



Individual Submissions

A randomized controlled trial of the effect of the video-feedback intervention to promote positive parenting on twins' hair cortisol (pre-registration)

Jana Runze

Meta-analytical evidence has shown that the Video-feedback intervention to promote positive parenting (VIPP-SD) is effective in increasing parental sensitivity and parental sensitive discipline (Juffer et al., 2017; Van IJzendoorn et al., 2021). By improving parental sensitivity and discipline, the intervention may also affect the child's development, in particular the child's cortisol levels. Previous research found effects of an attachment-based parenting intervention (Attachment and Biobehavioral Catch-up) on children's neurobiology: 4-6 year-old children who were involved with child protective services showed more typical diurnal salivary cortisol levels when they were in the intervention group compared to the control group (Bernard et al., 2015). As far as we know, only one (small) RCT study on 39 parents and their children (between 4 months and 5 years old) has investigated the effect of a parenting intervention on hair cortisol concentrations (HCC). In the intervention group, children's HCC decreased significantly as compared to children in the control group (Poehlmann-Tynan et al., 2020). In the current pre-registered randomized controlled trial, we will apply multilevel structural equation models to examine the effects of VIPP-SD on child hair cortisol concentrations as an indicator of chronic stress in two cohorts of families with twins. The early childhood cohort consists of 202 pre-school-aged twin pairs ($n = 404$ children, $M_{age} = 3.75$, $SD = 6.81$). The middle childhood cohort consists of 257 school-aged twin pairs ($n = 514$ children, $M_{age} = 7.92$, $SD = 0.66$).

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Timeline mapping as an alternative methodological approach to study transitions

Neha Basnet

Timeline mapping exercises have served as an important research tool to gather information and insights on lived experiences and memories. Timeline mapping method is used for exploring life trajectories across life stages and can be beneficial for Health Professions Education (HPE) research as it can highlight the significance of events such as transition from secondary school to medical school or from resident to attending physician. Despite a move toward novel qualitative research methods in Health Professions Education, timeline mapping is yet to be incorporated as a tool in the existing repertoire of tools and methodologies. Although visuals and drawings, in general, are increasingly being incorporated into Health Professions Education research, there is still much to explore when it comes to using timeline mapping method.

The aim of the paper is to provide insights about Timeline mapping exercise, how to conduct these exercises and a step-by-step guideline on how the data can be analysed. Timeline mapping offers an alternative methodological approach for richer and more meaningful data in the study of transitions. The paper reflects on how the method could be included in Health Professions Education research.

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Mothers' trait-like parenting stress, social support and parental burnout during the pandemic Annaleena Holopainen

Parents who experience longitudinal parenting stress may be at risk for parental burnout during the COVID-19 pandemic. Social support, in turn, may buffer against parental burnout. The current study used data from a longitudinal cohort study, Generations2 (N = 1787) to test which mothers were most vulnerable for parental burnout during the pandemic, given pre-existing tendency to experience parenting stress and the availability of social support during the pandemic. We used the Trait-State Occasion (TSO) model to operationalize the underlying component of trait-like parenting stress (from 3 months to 4 years after birth of the first child). The results of the TSO model indicated that parenting stress was mostly due to the trait factor and only partly situational. Trait-like parenting stress, social support from one's partner and support from social network were statistically associated ($\beta = .49, p < .001$, $\beta = -.02, p = .02$ and $\beta = -.06, p < .001$, respectively) with parental burnout symptoms during the pandemic, and support from one's partner moderated the association between chronic parenting stress and parental burnout ($\beta = 0.04, p = .046$). Yet, the moderating role of partner support was not found in a sensitivity analysis when single mothers were excluded. The results emphasize the importance of considering the longitudinal development of parenting stress in addition to

measuring stress at one time-point. Parents suffering from long-lasting stress, or who have low social support, may be at a higher risk for experiencing parental burnout symptoms during crises, like the COVID-19 pandemic.

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VIPP-School: Supporting the teacher-child relationship as a basis for improving behaviour regulation of young children at school. – A pilot study

Kim Starreveld

Teachers sometimes find it challenging to deal with children with externalizing behaviour problems. An adaptation of a Video-Feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) has potential to help teachers cope with this behaviour, as the intervention has been found to be effective in decreasing child behavioural problems and increasing sensitive caregiver behaviour in other target groups (parents, child care professionals). In this presentation I will present a pilot-study aimed at adapting this intervention for use in primary schools (Video-Feedback Intervention to promote Positive Parenting and Sensitive Discipline for primary School - VIPP-School), and assessing its feasibility for lower primary school teachers. After providing an outline of VIPP-School, I will present the experiences of three teachers who participated in six intervention sessions as part of the pilot study. Their feedback suggests that VIPP-School has potential for decreasing externalising behaviour problems in children by improving the teacher-child relationship. Participant feedback regarding feasibility and effectiveness was overall positive. Important factors for making VIPP-School feasible in the school context will be discussed. Because this pilot-study indicates that VIPP-School - with the necessary adaptations - has high potential, we are currently studying its effects in a randomised controlled trial. I will briefly present the design of this efficacy study. I hope we can actively discuss the added value of VIPP-School in supporting teachers interacting with children with behaviour problems.

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