



Psychology and Therapeutic Services

Video Interaction Guidance (VIG)



Video Interaction Guidance, (VIG), is a relationship-based intervention to promote, attunement, empathy and well-being.

Video Interaction Guidance, (VIG), is a strengths-based intervention used to enhance communication within relationships. An educational psychologist acts as guider and uses video clips of real situations.

There is a strong evidence base for VIG:

- in the NICE guidelines for children on the edge of care, children looked after and adopted (<https://www.nice.org.uk/guidance/ng26>)
- the 2019 Cochrane Review endorses video feedback interventions to enhance sensitivity in parents of children at risk of poor attachment ([November 2019 Cochrane Review](#))
- VIG was one of two recommended programmes in the NSPCC's evidence to England's review of the delivery of early interventions (NSPCC 2010)

As a result of the intervention we would expect children to be more confident, be able to communicate more effectively and feel more secure.

We would expect the adult, whether a parent / carer or member of staff, to be able to read the child or young person's cues better, understand how best to help them, understand how the child may be thinking and feeling, be more confident and experience less stress.

VIG is a rich and rewarding experience that is enjoyable because it promotes fun and happiness.

Quotes from work with parents

"I can see how what I'm doing is helping his development and play; I know what he likes to play with and feel more confident in choosing things for him to play with; before I didn't know what, he liked"

"This will be the making of me honestly it will"



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Quotes from our work with schools

It has been good to be able to reflect on what we are doing well.

It reassured me that we are doing positive things as staff, even small actions were proven to help the students which made me feel more positive about my work with them.

VIG can be used in a range of settings, between children/young people and an adult, between adults and between children (see also the leaflet on Video Enhanced Reflective Practice, VERP, for staff development).

There is a research basis to support the use of VIG for children with an autism spectrum condition. The intervention aims to remediate the pattern of interaction to one that is attuned. In turn, this will impact on the child's pragmatic language development as well as receptiveness for learning. This has been demonstrated in other research with long lasting impact (see the Lancet (2016); 388: 2501-2509)

The intervention normally consists of an initial session to set goals and then 3 films and 3 meetings to look at film clips of positive moments. The intervention is strengths-based. A single cycle of one film and one shared review is possible in some situations and can also be used as part of an assessment.

We can also offer VIG Training for practitioners to be able to become accredited VIG practitioners working with adults in their setting or with parents/carers.

For more information or to find out about how you can have Video Interaction Guidance in your school, please contact:

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Further information on what VIG is and the research evidence can be found on:

<https://www.videointeractionguidance.net/>

The parents and carers section has some great videos which describes the process of VIG

