



# Postsecondary Education Instructors: AAC Implementation Strategies

This should be accompanied by *Communication Partners: Introduction to ACC and How You Can Help*

## **About me:**

Full name: \_\_\_\_\_

Prefers to be called: \_\_\_\_\_

AAC Devices/System used: \_\_\_\_\_

My interests and hobbies: \_\_\_\_\_

Some daily challenges: \_\_\_\_\_

## **What is autism:**

Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. Autism looks different for everyone, and each person with autism has a distinct set of strengths and challenges.

## **What I need you to know to support me:**

A good communication partner plays an essential role in helping transition-age youth and adults with autism use AAC confidently and effectively. When communication partners use patience, curiosity and respect, they help AAC users feel heard and confident speaking up in all parts of their lives.

- **Allow AAC in all learning environments:** Ensure students can use their device during lectures, labs, discussions and exams.
- **Alternative participation options:** Allow the student to contribute through their AAC device, chat functions (in online classes) or pre-recorded responses if live timing is challenging.
- **Inclusive activities:** Make sure campus events, clubs and volunteer opportunities welcome AAC users and include access supports (quiet spaces, clear communication, device charging).

If a student needs support utilizing AAC in a postsecondary environment, they may want to reach out to the college's **disability services office**. They are responsible for helping students access accommodations for a variety of disabilities and may be able to help. Check out our [Postsecondary Educational Opportunities Guide](#) for more resources, information, and tips to include advice for obtaining services and asking for accommodations, on-campus supports, and much more.