

Presenting Author Name

Kayley Leurquin

Presenting Author Category

Masters Student

Research Category

Clinical

Abstract Title

Enhancing Preschool and Young Children's Attention and Behaviour: Protocol of a Parent-Focused Program

Background

Attention-Deficit/Hyperactivity Disorder (ADHD) affects 5–9% of Canadian school-aged children. Although typically diagnosed in later childhood, symptoms such as impulsivity, hyperactivity, and inattention often emerge much earlier, providing a critical window for early intervention. Parental mental health challenges, particularly depression, are also strongly linked to child mental health issues and poorer social and academic outcomes.

Objective

To address these intersecting risks, we implemented Building Regulation in Dual-Generations (BRIDGE), a 12-week group therapy program for parents of young children, grounded in Dialectical Behaviour Therapy (DBT) principles and evidence-based parenting strategies.

Methods

Mother–child dyads ($n = 5$) participated in the BRIDGE program, with data collection ongoing. Mothers completed self-report measures of parenting stress, anxiety, depression, and attention problems. Children underwent standardized assessments of early academic skills and behaviour. Parents also provided qualitative feedback on program feasibility.

Results

Using paired-sample t-tests, we expect significant improvements in maternal mental health and child behavioural outcomes following BRIDGE participation.

Conclusion

Preliminary results suggest that BRIDGE may reduce maternal stress, depression, and attention difficulties, while also enhancing children's behavioural and academic functioning. By integrating DBT skills with parenting strategies, BRIDGE addresses critical early developmental risks. Although the current sample is small, findings support the promise of dual-generation interventions. Future directions include expanding the sample, evaluating long-term outcomes, and tailoring the program to meet the needs of diverse families.

Authors

Name	Role	Profession
Tasmia Hai	Co Author	Assistant Professor
Kayley Leurquin	Presenting Author	Graduate
Margaux Bouillard	Co Author	Graduate
Leslie Roos	Co Author	Associate Professor