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

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What is School Readiness?

**Ready Child**
*How are children being able to adjust to learning environment?*

**Ready Family**
*How are families able to work with their children and school system?*

**Ready School**
*How are schools creating inclusive learning environment to support the children?*

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**Ummeed Early Intervention Center**

**WHAT?**
Program Objective

Ummeed Early Intervention Center prepares children within 2-6 years of age having diverse needs for transition to a school environment (mainstream inclusive or special school).

**HOW?**
School Readiness

**WHO?**
Team

**READY CHILD**
- Social relationships
- Self-Regulation
- Play
- Communication
- Adaptive Skills

**READY FAMILY**
- Understanding strengths & difficulties
- Sensitivity & responsiveness
- Managing behaviours

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

Methods

Participants: 17 caregivers of children enrolled in U-EIC

Data Collection tool: Key to Interactive Parenting Scale (KIPS)

12 Parenting Behaviours

1. Sensitivity to responses
2. Supports emotions
3. Physical interaction
4. Involvement in Child’s play
5. Open to child’s agenda
6. Language experiences
7. Reasonable expectations
8. Adapt strategies to child
9. Limits and consequences
10. Supportive directions
11. Encouragement
12. Promotes exploration and curiosity
Caregiver Trainings

- How to play with my child?
- Working towards Functional Independence
- Behaviour as a means of communication
- Using Augmentative Assistive Communication devices
- Understanding Sensory Processing and its impact on Everyday Life

Intervention
Trainings aimed at supporting and promoting positive caregiver-child interactions

- Didactic teaching
- Shared learning
- Reflective discussions
- Individual coaching
Results

Sensitivity of Responses
Supports Emotions
Physical Interaction
Involvement in Children’s Activities
Open to Child’s Agenda
Language Experiences
Reasonable Expectations
Adapts Strategies to Child
Limits and Consequences
Supportive Directions
Encouragement
Promotes exploration and curiosity

Socio-demographics

- Family income: 76.5% below 225 USD/month
- 94.1% mother’s housewives
- 88.3% father’s skilled workers

Pre Intervention scores
Post Intervention scores

Change in Mean scores on 9 of 12 behaviours
- Sensitivity Responses
- Involvement in children’s activities
- Language experiences
- Reasonable expectations
- Adapts strategies to child
- Limits and consequences
- Supportive directions
- Encouragement
- Promotes exploration and curiosity

Socio-demographics

- Family income: 76.5% below 225 USD/month
- 94.1% mother’s housewives
- 88.3% father’s skilled workers
Mean scores
Statistically significant
p-value = 0.013

13 of 17 caregivers demonstrated change in skills
Conclusion

Participants i.e. Caregivers

Change in caregiver-child interaction which influences the ready families’ component of school readiness

• Understanding strengths and difficulties
• Transfer of knowledge beyond therapeutic context
• Shared learning and reflection

Practitioners

Influence on the practice

• Including a training component for families’
• Amalgamating different delivery styles
• Shared learning and reflection
References


