

CHECKLIST OF TECHNIQUES & CONCEPTS TO USE AT HOME

AREA OF NEED	START DATE	
POSITIONING		
		90 Degree angles at hips, knees, ankles
		Support for feet and back
		At table or other hard surface
		Consider distractions that are visible/audible to child
		Consider ways to contain your child & reduce ability to leave the table
		Consider use of equipment and strategies to help - timers, phone books/ boxes, theraband
SCHEDULE		
		3 meals and 2-3 snacks per day at consistent times
		Meals & snacks should be about 3 hours apart
		No snacking in between scheduled eating opportunities.
		Water is allowed but not for 30 min before eating
		Meals last 25-30 min and contain 3-4 food items plus a drink
		Snacks last 10-15 min and contain 1-2 food items plus a drink
		Each meal/snack should be 25% new/non preferred foods (Maybe list) and 75 % safe/preferred foods (Yes list).
		Use same location/utensils as much as possible
		Child should help with meal prep when possible (pouring, mixing, serving, setting table etc)
NUTRITION		
		Use MyPlate as a guide when choosing foods to eat at meals. Try for 1/2 plate fruits or veggies, 1/4 of plate protein, 1/4 of plate grains or carbohydrates. Ideally at least 3 food groups at every meal. For snacks, encourage protein and fiber.
		Identify "anchor foods" from each food category (carbohydrates, protein, and fats)

		Goal of 3 meals and 2-3 snacks per day following time schedule and limiting grazing
		If further nutrition concerns - make appointment with registered dietitian in Nutrition Clinic for follow-up
STEPS TO EATING		
		Make a list of way to improve for each food on Sometimes list: being in the presence of, interaction with, smell, touch, taste, eat/swallow
		Utilize the handouts and tracking sheet during meals
FOOD CHAINING		
		Flavor mapping- what flavor does your child like?
		Transition foods- take a bite of preferred food right after bite of new food
		Flavor masking- dips!
		Stretch from familiar/preferred to a newer food by changing just ONE thing (shape, color, flavor, temperature)
LANGUAGE OF FEEDING		
		Make yes/maybe/not yet food lists
		"You can" instead of "can you"
		Describe! (the food's physical properties or your interactions with the food)
		Avoid self-fulfilling prophecies or yes/no questions
		Food Talk – (Acknowledge the challenge, Make a Reasonable request, Describe & Model, Reinforce)
		Read or create stories- books about food, social stories, make your own photo book or video, written or video journal
ABCs OF BEHAVIOR- <i>By changing what happens just before & just after an action you can make that action more or less likely to occur</i>		
		Identify BEHAVIOR- the action that you want to see more or less of
		Identify ANTECEDENTS- what happened just before the behavior you want to change.

		Identify CONSEQUENCES- what happens just after the behavior you want to change
		List positive reinforcement to increase frequency of a behavior.
		Antecedent based strategies (provide warnings/timer, schedule, choices, incorporate child's interest, avoid distractions etc.)
		Consequence based strategies (Redirect/cue, Praise/reinforce, respond in a way that does NOT maintain the challenging behavior
SENSORY ASPECTS OF EATING		
		Visual- Moving food away from the table, reducing distractions, less food on the plate)
		Smell- Describe the scent, eliminate competing scents, play smell bring
		Tactile (touch)- Have them help you cook, play with wet textures outside meal time, use a utensil
		Taste- Can we dilute the taste, consider cooking it versus keeping it raw- (Gagging- try to acknowledge and redirect)
		Auditory- Consider noise level of environment, ear plugs or headphones, minimize verbal instructions and demonstrate, use visuals, competing auditory stimuli
		Proprioception (heavy work)- Washing the table, gross motor activity prior to meal, resistive food, weighted item on lap
		Consider time of day when introducing new and non-preferred foods (are they tired, overly hungry?)
		Always allow movement before the meal (make an obstacle course to the table, have children help to set the table)
		Think of foods adults may not like and are learning about. How would you explore it first?
		Sensory based problem solving - offering a napkin/towel/tool as needed
		Sensory preparation before eating to promote seated attention
		Opportunities for messy play outside of food exploring
FEELINGS YOU BRING TO THE TABLE		

		Think about how your feelings can affect your actions and how you interact with your children
		Identify your feelings during mealtimes
		Focus on positive thoughts and successes to help with negative feelings
		Identify supports and coping strategies
SIBLING & FAMILY ISSUES		
		Same rules for everyone not just the child with feeding challenges (don't want them to feel one is better than the other because they eat
		Have a scripted response ready for well meaning friends/family who may have negative things to say (this is hard for X because, and we are working on it in therapy, etc)
		Have similar expectations for mealtime behavior for all children (sitting at table for specified amount of time, helping prep at their level)
		Explain to sibling (according to level) that all children get what they need/can handle, and children are treated fairly, but don't have to be treated equally since they are all unique and have different needs
		Do not compare siblings (e.g., "look at sibling, he/she eats carrots). Instead, focus on only what any one child is doing, separately, and celebrate their successes
		Mealtimes should not be over-focused on child with feeding issues; have pleasant non-food conversation to include everyone