

1. Introduction

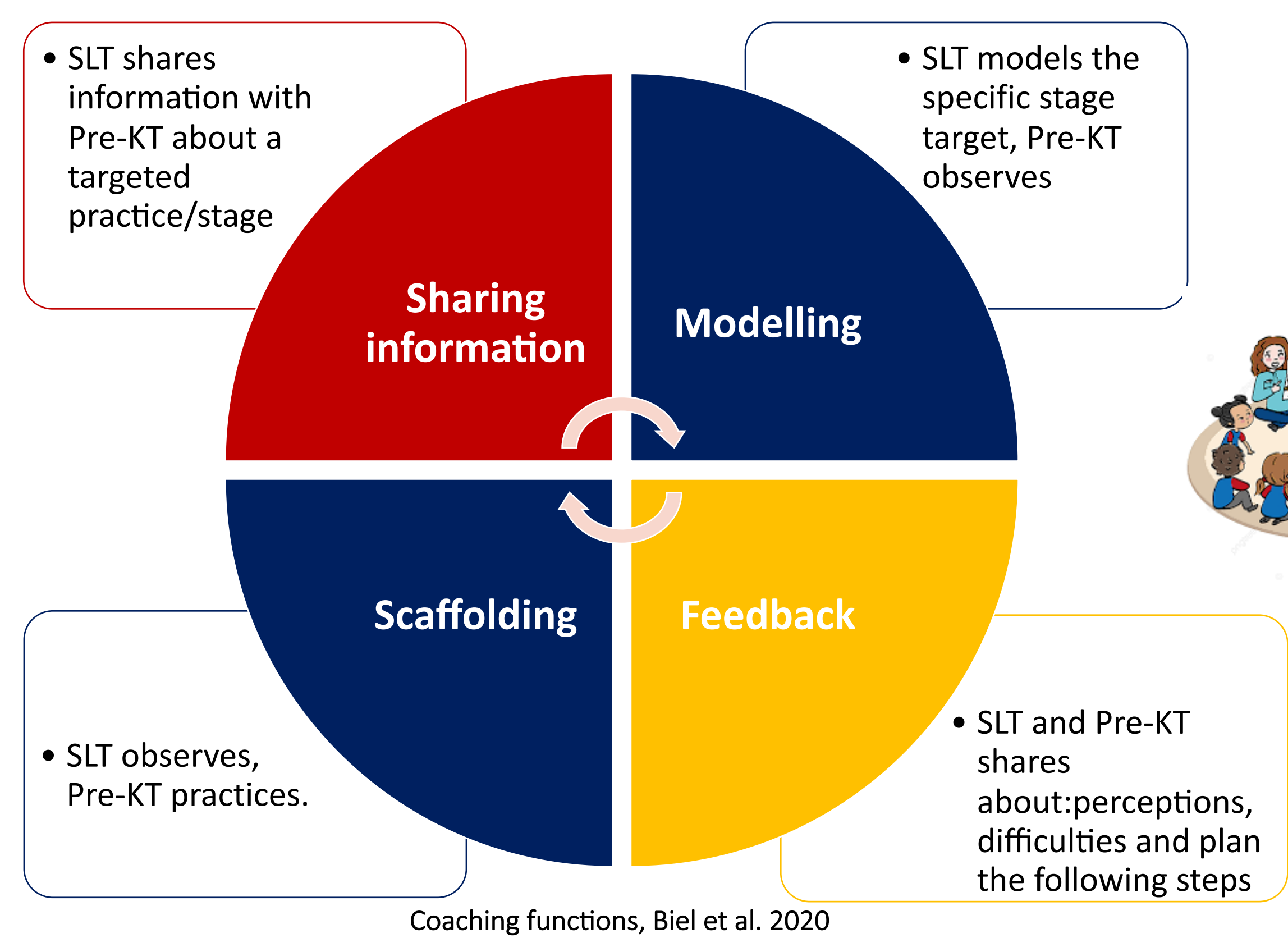
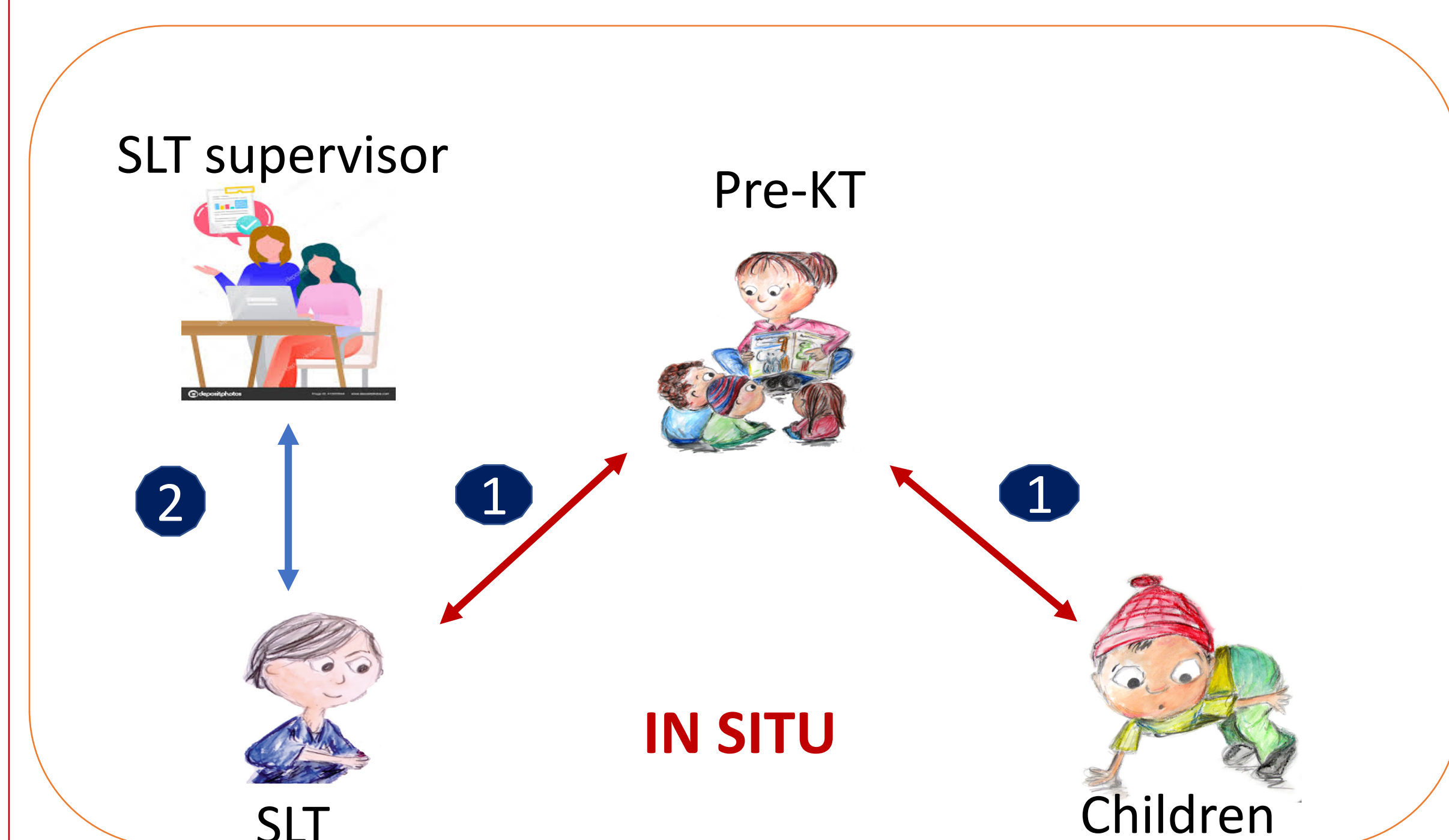
- Improving **preschool teachers' interactions** with children is currently a major concern to greatly increase its effect on children's language development.
- **Collaboration** between preschool teachers (pre-KTs) and Speech and Language Therapists (SLTs) plays a vital role in supporting preschool children to develop their language skills by supporting Pre-KTs to implement interactive language practices.
- However, the purpose, structure, intensity and dynamic nature of Pre-KTs – SLTs' collaboration vary tremendously and **SLTs are not yet well prepared** to operationally define this construct.
- **SOLEM** "Soutenir et Observer le Développement du Langage de l'Enfant en Maternelle" is a support tool designed for Pre-KTs to observe and sustain children's language development in classroom environment.
 - SOLEM positive outcomes have been already demonstrated (Desmottes et al. 2020).
 - However, its implementation in preschools requires a **close collaborative** work between Pre-KTs and SLTs to greatly increase its effects.

2. Objectives

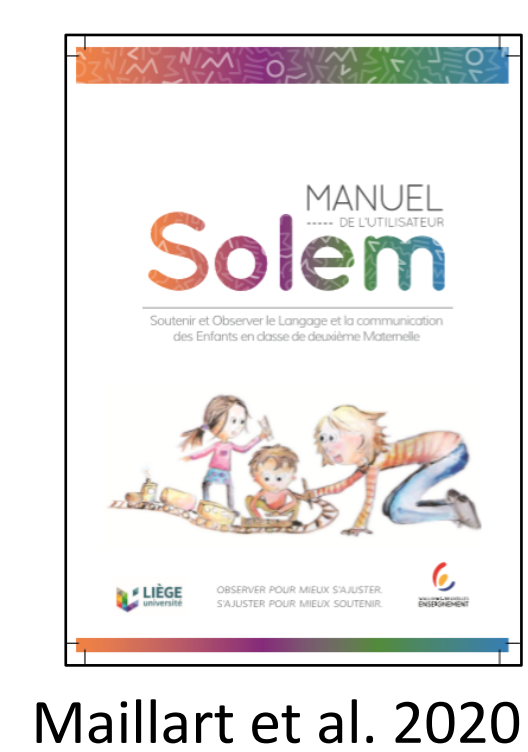
- 1- To develop and analyze the outcomes of a coaching design, led by SLTs and targeting Pre-KTs to support language development in preschoolers according to SOLEM methodology.
- 2- To develop a professional development program targeting SLTs to support them in their collaborative attitude with teachers.

3. Method

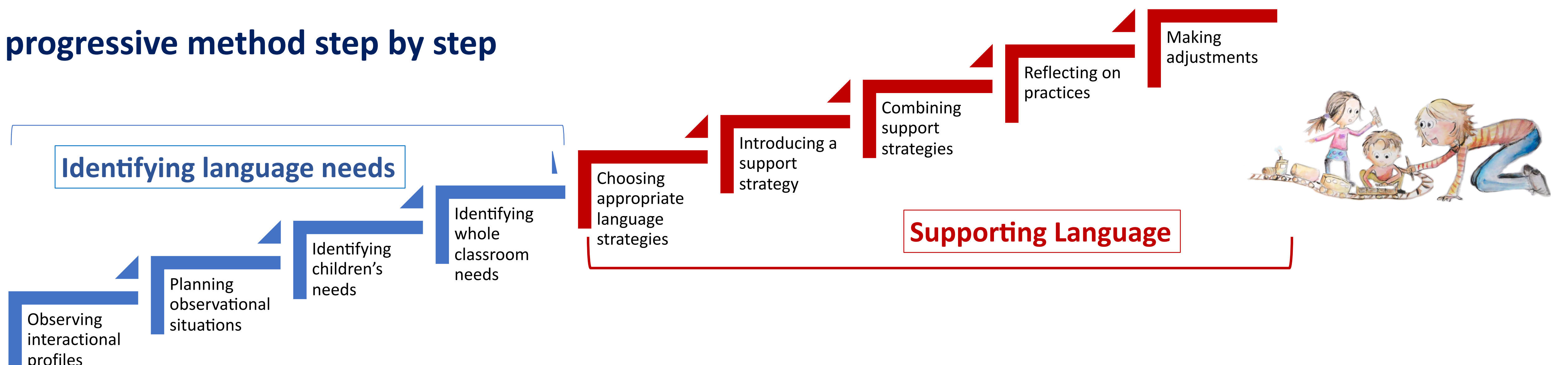
Intervention: Levels 1 and 2



Procedure: SOLEM's progressive method step by step



Maillart et al. 2020



Participants: 8 SLTs with 11 Pre-KTs in Belgian French preschools (WBE)

Targets: 9 stages of SOLEM methodology
Level 1: 1hour/ week (SLT-Pre-KT's working together)
Level 2: 1hour/ 1 or 2 weeks (SLT-SLT supervisor)

Mixed methods:
qualitative (Interviews) and **quantitative** (Single Case Experimental Design)

Pre implementation: *video recordings of classroom activities*
Language interactive strategies grid
 Knowledge questionnaires for Pre-KTs
 Consultation interviews for SLTs

Post-implementation: *video recordings of classroom activities*
Language interactive strategies grid
 Knowledge questionnaires for Pre-KTs
Self-efficacy scale for SLTs (before and after the intervention)
 Satisfaction questionnaire for Pre-KTs

4. Preliminary results

- **Language support strategies in teachers:** A significative overall increase in teachers' responsive behaviors as well as in language modelling strategies (*repeating children's utterances, expanding children's language*) as well as interactive vocabulary learning strategies (*defining words and relating them to children's own experiences*).
- **Self-efficacy for SLTs:** Among preschool based SLTs, self-efficacy for coaching and collaborating with Pre-KTs within SOLEM methodological approach appears stronger at the end of the protocol than what was reported at its beginning, especially for: "modelling strategies" and "asking questions for a reflexive practice feedback". However, more progress in training and experience is needed for SLTs to feel highly self-efficacious in these areas.
- Continuing to improve SLTs and Pre-KTs language support practices in shared interactive model of collaboration, through improved and methodological coaching design (SOLEM) should remain a high priority in order to enhance language outcomes in preschoolers.

5. References

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