

Cafeteria Survival Plan

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Design a respectful lunch access plan with available supports and choice.

A cafeteria can contain many sounds, smells and movements at once. Lunch access should not depend on enduring overwhelm. Plan with an adult who can arrange choices safely.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Map lunch access in words

Consider arrival, eating and leaving. Which moment needs a support?

Lunch moment and barrier

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Something that already helps

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Choose a lunch option

Select a feasible support to discuss; the adult checks availability and school safety procedures.

Optional choices · choose any, none or your own

- ☐ Quieter seating
- ☐ Less crowded entry
- ☐ Available noise reduction
- ☐ Planned break
- ☐ Chosen adult support

My preferred option

A backup option I accept

Optional deeper thinking · Grades 6–8

Compare two lunch access arrangements for autonomy, friendship, supervision and sensory demands.

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Plan a signal and return

Create a discreet request and decide how to return or use an agreed alternative.

My request card or signal

Adult action and my return choice

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Use a written, AAC or agreed gesture request. Describe routes and seating verbally; account for mobility and communication access.

Teacher facilitation

Do not isolate a learner against their wishes or make quieter seating a penalty. Confirm supervision, safe access and available noise-reduction choices. Never require sensory exposure as proof of effort.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.