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 (Plaista 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.

1- Perceptions of SLT’s role

Perception of the SLT’s role in prevention by KG teachers and SLTs

Delivering individual direct interventions to a child with an identified LD
Coaching KG to provide an individual intervention designed by the SLTs for a child with an identified LD
Coaching KG to provide language activities with vulnerable children.
Coaching KG to have daily speech and communication effective practices, and high quality interactions with all children.

1 1.5 2 2.5 3 3.5 4 4.5 5
KG teachers SLTs

2- Barriers

SLTs' Barriers for prevention in kindergarten's setting

No time for prevention
Prevention not listed in my job profile
I am the only one motivated for prevention
Not equipped for prevention
Not trained for prevention
Prevention not relevant and efficient for employers
Prevention not relevant and efficient for parents
Prevention not valuable for money for employers

3- Motivation

SLTs and KG Teachers motivation to collaborate in a language support program

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.

References:

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