



**Service Priorities and Programmes**  
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**An Effective Parent Training Programme for Preschool Children at Risk of Attention-Deficit Hyperactivity Disorder (ADHD) – An Evaluation Study of Early Intervention**

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**Introduction**

Attention-Deficit / Hyperactivity Disorder (ADHD) is a neuro-developmental disorder, characterized by high levels of inattention, hyperactivity and impulsivity present before twelve years of age, seen in a range of situations, inconsistent with the child's developmental level, and associated with impairment in social or academic development. It was well documented in literatures that parents of children with ADHD experienced significantly higher parental stress; they also reported lower sense of competence in parenting. In Hong Kong, there is a growing demand in the community for early intervention for preschool children identified with risk of ADHD. International treatment guidelines recommended parent training as the first-line intervention for ADHD features in preschool children. Our parent training programme aims to empower parents and equip them with skills in childcare specifically for preschool children with ADHD features.

**Objectives**

To evaluate effectiveness of parent training programme for preschool children at risk of ADHD.

**Methodology**

Eight parent training programme were conducted from 2013 to 2017. Each programme consists of six 90-minute training sessions with a group size from six to ten parents. Parents of preschool children with risk of developing ADHD (aged 4 to 6) were referred by Clinical Psychologists to attend the training programme. The parent training programme is centered around the following themes: 1. Psychoeducation on preschool ADHD 2. Emphasis on positive parenting strategies 3. Use of behavioral strategies 4. The importance of parent-child interaction 5. Parent stress management strategies. Participants were asked to complete two rating scales as baseline and post-training assessment, Parental Stress Index – Short Form (PSI-SF) and Parenting

Sense of Competence Scale (PSOC). They were also invited to fill in a service feedback form to measure client satisfaction towards the training programme. Altogether, sixty-four parents have completed the training; thirty-two of them (50%) had attended all sessions of the training programme, and returned valid baseline and post-training measures.

### **Result**

Results from participants who attended all sessions, and completed both baseline and post-training measures were analyzed (n=35). All outcomes were analyzed using a repeated measure model. Results showed that the parent training programme effectively reduced parental stress ( $p < .05$ ) and enhanced sense of competence ( $p < .05$ ) in childcare. All participants reported positive satisfactory responses towards the training programme in the service feedback form.