

**Community based language intervention
In Pre-schoolers**

Teachers
↕
Speech and Language
Therapists Namasivayam et al. 2015



Teachers – child
interactions
Mashburn et al. 2008;



The Lebanese Context

- A very diverse Multilingual and multicultural Context
- Major disparities in teaching and little interest in Kindergarten.
- Sometimes, poor skills in L2 may impact teacher's – children quality of interactions.
- Speech-language pathologists are committed to work in schools with interventions centered on the individual "medical" model.
- SLT's role in prevention remains unclear and raises major questions related to the profession's legal frame (Law et al. 2013)



School principal support

1

Professional Development
Professional Collaboration

Markussen-Brown et al. 2017

2

Teaching
practices:
*observed and
reported*

3

Co-Intervention
language program
to support oral
language

Namasivayam et al. 2015

To enhance long-
term academic
achievement

Cunningham et al. 2009

To which extent an intervention program, to enhance communication and language skills, carried out jointly by teachers and speech therapists, would be more effective than a program delivered without the intervention of SLTs?

1

Identifying Practice's realities in Lebanon

- Identifying respective roles of *teachers and SLTs*
- Identifying active ingredients: *management support, collaboration* between SLTs and teachers.
- Tools: Questionnaires
- Outcomes: Assessing motivations, resources to implement a prevention program

2

Assessing the quality of teacher-child interaction

- Identifying self-efficacy and barriers: nominal groups
- Assessing quality of interaction: CLASS- Pre K (Pianta, La Paro & Hamre, 2008).
Ten dimensions : *climate (positive or negative), teacher sensitivity, children's perspectives, behavior management, productivity, teaching practices and learning formats, concept Development, quality of feedback provided to the child, and linguistic modeling*

3

Designing and implementing a PD program

- Designing a set of situations to observe and apply strategies to support language development
- Implementation conditions: **1) SLT + teacher** (coaching, video-retrocations) **2) Teacher alone** after indirect coaching by an SLT
- Measures of fidelity of implementation will be applied: *dosage, responsiveness, adherence, quality of interactions, engagement* (Durlak et al. 2008)

Towards an new Professional Development program targetting Language and communication?

The expected results are intended to describe the realities of kindergartens in Lebanon, to define knowledge in the area of prevention for language difficulties. It will help to illustrate the role of SLTs in prevention, as well as the collaboration with preschool teachers in order to design and implement an intervention program that partners teachers and SLTs. We predict an influence of different factors such as *training, cultural differences, different conceptualizations of the role of language in learning.*



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