

Supporting language development in preschools/kindergartens in Lebanon : exploring respective roles of teachers and Speech and Language Therapists.

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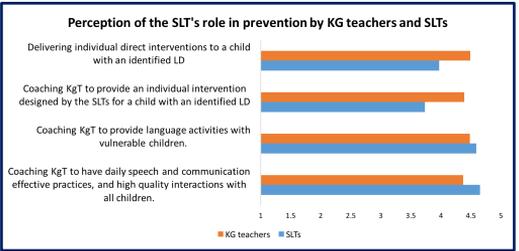
Background: Professional's beliefs about language development can impact practices in the field of preventing language and literacy difficulties (Piasta et al., 2009). Moreover, inter-professional understanding of respective roles of teachers and SLTs is necessary to understand how to support students in collaborative practices (Wilson & Gillon 2017). In the Lebanese context, both SLTs and KG Teachers' roles in prevention remain unclear which raises major questions related to the SLT profession's legal frame.

Aims: The study aims at *exploring perceptions, identifying barriers and motivations for collaboration between SLTs and KG teachers.*

Procedure:
 2 questionnaires (paper for KG teachers and online for SLTs) based on the tiered model for intervention in SLT (Ebbels et al. 2017).
 To explore: practices, perceptions, barriers and motivation.

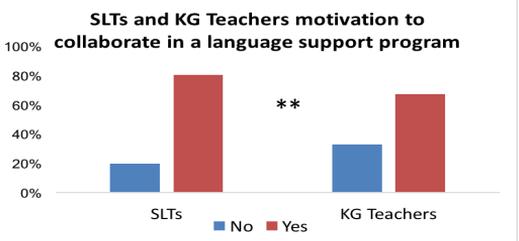
Participants:
 1259 KG teachers (public and private schools)
 Age: M = 37.88 yrs; SD = 10 yrs;
 Nb of yrs of exp.: M = 15.51; SD = 9.88 yrs.
 200 Lebanese SLTs, (Female: N= 195)
 Age: M = 28.9 yrs; SD = 5.14 yrs
 Nb of yrs of exp. : M = 7.11 yrs; SD = 5 yrs
 SLTs practicing in schools : n = 47.

1- Perceptions of SLT's role



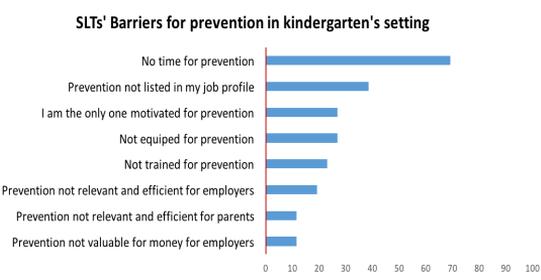
Teachers often agree that SLTs provide services to children with identified Language disorders but are not aware about their responsibility to teach **all children** (Shaughnessy & Sanger, 2005).

3- Motivation



References.
 -Ebbels, S. H., McCartney, E., Slonims, V., Dockrell, J. E., & Norbury, C. (2017). Evidence based pathways to intervention for children with language disorders. *PeerJ Preprints*.
 -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.
 -Shaughnessy, A., & Sanger, D. (2005). Kindergarten Teachers' Perceptions of Language and Literacy Development, Speech—Language Pathologists, and Language Interventions. *Communication Disorders Quarterly*, 26(2), 67-84.

2- Barriers



Prevention is less considered in the timeframe of SLTs in schools. SLT Practices in schools are more focused on the medical model for intervention: assessment and direct individual sessions (Law et al. 2015).

Conclusions:

- ✓ Findings suggest differences in SLTs and KG Teachers' perceptions of SLT's role in prevention which have to be taken into consideration when preparing a collaborative language support program.
- ✓ SLTs in schools don't have enough time for universal and targeted interventions.
- ✓ Motivation to collaborate is positive for both groups but is significantly more important for SLTs.

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