

Educational Policies Related to Language Disorders in Québec



Inclusive educational framework: Québec seeks to provide an educational setting where children can succeed, be supported by their community, and learn to be civic-minded, creative, competent, and open to diversity.

Categories of special needs: Québec identifies different categories of special needs, including learning difficulties, handicaps, and social maladjustments.

Each category of disability is assigned a difficulty code with an a priori weighting factor that determines the level of supports that a student will receive.

Recognizing speech and language disorders: Québec recognizes dysphasia, which is also called a language delay or primary language disorder* that represents persistent language development problems.



Students with mild to moderate dysphasia are considered to be students with learning difficulties. Each category of disability is assigned a difficulty code with an a priori weighting factor that determines the level of supports that a student will receive.

Students with severe dysphasia are those who have a serious and persistent language development disorder that significantly limits their verbal interactions, socialization, and learning at school. These students are eligible for additional funding for supports.

* This is synonymous with DLD

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.

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

DLD affects about 2 children in every classroom

LEARN MORE AT: dldandme.org & radld.org