

Pre-school: The HOPE-20 and early intervention in parenting  
Professor Cynthia Leung (The Hong Kong Polytechnic University)

The presentation would discuss the rationale for school-based parent education in terms of home-school co-operation model, ecological theory and strategic considerations. The importance of early child development and early intervention would also be discussed from a public health perspective. The HOPE-20 program, a universal parent training program delivered in preschools, would be used as illustration. The efficacy of the program was evaluated using cluster randomized controlled trial design. There were 18 preschools, with 10 randomized into intervention preschools ( $n = 110$ ) and eight as waitlist control preschools ( $n = 63$ ). Pre- and post-intervention measures included direct assessment of children's preschool concepts and language skills, teacher report on child learning, and parent report on child behavior, child learning, and parenting. Follow-up data was collected for intervention group parents three months after program completion. The results indicated that at post-intervention, intervention group children attained higher scores on preschool concepts and language skills than waitlist control group children. Intervention group parents reported fewer child behavior problems, lower parental stress and higher parenting sense of competence than waitlist control group parents. Intervention group parents were able to maintain their gains in child behavior and parenting at follow-up. When offered the program after the completion of the program by the intervention group, the waitlist control group parents also reported improvements in child behavior, parenting and child learning.

(222 words)