



HOPE-20™

The Hong Kong Polytechnic University

The University of Hong Kong

Abridged version of presentation



羅鷹石慈慧基金
LO YING SHEK CHI WAI FOUNDATION



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



THE UNIVERSITY OF HONG KONG
香港大學



HOPE-20™

Hands-On Parent Empowerment

Parent training program

- **Universal program**
- **Parents of 2 year-old children**
- **Preschool-based**

Training program for professionals

- **Mass training**
- **In-house training**
- **Mentorship training**



HOPE-20™

- **The program is designed:**
 - **To advance family well-being**
 - **To strengthen and better families through cross-sectoral/professional collaboration**



HOPE-20™

Focus on Empowerment

Parents

- Knowledge and skills to promote the development of their children and advance family well-being

Preschools

- Support the development of their children and to promote home-school partnership through inter-sectoral collaboration

Service providers

- Support parents in promoting child development and advancing family well-being



CONCEPTUAL FRAMEWORK



Conceptual Framework

- Importance of early years
 - Neuroscience research on early brain development - greatest plasticity in growth and development in the first three years (Shonkoff, 2000)
 - HOPE-20 program targets children aged **2 years old**
- Importance of early investment
- Importance of population approach



Conceptual Framework

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



RATIONALE, OBJECTIVES AND SOCIAL RESPONSIVENESS



Rationale: Research Evidence

Child development

- **Child behavior problem as risk factor for adolescent conduct problems; academic difficulties associated with child behavior problems**

Parent training program

- **Parent training programs could produce positive outcomes such as improvement in parent competence, child behavior and learning**

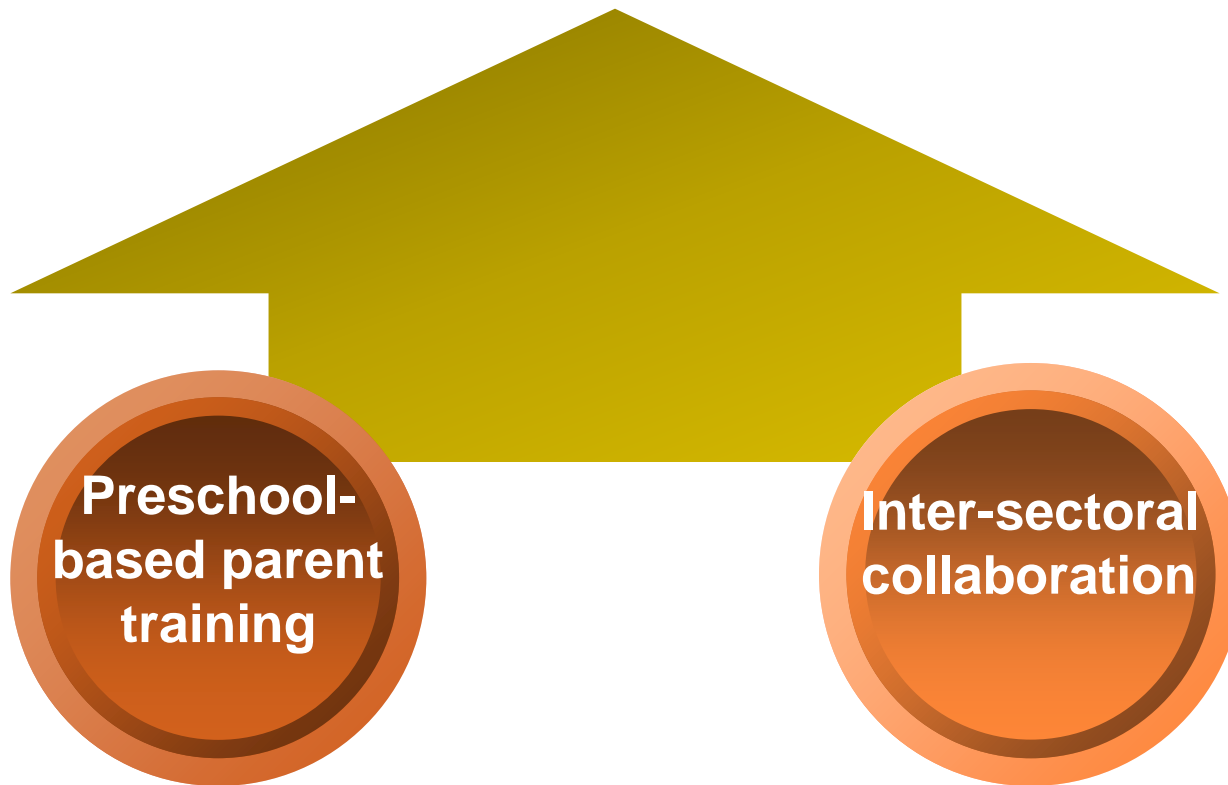
Family well-being enhancement

- **Strengthening parental competence and family functioning can have long-term effects on adolescent delinquency, substance abuse, anxiety and depression**



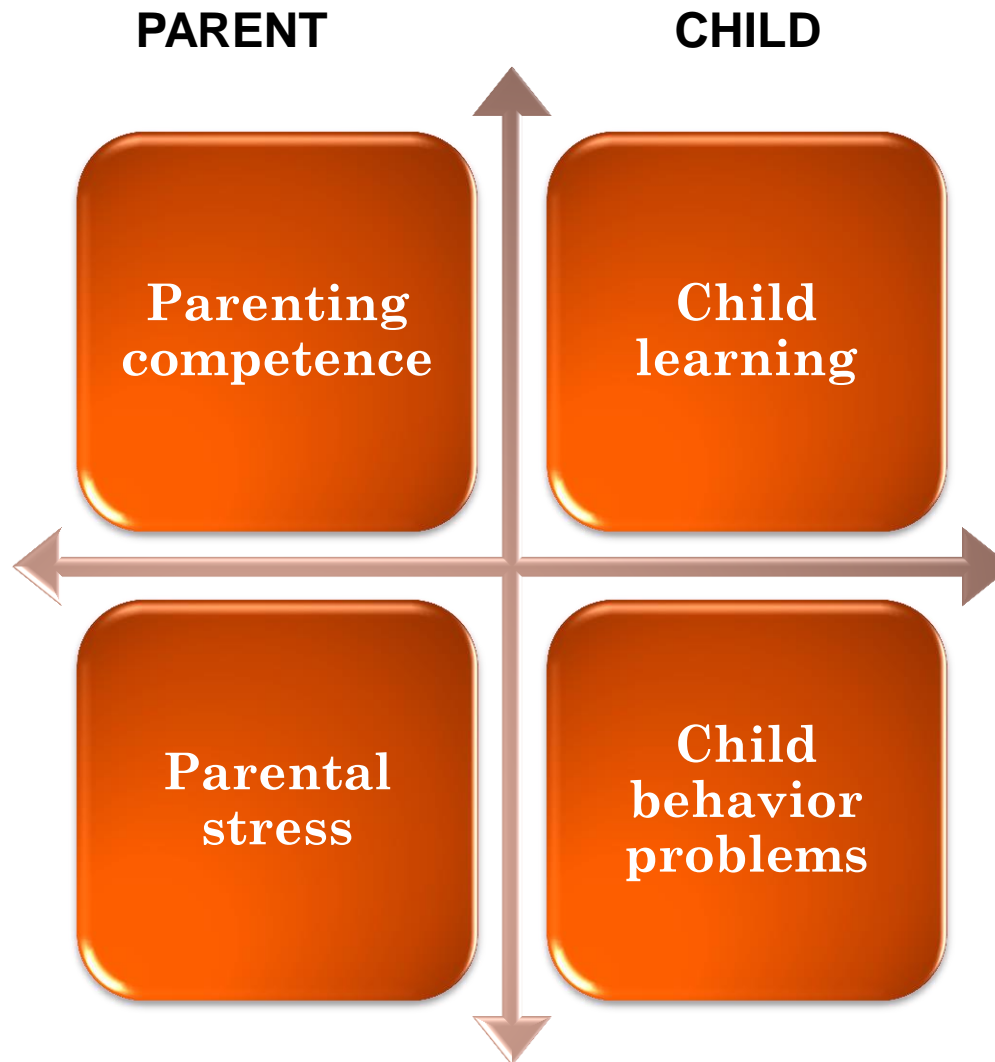
Objective and Strategy

Advance family well-being





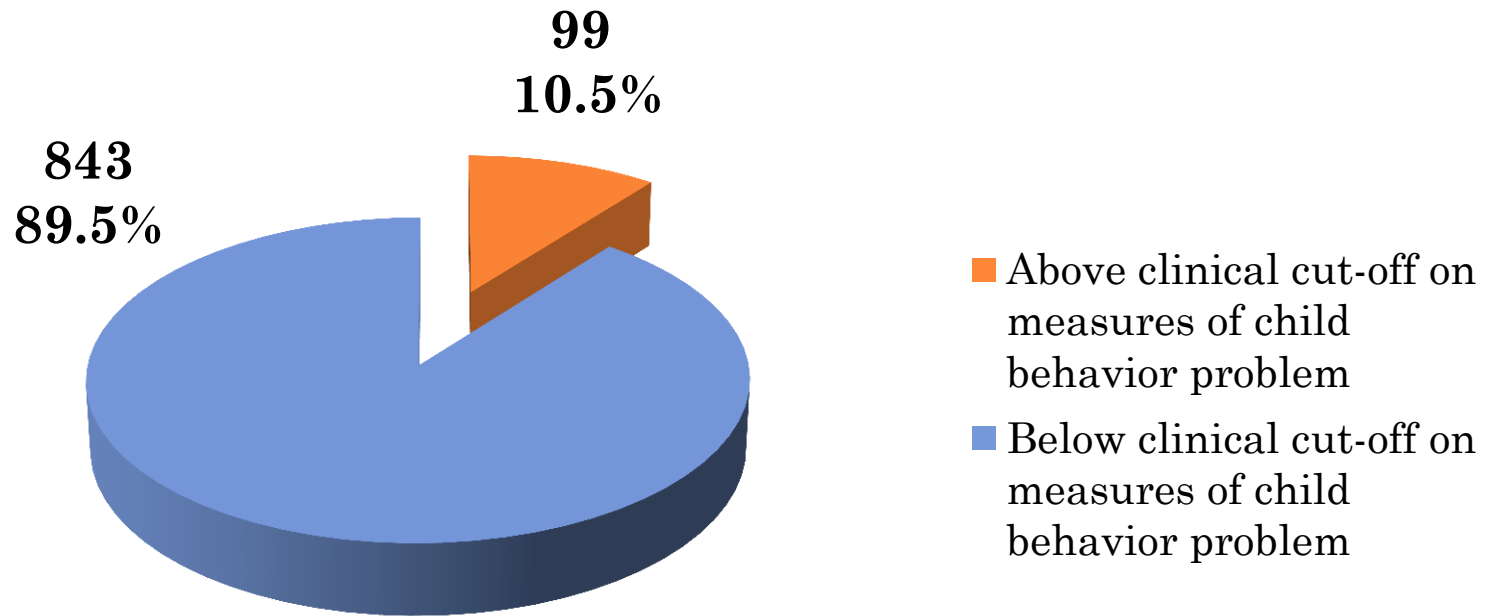
Objectives: Parent and Child Outcomes





Social Responsiveness and Statistical Evidence: **Service Needs**

About 10.5% of the parents indicated problems in managing the behavior of their preschool children (Department of Health, 2005)





Social Responsiveness and Statistical Evidence: **Service Gaps**

Schedule of the Integrated Child Health and Development Programme

In MCHCs providing Developmental Surveillance Scheme

In 2007, the Family Health Service has introduced a new scheme, the Developmental Surveillance Scheme (DSS) to replace the Comprehensive Observation Service (COS).

Age of child receiving service

AN	0 m	1 m	2 m	4 m	6 m	9m	12m	18m	2 yr	3 yr	4 yr	5 yr
			(★)	★	★	(★)	★	★	(★)	(★)	(★)	(★)
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Immunisation

First Health Consultation

Growth monitoring and Diet Assessment

Developmental surveillance

() If indicated

Hearing screening (Automated Otoacoustic Emission)

Preschool Vision Screening

Parenting education

AN Antenatal



Social Responsiveness and Statistical Evidence: **Research Gaps**

- **There is no evidence-based universal parent training program for preschool children in Chinese communities**
- **The HOPE-20 serves to fill these important service/research gaps**



WORK APPROACH



Strategies to Reach the Target Group

- **Schools** as strategic places to provide parent training (Gross & Grady, 2002)
 - Schools have access to parents
 - Schools are accessible to parents
 - Schools and parent training programs have the same goal of promoting child development
 - Higher parent participation for programs conducted in preschools, compared with social services centres (Leung, Tsang, & Dean, 2012)
 - No stigmatization



Planning, Implementation and Micro Skills: Guidelines for Program Development

- **The NICE guidelines (National Institute for Health and Clinical Excellence, 2006) and literature on effective parent training programs (e.g., Gardner, Burton, & Klimes, 2006; Small, Cooney, & O'Connor, 2009)**
 - **Theoretically driven, using social learning theories**
 - **Comprehensive, developmentally and culturally appropriate**
 - **Focus on parenting strategies as they are the mediators for change in child behavior**
 - **Structured and be conducted in group format, with sufficient dosage**
 - **In-session use of role play, and homework between sessions for mastery of micro skills**
 - **Delivered by trained personnel**



Planning: Adherence to NICE Guidelines

NICE guideline	HOPE-20™
Theory driven	Social learning theory Learning theories of Piaget and Vygotsky
Comprehensive with a focus on parenting skills	Child psychosocial and cognitive development - strategies and skills in child management, enhancement of parent-child relationship, language skills, child learning such as basic preschool concepts, paired reading
Developmentally and culturally appropriate	Local curriculum guide for preschool education (Curriculum Development Institute, 2006) Focus groups with parents to understand their needs
Structured	Structured program with a detailed facilitator's manual, powerpoint slides, notes for parents and daily homework



Implementation and Micro Skills: Adherence to NICE Guidelines

NICE guideline	HOPE-20TM
Group format	Delivered in group format in preschools
Sufficient dosage	20 two-hour weekly sessions
Role play during sessions and homework between sessions	In each session, role play was used to help parents master the micro skills required for the homework activities Parents were required to spend five minutes each day between sessions to engage in homework activities related to strategies taught in the program with their children
Trained workers	Registered social workers with supervision from the project leaders who were trained psychologists



Implementation: 20-session Program

	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



Implementation: 20-session Program

	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

ACHIEVEMENTS/ OUTCOME AND EFFECTIVENESS

1. Evidence on efficacy
2. Manuals for training parents and professionals
3. Innovations
4. Sustainability and replicability



ACHIEVEMENTS/ OUTCOME AND EFFECTIVENESS

1. Efficacy of HOPE-20 Parent Training Program



Evaluation: Validated Chinese Measures as Outcome 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)
- Academic competence (Leung, Lo & Leung, 2012; Lin, 2013)
- School readiness (Ho, Leung & Lo, 2013; Li, 2013)



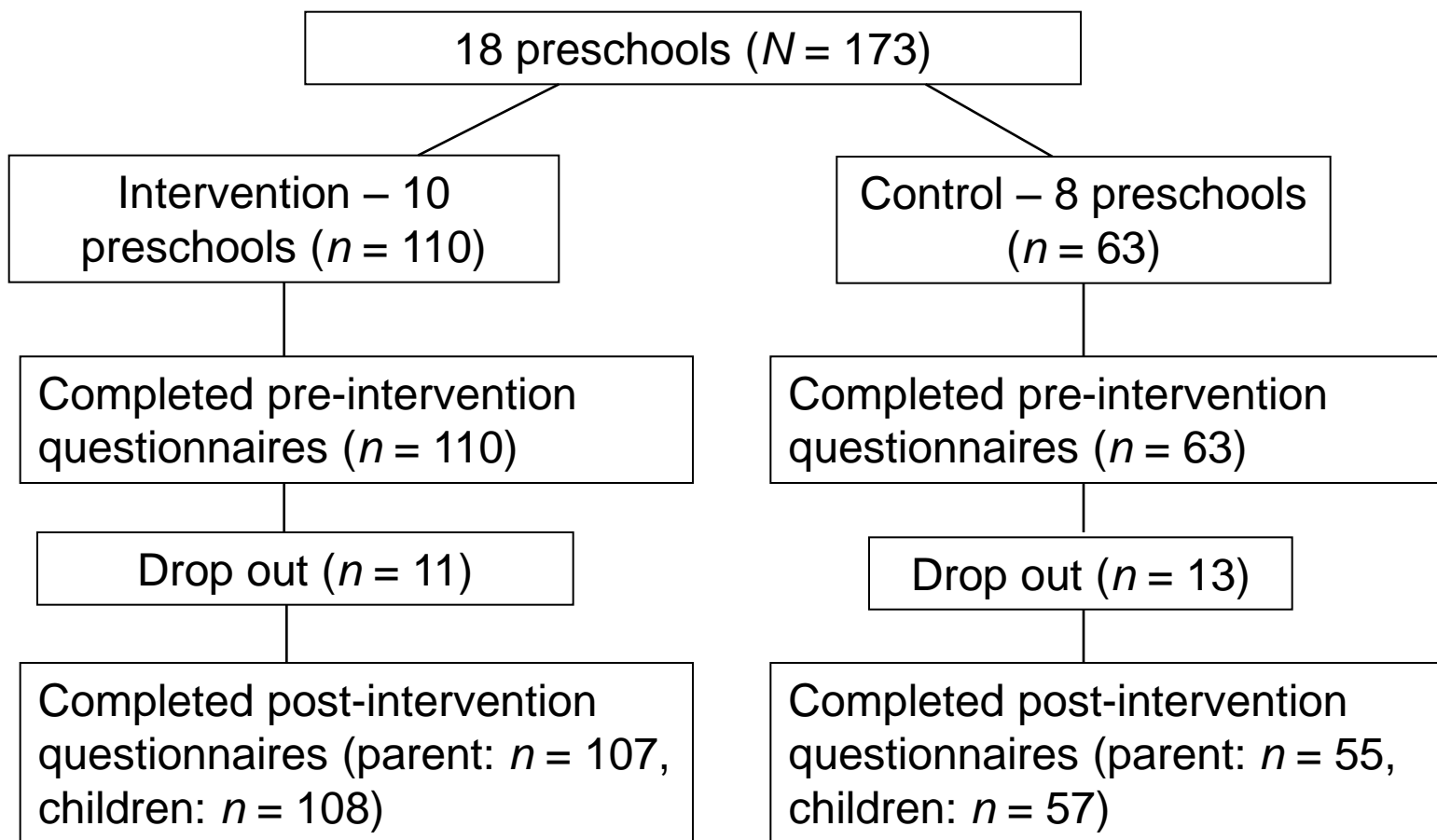
HOPE-20™: Validated Chinese Measures as Outcome Measures

- **Teacher report**
 - 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)



Evaluation: Efficacy Trial

○ Randomized controlled trial design





Evaluation: Data Analysis

- **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 – preschool**



Evaluation: Baseline Assessment

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



Evaluation: 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



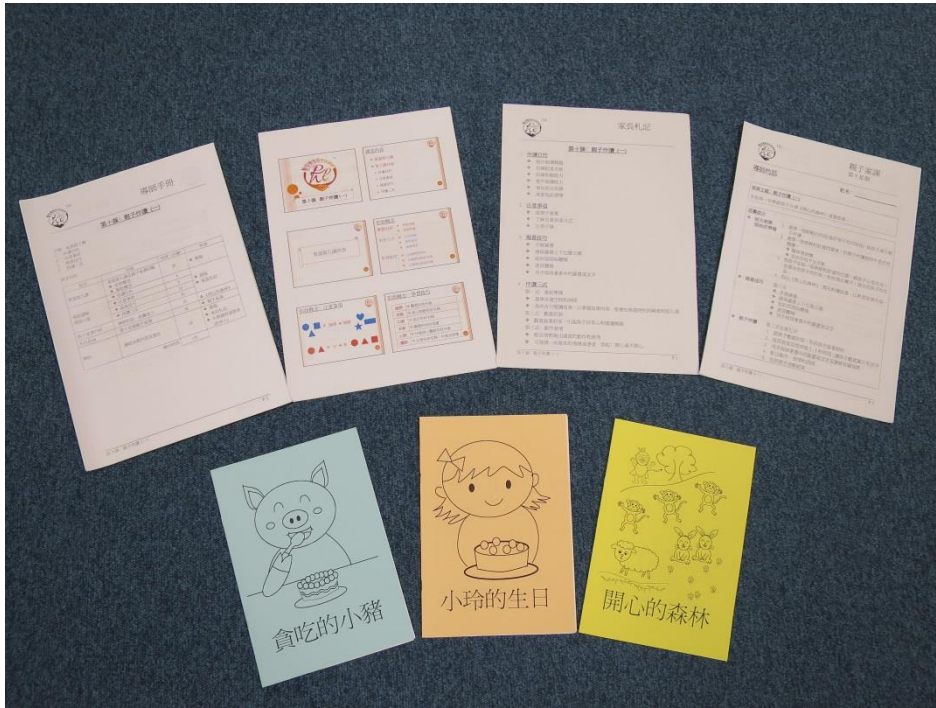
ACHIEVEMENTS/ OUTCOME AND EFFECTIVENESS

2. Manuals for Training

Parents and Professionals



Parent Training Manuals





Mother improved in parenting attitude and skills

Mother Y Gained insight:

I used to bring work frustration home and irritated my daughter.

Acquired skills:

I have learnt to speak in the right tone and use the right skills to manage my daughter.

Relationship improved!



Comprehensive Training Program for professionals:

- **2-day Mass Training for Professionals**
 - **Serving participants from South Asian countries**
 - **6 rounds conducted in 2014**
 - **Complete set of handouts and training materials for further training sessions**
- **Attracted funding extension for**
 - **In-house training: tailored-made centre/school-based training for individual units, upon request**
 - **Mentorship: research team member to provide supervision to unit staff who wants to deliver HOPE-20 by themselves**



Output and Beneficiaries:

Parent training program

- Parent training program (pilot and RCT)
 - 22 parent training groups
 - 232 children and their parents
- 5 mass training programs up to October 2014
 - 286 professionals
 - Mostly social workers, early childhood workers and psychologists
- 15 in-house training
 - 190 professionals
 - Mostly early childhood workers and social workers
- 8 mentorship training
 - 8 organizations
 - Mostly early childhood workers and social workers



Cost-Effectiveness

- **Two full-time social worker positions for 12 months**
- **193 parent-child dyads served**
- **~HK\$3200 per parent-child dyad**



**ACHIEVEMENT/
OUTCOME AND
EFFECTIVENESS**

3. Innovations



Innovations

- **The first evidence-based universal parent training** program for Hong Kong preschool children
- **The first program with a comprehensive training program for professionals** comprising various components to train professionals in the delivery of a universal program developed for Chinese parents with preschool children
- **Cross-sectoral multi-disciplinary approach** in program development and implementation, involving academic institutions, preschools and social services, as well as psychologists, social workers and early childhood workers



ACHIEVEMENT/ OUTCOME AND EFFECTIVENESS

4. Sustainability, Replicability and Generalizability



Sustainability

- **Dr Margaret Chan**, Director General of the World Health Organization, pointed out that investment in early child development was essential for sustainable development (Chan, 2013)
- **Professor Richard Wong**, renowned economist, also asserted the same point when considering social mobility opportunities in Hong Kong (Wong, 2014)
- The HOPE-20 program is an investment in early childhood development which is essential for the sustainable development of the society



Replicability

- A **complete manual** is available and professionals who have completed the required training can deliver the program in their work settings
- A **training program** for professionals with various components and levels of intensity is available to provide training to professionals to enable them to deliver the program to benefit more parents and children



Generalizability

Mother M said:

Quiet time not just helped me to better handle my child's behavior.

I seek quiet time when I have to make major decisions. I find I made better decisions!



Documentation

- A **complete program manual** is available on CD format. The manual includes lesson plan, powerpoint slides, homework activities and parent notes for every session
- There is also **a set of handouts** for the mass training component of the training program for professionals



HOPE-20™ :

Further Development

1. **More evidence: An **evaluation program** is designed to examine the effectiveness of the mentorship training component of the training program for professionals**
 - Parent and child outcomes of parent training program participants
 - Knowledge and sense of efficacy of mentees
2. Knowledge/Skills transformation
3. Generation of new programs



Further development

2. Knowledge/Skill Transformation

**Training program
for professionals**



**Professionals
completing training**



**Deliver program to
benefit other families**

**Parent training
program**



**Parents
completing training**



**Apply to other children
and family members**



Further development

3. Generation of **new programs**: HOPES & FLY



HOPES

- Parents with children with **special** education needs

FLY

Fun to
Learn for
Youngsters

- Parents with preschool children aged 18 months from disadvantaged background



Adaptability and Applicability

Preschool

- **Social service centres**

Hong Kong
Chinese
families

- **Other Chinese communities**

Parents with
2-year-old
children

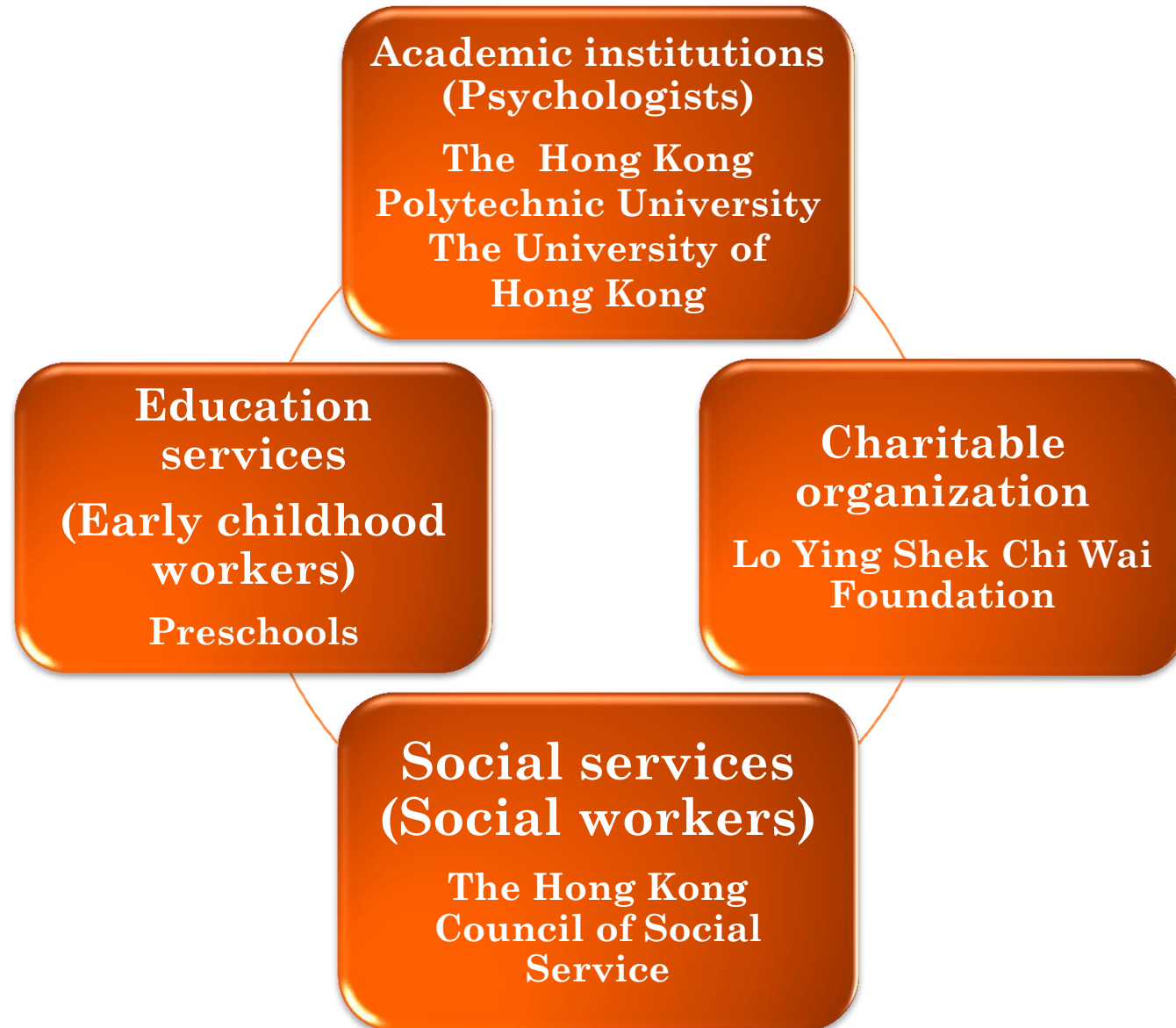
- **Children in different age groups (FLY: 18 months)**
- **Children with special education needs (HOPES)**



**INSTITUTIONAL
SYNERGY
PROMOTING MULTI-
DISCIPLINARY
COLLABORATION**



Evidence of Collaboration





Mobilization of Stakeholders and Partners

○ Strategies

- Recruitment seminars were conducted with the funder and HKCSS inviting preschools to join our project
- A dissemination seminar was conducted with the funder and HKCSS

○ Support of stakeholders and partners

- Social services and preschools are ready to support research
- Mass training and in-house training were well attended by professionals



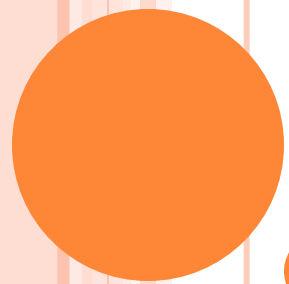
Accountability

- **Fidelity check for every session in the parent training program**
- **Pre and post-intervention measures on parenting and child outcomes for quality assurance of the parent training program**
- **Feedback forms for the mass training/in-house training components of the training program for professionals**



Lessons Learnt

- **Strategic partnership with preschools is important and appreciated**
- **Multi-session programs are acceptable**
- **Sustainability of the program is securely in place**
- **Evidence-based practice and quality assurance are upheld**
- **Parenting strategies and parenting skills are emphasized**



CONCLUSIONS





Conclusions: **HOPE-20™** is

- **A goal- and theory-driven and evidence-based universal early parent training program to advance quality parenting in Asian families**
- **Innovative and applicable, but also sustainable, with neatly compiled program manuals and training packages for professionals**
- **A timely response to the advocacy for investment in early childhood development**
- **Enhanced parental competence advances parent-child relationship and family well-being**

