

Teacher-SLT co-intervention program to support language in kindergartens in Lebanon: methodology, procedures and measures.

Edith Kouba Hreich^{ab}, Christelle Maillart^b

Edith.koubaelhreich@usj.edu.lb; christelle.maillart@uliege.be



Faculté de médecine

Institut supérieur d'orthophonie

^a Department of Speech and Language Therapy, Saint Joseph University, Beirut, Lebanon

^b Department of Speech and Language Therapy, Faculty of psychology, Speech and Language Therapy and Education Sciences, University of Liège, Belgium.

Community based language intervention In Pre-schoolers

Teachers

Speech and Language



Teachers – child interactions Mashburn et al. 2008;

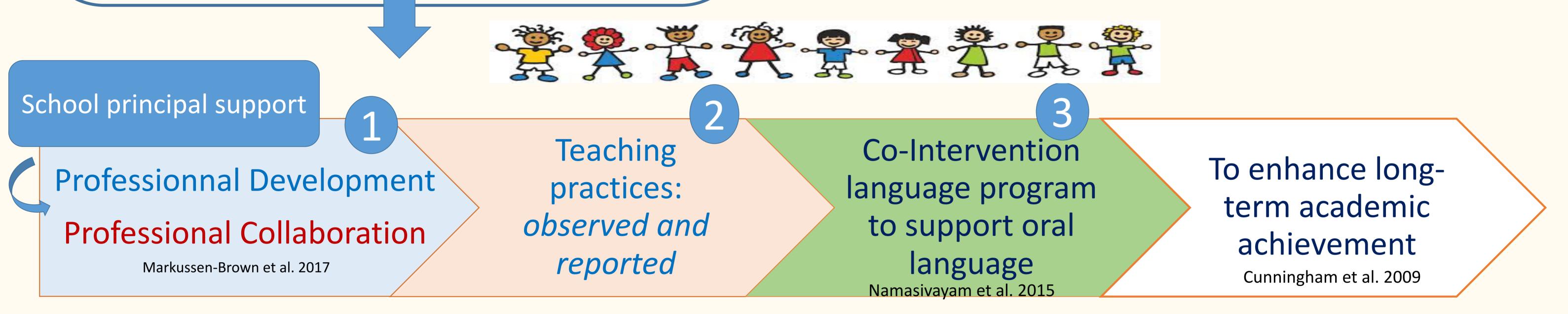


The Lebanese Context

- 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)



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?

Identifying Practice's realities in Lebanon

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

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

Designing and implementing a PD program

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

Towards an new Professionnal 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.

References.

(3)

- Cunningham, A. E., Zibulsky, J., & Callahan, M. D. (2009). Starting small: Building preschool teacher knowledge that supports early literacy development. *Reading and Writing*, 22(4), 487-510.
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American journal of community psychology*, 41(3-4), 327.
- Law, J., Reilly, S., & Snow, P. C. (2013). Child speech, language and communication need re-examined in a public health context: a new direction for the speech and language therapy profession. International Journal of Language & Communication Disorders, 48(5), 486-496.
- Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., & Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child development*, 79(3), 732-749
- Markussen-Brown, J., Juhl, C. B., Piasta, S. B., Bleses, D., Højen, A., & Justice, L. M. (2017). The effects of language-and literacy-focused professional development on early educators and children: A best-evidence meta-analysis. *Early Childhood Research Quarterly, 38*, 97-115.
- Namasivayam, A. M., Hipfner-Boucher, K., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2015). Effects of coaching on educators' vocabulary-teaching strategies during shared reading. *International journal of speech-language pathology*, 17(4), 346-356.



Aknowledgements

The authors would like to thank S. Leroy (Ulg). C. Bouchard, L. Bergeron (Laval), F. Hallal, J. Khoury (ISO, USJ) and the SLT students S. Prévot, A. Salam & L. Wazzi This project is supported by the Research Council of Saint Joseph University, Beirut.