

# Evaluating parental confidence and facilitation in pretend play: Applying the Kirkpatrick model to a parent workshop

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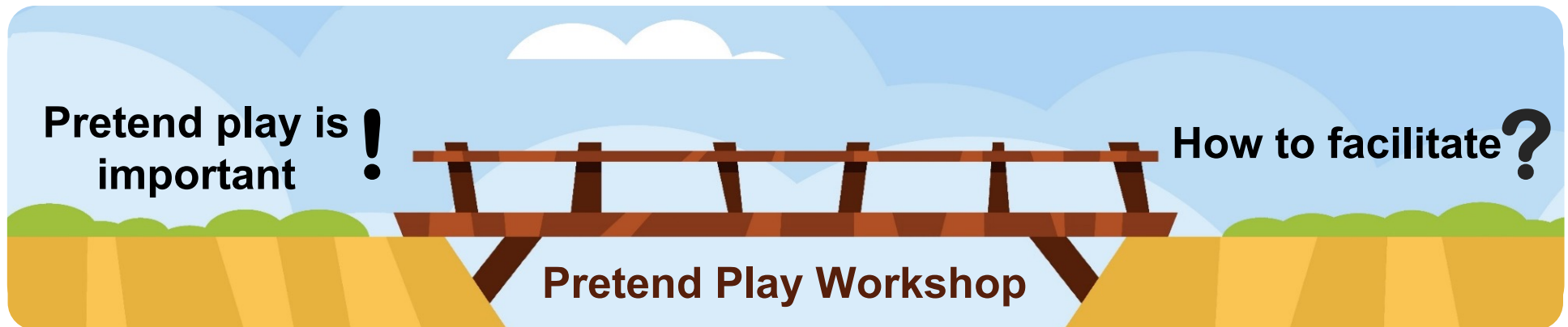
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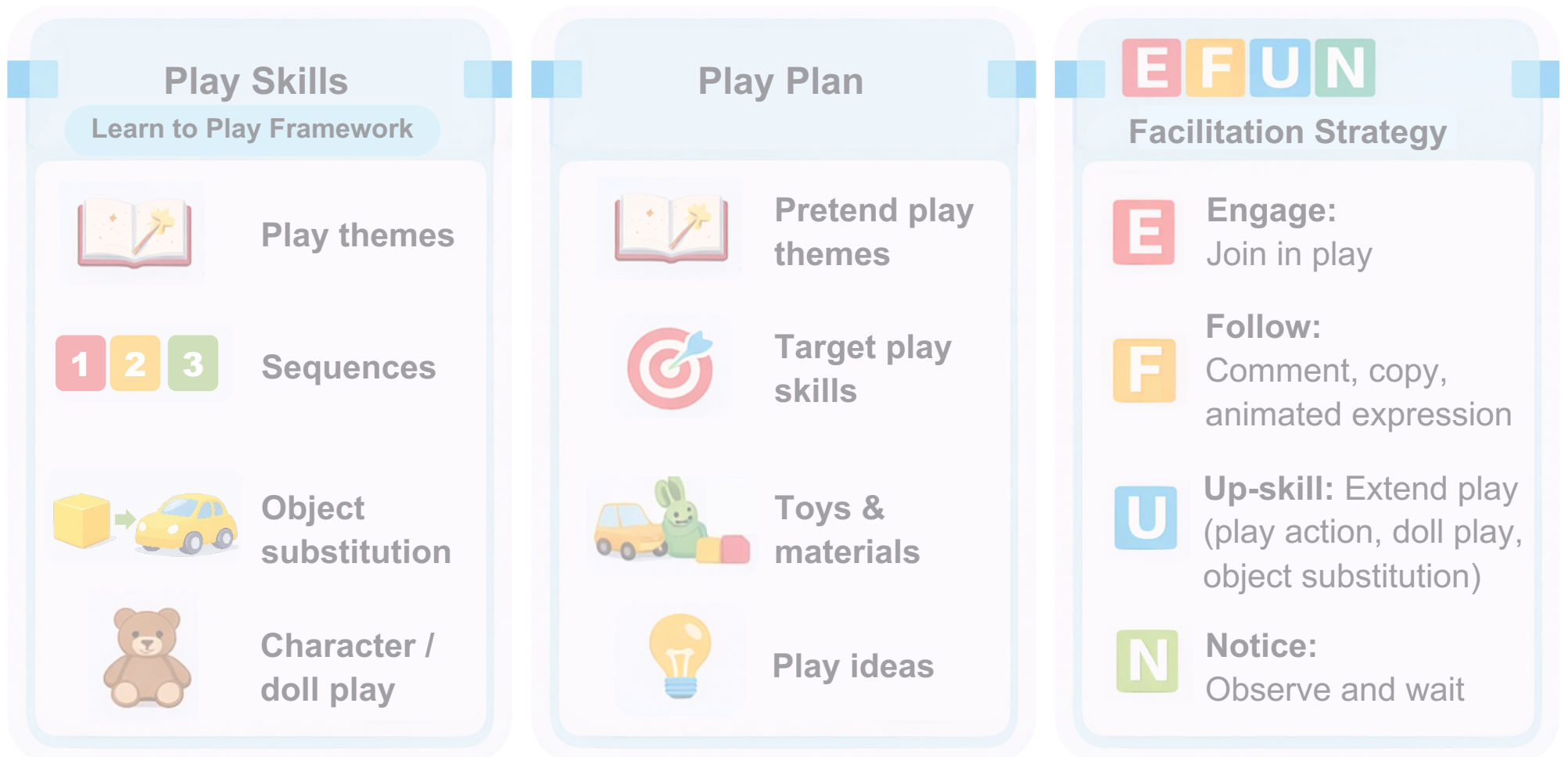
## Introduction/ Background



Pretend play is important for child development, yet many parents in Singapore report limited confidence and skills in facilitating it (Karuppiah, 2022).

To address this gap, a **parent workshop** for children aged 2–5 with developmental concerns was developed using evidence-informed training methods and the *Learn to Play Framework* (Stagnitti, 2009).

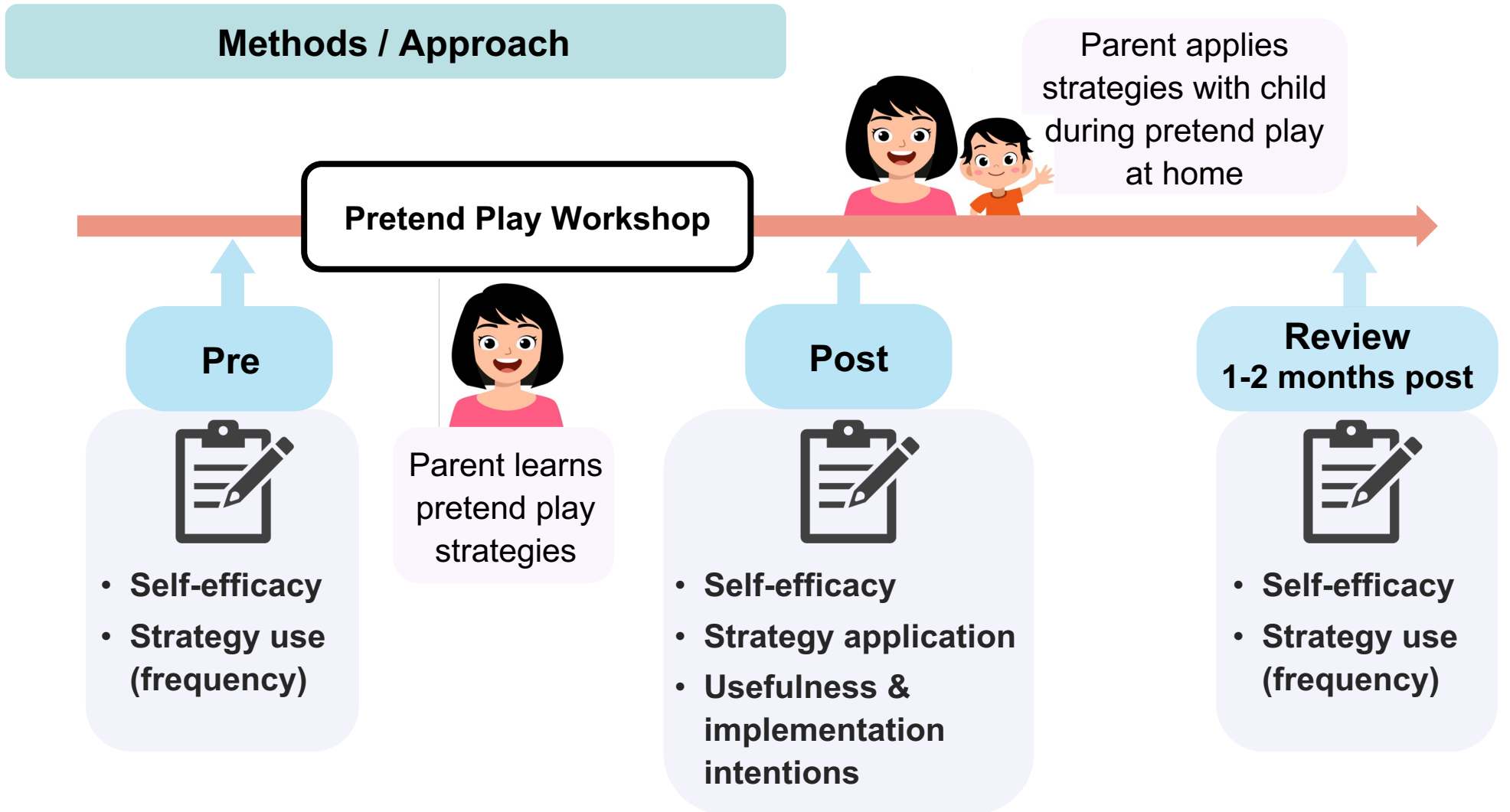
The workshop comprised three core components:



## Objectives

To evaluate the workshop's **impact on parents'**:

1. **Strategy application** of Play Plan and Engage-Follow-Up-Notice (EFUN) facilitation
2. **Self-efficacy**
3. **Behavioural changes** in facilitating pretend play.



The workshop ( $n = 40$ ) was evaluated using the Kirkpatrick model, based on parent-reported surveys at three time points.

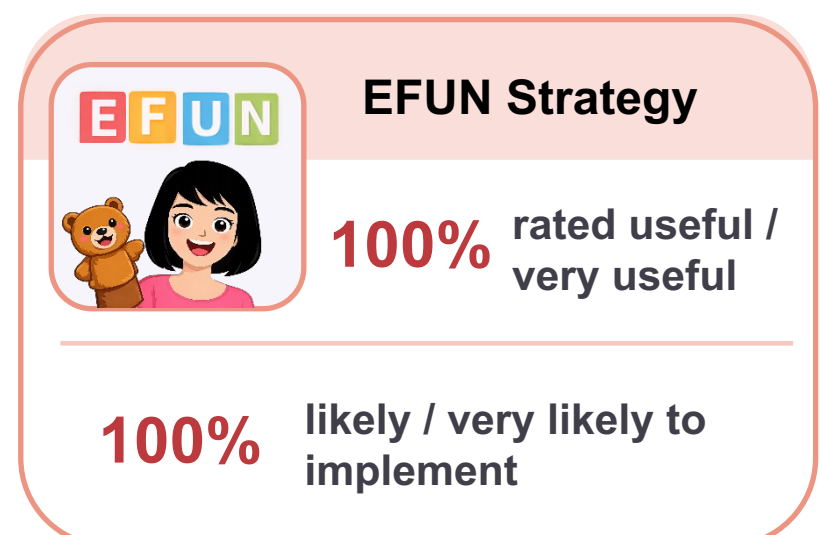
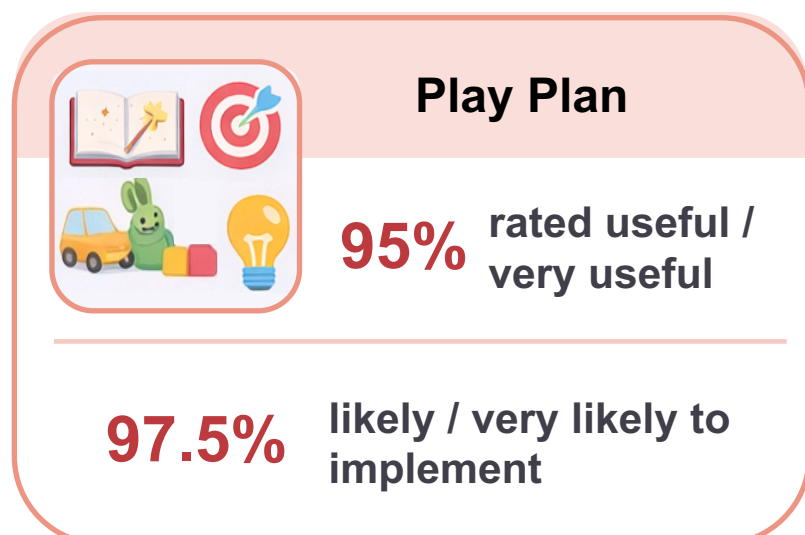


Data were analysed using descriptive statistics, ANOVA, paired t-tests, and effect sizes.

## Results

### Level 1: Reaction

Post-workshop ratings showed **high perceived usefulness and strong implementation intention for both Play Plan and EFUN strategies.**

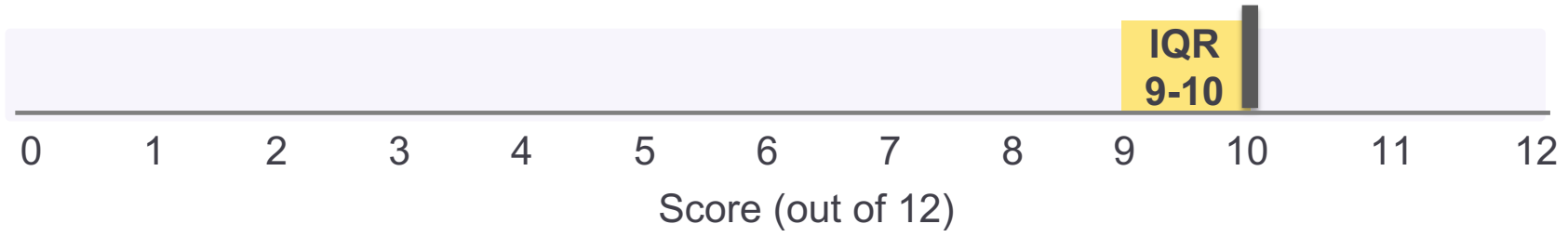


Results (continued)

**Level 2: Learning**

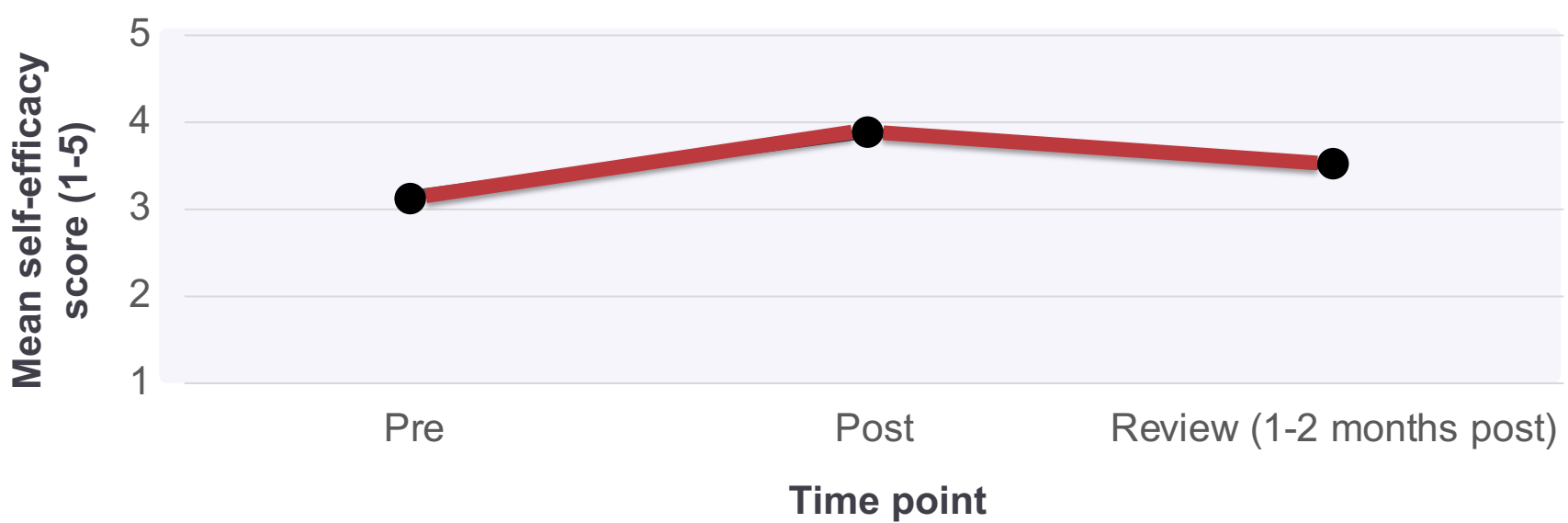
**Strategy application: Play plan**

Parents demonstrated strong competence in applying the play framework, with play plan scores clustered in the high range (Median = 10/12; IQR = 9–10).



**Self-efficacy in engaging and facilitating child in pretend play**

Significant improvements in self-efficacy were observed across seven items ( $p < .05$ ), with moderate to large effects (partial  $\eta^2 = 0.07-0.25$ ). Gains were largely sustained at 1–2 months overall.

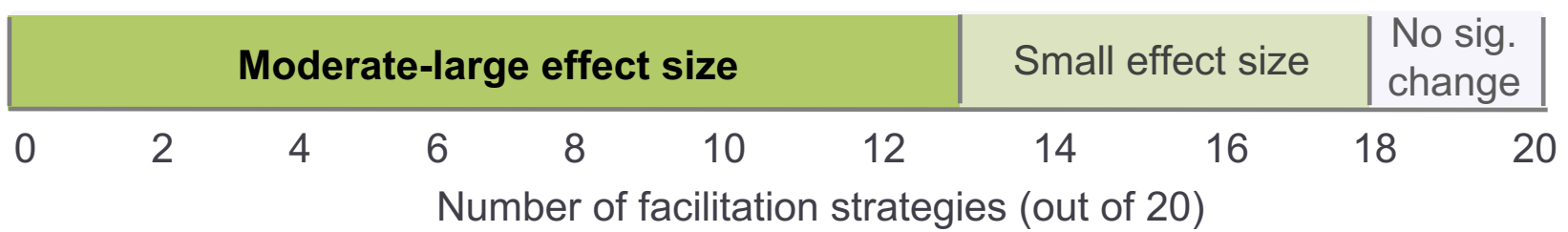


**Level 3: Behaviour**

**Planning and EFUN strategies use (frequency)**

Parents reported increased use of facilitation strategies at home; **18 of 20 strategies improved significantly**, with **13 demonstrating moderate–large effect sizes** ( $d = 0.5-0.98$ ).

Large effect sizes were observed for “Do one thing with a character” and “Animated movement.”



**Conclusion**

The parent workshop improved **parents’ knowledge, confidence, and use of pretend play facilitation strategies.**

Strategies with **significant improvements and moderate–large effects** are recommended for **prioritisation in pretend play parent education within Occupational Therapy.**