

Educational Policies Related to Language Disorders in the Yukon



Inclusive educational framework: the Yukon recognizes that all students are entitled to equal access to learning, and that all students can learn together in different ways.

Intensive support categories: Yukon's education system is undergoing a significant transition after a 2019 report from the Office of the Auditor General of Canada found that the Department of Education was not meeting the needs of its students, particularly those with special needs.



The province is in the process of incorporating the recommendations of the Auditor General and their internal educational review.

Recognizing speech and language disorders: as such, the Yukon does not currently 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

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