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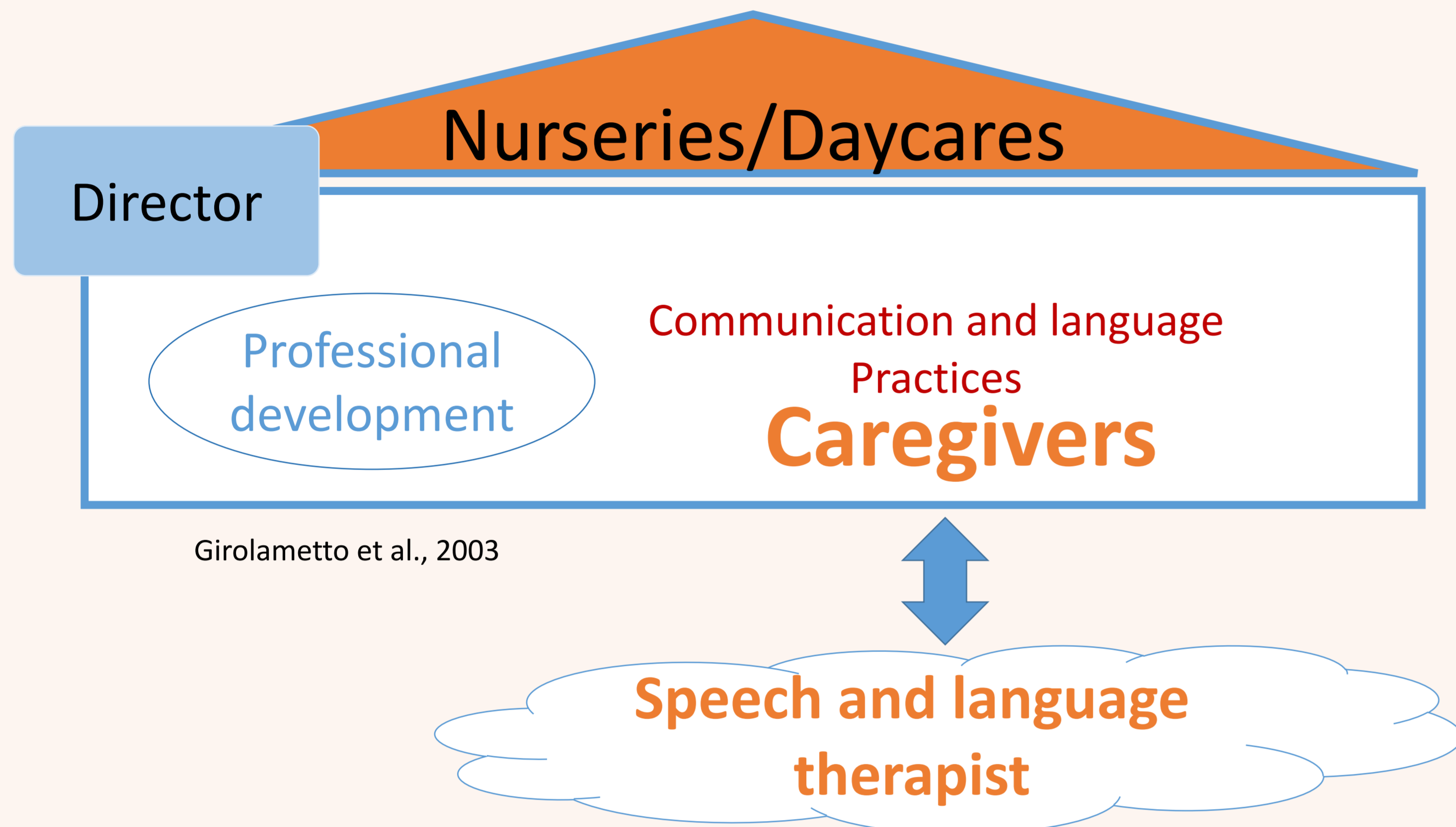
Context:

Lebanon has almost 500 nurseries, marked as the country by a very important socio-economic and cultural disparity. Prevention in education and health for all children is a challenge that some national programs are currently addressing. The question of the quality of language input in daycares in this multilingual context is then logically raised.



What is the role of Speech and Language Therapist?

- ✓ Young profession, no professional legal frame
 - ✓ No job profiles for SLTs in daycare
 - ✓ Lack of instruction about prevention in speech therapy curriculum
- The role of SLTs in community-based interventions before entering school, is raised. (Law et al., 2013)



Main objective : To gather the concerns of daycare educators and speech-language pathologists in optimizing language development and communication, in order to design an effective and targeted professional development action in the Lebanese context. The action will be conducted on the basis of a French program for the prevention of language difficulties, which is already developed nationwide, "Parler Bambin". Kern, 2007; Zorman et al., 2011

1

PRACTICES IN LEBANESE DAYCARES

- Determine active ingredients, project stakeholders and engagement factors (Staudt, 2007)
- Identify the representation of respective roles of Caregivers and SLTs in language development
- Measure their motivation to collaborate on a project on prevention
- **Tools:** questionnaires

2

PILOTING PB PROGRAM

- Observing and reporting the *quality of interactions* by using the CLASS Toddler (Mashburn et al., 2008)
- Identifying *facilitators and barriers* for quality interactions (nominal groups).
- Several *experimental conditions* according to the amount of support provided by SLTs.

3

IMPLEMENTATION VALIDATION RECOMMENDATIONS

- Implementing the selected program on a wider area.
- Comparison of implementation conditions: 1) SLT support (workshop and indirect coaching); SLT co-intervention (specific workshops + direct coaching); 3) controle condition: No SLT intervention.
- Recommendations for practice (Durlak et al., 2008)

Main Outcomes

To legitimate the role of communication and language development in daycares stimulation programs to better prevent difficulties at a very young age.

To design a framework for SLT's intervention in daycares on a inter-professional collaboration basis.

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