

Speech-Language Pathology, ADHD and the Involvement of French-Language Elementary School Staff in Northeastern Ontario

Developmental language disorder (DLD) is explained by a deficiency during the acquisition of language regardless of the form (speech, sign language) in one or more domains (syntax, pragmatics, phonology, morphology and semantics) (Bishop et coll, 2016). Moreover, some research shows a concomitance between DLD and Attention Deficit Disorder, often known as ADHD. ADHD is a disorder of a neurological nature. People with this disorder may have problems with attention, hyperactivity and impulsivity, and even language and social functioning difficulties that can lead to a pragmatic disorder, a disorder of social communication. ADHD has a prevalence of about 5% in school-aged children. On the other hand, there is a lack of training for professionals in this field. In addition, there is no empirical evidence that children with ADHD are referred to services that address social communication deficits - speech-language pathology. The purpose of this study is to determine, through questionnaires, whether professionals in french language elementary schools in Northeastern Ontario have a good knowledge of the scope of practice of speech-language pathologists with respect to children who have ADHD and if children who have ADHD from these schools are referred to speech-language services.