

Evaluating the Relational-Invitational Approach (RIA) training programme: Enhancing practitioners' collaborative practice with caregivers and clients

Julia Xinyi Wang (Principal Occupational Therapist; RIA Project Co-Lead; Presenter)

Gloria Siok Kwan Ng, Rachel Wei Ying Ong, Cheryl Ming Hui Ng, Felicia Bai Ling Tan,
Hui Nee Tang, Pratibha Keshav Agarwal, Dorcas Fen-Fung Yap



**Department of Child Development,
KK Women's and Children's Hospital, Singapore**

Collaboration is essential...



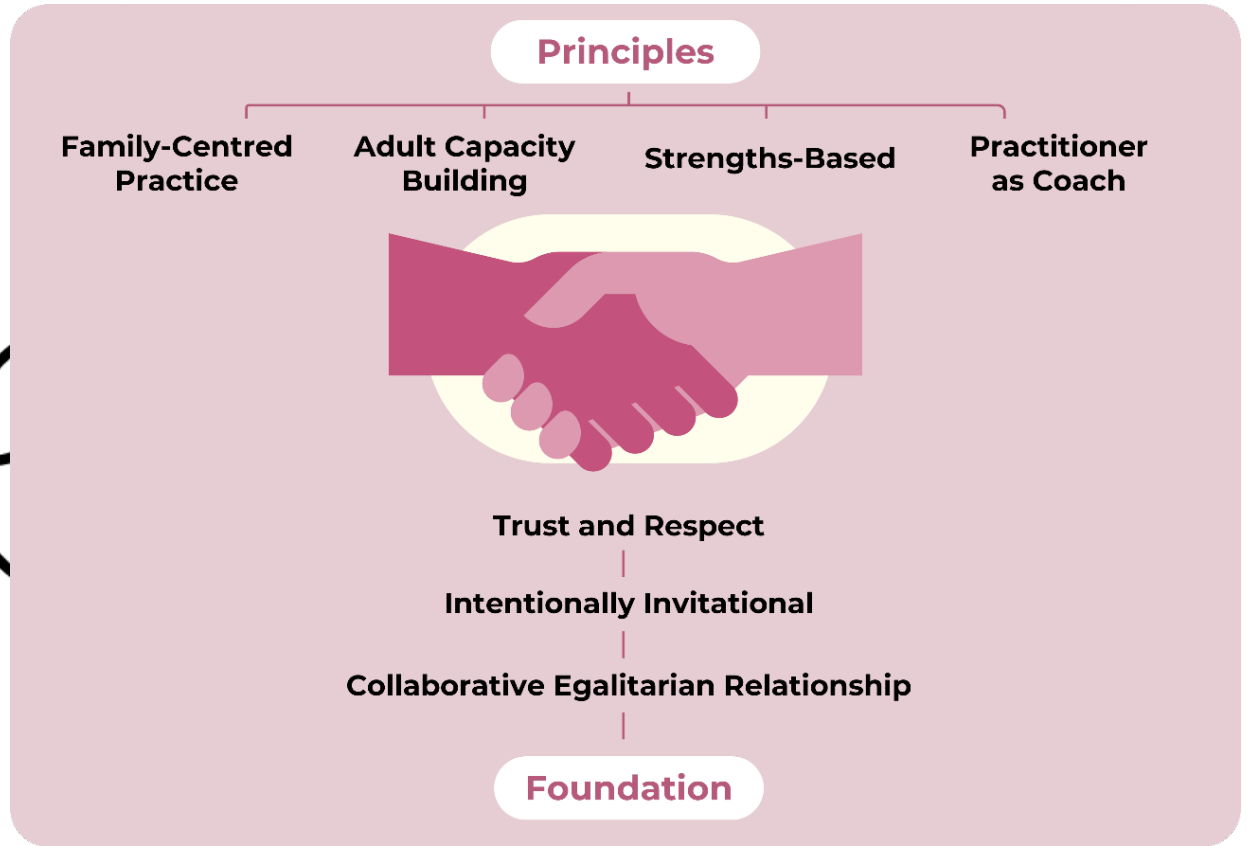
... but relational strategies are not always explicitly trained.



Relational –
Invitational
Approach

Foundational Principles

Relational Stance









Relational –
Invitational
Approach



Skills & Disposition

*Enactment of
Collaboration*

Collaborative Skill Set

-  Beginning with Caregiver's Concerns
-  Asking Questions
-  Listening
-  Providing Encouragement
-  Creating Alignment with Language
-  Highlighting Caregiver's Strengths
-  Working within Our Mandate

Collaborative Disposition

-  Compassion
-  Curiosity
-  Acceptance
-  Predictability
-  Genuineness
-  Deliberateness
-  Autonomy-Promoting

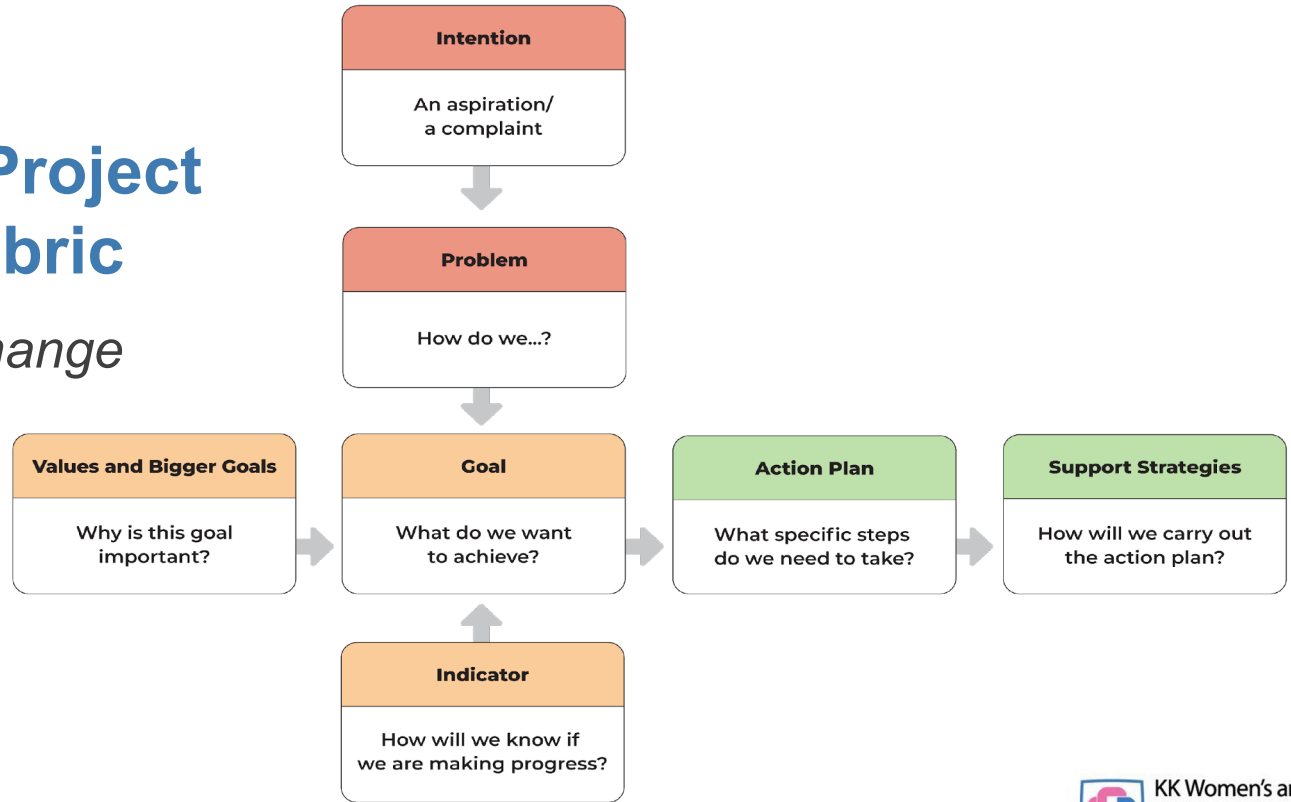
Collaborative Relationships

-  Relationship Over Control
-  Ideas and Decisions
-  Boundaries
-  Avoid Confrontation and Collusion
-  Intentionally Invitational



Collaborative Project Planning Rubric

Mechanism of change

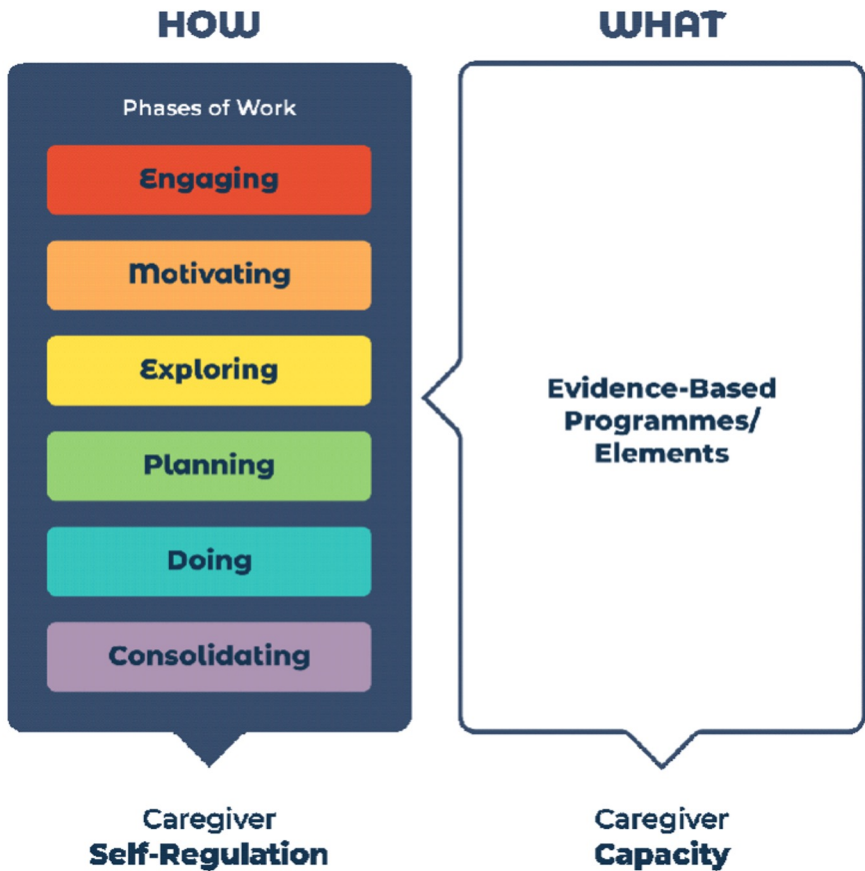




Relational –
Invitational
Approach

Practice Architecture

Process over time



RIA Training Programme

Designed for practitioners across roles, disciplines and service sectors.



**1 day
workshop**



**Online
learning**



**0.5-day
workshop**



**3 x 1.5-hour monthly
practice group session**

2-3 weeks



3 months



Evaluating Impact using Kirpatrick Model



Level 1: Reaction

- Training Satisfaction & Relevance



Level 2: Learning

- Knowledge & Attitude



Level 3: Behaviour

- Practice changes

Mixed-methods evaluation (sample sizes varied by component)

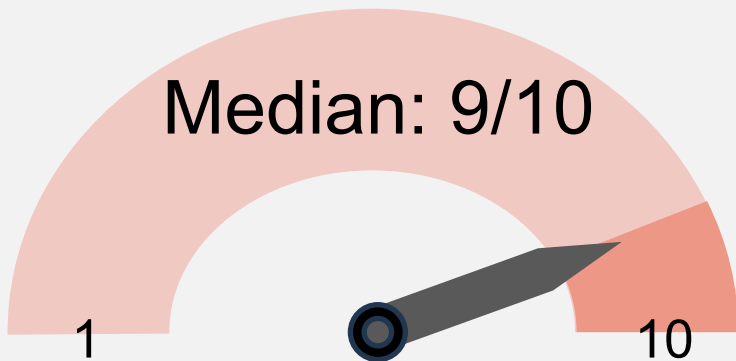
Results



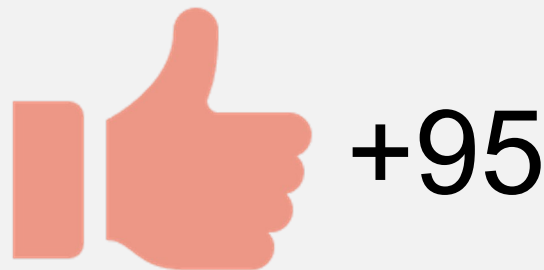
Level 1: Reaction

Satisfaction and Relevance

Median: 9/10



Willingness to recommend



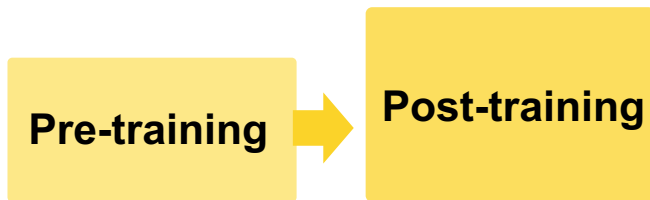
Results



Level 2: Learning

**Content knowledge
increased post-training**

Large pre-post effect



Quiz score (pre-post)
 $p = 0.002$; $d = 1.2$

Attitude shifts

“ RIA helps me to listen to them more... helps build my empathy... listening to their concerns. ”

Participant RA005

“ More aware and intentional about inviting teachers and caregivers to share their point of view. ”

Participant RE011

Results



Level 3: Behaviour

Increase in MPOC-SP

Large pre-post effect
($d = 0.93$; $r = 0.60$)

Interpersonal
sensitivity



Treating people
respectfully



“ Asking more questions rather than providing information — so that the parents come up with the answers themselves. ”

Participant RA003

“ In the past, I will be like ‘You should do A, B, C, D.’ But now — ‘Let’s talk about it. If you can only do one thing, and this is what you believe most in, let’s do this.’ ”

Participant RA026

Practice Implications for OT and broader practice teams

Applicable across practitioners working with caregivers and clients.



**From telling
to coaching**



**Interpersonal
sensitivity & respect**



**Structured approach
to relational practice**

Conclusion



Valued



Learned



Changed practice

RIA makes the relational “how” of collaboration explicit and teachable.

Acknowledgements

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and Team:

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Gloria Siok Kwan Ng (Principal Occupational Therapist)

Cheryl Ming Hui Ng (Principal Medical Social Worker)

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Felicia Bai Ling Tan (Clinical Research Coordinator)

External Consultant: **Warren Cann** (Principal Consultant, Parenting Research Centre, Australia)

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For further information:
Email: RIA@kkh.com.sg
Website: ria.dcd.com.sg

