

CONTACT

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A QUARTERLY NEWSLETTER FROM SPIN®USA

THE NATIONAL TRAINING INSTITUTE FOR SPIN VIDEO HOME TRAINING® AND SPIN VIDEO INTERACTION GUIDANCE®

NEWLY PUBLISHED RESEARCH ESTABLISHES SPIN VIDEO HOME TRAINING® AS EVIDENCE-BASED PRACTICE

Based on more than twenty-five years' experience around the world (and more than a decade in the US), we have long known that SPIN Video Home Training is a highly effective approach to helping support and strengthen families. Now, with new broad-based data, we can answer with a clear "Yes" to the question, "Is this an evidence-based practice?"

Unquestionably, evidence-based practices set an important standard for agencies that want to offer new programs or interventions, but want to ensure that the return on their investment will be sound. "Before we put our time, money and faith into the program you offer - show us

the evidence - how do you know it works?" A new study, published in the July edition of the journal *Clinical Psychology Review*, gives new weight to our long-held belief in the efficacy of SPIN Video

Home Training. Ruben Fukkink, a researcher at University of Amsterdam, conducted a comprehensive study (a meta-analysis) which synthesized the results of 29 distinct research studies (a total of 1,844 families) of video feedback methods. The largest group of programs included in the study were SPIN programs based in several countries. The meta-

analysis extracted results from these published papers, and re-framed the data to their "common-denominators" to analyze whether or not video feedback methods have a significant effect.

Most importantly, the research underscores the models' efficacy and "shows significantly positive effects of video feedback intervention on the parenting behavior, and attitude of parents and the development of the child."¹ The meta-analysis also shows that, "Parents become more

skilled in interacting with their young child and experience fewer problems & gain more pleasure from their role as parents."²

Interestingly, Fukkink also found that programs with a systematic structure for giving feedback to parents (like SPIN®VHT) had stronger effects.

With this new evidence to back up the research basis of our work, we are more confident than ever in responding to the question of whether or not SPIN Video Home Training is absolutely an evidence-based practice with a resounding, "YES." And we can reaffirm the closing words of our Real Families... Real Change DVD: "SPIN WORKS".



Photo courtesy of StockExpert.com



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- Message from the President: Improving Your Bottom Line

Leadership Team

Jane Nestel-Patt, M.Ed., *President/CEO, Master Trainer*

Terri Pease, Ph.D., *Director of Research, Master Trainer*

Sarah Guidi, *Program Coordinator, Assistant to the President*

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SPIN®USA, Inc.
394 Lowell St,
Harrington Park, Suite #5
Lexington, MA 02420
Ph 781-652-0710
Fax 781-652-0711

¹ Fukkink, R. (2008) Video Feedback in Widescreen: A meta-analysis of family programs. [On-line] *Clinical Psychology Review*, 28, 904-916. Abstract from: ELSEVIER: ScienceDirect.

² Ibid

WORLD WIDE SPIN

One of the most profound & compelling aspects of the SPIN methodology is its ability to adapt across perceived barriers: culture, language, discipline etc. The versatility of the SPIN model takes on a more universal meaning when one considers the global network to which SPIN USA, Inc. belongs. Organizations or individuals in more than a dozen countries throughout the world are currently utilizing the Video Interaction Guidance model to positively influence parent child relationships, classroom settings and child welfare practice.

A group of our European SPIN counterparts are, at present, involved in a collaborative project called "Innovative Integration of Video Interaction Training and E-Learning in an European Context". Begun in 2007, some of the primary goals of the project include: establishing a Video Interaction Training infrastructure in Romania, developing Information and Communication Technology (ICT) tools that support and encourage

distance learning/coaching & developing an international website-[SpinLink](#).

Launched in conjunction with the Innovative Integration project, SpinLink primarily offers visitors an in-depth overview of the fore mentioned project. Additionally, SpinLink is a resource for the worldwide network of SPIN practitioners. Similar to common networking sites, like Facebook or MySpace, [SpinLink](#) provides members a platform to share ideas, research, updates and correspondence. The global network of SPIN partners is a testament to the plasticity and subsequent success of the video interaction model.



"Innovative Integration" Project Meeting in Prague, Czech Republic,

As technology advances at an exponential pace, the world becomes smaller & more accessible, necessitating tech-savvy cross-cultural ideas, theories and programs. **SPIN is a leader—using cutting edge technology and a powerful method to address the needs of families, teachers & child welfare workers throughout the globe.**

MESSAGE FROM THE PRESIDENT



Jane Nestel-Patt
President/CEO

Tired of spending precious revenue on training & not seeing the change in practice you really seek? Tired of watching the excitement and enthusiasm of staff ebb away after they return from a highly rated, fun training program to business-as-usual? Is this just the nature of the beast, or is there a true difference in the staying power and transformative impact of varied training programs and modalities?

The fact is that there *is* a difference. Unfortunately, most training has little, if any, real impact on practice. In other words, the return on the dollars you invest in training, your ROI, (as determined by such things as moral, reduced turnover, improved practice and the resultant improved outcomes) are rarely realized.

Effective training, on the other hand, has enormous positive bottom-line implications:

This is as true for leadership development as it is for teacher training, clinical training and all other kinds of staff training and development.

↗ Improving the quality of supervision leads to ↗ improved morale which leads to ↘ reduced turnover which, in turn, ↘ lowers the cost of doing business.

↗ Improving practice leads to ↗ improved outcomes which lead to ↗ increased revenue by improving the capacity to generate ↗ more grant revenue and other support.

Most training doesn't deliver a valuable ROI because the key outcome is absent: transfer of knowledge.

This is the ability to take the knowledge and skills to which you were exposed in the training & fully integrate them into your practice.

Training of the most valuable kind, on the other hand, flexes and evolves, adapting to the strengths and learning styles of individual participants, *building in them new knowledge and skills that they truly integrate into their work, thus transforming and improving both practice and outcomes: the union of which ultimately produces a strong ROI.*

The SPIN methodology specifically targets knowledge & skill transfer so that actual, day-to-day practice improves!

The right investment in training, then, leads to ↗ knowledge transfer, which leads to ↗ improved practice, which leads to ↗ better outcomes, which lead to a ↗ positive ROI and an ↗ improved bottom line. SPIN delivers on knowledge transfer, practice change and ensures a strong ROI for your training dollar.



EYE ON: EARLY CARE AND EDUCATION

A CENTER DIRECTOR'S STORY

Mary Ford-Lake, director of the Children's Village Early Care & Education Center at Community Teamwork, Inc. (CTI) in Lowell, MA began her Certification course (in SPIN®VIG for Teacher Training in Early Care & Education) with a simple desire: to create the strongest possible early care and learning environment, built on current research and knowledge regarding best practices, for children from downtown Lowell.

Mary was a gifted and committed early education professional long before beginning the SPIN VIG certification process. She knew what children needed in order to learn, thrive and hit the ground running (socially, emotionally and cognitively) in kindergarten. She knew what her teachers needed - the content knowledge and expertise in early childhood development, & the skills to engage, encourage and empower children as "learners, thinkers and doers who can persist in a learning situation" .

She had spent years developing trainings and supporting the professional development of her staff, yet she remained frustrated by the quality of teaching that she saw evidenced by even the strongest of her classroom staff. She knew that they knew "what" they should be doing, but they were often unable to turn that knowledge into practice. She also knew that each child's success depended heavily upon her leadership and supervision skills -- how she engaged, encouraged and empowered her staff to improve their practice so that the outcomes for the young children they were teaching improved: school readiness, early/emerging literacy, social/emotional competencies, etc.

Working with her SPIN®VIG Trainer, Mary learned to micro-analyze

and edit videotapes of teachers/care-givers in their own classrooms and use those edited video clips to help her staff:

- ✓ Identify and build on their existing strengths and competencies and value their own capacity to support young children's learning and development in every domain.

- ✓ Develop a concrete understanding of how the early relationships children form with caring adults set the stage for all future development.

- ✓ Learn to recognize children's non-verbal and verbal initiatives and how to support those initiatives positively and sensitively.

- ✓ Develop an understanding of how the "nature and quality of interactions" support the development of nurturing relationships that are key to the healthy social, emotional & cognitive development of children.



Mary Ford-Lake (r) using VIG with pre-school teacher Josie Lebron.

As part of her training as a SPIN VIG Practitioner, Mary also video-taped her use of the model in her feedback/ coaching session

with staff. Using a parallel process and the same strengths-based, reflective practice framework, Mary reviewed her own work with her SPIN®USA Trainer to identify and cultivate her own skills in strengths-based training & supervision.

Mary continues to extend her use of the method, focusing also on critical staff-parent interactions to strengthen all aspects of her center's operation so that it is a warm, welcoming place for children and families that ensures the school readiness of every child. In a recent interview, Mary spoke of SPIN's transformative impact, not only her work with teachers and parents, but on her skills in working with external stakeholders as well.

"SPIN is exactly what I needed," Mary said. "It is the perfect tool for teacher training."



WHO WE ARE:

We are a non-profit, national training institute specializing in strengths-based models that nurture, empower and transform human performance™.

Our asset-based training/coaching methodology and program models improve practice and performance in education and child welfare so that outcomes for children, youth, & families improve.



WHAT WE DO:

Our evidence-based work teaches what many believe cannot be taught—that set of "intangible" skills that are often called "gifts". These are the "gifts" of inspiring leaders, brilliant teachers, great mentors, and nurturing parents. Our powerful, innovative training method helps individuals identify and develop the very specific, concrete, and measurable skills that create such "giftedness".

For over 20 years, SPIN methodology has given the "gift" of effective leadership, skillful teaching, and nurturing parenting to those who work in or lead the institutions that serve our most vulnerable children and families.

WE SPECIALIZE IN:

- ✓ Family support/intervention and parenting programs (mandated services, mental health & family services, teen parent services).

- ✓ Teacher training (early care and education, after-school programs, research—to—practice knowledge transfer, reflective supervision).

- ✓ Staff training and development (residential treatment, group homes, day treatment, day school settings).

- ✓ Supervisory training (child welfare and education).

- ✓ Leadership development (management training and executive coaching in child welfare and education).



SPIN®USA, Inc.
 394 Lowell Street
 Harrington Park, Suite #5
 Lexington, MA 02420

In Their Own Words

“We had difficulties [communicating] with the boy...we broke down our repertoire...when your communication break[s] with somebody it is very difficult to restore it again. You feel, as a teacher very unsuccessful and very bad. In this process I learned that it is possible, it is possible for a change...and this is a good, good thing to know.”

Teacher
 Trondheim, Norway 2001



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