



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

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Introduction

- **Research design – levels of evidence**
- **Program design (Theory of change)**
 - **The target population**
 - **The program outcomes**
 - **Valid outcome measures**
 - **The program strategies**
 - **NICE guidelines**
- **Program development**
 - **Formative evaluation**
 - **Pilot trials**



EVIDENCE BASE OF PARENT TRAINING PROGRAMS

Early studies



Early studies

- **Research design**
 - **Pre and post design**
 - **Evaluation of Parent Effectiveness Training (PET) (Cheung & Yau, 1996)**
 - **Evaluation of a parent management program for children with aggressive behavior (Ho, 1999)**
 - **Evaluation of 18 parent education programs (Cheung, 2001)**
 - **Quasi-experimental design**
 - **Evaluation of Systematic Training in Effective Parenting (STEP) (Kwok, 1994)**

Early studies

- **Outcome measures**
 - Measures might not be validated for Chinese parents/children
 - Little information on psychometric properties



EVIDENCE BASE OF PARENT TRAINING PROGRAMS

Recent development





THE POSITIVE PARENTING PROGRAM (TRIPLE P)



The 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 – Study 1

- **Randomized controlled trial design**
- **Participants**
 - **Original sample - 91 parents with children between 3 to 7 years old**
 - **Final sample with complete data – 69 parents (66 mothers and 3 fathers) with children between 3 to 7 years old**
 - **Intervention – 33**
 - **Control – 36**

Leung, Sanders, Leung, Mak & Lau (2003)

The Triple P – Study 1

- Target children
 - 25 females and 44 males
 - Mean age – 4.23 years
- **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

- **Randomized controlled trial design**
- **Parents of children who were clients of SAHK, a non-governmental organization providing professional rehabilitation services to clients with neurological impairment**
- **Original sample - 81 participants**
 - 42 participants in the intervention group
 - 39 participants in the control group
- **Final sample with complete data – 74 participants**
 - 39 in the intervention group
 - 35 in the control group

The Triple P – Study 2

- **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)



The PCIT – Study 1

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

The PCIT – Study 1

- **Quasi-experimental design**
- **Participants - 130**
 - Intervention group – 53
 - Comparison group – 77
- **Complete data - 110**
 - Intervention group – 48
 - Comparison group – 62

Leung, Tsang, Heung & Yiu (2009)

The PCIT – Study 1

- **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

The PCIT – Study 2

- **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**

The PCIT – Study 2

- **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



HANDS-ON PARENT EMPOWERMENT (HOPE)

Funded by Public Policy Research Grant, Research Grants Council, Hong Kong



Hands-On Parent Empowerment (HOPE)

- **Target clients – new immigrant parents**
- **Theoretical framework**
 - Piaget, Montessori, Vygotsky, social learning theory, cognitive behavioral theory 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

Leung, Tsang & Dean (2011)

Hands-On Parent Empowerment (HOPE)

- **Content**
 - Developmental skills
 - Behavior management techniques
- **Delivery format**
 - Group meetings
 - Role play
 - Home work - worksheets with children
- **Program structure**
 - Three series – basic, intermediate, advanced

Leung, Tsang & Dean (2011)

Hands-On Parent Empowerment (HOPE)

- **Pilot trial**
- **Randomized controlled trial design**
- **120 participants**
 - **Intervention group (HOPE program) – 66 parents**
 - **Control group (6 session parent education program) –54 parents**

Hands-On Parent Empowerment (HOPE)

- **Results**
 - Significant decrease in child behavior problems
 - Significant decrease in parenting stress
 - Significant increase in social support



HEALTHY START HOME VISIT PROGRAM

Funded by Quality Education Fund, Education Bureau, Hong Kong



Healthy Start

- **A home visit program targeting 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**
 - **Family-Nurse Partnership**

Healthy Start

- **A 20-session program covering**
 - **Healthy life styles**
 - **Learning**
 - **Child behavior management**
- **Structured training program for parent assistants - 25 training sessions and 7 revision sessions**
- **Program developed with input from psychologists, social workers, dentist/dental therapist, medical practitioners, nutritionists and physiotherapist**

Healthy Start – pilot results

- **11 parent assistants**
 - Knowledge test (42.5 out of 45)
 - Skills demonstration (100% pass rate)
 - Pre-training, post-training, post-home visit measures
- **21 families receiving home visit**
 - Pre and post measures

Healthy Start – pilot results

- **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

Healthy Start

- **Efficacy study – in progress**
- **Randomized controlled trial design**
- **200 families randomized into**
 - **Intervention group – Healthy Start Home Visit Program**
 - **Control group – a series of parenting talks**

Some observations

- **Research design**
 - Increasing use of RCT design
 - Follow-up measures
- **Program development**
 - Pilot trial and formative evaluation before RCT
- **Program design**
 - Use of validated instruments for outcome measures
 - Measures other than parent report



OUTCOME MEASURES



Outcome measures

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

Outcome measures

- **Parent outcomes**
 - **Parental Stress Scale (Cheung, 2000; Leung & Tsang, 2010)**
 - **Parenting Sense of Competence (Ngai, Chan and Holroyd, 2007)**
 - **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)
 - **Behavior 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

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



DELIVERY FORMAT



Delivery Format

- **Self-help groups vs professional-led**
- **Less structured vs structured**

The Triple P and parent support group

- Comparing the effectiveness of Triple P and a non-structured parent support group
- Randomized controlled trial design
- Triple P – structured program led by accredited Triple P facilitator
- Support group – parent support group with discussions facilitated by a non-directive facilitator

Stanley Chan & Cynthia Leung

The Triple P and parent support group

- **Three groups of parents recruited from preschools and churches:**
 - Triple P (n = 30)
 - Parent support group (n = 31)
 - Control group (n = 31)
- **Results**
 - Significant decrease in child behavior problems in Triple P group but no change in parent support group and control group

Walk with you

- A support group program using peer parent counselors in reducing participant stress and enhancing social support among parents experiencing problems in parenting
- Eight group sessions addressing the physical, psychological and social needs of parents in stress through providing a supportive, secure and natural environment for sharing
 - Content supplied by peer parent counselors
 - Supervision by social workers

Walk with you

- **Pretest posttest control group design**
- **173 participants**
 - **Intervention group: 84**
 - **Control group: 89**
- **Results**
 - **Significant decrease in psychological distress**
 - **Significant increase in social support**
 - **No change in parental stress**

Leung & Leung (in press)

Some observations

- **Less structured programs less likely to produce significant changes in child behavior or parental stress**
- **Structured programs more likely to produce changes in child behavior**
- **Peer support programs can lead to reduction in stress and increase in social support**



CULTURAL ISSUES



Culturally sensitive parent training

- Translated program
- Culturally adapted program
- Culturally specific program

Cheng Gorman & Blater (1997)

Some observations

- **Translated programs and the locally developed programs are both effective**
 - **Stronger evidence of effectiveness for translated programs**
 - **More evidence needed for locally developed programs**
 - **Locally developed programs incorporating some elements from translated programs**

Some observations

- **Individual variations in the acceptance of program techniques**
- **Program materials more acceptable if in local context**



CHALLENGES

Challenges

- **Evaluation of program effectiveness using rigorous research design and validated instruments**
 - More work using rigorous research designs
 - Research funding
 - Collaboration between academic sectors and service sectors

Challenges

- **Dissemination of evidence-based programs**
 - Funding
 - Policy support
- **Research, practice and policy informing each other**



THANK YOU