

[Effect of parental training based on Early Start Denver Model combined with intensive training on children with autism spectrum disorder and its impact on parenting stress]

Abstract

in [English](#), [Chinese](#)

Objective: To explore the effect of parental training based on the Early Start Denver Model (ESDM) combined with intensive training on the treatment outcome of children with autism spectrum disorder (ASD) and its impact on parenting stress.

Methods: Seventy children aged 2-5 years who were diagnosed with ASD were enrolled in the study. They were divided into an ESDM group and a parental training group by the random number table method (n=35 each). The ESDM group received intensive training based on ESDM. In addition to intensive ESDM-based training, parents of the children in the parental training group received ESDM skills training. Both groups were assessed by Autism Behavior Checklist (ABC), Childhood Autism Rating Scale (CARS), Autism Treatment Evaluation Checklist (ATEC) and Parenting Stress Index-Short Form (PSI-SF) before and after the intervention of 3 months.

Results: After 3 months of intervention, the total scores of ABC, CARS and ATEC were both significantly decreased in the two groups ($P<0.05$). There was no significant difference in the total scores of ABC, CARS and ATEC between the two groups before and after intervention ($P>0.05$). The change between ABC, CARS and ATEC total scores in the two groups had no significant difference ($P>0.05$). After 3 months of intervention, the total scores of PSI-SF were both significantly decreased in the two groups ($P<0.05$). The difficult child sub-scale scores in PSI-SF were significantly decreased in the ESDM group ($P<0.05$). While three sub-scale scores of parent distress, parent-child dysfunctional interaction and difficult child in PSI-SF were significantly decreased in the parental training group ($P<0.05$). Before and after intervention of 3 months, no significant difference was found in PSI-SF total scores between the two groups. Compared with the ESDM group, the change between PSI-SF total scores and two sub-scales of PSI-SF (parent distress and difficult child) were significantly bigger in the parental training group ($P<0.05$).

Conclusions: Both the combination of intensive training and parent training based on ESDM and ESDM intensive training alone can improve the core symptoms of children with ASD aged 2-5 years and relieve the parenting stress, however, the former is more effective in relieving parenting stress.