

Educational Policies Related to Language Disorders in Manitoba



Inclusive educational framework: Manitoba recognizes that students require a continuum of support to meet their individual abilities and needs—especially those with exceptional needs that impact their ability to succeed at school.

Support categories: none of Manitoba's ministerial policies include a list of exceptionalities. Students who have been identified as having exceptional needs will undergo a specialized assessment, which may or may not include a diagnosis.



Recognizing speech and language disorders: as such, Manitoba 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

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