

Supporting language in preschoolers:

Impact of a high-intensity language program SOLEM, on teachers' language strategies and the quality of interactions:

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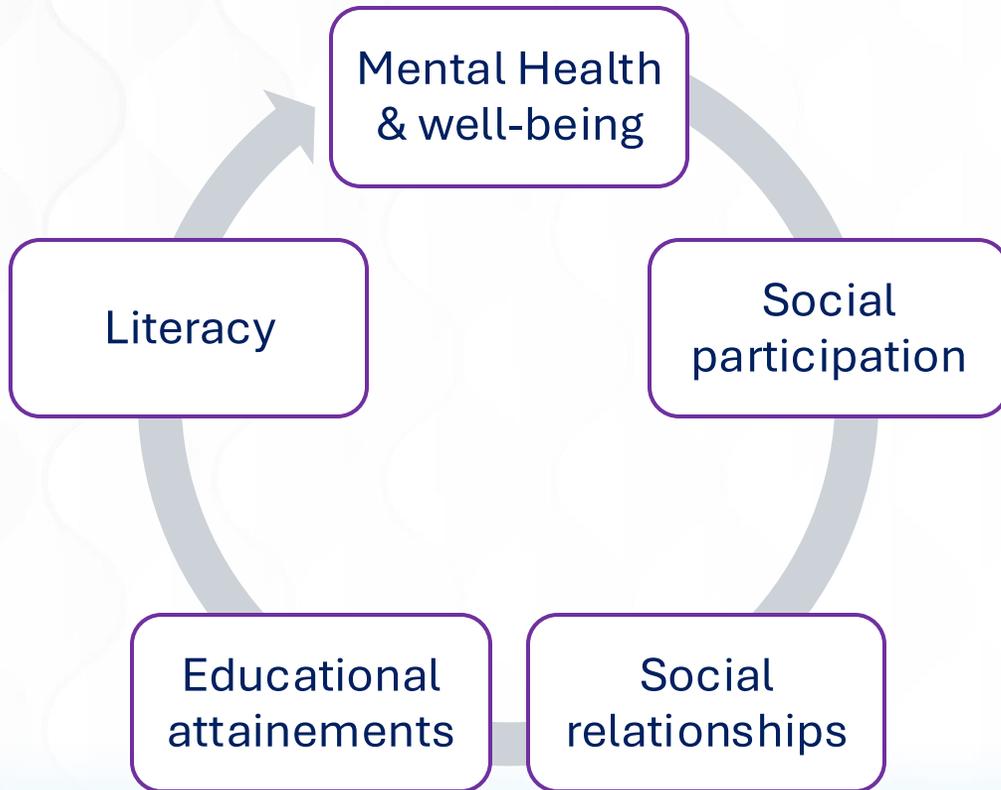
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Child Language development

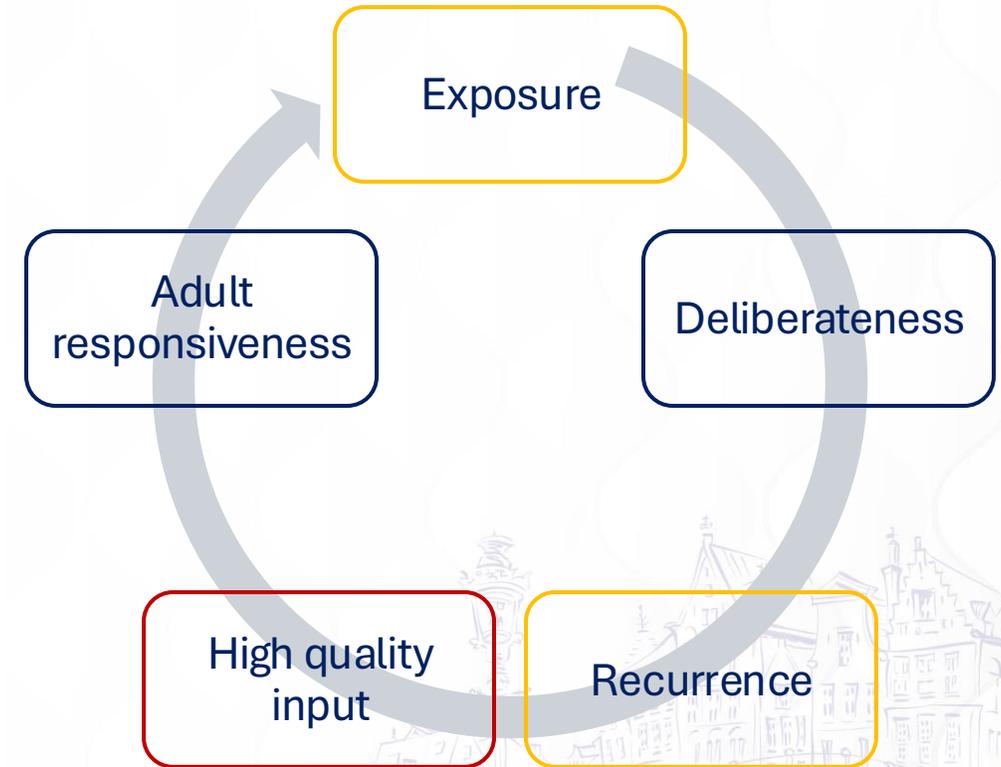
Language rich early years education



Law et al. 2017; Maggi et al. 2005



What does the evidence say?



The five element of language rich early years classroom

Reilly & Mckean, 2023; Madigan et al. 2019; Rowe and Snow, 2020



Language development: a priority for public health

Significant impact of high-quality, language rich earlychildhood education settings

Ulferts et al. 2019; Drainville & Charron, 2021

Key challenges

Classroom heterogeneity

SES inequalities

Instability in language development trajectories



Improving the quality of interactions to support language development



Collaborative Professional Development



SLT

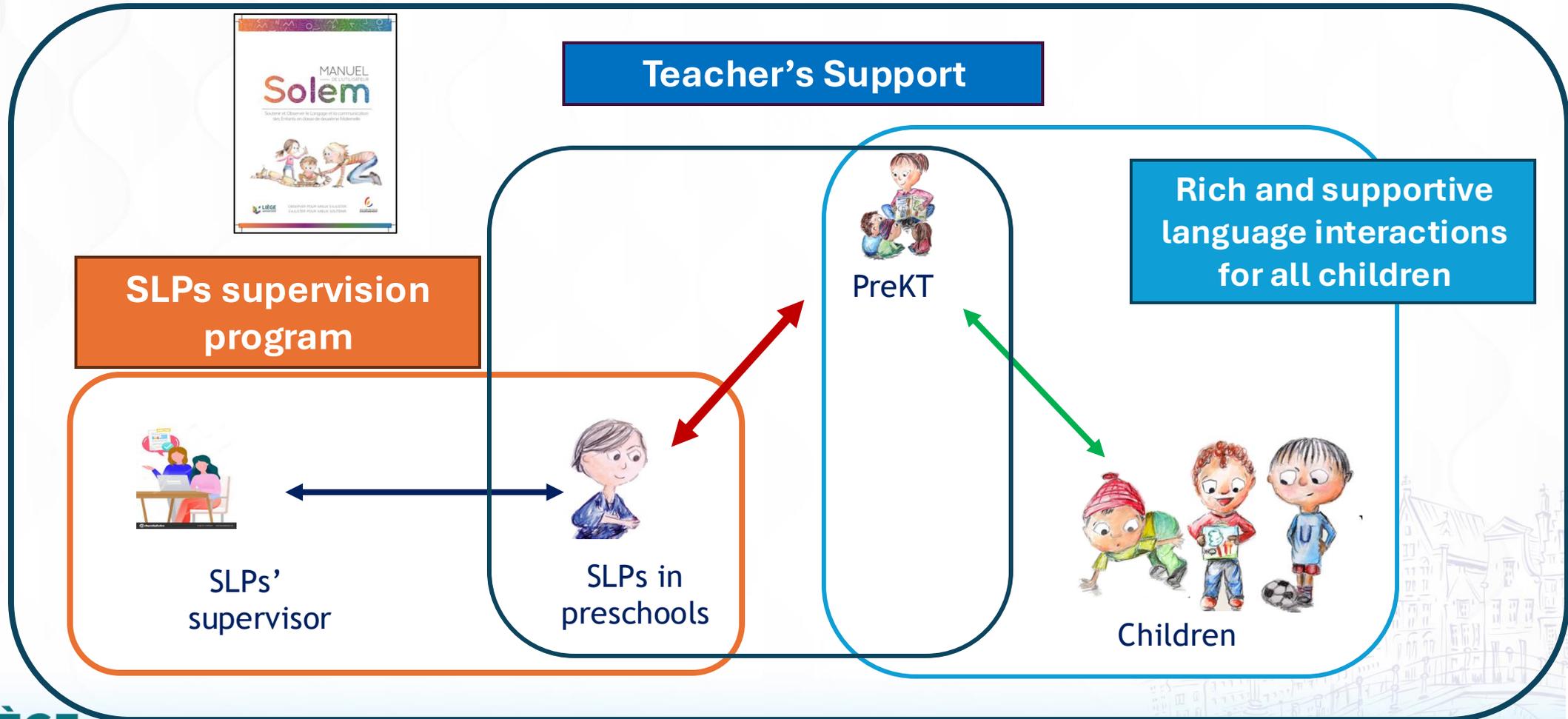


PreKT

Reilly & Mckean, 2023; Mckean & Reilly, 2023; Reilly et al., 2014



SOLEM: « Soutenir et Observer le Langage de l'Enfant en Maternelle »



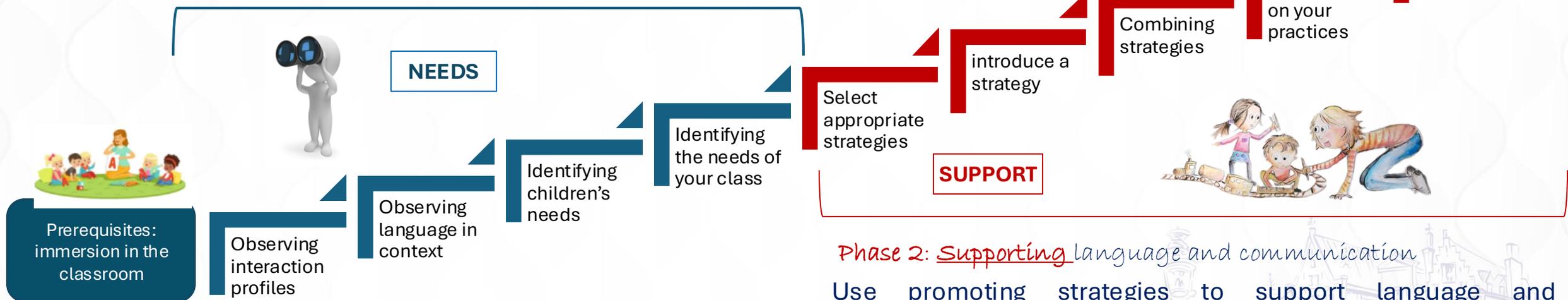


SOLEM: « Soutenir et Observer le Langage de l'Enfant en Maternelle »

Phase 1: Observation

- Observe pre-KTs own interactions with children
- Observing the children in the classroom: their interests and motivations

Towards rich and supportive language interactions for all children



Phase 2: Supporting language and communication

Use promoting strategies to support language and communication for all children, in all situations.

Sharing information

Modelling

Scaffolding

Providing feedback



Objectives

Provide a comprehensive view of the **impact of SOLEM** on the teacher-child quality of interactions

1

PreKTs perceptions of role, and importance of language support and development

2

PreKTs reported practices to support language development

3

Capture the quality of interactions in SOLEM's classrooms



Method

- **Semi-structured interviews**
 - o Zoom video recorded interviews
 - o Draw a picture of SOLEM
 - o Thematic analysis (Braun & Clarke, 2019)
- **CLASS preK** (Pianta et al. 2008)
 - o 1/2 day classroom (CLASS Pre-K) – scales from 1 (low) - 7 (high)
 - o Daily routines activities
 - o 4 cycles 20 min. each
 - o 1-2 certified observers

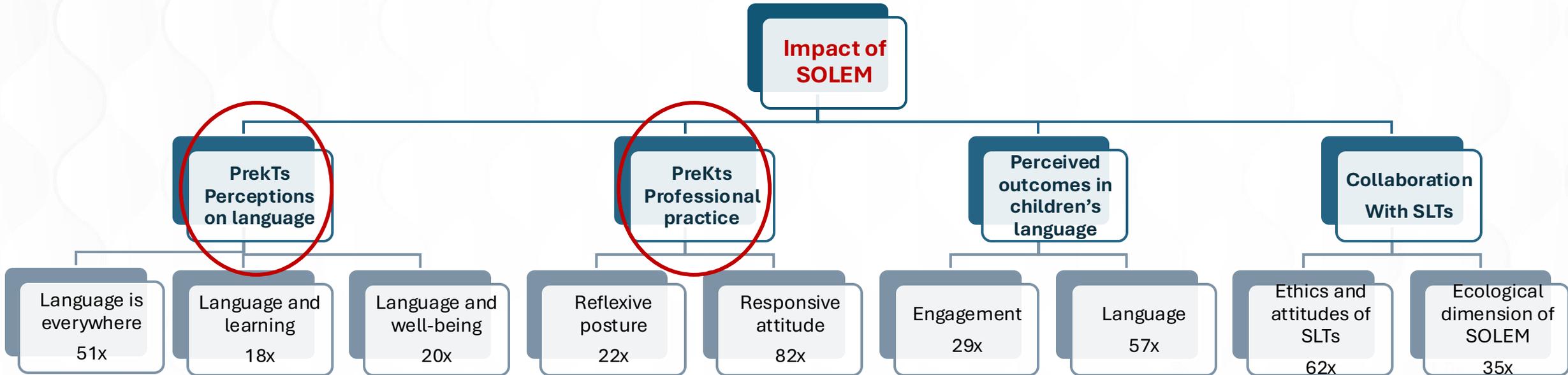


n = 14 ♀ Pre-KTs
11 preschools
SES 1- 17/20; M= 9,18; SD=4,9
Age: M= 46,54; SD=7,8
Nb yrs exp.: M= 22; SD=12,7





Preliminary analysis: themes and subthemes





The importance of oral language

Language is everywhere

- *"For me, language is something that is constantly worked on, at all times, in all activities, and it is the essential point." (P6)*
- *« My change is that now every situation—putting on coats, going to the bathroom—becomes an opportunity to talk and bring language to the children." (P1)*

Language and learning

- *« I think that if a child doesn't understand and cannot express themselves, they will hit a roadblock at some point(...). They won't be able to properly carry out what is asked of them if they can't grasp the concept, the sentence structures, or the vocabulary » (P11)*

Language and well-being

- *« That's what will allow them to connect with others. It will also help them feel secure because they will be able to express their emotions and all that. » (P 9).*
- *« She also started communicating with others, which made it much easier for her to integrate into the class group, yes. » (P10)*



Professional practices

Reflexive posture

- *"It allowed me to question myself, to reflect on what I was doing, and it opened my eyes to certain things I could improve. » (P8)*
- *"I don't always realize everything I bring to the children at times, and so SOLEM made me aware of the value of what I was giving to the children." (P3)*

Observation and
Responsive attitude

- *"What has changed is that I have been more attentive to the children's language." (P6)*
- *"Ultimately, thanks to SOLEM, the way we interact with them by pausing, asking a question, requesting a vocabulary word, and also engaging them by choosing a particular student who seems a bit distracted. » (P12)*



Conclusions & Perspectives

➤ Consider the role of speech and language therapists in prevention:

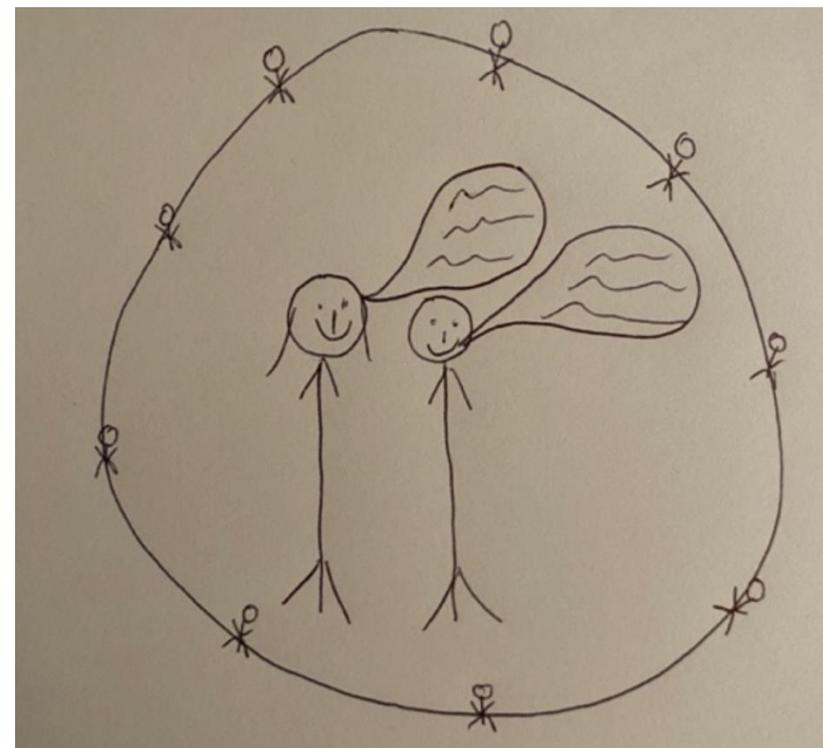
From consultant role → to support role: a form of growth in the collaborative relationship?

➤ Indirect tailored intervention:

Accurate identification of the needs and providing individualized support for teachers.

➤ Making room for professional learning

Understand how the teacher's expertise may influence their understanding of language support in preschools



SOLEM by P5

Its time for SLTs to think within the circle, outside the box!



Solem: the team



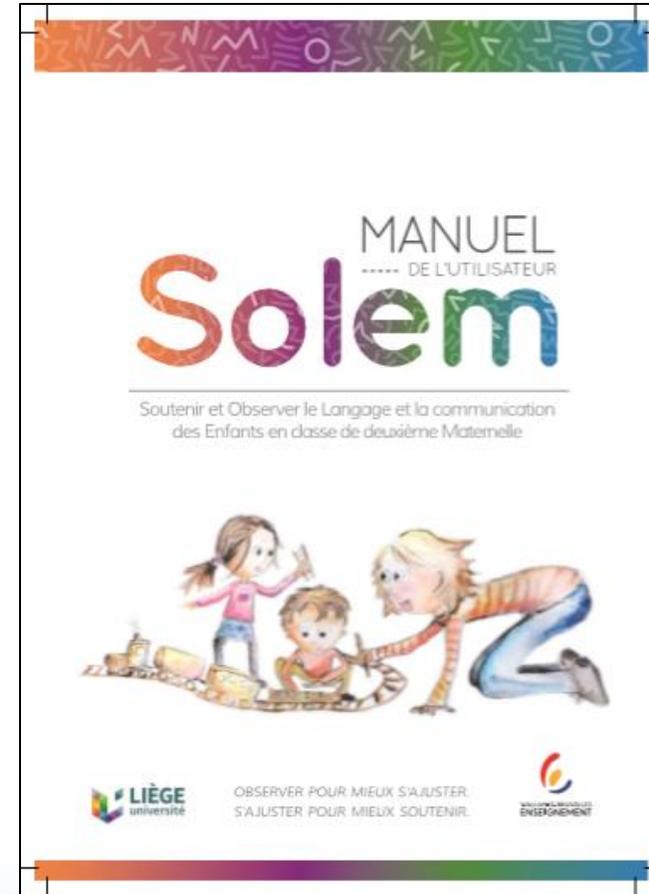
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Illustrations SOLEM: *Lisandre Bergeron-Morin*

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