

SOLEM

Soutenir et Observer le Langage et la
communication des Enfants en classe
Maternelle



Solem (support and observe language
and communication in kindergarten
children) : an observation tool for
teachers

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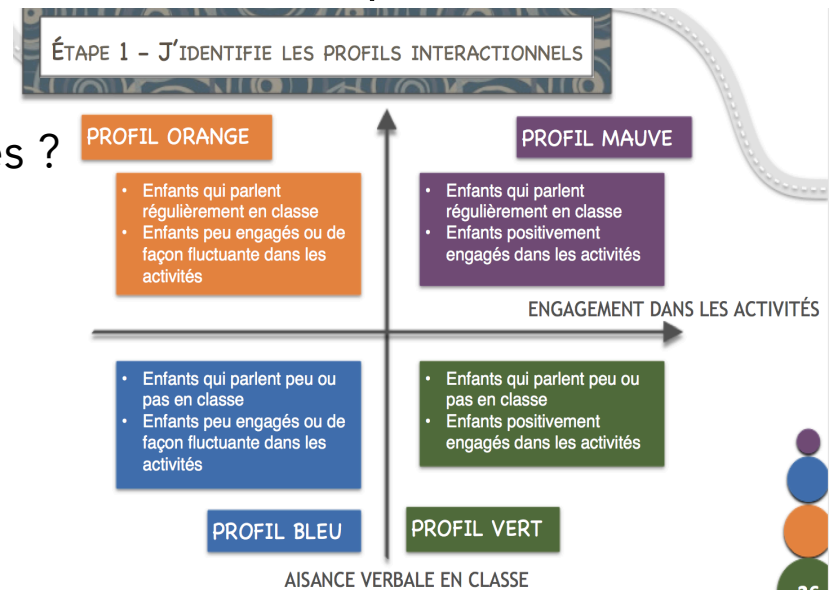
KEY COMPONENTS

A tool based on 5 steps :

- **Step 1:** observation of the group to identify the interaction profile of each child by answering the following two questions

- Does the child speak a lot ?
- Is it engaged in the classroom activities ?

→ Make a portrait of the classroom
(each child gets a colour profile)



- **Step 2 :** observation of each child in proposed activities suggested situations for each colour profile (→ get more information)

KEY COMPONENTS

- **Step 3:** detail of observations
(answering specific questions)

- **Step 4:** determination of the level of support



cercle : to provide a rich language environment
(no need of specific support)

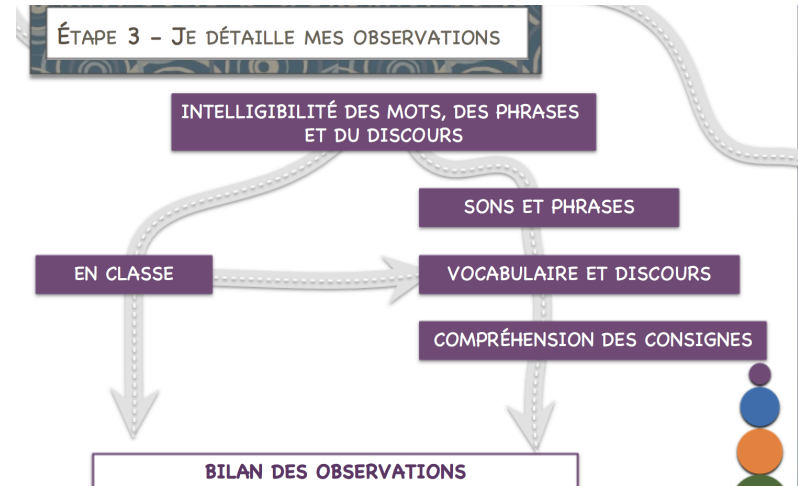


square : more conscious and frequent use of supportive strategies
(some difficulties in language or communication)



triangle : more intensive and specific support needed
(children may present significant difficulties in language)

- **Step 5:** support the child language choosing some strategies
(whole-classe strategies, strategies for a group of children or specific strategies for some children)



MAIN ASSESTS

- Focus on observation as a way to determine the child profile and to support its language capacities
- New knowledge on language development
 - « *there are things I would never have thought to observe* »
- light on « invisible » children (silent and quiet)
- Focus on content of the interaction (eg. participation) and how the child feels in class and not on the formal aspects of the language (eg. pronunciation)
- Auto-assessment tool (revision of the strategies)



OUTCOMES / Observation

- Valid tool :

Significant correlations between children (n= 219) individually assessed by a SLT and by their teacher (n= 22) using SOLEM

- The Support profile (cercle (41%) , square (29%) , triangle (30%)) corresponded effectively to the individual language assesment of the child made by a SLT
- Teachers' feedback :
 - They found SOLEM interesting but they did not recognize their own role in language support, especially with children with developmental language disorders

I don't need to do, the child is already treated by a SLT
 - At a loss with multilingual children

Anyway, s/he doesn't understand



PERSPECTIVES

SOLEM is effective but

- the teacher could be reluctant to use it (not their role)
- they don't always reach alone Step 5 to think about their use of strategies

→ support the implementation process (*What is the best way to do it?*)

and the role of teacher (*How could we change their representations ?*)

