

Online VIPP-SD Training Course

November/December 2024

VIPP-SD International is hosting an online international training in the use of the Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) for professionals. The goal of the VIPP-SD basic course is to introduce the participants to the elements of the VIPP-SD method, thereby increasing their knowledge and understanding of its practical use and its effectiveness. Participants will be taught how to apply the VIPP-SD through guided practice by means of illustrations and exercises. Comprehensive feedback will follow each practice assessment, led by experienced instructors.

Following the seven online seminars, participants will identify a family with whom they will deliver the intervention. Alongside this, participants will be supported via monthly supervision with an experienced supervisor, to prepare for the home visits with their family.

Dates

Training course (7 days): **6, 13, 20, 27 November and 4, 11, 18 December**

Training days are from 9.30am till 2.30pm (Amsterdam time, UTC+1). There will be a 20-minute coffee/tea break in the morning and a 40-minute lunch break at approximately 12.20pm – 1.00pm.

Supervision trajectory (7 meetings): In consultation with the supervisor, **6 online supervision meetings** will be planned, between every home visit (HV), preferably between **January and June 2025**. Please note that the supervision trajectory with the practice family should start within 6 months after the VIPP-SD basic course. The additional **assessment meeting** will be planned after HV7.

Training schedule

Mandatory homework: pre-training video's (1h.), literature (3h.) and Manual, see schedule.

Day 1 (4h.)		<i>Preparatory homework: Read Manual through HV3 (3h.)</i>		Exercise
9.30	75 min session	Introduction		Ainsworth (poll)
10.45	20 min break			
11.05	75 min session	HV 1,2,3: Profile		1 & 2 (subgroups)
12.20	40 min lunch break			
1.00	75 min session	Discussion		1 & 2
2.15 -2.30	Wrap up			

Day 2 (4h.)				Exercise
9.30	75 min session	HV 1,2,3: Sensitivity		Speaking for the child
10.45	20 min break			
11.05	75 min session	Speaking for the child		3 & 4 (subgroups)
12.20	40 min lunch break			
1.00	75 min session	Discussion		3 & 4
2.15 -2.30	Wrap up			

Day 3 (4h.)				Exercise
9.30	75 min session	HV 1,2,3: Sensitive Discipline		SD Strategy's
10.45	20 min break			
11.05	75 min session	Speaking for the child		5 & 6 (couples)
12.20	40 min lunch break			
1.00	75 min session	Discussion		5 & 6
2.15 -2.30	Wrap up			

Day 4 (4h.)		<i>Preparatory homework: Read Manual through HV5 (3h.)</i>		Exercise
9.30	75 min session	HV 4,5: Sensitivity Chains		Sensitivity Chains
10.45	20 min break			
11.05	75 min session	Sensitivity Chains		7 (subgroups)
12.20	40 min lunch break			
1.00	75 min session	Discussion		7
2.15 -2.30	Wrap up			

Day 5 (4h.)				Exercise
9.30	75 min session	HV 4,5: Corrective Messages		Corrective Messages
10.45	20 min break			
11.05	75 min session	Corrective Messages		8 & 9 (couples)
12.20	40 min lunch break			
1.00	75 min session	Discussion		8 & 9
2.15 -2.30	Wrap up			

Day 6 (4h.)		<i>Preparatory homework: Read Manual through the end (3h.)</i>		Exercise
9.30	75 min session	HV 6,7: Booster sessions		
10.45	20 min break			
11.05	75 min session	Complete script		10 (subgroups)
12.20	40 min lunch break			
1.00	75 min session	Continue		10
2.15 -2.30	Wrap up			

Day 7 (4h.)				Exercise
9.30	75 min session	Discussion		10
10.45	20 min break			
11.05	75 min session	Implementation		
12.20	40 min lunch break			
1.00	75 min session	Q&A and evaluation		
2.15 -2.30	Wrap up			

Training

This course will be delivered remotely using Zoom. This is very easy and safe to use regardless of your level of IT skill. You will need a desktop PC or laptop with a microphone and camera together with a suitably fast, preferably wired, internet connection. Mobile devices and tablets cannot be used, because they disable certain features used in training. Because of security reasons, you will have to use a Zoom account. Access to the online meetings is restricted to logged-in users only. Also, you will not be able to join from your browser, but only from the Zoom Desktop Client. Please note: Some devices provided by employers may have restrictions in place. Please use this test link (<https://zoom.us/test>) to check your set up. After clicking on 'Join', you will either get a pop-up message asking you to 'open the Zoom app' from your computer (if you already have the Desktop Client), OR you will be able to click on 'Download now', underneath the 'Launch meeting' button. For more information about using Zoom, please visit the Zoom website:

<https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users>

Practice family

Following the basic 7-day online VIPP-SD course, participants will put the method into practice with a "training family". Individual online supervision meetings will be provided via Zoom with a supervisor, to prepare for the home visits with the training family. Therefore, participants will need to identify a training family as soon as possible before or during the course. This could be an acquaintance, a friend (of a friend) for example, with a child between the ages of 1 and 4 years. You will work with one parent and one child. Preferably, the family should be a practice family, and not a service user, because you are still learning, and you need to be able to make mistakes. In some cases, we will allow training with a service user. You will visit the training family during 7 home visits. During HV1 you will get acquainted with the parent(s) and child and make recordings; this should take no more than 1 hour. The following home visits (HV 2-7) will be intervention sessions in which you will make new recordings and provide feedback on previous videos. Therefore, HV 2-7 will take approximately 1,5 -2 hours each. The home visits may be scheduled about 2-3 weeks apart. The completion of the supervision trajectory with the practice family thus takes approximately 3 to 4 months.

Indication of training hours (total 114 hours)

Basic course (48 hours):	Pre-training video's = 1 hour Read manual and literature = 12 hours Attendance 7 x 5 hours = 35 hours <i>(of which 7 x 4 hours of teaching = 28 hours)</i>
Practice family (57 hours):	HV 1 (recording only) = 1 hour HV 2-7: 6 x 2 hours = 12 hours <i>(travel time not included)</i> Prepare home visits for intervention (scripts) = 44 hours, as follows: <ul style="list-style-type: none">- HV 2 & 3: 2 x 8 hours = 16 hours- HV 4 = 10 hours- HV 5, 6 & 7: 3 x 6 hours = 18 hours
Supervision (6 hours):	Individual online sessions 6 x 1 hours = 6 hours
Assessment (3 hour):	Assessment meeting = 1 hour Preparing for assessment = 2 hours

Attendance and certification

The participants are expected to attend all sessions of the training course. After completion of the VIPP-SD Training Course AND the supervision phase with the training family, participants shown to have proficient knowledge and understanding of the method, will be certified and ready to practice.

The aim of the course is for participants to:

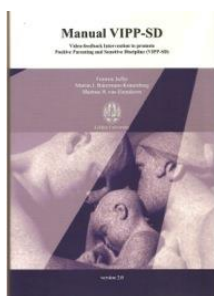
- Understand the theoretical basis of VIPP and its relation to attachment theory.
- Have familiarized themselves with the principles of VIPP-SD.
- Have had experience of implementing the intervention with peer support.
- Have had supervision on their work.
- Have a clear idea of how to further develop their VIPP-SD skills.

Certified VIPP-SD interveners will be registered by the Centre for Child and Family Studies, Leiden University.

Equipment

Working with VIPP-SD means working with video as a professional. For the practice family you need a digital video camera and some (basic) editing equipment (e.g., Adobe premiere pro or Pinnacle Studio). Moreover, you will need a USB, DVD player or laptop that can be connected to TV with HDMI cables / or protected external hard drive when a smart tv is available in the home of the family you're working with. And you will need different sets of toys to bring to the family during the home visits. The types of toys will be discussed during the training course.

Course material and literature



Before the start of the training, you will receive the VIPP-SD manual 3.0 in English via post, and various additional training documents via e-mail.

In preparation of the training, you are required to:

1. watch the three pre-training videos – links to these are provided in a separate document. (Please note you will be asked to fill out your name and email address before you gain access so you can be identified).
2. read the Manual through HV3, and
3. read the following article:

Effective preventive interventions to support parents of young children: Illustrations from the Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) by Juffer, F., Struis, E., Werner, C., & Bakermans-Kranenburg, M.J. published in 2017 in the *Journal of Prevention and Intervention in the Community*, 45 (3), 202-214.

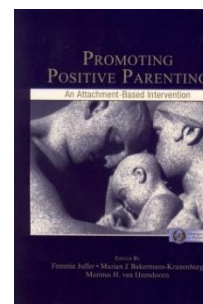
<https://doi.org/10.1080/10852352.2016.1198128>

Recommended reading

Juffer F., Bakermans-Kranenburg M.J. (2018). Working with Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD): A case study. *Journal of Clinical Psychology, 74 (8)*, 1–12.

<https://doi.org/10.1002/jclp.22645>

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (Eds.) (2008). *Promoting positive parenting: An attachment-based intervention*. New York: Taylor & Francis.



Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2014). *Attachment-based interventions: Sensitive parenting is the key to positive parent-child relationships*. In P. Holmes & S. Farnfield (Eds.), *The Routledge Handbook of Attachment: Implications and Interventions*, 83-103, London: Routledge.

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2017). *Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD): Development and meta-analytical evidence of its effectiveness*. In H. Steele & M. Steele (Eds.), *Handbook of attachment-based interventions* (pp. 1- 26). New York: Guilford Press.

Juffer, F., Bakermans-Kranenburg, M.J., & Van IJzendoorn, M.H. (2017). Pairing attachment theory and social learning theory in video-feedback intervention to promote positive parenting. *Current Opinion in Psychology, 15*, 189-194. <https://doi.org/10.1016/j.copsyc.2017.03.012>

More information about VIPP

Website: <https://www.vipp-sd-international.org/home-1>

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