INTRODUCTION

- Children with developmental disabilities, such as children who are diagnosed with Autism Spectrum Disorder (ASD), acquir- ing communication, empathy, social function, and expression can be a lifelong struggle.
- Children’s developmental deficits often mean that more effort is required for homework and less time spent on par- ent-child bonding activities. This can undermine children’s opportunity to develop age-appropriate language, emotional regulation, and social skills. Failure to learn age-appropriate skills further increases parent’s frustration.

• Research Question: Will parents’ stress decrease if they learn constructive strategies to improve their child’s psychosocial aspects such as social, emotional, and academic functioning?
- The parenting program selected: The Incredible Years Basic Parent Program (Basic IYPT; Webster-Stratton & Reid, 2010; [http://www.incredibleyears.com]).
- Blueprints Model Program (http://www.sitereado. edu/csp/Blueprints/modelprogr ans.html)
- Recommended by the American Psychological Associa- tion Task Force and The National Institute for Health and Clinical Excellence (NICE) guidelines in the U.K.

AIM

• Evaluate the feasibility and effectiveness of IYPT Basic Program in coaching parents of preschool children with developmental disabilities.

METHOD

Participants

- Randomized Control Trial: Parents of 32 preschool children with different developmental disabilities.
- Diagnostic (Based on DSM-IV)

Procedures

- Parents were assessed before and after the 12-week treatment sessions.
- Clinical site: The Child Development Centre—a community clinic subsidized by the Social Welfare Department of the local government.
- Sessions were outside office hours to accommodate the schedules of working parents.

Multi-method and Multi-informant Assessment

- Blinded Observations of Parent-Child Interaction
- Parents played with their child for 15 minutes
- • Questionnaires by parents AND kin/spouse
  - Chinese Parenting Stress Index—Short Form (PSI-SF; Abidin 1995; Tam, Chan & Wong 1994).
  - Chinese Child Behavior Checklist (Chinese CBCL; oppositional defiant disorder subscale (Achenbach and Rescorla, 2001; Leung et al., 2004).
  - Consumer Satisfaction Ratings (Weekly and Final)

RESULTS

Program Content

Program Aim: Provide parents with strategies to coach their children in academics, attention, social skills, emotional regulation, behaviours and problem-solving skills.

Format: In groups of 8-12 parents

Rationale

- Bottom-up approach
- Foundation: building a positive attachment and binding between the parents and child using consistent playtime; incorporating coaching strategies into play, setting consist- ent and clear and predictable rules and managing misbehaviours in a calm and non-violent way instead of being emotional.

Program Acceptance

Attendance: In the experimental group, 15 mothers (75%) and 5 fathers (25%) completed more than 86% of the 12 intervention sessions.

Dropout: 0

Weekly Satisfaction Ratings: A vast majority of the parents (ranging from 88% to 100%) rated each of the 12 sessions as “Satisfactory” or “Very Satisfactory” (i.e., 3 or 4 on a 4-point scale).

Final Satisfaction Ratings: The average score across all 40 items on a 7 point Likert scale was 6.03 (SD = .22, range = 5.21-6.53), indicating general satisfaction.

Program Effectiveness

- Parents’ self-report ratings of their parenting stress showed a significant reduction (p<0.01) for the treatment group after 12 sessions, as compared to parents on the waiting list (F(1, 30) = 7.606, p = .008, η2g = .25).

Note: PSI-SF scores = participants’ mean total scores on Parenting Stress Index—Short Form.

Program Acceptance

Parental Acceptance: 97% of parents rated the program “Satisfactory” or “Very Satisfactory” (i.e., 3 or 4 on a 4-point scale).

CONCLUSION

- Main finding: Basic IYPT was effective for parents with children with developmental dis- abilities in reducing parent’s stress and child’s misbehaviours and improving the quality and sensitivity of parent-child interaction in the community setting in HK.
- Even busy and stressed working parents were willing to devote time to attend parent coach- ing workshops improve their child’s prospects.
- Children showed improvements in behaviours and social skills even though they did not participate in the intervention directly.

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