

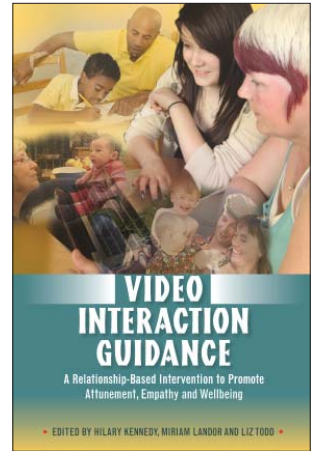


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Video Interaction Guidance A Relationship-Based Intervention to Promote Attunement, Empathy and Wellbeing



Edited by Hilary Kennedy, Miriam Landor and Liz Todd

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'Video Interaction Guidance (VIG) is undoubtedly an intervention whose time has arrived, and we need wide-ranging groups of practitioners including midwives, health visitors and social workers, to develop the necessary knowledge and skills to intervene with families using this highly effective method of working to bring about change. This book will be an important first step in achieving that.'

- Professor Jane Barlow, Professor of Public Health in the Early Years, University of Warwick, UK

'This book is the first to offer a comprehensive introduction to Video Interaction Guidance, together with an accessible account of the strands of theory and research underpinning the approach.'

- Professor Norah Frederickson, Director, Educational Psychology Group, University College London, UK

'This is a book of hope. It shows us a way out of the despair of social dysfunction, a way out of continuing with relationship patterns that have become jagged and draining... It also becomes clear that VIG requires only a modest investment of time or money.'

- Dr M. Suzanne Zeedyk, Senior Lecturer in Developmental Psychology, University of Dundee, UK

'A therapy that promotes interactive attunement between adults and children is taking the world of therapy by surprise. With the help of a simple video camera focusing on the good moments of human interaction, however limited these may be, its practitioners empower their clients, bring a smile to their wary faces and achieve real positive changes in the attachment of their children.'

- Dr Felicity de Zulueta, Honorary Consultant Psychiatrist in Psychotherapy and Senior Lecturer in King's College London, UK

Video Interaction Guidance (VIG) is an effective intervention which builds positive relationships through filming and feedback sessions. By micro-analysing actions and communications in this way, clients are supported to resolve their current difficulties and increase their sensitivity and attunement within the relationship.

Bringing together contributions from researchers and practitioners across a range of professions, this book provides a definitive introduction to VIG. The book explains the theory behind the approach, reviews research evidence, and offers case studies that document how VIG has been successfully applied to family relationships, schools and higher education, individuals with communication and developmental disorders, and as a reflective professional development tool. The approach is then discussed from a range of theoretical perspectives and within the contexts of narrative therapy, infant and attachment interventions, positive psychology and mindfulness.

This authoritative and comprehensive guide to VIG will be an important text for psychologists, psychiatrists, counsellors, social workers, therapists, and mental health and education professionals, as well as students and academics in these fields.

Hilary Kennedy has been developing VIG training in Educational Psychology Services in the University of Dundee, Scotland, and then expanding to UK-wide training across different professions since she started her own training in VIG in the Netherlands in 1993. She was the founder of the Video Enhanced Reflection on Communication Centre at the University of Dundee. She has over 35 years of experience as an educational psychologist and currently is a freelance VIG trainer and an honorary senior lecturer at University College London. Miriam Landor is an Associate Tutor / lecturer on the MSc Educational Psychology programme at the University of Dundee and is also an educational psychologist with West Lothian Council Psychological Services, Scotland. She has a background in early years education and is also a VIG supervisor and trainer. Liz Todd is Professor of Educational Inclusion at Newcastle University. She practises and trains others in VIG and she has over 20 years of experience as an educational psychologist working with families, schools and professionals. Liz plays a leading role in Newcastle University's Research Centre for Learning and Teaching with a number of funded research projects.

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