

# Educational Policies Related to Language Disorders in Nunavut



**Inclusive educational framework:** Nunavut recognizes that all children should have access to programming that builds on their strengths, responds to their needs, and provides accommodation as needed.

**Essential support categories:** Nunavut does not list individual exceptionalities, and access to assessments in the territory can vary greatly; services from professionals like speech-language pathologists and educational psychologists are limited by capacity and northern realities (e.g. weather).



**Recognizing speech and language disorders:** as such, Nunavut does not explicitly recognize speech and language disorders as a distinct category of exceptionality.

**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

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