Supporting communication and language development in nurseries/daycares in Lebanon: realities and representations of SLTs and educators

Background: It is widely recognized that professional’s representations and beliefs about language development can impact practices in the field of preventing language and literacy difficulties (Piasta et al., 2009; Dickinson & Brady, 2006). Lebanon has almost 500 nurseries across the country, characterized by a very important socio-economic and cultural disparity. Prevention in education and health for all children is a challenge.

Aims: This study aims at exploring perceptions, practices, identify barriers and motivations for the implementation of a language intervention program, led jointly by SLTs and educators in the context of Lebanese daycare.

1 - Perception of SLTs role in prevention

Perception of the SLTs role in prevention by educators and SLTs

- Delivering individual direct interventions on a child with an identified LDO
- Coaching educators to provide an individual intervention designed by the SLT for a child
- Coaching educators to provide language activities with vulnerable children
- Coaching educators to have daily speech and communication effective practices, and...

Educators do less recognize the role of SLTs in universal prevention than in targeted and specialized intervention.

3 - SLTs barriers for prevention

SLTs barriers for prevention in daycare setting

- Not clear for practitioners
- Not clear for managers
- Not clear for educators
- Not clear for practitioners
- Not clear for managers
- Not clear for educators

Prevention is not sufficiently considered in SLTs job profile in daycare

Participants: 500 daycare educators
Age: M = 32.13 yrs; SD = 8.64, Female, n = 499; Male, n = 1; Nb of yrs of exp.: M = 8.25; SD = 7.06 200 SLTs Age: M = 28.9 yrs; SD = 5.14. Female, n = 495; Nb of yrs of exp.: M = 28.9; SD = 5.14.

SLTs practicing in daycare: n = 14

Procedure: two questionnaires (paper for educators, online for SLTs ) based on the tiered model for intervention in SLT (Ebbels et al., 2017)

2 - Practices in prevention

Educators' daycare current practice

Educators are less focused on identified and vulnerable children in perception and practice.

SLTs practices are more oriented on direct intervention

4 - Motivation

High Motivation of both for taking part in a collaborative project targeting communication and language development

Conclusion: Efficacy of collaboration between SLTs and educators should be maximize to provide better practices and earlier screening (Roy et al., 2009). Considering those results, a future collaborative program could be conducted considering positive motivation. Particular attention should be focusing on both SLTs and educators role, and on time allocated to prevention intervention.

References:


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