

# Educational Policies Related to Language Disorders in British Columbia



**Inclusive educational framework:** British Columbia recognizes that all children should have equitable access to and equitable participation in all educational and operational aspects of their schooling.

**Intensive support categories:** British Columbia identifies categories of exceptionalities across 3 levels to assist in identifying the severity of the students' needs.

**Level 1** students who are physically dependent or deaf/blind.

**Level 2** students with moderate to profound intellectual disabilities, physical or chronic health impairments, visual impairments, deafness or hearing impairments, and autism.

**Level 3** students with intensive behavioural issues or serious mental illnesses.

**Recognizing speech and language disorders:** British Columbia does not have a specific language disorder category.



However, the province does note that speech-language pathologists may provide services for any student with delayed, disordered, or atypical speech and/or language skills.

*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.

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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