





Conversations about video that contribute to changes in interactions for people with PIMD

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Abstract

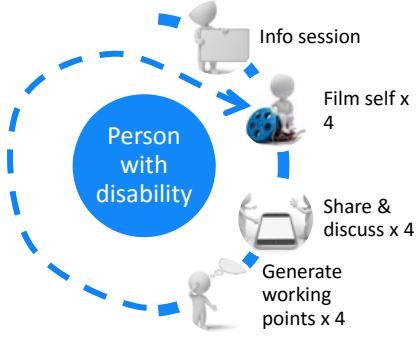
- Video has been recognised as a useful tool for enhancing communication with people with profound intellectual and multiple disabilities (PIMD). While there has been focus on outcomes of interventions, there has been less attention on the components of intervention that may be pivotal in supporting change. Good videos and well chosen clips are important: so too, is the conversations that occur during sharing of videos. The aim of this study is to examine a conversation around a video.
- Method: A team of five disability support workers for a woman with Down syndrome and dementia participated in an intervention using video recordings of their interactions. A short conversation between the disability support workers and a Video Interaction Guidance guide was audio-recorded and analyses to examine the nature of the talk.
- Results: The guide used many strategies to engage the disability support workers in a process of change, including asking questions to promote reflection, and providing space.
- Conclusion: Video interventions cannot be separated from the conversation that accompanies the video. It is the conversation that supports staff to name, reflect, and see possibilities


 **The Study**


- Overall study: To examine the effect of Video Enhance Reflective Practice on interactions of disability support workers
 - 5 DSWs & 1 woman with DS/D (mid-stage)
 - Pre-post interview, journals
- Current study: Analyse the nature of the talk that occurred between the DSWs and the guide

 **Video Enhanced Reflective Practice**

- Variant of Video Interaction Guidance
- Clips of better than usual interaction selected from film
- Guided discussion to understand what works and how it can be done more







Principles of Attuned Interactions & Guidance

- DSW: person with ID
- Guide: DSW

| | |
|--|---|
| Being Attentive | <input type="checkbox"/> Looking interested with friendly posture <input type="checkbox"/> Giving time and space for other <input type="checkbox"/> Turning towards <input type="checkbox"/> Wondering about what they are doing, thinking or feeling <input type="checkbox"/> Enjoying watching the other |
| Encouraging Initiatives | <input type="checkbox"/> Waiting <input type="checkbox"/> Listening actively <input type="checkbox"/> Showing emotional warmth through intonation <input type="checkbox"/> Naming positively what you see, think or feel <input type="checkbox"/> Using friendly and/or playful intonation as appropriate <input type="checkbox"/> Saying what you are doing <input type="checkbox"/> Looking for initiatives |
| Receiving Initiatives | <input type="checkbox"/> Showing you have heard, noticed the other's initiative <input type="checkbox"/> Receiving with body language <input type="checkbox"/> Being friendly and/or playful as appropriate <input type="checkbox"/> Returning eye-contact, smiling, nodding in response <input type="checkbox"/> Receiving what the other is saying or doing with words <input type="checkbox"/> Repeating/using the other's words or phrases <input type="checkbox"/> Receiving and then responding |
| Developing Attuned Interactions | <input type="checkbox"/> Checking the other is understanding you <input type="checkbox"/> Waiting attentively for your turn <input type="checkbox"/> Having fun <input type="checkbox"/> Giving a second (and further) turn on same topic <input type="checkbox"/> Giving and taking short turns <input type="checkbox"/> Contributing to interaction / activity equally <input type="checkbox"/> Co-operating - helping each other |
| Guiding | <input type="checkbox"/> Scaffolding <input type="checkbox"/> Extending, building on the other's response <input type="checkbox"/> Judging the amount of support required and adjusting <input type="checkbox"/> Giving information when needed <input type="checkbox"/> Providing help when needed <input type="checkbox"/> Offering choices that the other can understand <input type="checkbox"/> Making suggestions that the other can follow |
| Deepening Discussion | <input type="checkbox"/> Supporting goal-setting <input type="checkbox"/> Sharing viewpoints <input type="checkbox"/> Collaborative discussion and problem-solving <input type="checkbox"/> Naming difference of opinion <input type="checkbox"/> Investigating the intentions behind words <input type="checkbox"/> Naming contradictions/conflicts (real or potential) <input type="checkbox"/> Reaching new shared understandings <input type="checkbox"/> Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions) |

Kennedy, H., Landor, M. & Todd, L. (2011). Video Interaction Guidance: A relationship-based intervention to promote attunement, empathy and wellbeing. London: Jessica Kingsley. p. 28
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Results



A context for discussing issues



A shift to intersubjectivity



Appreciating the smaller things



Staying in the moment




Feeling more confident



Team work

Forster, S. (2015). Supporting interactions with adults who have profound intellectual and multiple disabilities as their skills deteriorate. In H. Kennedy, M. Landor, & L. Todd (Eds.), *Video Enhanced Reflection on Practice: VIG for Mentoring, Coaching and Professional Development* (pp. 126-135). London: Jessica Kingsley.


Context

- 3rd shared review session
- 4 DSWs
- 1 DSW is sharing a video of her working with the focal person
- She plays the video as we all watch

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| | |
|--|---|
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| | |
|---|--|
| D Those are oldest ((on video)) | |
| S Choose a <u>time</u> : | Scaffolding - G |
| D Are you happy with those? ((on video)) | |
| A Mm ((on video)) | |
| D And we done your eyes ((on video)) | |
| A >>Yeahess<< ((on video)) | |
| D And you've got something on your face ((on video)) | |
| A >>Yeah<< ((on video)) | |
| D How was dinner? Did you enjoy dinner? ((on video)) | |
| A >>Yeah<< ((on video)) | |
| D WHAT DID WE HAVE? | |
| A () ((on video)) | Clip tentatively selected because it is encouraging initiatives, receiving, emotional warmth -- CF High points Grove |
| D Yeah, what did we have? Do you remember? ((on video)) | |
| A Do' know ((on video)) | |
| D We had CHICKEN! ((on video)) | |
| A CHICKEN! ((on video)) | |
| D Chicken: ((on video)) | |

| | |
|---|---|
| S OK, PAUSE IT THERE | |
| J Chicken: | Judging the amount of support needed - G |
| S ((laughter)) | |
| J CHICKEN! | Being friendly - RI |
| S I know, what a response | Showing you've heard the person's initiative - RI |
| X It wasn't yeah... | |
| ((all laugh)) | |
| J CHICKEN! | Wondering about what they are doing, thinking or feeling - BA |
| S And why did you give <u>that response</u> ? | |
| D (.) um cause I've been playful [yeah] with her and, yeah try trying to get a response out | |
| S ((laughing nervously)) of her. <Yeah, Yeah, it was tricky>. (.8) and she likes chicken, it's one of | |
| D her favorites. | |
| J Yeah | |

| | |
|--|--|
| S (0.5) Do you think it's (.) all right that she (.) gives just the Yes response? | Reaching new understanding - DD |
| L (0.5) There's different yes responses, [there's yes] when like there's a bit there's the one that you were getting there. | Giving a second turn on same topic - DAI |
| J [yeah sometimes] | |
| D Yea | |
| J If she doesn't know what she's [what you've said] she'll laugh: | |
| L [it's almost like she'll] she'll do that | |
| J She'll do a funny laugh | |
| D Yeah. >>Not that kind of laugh though<< | Enjoying watching the other - BA |
| J No, no no, no | Looking interested - BA |
| D There's a specific laugh. | Waiting - EI |
| J There's laugh when she doesn't understand though, yes, | New understandings - DD |
| x Yeah that one | |
| D So I think that "yes" is her (0.3) saying that she received it what you've, what you've said. [crosstalk] yeah yeah | |
| L Okay (.) but the little ones before, we're just, I think it's, she's doing (.) cause (.) I think she knows that she (.) we're waiting for a response and [she has no idea] what the response is going to be. | |
| J [she has not idea] | |
| S Yeah | |
| D Yeah | |
| L Or the question or what you're saying | |
| S Okay | |

| | |
|---|--|
| L And I'm just going to do that because it's (0.3) habit almost | |
| S Yep | |
| S Do you think (.) I wonder if <<there's almost>> (.) there's multiple levels of engagement (0.4) so there's the levels of engagement where she's just turned taking into it (.) and then there's levels of engagement which is really receiving (.) what you're saying (.) and I wonder if there are times (.) cause the other (.) I mean what's the other level of: | Extending and building on response - G |
| L She wouldn't say a thing | Showing you've heard, noticed others initiatives - RI |
| S The non engagement | |
| L So there's some sort of engagement but, yeah | The hesitation demonstrates a curious posture rather than a fix opinion – sloppy moments |
| S So on a, on a continuum (.) you wanna be here:: You want her to be receiving you (0.6). But it's better than:: [laughs nervously] (0.6) nothing. | |
| L And her continuum looks completely different to somebody else's. | |
| S Yeah... yep | |
| S And even there (.) you can see the times when she's:: yes, you can see the times when she's receiving. You can see the times when she's just yessing (.) but then you can see the times when she's actually completely disengaged (0.5) and when she's responsive (.) at the end | Giving information when needed - G |
| J Okay | |

Being alert to their turning points in understanding

| | | |
|---|--|---------------------------|
| L | I've got to <u>say</u> , doing all of these videos, that you actually noticed the times that you can use for this example [S Yep] are smaller. And yet but, but I think we're more tuned [J yeah yeah] into what we're looking for as well [yeah] (.) so the times that she's actually with it and, you know: in tune with what we're doing [S yeah] and responding at smaller sections, [S okay] but we can see them now. | |
| S | Yeah yeah | |
| S | That's exciting. (5) | Showing you've heard - RI |
| C | It's just downloading. ((laughter)) | |
| S | Okay ((laughs)) | |
| C | But it's coming through because it's a drop box. | |
| J | It wasn't terrible after all. ((laughter)) | |
| S | (5) So if, if those times are small: are you saying the times when she is receiving you, is small? | |
| D | Responsive | Tentative checking - RI |
| L | I guess if you look at that continuum: she's receiving most of the time that we're actually there and we're talking to her, because of the yes's that we are getting. | |
| S | Okay so it's more | |
| L | But the real um obvious stuff at the other end (.) that we are looking for, that we're hoping for, [S yeah] are smaller sections. | |

| | | |
|---|--|-------------------------------------|
| S | Okay | Sharing viewpoints – tentative - DD |
| J | Yeah | |
| S | And I guess what I'm m:aybe saying is, (0.3) yes its not (0.5) it's not the best that she's just doing the yes, [L but at least it's something] but its better than nothing. | |
| L | Yep | |
| S | And going down that, the line of principles of attunement (0.6) ((laughs nervously)) or going up the line of principles of attunement, (0.5) it it may become more of the, just having her do the yes in the conversations, is going to be a celebratory | |
| L | Mm | |
| S | Yep | Waiting – providing space - EI |
| D | Yeah (6) | |
| D | Cause she is (.) she is less responsive than what she use to be. | |
| J | Oh, <u>absolutely</u> . | |
| S | Yep | |
| J | Every day is different. One day she can be great, other days | |



Conclusions

- In the staff interviews this discussion formed a part of a turning point for the DSWs – new understanding, change of expectation
- The conversation that is held within research/interventions is an important part of the change agent (treatment integrity)
 - It is worthwhile to share these as researchers
 - These also have clinical and practice implications
- To do: deepen the level of analysis & share in community based journals/magazines