

THE ADAPTION OF VIG PROCESS WITH TWO 7-YEAR-OLD FRIENDS

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1 The case study

Demonstrating how aspects of VIG principles were applied to two 7-year-old friends. This is to understand what type of modification is needed to use VIG process with Georgian children to support their relationship-friendship. Modification Considerations were recognized in using visual materials, age appropriate activities for review, individual skills, accommodations of instructions, adjustment of helping questions, setting the reviews, provision equal and motivated participation.

2 Participants “E” and “A”



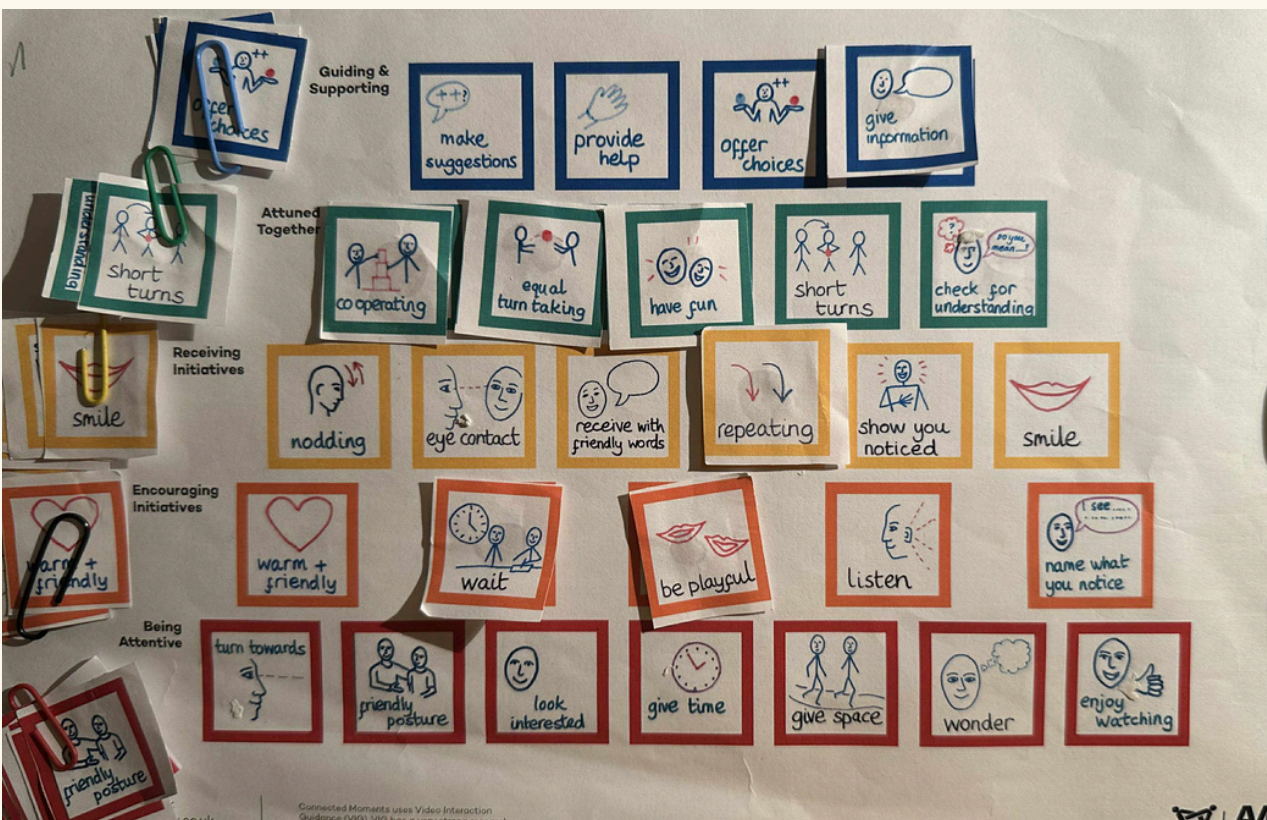
The Study participants had known each other from the Kindergarten and during the intervention were spending a month of a summer holiday at the same premises. This setting was used for the joint reviews and filming. They have been known as friends and usually get along well with each other. They were selected due to some difficulties related to their social skills, according to the parental concerns. Participant “E” was referred to be submissive and inability to persist on his point. On the other hand, participant “A” was having some social anxiety issues, might be overlay persistent and may overrun others personal space. Both children knew the therapist.

3 The helping questions

The VIG was introduced to the pair at the same time in the form of a dialog with open invitation for participation. Initially in the VIG process children were asked to portray each other, and then h to describe their relationship: **“We do not fight with each other, we are real friends”- “E”.** **“We have fun together, but sometimes we get bored”- “A”.** This topic was followed with a question of what they would like to improve in their relationship by using video recordings. The therapist was involved in the formulation of the helping questions, in the form of their goal-one for each boy. **“E” - to join in the play.** **“A”- to listen.** For the following reviews the helping questions were adjusted to parental concerns and also children were willing to identify more principles.

4 Visual materials and age appropriate activities

- As the modification of VIG process a board game type activity was introduced-using the sheet of Principles of Attunement (Connected Moments, 2020) as a base, and also separately cut each pieces to be used as matching cards.
- During review alongside the video, children were encouraged to find a targeting principle from the selected color-coded pile of cards and to match and to place and glue on the top of the board with the Pyramid of Attuned Interaction Principles.



- Suggestions regarding adaptation of process involve use of additional visual materials, including cards and detection of principles.
- The size of cards should be given consideration: big enough to discriminate, but small enough to be used as the board game element.

5 Intervention period

In the two-week period, 3 reviews were conducted and 4 films of duo play had been recorded. The 1st video served both baseline and first review purposes, 2nd and 3rd films were used for the reviews, while the 4th was used to summarize the process.

6 Individual consideration and instructional support

- Individual participant skills- “E” had English reading skills and was familiar with activities of similar layout that helped him to read and to comprehend cards easier and faster.
- Additional hits were given upon need, by reminding what was their goal and in which color section was their card to be find (consideration).

7 Review setting



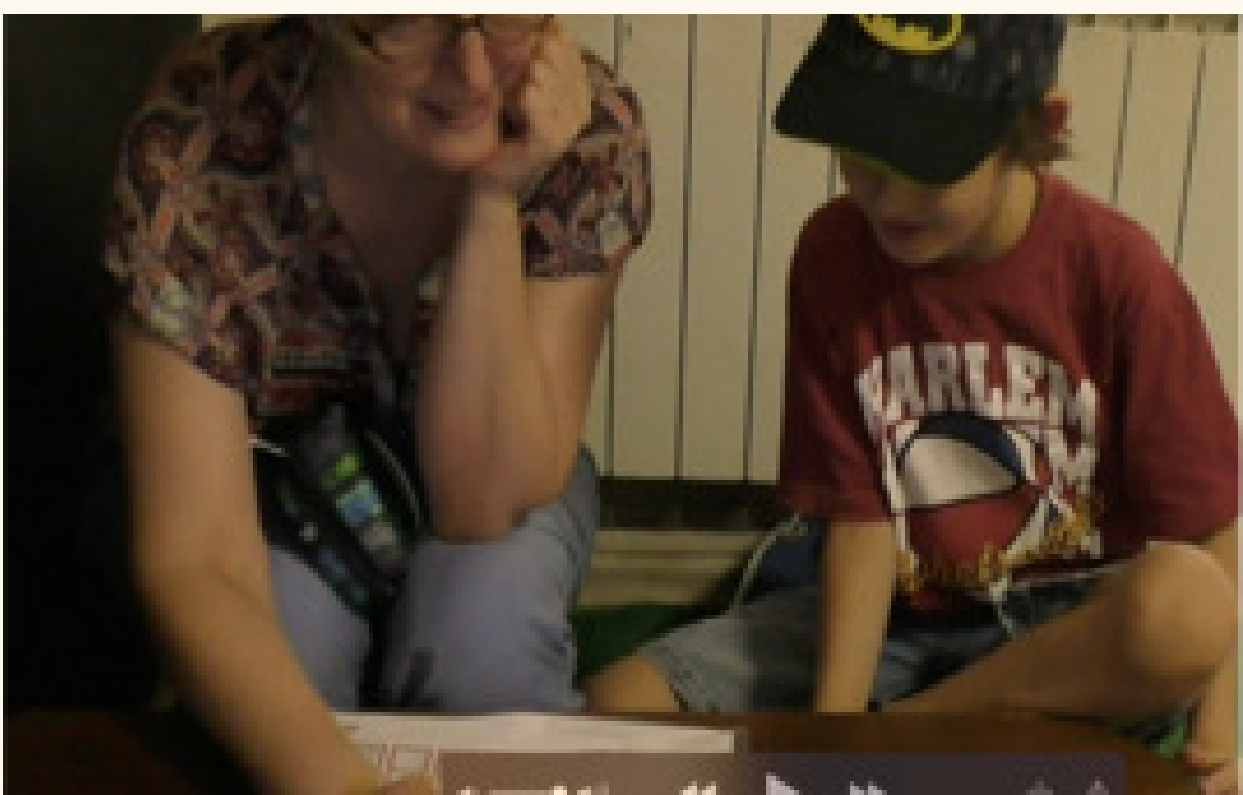
To support participants’ motivation and ensure fairness of the process it is recommended to:



- Incorporate a different setting **composition** of the joint session, involving both participants, by considering sitting positioning and to have separate sessions to give each participant more space and time for reflect and make comments about the viewed clips.



- The joint sessions sequence variation should be applied to ensure that neither of the participants feels any sort of inferiority while in treatment. In some instances shorter clips and even stills might be more instrumental, especially for the combined review to the shortening of the session.



8 Simple data collection

Using sheet of Principles of Attunement (Connected Moments, 2020) with glued cards allows to have visual data for each participant, representing which principle was seen at during viewing. In case of “E” at the 3rd review he matched 9 cards and “A” used 7 cards. They had split viewing and interestingly all card were the same but “E” used additional 2 cards, about him smiling and enjoying watching.

9 Emotional states



10 4th recording baseline



“E” initiating and “A” is giving space



11 Main consideration and Working point

- Providing relevant support for cooperative learning alongside attuned interactions
- Selecting helping questions when there is limited awareness about relationship capabilities and therapy is initiated by parents
- Making process more reflective then just recognizing, naming and matching cards
- Providing equal opportunities and relevant adjustment to both participants.



Thank you for your support kindergarten “Mtsvane Alubali”