

CASE STUDY

To download the full leaflet 'Supporting Parents to Listen' from the Save The Children website, click on this link:
<https://i.stci.uk/dam/supporting-parents-to-listen-digital-ch11378560.pdf/m8c6bfbk62v3wumi6y10qthw1c665h1e5.pdf>

Video Interaction Guidance (VIG)

The following narrative is a composite, combining several examples to illustrate the VIG approach and the value of supporting parents to listen and 'be with' their baby or young child.

Dad to eight-month-old Ellie is worried that he does not have a bond with his daughter.

Dad is self-critical and feels he is not giving enough to Ellie.

The VIG practitioner shares with Dad a short video clip of Dad interacting with Ellie.

□ They watch the clip twice.

P: What are you noticing? [Open question]

Dad: She's interested in what I'm saying?

P: How do you know she is interested?

[Guiding question to support Dad's reflection]

Dad: She looked at me.

P: Yes she looked at you.

[Using the Dad's language, to empower him]

Let's have another look.

□ They watch the video.

Dad: I turned to her.

P: Yes, you turned to her

[Gives Dad space to reflect further]

Dad: And I moved towards her. She gave me the toy.

□ Practitioner plays video clip again, slows it down, pauses to look closer at those moments the client has noticed, how Dad receives Ellie, and the turn taking between Dad and Ellie.

P: How would you describe what you're seeing?

[Guiding question to support Dad to reflect further]

Dad: We're playing! It looks fun!

[Dad smiles and practitioner

receives his smile - shared enjoyment]

P: What are you doing to help her enjoy it?

[Bringing the focus to what Dad is doing that is working well. Dad unsure]

What emotion are you showing? [Client still unsure]

Let's see what you do with your voice.

□ They watch the video.

Dad: I'm copying her. I go up and down.

P: Yes, your voice goes up and down like hers. You received her, you showed her you heard. Let's watch again.

□ They watch the video.

P: What else do you notice - what are you feeling there?

Dad: I sound excited. I look excited.

P: Yes, your excitement shows in your voice and your face. How is Ellie responding?

Dad: She's smiling at me. [Pause]

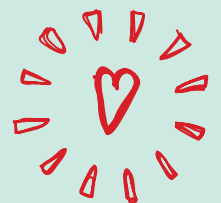
She does recognize my voice. She knows me!

[Dad holds practitioner's eye contact for the first time - he has gained confidence to do this]

P: Yes, definitely, she knows your voice. She knows that you're her Dad.

Later in the shared review, Dad reflects: "It's amazing how the smallest things - just sitting with her and sharing her excitement - means a lot to her. I didn't think I was doing anything but I can see that I am. I can see she wants to play with me. That feels good."

This new understanding is important for Dad, who now feels that he is giving Ellie something by being with her and being attentive, sharing the enjoyment. He is beginning to reflect on what he is doing that is helpful and which can be built on in future VIG sessions.



Video Interaction Guidance (VIG) is a strengths-based, brief intervention that promotes attunement, sensitivity, and mentalization in relationships. VIG highlights and builds on attuned moments in interaction. Parents are supported by a VIG practitioner to view and reflect together on strengths-based micro-moments of video. The principles and practice of VIG can be used to work within any relationship. VIG is effective with parents and carers of children across all ages (including babies and unborn babies). VIG is used in a variety of contexts, including health, schools and social care. VIG has an established UK training and accreditation programme which includes on-going video-reflective supervision, and rigorous accreditation criteria. This composite case study was kindly provided by Rachel Pardoe, Child Psychotherapist and VIG Supervisor from Early Years Emotional Security (Early YES) Limited.