

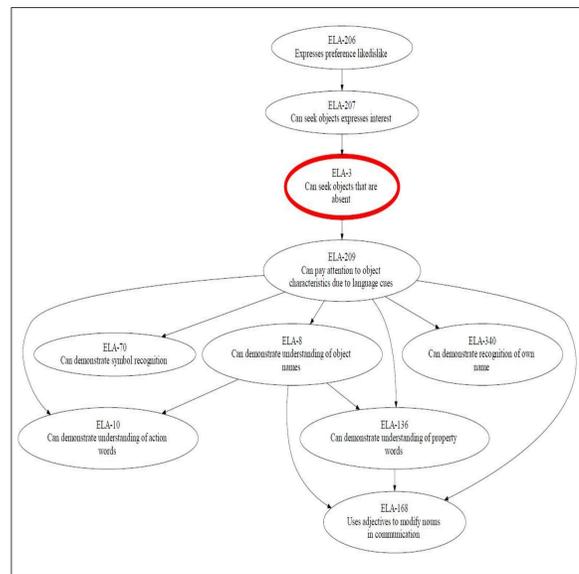
# Alternate Pathways: An Overview of Atypical Language Development in Students with Cognitive Disabilities

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## Introduction

### Dynamic Learning Map (DLM)

- Shows a learning landscape in which skills are related to multiple other skills
- Shows multiple learning pathways
- Allowing for multiple pathways recognizes that there are alternate ways to learn the same skill
- Will give teachers a clearer view of each student's knowledge if used as the basis for assessment



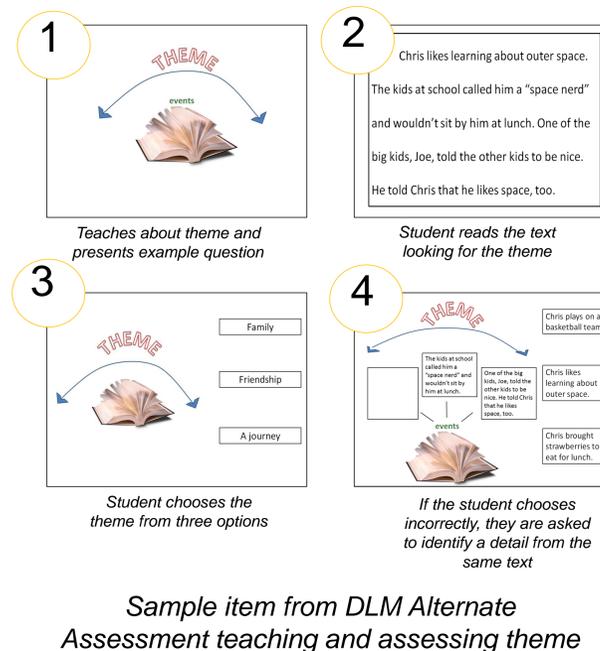
Area of DLM showing typical development of a particular skill (outlined in red)



## Alternate Assessment

### DLM Assessment

- The DLM Alternate Assessment System uses items and tasks that are embedded in day-to-day instruction, and students' learning is mapped throughout the year
- This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning
- In addition to the embedded assessment, states have the option of choosing an end of the year assessment

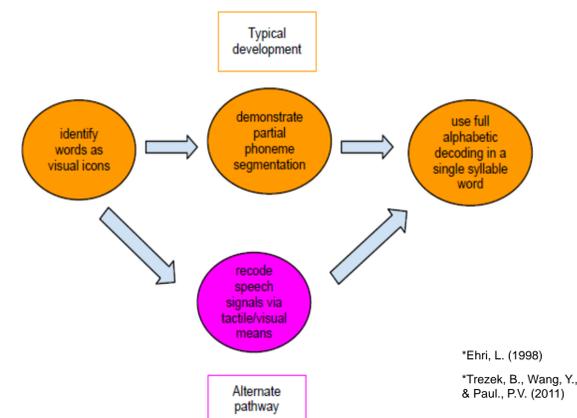


## Map

- For students with sensory disabilities, some skills need to be attained via an alternate route
- There may also be some skills that are inaccessible
- For students who are deaf, phonological awareness can be gained in a different way than hearing students
  - i.e. Speechreading, articulatory feedback, cued speech, and visual phonics

### Alternate Pathways

- Unique trajectories for skill development specific to individuals with sensory differences

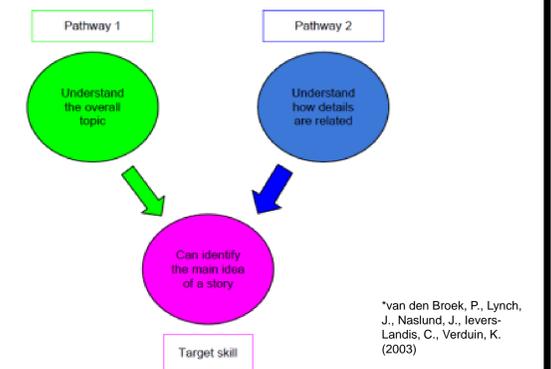


Alternate pathway for children who are deaf

## Map

### Multiple Pathways

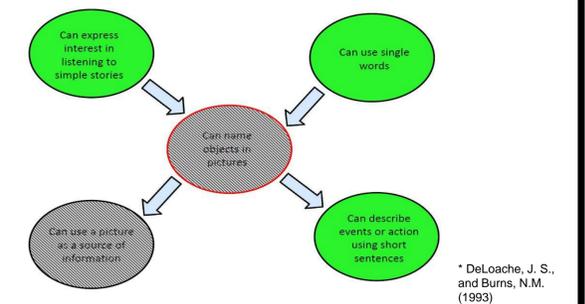
- Multiple routes for acquiring a particular target skill



Multiple pathway for typically developing children

### Inaccessible

- Skills that are not accessible due to certain sensory differences



Inaccessible skills for children who are blind

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