



Pre-school: The HOPE-20 and early intervention in parenting

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BASIC PRINCIPLES



Basic principles

- **Investment in early years**
- **Public health approach**
- **Ecological theory and school-parent partnership**
- **Evidence-based practice**



Public health approach

- **A focus on prevention**
 - **Primordial prevention**
 - **Primary prevention**
 - **Secondary prevention**
 - **Tertiary prevention**



Primary prevention

- **Provision of a protective shield**
 - **Maximize protective factors**
 - **Eliminate risk factors**
 - **Child behavior problems**
 - **Child learning problems**
 - **Problematic parenting**



Ecological theory

- **Micro-system**
 - The immediate family
 - The school
 - The peers
- **Meso-system**
- **Exo-system & Macro-system - other social systems in the wider environment**



Ecological theory

- **Early childhood behavior problems associated with inadequate or inappropriate parenting (Webster-Stratton & Taylor, 2001)**
- **Home learning stimulation and parental responsiveness are associated with child learning interest and language skills and the younger the child, the stronger the association (Bradley et al., 2001)**
- **Schools as strategic places to reach parents (Gross & Grady, 2002)**



HOPE-20

教兒樂家長培訓課程

Program development



HOPE-20: Funding and partners

- **Funder**

- **LO YING SHEK CHI WAI FOUNDATION**

- **Partners**

- **The Hong Kong Polytechnic University (Prof Cynthia Leung)**
- **The University of Hong Kong (Dr Sandra Tsang)**
- **Hong Kong Council of Social Service**
- **Participating child care centres**



HOPE-20: Aims and means

○ Aim:

- To promote the positive development of children

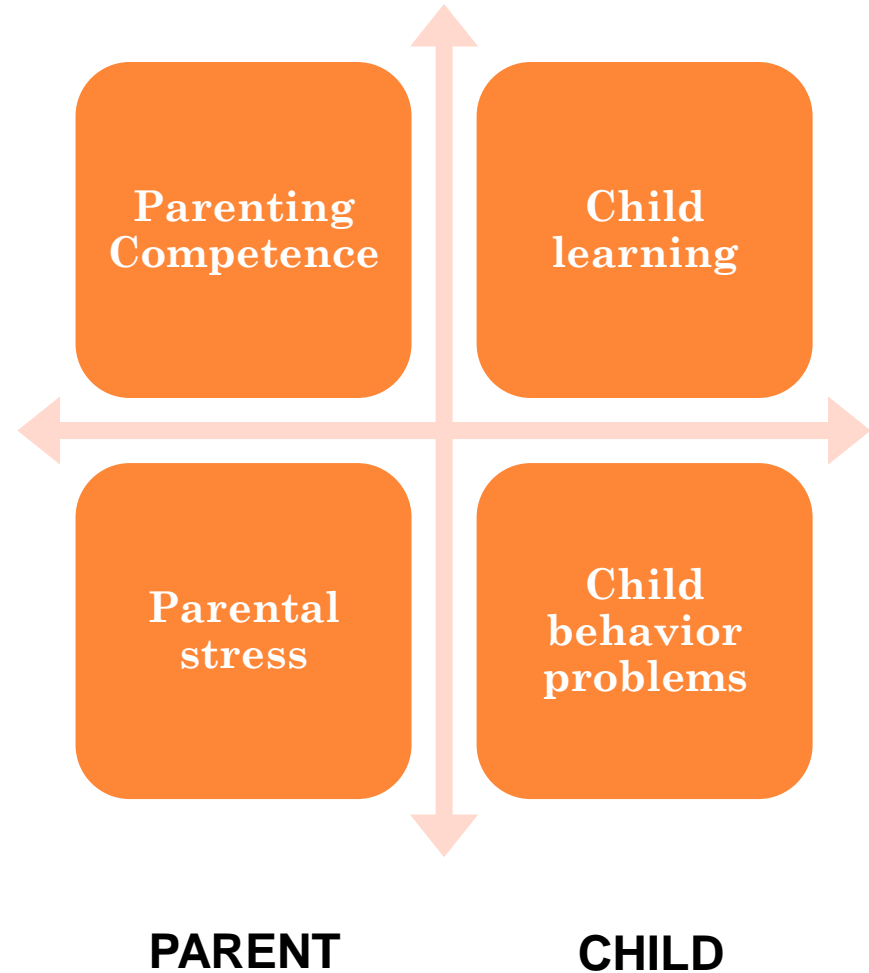
○ Means:

- Child care centre-based parent training, using a model of inter-sectoral collaboration between child care centres and social services



HOPE-20: Scope

- **Content**
 - Child learning
 - Child behavior
- **Beneficiaries**
 - Child
 - Parent
- **Evidence-base**





HOPE-20: Content

○ Area A - Child management skills

- Building up quality relationship with child
- Promoting positive behavior
- Management of undesirable behavior

○ Area B - Skills to promote child learning and social functioning

- Encouraging curiosity
- Developing language skills
- Learning of basic preschool concepts
 - Play
 - Discovery learning



HOPE-20: Level 1

Elementary level content

	Topic	Content
1	Parenting	Enhancing parent-child relationship
2	Language skills and curiosity	Adults to speak to children in complete sentences, engaging children in conversation requiring more than single words, waiting for children to give answer
3	Management	Behavior management
4	Management	Using praise
5	Management	Giving rewards and behavior charts
6	Pre-school concepts	Size and spatial concepts (above/below)
7	Management	Giving effective instructions, family rules and logical consequences
8	Management	Ignoring
9	Pre-school concepts	Shapes and colors
10	Reading with children	Print concepts, paired reading



HOPE-20: Level 2

Advanced level content

	Topic	Content
11	Reading with children	Selecting books for children
12	Pre-school concepts	Number and counting
13	Pre-school concepts	Matching
14	Reading with children	Asking open-ended questions and 5W1H
15	Management	Quiet area
16	Management	Time out
17	Pre-school concepts	Quantity and more-less
18	Management	Dealing with problem situations
19	Learning through play	Learning through play
20	Conclusion	Conclusion and graduation



HOPE-20

Adherence to well recognized
guidelines and research on
effective parent training
programs



HOPE-20: Adherence to NICE guideline

- **Group format**
- **Structured program**
- **Theoretical basis**
 - **Child development (Piaget, Montessori, Vygotsky)**
 - **Ecological systems theory**
 - **Learning theories (cognitive behavioral and social-learning)**



HOPE-20: Adherence to NICE guideline

- **Role play to master micro-skills**
- **Daily homework activities**
- **Trained staff – social worker**
- **Manual**
 - **Lesson content**
 - **Homework**
 - **Parent notes**
 - **Powerpoint**
- **Session checklist**



HOPE-20: Focus on parenting skills

- **Change in observed positive parenting predicted change in child problem behavior (Gardner et al., 2006, 2007; 2010; Dishion et al., 2008)**
- **Change in positive parenting skill driving change in child behavior (Gardner et al., 2006)**
- **Focus on positive parenting skill**



HOPE-20

Evidence-base



Validated Chinese measures

○ Child outcomes

● Direct assessment of children

- Preschool concepts (Leung, Mak, Lau, Cheung, Lam, 2010, 2013; Liu, 2013)
- Language skills (Wong, Leung, Siu, Lam & Chan, 2011; Wong, Leung, Siu & Lam, 2012; Wei, 2013)

● Parent report

- Eyberg Child Behavior Inventory (Eyberg & Ross, 1978)
- Behavior academic competence (Leung, Lo & Leung, 2012; Lin, 2013)
- School readiness (Ho, Leung & Lo, 2013; Li, 2013)



Validated Chinese measures

- **Teacher report**
 - Behavior academic competence (Leung, Lo & Leung, 2012; Lin, 2013)
 - School readiness (Ho, Leung & Lo, 2013; Li, 2013)
- **Parent outcomes**
 - Parental stress (Leung & Tsang, 2010)
 - Social support (Broadhead, Gehlbach, de Gruy & Kaplan, 1988)
 - Parenting sense of competence (Gibaud-Wallston & Wandersman, 1978)



HOPE-20: Efficacy trial

- **80 (76.2%) attended 15 or more sessions**
- **Analysis by intention-to-treat**
 - **Missing data estimated using multiple imputation**
- **Mixed method regression**
 - **Dependent variables – post-intervention measures**
 - **Fixed factors**
 - **Group status**
 - **Pre-intervention measures**
 - **Random factor – child care centre**



HOPE-20: Efficacy trial

- **No difference between intervention and control groups**
 - **Demographic characteristics**
 - **Pre-intervention scores**
- **Reliability estimates above .70**



HOPE-20: Significant findings

- **Significant improvements in**
 - **Child behavior outcomes**
 - **Decrease in child behavior problems**
 - **Child learning outcomes**
 - **Increase in preschool concepts and language scores**
 - **Parent outcomes**
 - **Decrease in parental stress**
 - **Increase in parenting sense of competence**
- **Effects can be maintained 3 months after program completion**



HOPE-20: Reflections

○ **Triangulation**

- **Parent report**
- **Teacher report**
- **Direct assessment of children**

○ **Limitations**

- **Follow-up results – intervention group parent reports only**
- **Participants mainly mothers**
- **Generalization**



Your support

- **Joining the project as an agency**
 - **Sending more staff to our future training sessions**
 - **Conduct the program in your agency**