

The Method : VIT – Video Interaction Training¹

Theoretical background

The Method is based on a model developed by Harrie Biemans and his team through Orion and SPIN (Stichting Promotie Intensive Thuisbehandling Netherlands) projects over the last 25 years.



Professor Colwyn Trevarthen at Edinburgh University has provided the central theoretical core (Primary and Secondary Intersubjectivity and Mediated Learning) of this method and has been personally involved in its development from the start. The idea is to use principles which promote successful early mother-infant dialogue as the framework for picking out positive moments in any communication.

These are called the „**Contact Principles**“ or „**Principles for Successful Communication**“. VIT (VIG) uses these Contact Principles as a framework for video micro-analysis starting with **adult’s attuned responses to children’s initiatives**.

VIT (VHT/VIG) is a way of reviewing video clips of their own successful communication with clients and professionals.

The process begins by helping the family or professional to negotiate their own goals. Asking them what it is they want to change helps to ensure that they are engaged in the process. Adult-child interactions are then filmed and edited, to produce a short film that focuses on the positive.

The core of all SPIN training and practice is a basic three-step process.

Step 1: Making video



Videotrainer makes a short 10-15 minute on-site video.

¹ also VIG – Video Interaction Guidance or VTI – Video Training of Interactions

Step 2: Analysis and micro - analysis of successful moments



Videotrainer analyses and edits the video to assess strengths, set training goals and plan feedback.

In the sessions that follow, the family or professional reviews the moments of successful interaction, particularly those when the adult has responded in a positive way to the child's action or initiative using a combination of non-verbal and verbal responses. They reflect collaboratively on what they are doing that is contributing towards the achievement of their goals, celebrate success and then make further goals for change. These reflections move very quickly from analysis of the behaviour to the exploration of feelings, thoughts, wishes and intentions.

Depending upon the setting, as few as four SPIN cycles, or as many as 24 can be used to strengthen families, develop stronger teachers, improve practice or enhance leadership.

Step 3: Video Feedback Of Selected Clips

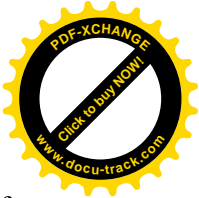
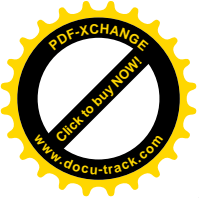
Videotrainer shows selected video to highlight and review strengths, build competence and enhance motivation, and teaches skills in detailed one-on-one coaching sessions.



VIT (VHT/VIG) emphasises that change can be achieved more effectively and in a more empowering way in the context of a 'coaching' relationship, which is collaborative rather than prescriptive, empowering rather than deskilling and conveys respect for strengths and potential. Throughout filming and feedback sessions parents and professionals can be supported to become more sensitive to children's communications to them and aware of how they themselves can respond in a positive way. Being able to stand back and look at themselves on screen and the process of actually observing themselves communicating effectively is empowering and changes self-perception.

VIT (VIG) is based on three components all of which are supported by strong research evidence as being effective in promoting learning and change.

- § **video self-modelling**
- § **the use of video reflective feedback**
- § **involving the learner as an collaborative 'empowered' partner**



All practitioners are also involved in their own supported reflection through the analysis of themselves in filmed interaction. The films of the feedbacks are used in supervision to develop guider's attunement to clients.

