

Educational Policies Related to Language Disorders in the Northwest Territories



Inclusive educational framework: the Northwest Territories recognizes that all educational programming must focus on student's strengths and needs and that everyone is entitled to access their education in a regular instructional setting with their peers.

Extensive support categories: ministerial policies in the Northwest Territories do not list individual exceptionalities. Students who are identified as having exceptional needs may receive a label on their Individualized Education Program.



Recognizing speech and language disorders: as such, the Northwest Territories 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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