

## Criteria for Language Learning Disability (LLD) Program

The Language Learning Disability (LLD) Program is for a student who has been identified as having a severe developmental language disorder which significantly affects academic performance. The student is deemed to require an intensive specialized program.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

<b>Designation:</b>	Primary, Junior
<b>Class Size:</b>	Up to 10 students per primary class and up to 12 students per junior class
<b>Resources:</b>	One teacher with special education qualifications

### Referral Criteria:

#### Cognitive Profile

- evidence of at least average non-verbal intellectual ability (i.e., 25<sup>th</sup> percentile or greater) and significant weakness in verbal abilities; and
- diagnosis or provisional diagnosis of a Language Disorder may be provided; however it is not required especially with children under 10 years of age, or if a profile consistent with severe developmental language disorder is indicated in the speech-language assessment report

#### Language Profile

- profile consistent with severe Developmental Language Disorder which has not responded to targeted interventions (note: primary issue must be language);
- communicates verbally and exhibits severe language impairment in at least two major areas on a speech-language assessment, not including phonological awareness, pragmatic skills, auditory recall and speech production;
- may demonstrate receptive and/or expressive language impairment in the following major areas: vocabulary and concept comprehension, understanding sentences and directions, understanding stories and text, using vocabulary, word retrieval, use of grammar and syntax, and ability to explain, retell or formulate stories; and
- experiences difficulty with both oral and written language

#### Academic Profile

- experiences significant difficulty in learning and processing information; and
- requires intensive instructional support

### **Social/Behavioural Profile**

- emotional, social and/or behavioural difficulties occur within the context of the learning difficulties, but they are not the primary presenting concern; and
- adaptive skills commensurate with cognitive profile

### **Required Documentation**

- speech-language report: 1) speech-language assessment completed within the last 12 months, indicating a severe developmental language disorder; **or** 2) verification from a school speech-language pathologist that an assessment completed between 12 and 18 months continues to be valid with evidence (e.g., partial update of speech-language/communication profile);
- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- educational assessment within the last 12 months (English WIAT-III preferred)
  - clinician report;
  - record form; and
  - student response booklet
- writing samples with and without use of assistive technology (e.g., classroom-based writing samples); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

### **Additional Documentation (if available or appropriate)**

- current report card or Communication of Learning;
- current IEP;
- additional assessment reports (e.g., most recent medical, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work); and
- list of community agencies involved with students (e.g., CHEO, First Words, Crossroads Children's Mental Health Centre)

**The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.**