

# Educational Policies Related to Language Disorders in New Brunswick



**Inclusive educational framework:** New Brunswick recognizes that students deserve to actively participate in their learning and that their physical, cognitive, social-emotional, and sensorial needs should be treated in a manner that respects their dignity.

**Characteristics of exceptionalities:** New Brunswick does not have a singular list of exceptionalities, but a variety of potential deficit areas, including attention; auditory-processing; visual-processing; visual-spatial; written-expression; mathematics; and memory.



**Recognizing speech and language disorders:** New Brunswick identifies language-processing as a deficit, which is defined as the inability to receive, comprehend, organize, and express language in its appropriate forms in the absence of sensory impairments.

*Developmental Language Disorder (DLD)* is a persistent language difficulty that interferes with a child's learning, understanding, and communication and is not explained by other conditions (e.g., hearing loss, autism) or 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.

Compared to typically developing peers, children with idiopathic language problems face significant risks, including lower academic success and social, emotional, and behavioural problems.

Despite these difficulties, children with DLD are often not identified and do not receive the support that they need.

No provinces or territories use the term DLD (QC uses a synonym)

DLD is 5 times more prevalent than autism

DLD affects about 2 children in every classroom

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