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## **A ready child with a ready family, a step towards school readiness !**

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**Introduction:** School readiness depends on how children learning and how schools and families support learning. Ummeed Early Intervention Center (U-EIC) is a year-long school readiness program for children experiencing developmental disabilities and their families, conceptualized by an Occupational Therapist and implemented by pre-school teachers and community workers. It focuses on the ready child dimension by providing direct intervention to children and the ready family dimension through caregiver trainings.

**Objectives:** This study describes the caregiver training component of U-EIC targeting ready families dimension of school readiness.

**Method:** Seventeen caregivers of children enrolled in U-EIC participated in the trainings aimed at supporting and promoting positive caregiver-child interactions. Amalgamation of styles such as didactic teaching, shared learning, reflective discussions and individual coaching was employed to deliver topics like 'How to Play with my Child?'; 'Working towards Functional independence'; 'Behaviour as a means of Communication'; 'Using Augmentative Assistive Communication devices' and 'Understanding Sensory Processing and its impact on Everyday Life'. Using Keys to Interactive Parenting Scale (KIPS), caregiver-child interactions at start and end of program were analysed.

**Practice Implications:** Early trends show increased openness to child's agenda, responsiveness and sensitivity to child's cues. Understanding child's strengths, difficulties and learning styles facilitated creating opportunities for promoting the child's development. Shared learning and reflection helped transfer knowledge beyond therapeutic context. Different delivery styles contributed to the team's learning.

**Conclusion:** Trainings implemented by a diverse team with varied delivery styles expands the scope and nature of Occupational Therapy services in preparing children and families for school transition.