

What do participants think?

"Enjoyed coming along and being able to chat to other teachers that are in the same position"

"So easy to incorporate it into the classroom"

"More aware of the child's needs"

"Happier child, teacher, class, environment"

"The attunement principles have helped me to become more attuned to the children and their needs in the classroom"

Feedback from VERP participants in Renfrewshire

For more information contact the ViG group at:

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Video Enhanced Reflective Practice (VERP)

Information leaflet for staff



**Images from Kent EPS*

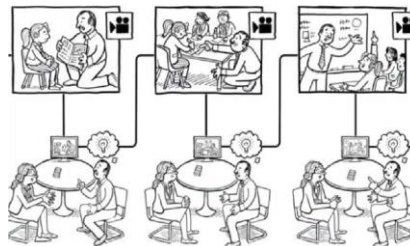
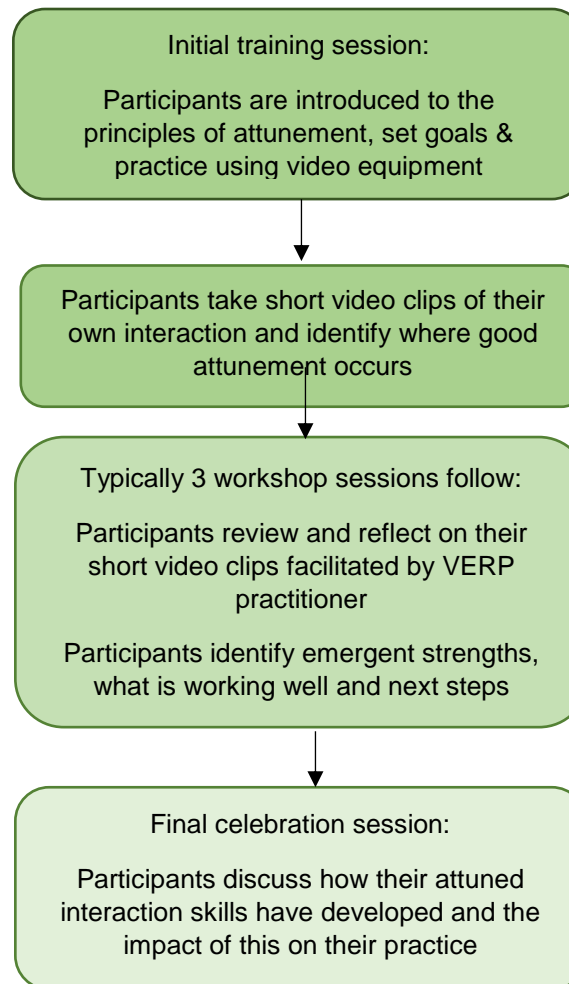
What is VERP?

Video Enhanced Reflective Practice (VERP) is an approach to professional development that enhances 'attuned interactions.' Being attuned means to communicate in a receptive and responsive way. VERP highlights moments of attunement and explicitly involves change through building on strengths. It encourages practitioners to do more of what works.

How will it help me?

- VERP is a way of reflecting on attunement in professional practice.
- It is a way of supporting pupils with learning and behavioural needs.
- It provides CPD for professionals involving ongoing reflection & evaluation.
- It helps participants to recognise their emergent strengths and build on them.

How does it work?



What is the impact of VERP?

100% of our VERP participants reported an increase in working towards their VERP goal. Staff are empowered to do more of what they have observed to work well. By seeing the positive impact of their attuned interactions, they have the confidence to do more of this.

Evidence base

VERP was developed using psychological theory and evidence-based principles. It draws upon:

- ✚ The methodology and values of the 'principles of attuned interactions and guidance' (Kennedy, Landor & Todd, 2011)
- ✚ 'Self-modelling' developed from Bandura's social learning theory (Dorwick, 2011)
- ✚ Appreciative inquiry research that uses a strengths-based approach (e.g. Cooperrider & Whitney, 2005)
- ✚ Literature demonstrating the effectiveness of including self-reflection in CPD (Wollongong, 2008)