

## Techniques & Concepts to Consider When Planning Your Home Program

1. Schedule-
  - a. 3 meals and 2-3 snacks per day at consistent times
  - b. Meals & snacks should be about 3 hours apart
  - c. No snacking in between scheduled eating opportunities.
  - d. Water is allowed but not for 30 min before eating
  - e. Meals last 25-30 min and contain 3-4 food items plus a drink
  - f. Snacks last 10-15 min and contain 1-2 food items plus a drink
  - g. Each meal/snack should be 25% new/non preferred foods (Maybe list) and 75 % safe/preferred foods (Yes list).
  - h. Use same location/utensils as much as possible
  - i. Child should help with meal prep when possible (pouring, mixing, serving, setting table etc)
2. Positioning-
  - a. 90 degree angles at hips, knees, ankles
  - b. Support for feet and back
  - c. At table or other hard surface
3. Steps to Eating-
  - a. Consider ways to tolerate the presence of, interact with, smell, touch, taste, eat/swallow
  - b. Utilize the handouts and tracking sheet.
4. Food Chaining-
  - a. Flavor mapping- what flavor does you child like?
  - b. Transition foods- take a bite of preferred food right after bite of new food
  - c. Flavor masking- dips!
  - d. Stretch from familiar/preferred to a newer food by changing just ONE thing (shape, color, flavor, temperature)
5. Language of Eating-
  - a. Yes/maybe/not yet foods
  - b. "You can" instead of "can you"
  - c. Describe! (the food's physical properties or your interactions with the food)
  - d. No self-fulfilling prophecies or yes/no questions
  - e. Food Talk – (Acknowledge the challenge, Make a Reasonable request, Describe & Model, Reinforce)
  - f. STORIES- books about food, social stories, make your own photo book or video. Daily reinforcement in a low pressure situation
6. Learned Behavior-
  - a. ANTECEDENT- what happened just before the behavior you want to change.
  - b. BEHAVIOR- the action that you want to see more or less of
  - c. CONSEQUENCE- what happens just after the behavior you want to change
  - d. By changing antecedents and consequences you can make the behavior more or less likely to happen.
  - e. Use positive reinforcement to increase frequency of a behavior.