



# Seminar 1: Improving Early Learning in Literacy

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# Input 1: North Lanarkshire Council

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# Improving early learning in literacy

Using a relational approach to  
improve attunement, attachment,  
learning and wellbeing.

Nancy Ferguson, North Lanarkshire Council



# Rationale

# Video Interaction Guidance (VIG)

- An intervention through which a practitioner uses video clips of authentic situations to enhance communication and relationships.

Kennedy, Rackett & Satariano, 2015



## Principles for developing Attunement

Adult  
led



## Table 1.1, Chapter 1 ‘What is Video Interaction Guidance (VIG)?’ Hilary Kennedy

VIDEO INTERACTION GUIDANCE a relationship based intervention to promote attunement, empathy and well-being. Eds Hilary Kennedy, Miriam Landor, Liz Todd. 2011. London, Jessica Kingsley Publishers.



**Fig. 4 Principles of attuned interactions and guidance**

Being attentive	<ul style="list-style-type: none"> <li>• Looking interested with friendly posture</li> <li>• Giving time and space for other</li> <li>• Wondering about what they are doing, thinking or feeling</li> <li>• Enjoying watching them</li> </ul>
Encouraging initiatives	<ul style="list-style-type: none"> <li>• Waiting</li> <li>• Listening actively</li> <li>• Showing emotional warmth through intonation</li> <li>• Naming positively what you see, think or feel</li> <li>• Using friendly and/or playful intonation as appropriate</li> <li>• Saying what you are doing</li> <li>• Looking for initiatives</li> </ul>
Receiving initiatives	<ul style="list-style-type: none"> <li>• Showing you have heard, noticed their initiative</li> <li>• Receiving with body-language</li> <li>• Being friendly and/or playful as appropriate</li> <li>• Returning eye-contact, smiling, nodding in response</li> <li>• Receiving what they are saying or doing with words</li> <li>• Repeating/using their words or phrases</li> </ul>
Developing Attuned interactions	<ul style="list-style-type: none"> <li>• Receiving and then responding</li> <li>• Checking they are understanding you</li> <li>• Waiting attentively for your turn.</li> <li>• Having fun</li> <li>• Giving a second (and further) turn on same topic</li> <li>• Giving and taking short turns</li> <li>• Contributing to interaction / activity equally</li> <li>• Co-operating - helping each other</li> </ul>
Guiding	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Extending, building on their response</li> <li>• Judging the amount of support required and adjusting</li> <li>• Giving information when needed</li> <li>• Providing help when needed</li> <li>• Offering choices that they can understand</li> <li>• Making suggestions that they can follow</li> </ul>
Deepening discussion	<ul style="list-style-type: none"> <li>• Supporting goal-setting</li> <li>• Sharing viewpoints</li> <li>• Collaborative discussion and problem-solving</li> <li>• Naming difference of opinion.</li> <li>• Investigating the intentions behind words</li> <li>• Naming contradictions/conflicts (real or potential)</li> <li>• Reaching new shared understandings</li> <li>• Managing conflict (back to Being attentive and receive initiatives aiming to restore attuned interactions)</li> </ul>



# VIG - OUTCOMES



- VIG has a **strong evidence base** and we know it:
  - increases sensitivity and emotional attunement
  - reduces stress and increases self-confidence
  - inspires hopefulness in disadvantaged contexts
  - activates clients to solve their own problems and so builds capacity to change





# Video Enhanced Reflective Practice (VERP)

- An application of VIG, is a reflective professional development tool which can be used with individuals or groups to improve communication, teaching or therapeutic skills in a range of sectors.



Kennedy, Landor and Todd (2015)



# VERP- Structure of Training

- IT Training (half day)
- **Introduction to VERP (full day)**
- **Workshop 1 (half day)**
- **Workshop 2 (half day)**
- **Literacy Training – *Nurturing Early Readers* (half day)**
- **Workshop 3 (half day)**
- **Workshop 4 /Celebration / appraisal (half day)**



## Film footage



# Literacy Approach

The 'Three Read Approach' (McGee and Schickadaz, 2007)

*Repeated interactive read-alouds, a systematic method of reading aloud, allows teachers to scaffold children's understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts.*

# Outcome measures



## Range of data

- Analysis of film footage
- Review of targets set by clients and guiders
- Interview data immediately after training
- Interview data 12 – 24 months after training
- Comprehension measures



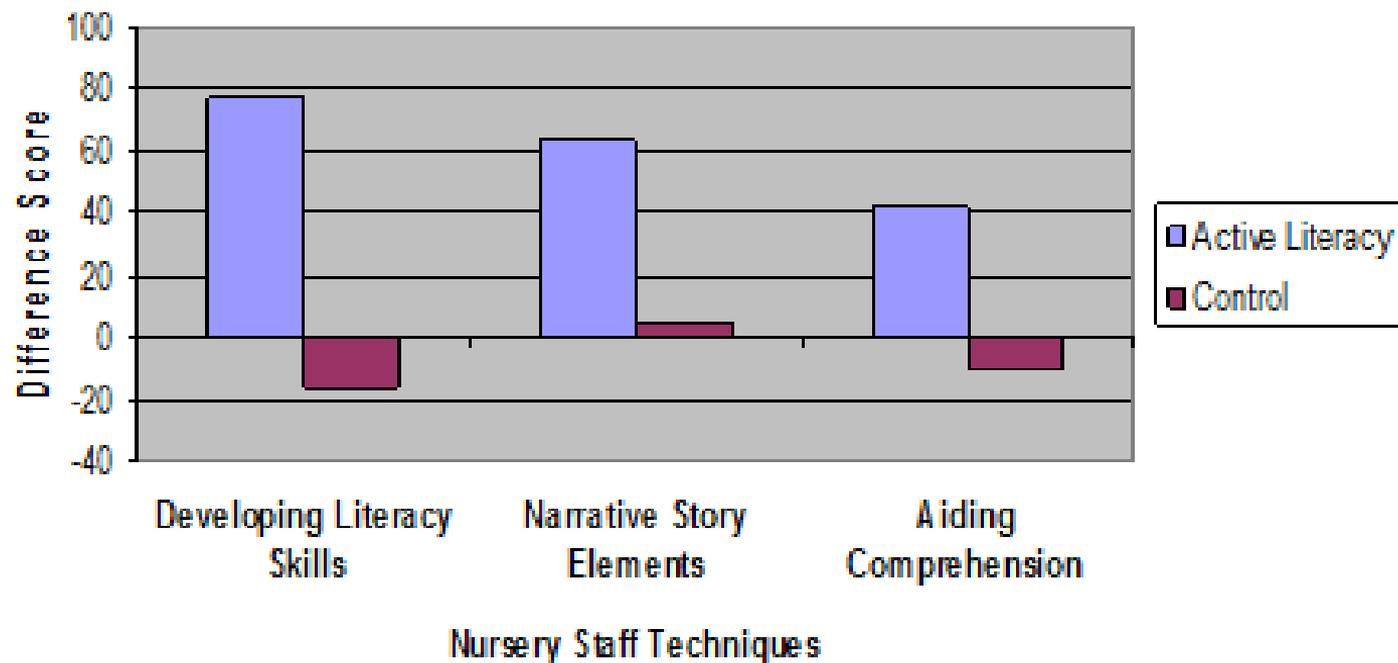
*“Children feel valued and encouraged to communicate and interact”*

*“The child is more involved, developed his interactions, is waiting on his turn. He has developed his concentration. Answering questions with relevant answers.”*

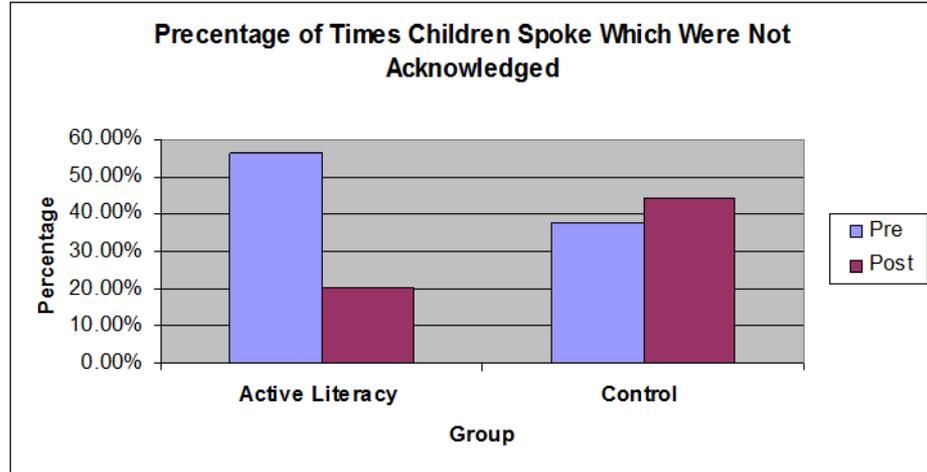
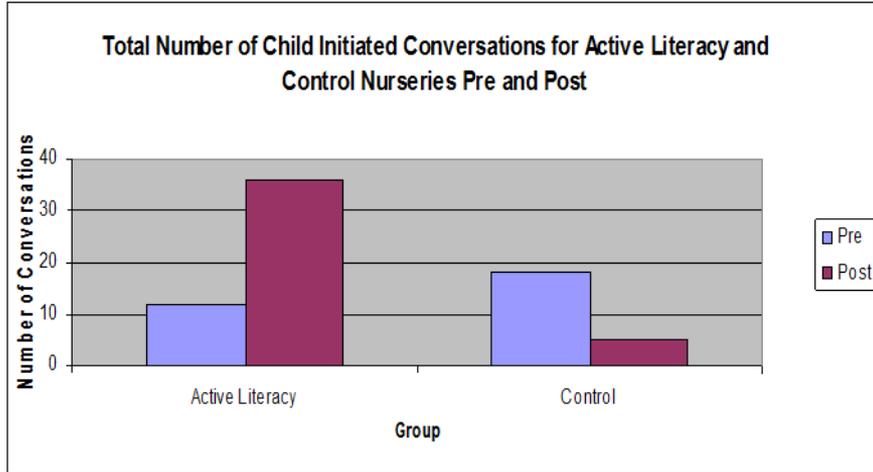
90% of trainees reported an impact of VERP on the children with whom they work.

- Improved interactions (47%)
- Increased confidence (47%)
- Effective learning and behaviour (42%)

## Comparison of Difference Scores for Nursery Staff Techniques in Developing Children's Emergent Literacy Skills & Understanding of Stories



# Outcomes – VERP Literacy



- ❖ Increased attunement in staff interactions
- ❖ Increased awareness of the importance of their interactional style
- ❖ More awareness of how to alter their interactional style for children's benefit
- ❖ Literacy sessions more child led
- ❖ More turns between adult and child – more likely to achieve “Strive for 5”
- ❖ Increased literacy skills for children
- ❖ Increased confidence for children



# Longer term impact – practitioners

<b>Areas where VERP has had the greatest impact on practice</b>	<b>24 – 30 months post training</b>	<b>12-18 months post training</b>
<b>I am more aware of areas of strength in practice in relation to communication and interaction.</b>	89%	94%
<b>I am more attentive to children’s initiatives.</b>	78%	78%
<b>I am more careful to receive children’s initiatives, verbally or non-verbally.</b>	78%	78%
<b>I am conscious of giving children more equal turns in conversation.</b>	67%	78%



## Input 2: Aberdeen City Council

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