

# Educational Policies Related to Language Disorders in Canada



**Inclusive educational framework:** Every province and territory employs an inclusive educational framework, which emphasizes the need for accessible education that meets and accommodates student needs.



**Categories of disabilities:** Not every province and territory has defined categories of disabilities (e.g., autism, behavioural disorders, physical disabilities, etc.).



**Recognizing speech and language disorders:** only 5 provinces identify speech or language as a category of disability.

**Developmental Language Disorder (DLD) is a term to describe children with persistent language difficulties that interfere with their speaking, listening, reading, and writing.**

**DLD is not explained by other biomedical conditions (e.g., hearing loss, autism) or by extenuating circumstances (e.g., lack of exposure to language).**

**DLD affects a child's learning, understanding, and communication; however, their language difficulties will differ from child to child.**

**LEARN MORE AT: [dldandme.org](http://dldandme.org) & [radld.org](http://radld.org)**

No Canadian provinces or territories currently use the consensus term DLD

DLD is 5 times more prevalent than autism

DLD affects about 2 children in every classroom\*

\* Norbury, C.F., Gooch, D., Wray, C., Baird, G., Charman, T., Simonoff, E., Vamvakas, G. and Pickles, A. (2016), The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study. *J Child Psychol Psychiatr*, 57: 1247-1257. <https://doi.org/10.1111/jcpp.12573>