

VIDEO INTERACTION GUIDANCE (VIG) AS A TOOL FOR INTEGRATION FOR MAJORITY TEACHERS

TÍMEA SOMOGYI

Assistant professor

ELTE Eötvös Loránd University, BGGYK GYMRI Speech and Language Therapy Group

Abstract

In the current study, I will present the Video Interaction Guidance (hereafter, VIG) method as a tool for the integration of children with Special Needs and Inclusive Education (SNI) for mainstream teachers (kindergarten teachers, teachers) within the framework of the Zugló HEGY Model (HEGY = Network Cooperation for the Children of Zugló, which is a district of Budapest).

From autumn 2020 to spring 2021, the Video Interaction Guider (hereafter, “guider”) of the Videotraining Association – Hungary, one supervisor, and two candidate supervisors were involved in the two-level intervention model, working with five majority teachers, endeavoring to use expert knowledge to facilitate the integration of children with SNI in their group/class, their acceptance/adoption by both teachers and children, and to help create emotional security for children instead of removing them from the institutions.

I will report on how VIG has been adapted and how teachers have learned to see through „VIG lenses” in picture-by-picture interaction analyses by changing their attitudes.

From the children’s point of view, each process was successful, because the VIG methodology allowed the majority teachers to „strip off” their previous prejudices and stereotypes. That way, their gradually developing/changing attachment relationship helped to create emotional security for both children and teacher.

Keywords: Video Interaction Guidance, integration, interaction analysis, intervention

Introduction - Zugló inter-institutional cooperation model – two-level intervention model

In my study, I will present the two-level intervention model of inter-institutional cooperation in Zugló (Budapest's fourteenth district), as well as the multifaceted practical applicability and results of VIG, through the joint intervention activities with my practicing teacher clients (kindergarten teacher and teacher). Our grassroots initiative started in the spring of 2018, when some of us, as professionals working in Zugló, recognized and shared practical experience. We concluded that, by working together and coordinating tasks, we could more effectively help children attending kindergartens and schools, their parents, and teachers.

The institutions that initiated the cooperation were the Budapest Pedagogical Specialist Service of the Fourteenth District (FPSZ 14), the Zugló Public Safety Non-profit Ltd. (ZKNP), the Zugló Family and Child Welfare Centre (ZCSK), and the Benedek Elek EGYMI (united institute for special education methodology).

We started to work in a spirit of collaboration and encouraged our colleagues to do the same. As most of them were positive and open to the idea, we wanted to extend the cooperation to other institutions and organizations in Zugló.

Everywhere we turned, we found openness, enthusiasm, and commitment. The Municipality of Zugló and the Central Pest School District both assured us of their support. Soon the need arose to provide a framework for the initiative. Thus, the name "Network Cooperation for the Children of Zugló", or HEGY, was born. The Network Cooperation for the Children of Zugló (HEGY) initiative was born out of the simple realization that it is easier to solve problems together than alone. HEGY is really an idea, an idea of working together. Those who join it – be they state, municipal, church, or NGO – commit to acting together to promote the well-being of children in the district.

Our goal is to identify and voice the long-standing, unsolved, or challenging problems affecting children in Zugló and to find solutions to these problems through the power of cooperation. The following are important to us:

- to get to know each other's institutions, programs, services, and professional activities better and to look for common ground;
- to share and coordinate our tasks, increase our efficiency, identify redundancies, and to eliminate them, if necessary;
- to expand our existing professional networks; and
- to develop new joint projects.

We were and are aware that our goals can only be achieved in the long term through slow, meticulous construction. Patience and perseverance are key to the whole process.

On 4 October 2018, we organized the first HEGY Conference in the spirit of unity, where most of the state, municipal, church, and civil organizations working with children and families in Zugló were represented. As a result of our joint work, we focused on two main areas for improvement, which were perceived as the most urgent by the community:

- improving inter-institutional cooperation and
- addressing institutional behavior problems.

This latter area was later split into four further sub-areas as a result of further joint thinking:

- bullying (peer abuse)
- domestic violence (and trauma)
- addictions (substance and behavioral)
- behavioral problems (ADHD, autism, etc.)

Over time, a stable team has been established to coordinate the processes started in the district. They make up the Zugló Team, which is supplemented by additional experts depending on the current topic and task.

The first tangible result of the initiative was the creation of a website for inter-institutional cooperation: <https://hegyinfo.hu/>.

We looked for collaborative, community-based solutions to each of the four subgroups of behavioral difficulties, focusing on the following aspects:

- a common framework of vision;
- uniform language and use of terms;
- learning about the tools and methods available for each problem; and
- developing practices of coordinated cooperation at district level.

We do this through joint training, team-building, and other professional programs where professionals with diverse backgrounds from different institutions in Zugló can meet and expand their knowledge together (Figure 1.).



Figure 1. Poster of the Network Cooperation for the Children of Zugló (HEGY)

With an eye on effective prevention and intervention in the district, we have started our local patriotic activities for the children of Zugló with dedication and commitment in the following four working groups:

- **Bullying Task Force:**

- For interested institutions, the Békes Iskolák (Peaceful Schools) Program and the NyugiOvi (Calm Nursery Schools) Program are provided free of charge with the support of the ZKNP (Zugló Public Security Nonprofit).
- We support the professional work of school and day care psychologists, as well as school and day care social workers, with training courses and seminars.
- We seek to facilitate the creation of local “reconciliation teams” within institutions to coordinate the necessary actions to create a safe climate.
- In a crisis, Zugló Team professionals provide on-the-spot assistance.

- **Domestic Violence Working Group:**

- Implementation of the Duluth model (<https://www.theduluthmodel.org/>) in Zugló within the framework of the Peaceful Home program.
- Continuous training of professionals in the district, developing a common approach and a common set of concepts.
- To get to know the work of professionals working in the district and improve their cooperation. Facilitating teamwork along individual cases both at local and inter-institutional level.
- Joint inter-institutional supervision.

- **Addictions Task Force:**

- Improving cooperation between institutions, getting to know each other and finding links.
- Training of school and kindergarten psychologists, as well as school and kindergarten social workers, on internet safety and sex education with the support of the ZKNP.
- Facilitating teamwork between professionals within the institution.

- **Behavioral Problems Working Group:**

- Free training opportunity for teachers and school staff on ADHD and autism with the support of the ZKNP – namely, the “I Get You Now!” Program

- Professional training for school and pre-school psychologists, as well as school and pre-school social workers, on ADHD and autism.
- Encourage teamwork within the institution.

If a particular difficulty cannot be solved with resources within the institution, the Intervention Support Team may be involved. Specialists from the different partner institutions are on the ground to support the work of the institutional team.

Treatment of behavioral problems in Zugló

The strategy is based on the “I Get You Now!” Program, the aim of which is to develop a common framework of vision, concepts, and tools among teachers and other professionals working in educational institutions.

The draft is based on the so-called **institutional team**, which is made up of professionals working in schools and kindergartens:

- the teachers of the child concerned;
- school and kindergarten psychologists;
- social workers in schools and kindergartens;
- if necessary, a developmental teacher, speech therapist, nurse, doctor, etc.;
- a driver, if necessary; and
- the travelling teacher.

It was agreed that travelling teachers could be invited to observe children who do not (yet) have SNI status, but who show behavioral problems, and then participate in the work of the in-house team.

Intervention can take place at two levels:

Level 1: The situation can be managed within the institution through the coordinated cooperation of the members of the institutional team.

Level 2: If Level 1 proves insufficient and external assistance is needed, the Intervention Support Team can be involved, providing additional resources for the institutional team:

- Katalin Adler: prevention coordinator (ZKNP) – restorative techniques (in case of escalation between participants),

- Veronika Csuka: leader of the traveling teachers (Benedek EGYMI) – opportunities for behavior management;
- Csilla Foki: social worker, educator, video interaction guider (ZCSK) – working with families;
- Csilla Gyarmati: psychologist (FPSZ 14) – tests and psychological support; and
- Tímea Somogyi: speech and language therapist, family therapist, mediator, video interaction guider, Családcentrum Alapítvány (Family Center Foundation) – NGO resources.

In recent years, we have successfully applied the VIG method through Video Home Training (VHT / VIG) in Zugló. One of the majority teachers did not feel competent in dealing with children with special educational needs (SNI), regardless of the type of institution or the age of the child. These thoughts increased their frustrations and fears related to SNI children who were present in their kindergarten groups and school classes. Moreover, there has been a growing trend in the appearance of SNI children in Zugló, just as it is nationwide. Socially sensitive, helpful, open, and motivated teachers sought assistance from “HEGY” because they felt ill-equipped to handle SNI children. After listening to their requests and motivations, we believed that the VIG method is the most efficient and adequate way to provide support, especially during the COVID period when institutions had to switch to online operations and “outsiders” or parents were not allowed to enter the facilities.

From autumn 2020 to spring 2021, the video trainers of the Videotraining Association – Hungary, one supervisor, and two candidate supervisors were involved in the two-level intervention model, working with five majority teachers, endeavoring to use expert knowledge to facilitate the integration of children with SNI in their group/class, their acceptance/adoption by both teachers and children, and to help create emotional security for children instead of removing them from the institutions.

Video Interactional Guidance (VIG) as an integration tool

„VIG is an intervention where the clients are guided to reflect on video clips of their own successful interactions. The person who engages with the client and leads the process is called the Video Interaction Guider (hereafter, ,guider’). VIG works by actively engaging clients in a process of change towards better relationships with others who are important to them. Guiders are themselves

guided by the values and beliefs of respect and empowerment. These include a hope that people in troubled situations do want to change, a respect for what they are managing to achieve in their current difficulties, and conviction that the power for change resides within clients and their situations (Kennedy, Landor & Todd, 2011, 21.).”

In their book published in 2011, Kennedy, Landor & Todd write that the guider engages with the film as a shared interest (secondary inter-subjectivity), fostering a close interaction with the client (primary inter-subjectivity). By being attuned to the interaction’s rhythm and allowing mental space for reflection, the client can generate fresh ideas and narratives about their role as a client and their educational journey.

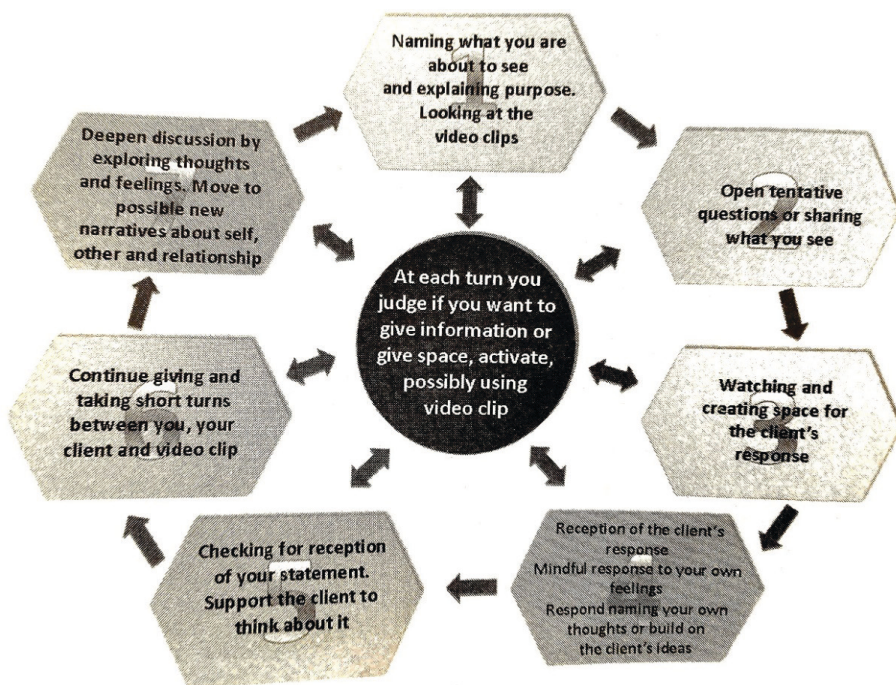


Figure 2. The seven steps to attuned interaction and guidance in the shared review based on Kennedy, Landor & Todd’s model (2011. 30.)

Seen in the Figure 2 below, the seven steps to developing attunement serve as the foundation for VIG. These steps guide guiders as they reflect on their interactions during shared review sessions. Key decisions include whether to activate the client (encouraging them to express their thoughts) or compensate (provide knowledge). Additionally, guiders use video clips as evidence,

allowing client to engage differently. In VIG, the focus is on supporting clients' active engagement and change, prioritizing their responses over the guider's approach.

VIG as an intervention method of HEGY to aid integration

Through my case studies, I will provide insights into the versatile use of VIG in the everyday practice of graduate teachers.

Each of the five cases below is different. Three are new teachers, and two have been in the profession for more than 20 years. The heads of the institutions were reassured that their young colleagues were supported by an external support professional when they entered the first institution. „*The VIG method is particularly helpful for those who are starting their careers, who are not sure of themselves, and who have less established identities* (Veres-Kovács, 2020. 220.)”

What they have in common is that all the practicing teachers in the „VIG-Zugló model” could and dared to ask for help. The Carl Rogers' Theory was familiar to all of them and was part of their behavioral repertoire. They wanted to strengthen their everyday vocation with the VIG method, because, as responsible educators, they took responsibility for the successful integration of their students and wanted to take maximum account of the needs and requirements of their students with BTMN or SNI in their lessons. In my case study, I will highlight the areas where we worked together and where teachers were most satisfied with their own progress.

The following descriptions are based on three recordings and three feedback sessions, based on our intensive sessions, one per week, for about two months. In addition, we as guiders were helped in our professional work by the fact that our guider-supervisor colleagues of the Videotraining Association – Hungary undertook our mentoring, thus guaranteeing our high quality work. To respect the anonymity of the participants, I have deliberately changed the names and omitted certain details.

System 1: Lilla, the early career teacher

Her work points: „*As a beginning teacher, I would like to arouse the interest of my students, to involve them actively in the teaching process, so that we can behave as partners.*”

As a novelty, because of the compulsory ban on visiting the institution due to the Covid situation, we were forced to ask the administrator of EGYMI (united

instituted for special education methodology) to make the recordings instead of the guiders (Figure 3.). This change posed a challenge for the guider, Dr. Emese Szarka, because she was not present during the recording. She did not meet Lilla or the 5th grade class live, she did not see the institution or the classroom live. However, Emese proved that she could rise above this and adapt to the changed online situation and succeed as a guider.



Figure 3. The beginnings: frontal lesson management: Lilla has some difficulties in dividing her attention between the children working at the blackboard and the people at the table.

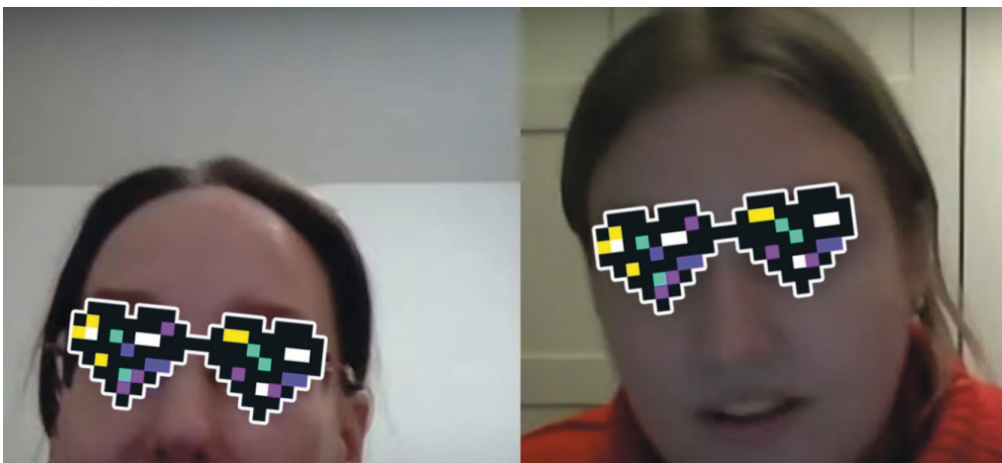


Figure 4. Online feedback: the special education teacher watches the video clips selected by the guider on her own tablet, while the guide is recording the two of them consulting with each other to supervise their consultation.

- Guider: *“If you rewind the film a little bit on your tablet (Figure 4.) [...] Look at Gaspar, how is he reacting?”* You can tell Lilla is thinking.
- Lilla: *“He’s not only looking at me, he’s also looking at his classmates. He is turning to look at them. It’s important for him that the others can hear him. He knows the right answer.”*
- Guider: *“There may be another reason why he is turning to the others. Please, see for yourself. How are you in the space?”*
- Lilla: *“I turned there, and I turned back.”*
- Guider: *“Is it clear to Gáspár that he has given the right answer?”*
- Lilla: *“No. Because I didn’t answer him.”*
- Guider: *“What did you do next?”*
- Lilla: *“I stepped back to the blackboard.”*
- Guider: *“And what did he do when he saw that?”*
- Lilla: *“He followed me with his eyes!”*
- Guider: *“That’s right, Lilla! He was really listening to you. If you could only change one thing for the next recording, what would it be? What would be a meaningful change to achieve your goals?”*
- Lilla: *“What I saw was that we all enjoyed the joint exercise with movement at the beginning of the, so I must not be lazy. And I’m rearranging the class.”*

Lilla, observing herself on the recordings, as well as the children’s interest, needs, and motivation, rearranged the desks in a U-shape for the last recording. She also replaced the frontal teaching with group work, starting the lesson with some kind of high-movement task, which got them all in the mood for the lesson, thus arousing their interest. During the group work, the children formed groups for the different types of tasks, either on their own or at Lilla’s request.

System 2: Kincsó, the early childhood teacher

Her points of work: *„As a young professional, I would like to effectively include a boy with SNI behavioral problems in the kindergarten activities, and I need help on how to relate to him and the other children in the group.”*

Dominik has Autism Spectrum Disorder and ADHD.



Figure 5. Second video in the kindergarten: the kindergarten teacher recognizes and is already attentive to the needs of the child with special educational needs.

While the others rolled up the carpet, Dominik would still play with his car (Figure 5.). She grabs the little boy's shoulder, looks him in the eye, and tells him again that they are now packing up to go down to the garden (Figure 6.).



Figure 6. The kindergarten teacher crouches down to Dominik, looks him in the eye again, then verbally praises him and applauds him for helping to pack.



Figure 7. Second feedback meeting

- Kincső (also showing on the monitor what she is talking about): *“I was consciously listening to Dominik, giving lots of individual attention, positive reinforcement verbally, through eye contact and physical contact-stroking. I saw on the recording of the previous session, that Dominik likes it, that he needs it. There were times when I could only reinforce him with these individually, but individual attention is definitely important for him, so I went one round of the group with just him, so I encouraged others to do the same with acceptance education (Figure 7.).”*
- Tímea Somogyi, guider: *“That’s right, you paid attention to Dominik’s needs in an injury-specific way. I’m sure you remember, last time we talked about the tools he can mobilize?”*
- Kincső: *“Yes, if he realizes he can move, I offer him a bean bag or ask him what he would like to play with and offer him that activity. Or I time the big activity of the day when he is tired, so he can rest. The others can work and Dominik can make up for it later with the absent one. I’m very happy that we could watch such small moments of my sessions, because I can’t pay attention to everything, and by the evening I forget that there was something like what I just saw, that I just walked with Dominik for one lap; and what I did... I was very happy, I’m happy for the confirmation of what I did and do well. Very useful!”*

System 3: Agota, the empathetic teacher

Her points of work: *“I want to motivate one of the SNI (special needs) boys with autism to be more active in class (Figure 8-9.). I want to motivate the other boy with ADHD and SNI to be more motivated and to be more active in my lessons.”*



Figure 8. During the class, Adam notices that his equipment is left in the corridor. With no words or talking, he gets up during class and goes out to get it.



Figure 9. Adam is spent by the end of the lesson and very tired despite having his shadow teacher sitting next to him the whole time. He bends his head down on his desk.

- Tímea Somogyi, guider: *“Do you think Mikey is watching you?”* (Figure 10.)
- Ágota: *“Yes! He turns towards me with his posture, his eye contact, he follows me. I can see that Adam is also paying a lot of attention to me, because he pulls himself out, and I can see it in his eyes when he needs praise, or the school-used football card as a compliment. Every week he prepares for one or two little lectures on his own. Just this morning, I was coordinating with Adam’s mom what he can prepare for this week. So hour by hour he is preparing, working. The others already know and always look forward to Adam’s interesting lectures.
“With Mikey, I have to focus on conscious classroom management, so that he can control his behavior in class and then let himself go during breaks. But he also needs reinforcement – verbally and with a football card.
“Oh, it was great to look back! It was so nice to see Mikey’s face, the way he follows me with his eyes, the way he looks at me, the way he smiles! I can see and hear those moments on my watch, but I can’t make them so much mine right there and then, in that moment. Thank you so much! My colleagues don’t believe me. My colleagues don’t believe that Mikey is so motivated, that he writes straight A’s. But it’s true! He can work with me like that! And it’s a bit good for me!”*
- Tímea Somogyi, guider: *“Not a little bit, this is a great merit for you, Ágota.”*
- Ágota: *“Yes, I help Mikey and Adam with little tricks. Seeing these pictures, hearing your affirmations, it’s very good!”* (She smiles genuinely and laughs several times.)



Figure 10. Second feedback, much awaited by the teacher.

System 4: Evelin, the accepting teacher

Her points of work: *“He came to our department in mid-September from elsewhere. After two weeks, there has been no success. I wanted him to fit in with us.”*



Figure 11. While the class is working independently, the teacher goes over and bends down to help Alfred.



Figure 12. The teacher always has one eye on Alfred, and if the teacher sees that Alfred needs her, she immediately goes to him.



Figure 13. The teacher crouches down next to Alfred and stays like that the whole time she helps him. Syllabification and sound division while Alfred is rocking on his chair.



Figure 14. Third feedback meeting.

- Evelin: *“I now think Alfred is a miracle. You didn’t see how he was, how he worked when he came here in mid-September. He would just get up, walk around during class, or take himself out of class.”*
- Csilla Foki, guider: *“Really? I can’t imagine! I can’t believe it!”* (Figure 14.)

- Evelin: *“We had a big row on the second day. We were all very disturbed by Alfred’s behavior. That would have been fine, but afterwards he was a blockhead for a long time in Hungarian class. I am very respectful and accepting of children. I don’t care if we had a conflict the day before. I forget about it the next day... But it’s so nice to look at! (She points to Alfred on the monitor, smiling genuinely at him, touched.) I’m so proud of Alfred, the way he’s settling in, the way he’s learning.”* (Figure 11-13.)
- Guider: *“Yes, so cute!”*

„The VIG method can help the client to understand the child’s signals and facilitate communication.” (Tulogdi, 2006, 25.) Tulogdi (2006) summarizes his practical experience in his study: mutual communication. Recognizing and understanding each other’s functioning can positively and visibly strengthen both professional and parental competence.

System 5: Botond, the sensitive and philosophical teacher

His points of work: *“As a trainee teacher, I have never met a child with so many challenges ... And I teach her brother. No one is born bad or evil.”*



Figure 15. First recording: Lili is shadow to her teacher’s Hungarian lessons.



Figure 16. Second recording: Lili needs individual consultation from her own teacher in art class.



Figure 17. Lili is very tired and spent in art class. She needs both of her teachers to be close to her. She lies with her eyes closed, sleeping between her teachers at the foot of the teacher's desk.



Figure 18. Third feedback: The sensitive and philosophical teacher tells his thoughts and feelings about Lili. He tells stories with tears in his eyes.

- Csilla Foki, guider: *“How did you see yourself with Lili?”*
- Botond: *“I don’t think I will ever meet another child like that in my life. She’s unlike anyone I’ve met before in my life!”* (He shows Lili in the video, while his video trainer keeps eye contact with him, nodding.)
- Csilla Foki, guider: *“Mm-hmm.”* (confirmation signal in response)
- Botond: *“While watching films about teaching at university or teaching in a training school, I have never seen a child with so many challenges. In fact, when I was a schoolboy, I never encountered such a challenge!”*
- Csilla Foki, guider: *“Hmm.”* (He keeps nodding.)
- Botond: *“She is a typical case of what legends exist about, that there is such a child. And you either believe it or you don’t. But she exists, I teach her – and not only her, but her brother, too. So this is a typical case of wondering if I will ever meet another person who will ever top this. Because then I have no idea what I will do. I’m going to say, ‘You are a bad child! You will be treated like a bad child!’ Then, from then on, I can’t treat him like the others! I can’t treat him as neutral! Because even if he disrupts my lessons, and spits on me, and kicks me, and bumps into someone, and breaks all the rules, and all the things that Lili did to me in the beginning ... I still have to treat him every day like all the other kids. For me, she has to stay completely neutral, because she deserves it. Because she is a personality to some extent.”*

(He apologises, because he has tears in his eyes. He wipes his eyes. (Figure 18.) It is clear that he is touched by Lili’s case and wants to

help Lili as a teacher. His guider, meanwhile, gives a non-verbal sign of sympathy: She moves closer to him and nods slowly. As soon as she can, she returns eye contact with Botond.)

Botond: *“That’s how soft-headed she is! I believe and know that it will slowly change. But if I, as a teacher, class her stigmatized self and her misdeeds ... I cannot change myself, nor do I want to. The other thing is that no one is born bad or evil on purpose. These are standard learned forms. The thing is, no matter how much Lili annoys me because of the stupidity of what she does, the problem is that I always have to remember that Lili may be doing it now, but it’s not necessarily her fault. She is the child I have never met in my life. This is actually a test for me. It is the strongest test for me so far, and the truth is, I think, if I can rise above this test, it means that I will probably gain knowledge that will be invaluable to me in other places, in other cases. (Figure 15-18.) Because it means that I am able to see value in someone in whom no one else sees value.”*

The effectiveness of the Zugló Program was guaranteed by the fact that the highly qualified and recognized guider-supervisor members of the Videotraining Association – Hungary agreed to provide supervision for our feedback sessions, so we could work together on the issues that arose during our praxis.

As the professional leader of the VIG Zugló Program, I was very proud when, in the spring of 2022 during the COVID period, we successfully presented all five of our VIG intervention systems with our colleagues participating in the program at the “Online Human Forum” organized by the Zugló Municipality. We showcased our work from the initial launch, collaborating with “children and teachers requiring special attention,” to the final closing interviews with the participating educators. Each film was highly suggestive, and despite being presented online, it deeply touched the success stories of each child with special educational needs (SNI) and the professionals present. Particularly noteworthy was the inclusive attitude of the participating teachers, their strength, resourcefulness, and their ability to mobilize professional and human resources through unconditional acceptance, empathy, and compassion. Our summary film played a significant role in opening perspectives for the attendees. It helped shift the perception of SNI children beyond what is described in expert opinions or societal stereotypes. We realized that even if a child has attention difficulties, they are still capable of focusing, albeit in different time frames and qualities. They also have strengths upon which their development can be built. Each child has lovable qualities, and Ágota, for example, demonstrated

incredible resilience as she reinforced her class community with the motto: “Our differences are our strengths; let’s respect and pay attention to each other!”

I felt reassured and safe in the systems I was running as a guider, mentored by a guider-supervisor who met with me regularly on a weekly basis and helped me work on my own self-awareness journey and with my clients.

Summary

I have presented the VIG method as an intervention to strengthen the everyday vocation of practicing teachers through five stories of my own. Our common goal was to achieve successful institutional integration for children with special educational needs (SNI) in Zugló who seek assistance. Based on our professional experience, we knew that this could only happen if we find inclusive-minded institutional leaders and mainstream teachers appropriate for their age. Each system we encountered had its own success story:

- thanks to the openness of the novice special education teacher at the Benedek Elek EGYMI in Zugló, there was significant growth in their professional and self-awareness. The VIG method, with its three recording sessions and three feedback discussions, quickly allowed them to objectively ‘see what was happening in the classroom.’ However, due to their limited professional experience, they were initially unable to perceive and notice Lilla’s behavior without the aid of this method. VIG helped them better understand the students through relationship-building communication with their class teacher. The theoretical communication concepts they learned as university students became practical experiences through VIG.
- Kincső, a mainstream kindergarten teacher, wanted to adequately support her SNI boy in the group. The video recordings helped her gain a deeper understanding of Dominik’s behavior and recognize cause-and-effect relationships. For instance, she discovered that Dominik would become overwhelmed earlier than other children and needed moments of calm. When she thought Dominik was ‘disengaged’ during activities, it turned out he was paying attention, waiting for cues to participate.
- Ágota, another mainstream teacher, sought assistance to actively involve two SNI boys in her class during lessons. Watching these children in action during her own lessons provided valuable insights. She could review specific moments on video, even those she missed during the actual class.

- Evelin, also a mainstream teacher, welcomed Alfréd into her class in mid-September. Alfréd had been expelled from his previous school after two weeks due to difficulties with integration. Evelin saw the ‘treasure’ in Alfréd from the beginning and believed he could fit into her class. This positive attitude, reinforced by video recordings of Alfréd’s participation, guided her daily interactions.
- Botond, another novice teacher, found himself in Lili’s class. Observing Lili’s behavior (getting up, wandering during lessons, following him like a ‘shadow,’ lying on the floor when tired), he used video analysis to work on his self-awareness. His value system led him to see Lili as ‘good but occasionally doing things differently.’ The video footage revealed his open, accepting, and helpful responses to Lili and the class. Despite Lili’s unique behaviors initially seeming disruptive, Botond’s positive example encouraged others to accept her. Every child worked in class, with Lili receiving the extra attention she needed.

The VIG method facilitated professional growth for all five participating educators. Analyzing video frames allowed them to recognize their strengths and consciously direct their actions. They embraced positive psychology’s feedback-oriented approach, leading to a paradigm shift in their daily practice. Systemic thinking also played a beneficial role: connecting differently with students and adjusting communication patterns resulted in positive interactions that influenced the entire group.

By witnessing the dedication and commitment of my fellow guider, I have experienced how VIG can be used in a variety of pedagogical and therapeutic situations, such as methodological. The VIG can also be credibly applied in cases where the underlying symptoms are related to disorders of attachment/relationship, bonding, communication, conflict management, and acceptance.

On 17 November 2023, the Zugló People for Each Other Foundation organized a conference entitled United Child Path, during which we presented the HEGY program and personally agreed on further cooperation with the representative of the Zugló Unified Day Nurseries, because in December and January, with the support of the Municipality of Zugló, we will have the opportunity to use the VIG method again free of charge.

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<https://www.theduluthmodel.org>

The HEGY website:

<https://www.hegyinfo.hu/>

<https://www.facebook.com/hegyinfo>