

# **Parent training programs in Hong Kong: an evidence-based approach**

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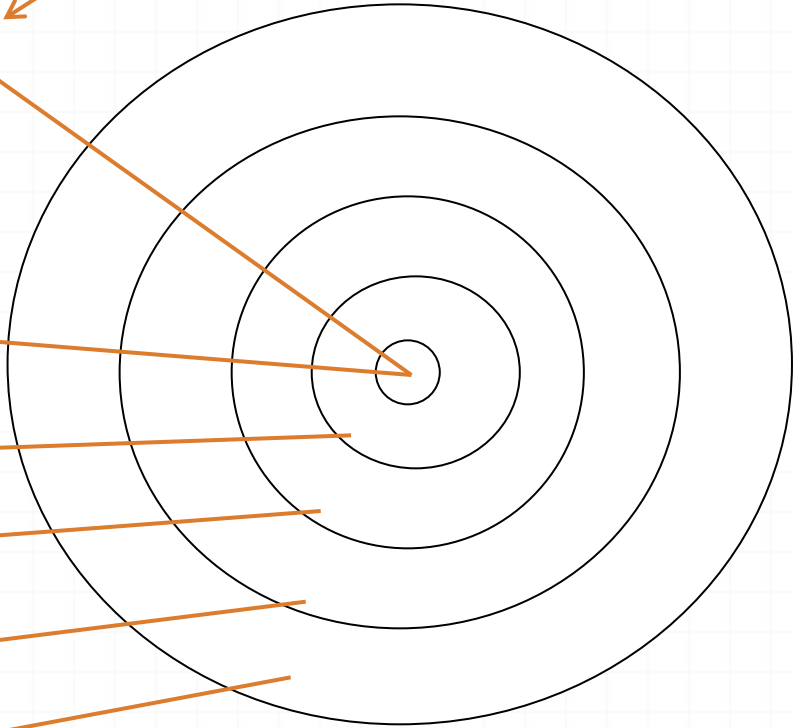
**The University of Hong Kong**

# Parenting in Ecological-systems Context (Bronfrenbrenner, 1979)

Behavior  
Emotion  
Sensation  
Thinking

Bio  
Psycho  
Social  
Spiritual

- 1. Individual
- 2. Micro
- 3. Messo
- 4. Exo
- 5. Macro



6. Chronological

# Outline and basic premises

- 1. Family as first context of child development.**
- 2. Parents as first agents of child development and socialization.**
- 3. Increasingly complex world calls for support to parents to be effective**
- 4. Parent education (PE) is**
  - **a range of educational, supportive and remedial measures**
  - **help parents and prospective parents to**
    - ✓ **understand themselves and their children**
    - ✓ **enhance their mutual relationship**
    - ✓ **promote individual, family and social well-being.**
- 5. PE should be goal, theory and culture-driven as well as evidence-informed to be meaningful and productive.**
- 6. Key criteria for good PE**
- 7. Examples of promising PE programs: from overseas to HK**
- 8. Way forward**
- 9. References**

What can help  
HK Chinese parents  
to deliver  
quality parenting to  
young children?

# **National Institute for Health and Clinical Excellence**

## **NICE Guideline (TA102)**

- Be structured and based on social-learning theory**
- Relationship-enhancing strategies**
- A sufficient number of sessions**
- Enable parents to identify their own parenting objectives**
- Role-play during sessions and homework between sessions**
- Delivered by appropriately trained and skilled facilitators**
- Adhere to the program manual**
- Demonstrate proven effectiveness through randomized controlled trials**

# **Overseas “NICE” PE Programs for children with behaviour difficulties**

**Triple P (3P親子正策課程)**

**PCIT(親子互動輔導服務)**

# The Positive Parenting Program (Triple P)

- Behavioral family intervention based on social learning principles
- Level 4 group program
  - Four two-hour group sessions
  - Four telephone follow-up sessions
  - Homework

# The Triple P

- **Randomized controlled trial studies**
- **Study 1 (Leung, Sanders, Leung, Mak & Lau, 2003)**
  - **Participants- 91 parents with children between 3 to 7 years old**
    - **Intervention - 46**
    - **Control - 45**
  - **Results**
    - **Significant decrease in child behavior problems**
    - **Significant decrease in dysfunctional parenting practices**
    - **Significant decrease in parent conflict**
    - **Significant increase in parenting sense of competence and marital satisfaction**



# The Triple P

- **Study 2 (Leung, Fan & Sanders, 2013)**
  - **Parents of children who were clients of SAHK, a non-governmental organization providing professional rehabilitation services to clients with neurological impairment**
  - **Participants- 81 participants**
    - **42 participants in the intervention group**
    - **39 participants in the control group**
- **Results**
  - **Significant decrease in child behavior problems**
  - **Significant decrease in dysfunctional parenting practices**
  - **Significant decrease in parent conflict**
  - **Significant decrease in parental stress**
  - **Gains maintained 6 months after program completion**

# **The Parent-Child Interaction Therapy (PCIT)**

- o An intervention program for oppositional and defiant children aged 2 to 8**
- o Therapist coaching parents behind one-way mirror with ear-bug equipment in vivo situation**

# The Parent-Child Interaction Therapy (PCIT)

- Randomized controlled trial design
- 111 target parents with children aged between 2 and 7 years old
  - Intervention group - 54 parent-child dyads
  - Control group - 57 parent-child dyads
- Results
  - Significant decrease in child behavior problems and parenting stress
  - Significant decrease in inappropriate parenting strategies
  - Significant increase in positive parenting strategies
  - Gains maintained 3 months after program completion

**Locally developed “NICE” PE  
programs:  
Programs for disadvantaged  
families**

**HOPE (學得樂導航計劃)**

**Healthy Start Home Visit Program  
(健康由家庭開始)**

**PACE (啓步兒童成長計劃)**

# Hands-On Parent Empowerment (HOPE)

- **Target clients – new immigrant families**
- **Content**
  - **Developmental skills**
  - **Behaviour management techniques**
- **Delivery format**
  - **Group meetings**
  - **Role play**
  - **Home work - worksheets with children**
- **Program structure**
  - **Three series – basic, intermediate, advanced**
- **Funded by Public Policy Research Fund**

Leung, Tsang & Dean (2011)

# Hands-On Parent Empowerment (HOPE)

- **Theoretical framework**

- **Piaget, Montessori, Vygotsky, social learning, cognitive behavioural and developmental theory**

- **Reference programs**

- **Triple P, PCIT, Home Instruction Program for Preschool Youngsters (HIPPY)**

- **Adherence to local needs**

- **Preschool curriculum guide**

- **Local experts**

- **Focus group**

# Hands-On Parent Empowerment (HOPE)

- **Randomized controlled trial study - 120 participants**
  - **Intervention group (HOPE program) - 66 parents**
  - **Control group (6 session parent education program) - 54 parents**
- **Results**
  - **Significant decrease in child behavior problems**
  - **Significant decrease in parenting stress**
  - **Significant increase in social support**

# Healthy Start Home Visit Program

- A home visit program targetting disadvantaged families in Tuen Mun area
- Parent assistants to deliver the home visit program, under the supervision of a project co-ordinator
- Reference programs
  - HOPE
  - HIPPY
  - Nurse-Family Partnership



# Healthy Start Home Visit Program

- **A 20-session program covering**
  - **Healthy life styles**
  - **Learning**
  - **Child behaviour management**
- **Structured training program for parent assistants - 25 training sessions and 7 revision sessions**
  - **Knowledge test**
  - **Skills demonstration**
- **Program developed with input from psychologists, social workers, dentist/dental therapist, medical practitioners, nutritionists and physiotherapist**
- **Funded by Quality Education Fund**

# Healthy Start Home Visit Program – Pilot Study

## ○ Results (Home visit program recipients)

- Significant decrease in parental stress
- Significant increase in social support
- Significant decrease in child behavior problems, sedentary activities, home injuries and hospital visits
- Significant increase in child cognitive scores, parent reported school readiness and oral health practices

## ○ Results (Parent assistants)

- Significant decrease in child behavior problems and parenting stress

Leung, Tsang & Heung (in press)

# Healthy Start – RCT preliminary results

- **26 parent-child dyads**
  - **Intervention – 13 dyads (mother-child)**
  - **Control – 13 dyads (mother-child)**
- **Results (Home visit program recipients)**
  - **Significant decrease in parental stress**
  - **Significant increase in social support and self-efficacy**
  - **Significant decrease in child behavior problems**
  - **Significant increase in child cognitive scores and parent reported effort motivation**
- **Results (Parent assistants)**
  - **Significant decrease in child behavior problems and parenting stress**
  - **Significant increase in self-efficacy**

# Parent and Child Enhancement (PACE)

- **Target clients: disadvantaged families with 2-year-old children not attending nursery schools**
- **Content**
  - **Developmental skills**
  - **Behaviour management techniques**
- **Delivery format**
  - **Group meetings**
    - **First hour – children learning activities**
    - **Second hour – parent training**
  - **Role play**
  - **Home work - worksheets with children**
- **Duration – 40 sessions (2 session per week)**

# Parent and Child Enhancement (PACE)

- **Theoretical framework**
  - **Piaget, Montessori, Vygotsky, social learning, cognitive behavioural and developmental theory**
- **Funded by Public Policy Research Fund**

# Parent and Child Enhancement (PACE)

## ○ Pilot study – 23 parent-child dyads

- 12 children currently attending nursery school
- 11 children on waiting list for nursery school

## ○ Results

- Significant decrease in child behaviour problems
- Significant increase in child prosocial behaviour
- Significant increase in child cognitive scores
- Significant increase in parent reported school readiness, academic self-esteem and motivation
- Significant increase in teacher reported school readiness and motivation

**Locally developed “NICE” PE  
programs:  
Universal program**

**HOPE-20 (教兒樂家長培訓課程)**

# HOPE-20

- **Abridged from HOPE**
- **Funder: LO YING SHEK CHI WAI FOUNDATION**
- **New features**
  - **Extension to parents of younger children: from 4 to 2-year-old children**
  - **Broader target group: from new immigrants to all parents**
  - **More service settings: conducted in nursery schools**
- **Evidence-based strategies**
  - **Group format to facilitate discussion and sharing**
  - **Structured program with theoretical basis**
    - **Child development**
    - **Ecological systems theory**
    - **Learning theories (cognitive behavioral and social-learning)**
    - **Positive psychology**
  - **Role play to master micro-skills**
  - **Daily homework activities with children to consolidate learning**
  - **Trained staff – social worker**



# HOPE-20

- **Curriculum**
  - **Area A. Child management skills**
    - Building up quality relationship with children
    - Promoting positive behaviour
    - Management of undesirable behaviour
  - **Area B. Skills to promote child learning and social functioning**
    - Encouraging curiosity
    - Developing language skills
    - Learning of basic preschool concepts
      - Play
      - Discovery learning
      - Everyday environment
- **Pilot trial**
  - 4 preschools – 39 parents

# HOPE-20 Pilot Trial

## ○ Parent outcomes

- Significant decrease in parental stress
- Significant increase in social support and parenting sense of competence

## ○ Child outcomes

- Significant decrease in problem behaviour
- Significant increase in prosocial behaviour
- Significant increase in cognitive and language skills
- Significant increase in school readiness (parent and teacher report)
- Significant increase in behaviour academic self-esteem (parent and teacher report)
- Significant increase in effort and task motivation (parent and teacher report)

**How NICE are these HK PEs?**

# Adherence to NICE Standards

	Triple P	PCIT	HOPE	Healthy Start	HOPE-20	PACE
<b>Social learning</b>	★	★	★	★	★	★
<b>Structured</b>	★	★	★	★	★	★
<b>Relationship</b>	★	★	★	★	★	★
<b>Own goal</b>	★	★	★	★	★	★
<b>Role play</b>	★	★	★	★	★	★
<b>Home work</b>	★	★	★	★	★	★
<b>Sufficient sessions</b>	★	★	★	★	★	★
<b>Trained facilitator</b>	★	★	★	😊	★	★
<b>Program manual</b>	★	★	★	★	★	★
<b>Evidenced-based</b>	★	★	★	😊	😊	😊

# **NICE by-products: Local outcome measures**

# Outcome measures

- **Instruments widely used in parent training evaluation internationally**
  - **Parenting Stress Index (Lam, 1999)**
  - **Eyberg Child Behaviour Inventory (Leung, Chan, Pang & Cheng, 2003)**
  - **Child Behaviour Checklist (Leung et al., 2006)**
  - **Strength and Difficulty Questionnaire (Lai et al., 2010)**

# Outcome measures

## o Parent outcomes

- o Parental Stress Scale (Cheung, 2000; Leung & Tsang, 2010)
- o Parenting Sense of Competence (Ngai, Chan and Holroyd, 2007)
- o Parenting Styles and Dimensions Questionnaire – short form (PSDQ-SF) (Herman Tse)

# Outcome measures

## ○ Child development and learning

### ○ Preschool Developmental Assessment Scale

○ Cognitive (Leung, Mak, Lau, Cheung & Lam, 2010)

○ Language (Wong, Leung, Siu & Lam, 2010; 2012)

○ Social (Leung, Cheung, Lau & Lam, 2011)

### ○ Behaviour academic competence (Leung, Lo & Leung, 2012) – parent and teacher report

### ○ Effort and task motivation (Leung & Lo, 2013) – parent and teacher report

### ○ Gumpel School Readiness Inventory (Dorothy Ho) – parent and teacher report



# Outcome measures

## o Others:

- o **General Self Efficacy Scale (Schwarzer, 1993)**
- o **Duke-UNC Functional Social Support Questionnaire (Broadhead, Gehlbach, de Gruy & Kaplan, 1988)**
- o **General Health Questionnaire-12 (Pan & Golding, 1990)**
- o **Chinese Kansas Marital Satisfaction Scale (Shek, Lam, Tsoi & Lam, 1993)**

# Observations

- **NICE PE programs have been established in HK because of the support from different parties, in completing the projects, and recognizing the results**
  - **Agencies**
  - **Staff**
  - **Parents**
  - **Research team**
  - **Funders: government research grants, Jockey Club, private donors**

# Examples of PE programs by Cynthia & Sandra in HK

## Primary prevention

- 親職學習多面體 – 學前、小學、中學篇 [http://embhsc.hkedcity.net/chi/publications\\_others.php](http://embhsc.hkedcity.net/chi/publications_others.php)
- HOPE-20 (Hands-on parent empowerment program 20 sessions)

## Secondary and tertiary prevention

- Families at risk (e.g. Low SES, new arrivals): HOPE-30; PACE-40 (Parent and Child Enhancement), Healthy Start family visit
- Children with Specific learning disabilities/Dyslexia
  - Home-school cooperation individualized education programs
- Parent-child conflict
  - Father-adolescent conflict
  - Parent-adolescent mediation parallel groups
- Conduct disorder
  - PCIT (Parent-child interactive therapy)
  - Parallel group for children with aggression and their parents
- Drug prevention
  - Engagement of parents in anti-drug work: Research Report and four program manuals on implementation guidelines, prevention programs for general parents, parents with at risk children and parents with drug-taking history.

# Observations

- o **NICE PE programs has expanding demand**
  - o **From 3-6 to younger and older children**
  - o **From challenged target groups to all**
  - o **From remedial to preventive**

# Observations

- o Program participating parties can observe and articulate program positive impacts
  - o Child behavior
  - o Child learning
  - o Parental emotions
  - o Parental competence

**Pre-school teachers find PI conducted in their schools for their students helped their teaching too:**

- o *Such a project can help our parents. When you help the parents improve, it improves the school, that is, improve the children's learning. I think this (programme) helps the students, which means (it) helps the parents, and in fact, (it) helps the school. [preschool principal]*

- o (Leung, Tsang & Dean, 2011, on HOPE-30 Outcome Evaluation)

# Observations

**Program participating parities have suggestions for improvement (e.g. Leung, Tsang & TWGHs 2012 PCIT efficacy and effectiveness report)**

- o **Extend child age coverage**
- o **Arrange back up services (e.g. respite support for children and families; residential placement for children)**
- o **Extend from normal children to children with SEN**
- o **Increase involvement of fathers**
- o **Increase involvement of grandparents**
- o **Improved availability: accessibility, timing, for hard-to-reach parents**
- o **Consolidate practice wisdom for improved services and effective dissemination**
- o **Enhance policy/service advocacy and support**
  - o **Family-friendly work policies to enable parents to have time with their children, or to use services**
- o **Cultivate research mindset in service-providers and recipients**

# HK PE way forward:

## Service needs

- More cost-effective/efficient intervention: brief, flexible
- Culture-sensitive practice:
  - HK vs “Chinese”, current and future vs “traditional”
- Age-specific practice:
  - Advanced intervention along child developmental stages
- Gender-specific practice:
  - Fathering vs mothering; Sons vs daughters
- Caregiver-specific practice:
  - Parents/grandparents, and domestic helpers
- Competence/Challenge-specific practice (PCIT; EPA, 2008):
  - Gifted, normal vs SEN children & families; children & families at risk (drugs)
  - Strong pre-and in-service training for staff, and service support
- Setting-specific practice (Leung & Tsang, 2012):
  - Social service centre vs preschool education settings/home

# HK PE way forward:

## Research needs

- Shorter and sharper tools for evaluative research (e.g. Parental Stress Scale by Leung & Tsang, 2010)
- Systematic service evaluation
  - Program format and duration
  - Culture-specific
  - Age-specific
  - Gender-specific
  - Caregiver-specific
  - Program worker characteristics
  - Longitudinal follow-up to test sustainability of intervention effect
- Accessing hard-to-research realms:
  - Subtleties; hidden messages; incongruities
  - Non-specific variables
- Cultivation of research-mindset in service providers and users



# HK PE Way forward: **Theoretical** assertions

## ○ Popular theoretical assertions:

- Early intervention
- Structured programs with cognitive and behavioral input on knowledge, attitude and skills
- Systemic approach
  - Parent-child dyadic systems
  - Group work
  - Peer support and social capital building
- Positive psychology: strength-based in addition to problem-based
- Parents leading children

## ○ Emerging assertions:

- Focus on parents as persons
- Parents self-reflect for self-correction
- Focus on both process and outcome
- Indigenously developed programs

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