

Healthy Start Home Visit Program - school-based approach

Submission date 13/06/2016	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 21/07/2016	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 07/08/2018	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

The Healthy Start Home Visit Program has been developed to promote the health of preschool children. It does this by helping school teachers and parents work together on a program offering ways to improve child health (focusing on nutrition, activities, safety in the home and dental health), learning (for example, reading), child behaviour and parenting skills. This study aims to adapt this program into a school-based parent training program, to empower pre-primary parents with parenting needs to effectively promote healthy life styles for their pre-primary children.

Who can participate?

Parents identified as having parenting needs and their children.

What does the study involve?

The schools taking part in the study are randomly allocated to one of two groups. Those in group 1 (the control group) carry on as usual. Those in group 2 (intervention group) undergo the Healthy Start Home Visit Program. The program is delivered through school-based parent training programs, with parent ambassadors (PA) as assistants. The program first facilitates PAs to develop skills and knowledge in enhancing children's healthy life styles. This is followed by the training so-called Healthy Start Parents (HSP) HSPs are parents that are in need of support (have parenting needs) and have children who are attending pre-primary institutions. Priority is given for disadvantaged families. Each institution has 1 school representative, either teacher or school social worker, to participate in the PA training and assist in HSP school-based program. Assessments take place before the start of the program, after the program completes and then six months later. These include for example, tests of parenting stress and how supported they feel, child behaviour, and child learning.

What are the possible benefits and risks of participating?

Not provided at time of registration

Where is the study run from?

Twenty pre-primary institutions, Hong Kong.

When is the study starting and how long is it expected to run for?
July 2016 to August 2017

Who is funding the study?
Quality Education Fund (Hong Kong)

Who is the main contact?
1. Ms Yin Kwan Heung (public)
2. Ms Cynthia Leung (scientific)

Contact information

Type(s)

Public

Contact name

Ms Yin Kwan Heung

Contact details

2/F, Tseng choi Street Government Complex, 27 Tseng Choi Street, Tuen Mun, N.T.
Hong Kong
China
852

Type(s)

Scientific

Contact name

Ms Cynthia Leung

ORCID ID

<https://orcid.org/0000-0002-6070-8794>

Contact details

Department of Applied Social Sciences, The Hong Kong Polytechnic University.
Hong Kong
China
852

Additional identifiers

Protocol serial number

EDB/QEF 22/17/14

Study information

Scientific Title

Evaluation of Healthy Start Home Visit Program - school-based approach in disadvantaged families

Acronym

HSHVP

Study objectives

The Healthy Start Home Visit Program (HSHVP)- School Approach can enhance parents' competence and confidence in promoting their pre-school children's development in physical, cognitive and psychosocial aspects.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Human Subjects Ethics Sub-Committee of the Hong Kong Polytechnic University, 02/06/2016

Study design

Cluster randomized controlled trial

Primary study design

Interventional

Study type(s)

Prevention

Health condition(s) or problem(s) studied

Assessment includes pre and post intervention and follow-up tests of parenting stress, parent general efficacy, parent perceived social support, child behaviour, and child learning, parent feeding practice, oral health practice. Moreover, sense of efficacy for school representatives, either school teachers or social workers, will also be assessed.

Interventions

Schools are randomly assigned to one of two groups - the intervention group and the control group (business as usual)

The intervention includes 2 parts:

Part I: intensive parent ambassador (PA) training -it aims to facilitate PAs to develop skills and knowledge in helping parents enhance children's healthy life styles, in physical, cognitive and psychosocial aspects.

Part II: Healthy Start Parent (HSP) school-based program - Provide training to 200 parents through 12 taught sessions, 2 revision sessions and 3 joint-school talks. The parent training will be conducted by project workers and an educational psychologist, assisted by PAs who completed the training in Part I. The content of the program includes the following domains:

1. Psychosocial areas - parent-child relationship, praise, reward, increasing positive behaviours, decreasing inappropriate behaviours
2. Cognitive areas – reading and language skills, preschool concepts
3. Physical areas – nutrition, physical exercises, learning through play (conducted in talks) and home safety (by one-off home visit or individual consultation)
4. Each 2 hour taught session will include feedback on the activities the week before, teaching of each protocol session, role play to practise working on the worksheets and activities and conclusion

5. Revision sessions - 2 hands-on practice sessions will be held to enhance HSP's skills in establishing child relationship and reading

Intervention Type

Behavioural

Primary outcome(s)

Both parent ambassadors and Healthy Start Parents' outcomes will be measured:

Part I. The PAs will be assessed using standardized questionnaires both before and after training, and after delivery of the Healthy Start Parent training program, to examine the changes in:

1. Parenting stress (Parenting Stress Index)
2. Parent general efficacy (GSE)
3. Parent perceived social support (Duke-UNC Functional Social Support Questionnaire)
4. Child behaviour (Eyberg Child Behaviour Inventory)

Part II. Assessment for HSPs includes pre and post HSP training and follow-up tests of:

1. Parenting stress (Parenting Stress Index)
2. Parent general efficacy (GSE)
3. Parent perceived social support (Duke-UNC Functional Social Support Questionnaire)
4. Child behaviour (Eyberg Child Behavior Inventory)
5. Child learning
6. Parent feeding practice
7. Oral health practice

The above tests will be administered before (pre) and after program completion (post) and 6 months after program completion (follow-up)

Key secondary outcome(s)

1. Co-working school teachers/ social workers' efficacy before PA training and after HSP school-based program, using the questionnaire adapted from Teachers' Sense of Efficacy Scale – short form
2. Parent participation in school activities, parent-teacher meetings and parent practice of exercises at home, assessed using a log that will be kept for those participating in the program
3. Parents views in relation to the program materials, activities and delivery format, collected through focus groups

Completion date

31/08/2017

Eligibility

Key inclusion criteria

The PA and HSP must meet the following criteria:

1. The participating parent show parenting needs
2. Can read Chinese and have children who are attending pre-primary institutions
3. The parent and the children should normally reside in Hong Kong

Priorities are given to HSPs from disadvantaged families, including single-parent families, Mainland new arrivals and low-income families.

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Other

Sex

All

Key exclusion criteria

1. Parents with children having major developmental problems
2. History of domestic violence
3. Drug abuse
4. Mental illness in the family

Date of first enrolment

01/07/2016

Date of final enrolment

30/09/2016

Locations**Countries of recruitment**

Hong Kong

Study participating centre

Rock of Ages Lutheran Kindergarten

Hong Kong

852

Study participating centre

Tsuen Wan Our Lady Kindergarten

Hong Kong

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Study participating centre

Tsing Yi Trade Association Kindergarten

Hong Kong

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Study participating centre
Kowloon Rhenish School and Kindergarten
Hong Kong
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Study participating centre
Sham Shui Po Baptist Church Kindergarten
Hong Kong
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Study participating centre
HKCS Shek Kip Mei Nursery School
Hong Kong
852

Study participating centre
Kin Sang Baptist Church Bradbury Pre-School
Hong Kong
852

Study participating centre
Guideposts Kindergarten 2nd Branch (Kin Sang Estate)
Hong Kong
852

Study participating centre
Karlam Kindergarten (Tuen Mun Branch)
Hong Kong
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Study participating centre
Hoh Fuk Tong Kindergarten (Tuen Mun Church, CCC, HK Council)
Hong Kong
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Study participating centre
CCC Tuen Mun Church Kindergarten
Hong Kong
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Study participating centre
Lok Sin Tong Tang Tak Lim Kindergarten
Hong Kong
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Study participating centre
Yan Chai Hospital Ming Tak Kindergarten
Hong Kong
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Study participating centre
POH Mrs Chu Kwok King Memorial Kindergarten
Hong Kong
852

Study participating centre
Yuen Long Church (CCC) Long Ping Estate Chan Kwong Kindergarten
Hong Kong
852

Study participating centre
NAAC Yuen Long Day Nursery
Hong Kong
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Study participating centre
HKCS Tin Heng Nursery School
Hong Kong
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Study participating centre

Yuen Long Merchants Association Kindergarten

Hong Kong

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Study participating centre

Tai Po Rhenish Church Kindergarten

Hong Kong

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Study participating centre

Tai Po Baptist Kindergarten Wan Tau Tong Estate Branch

Hong Kong

852

Study participating centre

NAAC Fanling Day Nursery

Hong Kong

852

Study participating centre

Dawning Views Elementi English Kindergarten

Hong Kong

852

Study participating centre

CCWF King Shing Kindergarten

Hong Kong

852

Sponsor information

Organisation

Quality Education Fund

Funder(s)

Funder type

Charity

Funder Name

Quality Education Fund (Hong Kong)

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Not expected to be made available

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article	results	10/07/2018		Yes	No
Participant information sheet		30/06/2016	26/07/2016	No	Yes