



# **Promoting positive parenting through parent training programs in an Asian society**

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# Outline

- **Importance of positive parenting**
- **Families encountering child behavior problems**
  - **Issues pertaining to positive parenting of children**
  - **Problems encountered by parents with challenging children**
- **Ways of disciplining children – positive parenting strategies**
- **Programs to promote positive parenting and their effectiveness**
  - **Programs to promote positive parenting**
  - **Data to demonstrate the benefits of positive parenting**
- **Implications for services**



# Importance of positive parenting



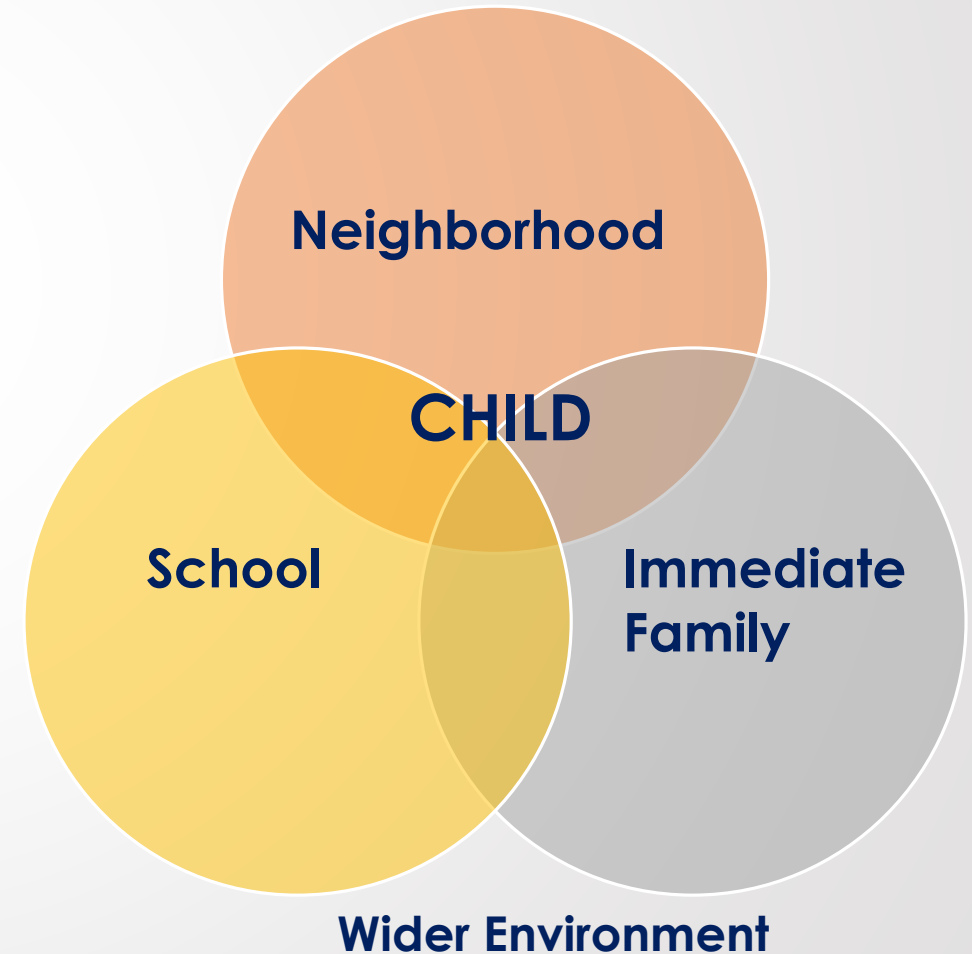
# Ecological framework

## ➔ Micro-system

- The biological child
- The immediate family
- The school
- The neighborhood

## ➔ Meso-system

## ➔ Other social systems in the wider environment (Exo-system & Macro-system)






# Ecological framework

- **Positive parenting skill as predictor of good outcomes for children - positive, consistent, supportive parenting predicts low levels of child problem behaviour and child abuse; enhanced cognitive development**
- **Early childhood behaviour problems associated with harsh /ineffective discipline, poor monitoring and lack of cognitive stimulation (Webster-Stratton & Taylor, 2001)**
- **Harsh, inconsistent parenting is predictive of poor youth outcomes - conduct problems, delinquency, drug use, child abuse & neglect, school failure; poor health & mental health; partner violence (Hoeve et al, 2010)**





# **Families encountering child behavior problems: Asian examples**

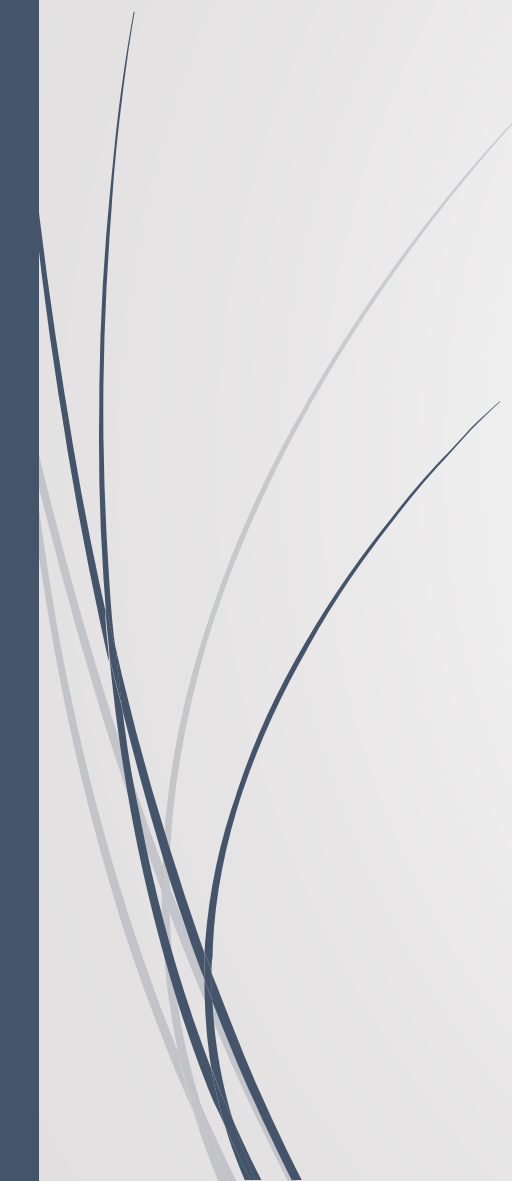
**Issues pertaining to positive parenting of children**

**Problems encountered by parents with challenging children**



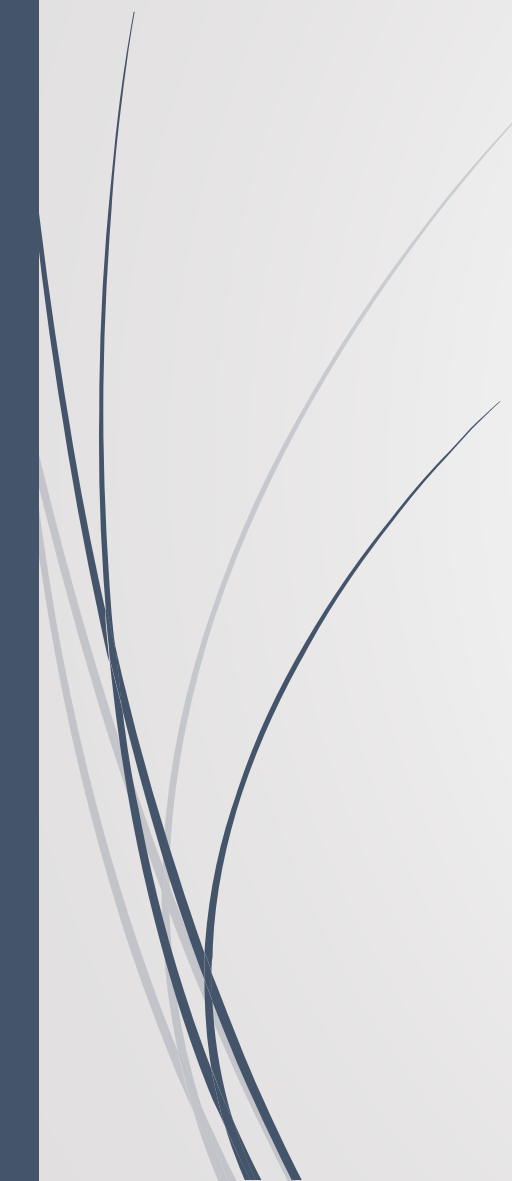


# Department of Health (2005) study

- ▶ **Child behavior problems and parental stress associated with social support**
  - ▶ **Parental stress associated with income**
  - ▶ **Parental stress associated with child behavior problems**
- 



# Families encountering challenges

- ▶ Lone parent families reported higher frequency of child behavior problems
  - ▶ Lone parent families and new immigrant families reported more concern over child behavior problems and higher parenting stress
  - ▶ Parents with children with ADHD reported more child behavior problems and higher parenting stress
  - ▶ Parents with children with developmental delay reported more parenting problems and child behavior problems
- 



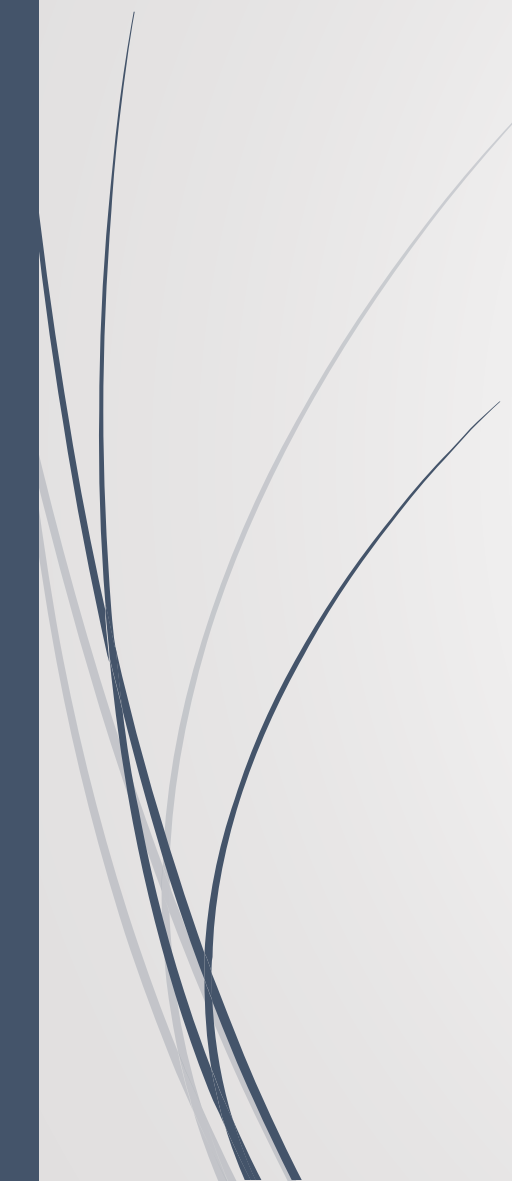


**Ways of disciplining children: Positive parenting strategies**





# Positive parenting strategies

- **Strategies to build up parent-child relationship**
  - **Strategies to encourage desirable behavior**
  - **Strategies to teach new behavior**
  - **Strategies to manage misbehavior**
- 



# **Programs to promote positive parenting and their effectiveness: Hong Kong examples**

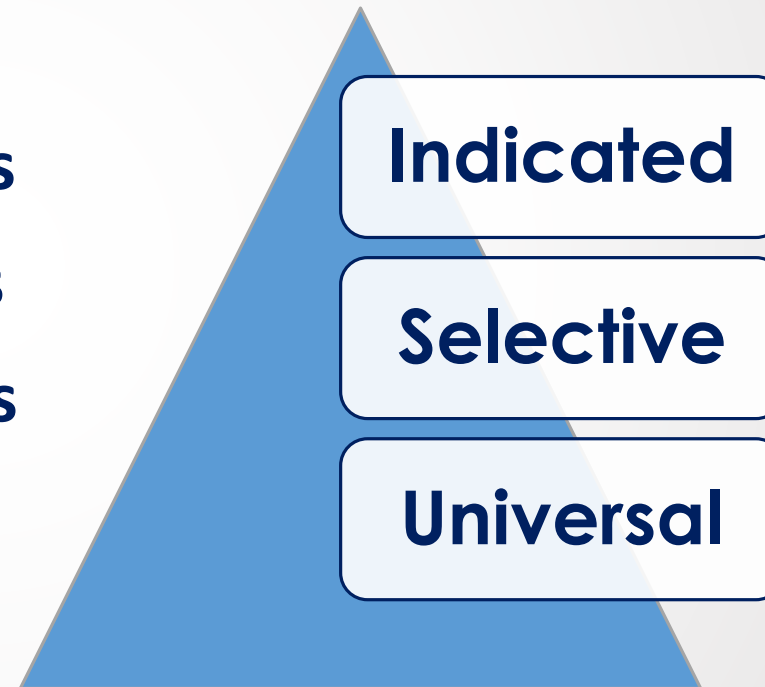
**Programs to promote positive parenting**

**Data to demonstrate the benefits of positive parenting**



# Public health approach

- ▶ **Target population**
  - ▶ **Indicated programs**
  - ▶ **Selective programs**
  - ▶ **Universal programs**





# Proportionate universalism (The Marmot Review)

- **Actions must be universal, but with a scale and intensity that is proportionate to the level of disadvantage**
- **Improving well-being of the child population**
  - **Population approach → Universal services**
  - **Provision of a basic level of services**
- **Reducing inequalities**
  - **High-risk approach → Proportionate services**
  - **Children at higher risk will need more intensive services**






# Importance of early years

- Degree of plasticity
  - Cost-effectiveness
- 



# National Institute for Health and Care Excellence

- **10 – 12 parents in a group**
- **Social learning model, using modelling, rehearsal and feedback**
- **10 – 16 meetings of 90-120 minutes' duration**
- **Adhere to manual and consistent implementation**



# Universal program - Hands-On Parent Empowerment-20 (HOPE-20)<sup>®</sup>

- ▶ **Target participants – parents of children attending nursery classes**
- ▶ **Goals**
  - ▶ **Parents will be more competent and confident in supporting their children’s development in all areas, including learning skills and social skills**
  - ▶ **Parents will co-operate and communicate more with preschools in promoting children’s development**

Leung, Tsang, & Kwan (2015)





# Hands-On Parent Empowerment-20 (HOPE-20)<sup>®</sup>

- ▶ **Children's development will be enhanced, and they will become more competent and caring individuals**
- ▶ **Through inter-sectoral collaboration, preschools will be strengthened to provide whole-school support for the development of their students**
- ▶ **Delivered in preschools in group format**
- ▶ **Funded by Lo Ying Shek Chi Wai Foundation**

Leung, Tsang, & Kwan (2015)




# Hands-On Parent Empowerment-20 (HOPE-20)<sup>®</sup>

- **Cluster randomized controlled group design**
- **Significant improvement in child learning and parenting sense of competence**
- **Significant decrease in child behavior problems and parenting stress**
- **Gains maintained at three-month follow-up**
- **Train-the-trainer program**

Leung, Tsang, & Kwan (2015)





# Selective program - Positive parenting program (Triple P)

- ▶ Behavioral family intervention based on social learning principles
- ▶ Target clients – parents with difficulties in managing their children up to 12 years old
- ▶ Goals
  - ▶ To prevent – as well as treat – behavioral and emotional problems in children and teenagers
  - ▶ To prevent problems in the family, school and community before they arise
  - ▶ To create family environments that encourage children to realize their potential

Sanders (1999)



# Triple P in Hong Kong

- ▶ **Level 4 group program**
  - ▶ **Four two-hour group sessions**
  - ▶ **Four telephone follow-up sessions**
  - ▶ **Homework**
- ▶ **Target participants – parents who indicated concerns about their children’s behavior**
- ▶ **Delivered in Maternal and Child Health Centres and Child Assessment Centres**

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



# Triple P in Hong Kong – Randomized controlled trial study

- Randomized controlled trial design
- Significant decrease in child behavior problems, dysfunctional parenting practices and parent conflict over child behavior
- Significant improvement in parenting sense of competence and marital relationship

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

# Selective program - Healthy Start Home Visit Program

- ➔ Target clients - disadvantaged families with preschool children in Tuen Mun area
- ➔ A home visit program - parent assistants to deliver the home visit program, under the supervision of a project co-ordinator
- ➔ Funded by Quality Education Fund and developed with Tung Wah Group of Hospitals




Leung, Tsang, & Heung (2014)





# Healthy Start Home Visit Program

## ➤ Goals

- Children's holistic health will be enhanced and children will be more healthy and capable
  - Parents will be more competent and confident in promoting healthy life styles of their children, including physical, cognitive and psychosocial aspects
  - Parents will collaborate and communicate more with preschools in promoting children's healthy life styles
- 






# Healthy Start Home Visit Program

- ▶ **Cluster randomized controlled trial design**
  - ▶ **Intervention group – 12 preschools (84 parents)**
  - ▶ **Control group – 12 preschools (107 parents)**
- ▶ **Significant decrease in child behavior problems and parenting stress**
- ▶ **Significant improvement in child cognitive skills, parent self-efficacy, parent social support, oral health practice and healthy feeding practices**

Leung, Tsang, & Heung (2014)



# Selective program - Parent and Child Enhancement (PACE)

- **Target clients: disadvantaged families with 2-year-old children not attending nursery classes**
- **Goals**
  - **To promote child development in psychosocial and cognitive areas**
  - **To equip parents with the skills to enhance the development of their children**
- **Delivery format**
  - **Group meetings in social service centres**
    - **First hour – child learning activities**
    - **Second hour – parent training**
- **Funded by Public Policy Research Fund**





# Parent and Child Enhancement (PACE)

- Randomized controlled trial design
- Significant increase in child attainment of preschool concepts and child learning
- Significant decrease in child behavior problems and parenting stress
- Gains maintained at three-month follow-up

Leung, Tsang, & Lo (2015)



# Indicated program - The Parent-Child Interaction Therapy (PCIT)

- Originally designed as an intervention program for oppositional and defiant children (Hembree-Kigin & McNeil 1995)
- A parent treatment program for parents with problems in parenting, with children aged 2 to 8
- Child abuse prevention program
- Funded by The Hong Kong Jockey Club Charities Trust
- Services provided by Tung Wah Group of Hospitals





# The Parent-Child Interaction Therapy (PCIT)

- **Target clients - oppositional and defiant children aged 2 to 7**
- **Goals**
  - **Improve the quality of the parent-child relationship**
  - **Change parent-child interaction patterns**
- **Delivered in social service centres**
  - **Individual program**
  - **Therapist coaching parents behind one-way mirror with ear-bug equipment in vivo situation**





# The Parent-Child Interaction Therapy (PCIT)

- ➔ **Child Directed Interaction**

- ➔ **PRIDE**

- ➔ **Praise**

- ➔ **Reflect**

- ➔ **Imitate**

- ➔ **Describe**

- ➔ **Enjoy**

- ➔ **Parent Directed Interaction**



# The Parent-Child Interaction Therapy (PCIT)

- Randomized controlled trial design
- Significant decrease in child behaviour problems, parenting stress, negative emotions, and coercive parenting strategies
- Significant increase in positive parenting strategies
- Gains maintained at three-month follow-up



# Indicated program - Happy Parenting Program

- Target participants – parents with preschool children with developmental disabilities attending/waiting for rehabilitation services
- Goals
  - To reduce child behavior problems
  - To decrease parenting stress and dysfunctional parenting strategies
- Delivered in Early Education and Training Centres
- Developed with Heep Hong Society



Leung, Chan, Lam, Yau, & Tsang (2016)

教得其樂  
Happy Parenting



# Happy Parenting Program

- ▶ **Randomized controlled trial design**
- ▶ **Significant decrease in child behavior problems, parenting stress and dysfunctional parenting practices**
- ▶ **Gains maintained at three-month follow-up**

Leung, Chan, Lam, Yau, & Tsang (2016)



# Implications for services







# Parenting as effective intervention

- **Theoretically relevant and empirically active – parenting as important variable in developmental pathway**
- **High in predictive power and in causal plausibility – effectiveness of parent training programs**
- **Potent and generative**
- **Modifiable in a cost-effective way**



# Implications for services

- **Parent training as effective intervention**
- **Cross-sectoral and multi-disciplinary collaboration**
- **School as the strategic place for parent training**
- **Training and quality assurance**
- **Evidence-based practice**
- **Policy support for the implementation of evidence-based programs**
- **Integration of parent training programs in a tiered system for supporting children and families with diverse needs**



**Thank you**

