

Educational Policies Related to Language Disorders in Saskatchewan



Inclusive educational framework: Saskatchewan recognizes that students with diverse backgrounds require a spectrum of supports to meet their range of needs—regardless of whether they have a formal diagnosis or label.

Intensive supports categories: Saskatchewan identifies several different labels under which students can be identified, some of which are explicitly aligned with DSM-5 diagnoses.



Category selection requires evidence of assessment and documentation by qualified practitioners.

Recognizing speech and language disorders: Saskatchewan does not recognize speech and language disorders as its own intensive support category.

Language disorders could fall under “Intellectual Disability/Intellectual Developmental Disorder” or “Other: diagnosed/undiagnosed condition.”

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

LEARN MORE AT: dldandme.org & radld.org