

A systematic review of the existing research around parent-child interaction video interventions and an exploration of the learning space created within Video Interaction Guidance Supervision

Kathryn Parker

Doctorate in Applied Educational Psychology
School of Education, Communication and
Language Sciences

August 2011

Abstract

The most important aspect of good supervision is said to be the relationship, yet we know little about what type of relationship may support the learning process in supervision. The aim of this project was to explore the current literature on, and the learning process within Video Interaction Guidance (VIG) supervision, which is widely acknowledged for its focus on developing attuned interactions. This is a relatively under-researched area both within the VIG literature and in the wider supervision literature more generally, where there is little mention of VIG as a potential supervisory model or approach. Due to the limited literature and research on VIG and supervision the systematic review widened the search to explore the impact of the use of video to support care giver-child interactions. Results suggested that there were short term effects on the interaction, although the long term effects were unclear. The following research asked two questions a) what kind of learning occurs within VIG supervision, and b) what type of supervision brings this about. Seven VIG facilitators, training to become VIG guiders were interviewed on their supervision sessions. VIG supervision was described as qualitatively different from more process driven supervision which was generally viewed as being less meaningful, beneficial and supportive. The types of learning that were supported are discussed.

Acknowledgements

*With many thanks to Dr Liz Jodd and
Dr Richard Parker for their support and guidance
throughout this research project*

Table of Contents

1: A systematic review of the existing research around parent-child interaction video interventions	pg. 8
1.1 Introduction	pg. 8
1.1.1 <i>Supervision</i>	pg. 8
1.1.2 <i>Supervision and Video Interactive Guidance</i>	pg. 9
1.1.3 <i>Current research focus</i>	pg. 10
1.1.4 <i>Outcome</i>	pg. 11
1.1.5 <i>Adapted research focus</i>	pg. 11
1.2 The Review Method.....	pg. 11
1.2.1 <i>Identifying and describing studies: The initial search</i>	pg. 12
1.2.2 <i>Identifying and describing studies: The in-depth review</i>	pg. 13
1.2.3 <i>Assessing quality of studies and weight of evidence (WoE)</i>	pg. 20
1.3 Findings.....	pg. 20
1.3.1 <i>General characteristics of the studies included in the in-depth review</i>	pg. 20
1.3.2 <i>Experimental design of the studies included in the in-depth review</i>	pg. 22
1.3.3 <i>Weight of evidence</i>	pg. 22
1.3.4 <i>Outcomes and effectiveness</i>	pg. 24
1.4 Conclusions and Recommendations.....	pg. 29
1.4.1 <i>Limitations of this review</i>	pg. 31
1.4.2 <i>Implications of research on systematic review research question</i>	pg. 32
1.4.3 <i>Recommendations for further research and practice</i>	pg. 32

1.5 References.....	pg. 34
2. Bridging Passage.....	pg. 41
2.1 Theory and context.....	pg. 41
2.2 Systematic Review.....	pg. 42
2.3 Research Report.....	pg. 43
2.4 Nature and type of research.....	pg. 44
2.5 Methodology.....	pg. 44
2.5.1 <i>Sample</i>	pg. 45
2.5.2 <i>Data Generation & Collection</i>	pg. 45
2.5.3 <i>What other methods I might have used</i>	pg. 46
2.6 Reflexivity.....	pg. 47
2.7 Thematic Analysis.....	pg. 48
2.7.1 <i>Transcription</i>	pg. 48
2.8 Audit Trail and Rigour	pg. 49
2.9 What Else I Might Have Done.....	pg. 49
2.10 References.....	pg. 50
3. Empirical Study: An exploration of the learning space created within Video Interaction Guidance Supervision.....	pg. 53
3.1 Introduction.....	pg. 54
3.1.1 <i>Supervision</i>	pg. 57

3.2 Method.....	pg. 60
3.2.1 <i>Data analysis</i>	pg. 61
3.2.2 <i>Audit trail and rigour</i>	pg. 61
3.2.3 <i>Deviant case analysis</i>	pg. 62
3.2.4 <i>Ethical considerations</i>	pg. 62
3.3 Findings.....	pg. 63
3.3.1 <i>What kind of learning is experienced in VIG Supervision?</i>	pg. 63
3.3.2 <i>What kind of supervision brought this about?</i>	pg. 67
3.4 Discussion.....	pg. 71
3.5 References.....	pg. 74
 Appendices	
Appendix a: Consent Forms.....	pg. 81
Appendix b: Interview questions.....	pg. 82
Appendix c: Contact Principles taken from (Kennedy & Sked, 2008).....	pg. 83
Appendix d: Audit trail.....	pg. 84

List of tables and figures

Table 1.1: The systematic review stages.....	pg. 11
Table 1.2: Terms used for the literature search.....	pg. 12
Table 1.3: Updated terms used for the literature search.....	pg. 12
Table 1.4: Description of the studies' methods and outcomes	pg. 15
Table 1.5: Weight of evidence.....	pg. 23
Table 1.6: Results according to variable outcome (short term)	pg. 25
Table 1.7: Results according to variable outcome (follow up)	pg. 29
Table 3.1: Thematic Analysis Process (Braun & Clarke, 2006)	pg. 61
Figure 3.1: The kinds of learning that occur during VIG supervision	pg. 64
Figure 3.2: The kind of supervision which brought the learning about	pg. 68

1. A systematic review of the existing research around parent-child interaction video interventions

Abstract

The aim of this systematic review was originally to explore the current literature on Video Interaction Guidance (VIG) and supervision. This however is a relatively under-researched area both within the VIG literature and in the wider supervision literature more generally, where there is little mention of VIG as a potential supervisory model or approach. Due to the limited literature and research on VIG and supervision the systematic review widened the search to explore the impact of the use of video to support care giver-child interactions. Nine studies were critiqued to assign overall effectiveness through weight of evidence measures (EPPI-Centre, 2002) and effect sizes. Results suggested that there were short term effects on the interaction, although the long term effects were unclear. Discussion focuses on the implications of these findings in relation to the research project.

1.1 Introduction

1.1.1 Supervision

Supervision acts as an element to guide learning, understanding and confidence in practice in the work place (Schön, 1987, 1988, 1991). It is a process, described by Bromme and Tillema (1995) ‘...as fusing theory and experience...’ (p.266). ‘Professional development is a long term if not life time activity’ (Sayeed & Lunt, 1992, p.156). Those receiving supervision have also documented its importance (Pomerantz, Leyden, Lunt, Osborne, Powell *et al.* 1987; Webster, Hingley & Froney, 2000). Supervision is likely to be necessary for improved services (Pomerantz *et al.* 1987), continuing professional development (CPD) and in professional training routes (e.g. Carrington, 2004).

The case that supervision is beneficial to professional learning and development is well made by Schön (1987, 1988, & 1991). In 1987 he identified that there are two types of reflective practice that occur in the workplace: reflection-in-action and reflection-on-action. It is reflection-on-action (and that which occurs in the form of supervision) that is of specific relevance to this

review. It involves a retrospective process and uses the outcomes of the reflection to influence future practice.

In spite of the claimed importance of the relationship between supervisor and supervisee (Worthen & McNeil, 1996; Black, 1988; Loganbill, Hardy & Delworth, 1982), theoretical models offer little in-depth discussion around this, other than by suggesting that reciprocity and co-operation are beneficial (Carrington, 2004; Scaife, 1993). As Worthen and McNeil (1996) suggest: ‘...a more central role and examination of the supervisory relationship in theory building may be warranted.’ (p.32).

1.1.2 Supervision and Video Interactive Guidance

Video Interaction Guidance (VIG (Biemans, 1990)) is an intervention that seeks to enhance communication and interaction between individuals. It has traditionally been used in a family setting, but is increasingly used to assist the communication of professionals and clients (Kennedy & Sked, 2008). Its aim is to give individuals a chance to reflect on their interactions, drawing attention to elements that are successful in supporting clients to make changes when desired.

It was developmental psychology, with its emphasis on adult-child relations that gave birth to the building blocks underpinning VIG. However, through the research paradigm that identified them, Kennedy and Sked (2008) discuss how the principles can be valid in adult client-professional interaction or indeed professional-professional interaction. Trevarthen’s work also stems from infant: adult interactions although links can be made to interactions of any type or age of partners. This is supported by Stern (1971) who collaborated with experts on adult dialogue dynamics. Stern (1994) argues that timing provides the “backbone” of all interpersonal representations and Beebe, Jaffe, Lachman, Feldstein, Crown, *et al.* (2000) suggest that individuals are always co-ordinating their vocal rhythms to interactive partners seen both in infant-adult interactions and adult-adult conversations.

The VIG approach, built on theories of intersubjectivity (Trevarthen, 2008), supports the presence of attunement (Stern, 1971) between individuals. Stern summarises attunement as a matching between mother and infant of emotional

states. This can be cross-modal (and as such dependent upon using the same mode of verbal or nonverbal communication by both interactants). This can be seen by a 'musicality' of communication; one where there is turn-taking, imitation and a following of the others' initiatives. Due to the nature of this type of intersubjective process, if it occurs within a supervisory relationship it is likely to support co-operation, reciprocity, and open communication necessary for learning, understanding and confidence to develop. That is not to say that all supervision needs to be viewed as peer-peer or something that includes minimal challenge, but instead it may be that having an element of mutuality will likely support the learning of both parties despite their roles within professional hierarchies (Carrington, 2004).

Due to VIG's focus on the development of a relationship that supports interactions, open communications and learning, it may be useful to consider such an approach alongside the supervisory relationship. This notion is supported by Dunsmuir and Leadbetter, (2010) who, in the British Psychological Society guidelines, acknowledge that VIG supervision is an example of: '...specialist/therapeutic competence supervision...' (Dunsmuir & Leadbetter, 2010, p.8). It is also discussed by Šilhánová and Sancho (2011) who detail the process in more depth. There is yet however little research on the process and in particular how it is experienced by its contributors. In addition literature around how the sensitivity of another's responsiveness supports interactions is also likely to help in understanding the complexities of the supervisory process and how to support open communication.

1.1.3 Current research focus

The aim of this paper was to explore the current literature on how the VIG approach may support the supervisory process, with particular relation to what kinds of learning may occur. The research questions were as follows:

- 1). What is the existing literature on VIG and supervision?
- 2). How does the VIG approach, if at all, affect the supervisory process?

1.1.4 Outcome

There was little empirical research into supervision and VIG. There was also little research that focuses upon supervision and video, and the papers that did were not focused specifically upon the interaction or the relationship. I therefore decided that a literature search should be done in a broader area, the most relevant being the investigation of the influence of video interventions specifically on parent/guardian interactions.

The points below highlight the parallels I have identified between parent-child interactions and the communicative process observed in supervision. These are:

- The two way process that is seen between mother and child and in the supervisory relationship
- The educative element of learning seen in both supervision and parent-child interactions

1.1.5 Adapted research focus

The following research question was considered in light of the previous findings

1) What is the evidence of effectiveness around the use of video feedback on parent/guardian-child interactions?

1.2 The Review Method

This review employs the systematic method described by Petticrew and

1. Clearly define the review question
2. Determine the types of studies needed to answer the question
3. Carry out a comprehensive literature search to locate these studies
4. Screen the studies found using inclusion criteria to identify studies for in-depth review
5. Describe the included studies to 'map' the field, and critically appraise them for quality and relevance
6. Synthesise studies' findings

Table 1.1: The systematic review stages (adapted from Petticrew and Roberts, (2006))

Roberts (2006), which has a number of stages, summarised in Table 1.1 and detailed below.

1.2.1 Identifying and describing studies: The initial search

To locate relevant studies, electronic databases were searched. The initial search terms are shown in Table 1.2. Due to the lack of relevant literature these terms were changed to move the search to the nearest relevant area. These

<i>Target population terms</i>
Adult / profession* / peer / supervis* / continuing professional development / reflective pract*
<i>Outcome terms</i>
Intersubjectivity / attune* / interact* / relation* / interperson* / engage* / communicat* / sensitivity /
<i>Intervention terms</i>
Video interact* guidance / video / feedback
* indicates shortened phrases for searches (e.g. profession* would include professionalism, professionals, professional etc.)

Table 1.2: Terms used for the literature search

can be seen in Table 1.3. Consultation of previous studies (Sukhodolsky, Kassinove & Gorman, 2004; Beck & Fernandez, 1998) and database thesauri (where available) ensured that the universe of appropriate synonyms was

<i>Target population terms</i>
Parent / mother / father / adult / child / infant
<i>Outcome terms</i>
Sensitivity / relation* / dyad / communicat* / intersubjectivity / attunement / engage* / interact*
<i>Intervention terms</i>
Video interact* guidance / video / feedback
* indicates shortened phrases for searches

Table 1.3: Updated terms used for the literature search

included in the intervention, outcome and target population search term categories.

The following electronic databases were searched: CSA Illumina; Educational Resource Index and Abstracts (ERIC); ERIC-British Education Index; Informaworld; Jstor; Ovid Medline; Psychinfo; ScienceDirect; Zetoc; Web of Science; Wiley-Blackwell journals. All searches were conducted between September and December 2009.

The inclusion criteria are a set of agreed conditions that studies must meet in order to be included in different stages of the review, based on the research question.

The following were used for the initial screening of the studies identified from the literature search:

- PARTICIPANTS: Included parental guardians and their infants.
- SETTINGS: Home or clinic. All countries were included.
- INTERVENTION: Described a video intervention that aimed to affect the relationship between the parental guardian and the infant.
- STUDY DESIGN: Treatment targets were explicitly stated and included at least one of the following: enhanced maternal sensitivity; enhanced attunement; enhanced intersubjectivity; increase in open communication; enhanced engagement; enhanced interaction quality; enhanced relationship quality.
- TIME, PLACE AND LANGUAGE: Studies were reported in English. There was no exclusion criterion judged on date i.e. all studies were included to date.

This process identified seventy-five studies which met the initial criteria.

1.2.2 Identifying and describing studies: The in-depth review

At the next stage of the search, the following additional criteria were applied to the seventy-five studies in the systematic map to identify the studies for inclusion in the in- depth review:

- PARTICIPANTS: No additional criteria.

- **SETTINGS:** No additional criteria.
- **INTERVENTION:** Described a video intervention that focused specifically upon the interaction between the parental guardian and the infant. However video interventions that worked in tandem with other therapies such as psychodynamic interventions / counselling were excluded, as it was judged impossible to isolate the factor causing noted effects.
- **STUDY DESIGN:** Included studies were empirical examinations of the relationship between video interventions and the interaction between parental guardian and infant. The researchers collected their own data (reviews and meta-analyses were excluded). Studies included outcome data on at least one variable that focused upon enhancing the interaction.
- **TIME, PLACE AND LANGUAGE:** Studies were published in peer-reviewed journals or books (unpublished dissertations were excluded).

There were two stages included in the process of identifying studies for inclusion in the in-depth review. Firstly, titles, abstracts and keywords of identified records were screened to exclude ineligible studies (if specified in sufficient detail) leaving nine eligible studies. Full texts of remaining reports were reviewed and additional ineligible studies excluded leaving nine quantitative studies for inclusion.

Studies identified as meeting the in-depth inclusion criteria were analysed and summarised in tabular form, providing a description of each study's methods (see Table 1.4). The Table provides a summary of each study's outcomes, including outcomes measured and gains made and effect sizes. Some studies provided their own measures of effect size. For others, Cohen's *d* was calculated. Cohen's *d* is defined as the difference between two means divided by the pooled standard deviation for those means. It was selected over other effect size measures, as its growing popularity is making it the standard (thus enabling immediate comparison to increasingly larger numbers of published studies). Furthermore, it has clearly delineated benchmarks: effect sizes of 0.20

Table 1.4: Description of the studies' methods and outcome

Study	Age Group	N	Treatment /Intervention Group (T)	Comparison Groups (C)	Dependent Measure	Results (M=mean; SD=standard Deviation; n=Number in group)	g (effect size)
1. Kalinauskiene, Cekuoliene, Van IJzendoorn, Bakermans-Kranenburg, Juffer, and Kusakovskaja (2009).	<ul style="list-style-type: none"> • Infants (7 mths) • Mothers (first born infants) 	54	<ul style="list-style-type: none"> • 5 Intervention sessions (90 minute) based on Video-feedback intervention to promote positive parenting (VIPP) (Juffer, Bakermans-Kranenburg & Van IJzendoorn, 2008) 	<ul style="list-style-type: none"> • Contacted monthly by phone for 5 months 	Maternal sensitivity: measured by 9-point rating scale (Ainsworth, Bell & Stayton, 1974)	T=M(5.25), SD(0.83) C=M(4.63), SD(0.76) N(T)=26 N(C)=28	0.78 (0.22-1.32)
2. Moran, Pederson, and Krupka (2005)	<ul style="list-style-type: none"> • Mothers=<20yrs old; uneventful delivery; infant born full term; no medical complications • Infants=6 mths old (study lasted 2 years) 	100	<ul style="list-style-type: none"> • 8 home visits (1hr long) involving: building rapport with mother; mother and infant video-taped; playback of video to mother 	<ul style="list-style-type: none"> • 1 home visit at 9 months old • Interview and video tape made 	Maternal Sensitivity: measured by the Maternal Behaviour Q-Sort (Pederson, Gleason, Moran & Bento, 1998)	NP	NP
NA = Not Applicable				NP = Not Possible			

Study	Age Group	N	Treatment Group (T)	Comparison Groups (C)	Dependent Measure	Results	g
3. Stein, Woolley, Senior, Hertzmann, Lovel, Lee, Cooper, Wheatcroft, Challacombe, Patel, Nicol-Harper, Menzes, Schmidt, Juscak and Fairburn (2006)	<ul style="list-style-type: none"> • Women aged 18-45yrs • With infants 4-6 months old (when started) and 12mths (when finished) 	77	<ul style="list-style-type: none"> • 13 sessions: 1 hour • Focus on mealtimes • Self help manual 	<ul style="list-style-type: none"> • 13 sessions: 1 hour • Received supportive counselling • Self help manual 	Not reported	NP	Odds ratio: 0.27
4. Benoit, Madigan, Lecce, Shea, and Goldberg, (2001)	<ul style="list-style-type: none"> • Mothers age in years: Intervention group -M (32.3 yrs) -SD (6.7) • Mothers age in years: Control group -M(30.8) -SD(5.9) • Infants age in months: Intervention group -M(18.2) -SD(5.9) • Infants age in months: Control group -M(17.5) -SD(7.9) 	28	<ul style="list-style-type: none"> • 5 sessions: 90 min weekly feedback of play-focused intervention (modified Interaction Guidance) (McDonough, 1993; 2000) 	<ul style="list-style-type: none"> • 7 sessions: 90 mins • behaviour therapy 	Atypical Maternal Behaviour Instrument for Assessment and Classification (AMBIANCE) (Bronfman, Parsons & Lyons-Ruth, 1999)	T=M (11.7), SD(11.1) C=M (26.4), SD(12.1) N(T)= 14 N (C)=14	-1.27 (-2.04 - -0.42)

Study	Age Group	N	Treatment Group (T)	Comparison Groups (C)	Dependent Measure	Results	
5. Robert-Tissot; Cramer; Stern; Rusconi Serpa; Bachman; Palacio-Espasa; Knauer; De Muralt; Berney and Mendiguren (1996)	<ul style="list-style-type: none"> Mothers: M(31); SD(4.6) Fathers: M(34); SD(6.3) Infants: M(15.6 mth); SD(8.4) 	75	<ul style="list-style-type: none"> Mean number of sessions: 7 (Range 1-12) Interaction Guidance Therapy 	<ul style="list-style-type: none"> Weekly sessions: Mean = 5.5 Psycho-dynamic Therapy 	Maternal and infant behaviour during interactions measured by the Symptom Check-List (Robert-Tissot, Rusconi Serpa, Bachman, Besson, & Cramer <i>et al.</i> 1989)	0.61 (0.14-1.07)	
					Post-Test; 1 week after treatment		T=M (5.29), SD(1.83) C=M (4.15), SD(1.88) N(T)= 33 N(C)=42
					Evaluation; 6 months after treatment		T=M (5.96), SD(1.51) C=M (5.18), SD(2.04) N(T)= 33 N(C)=42

Study	Age Group	N	Treatment Group (T)	Comparison Groups (C)	Dependent Measure	Results	g
6. Van Zeijl; Mesman; Van Ijzendoorn; Bakermans-Kranenburg; Juffer; Stolk; Koot; Alink (2006)	<ul style="list-style-type: none"> Mothers: M=33yrs Children: M= 26.99months 	237	<ul style="list-style-type: none"> 6 sessions lasting 1.5hr: following the VIPP-SD method (Juffer <i>et al.</i> 2008) 	<ul style="list-style-type: none"> 6 telephone calls Calls took form of interview 	Mothers supportive presence, intrusiveness and clarity of instruction (Egeland, Erickson, Clemenhagen-Moon, Hiester & Korfmacher, 1990)	T=M(-0.00), SD(2.19) C=M(0.00), SD(2.44) N(T)= 120 N(C)=117	0 (-0.25-0.25)
7.Juffer; Hoksbergen; Riksen-Walraven; Kohnstamm (1997)	<ul style="list-style-type: none"> During study infants were between 5-12 months of age Adoptive mothers: (M=32.52yrs); (SD=3.35) Adoptive fathers: (M=34.62yrs); (SD=3.48) 	90	<ul style="list-style-type: none"> 3 sessions: Book and video feedback 	<ul style="list-style-type: none"> Control group: no intervention Comparison group: Book group 	Sensitivity (Ainsworth <i>et al.</i> 1974)	T= M (5.8), SD (1.4) C1= M (5.2), SD (1.5) C2= M (5.4), SD (1.8) N (T) = 30 N (C1) = 30 N(C2)=30	T v C1 0.41 (-0.1-0.92) T v C2 0.25 (-0.26-0.75)

Study	Age Group	N	Treatment Group (T)	Comparison Groups (C)	Dependent Measure	Results	g
8. Juffer, Bakermans-Kranenburg and Van Ijzendoorn (2005)	<ul style="list-style-type: none"> During study infants were between 5-12 months of age 	130	<ul style="list-style-type: none"> 3 sessions: Book and video feedback 	<ul style="list-style-type: none"> Control group: no intervention program Comparison group: Book group 	Sensitivity (Ainsworth <i>et al.</i> 1974)	T= M(5.64), SD(1.61) C1= M(4.84), SD(1.71) C2= M(5.37), SD(1.79) N(T)=50 N(C1)=50 N(C2)=30	T v C1 0.48 (0.08-0.88) T v C2 0.16 (-0.29-0.61)
9. Klein Velderman; Bakermans-Kranenburg; Juffer; Van Ijzendoorn; Mangelsdorf; and Zevalkink (2006)	<ul style="list-style-type: none"> Mothers: M=27.8yrs SD=3.63 Infants: M=6.83 months SD=1.03 	81	<ul style="list-style-type: none"> 5 Home visits; VIPP method (Juffer <i>et al.</i> 2008) 	<u>Control</u> <ul style="list-style-type: none"> 5 Home visits questionnaire on social support complete a baby's diary- behaviour video observations Rep-resentational discussions <u>Comparison group</u> <ul style="list-style-type: none"> baby's diary-Used to discuss baby's crying behaviour video observations 	Sensitive responsiveness (Ainsworth <i>et al.</i> 1974)	NP	NP
NA = Not Applicable				NP = Not Possible			

are small, 0.50 are medium, and 0.80 are large (Cohen, 1992). It should be noted that some studies did not provide enough detail to enable accurate effect size calculation. For these studies the Weight of Evidence tool (EPPI-Centre, 2002) was used to assess quality and relevance to the study.

1.2.3 Assessing quality of studies and weight of evidence (WoE)

Studies included in the in-depth review were analysed using the EPPI-Centre weight of evidence (WoE) tool (EPPI-Centre, 2002). Three criteria were considered in order to assess quality and relevance to each study in transparent way (see Cifuentes & Yi-Chaun, 2000). An overall weight of evidence was given based on:

1) Quality of execution

- Do the authors describe any ways they have addressed the reliability and validity of their data collection tools and methods?
- Do the authors describe any ways they have addressed the validity or trustworthiness of data analysis?
- To what extent are the research design and methods employed able to rule out any sources of error/bias which would lead to alternative explanations for the findings of the study?

2) Quality of Design

- What is the appropriateness of research design and analysis for addressing research question?

3) Relevance

- What is the relevance of the particular focus of the study (including conceptual focus, context, sample and measures) for addressing the research question?

1.3 Findings

1.3.1 General characteristics of the studies included in the in-depth review

Table 1.4 summarises the characteristics of the nine studies included in the in-depth review. Just over half of the studies included were conducted in The Netherlands (N=5). They all focused on some form of video intervention (N=9)

that specifically focused on the interaction between the parental guardian and the child. The majority looked at putting the intervention into place in the home context (N=7), one was based in a clinic (professional setting) and one does not provide this information. Seven of the nine studies used randomised controlled trials meaning that participants were allocated to different groups based on a fully random schedule. The other two studies used a method of non-random allocation in order to assign participants to differing groups.

Three of the nine studies used Ainsworth *et al.*'s (1974) definition of maternal sensitivity (Kalinauskiene *et al.* 2009; Van Zeijl *et al.* 2006; Juffer *et al.* 1997). Benoit *et al.* (2001) provided their own definition which related to the: "...care-givers' inability to 'read' children's signals, insensitive responses to their children's cues and signals, and various forms of maltreatment (which can be viewed as extreme sensitivity)' (p.614). Of the other five, no definition was provided, however one of the studies (Juffer *et al.* 2005) used Ainsworth *et al.*'s (1974) rating scale to measure sensitivity and two (Moran *et al.* 2005; Klein Velderman *et al.* 2006) used the Adult Attachment Interview (George, Kaplan & Main, 1985; Hesse & Main, 2000). The last two gave no definition of sensitivity (Robert-Tissot *et al.* 1996; Stein *et al.* 2006).

The targeted populations were varied. Two studies focused on parental guardians who had adopted children. Three focused on families with children/infants who according to the researchers were showing behavioural difficulties. One looked at mothers who had eating disorders and another focused on children with feeding problems. The last focused on mothers who showed low sensitivity in their interactions with the child. Male participants (N=428) outweighed females (N=389), although not significantly. However one study didn't report the break-down of gender in their sample. All the studies focused on the mother and child as opposed to looking at the father.

Sample sizes varied widely (range = 28 to 237), with a median of 81. Five of the studies reported length of sessions with two lasting an hour and three one and a half hours. There was also range in the number of sessions (from three to eight visits) and the duration of the programme (five weeks – eight months).

Five studies provided follow-up data, and these varied from six to forty months post intervention.

1.3.2 Experimental design of the studies included in the in-depth review

All studies included a control group, with random allocation to groups used in the majority of cases (N=7). Many of these studies took further measures to ensure internal validity, including looking at differences between sample demographics (Benoit *et al.* 2001; Robert-Tissot *et al.* 1996; Van Zeijl *et al.* 2006; Juffer *et al.* 1997; Klein Velderman *et al.* 2006), fidelity of implementation (the extent to which the research design and methods employed were able to rule out sources of error or bias) (Kalinauskiene *et al.* 2009; Moran *et al.* 2005; Stein *et al.* 2006; Benoit *et al.* 2001; Van Zeijl *et al.* 2006) and checks relating to reliability of data analysis such as inter-coder reliability (Kalinauskiene *et al.* 2009; Moran *et al.* 2005; Stein *et al.* 2006; Benoit *et al.* 2001; Robert-Tissot *et al.* 1996; Van Zeijl *et al.* 2006; Juffer *et al.* 1997; Juffer *et al.* 2005; Klein Velderman *et al.* 2006).

There was however considerable difference regarding the use of control and comparison groups to establish effect. Some of the studies used a control group that had no intervention, others had a control group that had some form of intervention so as to minimise the effects of having outsider support, which is likely to have ethical implications (Kalinauskiene *et al.* 2009; Moran *et al.* 2005; Stein *et al.* 2006; Van Zeijl *et al.* 2006).

Some of the studies just had a comparison group and a treatment group which compared therapeutic interventions (Benoit *et al.* 2001; Robert-Tissot, 1996; Klein, 2006). Other studies included both a control group and a comparison group (Juffer *et al.* 1997; Juffer *et al.* 2005).

1.3.3 Weight of evidence

Following the procedures outlined above, judgements were made of all included studies, including an overall weight of evidence. These are summarised in Table 1.5. The synthesis indicates that all of the nine studies were seen as providing medium overall weight of evidence (D). One of the studies was seen as providing high quality of execution as it was more rigorous in terms of assessing the validity and reliability of the research findings. In

particular there was a high level of treatment fidelity checks. Intercoder-reliability was ensured and the sample was from a more varied population. Only

	A (Quality of execution)	B (Quality of Design)	C (Relevance)	D (Overall weight of evidence)
Kalinauskiene <i>et al.</i> (2009)	High/Medium	Medium	Medium	Medium
Moran <i>et al.</i> (2005)	High	Medium	Medium	Medium
Stein <i>et al.</i> (2006)	Medium/High	Medium	Medium	Medium
Benoit <i>et al.</i> (2001)	Medium	Medium	Medium	Medium
Robert-Tissot <i>et al.</i> (1996)	Medium/High	Medium	Medium	Medium
Van-Zeijl <i>et al.</i> (2006)	High/Medium	Medium	Medium	Medium
Juffer <i>et al.</i> (1997)	High/medium	Medium	Medium	Medium
Juffer <i>et al.</i> (2005)	High/medium	Medium	Medium	Medium
Klein Velderman <i>et al.</i> (2006)	High/medium	Medium	Medium	Medium

Table 1.5: Weight of evidence

one of the studies was seen as being medium in its quality of execution. This was due to the measuring tool being a relatively new instrument and Benoit *et al.* (2001) having provided no discussion regarding current or previous reliability or validity checks for the instrument. All of the other studies were deemed to provide a medium/high quality of execution. They all used a control group and attempted to show awareness of the validity and reliability of their research. As such these worked toward being methodologically sound and thereby more closely addressed the effectiveness of video interventions for parent-child interactions.

Table 1.5 indicates that all of the studies were seen to provide a medium quality of design and relevance to the systematic review question. This was inevitable due to the research focus on parent-child interaction as opposed to the interaction seen specifically within a supervisory relationship which is the focus of the review question. Despite this all of the studies used video as a form of intervention to help support the interaction and therefore hold some relevance and similarity of design to the review question.

1.3.4 Outcomes and effectiveness

Short term effects

Table 1.5 shows that the majority of studies suggest that the video intervention has a significant impact on parent-child interactions. Direct comparison between the studies was more difficult due to the varying criteria measuring effectiveness, the different outcome variables measured and the variety of instruments used. Also not all of the studies provided an effect size and some did not provide enough information to calculate one. In order to try and make valid comparisons the studies have been grouped according to similarity as much as possible. The results are summarised in Table 1.6.

Table 1.6 indicates that the main outcome focus was on maternal sensitivity (n=6). As mentioned the table shows that the majority of the outcomes were affected significantly in the short term, by a video based intervention. The effect sizes however show a more mixed picture. The studies also used control groups differently. Two had a control group with no/minimal input for the control group versus intervention. Two looked at intervention versus control and comparison. Three looked at intervention versus a comparison group (e.g. counselling). For the treatment versus control group i.e. video intervention compared to no/minimal input there was one large effect size, one medium effect size, two reporting no effect and one that couldn't be reported. This leaves for a mixed profile with some studies clearly showing significant gains but others that were not so effective.

In the treatment versus the comparison group i.e. comparing video intervention with another type of intervention (counselling) there was a medium and a small

effect size and two that showed no effect. Again, this leaves for a mixed profile in terms of the effectiveness of video as opposed to other interventions.

Outcome variable	Instrument	Study	Significant gains made?	Effect size:Cohen's d unless stated otherwise (confidence intervals)	
				Treatment v Control	Treatment v Comparison
Maternal Sensitivity	9 point rating scale (Ainsworth <i>et al.</i> (1974)	Kalinauskiene <i>et al.</i> (2009)	Yes	0.78 (0.22 - 1.32)	NA
		Juffer <i>et al.</i> (1997)	Yes	0.41 (-0.1 - 0.92)	0.25 (-0.26 - -0.75)
		Juffer <i>et al.</i> (2005)	Yes	0.48 (0.08 - 0.88)	0.16 (-0.29 - 0.61)
	Maternal Behaviour Q Sort (Pederson <i>et al.</i> (1998)	Moran <i>et al.</i> (2005)	No	NP	NA
	Crittenden Experimental Index of adult-infant relationship (Crittenden, 1981)	Robert-Tissot <i>et al.</i> (1996)	Yes	NA	0.61 (0.14 - 1.07)
	7 point scale drawn from (Egeland <i>et al.</i> (1990)	Van Zeijl <i>et al.</i> (2006)	Yes	0 (-0.25 - 0.25)	NA
Conflict within interaction	Not reported	Stein <i>et al.</i> (2006)	Yes	NA	Odds Ratio: 0.27
Atypical Maternal behaviour within interaction	AMBIANCE (Bronfman <i>et al.</i> (1999)	Benoit <i>et al.</i> (2001)	NP	NP	NP
NP = not possible to calculate NA = not applicable					

Table 1.6: Results according to variable outcome (short term)

In order to try to account for this variance an attempt was made to identify any relevant patterns across the studies. There was variation between the number of sessions and the length of intervention. These varied from three-thirteen sessions delivered over a period of between seven weeks and one year. There was however no clear pattern that could account for the variance in results.

Other questions that the results highlight relate to the types of video feedback given to the parents and the impact that this may have had on subsequent results. Although all the studies used video feedback (a requirement for inclusion in the systematic review) the types of video feedback used were different. For example one method used was Interaction Guidance which focuses on the positive interactions the parent is making with the child (N=2). Personal feedback intervention based on Van den Boom (1988, 1994) was used for one (Juffer *et al.* 1997) and feedback based on Krupka's (1995) 7 level hierarchy was used for another (Moran *et al.* 2005). None of the studies provided enough information on what their video feedback methods considered or focused on to be able to make comparisons. Types of questions that could therefore be asked are:

- Was the guidance/input from the professional directive or exploratory?
- Was the focus on negative interactions or positive interactions?

These questions are likely to be important due to the implications that this has on the learning allegedly supported during the feedback. If as Vygotsky (1978) and Bruner (1996) suggest learning occurs through a process of scaffolding and mediation then directive teaching may not have been as influential as a method that focused on supporting and extending the learners intuition through mediation (Stringer, Elliott, & Lauchlan, 1997). In addition when we look at theories of change (i.e. the adult's abilities to change how they interact with their child) it may be that a focus on the positive aspects of the interaction as opposed to those viewed more negatively might support their capabilities to change (Cooperrider & Whitney, 2005).

The two studies that used a form of video interaction guidance showed a large and a medium effect size. It may be that there is something about this method that led to enhanced intervention effectiveness.

It may also be that certain participants respond to certain interventions more effectively. For example Kalinauskiene *et al.*'s (2009) study focused on mothers with low sensitivity, as measured by Ainsworth *et al.* (1974). No other study used a similar sample. All the other studies focused on other specific samples such as adopted children, adolescent mothers etc. It may be that an intervention that aims to raise maternal sensitivity works most effectively for parents with a low level of sensitivity to begin with. A sample such as this may have less compounding factors that could affect the intervention i.e. parents with eating disorders may have eating difficulties for a variety of reasons and be affected by a number of compounding factors that may work against an intervention that specifically targets an outcome of sensitivity.

Due to the majority of the studies reporting significant gains made in the use of video interventions on parent-child interactions I believe that the intervention is likely to be effective to some degree.

Interestingly in the Van Zeijl *et al.* (2006) study the intervention had an impact on positive discipline and maternal attitudes towards sensitivity and sensitive discipline but it did not affect actual maternal sensitivity. The sample of children used for the research all had relatively high levels of externalising behaviour and parents therefore may have been more concerned with discipline strategies in conflict situations as opposed to being more generally and proactively sensitive to their child's behaviour in general. It may be that in order for them to become more sensitive the intervention would have needed to last longer to support the parent in changing their sensitivity in the long term.

Another interesting finding is that Juffer *et al.* (1997) showed no effect size for the enhancement of maternal sensitivity as such, but the intervention did have a positive effect on cooperation, which the authors group within maternal responsiveness. Therefore the specific intervention used may support certain aspects of the parents' behaviour which consequently supports a more attuned interaction.

In terms of the intervention versus the comparison group it is likely that there would be less of an effect compared to the treatment versus the control group as any intervention would be likely to affect the interaction between parent and

child in some way. For the Robert-Tissot *et al.* (1996) study an effect size is reported but it is necessary to mention that there were three measures of maternal sensitivity, only one of which reached significance and therefore the only one reported. As mentioned previously it may be that the video interventions used may affect certain aspects of maternal sensitivity as opposed to others.

The results above show a mixed picture regarding the effectiveness of video as an intervention to affect parent – child interactions in the short term. There are some indications that it is effective but it is unclear to what degree compared to other interventions used such as counselling and psychodynamic therapy.

Long term effects

Table 1.7 provides a summary of the longer term outcomes of studies in the in-depth review where available and is coded in the manner described above for the short term effectiveness.

Only three of the studies included a follow up measure in their design. A direct comparison is difficult due to differences in research design. Specifically, the studies looked at the long term intervention effects at twelve months, six months and twenty-seven months after the intervention had finished. In addition all the studies used differing measures to record outcome though all focused on maternal sensitivity as the outcome measure.

The results do not provide enough data to allow consistent conclusions about the long term effects of the intervention. In addition the Moran *et al.* (2005) study does not provide enough data to be able to work out an effect size at all. Although the results suggest an effect size after twenty-four months (i.e. long term) t-tests reveal that it is not statistically significant. There seems to be a moderate effect size in the Robert-Tissot *et al.* (1996) study, but there is a large confidence interval which includes the value of 0. This suggests that the effect size may not be meaningful. The last study reporting long term effects did not find either an effect size or a statistically significant difference when looking at the effects of the interaction when the infants were forty months old (twenty-seven months after the intervention finished).

If interpreted literally the results suggest that video interventions focusing on interactions do not affect maternal sensitivity in the long term. There are however only three studies presented, one of which does not provide enough data to work out the effect size. As such this evaluation is based on two studies. Although these studies provide some information on the long term effectiveness of the interventions, there is not enough to draw any firm conclusions.

Outcome variable	Instrument	Study	Significant gains made?	Effect size (confidence intervals)	
				Treatment v control	Treatment v comparison
Maternal Sensitivity	Maternal Behaviour Q Sort (Pederson <i>et al.</i> 1998)	Moran <i>et al.</i> (2005)	No	NP	NA
	Crittenden Experimental Index of adult-infant relationship (Crittenden, 1981)	Robert-Tissot <i>et al.</i> (1996)	Yes	NA	0.43 (-0.04 – 0.88)
	9 point rating scale (Ainsworth <i>et al.</i> 1974)	Klein Velderman <i>et al.</i> (2006)	Yes	NP	NP
NP = not possible to calculate NA = not applicable					

Table 1.7: Results according to outcome variable (follow-up)

1.4 Conclusions and Recommendations

A number of conclusions can be drawn from the existing literature on the effectiveness of video interventions on the relationship between parental guardian and child. Seven out of the nine studies included in the in-depth review found such interventions brought about significant short term effects on the quality of interaction between mother/guardian and child. Of those studies four had medium to large effect sizes and one a small effect size. However a caveat to this finding concerns the extensive variation identified between the

different studies, both in terms of their method (e.g. design, control for internal and external validity and sample size) and programme delivery (issues such as intervention tools and treatment focus). In this sense, weight of evidence is a useful tool, as it allows studies to be compared methodologically and theoretically.

All studies included were judged to show an overall weight of evidence in the medium range. Although all studies utilised fairly rigorous control for internal and external validity, due to the research focus being on parent-child as opposed to professional-professional interaction (as likely to be seen in the supervisory relationship) the studies do not focus on the types of participants and samples that are relevant to the initial research question.

Although there was considerable variability in research design (e.g. length and intensity of intervention; measured outcomes; intervention focus and the use of control/comparison groups) there were no clear identifiable patterns in the research as to the impact of these on the effectiveness of the interventions.

Kalinauskiene *et al.* (2009) suggested that the types of sample targeted may respond and be supported by different types of interventions. For example one of the studies included in the in-depth review focused on enhancing maternal sensitivity in a sample of mothers with low sensitivity. The results suggested that a large effect size had occurred (Kalinauskiene *et al.* 2009). There are also likely to be multiple and complex factors that may maintain the parent's situation (e.g. Stein *et al.* 2006). As such, and in line with a more eco systemic approach (Bronfenbrenner, 1992), it could be that an intervention may need to tackle other factors in parallel to providing video intervention in order to have some effect either short or long term.

I would also suggest that these studies have tried to measure maternal sensitivity using quantifiable and positivist means. By doing so, an assumption has been made that it is something concrete that can be measured, and as such has been reduced from something fluid and complex to an attribute that belongs within an individual. It is necessary for readers to be aware of such epistemological and methodological issues when considering these findings in other contexts.

In summary there are indications video interventions can be said to be effective in the short term in supporting the interaction between parent and child, although no clear conclusions can be made regarding the impact of the long term effects of the video interventions. There was also some ambiguity regarding the specifics of the interventions delivered. As such, it may be that certain types of approaches within video interventions affect interactions in different ways. It seems also then that the effect of video on supervisory interactions is a useful area for research and study, due to the potential impact on the developing relationship.

1.4.1 *Limitations of this review*

Several limitations of this review are acknowledged. A principal limitation regards the way in which the studies included in the in-depth review were coded. Though some attempt was made to use a transparent system, both to code the studies and to attribute a weight of evidence judgement, conclusions are necessarily limited as multiple coders were not used in the process.

A further limitation concerns the variability between participants in the studies selected for in-depth analysis. Studies were identified and based on clearly stated inclusion and exclusion criteria, yet there were still considerable differences in the target samples that participants were drawn from and the types of difficulties they may experience in the interactions with their child. Therefore, generalisation of results to a broader population should be made with caution.

Finally this paper suffers from the criticism levelled at many reviews and meta-analyses, known as the 'file-drawer problem' (Rosenthal, 1979). This suggests that studies which yield significant results are more likely to be submitted for publication and accepted by journals, and studies which do not, are more likely to be neglected. Thus, limited access to unpublished material is likely to skew the results.

1.4.2 Implications of research on the systematic review research question.

The conclusions drawn from the existing literature indicate that video interventions do affect parent-child interactions in the short-term. Whether the same can be assumed for supervisory interactions remains to be seen. More research needs to be undertaken to understand the relationship between video feedback interventions and interactions in general before clear links can be made as to effectiveness. This review does however raise several questions for the effectiveness/use of video-feedback within the supervisory relationship:

- Does video feedback affect the interaction within the supervisory relationship?
- Do specific types of video feedback (e.g. those that focus on enhancing learning through using exploration, mediation, scaffolding (Vygotsky, 1978)) or those that focus on positive aspects of behaviour as indicated by some theories of change (Cooperrider, 1986) have greater impact than others?

1.4.3 Recommendations for further research and practice

Future research into the effectiveness of video interventions on parent-child interactions may take various directions. Some of these have already been discussed, in particular the long term effects of any such intervention. There are, however, other areas highlighted by this review. It is clear that further research is necessary into the effectiveness of programme length and intensity for example.

There has been some suggestion in a meta-analytic review (Bakermans-Kranenburg, 2003) that behavioural intervention programmes over only a moderate number of sessions were more effective than were more extended programmes. No such patterns were found in this review regarding the effectiveness of length and intensity. It would be helpful therefore for more research to be done regarding this. Indeed, it may not be length and intensity of intervention that causes most impact but more to do with the focus of the video feedback intervention and the psychological approaches and principles they are founded upon that creates the differences in effect.

As supervision is important to professionals and their development and learning (Schön, 1987, 1988, 1991; Pomerantz *et al.* 1987; Webster *et al.* 2000) it would be helpful to understand more about how the supervisory process can be supported. If as suggested by this review, video feedback does support interactions in the short term then it may be that as a method it could be useful to support the interactions within the supervisory process. The first question would need to address whether this is the case. Another question however is whether particular types of video feedback have greater impact than others in supporting the process.

1.5 References

- Ainsworth, M.D.S., Bell, S.M., & Stayton, D.F. (1974). Infant-mother attachment and social development: Socialization as a product of reciprocal responsiveness to signals. In M. P. Richards (Ed.) *The integration of a child into a social world* (pp.99-135). New York: Cambridge University Press.
- Bakermans-Kranenburg, J.J. (2003). Less is more: meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin*, 129(2), 195-215.
- Beck, R. & Fernandez, E. (1998). Cognitive-behavioural therapy in the treatment of anger: A meta-analysis. *Cognitive Therapy and Research*, 22(1), 63-74.
- Beebe, B., Jaffe, J., Lachman, F., Feldstein, S., Crown, C., Jasnow, M. (2000). Systems models in development and psychoanalysis: The case of vocal rhythm coordination and attachment. *Infant Mental Health Journal*, 21(1-2), 99-122.
- Benoit, D., Madigan, S., Lecce, S., Shea, B., & Goldberg, S. (2001). Atypical maternal behaviour toward feeding-disordered infants before and after intervention. *Infant Mental Health Journal*, 22(6), 611-626.
- Biemans, H. (1990). Video home training: theory, method and organisation of SPIN. In J. Kool, (Ed.) *International Seminar for Innovative Institutions*. Ryswijk, Netherlands: Ministry of Welfare, Health and Culture.
- Black, B. (1988). Components of effective and ineffective psychotherapy supervision as perceived by supervisees with different levels of clinical experience. *Dissertation Abstracts International*, 48, 3105B.
- Bromme, R. & Tillema, H. (1995). Fusing experience and theory: the structure of professional knowledge. *Learning and Instruction*, 5, 261–267.
- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta, (Ed.) *Six theories of child development: Revised formulations and current issues* (pp.187-249). London: Jessica Kingsley Publishers.

- Bronfman, E., Parsons, E., & Lyons-Ruth, K. (1999). *Atypical Maternal Behavior Instrument for Assessment and Classification (AMBIENCE): Manual for Coding Disrupted Affective Communication*. Available from K. Lyons-Ruth, Department of Psychiatry, Cambridge Hospital, 1493 Cambridge Street., Cambridge, MA 02139.
- Bruner, J. S. (1996). *The culture of education*. Cambridge, M.A: Harvard University Press.
- Carrington, G. (2004). Supervision as a reciprocal learning process. *Educational Psychology in Practice*, 20(1), 31-42.
- Cifuentes, L. & Yi-Chuan, J. (2000). *Concept Learning through Image Processing*. Paper presented at the 23rd National Convention of the Association for Educational Communications and Technology. Denver, CO, USA: October 25-28.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.
- Cooperrider, D. L. (1986). *Appreciative inquiry: Toward a methodology for understanding and enhancing organizational innovation*. Unpublished doctoral dissertation, Case Western Reserve University, Cleveland, Ohio.
- Cooperrider, D.L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Fransisco: Berett-Koehler Publishers Inc.
- Crittenden, P. M. (1981). Abusing, neglecting, problematic, and adequate dyads: Differentiating by patterns of interaction. *Journal of Developmental Psychology*, 27(3), 201-218.
- Dunsmuir, S. & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists*. Leicester: The British Psychological Society.
- Egeland, B., Erickson, M.F., Clemenhagen-Moon, J.C., Hiester, M.K., & Korfmacher, J. (1990). *24 Months Tools Coding Manual. Project STEEP Revised 1990 Mother-Child Project Scales*. (unpublished manuscript), University of Minnesota, Minneapolis.

- EPPI-Centre (2002). *Core Keywording Strategy for Classifying Educational Research (Version 0.9.7)*, London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London (www.eppi.ioe.ac.uk/EPPIWeb/home.aspx?&page=/reel/tools.htm).
- George, C., Kaplan, N., & Main, M. (1985). *Adult Attachment Interview*. (unpublished manuscript), University of California, Berkeley.
- Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions*. London: Open University Press.
- Hesse, E., & Main, M. (2000). Disorganised infant, child and adult attachment: Collapse in behavioural and attentional strategies. *Journal of the American Psychoanalytic Association*, 48(4), 1097-1127.
- Hewson, J. (2001). Integrative supervision: art and science. In M. Carroll & M. Tholstrup (Eds.) *Integrative approaches to supervision*. London: Jessica Kingsley Publishers.
- Juffer, F., Bakermans-Kranenburg, M.J., Van Ijzendoorn, M.H. (2005). The importance of parenting in the development of disorganised attachment: evidence from a preventative intervention study in adoptive families. *Journal of Child Psychology and Psychiatry*, 46(3), 263-274.
- Juffer, F., Bakermans-Kranenburg, M.J. & Van Ijzendoorn, M.H. (2008). Methods of the video-feedback to promote positive parenting alone, with sensitive discipline, and with representational attachment discussions. In: F. Juffer, M.J. Bakermans-Kranenburg & M.H. Van Ijzendoorn (Eds.) *Promoting positive parenting: An attachment-based intervention* (pp.11-23). London: Lawrence Erlbaum Associates.
- Juffer, F., Hoksbergen, A.C., Riksen-Walraven, J.M., & Kohnstamm, G.A. (1997). Early intervention in adoptive families: Supporting maternal sensitive responsiveness, infant-mother attachment, and infant competence. *Journal of Child Psychology and Psychiatry*, 38(8), 1039-1050.

- Kalinauskiene, L., Cekuoliene, D., Van Ijzendoorn, M.H., Bakermans-Kranenburg, M.J., Juffer, F., & Kusakovskaja, I. (2009). Supporting insensitive mothers: the vilnius randomized control trial of video-feedback intervention to promote maternal sensitivity and infant attachment security. *Child: Care, Health and Development*, 35(5), 613-623.
- Kennedy, H. & Sked, H. (2008). Video interaction guidance: A bridge to better interactions for individuals with communication impairments. In S.M Zeedyk (Ed.) *Promoting social interaction for individuals with communicative impairments* (chapter 9). London: Jessica Kingsley Publishers.
- Klein Velderman, M., Bakermans-Kranenburg, M.J., Juffer, F., Van Ijzendoorn, M.H., Mangelsdorf, S.C., & Zevalkink, J. (2006). Preventing preschool externalising behaviour problems through video-feedback intervention in infancy. *Infant Mental Health Journal*, 27(5), 466-493.
- Krupka, A. (1995). *The quality of mother-infant interactions in families at risk for maladaptive parenting*. Unpublished PhD. dissertation, University of Western Ontario, London, Ontario, Canada.
- Loganbill, C, Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist*, 10, 3-42.
- McDonough, S. (1993). Interaction guidance: Understanding and treating early infant-caregiver relationship disturbances. In C.H. Zeanah (Ed.) *Handbook of infant mental health* (pp.414-426). New York: Guilford Press.
- McDonough, S. (2000). Interaction guidance: An approach for difficult-to-engage families. In C.H. Zeanah (Ed.) *Handbook of infant mental health* (pp.485–493). New York: Guilford Press.
- Moran, G., Pederson, D.R., & Krupka, A. (2005). Maternal unresolved attachment status impedes the effectiveness of interventions with adolescent mothers. *Infant Mental Health Journal*, 26(3), 231-249.

- Pederson, D. R., Gleason, K. E., Moran, G., & Bento, S. (1998). Maternal attachment representations, maternal sensitivity, and the infant–mother attachment relationship. *Developmental Psychology, 34*(5), 925-933.
- Petticrew, M. & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A practical guide*. Oxford: Blackwell Publishing.
- Pomerantz, M., Leyden G., Lunt, I., Osborne, E., Powell, M., & Ronaldson, J. (1987). *Fieldwork Supervision: Report on the joint DECP Training Committee/Course Tutors' Working Party*. Leicester: British Psychological Society.
- Prochaska, J.O. & DiClemente, C.C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research & Practice, 19*(3), 276-288.
- Robert-Tissot, C., Cramer, B., Stern, D.N., Rusconi Serpa, S., Bachman, J.P., Palacio-Espasa, F., Knauer, D., De Muralt, M., Berney, C., & Mendiguren, G. (1996). Outcome evaluation in brief mother-infant psychotherapies: Report on 75 cases. *Infant Mental Health Journal, 17*(2), 97-114.
- Robert-Tissot, C., Rusconi-Serpa, S., Bachmann, J.P., Besson, G., Cramer, B., Knauer, D., de Muralt, M., Palacio-Espasa, F., Stern, D.N. (1989) Le questionnaire "Symptom check-list". Evaluation des troubles psycho-fonctionnels de la petite enfance. In: S. Lebovici, P. Mazet, J.P. Visier, et al (Eds.) *L'évaluation des interactions pré-coces entre le bébé et ses partenaires* (pp.179–215). Paris: Eshel.
- Rosenthal, R. (1979). The 'file drawer problem' and tolerance for null results. *Psychological Bulletin, 86*, 638-641.
- Russell-Chapin, L. (2007). Supervision: An essential for professional development. In J. Gregoire & C.M. Jungers (Eds.) *The counselor's companion: What every beginning counsellor needs to know*. Mahwah NJ: Lawrence Erlbaum Associates.
- Sayeed, Z. N. & Lunt, I. (1992). Induction and supervision for newly qualified educational psychologists. *Educational Psychology in Practice, 8*(3), 156–164.

- Scaife, J. (1993). Application of a general supervision framework: creating a context for supervision. *Educational and Child Psychology, 10*(2), 61–72.
- Schön, D. (1987). *Educating the reflective practitioner*. London: Jossey-Bass.
- Schön, D. (1988). From technical rationality to reflection-in-action. In J. Dowie & A. Elstein (Eds.) *Professional judgement: A reader in clinical decision-making* (pp.60-77). Cambridge: Cambridge University Press.
- Schön, D. (1991). *The reflective practitioner: How professionals think in action*. Aldershot: Avebury, Ashgate Publishing Ltd.
- Šilhánová, K. & Sancho, M. (2011). VIG and the supervision process. In: H. Kennedy, M. Landor, and L. Todd, (Eds.) *Video Interaction Guidance: A Relationship-Based Intervention to Promote Attunement, Empathy and Well-Being* (pp.43-58). London: Jessica Kingsley Publishers.
- Stein, A., Woolley, H., Senior, R., Hertzmann, L., Lovel, M., Lee, J., Cooper, S., Wheatcroft, R., Challacombe, F., Patel, P., Nicol-Harper, R., Menzes, P., Schmidt, A., Juszczak, M., & Fairburn, C.G. (2006). Treating disturbances in the relationship between mothers with bulimic eating disorders and their infants: A randomized, controlled trial of video feedback. *American Journal of Psychiatry, 163*, 899-906.
- Stern, D. (1971). A micro-analysis of mother-infant interaction: Behaviour regulating social contact between a mother and her 3½-month-old twins. *Journal of the American Academy of Child Psychiatry, 10*, 501-517.
- Stern, D. (1994). *Psychoanalysis and development*. New York: New York University Press.
- Stringer, P., Elliott, J., & Lauchlan, F (1997). Dynamic assessment and its potential for educational psychologists. *Educational Psychology in Practice, 12*(4), 234 – 239.
- Sukhodolsky, D.G., Kassinove, H. & Gorman, B.S. (2004). Cognitive-behavioural therapy for anger in children and adolescents: a meta-analysis. *Aggressive and Violent Behaviour, 9*, 247-269.

- Trevarthen, C. (2008). Intuition for human communication. In S.M. Zeedyk, (Ed.) *Promoting social interaction for individuals with communicative impairments* (pp.23-39). London: Jessica Kingsley Publishers.
- Van den Boom, D.C. (1988). *Neonatal irritability and the development of attachment: Observation and intervention. Unpublished doctoral dissertation*, Leiden. The Netherlands: Leiden University (dissertation).
- Van den Boom, D.C. (1994). The influence of temperament and mothering on attachment and exploration: An experimental manipulation of sensitive responsiveness among lower-class mothers with irritable infants. *Child Development*, 63, 1457-1477.
- Van Zeijl, J., Mesman, J., Van Ijzendoorn, M.H., Bakermans-Kranenburg, M.J., Juffer, F., Stolk, M.N., Koot, H.M., & Alink, L.R.A. (2006). Attachment-based intervention for enhancing sensitive discipline in mothers of 1- to 3-year old children at risk for externalising behaviour problems: A randomised controlled trial. *Journal of Counselling and Clinical Psychology*, 74(6), 994-1005.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Webster, A., Hingley P., & Froney, J. (2000). Professionalization and the reduction of uncertainty: a study of new entrants to educational psychology. *Educational Psychology in Practice*, 16(4), 431–448.
- Worthen, V. & McNeil, B. W. (1996). A phenomenological investigation of "good" supervision events. *Journal of Counselling Psychology*, 43(1), 25-34.

2. Bridging Passage

2.1 Theory and context

I first became interested in supervision when I had the role of Assistant Educational Psychologist. During this period I encountered a number of different forms of supervision, which all left me with various emotional responses. I reflected on how my perceptions of practice were affected and recognised that for some supervisory experiences I felt differing levels of confidence and support to take on new challenges. This seemed to be linked in some way to how the supervision sessions and my relationships with those supervisors were evolving.

My interest in supervision was enhanced when I started on the Doctorate of Applied Educational Psychology, where one of the first subjects we began to consider was adult (Kolb, 1984; Kuhn, 1993) and child learning models (Piaget, 1964; Vygotsky, 1978; Bruner, 1985). I began to think about when I learned most successfully and openly, and how this had been supported within the context of supervision. In my first year I also experienced additional variety in models of supervision sessions through tutorials and placements, and therefore my knowledge and experiential learning around the topic began to increase.

I found myself battling with a new and emerging identity and in parallel, anxiety over my self-worth and capabilities for success (Reeves & Forde, 2004). During this period supervision was crucial for me to explore my developing identity and to deal with the anxieties that inevitably followed. I had become aware of how anxiety and high levels of dissonance led to procrastination in the past and was keen to work through these so they would not stunt my willingness to take on new challenges. I found this to be a crucial aspect for my development if I was to grow and identify my strengths and passions.

I was initially introduced to VIG during a training session at the university. The approach used a pre-recorded example of some mother-infant video footage to show how VIG's underlying principles could support the relational aspects of an interaction. I was immediately struck by how the approach reminded me of the supervisory process. Although VIG in itself was very different from any supervisory approach that I had experienced previously, it was its particular

focus on the development of an attuned interaction and mutual understanding to support learning that I thought was so relevant.

My initial step was to become more familiar with the VIG approach and I decided that it was something I would like to be become trained in. During my experiences of supervision (developed within the model) I recognised a difference from any supervisory approach that I had experienced previously. There seemed to be a difference in the purpose of the supervision which left me with more autonomy over what was discussed. The focus, although flexible to a point, remained on the exploration of my practice, allowing me to extend my reflection and learning in a way that I had rarely experienced before. In addition the relationship between me and the supervisor was one that I experienced as highly supportive, seemingly taking into account my emotional state and varying openness to learning and challenge.

I began to question whether there may be a fundamental difference in the types of supervision I had experienced; some that were more focused on process and others on how the development of our relationship could support learning and development.

I recognised that VIG supervision as an approach offered this focus on the relational aspects of an interaction, particularly with its reference to intersubjectivity (Trevarthen, 2008) and attunement (Stern, 1985). The aim of the research was to understand more about how VIG supervision was experienced by those that were being trained in the approach and in particular, the types of learning that it brought about.

2.2 Systematic Review

The systematic review was a way to document an exploration of the research completed around a chosen area and to consider what the implications of this were for the development of the research focus. The brief included a search of quantitative research that considered the effectiveness of the research focus area.

I began with a search specifically aimed at the VIG literature. There was no research into the effectiveness of VIG supervision, or in fact any exploring the supervisory process. In spite of this the search did show that VIG is being used

in wider settings other than mother-infant interactions. In particular and of relevance here is the research that considers VIG's effectiveness as a tool for professional development. Existing research around this topic includes its use to support the professional development of teachers in their interactions with children (Brown & Kennedy, 2011; Fukkink & Tavecchio, 2010; Brown, 2006); the professional development of an Educational Psychologist whilst working with a family (Chasle, 2009); the use of the tool to support EPs' reflective practice more generally (Currie, 2008); and, in 2010 Fukkink completed a meta-analysis which demonstrated that video feedback as a method has a statistically significant effect on the interaction skills of professionals in a range of contact professions.

Due to the lack of research around VIG supervision I decided to widen the search. I began to look into the literature around supervision and the use of video. Again there wasn't any research on a supervisory model that solely used video as a medium for supervision. Again the search needed to be widened due to the novelty of the research area. In consequence the systematic review eventually considered quantitative research that focused on the effectiveness of video feedback on the relational aspects of parent-child interactions. This felt a long way from my original aim but was necessary for the type of brief given.

The results of the systematic review suggested that there are strong indications that video interventions can be said to be effective in the short term in supporting the interaction between the parent and child, although no clear conclusions could be made regarding the impact of the long term effects of the video interventions.

In light of these findings the next step was to explore the existing literature around supervision, video and VIG in order to establish a relevant research focus and question.

2.3 Research Report

My initial aim was to consider the possibility and effectiveness of VIG supervision as a more general model for supervision, in particular relation to how attunement (Stern, 1985) could support levels of learning. After a

realisation that there was no research in this area I made an attempt to narrow my focus down to two particular research questions. These became:

- a) What kinds of learning occur within VIG supervision?
- b) What kind of supervision brings this about?

2.4 Nature and type of research

The research report encompasses a social constructionist perspective and therefore the findings should not be taken as 'fact', but instead understood as the researcher's exploration of constructions of meaning in the context of VIG supervision. Within a social constructionist perspective language is considered to be a constructive tool (Burr, 1995; Mertens, 2005). Realities are considered to be multiple and time and context dependent (Burr, 1995). The aim of research within this paradigm is to gain an understanding of constructions of meaning, with the acknowledgement that the researcher and participants are both involved in an interactive process (Silverman, 2000), whereby both have an influential role in the data output.

From such an outlook there are multiple realities and as such all knowledge is derived from looking at the world from some perspective or other (see Burr, 1995). Therefore the aim of inquiry becomes an exploration of how certain phenomena or forms of knowledge are achieved by people in interaction; as Shotter (1993) phrases it 'joint action'. This approach is highlighted by Jones (1985):

"In order to understand one's construction of reality we'd do well to ask them...and ask them in such a way that they can tell us in their own terms and in a depth which addresses the rich context that is the substance of their meaning" (p.46)

2.5 Methodology

In order to ensure a commitment to my own personal beliefs and world view it was essential to consider using a method that was in line with them. I wanted to choose a qualitative approach due to their incredible diversity and complexity (Holloway & Todres, 2003).

Attride-Stirling (2001) suggests qualitative research allows the potential for giving a deeper understanding of social phenomena and their dynamics. Such methods are particularly appropriate here because qualitative researchers tend, therefore, 'to be interested in the meanings attributed to events by the research participants themselves' (Willig, 2008, p.9). As Braun and Clarke (2006) highlight, what is important is that as well as applying a method to date, researchers make their (epistemological and other) assumptions explicit (Holloway & Todres, 2003). This has been outlined above.

2.5.1 Sample

I had no existing relationship with the interviewees other than that of interviewer so there were no issues regarding how previous roles, relationships and interactions could have influenced the interviews.

The sample of interviewee's was taken from one region, due to accessibility. This needs to be taken into account when considering the research implications and findings.

2.5.2 Data Generation & Collection

The interviewing process

Potter (1996) discusses how interviews can allow a range of themes to be acknowledged over a large and varied sample of participants. Kvale (2008) describes interviews as a professional interaction, with the purpose of obtaining thoroughly tested knowledge. I attempted to conduct the interview similar to that proposed by Kvale (2008) as a semi-structured life world interview which is defined as:

'...an interview with the purpose of obtaining descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena.'(p.8)

Kvale (2008) highlights the complex ethical issues relating to interviewing where the aim is to allow the interviewee to feel safe and free to discuss their private events, but for the interviewer to have ethical respect for the integrity of the interviewee subject. I also recognised that the interview was not a power

free dialogue, and instead ‘...entailed an asymmetrical power regulation...’ (p.14), and one where I had:

- scientific competence,
- initiated and defined the interview situation,
- determined the interview topic,
- posed questions and decided which to follow up on
- terminated the conversation.

I was also aware of the potential ethical dilemma of developing a trusting relationship and rapport solely to gain information. In order to try to be as transparent as possible I explained prior to the interviews (via a written document (see Appendix a)) and again at the beginning of the interviews the reasons for carrying out the research. I gave out a copy of the questions before the interview took place so that the process was clear and they would know what to expect. I provided the interviewees with contact details so that they were able to contact me prior to and after the interviews had taken place.

The interview questions (see Appendix b) were used as a guide only. The conversation held was led mainly by the interviewees with guidance from me. This meant that some of the interviewees explored all relevant areas with only minimal input. The questions were not used in a rigid format, but were used as a tool for conversation in an attempt to more fully explore the views of the interviewees. This meant that I was more able to reach a shared understanding through member checking and circular questioning (Penn, 1982).

2.5.3 What other methods I might have used

Open ended questionnaires or a case study may have been used as an alternative method for data collection, however on both accounts I would have been unlikely to gain the depth and variety of data that I acquired from the interview process.

Discourse analysis could also have been used as a method of data analysis. However it does not address questions about subjectivity which were

fundamental to the research focus. Therefore thematic analysis was judged to be the most appropriate form of data analysis.

2.6 Reflexivity

Reflexivity involves an awareness of the researcher's contribution to constructions of meanings and their subjective involvement (see Willig, 2008). Language clearly has a constructive dimension, forming part of the research both in the interviews and the writing up of the report. Willig (2008) suggests that there are two types of reflexivity: personal and epistemological. In line with a social constructionist perspective I was aware that my identity and standpoint fundamentally shaped the research process and findings. My relationship with the research changed throughout the process as I became gradually more aware of how this was affecting my perceptions and agendas.

In particular relation to personal reflexivity it was necessary for me to consider and reflect on this in depth. My initial focus was originally to research attunement (Stern, 1985) within supervision. However I didn't realise how rigid I was being until I felt as if I had stopped moving forward with my analysis. Once I realised that I was trying to push the research process in a particular direction I felt more able to let go and allow the research analysis to guide me rather than the other way around.

I was quite shocked as to the extent that my personal beliefs and experiences were pushing me in a certain direction and it wasn't until I became aware of this and reflected upon its influence that I was able to loosen my grip and really engage with the data. This was a very enlightening point for me and as I thought back I saw how my ideas had emerged through a limited focus. For future research, although I know that I will be unable to be completely aware of my own agendas and beliefs, I recognise the need for reflection around reflexive issues and the reasons why I am engaging with the research as I am.

In spite of these reflections I know that I will still have had a fundamental influencing factor in how the research process has developed particularly with analysis and interpretation of the data.

2.7 Thematic Analysis

Thematic analysis was chosen for its flexibility and potential to provide a rich and detailed, yet complex account of data (Braun & Clarke, 2006). The process was used as a constructionist method due to its capabilities for examining events, realities and meanings through language (Burr, 1995).

In order not to fall into the 'anything goes' critique of qualitative research (Antaki, Billig, Edwards & Potter, 2002) Braun and Clarke's (2006) guidelines were followed to ensure some clarity and structure to the process (see Table 3.1). Flexibility was maintained by using the analysis recursively as opposed to in a linear way, moving back and forth as needed.

Due to the under-researched nature of the research area I decided that a rich thematic description of the entire data set was appropriate to give the reader a sense of the predominant themes. As Braun and Clarke (2006) suggest, from such an analysis, some depth and complexity may be lost but a rich overall description is kept. The analysis was based on a 'theoretical' latent thematic analysis as it was driven by a theoretical interest in the area i.e. that of the types of learning which occurred within VIG supervision, and as such provides a more in-depth analysis of this part of the data.

The thematic analysis was one that identified and examined the underlying ideas, assumptions and conceptualisations informing the content of the data. Therefore the development of the themes involved interpretation and theorisation, in line with a constructionist paradigm (see Burr, 1995).

2.7.1 Transcription

The first part of the data analysis was transcription which in itself was a way to familiarise myself with the data. Braun and Clarke (2006) suggest that there is no one set of guidelines to follow when producing a transcript and that at a minimum a rigorous and thorough verbatim account of all verbal and nonverbal utterances is important. It was also acknowledged that in line with a social constructionist perspective the process was a theoretically saturated activity in which meanings were likely to be constructed (Potter, 1996; Potter & Wetherell, 1987; Silverman, 2000).

2.8 Audit Trail and Rigour

Denzin and Lincoln (2003) suggest that although reliability and validity are still requirements for qualitative research concepts such as dependability, comparability and transferability (Lincoln & Guba, 1985) should be used to consider the quality of qualitative research. The framework by the British Sociological Association Medical Sociology Group (1996), cited in Seale (1999) was used as a framework to guide these considerations.

I attempted to be transparent and explicit throughout the research. I have also made explicit the epistemological stance taken and how research tools were used in light of this. Therefore the reader is more able to judge transferability to their own supervisory experiences (Cresswell, 2003; Mays & Pope, 1995; Pidgeon & Henwood, 1997).

2.9 What Else I Might Have Done

In order to extend the research it would have been interesting to interview a range of VIG facilitators from around the country and abroad. This would have allowed a further element of transferability. It would also be interesting to speak to the interviewees in light of the data findings and analysis to explore how it reflects on their experienced realities around supervisory experiences.

2.10 References

- Antaki, C., Billig, M., Edwards, D., & Potter, J. (2002). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *DAOL Discourse Analysis Online [Electronic Version]*, 1, (1).
- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3), 385-405.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brown, K. (2006) *Better interaction, better learning*. Master's thesis, University of Dundee.
- Brown, K. & Kennedy, H. (2011). Learning through conversation: exploring and extending teacher and children's involvement in classroom talk. *School Psychology International*, 32(4), 377-396.
- Bruner, J. (1985). *Child's talk: learning to use language*. Oxford: Oxford University Press.
- Burr, V. (1995). *Social constructionism*. London: Routledge.
- Chasle, C. (2009). *On becoming reflexive in professional practice: An analysis of intersubjective processes and subjectivity*. Unpublished doctorate thesis, The University of Sheffield.
- Cresswell, J.W. (2003). *Research design*. Thousand Oaks, CA: Sage.
- Currie, R. (2008). *An evaluation of the impact of training in video interaction guidance (VIG) principles on practitioners' reflective practice*. Unpublished master's thesis, University of Dundee.
- Denzin, N.K. & Lincoln, Y.S. (2003). *Collecting and interpreting qualitative materials*. London: Sage.
- Fukkink, R.G. (2010). Missing pages? A study of textbooks for Dutch early childhood teacher education. *Teaching and Teacher Education* 26, 371–376.

- Fukkink, R. & Tavecchio, L. (2010). Effects of video interaction guidance on early childhood teachers. *Teaching and Teacher Education*, 26(8), 1652-1659.
- Holloway, I. & Todres, L. (2003). The status of method: flexibility, consistency and coherence. *Qualitative Research*, 3(3), 345-357.
- Jones, R.A. (1985). *Research methods in the social and behavioural sciences*. Sunderland, Mass.: Sinauer Associates.
- Kolb, D.A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kuhn, D. (1993). Science as argument: Implications for teaching and learning scientific thinking. *Science Education*, 77(3), 319–337.
- Kvale, S. (2008). *Doing interviews*. London: Sage.
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. London: Sage.
- Mays, N. & Pope, C. (1995). Rigour and qualitative research. *British Medical Journal*, 311, 109–12.
- Mertens, D.M. (2005). *Research and evaluation in education and psychology*. Thousand Oaks, CA: Sage.
- Penn, P. (1982). Circular questioning. *Family Process*, 21, 267-280.
- Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176–186.
- Pidgeon, N. & Henwood, K. (1997). Using grounded theory in psychological research. In N. Hayes (Ed.) *Doing qualitative analysis in psychology*. Hove: Psychology Press.
- Potter, J. (1996). *Representing reality: Discourse, rhetoric and social construction*. London: Sage.
- Potter, J. & Wetherell, M. (1987). *Discourse and social psychology: Beyond attitudes and behaviour*. London: Sage.
- Reeves, J. & Forde, C. (2004). The social dynamics of changing practice. *Cambridge Journal of Education*, 34(1), 85-102.

- Seale, C. (1999). *The quality of qualitative research*. London, Sage.
- Shotter, J. (1993). *Conversational realities: Constructing life through language*. London: Sage Publications.
- Silverman, D. (2000). *Doing qualitative research: A practice handbook*. London: Sage.
- Stern, D.N. (1985). *The interpersonal world of the child*. New York: Basic Books.
- Trevarthen, C. (2008). Intuition for human communication. In S.M Zeedyk, (Ed.) *Promoting social interaction for individuals with communicative impairments* (pp.23-39). London: Jessica Kingsley Publishers.
- Vygotsky, L. (1978). Interaction between learning and development. *Mind and society*. Harvard University Press: Cambridge, MA.
- Willig, C. (2008). *Introducing qualitative research in psychology: Adventures in theory and method*. Maidenhead: Open University Press

3. Empirical Study: An exploration of the learning space created within Video Interaction Guidance Supervision

Abstract

The most important aspect of good supervision is said to be the relationship, yet we know little about what type of relationship may support the learning process in supervision. Theoretical models tend to focus more on the format and function of supervision rather than relational aspects.

The aim of this research was to explore the learning process within Video Interaction Guidance (VIG) supervision, which is widely acknowledged for its focus on developing attuned interactions (Kennedy & Sked, 2008). This is a relatively under-researched area both within the VIG literature and in the wider supervision literature more generally, where there is little mention of VIG as a potential supervisory model or approach.

This research asked two questions a) what kind of learning occurs within VIG supervision, and b) what type of supervision brings this about. Seven VIG facilitators, training to become VIG guiders were interviewed about their supervision sessions.

Opportunities for deeper level thinking, learning through reflection, increased self-awareness and reflexivity, professional development, and an impact on wider practice – were all found to characterise the kind of learning that happened in VIG supervision. What brought this about included VIG's focus on what was working well (rather than on what needed to change), the use of a visual medium, trying to bring about attunement, and modelling. VIG supervision in general was described to be a highly meaningful and genuine experience where the interviewees had been able to openly explore their practice; be challenged and experience dissonance; enter into deep discussions that brought about new learning; professionally develop; reflect on their growing identity; gain a sense of affirmation and grow in confidence. It was also described as qualitatively different from more process driven supervision which was generally viewed as being less meaningful, beneficial and supportive.

3.1 Introduction

My interest in VIG supervision and its potential for learning began during one of my own VIG supervision sessions, where I had a learning experience that contrasted positively to other supervision sessions. I was able to see something about my practice as a kind of 'light bulb' moment. The depth and surprise of the kind of learning that I experienced left me puzzled and thoughtful about what it was about the VIG supervision session that had caused the experience, whether it was by chance, whether this was explicable from the theoretical underpinnings of VIG, and whether this was experienced by others.

My experience led to the research discussed in this paper which considers the following questions a) what kinds of learning occur within VIG supervision; and, b) what kind of supervision brings this about.

Within the literature the supervisory relationship is well documented as being one of, if not the most important factor in positive supervision (Worthen & McNeil, 1996; Black, 1988; Loganbill, Hardy & Delworth, 1982). In spite of this many theoretical models, although making reference to the relationship through e.g. reciprocity and co-operation (Carrington, 2004; Scaife, 1993) do not focus or go into detail on the intersubjective nature of supervision. Little exploration is afforded to the development of a relationship that supports learning. This may be what led Worthen and McNeil, (1996) to suggest that: '...a more central role and examination of the supervisory relationship in theory building may be warranted' (p.32).

Stern (1985) summarises attunement as a matching of emotional states. VIG as a relationship-based intervention promotes attunement, as well as empathy and well-being (Kennedy, Landor & Todd, 2011). VIG's foundation is based upon core competence skills (see appendix c) developed to promote attunement, empathy and well-being and it is these '...core competence skills which should be expected in any supervisory relationship, including respect, listening skills, understanding of professional and ethical issues and confidentiality' (Dunsmuir & Leadbetter, 2010, p.8).

A search of the wider supervision literature reveals little mention of VIG supervision as a model or approach. It is however mentioned in the new

supervision guidelines produced by the British Psychological Society (Dunsmuir & Leadbetter, 2010) where it is recognised as an example of specialist / therapeutic competence supervision. Šilhánová and Sancho (2011) also dedicate a chapter to the novel approach of VIG supervision, which is discussed in more detail below.

Other than the references made above VIG supervision does not seem to be well known in the wider supervision literature. Although video is well used in for example the medical field (Maguire, Roe, Goldberg, Jones & Hyde *et al.* 1978; Maguire, Fairbairn & Fletcher, 1986; Maguire, 1990; Edwards, Tzelepis, Klingbeil, Melgar & Speece, *et al.* 1996; Ward, MacRae, Schlachta, Mamazza & Poulin *et al.* 2003) it is mostly used as a form of self- and other-assessment (which implies a top-down, expert-learner model, less based on collaboration). VIG's use of video remains unique in that it offers a collaborative, explorative and positive approach; where the emphasis is placed on the development of a relationship that supports learning.

Video Interaction Guidance (VIG (Biemans, 1990)) is a well-researched approach that supports the development of attuned interactions between mother/care-givers and their infants (Wels, 2004; Fukkink & Lont, 2007; Kennedy *et al.* 2011). More recently the applicability of VIG is being researched within more varied contexts, one of which is how the approach can support learning for professionals. Throughout professional training in VIG, individuals must go through a structured programme that includes frequent supervision sessions.

As previously mentioned the VIG supervisory process is itself based upon the approach's core principles and underlying assumptions. Šilhánová and Sancho (2011) highlight how the processes and techniques used in VIG supervision parallel those of a session with a client and are guided by the theory underpinning the approach (Russell-Chapin 2007). Šilhánová and Sancho (2011) agree that supervision is a 'dance between two arenas' (Hewson, 2001 p.65):

'On the one hand it entails the establishment and development of the supervisory relationship where people feel valued and can learn. This is constantly being

balanced with the 'arena of science' (Hewson, 2001, p.69), which can be described as the ability to name, classify, cluster and discover parallel processes within the supervisory process.' (Šilhánová & Sancho, 2011, p.45)

Interestingly and in spite of the widening uses of VIG to support professional development there is to date very little research on how VIG supervision is experienced by those professionals being trained in it or what types of learning the supervision supports. In addition a search of the wider supervision literature other than that made by Šilhánová and Sancho (2011) reveals no reference to VIG supervision as a potential approach that could be applied in other fields.

In order to explore how VIG supervision is experienced seven professionals were interviewed. Each of the professionals were working with families and children in the south of England and were being trained in the VIG approach (VIG facilitators). Each of the VIG facilitators worked across a range of professions and all had significant experience within these roles. Professions included Educational Psychologists, Primary Mental Health Care workers, social workers and a counselling psychologist.

Video Interaction Guidance is a method in which clients (parents, professionals or children and young people) are given the opportunity to actively reflect and review their interactions through a collaborative conversation looking at a micro-analysis of video clips of their own successful communication. Key elements of the method are an adoption of a collaborative and empowering approach with the client. There is also a framework of 'Contact Principles' (see Appendix c) which focuses on the quality of moment-to-moment communication, to track and analyse basic communicative behaviours.

The theory base of the contact principles as cited by Forsyth, Kennedy and Simpson (1996) includes intersubjectivity (Trevarthen, 2008), mediated learning (Feuerstein, 1990) and theories of change (e.g. Cooperidder & Srivastva, 1987; Cooperrider, 1986; Prochaska & DiClemente, 1982) where self-modelling, empowerment, collaboration and respect are emphasised. It is necessary to highlight that the aforementioned theories only provide a limited understanding of the complex theoretical underpinnings of the approach and there is a

recognition that researchers and theorists are still in the process of gaining a more concrete understanding of this complexity (Kennedy *et al.* 2011).

Trevarthen's (1979, 1984) notion of intersubjectivity provides the rationale for Video Interaction Guidance. It is Trevarthen's analysis of the elements that achieve intersubjectivity, which provide the Contact Principles. These lie at the heart of video interaction guidance (Berg van den, 1994).

The process used with clients is paralleled during supervision. The facilitator films the feedback to the client and identifies from the film micro-clips of positive interaction. The micro-clips are used as a basis for supervision with the VIG guider. This feedback is also filmed by the VIG guider who continues the supervisory process with their own supervisor. Throughout, the contact principles are used as a guide to support the supervision, much in the same way as at the level of feedback between the VIG facilitator and client.

3.1.1 Supervision

Hawkins and Shohet (2006) write that there has been an upsurge in both counselling and psychotherapy, and in counselling and therapeutic approaches within many of the helping and people professions. This they say '...has brought in its wake the recognition that such work needs to be properly supervised': however '...the need for skilled supervision, good training in supervision, and for theory and research in this area has increased much faster than the provision' (p.3).

"Good supervision has an important role in assuring quality standards of service delivery and supporting service development. It should address both the well-being and professional development of the supervisee but also attend to outcomes for children, young people and their families."
(DECP, 2010, p.3)

Supervision is recognised as both a right and entitlement for Educational Psychologists (British Psychological Society, 1995). Since then the DECP (2010) have produced guidelines that bring supervision back into the foreground and have recognised it as especially relevant in the current climate due to the development of the profession and the changing contexts that educational psychologists are themselves working in.

A search of the wider supervision literature reveals little mention of VIG supervision as an approach that has been researched or accepted as a model. Scaife (2001) notes that a difficulty within the literature is that there are many models and methods that focus on the supervisory process (Sullivan, 1980; Ruddock & Sigsworth, 1985; Stones & Morris, 1974; Bernard, 1979; Stones, 1984; Hawkins & Shohet, 1989; Kagan & Kagan, 1991). The models and methods are discussed in relation to a range of professional contexts. This, she argues results in confusion and the possibility that supervisees (in this case trainee educational psychologists) will encounter a range of models and methods dependent on supervisor interest and style (Bernard, 1979; 1981).

The models and methods show a progression over time which seems to parallel that of the social sciences more generally. This saw a move away from positivism and more traditional approaches to thinking based on constructivist and social constructionist ideas. Critiques of the models ranged from those that positioned the supervisor and supervisee hierarchically (i.e. as expert and learner); those that predominantly focused on skills development at the expense of the development of understanding; others that offered a lack of conceptual coherence relating to pedagogical objectives (Stones, 1981; 1983); and, developmental models that provided a lack of flexibility (Scaife, 2001). In 1993, as a result Scaife developed 'The General Supervision Framework' in an attempt to provide some clarity within the supervisory process.

The General Supervision Framework (Scaife, 1993) is probably the most recent model that holds the greatest resemblance to VIG supervision. Similarities include the use of video and the suggestion of a flexibility of movement between a complementary and a reciprocal relationship between supervisor and supervisee. It also requires the need for the supervisor to show some sensitivity and attention to the mood and personal needs of the trainee. These are important and established factors within VIG supervision.

It differs however in particular ways from VIG supervision. Although the General Supervision Framework (Scaife, 1993) along with other supervisory models (Liese & Beck, 1997; Liddle, Becker, & Diamond, 1997; Binder & Strupp, 1997) suggest the use of video as a medium for supervision, it is only one of the many suggested. Scaife (2001) suggests that the most commonly adopted medium in

the professions of educational and clinical psychology is retrospective reporting and Scott and Spellman (1992) report that despite BPS guidelines on training, it is not uncommon to find that trainees have never been observed working themselves. There is also limited structure provided that gives guidance for how the video is used in practice.

VIG supervision differs therefore due to its preferred use of video as the main medium for supervision. There is a clear structure of video analysis and exploration which is not found within The General Supervision Framework (Scaife, 1993). In addition the use of video has been critiqued for practicalities around technical and ethical considerations relating to consent. This becomes less of an issue within VIG as all those who are involved have previously given consent. One of the questions that will need to be explored is whether this use of video is a supportive factor for supervision and if so, how?

Another major difference of VIG supervision from that of previous models mentioned is its explicit requirement to foster reciprocity between supervisor and supervisee. Carrington (2004) mentions how supervisory models are all seen as one-way processes with the supervisor providing and the supervisee receiving. She suggests that there needs to be a shift in thinking about supervision to a perspective that acknowledges the potential reciprocity and rich learning that could occur for both participants. Scaife (1993) suggests 'an orientation towards *co-operation* in the supervisory relationship' but 'does not necessarily make the assumption of equivalence of status' (p.69) and benefits are mainly connected with the development of their supervisory skills.

Supervision literature suggests that '...the most pivotal and crucial component of good supervision experience.... [is]the quality of the supervisory relationship' (Worthen & McNeil, 1996 p.29). Indeed Black (1988) has stated that 'the largest and most structurally similar factor found in both effective and ineffective [supervision] was that of the supervisory relationship' (p.167). These relationships are defined with concepts such as warmth, acceptance, respect, understanding and trust (Hutt, Scott & King, 1983; Martin, Goodyear & Newton, 1987; Miller & Oetting, 1966) and Worthen and McNeil (1996) suggest that good supervisors are able to create an atmosphere of experimentation and allowance for mistakes (Allen, Szollos & Williams, 1986; Hutt *et al.* 1983;

Nelson, 1978). Worthen and McNeil (1996) also interestingly found that without a positive supervisory relationship which invites openness to learning it is likely that learning will be minimised.

VIG is a well-known tool, in the community of VIG users, for supporting professional development. This includes the development of teachers in their interactions with children (Brown & Kennedy, 2011; Fukkink & Tavecchio, 2010; Brown, 2006); and the development of EPs' reflective practice (Currie, 2008, Chasle, 2009). In 2010 Fukkink completed a meta-analysis which demonstrated that video feedback as a method has a statistically significant effect on the interaction skills of professionals in a range of contact professions. Research that focuses on VIG as a support for professional development is a step closer to understanding how VIG may be used to support the learning process. It is my aim to try to gain a greater understanding of how VIG can support learning within the supervisory relationship and if so, specifically what type of supervision supports this to occur.

3.2 Method

The aim of the research is to explore VIG supervision in relation to the kinds of learning that occur. Two research questions were considered:

- 1) What kinds of learning occur within VIG supervision?
- 2) What kind of supervision brings this about?

The study aimed to explore the above questions within a qualitative research paradigm and adopted a social constructionist perspective.

Seven VIG facilitators were interviewed. The facilitators were currently completing the VIG training process. Each of the participants volunteered and gave written consent. Purposive sampling was used due to accessibility and the sample was considered as representative due to the varied roles that the facilitators had.

All interviewees were female and working in the south of England. As well as being trained in VIG they each had existing professional roles within the caring professions, including four primary mental health workers, two educational psychologists and a senior practitioner in social work. It was highlighted through

some of the interviews that a few of the facilitators had had more than one supervisor throughout their VIG training.

Interviews were deemed as the most appropriate data collection tool. The questions were theory driven and were therefore developed based on the theoretical underpinnings of VIG and the learning process. The questions were semi-structured in nature and were designed before the interview took place however it is important to note that they were used only as a guide for conversation and not used as a rigid framework.

3.2.1 Data analysis

The first part of the data analysis was transcription. The interviews were recorded and later transcribed onto a computer. The process of transcription was kept the same for all the interviews and included verbatim recording of speech; inclusion of e.g. laughter; short and long pauses; and any overlap.

Thematic analysis was used as a research tool to analyse the transcribed data (Riessman, 1993). Braun and Clarke's (2006) guidelines were followed to ensure some clarity and structure to the process (see Table 3.1).

Thematic Analysis	
Phase 1	Familiarising yourself with you data
Phase 2	Generating initial codes
Phase 3	Searching for themes
Phase 4	Reviewing themes
Phase 5	Defining and naming themes
Phase 6	Producing the report

Table 3.1: Thematic Analysis Process (Braun & Clarke 2006)

3.2.2 Audit trail and rigour

I attempted to be transparent and explicit throughout the research. I have also made explicit the epistemological stance taken and how research tools were used in light of this. Therefore the reader is more able to judge transferability to their own supervisory experiences (Cresswell, 2003; Mays & Pope, 1995; Pidgeon & Henwood, 1997).

Interview questions were developed from the theoretical underpinnings of VIG. These questions were sent to two VIG trainers (Hilary Kennedy (Educational Psychologist and co-founder of the VEROCC Centre, University of Dundee, UK) and Liz Todd (VIG experienced guider and trainer)) who read them and offered feedback. Questions were amended. This process occurred twice. The revised interview questions were then piloted with a colleague who is herself familiar with VIG. Relevant changes were made and the interview questions finalised.

3.2.3 Deviant case analysis

During analysis I attempted to explore any inconsistent or 'deviant' data e.g. that which did not fit with other interviewees' positions (Potter & Wetherell, 1987; Silverman, 2000) or contradicted any of my own assumptions. This required high levels of self-awareness, reflexivity and exploration of personal values and ideas regarding the research.

3.2.4 Ethical considerations

The following actions were taken in this study to attend to ethical considerations;

- Discussion was held with the interviewees by a VIG supervisor (Hilary Kennedy) before written consent was sought. The research was explained fully including roles and the research context. Interviewees were told that they did not have to take part in the research and could pull out at any time.
- A consent form was sent giving details of the research, when it would take place and what would be required. A copy of the interview questions was also included. All interviewees signed the consent forms.
- Anonymity was maintained throughout the report.
- An introduction was given to the interviewees before the research began to gain some familiarity before the interview. Again permission was sought to go ahead.
- Data and analysis was stored in a safe place in order to protect anonymity of interviewees.

3.3 Findings

3.3.1 *What kind of learning is experienced in VIG supervision?*

The learning that participants' experienced in VIG supervision was different to that of their other supervisory experiences, which usually focused on more process driven aspects. The kinds of learning that occurred are represented in figure 3.1. The learning described in VIG supervision was reported as qualitatively different. The qualities of this learning are listed, with examples and discussion in the following paragraphs:

- Opportunities for deeper level thinking
- Learning through reflection
- Learning that relates to the interviewees' reflexivity
- Learning that relates to the interviewees' self-reflection
- Areas of professional development

Learning that impacted on the interviewees' wider practice outside of VIG supervision

Deeper level thinking

VIG supervision supported deep levels of thinking. Interviewees also tended to compare its potential to reach a deeper level of thinking more than previous types of supervision they had experienced. Interviewees described that one of the reasons this deeper level of thinking was reached was because of the attunement and the type of relationship between the supervisor and supervisee.

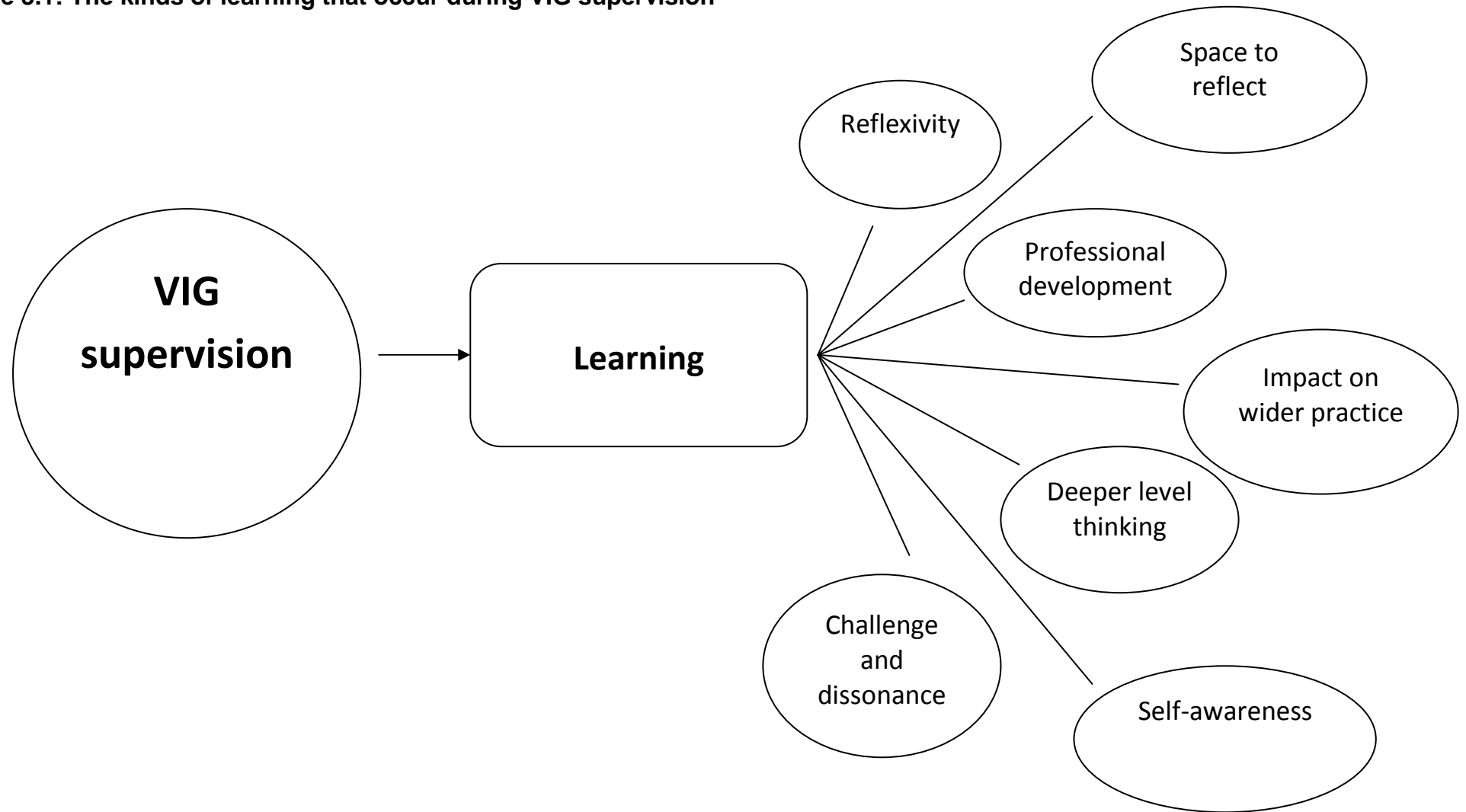
*"so.... [in] your relationship with your supervisor have you experienced...attunement?"

* "yes...I think definitely...we had quite deep discussions and there was definitely...a feeling state going on...there was some shared moments and deep discussions...that have really helped me enormously today...and [VIG supervision] helped me to see...[things] even at a deeper level"

The learning experienced was also described as multi-layered and meta-

*First quote represents interviewer, second quote interviewee

Figure 3.1: The kinds of learning that occur during VIG supervision



analytical which produces the image of depth, the potential for learning to be continuous and the type of learning that really stretches the mind:

“...I’m trying to think...about the elements of learning growing from VIG supervision...it’s multi-layered...the theoretical perspective...keeps getting embedded...so that’s the multi cycled plane...the multi-levelled plane...so the learning I get...grounds my theory...”

Reflective learning

Interviewees differentiated their VIG supervision from other types of supervision due to reflections that were supported. One of the interviewees referred to supervision that had more of a managerial agenda as ‘monkey supervision’ which is:

“...quite short, sweet and recorded, you come away just feeling “Oh well, I’ve done that for another month”...which is different from [VIG supervision]...where....I’ve really got some things to think about...[it’s] really given me food for thought...and, I can’t wait to get stuck in with what I’m doing and then come back in a month’s time.”

Reflexivity

Interviewees related their supervision to reflexivity and increasing levels of awareness around the intersubjective space between themselves and others:

“...it’s getting to where the family...is...and start from that point...and then move them forward...I think that I’m more...maybe observant...about where they are coming from.”

In particular the interviewees talked about how their supervision had led to a greater ability to be flexible in approach dependent on how ready their clients were for intervention/change. They also suggested that the impact of seeing themselves on screen had helped reflexivity to develop:

“...but actually when your breaking things down into minutiae which is obviously the approach of VIG, it enables you to see...much more clearly times that you do it and see how you can adjust that behaviour...”

Self-awareness

VIG supervision supported increased levels of self-awareness, including a greater ability to be self-critical, develop new skills, and develop a firmer sense of identity.

“...the contact principles are...really helpful...for...myself who tends to talk quite a lot so therefore maybe [not] doing as good turn-taking...when I'm feeling nervous...”

They did not refer to self-awareness as something specific, but it was embedded within their language e.g. “...helps me...be more sensitive”.

Professional development

Interviewees experienced development professionally through e.g. growing self-awareness. It was also reflected that the identification of future goals, a structural component of VIG supervision, was an important element in supporting development.

“I like to know that yes I've done things well but also [to know the] things that I need to improve because I like to grow, I like to know what's ...expected of me ...”

There was a sense that conversations were underpinned by an eagerness to improve and a need for that improvement to be recognised in the form of affirmation and validation.

“...you feel very positive about yourself because you're encouraged to see your progression and to set goals...”

There is also something here about interviewees feeling as if they had some autonomy and voice in decision making and their own development, which I suggest, supports their motivation and eagerness to continue and develop.

Impact on wider practice

Learning through VIG supervision also seemed to affect the interviewees' reflection, self-awareness and development of their relationships in wider practice e.g. work completed within roles other than that of VIG facilitator.

“...in your supervision sessions...there's...that embedding...of your understanding of the contact principles and also your practice of the...contact principles...then the more supervision you have...the more sensitive I become...it just affects all your practice...”

3.3.2 What kind of supervision brought this about?

Interviewees described a number of qualities of VIG supervision that were responsible for the learning they had experienced (see Figure 3.2). The experiences of VIG supervision seemed to break down into two parts, the structural and more process driven, and relational and intersubjective aspects. The effects of VIG supervision are also represented on the right of the figure 3.2. There was a general sense that VIG supervision was a highly meaningful and genuine experience where the interviewees had been able to openly explore their practice, be challenged and experience dissonance, enter into deep discussions that brought about new learning, professionally develop, reflect on their growing identity, and, gain a sense of affirmation and grow in confidence:

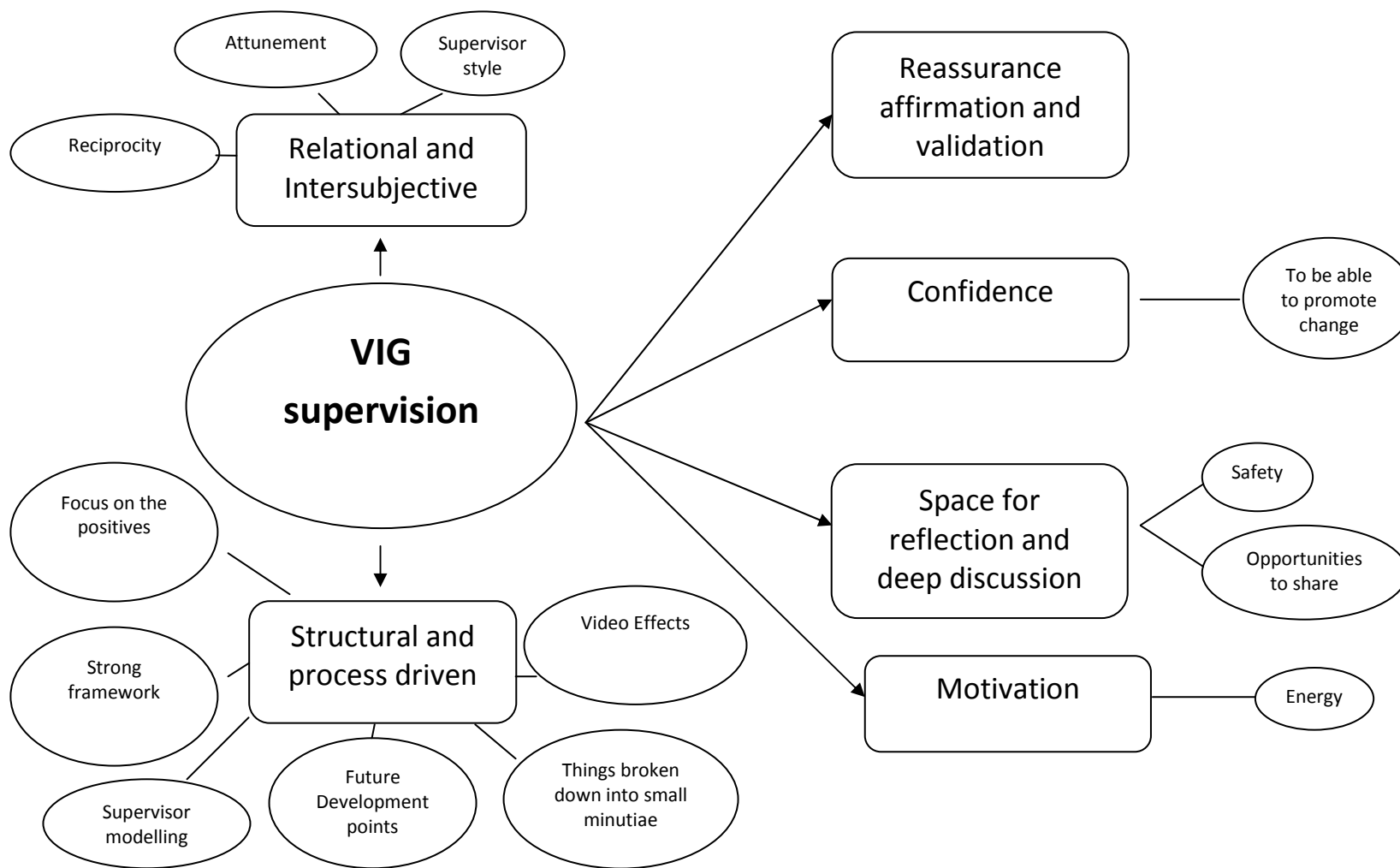
“...it was probably about somebody taking my work seriously...validating the work that I'd done...giving me the opportunity to be really thoughtful and reflective and I suppose...sharing the moments in your clips with someone else...in a way that...had real meaning...”

“...you're able to enable the client to...change in their thinking about their situation so there is a very positive and...sense of a good -feeling about your work...”

“...as basic supervision...it's positive...and strengths based...it's empowering in the way that it is when you deliver VIG yourself...so I always come away thinking I can do this...even though I think it's really hard I have to say I...come away thinking...ok I think I've got this figured out (laugh)...I get... what I'm doing well [and] where I need to go...so that as a supervision that's great...”

“...it gives me new ideas...it doesn't leave me floundering[,] thinking oh I need to come up with something different[,] I get...clear guidance on what I should be doing next...it's balanced...it doesn't close me down...it doesn't leave me there thinking you know that I need to come up with my own ideas...it's collaborative...it's not a...painful hoop jumping...”

Figure 3.2: The kind of supervision which brought the learning about



Six aspects of VIG supervision seemed particularly important to the research participants. These are listed and then expanded with examples below:

- Space for reflection and deep discussion
- Focus on the positives
- Using a visual medium i.e. video
- Experience of attunement between supervisor and supervisee
- A parallel process i.e. the approach being modelled through the supervision
- Supervisor style

Space for reflection and deep discussion

Interviewees expressed how they felt more able to share and safe enough to experience challenge and dissonance:

“...you know...that you don't always get it right, no one always gets it right and it's alright to say...I'm struggling with this or to share...and be able to talk honestly...about how you take that forward...”

There was a sense that the interviewees felt able to experience things that were quite uncomfortable including self-doubt, uncertainty, change, recognition of a need to develop, and to share their vulnerabilities. This brought something personal to the conversations and allowed them to explore areas that they clearly found difficult. Having this opportunity is likely to reduce anxieties about identity and practice. I also sensed that alongside opportunities to share came relief that they had the opportunity to tackle these difficult issues. This may be one reason it was given such weight.

Positive focus

Interviewees associated VIG's positive approach, although uncomfortable at times, with high levels of affirmation, validation and developing confidence. This theme, which was an effect of VIG supervision, was one that seemed to have high impact.

“...and it’s good to be in a session and to have all those things that perhaps you’re working really well [on] brought out...[because] that will boost me...”

“...talking about your positives, I think sometimes it takes somebody...else to do that...”

Video Effects

VIG’s unique quality of having a visual medium seemed to be a highly important and definitive aspect of the supervision, allowing interviewees to share their practice with another in ways that don’t happen often due to the demand of their roles involving high levels of lone working.

“...by being able to watch yourself...you learn a lot about what you do or don’t like and you’re able to reflect in a very different way to when you’re just communicating with somebody and then going away and wondering about it...”

Attunement

Interviewees discussed the impact of attunement on their relationship with the supervisor. Descriptions included “...collaborative and shared...” and like “...a dance...” It was also directly associated with learning:

“...what I’ve learned, I’ve learned because we’ve been attuned...”

Interviewees connected attunement to levels of motivation, confidence, affirmation, genuineness, openness and its impact in promoting a shared understanding. Without it, interviewees discussed how the value of supervision was less, with lessened learning, lower levels of energy, less shared understanding and how it felt more of an academic than personal exercise.

A parallel process

Interviewees seemed to experience supervisor modelling of principles and practice i.e. experience of a parallel process as a powerful tool for supporting the supervisees’ learning and confidence. This was in particular relation to supporting their adoption of the approach in practice:

“...it’s a different approach to some of the others that I might be working so...it[s]...really good that it’s modelled...because it’s just the best way I guess, that experiential learning...”

There seemed to be a sense of reassurance that the supervisors were genuine in their approach and did actually practice what they said they did.

There was also the idea that the supervisees themselves had thought about adopting a similar approach in their role of supervisor:

“...when I think about myself as a supervisor, which there’s going to be a lot of...expectation...to do supervision...I really feel that’s the style I would like to adopt...”

3.4 Discussion

Analysis of data suggests that Video Interaction Guidance applied within the context of supervision, can serve as a powerful tool for promoting the type of supervisory environment and relationship where learning can occur in a variety of forms. The question still remains however: what is it about VIG supervision that can support these learning experiences? At a basic level the findings indicate that the theories underpinning VIG supervision seem to interact together in such a way that supports the educative function (Kadushin, 1976) and attached categories of focus (Hawkins & Shohet, 2006) mentioned as relevant and important within any form of supervision.

I believe it is the complex and unique mix of theory and method underpinning VIG that makes it so effective in supporting the educative element within the supervisory process. Supportive structural factors were described to include the use of a visual and concrete medium that could bring supervisees’ practice into the session; VIG’s strong and consistent framework; the specification of looking in depth at small micro-clips; the identification of future development points; and, the adult modelling of principles and practice.

In addition, and as the supervision literature suggests, ‘... the most pivotal and crucial component of good supervision experience...[is] the quality of the supervisory relationship’ (Worthen & McNeil, 1996 p.29). VIG is unique as a supervisory model due to its predominant focus on the interaction and consequent developing relationship between the supervisor and supervisee. The relational themes identified in the data included attunement, reciprocity, supervisor style (including being relaxed and warm, respectful and passionate),

balance, collaboration, and safety. These themes are openly acknowledged within VIG literature as supporting the development of attuned interactions, so it is encouraging that they have been acknowledged as occurring within these interviewees' supervision sessions.

What is interesting to consider however is how the supervisory relationship in particular has supported the learning experiences described within the data. Worthen and McNeil (1996) argue that without a positive supervisory relationship which invites openness to learning it is likely that learning will be minimised. Within the data attunement was connected to confidence, validation, feeling listened to, being understood, shared understandings, motivation, energy, and genuineness. In particular, I wonder if the attuned relationships that VIG supervision aims to support work in such a way as to provide a foundation where learning can occur. Once this relationship has been established a space is created that allows for deep discussion, meaningful exchanges, and very importantly challenge.

“And that you could talk genuinely...with no false self or anything....you're on a genuine level and you're...sharing something genuinely...I know that she'll probably spot something...and she knows what I probably feel nervous about...it's very supportive...”

The anxiety and self-defensiveness (dissonance) potentially created through challenge and uncertainty is likely to be minimised by the existence of an established relationship that has been developed through VIG supervision. I wonder if it is this that allows discussions to reach such a deep level where supervisees are able to question their existing beliefs and assumptions and assimilate new information in a safe and supportive environment. This theory would support Worthen and McNeil, (1996) who suggest that the relationship may not always be a predominant focus for supervision sessions, nevertheless:

‘...it is likely that in the course of addressing the variety of supervision issues, the supervisory relationship would continue to serve as the base of all good therapeutic and professional training, suggesting that the learning and acquisition of professional skills and identity may be delayed, hampered, or not fully developed outside of the context of an effective supervisory relationship’ (p.32).

The attuned relationship and effects of this could also be compared to the supportive function of supervision (Kadushin, 1976; Hawkins & Shohet, 2006),

which the literature suggests is particularly valued (Carrington, 2004; Dowling & Osborne, 1994; Gilbert & Evans, 2000; Jones, 2004; Nolan, 1999; Osborne, 1993; Zorga, Dekleva & Kobolt, 2001).

Another interesting finding from the data relates to the interviewees' discussions around their previous supervision sessions in comparison to VIG. The interviewees described a qualitative difference between VIG supervision and that which they articulated as more process driven.

“...I think that there's a different agenda...and there isn't or I don't feel like there's the space for emotions, for personality and emotional change...”

The themes identified as relating to more process driven supervision included no attunement, no structure, no shared understanding, variable outcomes, no flexibility, and an “...occasional golden nugget”. In comparison the interviewees' discussed VIG supervision as having a fundamental difference in learning, relationships and agenda. This has implications for the possibility of different types of supervision which support the predominance of different outcomes. For example, it may be that process driven supervision fits more with areas of practice that require some form of management and measurement of effectiveness. This also implies more of a top down hierarchical structure. In comparison other types of supervision may promote learning and personal development at a deeper and richer level without the requirement of particular agendas relating to practice.

These types of supervision are likely to focus on relational aspects and creating a rich learning environment, based on reciprocity (Carrington, 2004). For types of supervision where both elements of learning and management are required, awareness will need to be raised around the consequences of the potentially conflicting agendas for both parties. Further research may need to be considered within this area in order to further understand the complexities around these differing agendas within supervision.

3.5 References

- Allen, G. J., Szollos, S. J., & Williams, B. E. (1986). Doctoral students' comparative evaluations of best and worst psychotherapy supervision. *Professional Psychology: Research and Practice, 17*, 91-99.
- Berg van den, P. M. (1994). *Video home training*. Center for Special Education, Leiden University: Leiden.
- Bernard, J. (1979). Supervisor training: A discrimination model. *Counsellor Education and Supervision, 19*, 60-68.
- Bernard, J. (1981). In-service training for clinical supervisors. *Professional Psychology, 12*, 740-748.
- Biemans, H. (1990). Video Home training: Theory, Method and Organization of SPIN. In J. Kool (Ed.) *International Seminar for Innovative Institutions*. Ryswijk: Ministry of Welfare, Health and Culture.
- Binder, J. L. & Strupp, H.H. (1997). Supervision of psychodynamic psychotherapies. In C.F. Watkins (Ed.) *Handbook of psychotherapy supervision*. New York: Wiley.
- Black, B. (1988). Components of effective and ineffective psychotherapy supervision as perceived by supervisees with different levels of clinical experience. *Dissertation Abstracts International, 48*, 3105B.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- British Psychological Society. (1995). *Clinical psychology training: Meeting health service demand*. Leicester: British Psychological Society.
- Brown, K. (2006) *Better interaction, better learning*. Master's thesis, University of Dundee.
- Brown, K. & Kennedy, H. (2011). Learning through conversation: exploring and extending teacher and children's involvement in classroom talk. *School Psychology International, 32*(4), 377-396.

- Carrington, G. (2004). Supervision as a reciprocal learning process. *Educational Psychology in Practice*, 20(1), 31-42.
- Chasle, C. (2009). *On becoming reflexive in professional practice: An analysis of intersubjective processes and subjectivity*. Unpublished doctorate thesis, The University of Sheffield.
- Cooperrider, D. L. (1986). *Appreciative inquiry: Toward a methodology for understanding and enhancing organizational innovation*. Unpublished doctoral dissertation, Case Western Reserve University, Cleveland, Ohio.
- Cooperrider, D.L. & Srivastva, S. (1987). Appreciative inquiry in organizational life. *Research in Organizational Change and Development*, 1, 129-169.
- Cresswell, J.W. (2003). *Research design*. Thousand Oaks. CA: Sage.
- Currie, R. (2008). *An evaluation of the impact of training in video interaction guidance (VIG) principles on practitioners' reflective practice*. Unpublished master's thesis, University of Dundee.
- Division of Educational and Child Psychology (DECP). 2010. *Professional supervision: Guidelines for practice and educational psychologists*. Leicester: The British Psychological Society.
- Dowling, E. & Osborne, E. (1994). *The family and the school. A joint systems approach to problems with children*. London: Routledge.
- Dunsmuir, S. & Leadbetter, J. (2010). *Professional supervision: Guidelines for practice for educational psychologists*. Leicester: The British Psychological Society.
- Edwards, A., Tzelepis, A., Klingbeil, C., Melgar, T., Speece, M., Schubiner, H., & Burack, R. (1996). Fifteen years of a videotape review program for internal medicine and medicine-paediatrics residents. *Academic Medicine*, 71, 744–8.

- Feuerstein, R. (1990). The theory of structural cognitive modifiability. In B.Z. Presseisen (Ed.) *Learning and thinking styles: Classroom interaction* (pp.68-134). Washington, DC: National Education Association.
- Forsyth, J., Kennedy, H. & Simpson, R. (1996). Video interaction guidance in schools – we've looked at life from both sides now. (unpublished papers) Dundee: Dundee Educational Psychology Service.
- Fukkink, R.G. (2010). Missing pages? A study of textbooks for Dutch early childhood teacher education. *Teaching and Teacher Education* 26, 371–376.
- Fukkink, R.G. & Lont, A. (2007). Does training matter? A meta-analysis and review of caregiver training studies. *Early Childhood Research Quarterly*, 22(3), 294-311.
- Fukkink, R. & Tavecchio, L. (2010). Effects of video interaction guidance on early childhood teachers. *Teaching and Teacher Education*, 26(8), 1652-1659.
- Gilbert, M.C. & Evans, K. (2000). *Psychotherapy supervision: An integrated relational approach to psychotherapy supervision*. Buckingham: Open University Press.
- Hawkins, P. & Shohet, R. (1989). *Supervision in the helping professions*. Oxford: Open University Press.
- Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions*. London: Open University Press.
- Hutt, C. H., Scott, J., & King, M. (1983). A phenomenological study of supervisees' positive and negative experiences in supervision. *Psychotherapy: Theory, Research, and Practice*, 20, 118-123.
- Jones, M. (2004). Supervision, learning and transformative practices. In N. Gould and M. Baldwin (Eds.) *Social work, critical reflection and the learning organisation* (pp.11-22). Aldershot: Ashgate.

- Kadushin, A. (1976). *Supervision in social work*. New York: Columbia University Press.
- Kagan, N. & Kagan, H. (1991). Teaching counselling skills. In K. R. Cox and C. E. Ewan (Eds.) *The medical teacher*. Edinburgh: Churchill Livingstone.
- Kennedy, H., Landor, M., & Todd, L. (2011). *Video interaction guidance: A relationship-based intervention to promote attunement, empathy and well-being*. London: Jessica Kingsley Publishers.
- Kennedy, H. & Sked, H. (2008). Video interaction guidance: A bridge to better interactions for individuals with communication impairments. In S.M Zeedyk, (Ed.) *Promoting social interaction for individuals with communicative impairments* (Chapter 9). London: Jessica Kingsley Publishers.
- Liddle, H. A., Becker, D., & Diamond, G. M., (1997). Family therapy supervision. In C.E. Watkins (Ed.) *Handbook of psychotherapy supervision* (pp.400-418). New York: John Wiley & Sons.
- Liese, B.S. & Beck, J.S. (1997). Cognitive therapy supervision: Handbook of psychotherapy supervision. In C. Watkins & Jr. Edward. (Eds.) *Handbook of psychotherapy supervision* (pp.114-133). New York: John Wiley & Sons.
- Loganbill, C, Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counselling Psychologist*, 10, 3-42.
- Maguire, P. (1990). Can communication skills be taught? *British Journal of Hospital Medicine*, 43, 215–6.
- Maguire, P., Fairbairn, S., & Fletcher, C. (1986). Consultation skills of young doctors. Benefits of feedback training in interviewing as students persist. *British Medical Journal (Clinical Research Edition)*, 292, 1573–6.
- Maguire, P., Roe, P., Goldberg, D., Jones, S., Hyde, C., & O' Dowd, T. (1978). The value of feedback in teaching interviewing skills to medical students. *Psychological Medicine*, 8, 695–704.

- Martin, J. S., Goodyear, R. K., & Newton, F. B. (1987). Clinical supervision: An intensive case study. *Professional Psychology: Research and Practice*, 18, 225-235.
- Mays, N. & Pope.C. (1995). Rigour and qualitative research. *British Medical Journal*, 311, 109–12.
- Miller, C. D., & Oetting, E. R. (1966). Students react to supervision. *Counsellor Education and Supervision*, 6, 73-74
- Nelson, G. L. (1978). Psychotherapy supervision from the trainee's point of view: A survey of preferences. *Professional Psychology*, 9, 539-550.
- Nolan, A. (1999). Supervision for educational psychologists. *Educational Psychology in Practice*, 15(2), 98-107.
- Osborne, E. (1993). External pressures and influences on face to face supervision. *Educational and Child Psychology*, 10 (2), 25-30.
- Pidgeon, N., & Henwood, K. (1997). Using grounded theory in psychological research. In N. Hayes (Ed.) *Doing qualitative analysis in psychology* (pp.245-273). Hove: Psychology Press.
- Potter, J., & Wetherell, M. (1987). *Discourse and social psychology: Beyond attitudes and behaviour*. London: Sage.
- Prochaska, J.O. & DiClemente, C.C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research & Practice*, 19(3), 276-288.
- Riessman, C. K. (1993). *Narrative analysis*. Newbury Park, CA: Sage.
- Ruddock, J. & Sigsworth, A. (1985). Partnership supervision (or Goldhammer revisited). In D. Hopkins and P. Wiser. (Eds.) *Rethinking teacher education*. London: Croom Helm.
- Scaife, J. (1993). Application of a general supervision framework: creating a context for supervision. *Educational and Child Psychology*, 10(2), 61–72.

- Scaife, J. (2001). *Supervision in the mental health professions. A practitioners guide*. Hove: Brunner-Routledge.
- Scott, C. & Spellman, D. (1992). Clinical psychology and family therapy training. *Clinical Psychology Forum*, 48, 31-34
- Šilhánová, K. & Sancho, M. (2011). VIG and the supervision process. In: H. Kennedy, M. Landor, and L. Todd, (Eds.) *Video Interaction Guidance: A Relationship-Based Intervention to Promote Attunement, Empathy and Well-Being* (pp.43-58). London: Jessica Kingsley Publishers.
- Silverman, D. (2000). *Doing qualitative research: A practice handbook*. London: Sage.
- Stones, E. (1981). *Educational psychology and teaching: A perspective*. Clearing House on Teacher Education.
- Stones, E. (1983). Perspectives in pedagogy, *Journal of Education for Teaching*, 9, 68-76.
- Stones, E. (1984). *Supervision in teacher education: A counselling and pedagogical approach*. London: Methuen & Co.
- Stones, E. & Morris, S. (1974). The assessment of practical teaching. *Educational Research*, 12, 110-119.
- Stern, D.N. (1985). *The interpersonal world of the child*. New York: Basic Books.
- Sullivan, C.G. (1980). *Clinical supervision: A state of the art review*. Virginia, USA: Association for Supervision and Curriculum Development.
- Trevarthen, C. (1979). Communication and co-operation in early infancy. A description of early intersubjectivity. In M. Bullowa. (Ed.) *Before speech the beginnings of human communication* (pp.321-349). London: Cambridge University Press.

- Trevarthen, C. (1984). Emotions in infancy: regulators of contacts and relationships with persons. In K. Scherer & P. Ekman (Eds.) *Approaches to emotion* (pp.129-157). Hillsdale, NJ: Lawrence Elbaum.
- Trevarthen, C. (2008). Intuition for human communication. In S.M Zeedyk, (Ed.) *Promoting social interaction for individuals with communicative impairments* (pp.23-39). London: Jessica Kingsley Publishers.
- Ward, M., MacRae, H., Schlachta, C., Mamazza, J., Poulin, E., Reznick, R., & Regehr, G. (2003). Resident self-assessment of operative performance. *American Journal of Surgery, 185*, 521–4.
- Wels, P. (2004). *Helping with a camera: The use of video for family intervention*. Nijmegen: Nijmegen University Press.
- Worthen, V. & McNeil, B. W. (1996). A phenomenological investigation of "good" supervision events. *Journal of Counselling Psychology, 43*(1), 25-34.
- Zorga, S., Dekleva, B., & Kobolt, A. (2001). The process of internal evaluation as a tool for improving peer supervision. *International Journal for the Advancement of Counselling, 23*(2), 151–162.

Appendix a: Consent Forms

Address

Dear practitioner

I am currently undertaking research for my Doctorate in Applied Educational Psychology at Newcastle University. The area that I have chosen to research is Supervision and how VIG (Video Interaction Guidance) may support the process. I am particularly interested in what it is about the VIG process that may create a space for new learning.

I would like to interview practitioners who are VIG trained or who are in the process of becoming trained and who are able to volunteer for this research. The focus is on how the volunteers have experienced supervision with their supervisors whilst using VIG within their work and how this has impacted professional development.

The questions that I will be asking will aim to help the volunteer reflect upon their supervision sessions and to consider the times when they have experienced new learning or a light-bulb moment. Reflections could include discussion on the emotional experience, what factors supported the new learning, and what thoughts occurred at that time. I am interested in how it feels for supervisees to experience supervision through the use of VIG as a method i.e. how the contact principles and the level of attunement may support this process.

There is very little research on the process of supervision in VIG so this research will contribute to the growing evidence nationally. I am working closely with Hilary Kennedy and plan to carry out short 30 minute interviews following VIG supervision sessions. I am being supervised by Prof Liz Todd who is VIG trained.

If you would like to offer your experiences and reflections I would be extremely grateful. If so, please could you sign below. You are free at any time to pull out of the research. You are also free to ask any questions at all about the research.

Yours sincerely

Katie Parker
Trainee Educational Psychologist

I agree / do not agree to take part in this research.

Signed.....

Date.....

Printed.....

Occupation.....

Appendix b: Interview questions

- 1) What have you learned from VIG supervision (e.g. have you had a lightbulb moment)?

What was this learning – Can you tell me about it?

- 2) Has learning in VIG supervision had some kind of emotional impact on you?

- 3) Have you experienced what you might call attunement – or what you might call it something else – in VIG supervision? If so – what did this look like / mean for you?

- 4) How have VIG supervision sessions affected your practice?

Appendix c: Contact Principles taken from (Kennedy & Sked, 2008)

Yes-series ATTUNED	Positive responses to child's initiatives	Negative responses to child's initiatives	No-series DISCORDANT
Being attentive	Turn in response Return eye contact	Turning away Looking away	Not attentive
'Yes' giving (body)	Responds with Smile Nod Friendly intonation Friendly posture	Not smiling Unfriendly intonation Shaking the head Unpleasant facial expression	'No' giving (body)
'Yes' giving (verbal)	Talking Labelling Saying yes Each making initiatives Saying what you feel Asking what you want to know	Remaining silent Correcting Saying no	'No' giving (verbal)
Taking turns	Receiving and returning	Everyone talking at once Not receiving Not taking a turn	Not taking turns
Cooperation	Receiving Giving help	Not receiving help Not giving help Not joining in	Not cooperating
Attuned guiding, leading	Taking initiatives Distracting Making suggestions Making choices Making plans Problem solving	Not taking initiatives Not distracting Not making suggestions Not making choices Not making plans Not problem solving	Discordant guiding, leading

Appendix d: Audit Trail

Sample Transcript

Insert taken from Interview 1

1: Interviewee

2: Interviewer

1 (long pause) erm (short pause) well (short pause) after I left the supervision I was thinking about it quite a lot

2 hmhhh

1 I was thinking about it before I went to every session with this client (short pause) erm and not just with this client but I was thinking about it in my other practice erm because I think my big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity and er erm cos I'm working towards counselling psychologist status

2 right

1 and kind of really (short pause) fulfil the kind of niggling doubts or any kind of who am I really what am I you know what my ethos is what my erm strong points are and who I am really

2 yeah

1 and I think that just feel and I think it's a what my strength is what I feel and what my ethos is that I use me as a direct tool and actually with VIG erm it's all there cos you see yourself and I had more chance to work towards it because I could see myself on the video things I like you know things I would like to improve and what I would like to work on and it just

showed me it here was this person it's got a lot of power very powerful in the here and now with the client (short pause) and you so moving away (short pause) I never sort of liked experts model

2 no yeah

1 sort of worked to and always collaboratively and that's just further supporting and this is what I am this is what (short pause) my identity is and this is what I'd like to shape and inform towards all the time

Thematic Analysis

Stage One: Initial Coding

1: Interviewee

2: Interviewer

1 (long pause) erm (short pause) well (short pause) after I left the supervision I was thinking about it quite a lot ***[VIG Supervision led to reflection]***

2 hmhhh

1 I was thinking about it before I went to every session with this client (short pause) erm and not just with this client ***[Thinking about what she had learnt in supervision before seeing the client]*** but I was thinking about it in my other practice erm because I think my big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity ***[Thinking about what she had learnt within her other practice] [The new learning affected her identity and fit in with her ethos]*** and er erm cos I'm working towards counselling psychologist status

2 right

1 and kind of really (short pause) fulfil the kind of niggling doubts or any kind of who am I really what am I you know what my ethos is what my erm strong points are and who I am really ***[Thinking about her VIG supervision in relation to her identity and what she is good at]***

2 yeah

1 and I think that just feel and I think it's a what my strength is what I feel and what my ethos is that I use me as a direct tool *[Using herself to inform practice]* and actually with VIG erm it's all there cos you see yourself and I had more chance to work towards it because I could see myself on the video things I like you know things I would like to improve and what I would like to work on and it just *[Effect of the use of video and seeing yourself]* showed me it here was this person it's got a lot of power very powerful in the here and now with the client *[VIG powerful with the client]* (short pause) and you so moving away (short pause) I never sort of liked experts model

2 no yeah

1 sort of worked to and always collaboratively and that's just further supporting and this is what I am this is what (short pause) my identity is *[VIG affecting her identity and what she would like to work towards within her practice]* and this is what I'd like to shape and inform towards all the time *[Move away from expert model-working collaboratively]*

Thematic Analysis

Stage Two: Grouping of initial codes

I have included below examples of codes which have been grouped together in order to identify initial patterns. I found this a helpful process to begin thinking about themes across the whole data set. These coincide with some of the codes from the sample provided to help the reader make sense of the analytic process.

Group 1: Effects of video

Interview	Code	Initial Theme	Data Extract
1	7	Effect of the use of video and seeing yourself	towards it because I could see myself on the video things I like you know things I would like to improve and what I would like to work on and it just

Group 2: Description of VIG supervision

Interview	Code	Initial Theme	Extract
1	10	Move away from expert model-working collaboratively	further supporting and this is what I am this is what (short pause) my identity is and this is what I'd like to shape and inform towards all the time

Group 3: New Learning

Interview	Code	Initial Theme	Extract
1	1	VIG Supervision led to reflection	supervision I was thinking about it quite a lot
	2	Thinking about what she had learnt in supervision before seeing the client	I was thinking about it before I went to every session with this client (short pause) erm and not just with this client
	3	Thinking about what she had learnt within her other practice	but I was thinking about it in my other practice erm because I think my big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity
	4	The new learning affected her identity and fit in with her ethos	big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity

Thematic Analysis

Stage Three: Identification of initial themes

Once I had grouped the codes together I was able to see the overall data set. At this stage I began to look more closely at the patterns within each of the groups and I identified these patterns as initial themes. Examples from the sample are provided.

Theme: Reflection

Interview	Code	Initial Theme	Extract
1	1	VIG Supervision led to reflection	supervision I was thinking about it quite a lot
	2	Thinking about what she had learnt in supervision before seeing the client	I was thinking about it before I went to every session with this client (short pause) erm and not just with this client

Theme: Wider Practice

Interview	Code	Initial Theme	Extract
1	3	Thinking about what she had learnt within her other practice	but I was thinking about it in my other practice erm because I think my big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity

Theme: Self Awareness

Interview	Code	Initial Theme	Extract
1	4	The new learning affected her identity and fit in with her ethos	big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity

Theme: Effects of Video

Interview	Code	Initial Theme	Extract
1	7	Effect of the use of video and seeing yourself	towards it because I could see myself on the video things I like you know things I would like to improve and what I would like to work on and it just

Theme: Reciprocity

Interview	Code	Initial Theme	Extract
1	10	Move away from expert model-working collaboratively	further supporting and this is what I am this is what (short pause) my identity is and this is what I'd like to shape and inform towards all the time

The full set of themes identified at this stage are provided in the table below:

Table: Identification of initial themes

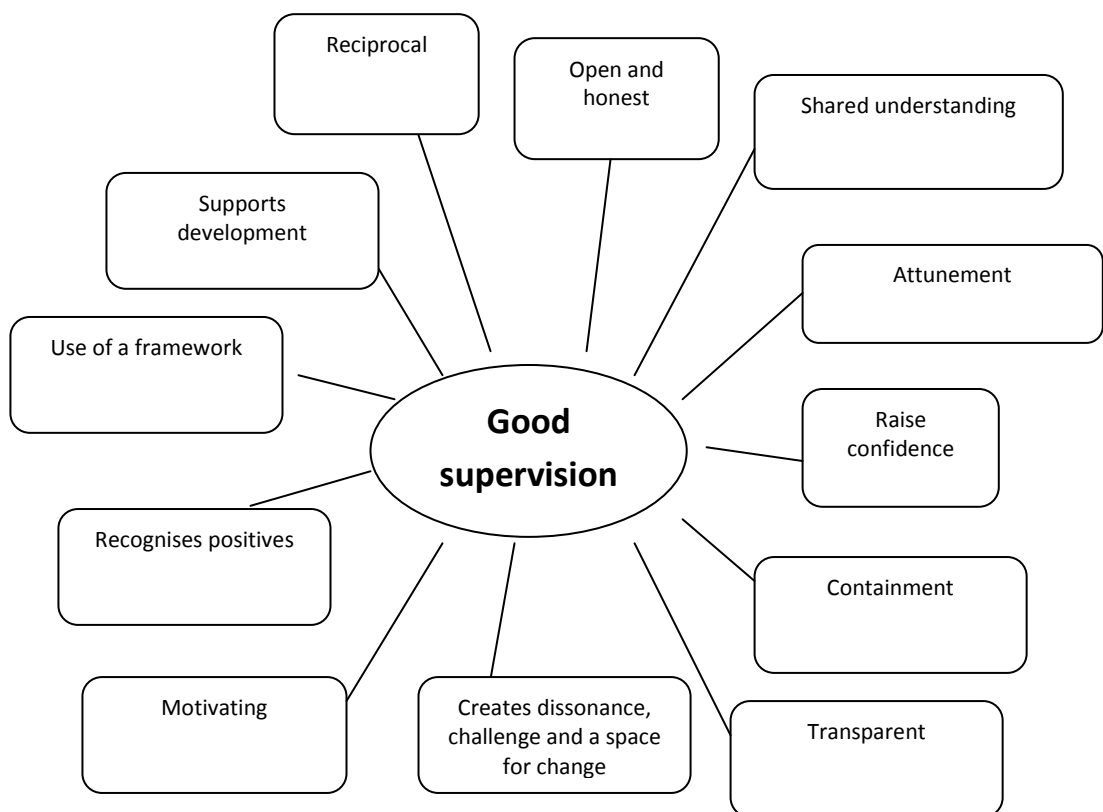
Affirmation / validation /feelings	Attunement	Wider Practice	What is good supervision?
VIG as a general model	Supervisor Style	Strengths based	Space for reflection
Skills learned	Self Awareness	Seeing yourself positively	Reflection
Reciprocity	Other supervision	No Attunement	Motivation
Feelings from supervisor	Energy	Effects of video	Deep discussion
Parallel process	Consistency and strong framework	Future development	Reflexivity
Small minutiae	Description of VIG supervision		

Thematic Analysis

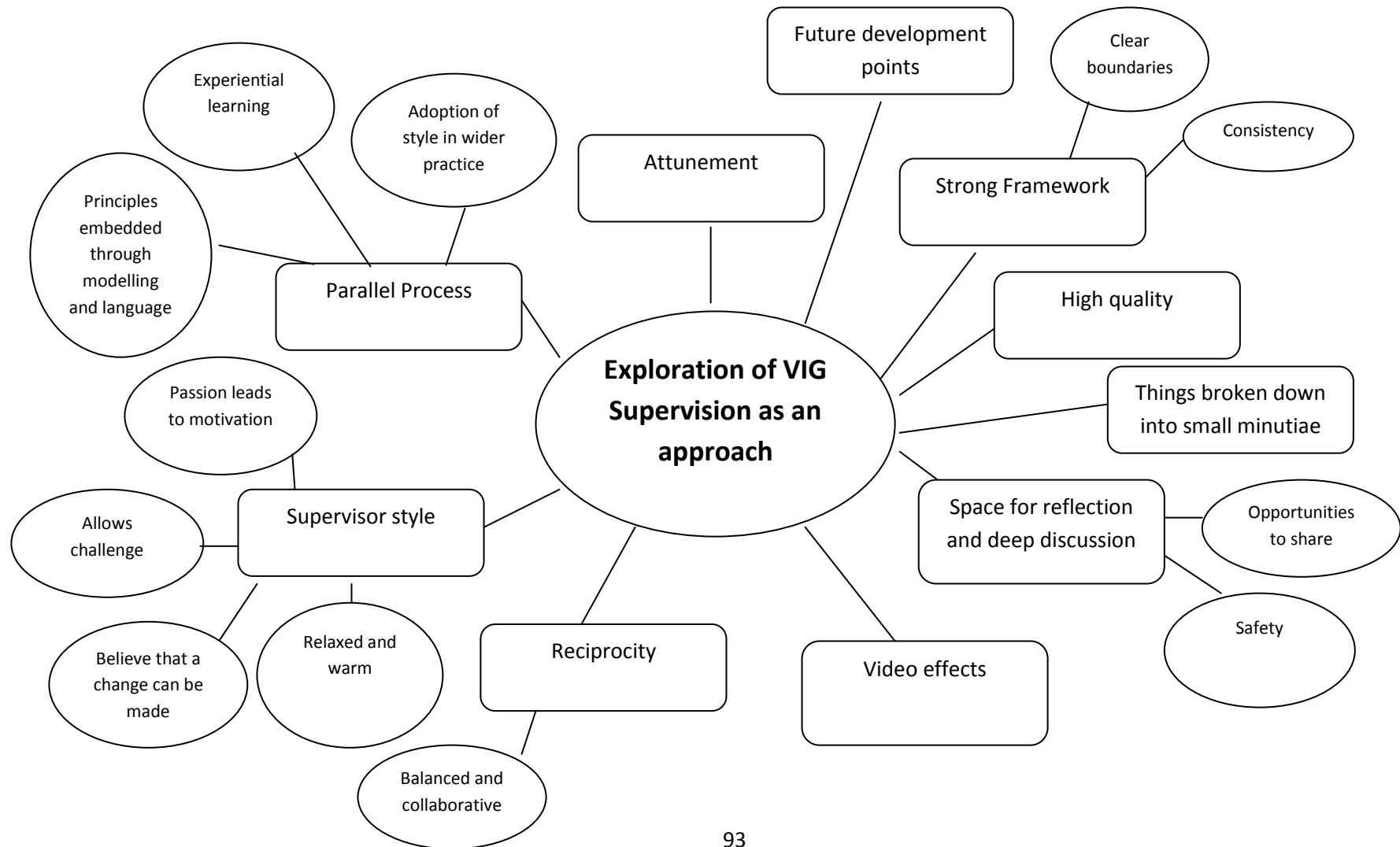
Stage Four: Mind Maps

Following the identification of initial themes these were organised into mind maps. This process allowed for the data to be organised into major and sub themes and I was also able to more clearly identify topic areas (reflected by each separate mind map). Each mind map is presented below.

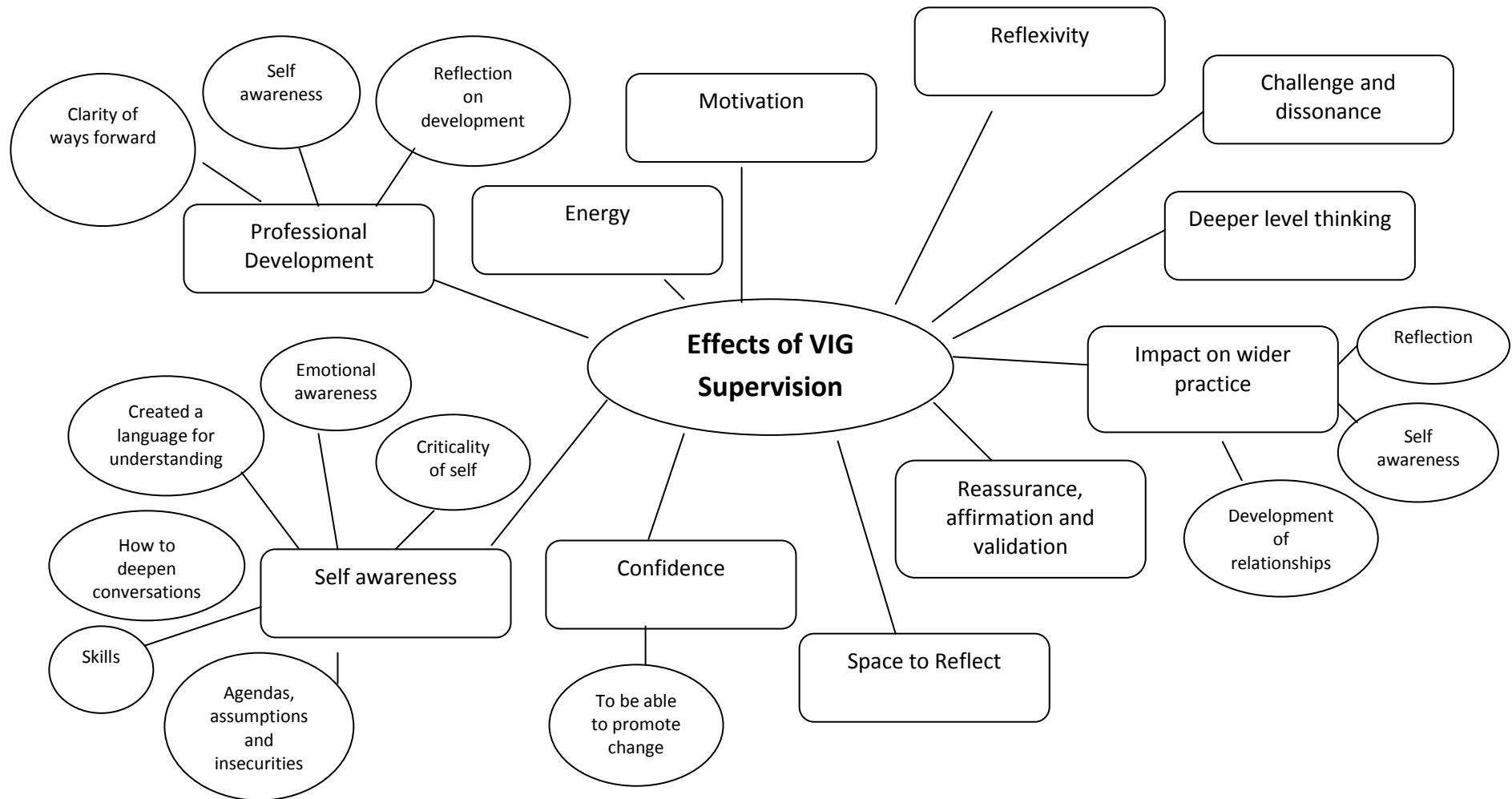
Mind Map 1: Good Supervision



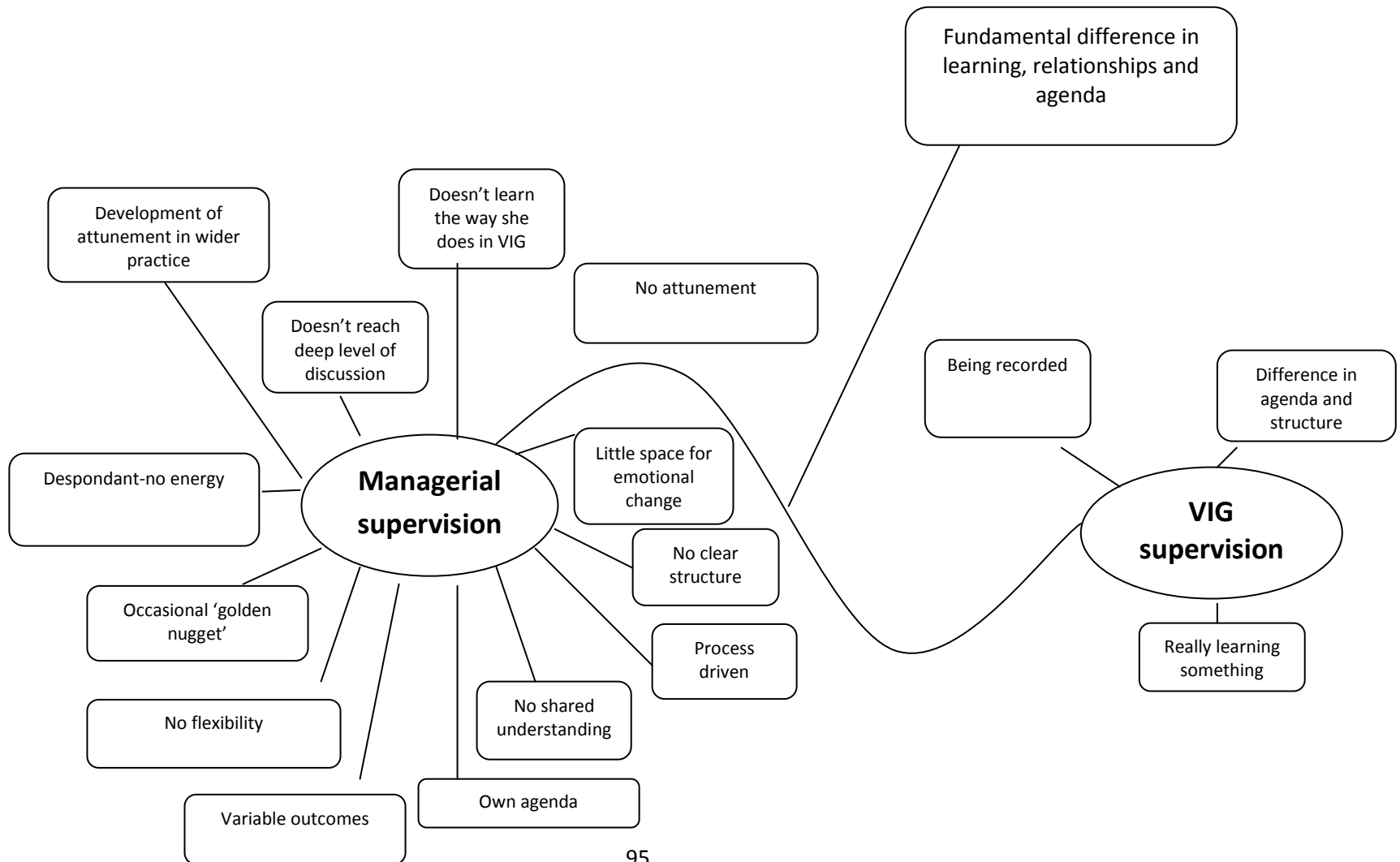
Mind Map 2: Exploration of VIG Supervision as an approach



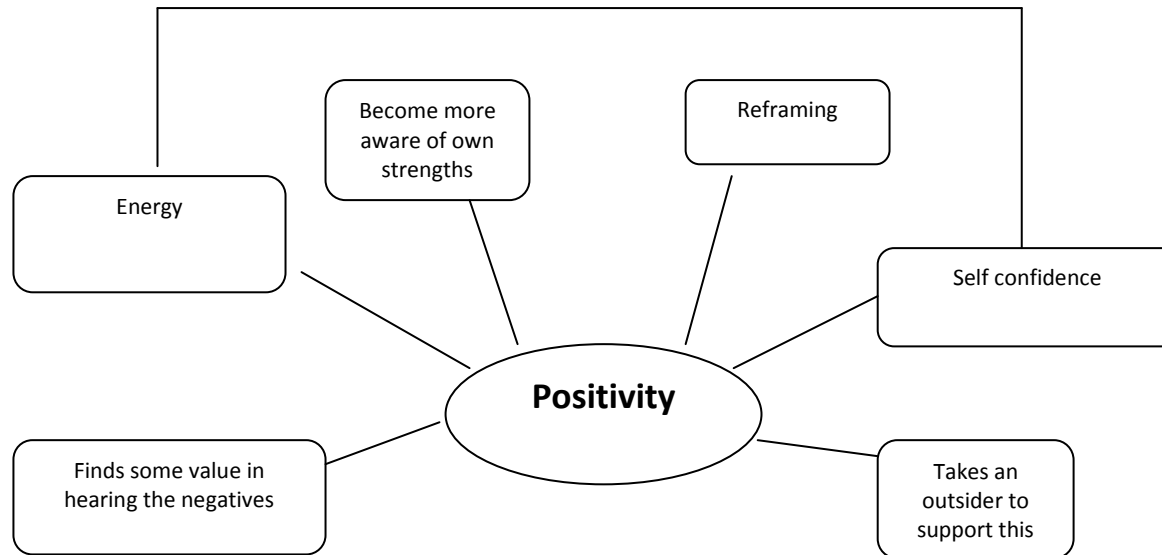
Mind Map 3: Effects of VIG Supervision



Mind Map 4: Managerial versus VIG Supervision



Mind Map 5: Positivity



Thematic Analysis

Stage Five: Re-checking codes

Following the identification of initial mind maps and associated themes I re-read the codes to check each was organised following the same guidelines. This helped me to see each code in view of the provisional mind maps and helped me to analyse the codes further. I did this by looking at frequency and re-reading especially when two or more themes were discussed within each code. This is highlighted by the tables below:

Theme: Reflection

Interview	Code	Initial Theme	Extract	Cross-over with other themes
1	1	VIG Supervision led to reflection	supervision I was thinking about it quite a lot	5.14
	2	Thinking about what she had learnt in supervision before seeing the client	I was thinking about it before I went to every session with this client (short pause) erm and not just with this client	5.3c 5.3a

Theme: Wider Practice

Interview	Code	Initial Theme	Extract	Cross-over with other themes
1	3	Thinking about what she had learnt within her other practice	but I was thinking about it in my other practice erm because I think my big ethos it helped me to I know it's a kind of big word but I'm going to say it now it kind of helped me to form my identity	5.10b 5.10a 5.10d 5.14

Theme: Effects of Video

Interview	Code	Initial Theme	Extract	Cross-over with other themes
1	7	Effect of the use of video and seeing yourself	towards it because I could see myself on the video things I like you know things I would like to improve and what I would like to work on and it just	6.2 5.10a

Theme: Reciprocity

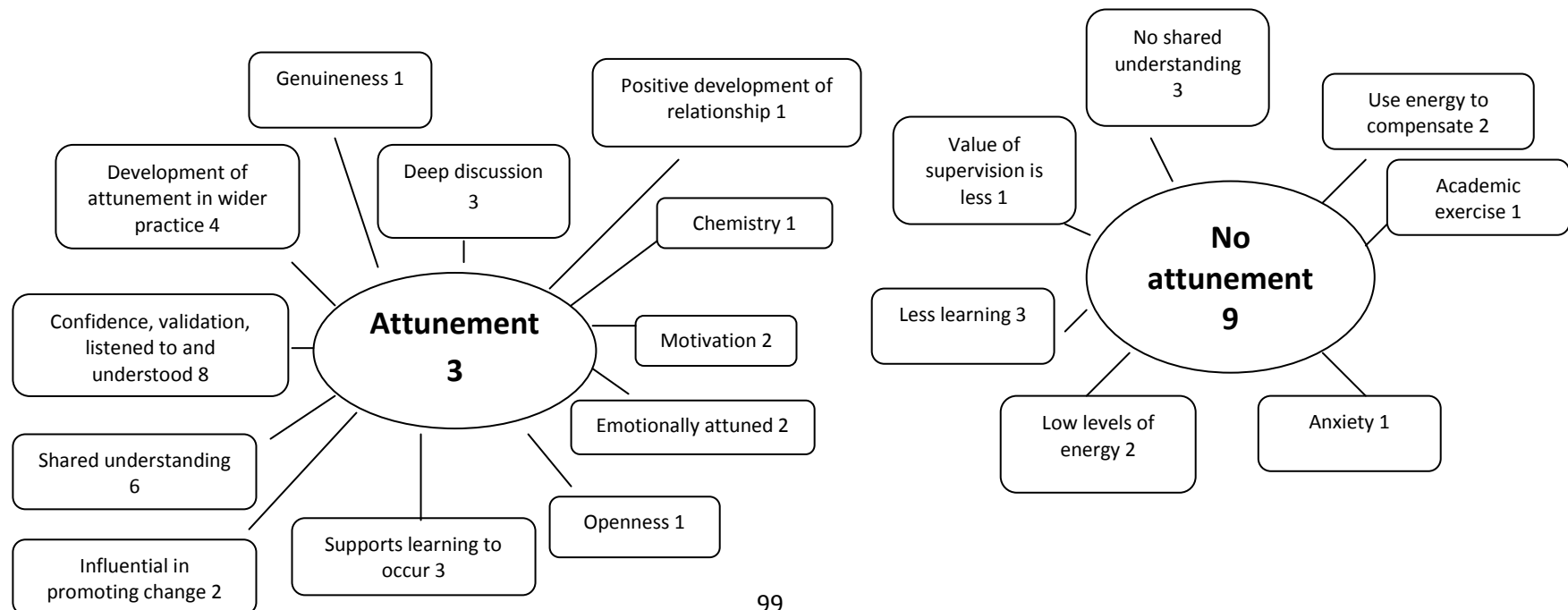
Interview	Code	Initial Theme	Extract	Cross-over with other themes
1	10	Move away from expert model-working collaboratively	further supporting and this is what I am this is what (short pause) my identity is and this is what I'd like to shape and inform towards all the time	6.1a 6.1

Thematic Analysis

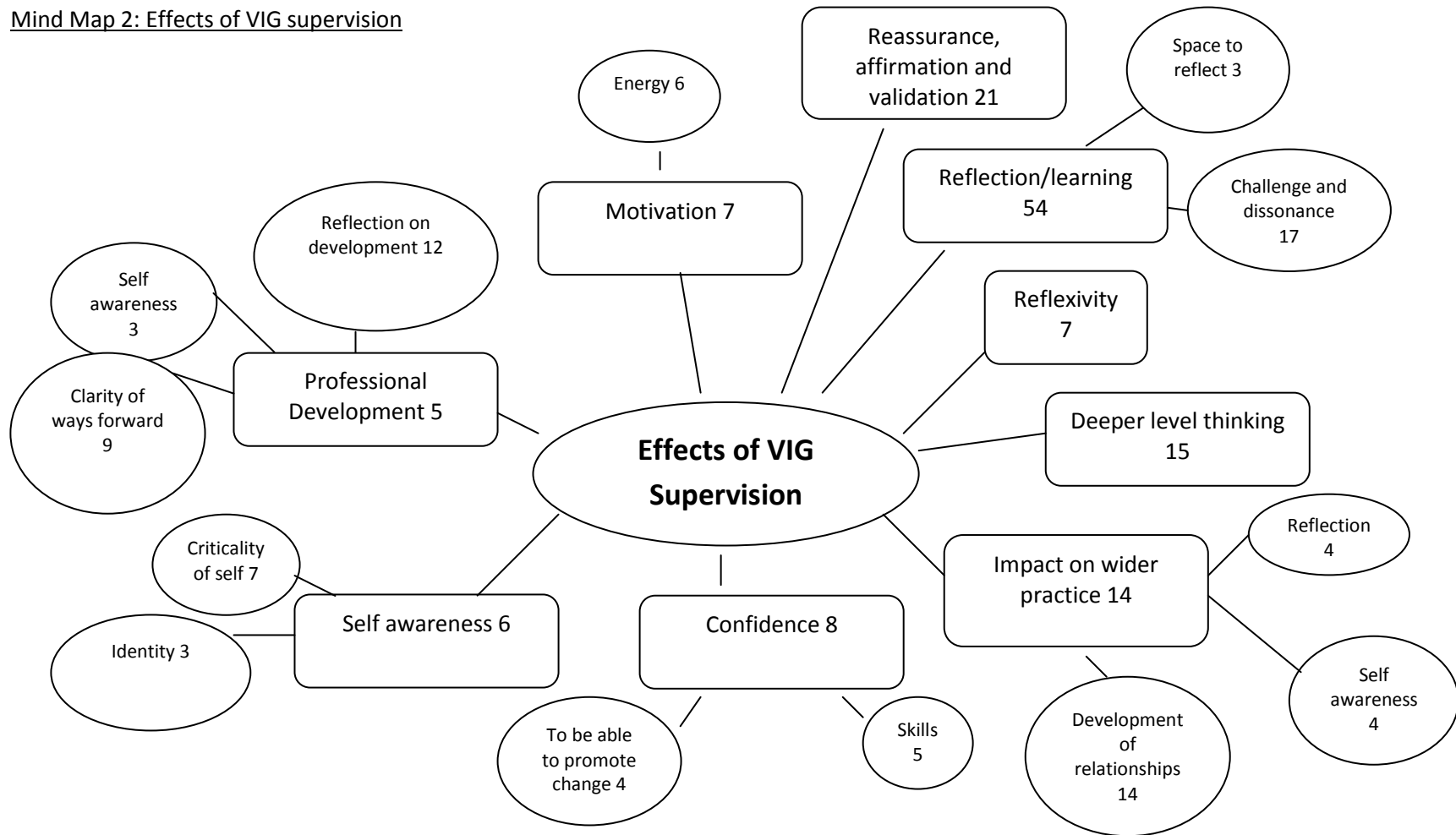
Stage Six: Re development of mind maps

This stage of the analysis was to re-create the mind maps in light of the previous stage. Numbers represent the frequency with which the interviewees discussed themes.

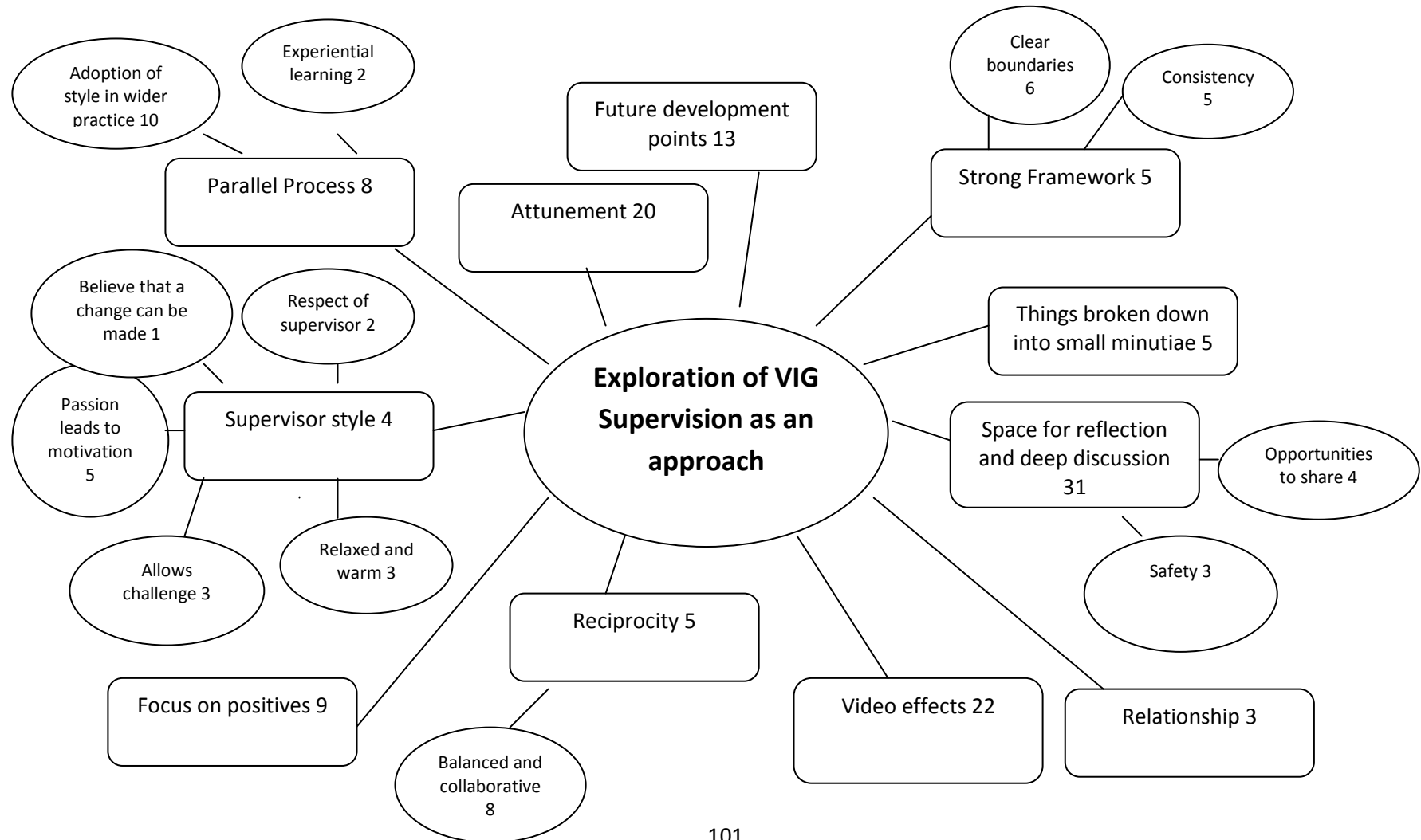
Mind Map 1: Attunement v no attunement



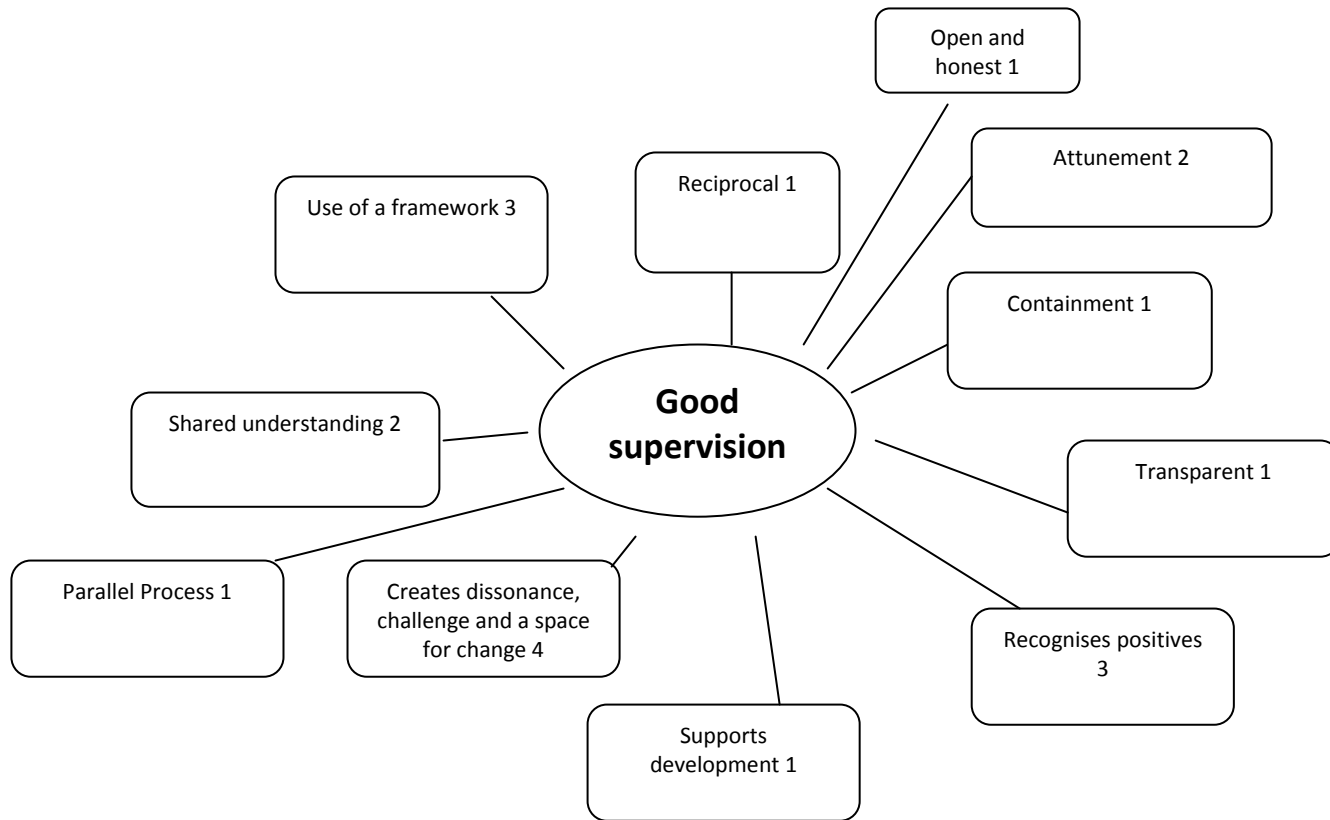
Mind Map 2: Effects of VIG supervision



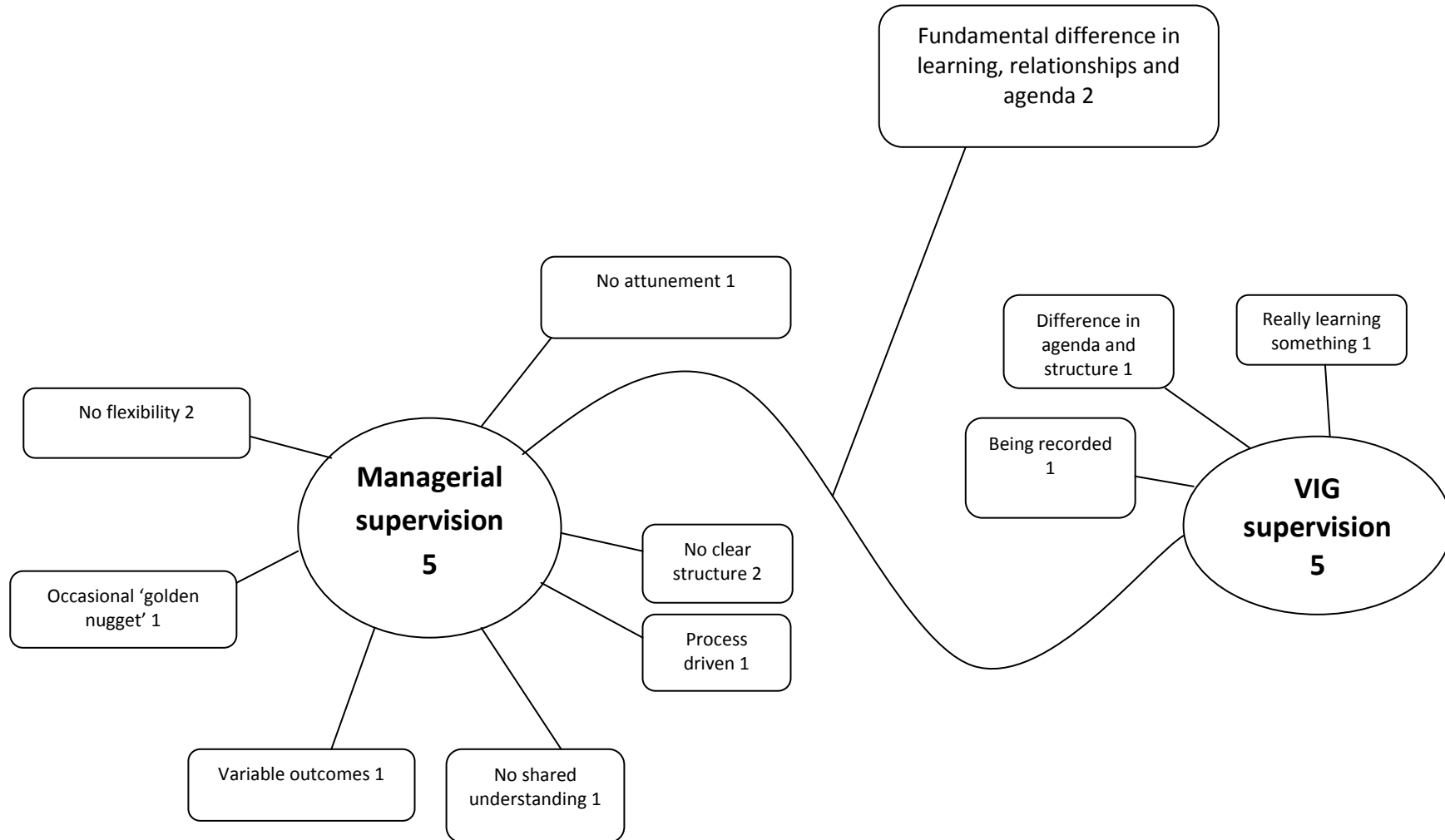
Mind Map 3: Exploration of VIG Supervision as an approach



Mind Map 4: Good Supervision



Mind Map 5: Managerial versus VIG Supervision



Mind Map 6: Positivity

