

## **P92: Preschool language development program - Study protocol**

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**Introduction:** Oral language is an essential dimension in human development and a foundation of the success in learning to read. Ideally the identification of children at risk of having problems in reading and spelling acquisition should occur in preschool or early in the first year. This premise was the inspiration for the development of the language development program for preschoolers.

**Objectives:** The main objective is the promotion of language development, in aspects related to learning to read and, in this way, to promote school success through prevention and early intervention.

**Materials and Methods:** We selected public schools of Porto and Vila Real district. The intervention will be conducted between November 2015 and May 2016 with pre-schoolers in school context, twice a week. The intervention program is divided into two main areas: language development in its various dimensions and the promotion of phonological awareness. Activities will be conducted by a speech therapist or a psychologist in the class with all children and the preschool teacher, and later repeated by the preschool teacher alone. The program is organized into session papers (objectives, general rules, and activities) and activity papers (detailed description of activities and materials to be used). An assessment will be conducted before and after the intervention in order to verify the effectiveness of the intervention and to monitor children's progress (Carroll *et al.* 2001).

**Conclusion:** This project is based on the perspective that the intervention performed in preschool, structured and systematic based in empirical evidence, allows the early intervention in cases of risk of future failure, which is critical to prevent bigger damages once the early difficulties are strongly predictive of increased difficulties later. In addition, it intends to further contribute to the construction of scientific knowledge around the learning of reading and difficulties associated.

### **References**

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