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: Questionnaires
- Outcomes: Assessing motivations, resources 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, 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) SLT + teacher (coaching, video-retroactions) 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 targeting 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

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