

Cafeteria:

- Collaborate with cafeteria staff. Arrange for environmental supports that encourage independence (e.g. visuals for where to stand in line, visual menu, etc.).
- Schedule a mini field trip to the cafeteria. Have students practice standing in line, going through the lunch line, paying for food, etc.
- To prepare for the visit, obtain pictures of staff, and review with students during circle time.
- Practice the lunch routine using a classroom simulation.
- Teach social and communication strategies such as asking for help, communicating with peers, saying “no” to undesired food. etc.
- Create or volunteer for a committee to discuss inclusive menu items representative of cultures, dietary restrictions, etc.



Picture day:

- Prepare a “Picture Day” simulation in the classroom. Practice standing in line, waiting, sitting/standing on the “X” appropriately, responding to cues to smile during the photo, etc.
- If class photos are being taken, coordinate with general education teachers to ensure that your students are included with peers.
- Have a peer buddy assist your students while they are preparing for photos.
- Provide visuals of behavior expectations. Reinforce desired behaviors.

Specials (e.g. music class, P.E. art, etc.):

- Collaborate with general education staff to provide environmental supports for all students. Consider supports for physical modifications, social and behavioral expectations, structure for classroom routines, language and/or cultural considerations, etc.
- Provide visual sequence strips for routines during specials or special events. Have sequence strips be available for all students.
- Train peer buddies to provide social and communication support to students. Refer to the “Peer Buddy Guide” in Routine Essentials: Recess Routine.
- Have an assistant or other adult provide modeling of expectations, visual reminders, or reinforcement.

Field trips:

- Ensure that students in your classroom attend field trips available to their peers. Arrange for any medical or physical accommodations to ensure all students can actively and meaningfully participate.
- Prepare for field trips by practicing community outing routines such as riding on a bus, crossing the street, ordering from a menu, etc.
- Teach safety skills such as: “walk with me,” “stop,” finding a safe location/adult, identifying community symbols, etc.
- Coach caregivers prior to attending field trips and provide strategies for managing behavior in a community location.
- Provide an emergency and information packet.
- Provide visuals of behavior expectations. Reinforce desired behaviors.