**Class-wide Visual Language System**

**Program Components**

**Leadership Team**  
The leadership team meets monthly and guides the implementation of the class-wide visual language system. The team is comprised of individuals with expertise in the following areas (some individuals may fill more than one role): program administration, coaching and support to teaching staff, AAC specialist, developmentally appropriate instructional practices for children with significant disabilities, and behavioral support. The team ensures that a system is developed to provide training, coaching and support to teachers, plan for family participation, and use fidelity and child outcome data to make decisions as they guide implementation. The team also makes decisions regarding the classroom-wide visual language system (symbol set, vocabulary, core boards, etc.)

**Staff Buy-In**  
All staff become involved in implementation of the visual language system (e.g., teachers, paraprofessionals, teaching assistants, SLPs, principal, etc. ) and agree to participate. The leadership team monitors and supports staff buy-in on an ongoing basis.

**Staff Professional Development and Support Plans**  
All staff must have the training and coaching/support needed to effectively implement the model. The leadership team develops strategies to provide ongoing support to staff as they implement the model.

**Behavioral Supports**

The team has competencies to support children with challenging behavior and has a resource person to offer additional assistance as needed. Visual supports are in place to prevent challenging behavior and assist children in knowing exactly what is expected.

**Classroom-wide Visual Language System**

Create and implement a classroom-wide approach for children starting to use augmentative and alternative communication with core vocabulary. Use the system throughout the day to speak AAC with all children.

**Classroom Implementation**  
Teachers are individually assessed using fidelity observation tools and then action planning occurs to identify goals for supporting teachers in reaching fidelity criteria on skills that promote engagement, interaction, and communication.

**Family Involvement**  
A variety of mechanisms are used to establish partnerships with families by sharing information, providing families with information and support in guiding children’s development of communication and language skills, and collaboratively teaming to support individual children.