consistently throughout to refer to the individual with the helping question. There will be occasions when child/client is used to refer to the individual who is the recipient of the attuned interaction.

This VIG-SDS is central to the new training route and will be used for all applications of VIG including working only with professionals.

**Adjusting the scale depending on individual client need**

The overall aim of a shared review with a client is attunement. Therefore, there will be occasions in which particular skills will not be demonstrated, as it would not be appropriate to do so and would rupture the attuned cycle. For example, it may be that a review of the session does not occur as the client is very distressed and it would not be attuned or appropriate to do so.

**Rating the Scale (examples of the development skills have been attached for your reference)**

The seven-point scale (i.e. 0-6 Likert scale) extends from (0) where the practitioner uses the skill in an unattuned and inappropriate manner or does not demonstrate the skill at all, to 6 in which the skill is used in an attuned, appropriate and outstanding manner. (Please refer to development skills ratings below). A score of 3 across all items should be considered the minimum for trainees reaching practitioner level. A score of 5 across all items should be considered the minimum for trainees reaching advanced practitioner level. (for further details see ‘Submitting Your Tape’ below).

Please note skill development examples are intended to be used as guidelines only. They are not meant to be used as prescriptive scoring criteria, rather to provide both illustrative anchor points and guides. There is inevitable overlap between features within items of development skills, so some aspects will be double rated. For example, equitable turn-taking may be scored as part of the skills of attuned dialogue, working with power and difference and pacing.

This scale has been designed in booklet form, Printing back to back will allow review of items adjacent to scoring examples.

**Appreciative Eye**

VIG is a model in which naturally occurring moments of exceptions/strengths are used to support and develop learning. When reviewing long periods of film, it is natural that a more critical stance may be adopted in which working points are seen over strengths. It is important to maintain an ‘appreciative eye’ when reviewing tape to ensure that a strength based approach can be maintained whilst recognising developmentally appropriate working points.

**Submitting Your Tape for Advanced Practitioner Training**


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This will include a full shared review, full video footage of client in interaction, selected microanalysis clips. A reflective summary can also be submitted covering the following questions:

1. What has your engagement with the client(s) been like overall?
2. What progress has/have the client(s) made with goals and helping questions and how has VIG supported this?
3. Were you able to move through the areas of VIG-SDS in this shared review? If not, what are the reasons and what learning have you taken from this?

Tapes will be submitted to AVIGuk to be marked by a National Supervisor who has received training in assessment of the scales. Please also include a copy of the VIG-SDS which you have self-rated against your tape.

For tape assessment purposes a score of 5 must be achieved on all essential items (*). A score of 4 to 6 will be considered an appropriate standard for the non-essential items. If the assessing VIG Supervisor thinks it is appropriate that a non essential item has not been attempted, then a score of 4 can be given. If it is covered minimally, but appropriately, in a highly attuned way then it can be scored higher.

**Example of the scoring layout**
The descriptive features below are designed to guide your rating. Please use whole and half numbers.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inadequate</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
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<tr>
<td>2</td>
<td>Advanced Beginner</td>
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<tr>
<td>3</td>
<td>Accredited Practitioner</td>
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<td>4</td>
<td>Highly Skilled Practitioner</td>
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<tr>
<td>5</td>
<td>Advanced Practitioner</td>
</tr>
<tr>
<td>6</td>
<td>Outstanding Advanced Practitioner</td>
</tr>
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**Development of the scale**
This scale has not yet been tested for reliability or validity however the scale structure has been based on the well-established Cognitive Therapy Scale – Revised (CTS-R) (Blackburn, James, Milne & Reichelt, 2000) and the adapted version of this scale developed for assessment of Systemic Family Practice competence. There are a number of generic therapeutic competencies which overlap with the domains from these scales though have been adapted to fit with Video Interaction Guidance terminology and practice (i.e. Item 2, Establishing and revisiting the Purpose of Shared Review; Item 4, Embodiment of AVIG Values and Beliefs; Item 5, Attuned dialogue; Item 6, Pacing; Item 8 Naming and Managing Emotions). Other items are specific to Video Interaction Guidance practice (i.e. Item 1, Identifying Attunement Principles/Microanalysis, Item 3, Use of Video Technology to maximise client activation; Item 6 Attuned Guiding and Item 11, Co-constructing New Meaning).


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Item 1: Identifying Attunement Principles/Microanalysis *

Microanalysis is an essential component of effective VIG practice. VIG works by reviewing micro-moments of video clips of clients own successful communication based on the premise that attuned responses to the initiatives of others are the building blocks of an attuned interaction pattern.

Clips selected through the process of microanalysis should clearly represent components of the principles of attuned interaction and will typically begin with the client receiving a verbal or non-verbal initiative from the child/client. In addition, clips will be selected which demonstrate moments of exceptions to a typical pattern as well as/or connecting back to the client's helping question. The sequencing and variety of both clips and possible stills will be carefully considered to ensure maximum activation for the client during the shared review.

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.

CHECKLIST; QUESTIONS FOR RATERS TO ASK THEMSELVES

1. Are clips short enough to ensure thorough opportunity for detailed microanalysis?
2. Does the clip start with an initiative with child/client where appropriate?
3. If clips do not start with a child/client initiative are they indicative of exceptions to the typical pattern? or do the demonstrate naturally occurring successful moments?
4. Is there some evidence of a link to the helping question?
5. Are clips aligned with the principles of attuned interaction?
6. Has consideration been made to where you start and end the clips to try and maximise client activation and learning in the shared review?
7. Has consideration been made as to whether stills or film would lead to maximum client activation and learning during the shared review?
Item 2 –: Establishing and revisiting the Purpose of Shared Review

Introduction
It is the role of the VIG practitioner to orientate the client(s) to VIG as an intervention and to be explicit about what each shared review will cover. This overview of the shared review should be negotiated jointly with the client(s) to ensure that the shared review appropriately fits the client’s expectations and overall helping question. There should be a clear focus and structure to the shared review, which enables equitable turn-taking between the client(s), VIG practitioner and video. Once set, it should be appropriately adhered to unless otherwise jointly negotiated.

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.

CHECKLIST: QUESTIONS FOR Raters TO Ask Themselves:

1. Did the VIG Practitioner orientate the client(s) to what was going to occur in the shared review? Do you think the client(s) clearly understood what this VIG shared review was going to cover?
2. Was the client(s) encouraged to initiate their ideas and thoughts for the shared review?
3. Is the client’s helping question clarified/reviewed at the start of the shared review?
4. If the client(s) is clearly distracted from current events or emotions, has this been received by the practitioner? Has there been an open and transparent discussion about how these may detract from the planned VIG work. Is a collaborative arrangement arrived at as to how to manage these competing demands?
5. Does the VIG Practitioner orientate the client(s) to the video and what they are about to see?
6. Does the client(s) seem aware of the format of the VIG shared review and that the role of the video is central within this?
7. Does the VIG Practitioner connect the client(s) back to the helping question during the shared review, to ensure linkage between the content of the shared review and the overall aim of the work?
8. Was the plan outlined at the beginning, fully covered in the shared review?
Item 3 – Use of Video Technology to maximise client activation *

INTRODUCTION

The use of the short video clips within the shared review is key to the VIG method. The practitioner should be able demonstrate that the clips are embedded and prioritised in the shared reviews. The practitioner should be returning regularly to the video clips during the shared review and give the clips sufficient space within the shared review. The video clip is not just a trigger for a conversation but needs to be fully immersed within the dialogue, with fluidity between short-turn taking and the video.

The video should be the grounding of all conversations and it is important that the practitioner models microanalysis within the shared review, thoroughly exploring and reviewing the video clip with the client(s) in a detailed way. Discussions should be present which describe what both the practitioner and client see within the films. Following this the practitioner will be curiously exploring their own and the clients’, feelings and thoughts about the child, themselves and the relationship.

To ensure the clips are as activating as possible, they should be reviewed on multiple occasions. Slow motion and pausing may be used to further activate and deepen conversations.

Reviewing the film of shared review is another key factor in the approach. The practitioner will review the shared review afterwards in order to notice moments of attunement, consider initiatives missed and patterns of interaction developing between themselves and their clients. Quality video and good positioning will support optimum learning.

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 practitioner’s and client’s, feelings and thoughts about child/client, themselves and the relationship.
- Clear film of shared review, with appropriate lighting, sound and position.

CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES

1. Has the practitioner set up the interaction triangle?
2. Is the practitioner returning regularly to the video clips within the shared review?
3. Is the practitioner encouraging client(s) to watch the clips closely and inviting the client(s) to respond initially to their thoughts and feelings?
4. Is there evidence that the clips are being slowed down or paused at significant moments to support activation of the client?
5. Are you able to see both the client and practitioner in the footage so that the practitioner will be able to review the shared review afterwards?


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Item 4 – Embodiment of AVIGuk Values and Beliefs *

Introduction
The ability of the VIG practitioner to form an attuned therapeutic relationship with the client(s) is central to VIG. Embodiment of Values and Beliefs refers to key elements core to not only VIG but all therapeutic approaches, which include empathy, genuineness, respect, compassion, a non-judgemental stance and warmth.

It involves both non-verbal (turning towards, looking interested, giving time and space, listening actively, receiving with body language and facial expression).

If effective the client and VIG practitioner will be in an interactional ‘dance’ with each other and the interaction will feel pleasurable and comfortable to watch.

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).

CHECKLIST QUESTIONS FOR RATERS TO ASK THEMSELVES:
1. Does the interaction between VIG Practitioner and client feel attuned and comfortable to watch? Is there a dance like quality to it?
2. Is the VIG practitioner being attentive and encouraging initiatives from the client
3. Is the practitioner displaying appropriate empathy, understanding, warmth and genuineness?
4. Did the practitioner appear appropriately genuine, helping to facilitate therapeutic trust?
5. Did the practitioner appear confident?
6. Do you see appropriate matching or regulating of emotion within the interaction?
7. Do you see evidence of fun and playfulness in the interaction (laughter, shared smiling etc.)?
Item 5 – Attuned dialogue *

Introduction

Working collaboratively in partnership is central to a VIG shared review in which both the VIG practitioner and client are viewed as two ‘equally important people’ in the interaction.

Attuned dialogue supports learning conversations. In order to support effective learning conversations, the VIG practitioner will need to skilfully adjust their style to meet the needs of the client(s). Client’s should be activated and engaged in the shared review. This may be evidenced through them receiving the practitioner’s viewpoint/information, taking decisions about their helping questions, ideas for change and development of the work.

Attuned dialogue also occurs through the giving and taking of short-turns and the equitable sharing of new ideas. Therefore, clear receptions from the VIG practitioner should be evident as well as new initiatives from them (i.e. reception and response).

The VIG practitioner will therefore need to achieve an attuned balance between receiving (hearing clients views) and guiding (offering own views), the right balance of activation (practitioner response that supports clients to be active in their thinking) and compensation (practitioner response that offers information and opinion).

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. Sensitivity 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.

CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES:

1. Were there equitable turns between the VIG practitioner and client(s)? (Is there evidence of two or more equally important people in the interaction)?
2. Is the VIG practitioner receiving initiatives from the client both verbally and non-verbally?
3. Was there a balance of activating and compensating strategies used by the VIG practitioner to attune to the style of the client(s)?
4. Was the client(s) and practitioner encouraged and activated?
5. Was the practitioner able to establish a collaborative relationship?
6. Is there strong reception prior to responding through the use of the clients own words?
7. Does the client(s) show reception and interest in VIG practitioner’s viewpoint/information?


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Item 6 – Attuned Guiding *

Introduction

Once attuned dialogue has been established the practitioner can support the client(s) to move to a new way of behaving, thinking, feeling or to reach a new understanding of their current situation. Attuned guiding requires the practitioner to scaffold their client’s learning by offering new information or making suggestions that they might follow. Guiding should not overwhelm the client(s) and needs to be in the client’s zone of proximal development. If this is the case, then the client(s) will be able to receive and contemplate what ideas the practitioner is offering.

In order for Guiding to be effective the practitioner and client(s) need to be interacting in an attuned dialogue. Guiding, when the practitioner leads or is more purposeful, comes after the practitioner has fully received the initiatives of the client(s). The practitioner will give new information (i.e: by providing professional knowledge, linking to the principles of attunement or relevant theory, share/name their own ideas of what they see/think and feel on the video clips or share their own thoughts and perspectives on the client’s views (compensation). After taking a turn, reception of view should be sought, either verbally, non verbally or via returning to the film. Guiding may also occur via skilful questioning, in which the client(s) is asked to consider something that the practitioner feels may be of use or alternatively by naming their thoughts on the process of what to consider next (i.e. “I am thinking we should watch the film again, but this time, really look at what the effect is of you leaving space”).

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 attumement principles with the client in an attuned way

CHECKLIST QUESTIONS FOR RATERS TO ASK THEMSELVES

1. Did the practitioner offer support through guiding when in an attuned dialogue?
2. Did the practitioner offer just the right amount of support required or adjust accordingly?
3. Did the practitioner make suggestions or offer choices that the client(s) could follow?
4. Is the practitioner able to check for reception of their idea or contribution either verbally or by returning to the film?
5. Are a range of strategies used to guide the client(s) to new ways of behaving, thinking and feeling (i.e. skilful questions, naming their own thoughts or naming their ideas of the process)? Are these strategies in balance with one another (i.e. a balance between sharing own ideas, naming and questioning)?
6. Was the language of principles of attunement present in the shared review?
7. Did the practitioner build on the client’s observations by using/linking to the principles of attunement?


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Item 7: Pacing

Introduction
An effective pace in conversation is a pace where all participants are able to be fully present and actively engaged in the conversation. The pace of the shared review should be one that meets the needs of all involved. This pace should be one that allows space and time for the client(s) and practitioner to watch the video as many times as is necessary, to process the ideas created by each other and to contribute with their own ideas, thoughts and feelings. The practitioner should be attending to the client(s) in order to be sensitive to the way that they are managing the pace of the shared review. If the shared review is at a pace that meets the needs of both client(s) and practitioner, then this will optimise the possibilities for new learning and change.

The practitioner should be aiming to engage at a pace that matches the needs of the client(s) and their own needs in the shared review. For example, a client might need time and space to process the information being given either visually or verbally in order to be able to become active in the conversation. On the other hand, a client may be quick to become active in the discussion and the practitioner needs to ensure they are able to follow and receive the initiatives of the client. This may require the practitioner to interrupt or slow down the client if they are finding it difficult to process the information and become active in their thinking. The practitioner will also need to be sensitive to the differing requirements of pace for all involved in the shared review.

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

CHECKLIST QUESTIONS FOR RATERs TO ASk THEMSELVES

1. Was the practitioner able to interact at a pace that matched the needs of the client(s)?
2. Did the client(s) appear able to remain present and actively engaged in the conversation?
3. Was the practitioner able to remain present and actively engaged in the conversation?
4. Did the practitioner interrupt a long turn or take a turn in the discussion in order to ensure short turn taking?
5. Was there evidence of the practitioner waiting, listening actively and looking for initiatives in order to ensure the client(s) is having space to share?


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Item 8: Naming and managing emotions in shared review

Introduction
The ability of the VIG practitioner to effectively attune to and name the emotional content of the shared review is important. It is also central to VIG that a balance is struck between difficult and positive emotion to achieve optimum motivation for the client(s). The VIG practitioner may need to guide/be influential if they feel that this balance is not being achieved (i.e. if the shared review is weighted towards difficult emotions, the VIG practitioner may return to the video to install hope and to focus on strengths; similarly, if the shared review is overly positive as more difficult emotions are being avoided the VIG practitioner may name or curiously explore this discrepancy).

Emotional levels that are too high or too low are likely to impact on therapeutic change. The practitioner should be able to notice, fully receive and respond to the emotion within a shared review. The practitioner will be mindful in their response to this. The VIG practitioner may notice and name the process sensitively, take a turn, ask a question or return to the video.

A skilled VIG practitioner will also recognise inconsistency between the emotional and cognitive content, and explore such discrepancies accordingly. For example, if a client(s) expresses no distress when talking about significant difficulties, the VIG practitioner may be curious about this, attuning to and perhaps naming this discrepancy.

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.

CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES

1. Did the VIG practitioner effectively receive and attune to the client’s emotions?
2. Did the practitioner match the clients emotional expression appropriately?
3. Was there evidence of the VIG practitioner naming or receiving the client’s emotions
4. Was there sufficient containment of emotion to encourage reflection in the client(s)?
5. Was there a sufficient balance between positive and difficult emotions to achieve optimum learning/thinking for the client?
Item 9 - Working with Power

Introduction
The very nature of the roles of practitioner and client(s) suggests that there will be issues regarding power. The practitioner should be aware of this and demonstrate ways of attempting to reduce this power difference.

The client(s) will not have knowledge of the structure of the shared review, what is expected of them in the shared review nor have knowledge of the language that the practitioner has developed through the training process. All this places the practitioner in a more powerful and more expert position. This can all lead to the client(s) feeling less powerful and less able to share their thoughts and opinions.

In order to reduce this dynamic the practitioner should explain the process of the shared review in a clear and concise manner and invite questions regarding this. The practitioner should use language that the client(s) is able to understand or explain the use of specific terminology if appropriate. The practitioner should invite the client(s) to take the first turn in dialogue after viewing the video clip without undue pressure for client(s). The practitioner should demonstrate respect for the client’s views and beliefs and encourage equitable turn taking.

When at it’s optimum the client will feel affirmed, empowered and will feel ownership and responsibility for their own change. This may be seen through dialogue (i.e. by the client being active in ideas about change and an equitable partner in discussions) or via them taking control of the video and playback (“let’s watch that again”; “stop there!”).

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.

CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES.

1. Is the practitioner using accessible language that the client is able to understand?
2. Is the practitioner checking out understanding of any VIG language used?
3. Is the practitioner inviting the client(s) to share their opinions and take the first turn?
4. Is the practitioner demonstrating respect for clients’ views and beliefs when they offer their own opinion?
5. Is the practitioner encouraging equitable turn-taking?
6. Is the practitioner compensating (offering information) in order to reduce power difference?
7. Is the practitioner, supporting the client(s) to take a central role in controlling playback?
8. Is the practitioner supporting the client(s) to feel empowered and responsible for their own change?
**Item 10: Reviewing the Shared Review**

There should be sufficient time left at the end of the shared review session to review and summarise key learning. The client(s) should be encouraged to reflect on key strengths and working points in their interaction. These may be written down or sent to the client(s) between sessions.

These strengths and working points should be used to support a conversation around the next filming situation (if appropriate) and what this needs to focus on to support on-going progress towards the client’s helping question.

An evaluation of the client’s progress may also occur by re-rating helping question or via the administration of routine outcome measures.

In addition to reviewing the client’s progress, there should be some review of the working relationship between the VIG practitioner and the client(s). This may be through a reflective conversation or through the administration of a sessional evaluation measure.

**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.

**CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES.**

1. Are the client’s strengths and working points summarised within the shared review or is there space at the end of the shared review to review this?
2. Is there a plan made for the next filming situation, with discussion as to how this may build on recently recognised strengths/working points?
3. Is there review of the evaluation of client’s progress at some point within the shared review?
**Item 11 - Co-constructing New meanings**

**Introduction**

Co-constructing new meanings is when the practitioner and client offer, receive and develop their ideas and opinions in order to develop their shared understanding within an attuned relationship. It is used within the conversation when client and practitioner are in attunement to one another. The client and practitioner reach a shared understanding regarding a new perspective on his/her current situation. This new perspective may relate to understanding of relationships, new solutions to problems or links to the ‘helping question. The practitioner will create space for attuned dialogue to take place in order for this to occur.

If a client is invited to communicate their thoughts and feelings and feel fully received by the practitioner then they are able to receive new thoughts, views and feelings from the practitioner. This way the client is able to adopt new perspectives based on their own views, beliefs, values and feelings and able to incorporate new ideas from the practitioner.

A practitioner might activate the client in several ways; by the use of questions, demonstrating curiosity and an exploration of client’s ideas, by strong reception both verbally and non-verbally, leaving space or returning to the video footage to build on what can be seen in the microanalysis of the clips.

The practitioner will support new perspectives on the current situation both by the video footage where the exceptions are identified and by their ability to compensate and offer their thoughts and opinions in an attuned manner. The practitioner will support the balance of problem and solution focused discussion in order to co-construct 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

**CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES:**

1. Did the practitioner receive the views of the client?
2. Did the practitioner offer their own views regarding the film or the views of the client?
3. Did the practitioner ask questions in order to explore the client’s ideas?
4. Did the practitioner check out the client’s thoughts on the practitioner’s opinions?
5. Was there evidence of the dialogue leading to a co-construction of new learning, meaning and understanding?
6. Did the practitioner support the balance of problem focused and solution-focused discussion?
Item 12 – Naming and receiving the process

Introduction
The practitioner demonstrates a capacity for mentalization: the capacity to reflect on one’s own thoughts and feelings and those of others. The practitioner may notices, receive and name (gives voice to) what is going on for the client (mentalization), for themselves (self-attunement) or in the interaction between them.

Practitioners are encouraged to name what they see in terms of the client's behaviours and to wonder out loud what they think the client might be thinking or feeling in the present moment. They are encouraged to name their own feelings, wishes and intentions in the here and now (where appropriate). This can help to develop a trusting relationship between practitioner and client. This requires the practitioner to develop the skill of 'reflecting in action' and to be aware of own feelings and responses. This develops their ability to make connections between their own emotions, physical response and thinking.

For example,

The practitioner observes that the client is no longer able to be present in the shared review, or is unable to receive the practitioner. In a sensitive and attuned manner and in an established safe therapeutic relationship the practitioner will name this observation and be curious about what is going on. Alternatively, the practitioner may decide not to name the observation but to adjust their response. This requires the practitioner to be self-attuned and mindful.

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

CHECK LIST: QUESTIONS FOR RATERS TO ASK THEMSELVES
1. Has the practitioner been able to name behaviours of the client?
2. Has the practitioner been able to name/wonder about emotions/intentions of the client?
3. Has the practitioner been able to name own behaviours?
4. Has the practitioner been able to name own emotions, wishes and intentions?
5. Has the practitioner adjusted their interactions to re-establish contact?
6. Has the practitioner demonstrated sensitivity in the way this has been done?
Item 13 - Widening the Context

Introduction

A useful focus in shared review is supporting clients to think about how the conversation arising in the shared review from watching the video clips can be linked to and useful to consider regarding wider aspects of the client’s lives. The practitioner will be helping clients generalise key learning from the shared review in to other parts of their lives or might think together about how the new learning might influence the next step and focus of the next video.

The practitioner may ask questions (when appropriate) to explore with the client how what they are learning might influence areas of daily life, child development, parent development and integration into the wider family/neighbourhood or community. The practitioner may offer opinions (only once in an attuned dialogue) about how the client may integrate their learning into other aspects of their lives.

Key Features:

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

CHECKLIST: QUESTIONS FOR RATERS TO ASK THEMSELVES

1. Is practitioner widening the context for client by asking questions? (Possibly related to the domains listed in the Traject plan).
2. Is the practitioner offering own opinions of how new learning could be connected to wider contexts?
3. Is the practitioner asking questions to highlight areas of change or encouraging the client to do so?
4. Is the practitioner supporting the connection of the wider context via review of the strengths and working points and linking to the helping questions?