



**Service Priorities and Programmes**  
**Electronic Presentations**

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**Therapeutic Training Group for Attention Deficit Hyperactivity Disorder  
Children and Autistic Spectrum Disorder Children in Child Psychiatric Day  
Hospital, AHNH, NTEC**

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**Introduction**

Having positive peer relationship and friendships is important for all children. Unfortunately, many children with Attention Deficit Hyperactivity Disorder (ADHD) or with Autistic Spectrum Disorder (ASD) have a hard time making friends, sustaining friends and being accepted in a peer group. The inattention, hyperactivity, and impulsiveness associated with ADHD can hinder in a child's attempt to connect with others in positive ways. Children with ASD presented with difficulty in reading the emotional expressions of others and lack of social reciprocity. Therefore, ADHD Training Group and Emotion and Social Skills (ESS) Training Group for ASD were conducted by APN(P) in CPDH.

**Objectives**

For ADHD Training Group - To promote delay gratification - To emphasis think before react through consequences - To educate on emotion management - To enhance coping skills in negotiating, resolving conflicts and challenging situations - To enhance conversation skills For ASD ESS Training Group - To enhance non-verbal communication skills - To promote understanding on emotional expressions and social distance - To promote understanding on theory of mind and empathy - To facilitate understanding on perspective taking including feelings, thoughts, and behavior of others - To enhance conversation skills

**Methodology**

ADHD Training Group Target: Children with ADHD studied in Primary 1 to Primary 6  
Number of participants: 8 – 10 children Number of training sessions: 19 weekly child sessions and 6 regular parallel parent group sessions Mode of training: Role-playing, video-teaching, modeling, practice, direct instruction, immediate and frequent feedback, discussion, positive reinforcement system ASD ESS Training Group Target: Children with ASD studied in Primary1 to Primary 6  
Number of participants: 8 – 10 children Number of training sessions: 19 weekly child sessions and 6 regular parallel parent group sessions Mode of training: Visual cards, pictures, role-playing and

rehearsal, videotapes demonstration, live modeling, group discussion, feedback, positive reinforcement system Parallel Parent Group Parents were strengthened on child's learned skills through coaching in the parallel parent group, so that they can support their child's transfer of skills in daily life. SWAN Questionnaires were given to ADHD Group parents, while Strength and Difficulties Questionnaires (SDQ) were given to ASD ESS Group parents before and after the training

### **Result**

There were 18 therapeutic training groups conducted. A total of 162 children attended the two groups. The default rate is 30% for ADHD group & 24% for ASD group. There were total 87 questionnaires received and the results were shown as below: ADHD Group: There were 54% questionnaires received in which 63% of children were improved. ASD ESS Group: There were 54% questionnaires received in which 70% of children were improved. Conclusion: Helping children with ADHD and ASD to improve their social skills is an important goal in our training. There are several factors that may relate to the result findings such as the children's compliance to the training, default rate, the frequency of the skills practice, the parenting skills and the school support. We expect that therapeutic training interventions will continue to improve to the extend of increasing the generalization of skills in home-based setting. In conclusion, the majority of children did improve after the training groups.