



Learning And Language Disorders

Learning disabilities are neurological, appear in the first years of development and are persistent. Certain learning disabilities appear in early childhood and others appear at school age and have repercussions on reading, writing, spelling and calculation. Here are some examples of learning disabilities, including motor and communication disorders.

References : American Psychiatric Association. (2016). Mini DSM-5 : Critères diagnostiques. États-Unis, Elsevier Masson. , <https://agoa.qc.ca/trouble-developpemental-du-langage/>, <https://institutta.com/mediatheque/dyslexie-dysorthographie-ta>

COMMUNICATION DISORDERS

Developmental Language Disorder

(formerly known as dysphasia)

People who have this diagnosis have a slower language development compared to the norm and maintain long term difficulties.

A Developmental Language Disorder affects the understanding of words, sentences, vocabulary, etc. and may have an impact on written language.



Social Communication Disorder

This disorder appears in early childhood and is characterized by persistent difficulties in the social use of verbal and non-verbal communication.

A person who has this diagnosis may have difficulty waiting for his/her turn to speak, establishing eye contact, adjusting his speech according to the situation, and understanding implied information.

SPECIFIC LEARNING DISORDERS

Dyscalculia

Dyscalculia is a learning disorder in mathematics.

The person may have difficulty with numbers, numeric symbols, calculation and problem solving.

Dyslexia

Dyslexia is a reading disorder that specifically affects the identification of written words.

A person who has this diagnosis may make frequent reading mistakes, take more time to read and have a more difficult time understanding the sense of a word.

Difficulties in spelling are often associated with dyslexia. Therefore, there can be mention of **dyslexia-dysorthography**.

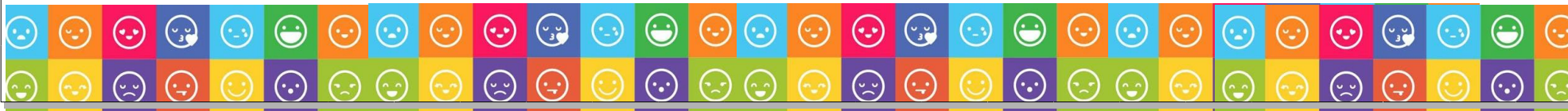
MOTOR DISORDER

Developmental Coordination Disorder

(formerly known as dyspraxia)

Developmental Coordination Disorder is characterized by significant difficulties in planning, organizing and automating motor gestures to perform an action. It is not a learning disorder, but may have an important impact on learning.

A person who has this diagnosis may be clumsy; has difficulty getting dressed or washing himself/herself; has difficulty cutting food or using scissors; loses and forgets his/her personal effects; lacks organization; doesn't enjoy strategic or construction games; presents difficulties in writing and drawing; has difficulty catching and throwing a ball; and has difficulty pedalling a bike.





Speech Therapist, Special Education Consultant or Occupational Therapist?

The speech therapist screens, assesses and intervenes with people who present language, speech, voice, communication and/or swallowing difficulties. He/she also works with hearing-impaired individuals.

The special education consultant specializes in educational sciences. He/she assesses and intervenes with individuals likely to present, or who present, learning difficulties or disabilities in reading, writing or mathematics.

The occupational therapist assesses the consequences of a person's physical and mental health problems on his/her body movements and activity performance. He/she also assesses the effect of the environment on the performance of tasks, the characteristics of activities and routines, and the client's degree of autonomy.

References : <https://agoa.qc.ca/>, <https://www.ladoq.ca/>, <https://www.oeq.org/>

Équipe Santé mentale jeunesse
Youth Mental Health Team
CIUSSS-ODIM

Evaluation And Follow-Up

In the public sector

- Possibility of receiving an evaluation and/or a follow-up in school, depending on the school's resources and the student's needs.
- Possibility of receiving an evaluation and/or follow-up in certain programs of the health and social services network.

In the private sector

Consult the professional orders for more information.

- Association des orthopédagogues du Québec : <https://www.ladoq.ca/>
- Ordre des orthophonistes et des audiologistes du Québec : <https://www.ooaq.qc.ca/>
- Ordre des ergothérapeutes du Québec : <https://www.oeq.org/>

Livres / Books

- Bourque, S. (2014). *Laisse-moi t'expliquer... la dysphasie*. Midi Trente Éd.
- Bourque, S., & Desautels, M. (2021). *Laisse-moi t'expliquer...le trouble du développement du langage*. Midi Trente Éditions.
- Breton, S., & Léger, F. (2019). *Mon cerveau ne m'écoute pas : Comprendre et aider l'enfant dyspraxique*. Éditions CHU Sainte-Justine.
- Franklin, D. (2018). *Helping Your Child with Language-Based Learning Disabilities: Strategies to Succeed in School and Life with Dyslexia, Dysgraphia, Dyscalculia, ADHD, and Processing Disorders*. New Harbinger Publications.
- Kirby, A. (2006). *Dyspraxia : Developmental Coordination Disorder*. Souvenir Press.
- Lafay, A. (2014). *Mathis n'aime pas les maths : Une histoire sur...la dyscalculie*. Dominique et compagnie.
- Piérart, B. (2011). *Votre enfant est dyslexique : Pourquoi? Comment l'aider?* Solal Éditeurs.



Internet

- <https://www.oeq.org/>
- <https://www.ooaq.qc.ca/>
- <https://www.ladoq.ca/>
- <https://agoa.qc.ca/trouble-developpemental-du-langage/>
- <https://www.childdevelop.ca/sites/default/files/files/WAM%20LD%20handbook.pdf>
- <https://institutta.com/mediatheque/dyslexie-dysorthographe-ta>
- <https://www.dysphasie-quebec.com/>
- <https://www.asha.org/>
- <https://www.chusj.org/soins-services/T/Troubles-de-l-apprentissage>
- <https://ldaamerica.org/>

Ressources / Resources

Ligne Parents (24/7) : 1-800-361-5085, <https://www.ligneparents.com/LigneParents>
8-1-1: Info-Sociale, <https://www.quebec.ca/sante/trouver-une-ressource/consulter-un-professionnel/info-social-811/>
Tel-Jeunes (24/7) : 1-800-263-2266, text 514-600-1002, chat : <https://www.teljeunes.com/Tel-jeunes>
Jeunesse, J'écoute - Kids Help Phone (24/7): 1-800-668-6868, text : 686868, <https://kidshelpphone.ca/>
Suicide Action Montréal (24/7): 1-866-277-3553, <https://suicideactionmontreal.org/>
Amis de la santé mentale - Friends for Mental Health: 514-636-6885, <https://info@asmfmh.org>

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Please note that some information or resources may have changed since the last update (2021/08/17).

