



A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) Involve one or more of the form, content, and function of language in communication;
- b) Include one of the following:
 - (i) language delay;
 - (ii) dysfluency;
 - (iii) voice and articulation development, which may or may not be organically or functionally based.

CRITERIA:	Students with a learning profile of language difficulties as identified through speech and language, academic and psychological assessments.
PLACEMENTS:	Delivered by or with the support of the Special Education Teacher: <ul style="list-style-type: none">• Resource in Class• Resource Withdrawal• Special Class, Part Time
PROGRAM:	Core Resource Program (Elementary and Secondary) Language Support Centre (Elementary Panel) Special Class, Part Time
PROGRAMMING:	Delivered in home school with appropriate supports and resources
SERVICES:	Available at Elementary and Secondary Panels <i>(unless otherwise indicated)</i> <ul style="list-style-type: none">• Speech/Language Services• Physical Management Services• Special Ed Consultants• Special Ed Department Head (<i>Secondary</i>)• Behaviour Resource Services• Psychological Services• Hearing Consultative Services• Vision Consultative Services

SPECIAL PROGRAM

Core Resource

Students with mild to moderate Learning Disabilities are assisted in their home school with a program adapted to meet their needs. These students may be fully integrated in the regular class with appropriate accommodations and/or modifications or may be withdrawn from class for part of each day for specialized instruction. Implementation of their program is a collaboration between classroom teacher and Core Resource (special education) teacher with additional supports as required. Mode of delivery therefore ranges from regular class monitoring to resource withdrawal.

Language Support Centres

Currently, there are four centres in the Board *one in each geographic area of the Board, serving students in Grades 1 and 2*. Students in grades 1 and 2 with a severe receptive or expressive language impairment may be enrolled for two years in a special class, part time called a Language Support Centre. A speech/language assessment would indicate severe needs and a psychological assessment should indicate many nonverbal skills in the average range.

A speech/language pathologist supports the teacher and students, one-half day per week. Integration, for those parts of the day when the students can meet with success, is a planned collaborative effort between the regular classroom teacher and the Language Support Program teacher. The focus of the program is to develop listening and speaking skills.

Each school is serviced by a resource team that supports the professionals working with these students. This interdisciplinary team includes a program consultant and a representative from each of the Board's services.