### 4.1 Workshop Plan

The *Fun not Fuss with Food* workshop plan summarises all activities, resources and time required for each section/slide. This is a useful tool to help plan breaks, set up resources or use as a checklist to make sure everything is covered in the workshop.

<table>
<thead>
<tr>
<th>WORKSHOP OVERVIEW</th>
<th>SLIDE NUMBER/TOPIC</th>
<th>ACTIVITY</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators Introductions Housekeeping Evaluation Tools</td>
<td>1. Fun not Fuss with Food</td>
<td></td>
<td>2 mins</td>
</tr>
<tr>
<td>Workshop Outline</td>
<td>2. Workshop Outline</td>
<td>Ice-breaker</td>
<td>5 mins</td>
</tr>
<tr>
<td><strong>Section 1 – Nutrition</strong></td>
<td></td>
<td></td>
<td><strong>71 mins</strong></td>
</tr>
<tr>
<td>Overview of Nutrition Section</td>
<td>3. Nutrition Overview</td>
<td></td>
<td>1 min</td>
</tr>
<tr>
<td>Importance of Nutrition</td>
<td>4. Why is Nutrition Important?</td>
<td>Brainstorming short-term problems and long-term effects</td>
<td>8 mins</td>
</tr>
<tr>
<td>Safety</td>
<td>5. Safety</td>
<td>Question: How to prevent accidents whilst eating</td>
<td>1 min</td>
</tr>
<tr>
<td>My Child Doesn’t Eat Enough!</td>
<td>9. My Child Doesn’t Eat Enough!</td>
<td>Question: Signals children give when they are full</td>
<td>3 mins</td>
</tr>
<tr>
<td>Parent-Child Feeding Relationship</td>
<td>10. Parent-Child Feeding Relationship</td>
<td>Identify issues and group problem solving</td>
<td>2 mins</td>
</tr>
<tr>
<td>WORKSHOP OVERVIEW</td>
<td>SLIDE NUMBER/TOPIC</td>
<td>ACTIVITY</td>
<td>TIMING</td>
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<tr>
<td></td>
<td>BREAK</td>
<td></td>
<td>8 mins</td>
</tr>
<tr>
<td>Section 2 – Managing Behaviour</td>
<td></td>
<td></td>
<td>84 mins</td>
</tr>
<tr>
<td>Overview of Section 2</td>
<td>24. Managing Behaviour 25. Managing Behaviour Overview</td>
<td></td>
<td>3 mins</td>
</tr>
<tr>
<td>Why Problems Occur</td>
<td>28. Why Problems Occur</td>
<td></td>
<td>3 mins</td>
</tr>
<tr>
<td>Steps to Success</td>
<td>31. Road to Success 32. What Do I Do 33. Examples of Goals</td>
<td>Group activity – describe examples of goals</td>
<td>6 mins</td>
</tr>
<tr>
<td>5-Step Action Plan</td>
<td>34. Your Take Home Strategies for Action 35. 5-Step Action Plan Overview</td>
<td></td>
<td>2 mins</td>
</tr>
<tr>
<td>Step 1 – Set Rules</td>
<td>36. Step 1 - Set Rules 37. Examples of Rules</td>
<td>Group activity – develop a rule together</td>
<td>5 mins</td>
</tr>
<tr>
<td>WORKSHOP OVERVIEW</td>
<td>SLIDE NUMBER/TOPIC</td>
<td>ACTIVITY</td>
<td>TIMING</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>Strategy</td>
<td>44. How to give an instruction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>45. Continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46. Continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>47. Logical Consequence Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>48. Quiet Time Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>49. Time Out Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50. Continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance &amp; Behaviour Correction</td>
<td>51. Compliance</td>
<td>Group activity – run through the compliance and behaviour correction routine</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>52. Behaviour Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4 – Establish Mealtime Routine</td>
<td>53. Step 4 – Establish Mealtime Routine</td>
<td>Questions – What might happen when implementing division of responsibility? Group activity – strategies for putting in place “the next mealtime will be”</td>
<td>5 mins</td>
</tr>
<tr>
<td>Step 5 – Prepare yourself and your child</td>
<td>54. Step 5 – Prepare Yourself and Your Child</td>
<td></td>
<td>2 mins</td>
</tr>
<tr>
<td>Section 3 - Conclusion/Community Resources</td>
<td></td>
<td></td>
<td>8 mins</td>
</tr>
<tr>
<td>Summary of Main Content Covered</td>
<td>55. Take Home Messages</td>
<td>Group activity – reflection on key messages from today’s workshop</td>
<td>5 mins</td>
</tr>
<tr>
<td>Further Help</td>
<td>56. Where to From Here?</td>
<td>Any further questions or comments</td>
<td>3 mins</td>
</tr>
</tbody>
</table>
### 4.2 Workshop Outcomes

**Section 1 — Nutrition**

Duration: 71 minutes

**Aim** - To increase competency (knowledge, skills and attitudes) of parents with children aged 2 - 10 years in managing their child’s nutritional requirements

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Performance Indicator</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| 1. Participants to describe their child’s problem eating and mealtime behaviours | All participants will describe their child’s problem eating and mealtime behaviours | • Shared group discussion on common childhood problem eating and mealtime behaviours  
• Participants to document their child’s problem eating and mealtime behaviours on the pre-evaluation form |
| 2. Participants to record their child’s nutritional requirements | All participants will record their child’s nutritional requirements on the post-evaluation form | • Presentation of nutritional requirements for children aged 1 - 10 years  
• Shared group discussion on common concerns and consequences regarding under - or over-consumption of their child’s nutritional requirements |
| 3. Participants to describe two strategies to promote healthy foods in their child’s diet | All participants will describe two strategies to promote healthy foods in their child’s diet on the post-evaluation form | • Shared group discussion regarding strategies parents have used or are using to promote healthy foods in their child’s diet  
• Presentation of strategies for promoting healthy foods in a child’s diet |
Section 2 — Managing Behaviour

Duration: 84 minutes

Aim - To increase competency (knowledge, skills and attitudes) of parents with children aged 2 - 10 years in managing their child’s problem eating and mealtime behaviours

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Performance Indicator</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Participants to identify the origins of their child’s mealtime behaviours</td>
<td>All participants will discuss the origins of their child’s problem eating and mealtime behaviours</td>
<td>• Shared group discussion on the origins of children’s problem eating and mealtime behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presentation of why common mealtime behaviours occur</td>
</tr>
<tr>
<td>5. Participants to describe two behaviour management strategies they may use to help manage their child’s problem eating and mealtime behaviours</td>
<td>All participants will describe two behaviour management strategies for their child’s problem eating and mealtime behaviours on the post-evaluation form</td>
<td>• Presentation of causes of mealtime misbehaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group discussion on parental responses to their child’s misbehaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presentation of strategies for managing mealtime misbehaviour</td>
</tr>
</tbody>
</table>

Section 3 — Conclusion/Community Resources

Duration: 8 minutes

Aim - To increase awareness of community resources for parents with children aged 2– 10 years in managing their child’s nutritional requirements and problem eating and mealtime behaviours

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Performance Indicator</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Participants to identify if they require further professional assistance</td>
<td>• All participants will identify on the post-evaluation form if they require further professional assistance in managing their child’s mealtime misbehaviour</td>
<td>• Presentation on community resources available to families with children who are experiencing mealtime misbehaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitator’s contact numbers are provided at the conclusion of the workshop</td>
</tr>
</tbody>
</table>
4.3 PowerPoint Slides and Facilitator Notes

The section includes detailed PowerPoint Slides and Facilitator Notes required to run the workshop. In the Facilitator Notes section:

- Denotes time required for each section
- Denotes facilitator dialogue
- Denotes facilitator question
- Denotes reference to parent resources

The workshop handout can be printed from the PowerPoint presentation and instructions are included for this (see Section 4.5). A hard copy is provided in this Section.

The workshop has been developed as a Microsoft PowerPoint slide presentation. The CD ROM included in this package contains the workshop presentation, plus files containing master copies of other forms required to run this workshop. If you do not have access to PowerPoint and a data projection unit instructions have been provided to help facilitators to print PowerPoint onto overhead transparencies (see Section 4.4).
Slide 1

2 minutes

Facilitator’s Introductions and Housekeeping
Facilitators to introduce themselves and briefly describe the program outline. Housekeeping items to be clarified (i.e., breaks, location of toilets etc.). Inform participants that they will not need to take notes as the resource sheets cover much of the workshop content.

Evaluation Tools
Facilitators may find it easier to instruct participants individually as they arrive and register for the session regarding the evaluation tools. However, if this has not been done, then discuss the evaluation tools, and have the participants take 5 minutes to complete the pre-evaluation tools before you commence the session.
Workshop Outline

Slide 2

5 minutes

**Workshop Outline**
The purpose of today’s workshop is to provide parents with information and strategies to assist them in addressing their child’s problem eating and mealtime behaviours. There are three main sections to today’s workshop.

- **Section one** will provide you information on children’s nutritional requirements.
- **Section two** is the behaviour management component of the workshop and covers common meal time problems, steps to success and managing meal times.
- **Section three** will provide information on available community resources and where you may go if you require further help.

**Ice Breaker**
Before we start discussing childhood nutrition we would like to gain an idea of what the group members needs are and what they would like to gain from this workshop.

**Facilitator to ask participants:**
‘Introduce yourselves and briefly describe your child’s problem eating and mealtime behaviours, and the age of your child.’ And, ‘what would you like to get out of this session.’
Nutrition Overview

- Importance of nutrition
- Safety
- Parent–child feeding relationship
- Nutritional needs
- Food refusal

Slide 3

1 minute

Nutrition Overview

The first section of the Fun not Fuss with Food workshop is about nutrition and will cover three main areas:

- The importance of developing good eating habits in childhood
- Safety issues regarding eating
- The parent-child feeding relationship
- What your child’s nutritional needs are and how you can ensure that you meet them
- Look at some common problem eating situations and propose ways to deal with them
Why is Nutrition Important?

- Lifelong eating habits formed
- By 12 months should be eating a variety of foods
- Short-term problems
- Long-term effects
- Variety encourages adventurous eating habits

Why is Nutrition Important?

Good nutrition is really important. Lifelong eating habits are formed in childhood, so it is vital that your child develops a healthy relationship with food at an early age. Research has shown that dietary habits established in childhood often persist into adulthood. As parents you want to ensure that your children like to eat, enjoy food and don’t see food as threatening or as a reward.

By the time your child is 12 months old, he or she should be eating a variety of foods. What does that mean? Foods from all food groups should be included, so your child’s diet will contain small serves of meats, vegetables, fruits, breads and cereals and dairy foods such as milk, cheese and yogurt. Exposure to new foods encourages adventurous eating habits and your child will be more confident making food choices.

Poor nutrition in children leads to common childhood nutrition problems such as constipation and iron deficiency anaemia. Also, if inadequate food is consumed children do not have enough energy to explore, discover and learn as they should. In addition they may not progress optimally in the long term, in areas such as motor development (movement, motor skills), physical development (height and muscle development) and cognitive development.
Facilitator to ask participants:
‘What are some of the short–term problems and long–term effects of poor nutrition in children?’

Possible responses:
Possible responses include short-term consequences that may range from constipation, lethargy, irritability, iron deficiency, and decreased immunity. Long-term consequences include obesity; osteoporosis, not achieving full growth potential, heart disease, and diabetes (see section 2.1).
Safety

• Children under 4 years are not able to chew thoroughly
• Take extra care with popcorn, nuts, carrot, apple and raw vegetables
• Supervise eating
• Ensure child is seated when eating
• Become a role model

Slide 5

1 minute

Facilitator to ask participants:
“In what ways can we prevent accidents whilst eating?”

Try and supervise when your child is eating, but do it in a non-threatening way. Sit down with them and include your child in conversation whilst you eat with them. Make a rule that eating is to be a sit-down activity, to prevent accidents with food or unintentional swallowing of large pieces of food. Try role modelling sitting and eating, so that your child will learn that eating is a sit-down activity for all family members. In summary, it is important that as a parent we supervise our child when they are eating, and that we ensure their chewing skills are developed sufficiently to cope with hard foods. However, on the other hand, we know that children need to chew harder foods to develop their oral skills. We will discuss this more in the next section.
Oral Skills

- Did you know that hard, crunchy foods are better for your child’s speech development than soft, mushy foods?
- Chewing softer foods such as banana, mashed vegetables and custard, means that these oral muscles don’t have to work as hard.

Slide 6

2 minutes

Oral Skills
Chewing harder foods such as carrots, celery and apple, means that your child’s lips, tongue and jaw are all working together. Crunchy foods also leave crumbs in the mouth that your child’s tongue has to clear away. Chewing these foods means that all the muscles used for speech are being exercised well. Softer foods can be swallowed in one easy tongue movement; therefore, not all the muscles for speech are being exercised.

Facilitator to ask participants:
‘Has anyone noticed with their own children or with other children, that the child may have problems chewing certain foods, and subsequently may have problems with speech development?’
Gagging

- Gag: is a protective mechanism and reduces in sensitivity as we get older

Slide 7

2 minutes

Gagging

Gagging is a protective mechanism that reduces in sensitivity as we get older.

Facilitator to ask participants:

‘Is this a problem for anyone?’

What we do know is that often when parents start to introduce lumpier textures to their child’s diet, they may notice their child gagging. As a result of the gagging, the parent may become overly concerned and revert back to the pureed or soft textured foods, rather than progress. What this then leads to is a delay in progressing through the essential food textures.
Texture Transition Guide

1. Strained foods
2. Thickened foods
3. Mashed early solids
4. Lumpy solids
5. Textured early solids
6. Easy chewy solids
7. Combination foods
8. Difficult chewy foods

Slide 8

3 minutes

Texture Transition Guide

It is important that children get the right sort of food textures at the appropriate times so that their oral muscles are exercised appropriately, and that they get plenty of practice so that they can move on to the next type of texture.

Note to facilitator:
Refer parents to Fact Sheet 1 for a detailed texture transition guide providing explanations of the various textures as well as examples of different textured foods.

Facilitator to ask participants:
‘What might the implications be for children who are unable to progress through the essential food textures?’
Children who have difficulty in progressing often stay either on a pureed or soft diet or skip some of the transitions and will eat some difficult chewy foods such as biscuits. However, these children may have difficulty eating stews or combination foods. There are a number of possible causes for children not progressing with their transition of solids. These include:

- children who have had previous difficulty with lumpy or chewy foods and may be reluctant to try again
- children who have difficulty breaking down the lumpy or chewy food
- children who have difficulty using their tongue to move the lumps in their mouth.

If your child has difficulty in progressing through the textures, find out where the difficulty lies (for example, progressing onto lumpy solids) and recommence the transition process, by introducing foods of the required textures.

Children who are unable to progress through the textures will probably experience limited food choices and, therefore, may limit their consumption of essential nutrients. For some children there may also be a link between difficulty in progressing through food textures and delays in their speech and language development.

Some ideas for recommencing the transition process include:

- Thicken smooth solids first.
- Maintain the smooth consistency then gradually add soft, small lumps.
- Start mealtime with smooth food, then offer a few mouthfuls with lumps. Finish with the smooth consistency.

Feed lumpy solids to the side of the mouth so that any lumps can be broken down more easily before swallowing.

**Note to facilitator:**
*Refer parents to Fact Sheet 2 for ideas on how to progress from smooth to lumpy solids.*
My Child Doesn’t Eat Enough!

- Hunger alert is an inbuilt mechanism
- Healthy children will never starve themselves
- Increasing interest in surroundings
- Growth slows
  - 0 – 1 year weight triples
  - 1 – 5 years only gain 2 kg/year

My Child Doesn’t Eat Enough!

Children have an in-built hunger alert and satiety mechanism, so they know when they are hungry and when they are full and they eat accordingly. **A healthy child will never starve itself, so trust your child to eat enough.**

Toddlers are also developing their independence and interest in their surroundings, so suddenly food isn’t so important. Fussy eating is an indication of a child developing independence.

After infancy a child’s growth rate slows. From birth to 12 months a child’s weight triples, yet from 1 – 5 years the weight gain is only 2 kg each year. As their growth slows down, their appetite decreases too.

Facilitator to ask participants:
What are some of the signals children give when they are full?
Infants and children indicate fullness in a number of ways. Infants will pull off the breast or bottle, or turn their head away from the nipple or teat. Infants and children may clamp their mouth shut or turn their head away when offered food. They may also push the bowl or food away from the table or highchair.

**Note to facilitator:**
Parents often express concerns that their child is never hungry and that it is an ongoing battle to get their child to eat. There are some medical conditions that result in decreased appetite (for example, iron deficiency anaemia). Therefore, it would be important to first correct the underlying medical condition before starting on a behavioural management program. We recommend consulting an appropriate medical professional. Supplements (such as vitamins and minerals) should only be prescribed based on clinical findings from a health professional.
Parent–Child Feeding Relationship

- Parents are responsible for providing the food and setting up a pleasant eating environment
- Child is responsible for deciding how much they eat

Slide 10

2 minutes

Parent–Child Feeding Relationship

The philosophy behind this workshop is based on the parent–child feeding relationship.

- The parent–child feeding relationship recognises the importance of both the parent and child in the complex process of eating and mealtimes.
- You can help your child maintain some ownership of his or her eating by maintaining the parent–child feeding relationship. You put the food on the table and help your child to get served, or present a plate to your child with several foods on it, such as some meat, vegetables and some bread, pasta or rice depending on the meal. Then you turn the rest of the meal over to them.
- It is a division of responsibility in feeding. You are responsible for what your child is offered to eat, when the food is offered and for making mealtimes pleasant. Your child is responsible for how much, or even whether they eat. So that your child can master his or her eating while you provide opportunities to learn, give support for exploration and address any misbehaviour promptly and consistently.
Facilitator to ask participants:
‘Do you have any questions or concerns regarding the division of responsibility?’
and ‘How as parents/carers can we address these concerns?’

In today’s session you will take home with you some strategies that will assist you to achieve the parent–child feeding relationship during mealtimes.

Note to facilitator:
At this stage parents may express their fears and concerns about this concept. It is important to recognise their fears and concerns. However, reassure participants that by the end of today’s session they will have learnt information and strategies that will enable them to strengthen the parent-child feeding relationship.
Tips for Child-Friendly Meals

- 5 to 6 small meals each day
- Eat with family and eat same foods (be a role model)
- Minimise distractions
- Provide choices
- Don’t fill the plate – serve the amount you think they will eat
- Try serving the main meal at lunch time
- Get children involved in food preparation

Parents and health professionals have prepared the following tips for child-friendly meals. You may have already tried some of these tips with varying degrees of success.

- Children have small stomachs so provide five–six small nutritious meals each day at regular times. It will be difficult to achieve children’s daily nutritional requirements with only three meals per day. Large meals are not appropriate, as children will stop when they are full. Eat with your children at the table and eat the same foods. Be a good role model for your child to copy.
- Meal times should be happy, social occasions free from stress and distractions. Turn off the TV and put away anything else on the table unless needed for the meal.

Note to facilitator:
Refer parents to Fact Sheet 5 for useful tips on child friendly meals.
Facilitator to ask participants:
‘Can anyone in the group give some examples of distractions that you use in an attempt to get your child to eat more?’

- Research has shown that distracters may, in the short term, assist your child to eat more. But in the long term distracters maintain fussy eating behaviour. Remember the point we made earlier in this session about children’s inbuilt hunger and satiety mechanism? Distracters serve to over ride the child’s hunger and satiety mechanism.
- For example, the child becomes distracted and is therefore unable to act on messages of fullness. Distracters also prevent parents from acknowledging their child’s signs of fullness.
- Provide choices, especially at snack times. Limit choices to two, for example, offer your child a peanut butter sandwich or a ham sandwich. This allows your child to develop a sense of responsibility and ownership of their choices at an early age. You can also do this at meals if you serve the foods in dishes in the centre of the table and allow everybody to self-select.
- Serve child-size meals – as a rule of thumb, allow one tablespoon of each food for each year of life. So your two-year old may have 2 tablespoons of potato, 2 tablespoons of meat and 2 tablespoons of vegetables on their plate followed by 2 tablespoons of fruit. For new foods, very small amounts (e.g. 1 teaspoon) should first be offered.
- For the older child, approximately 4 tablespoons of each food would be more than enough.
- If suitable, you can try serving your child’s main meal at lunchtime, as your child often has more energy at this time of day than in the evening. Based on your own family lifestyle you will decide the most appropriate time for serving the main meal.
- Children who are allowed to assist in food preparation not only learn new skills (such as washing, cutting, mixing, measuring and stirring) they may also be more adventurous in food tasting.

Facilitator to ask participants:
‘Are there other tips that you would like to share with the group?’
Role Modelling

- Parents, siblings and peers as role models
- Repeated exposure to initially disliked food can breakdown resistance
- Forcing food will decrease the liking for that food

Slide 12

2 minutes

Role Modelling
Children are more likely to eat in emotionally positive atmospheres. Siblings, peers and parents can act as role models to encourage the tasting of foods. As a parent you can role model healthy eating behaviours by eating a wide range of healthy food.

Have healthy choices available to your child. Let them see you eat the foods you would like them to eat. Children will learn to do as you do rather than as you say, so try to set the kind of example you would like them to follow. The more they see you role model healthy eating behaviours the more likely your child will start to breakdown their resistance to the food.

Forcing a child to eat a particular food will decrease the liking for that food.

Facilitator to ask participants:
What are some strategies you use or could use to expose children to the foods we would like them to eat?
It is important that we find a balance – between exposing the child to the food you would like them to eat and not forcing them to eat the food.
Daily Nutritional Needs

Number of serves recommended per day for young children

Slide 13

1 minute

Daily Nutritional Needs
The Australian Guide to Healthy Eating has been developed for the Commonwealth Department of Health and Family Services and is based on recent research in nutrition.

Note to facilitator:
Refer parents to the back of the parent resources folder for a copy of The Australian Guide to Healthy Eating.
Guide for Children (1 - 3 years)

<table>
<thead>
<tr>
<th>Food</th>
<th>Serve Size</th>
<th>Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breads, cereals, rice, pasta, noodles</td>
<td>1 slice of bread (all types) 1/2 cup breakfast cereal 1/2 cup cooked rice, pasta, noodles 1/2 cup cooked porridge 1/4 cup untoasted muesli</td>
<td>6 child serves</td>
</tr>
<tr>
<td>Vegetables, legumes (try different colours)</td>
<td>1/4 cup cooked vegetables 1/2 cup salad vegetables 1/2 small potato 2 tbsp cooked baked beans, legumes, lentils</td>
<td>6 child serves</td>
</tr>
<tr>
<td>Fruits (fresh is better than juice)</td>
<td>1 small piece fruit eg. small apple, banana, orange 1/4 cup fruit juice</td>
<td>4 child serves</td>
</tr>
</tbody>
</table>

Slide 14 and 15:

10 minutes

Guide for Children (1 – 3 years)

There are currently no national recommendations for serve sizes for 1 – 3 year olds. As a result, suggested sample servings were developed for this age group. It is imperative that parents are made aware that these suggestions are a guide only. Every child is different, and their activity and growth rate changes from day to day. The main focus should be on the introduction of a healthy eating pattern and family meal acceptance rather than on serves.

Due to the eating habits of this age group ‘child size serves’ were developed, using the Australian Guide to Healthy Eating standard serve sizes as the basis. The reference group felt ‘child size serves’ were more indicative of the amounts actually consumed by this age group. Please refer to section 2.4 for more information relating to the rationale for inclusion of serve sizes for 1 – 3 year olds.
<table>
<thead>
<tr>
<th>Food</th>
<th>Serve Size</th>
<th>Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dairy foods</strong> (reduced fat varieties are not suitable for children under 2 years of age)</td>
<td>125ml (small glass) milk 125ml soy milk 20g (small slice) cheese 100g (1/2 small container) yoghurt 125ml custard</td>
<td>4 - 6 child serves</td>
</tr>
<tr>
<td><strong>Meat and meat alternatives (trim fat from meat where possible)</strong></td>
<td>1/4 cup cooked baked beans, legumes, lentils 1 medium egg 30 – 50g meat (1 small chop, 1/4 cup mince, 1 slice of roast meat, chicken) 40 – 60g cooked fish 1 tablespoon peanut paste</td>
<td>1 child serve</td>
</tr>
</tbody>
</table>
Guide for Children (4 - 7 years)

<table>
<thead>
<tr>
<th>Food</th>
<th>Serve Size</th>
<th>Serve</th>
</tr>
</thead>
</table>
| Breads, cereals, rice, pasta, noodles | 2 slices of bread (all types)  
1 cup cereal  
1 medium bread roll  
1 cup cooked rice, pasta, noodles  
1 cup cooked porridge       | 3 - 4 serves |
| Vegetables, legumes (try different colours) | 1/2 cup (75g) cooked vegetables  
1 cup salad vegetables  
1 small potato  
1/2 cup cooked baked beans, lentils | 4 serves |
| Fruits (fresh is better than juice) | 1 medium piece fruit eg. apple, orange, pear, banana  
2 small pieces of fruit eg. apricots  
1 1/2 tablespoons sultanas  
4 dried apricot halves  
1/2 cup (125ml) fruit juice | 2 serves |

Slide 16 and 17:

10 minutes

Guide for Children (4 – 7 years)
The following Guide from the Australian Guide to Healthy Eating provides information about the amounts and kinds of food that your child will need to eat each day to get enough of the nutrients essential for good health and well-being. Healthy eating habits developed in childhood will have long-term health benefits for your child. This guide is suitable for children aged between 4 and 7 years.

The guide is used as a benchmark or a goal for healthier eating. Some days your child may not achieve the number of serves from each food group in one day. However, if you measure the number of serves over a number of days you will gain a better understanding of whether your child is eating the suggested number of serves.

Note to facilitator:
Refer parents to Fact Sheet 4 for suggested daily serves for 8 – 11 year olds.
### Guide for Children (4 - 7 years)

<table>
<thead>
<tr>
<th>Food</th>
<th>Serve Size</th>
<th>Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dairy foods</strong></td>
<td>1 cup (250ml) of milk, 2 slices (40g) cheese, 1 small tub (200g) yoghurt, 1 cup of custard, 1/2 cup evaporated milk</td>
<td>3 serves</td>
</tr>
<tr>
<td><strong>Meat and meat alternatives</strong></td>
<td>65 – 100g cooked meat or chicken (2 small chops, 1/4 cup mince, 2 slices roast meat), 80 – 120g cooked fish, 2 small eggs, 1/2 cup cooked legumes, 1/3 cup nuts</td>
<td>1/2 - 1 serve</td>
</tr>
</tbody>
</table>
Drinks

- Encourage water as a drink
- Limit juice to 1 glass per day
- Limit milk to 2 glasses per day
- Limit cordial and soft drinks

Slide 18

2 minutes

Drinks

- Encourage water as much as possible and make cold water easy to access.
- One glass of juice per day is enough and equals one piece of fruit.
- Keep milk intake to two glasses per day.
- Children fill up quickly on fluids and may compromise their intake of other foods.
- Limit cordial and soft drinks to occasional drinks only.

Note to facilitator:
Refer parents to Fact Sheet 3 for detailed information on healthy snack and drink ideas for children.
Keeping a Food Diary

• Record all foods and amounts eaten as meals and snacks
• Record behaviours
• Try to keep for at least 1 week, aim for 2 weeks
• Check to see if all food groups have been covered in correct amounts

Slide 19

2 minutes

Keeping a Food Diary
You can try keeping a record of everything your child eats over a couple of weeks. Include all meals and snacks in and outside the home. Also record any behaviours that accompany eating. After one or two weeks, look over what you have written down and check that all food groups are covered in the sufficient amounts over the period the record was kept. Look for any areas in the diet that need attention and any links to fussy behaviour.

Note to facilitator:
Refer parents to Worksheet 1 for a blank copy of a food diary. Fact Sheet 3 also makes reference to this activity.
When a child refuses a meal

**Check:**
- recent snacks
- drinks
- family situation
- activity
- illness
- time

‘No!’ ‘Yuk!’

- If your child refuses a meal there may be a valid reason. Stop, and think about any recent snacks your child may have had, and whether that would have given them enough energy?
- Did they have a drink recently, which may have filled them up?
- What activity were they doing – was it new and interesting or a favourite that is hard to drag them away from?
- What is the family doing – are you singling out the child for a special meal?
- Is it the normal time for a meal or is your child ill?
- Also, children’s likes and dislikes change rapidly. Acceptance of food can depend on texture, taste, temperature and appearance of food.
- Take a moment to think about WHY your child may be refusing a meal before you act.
My Child Won’t...

- Eat vegetables
  - consider the flavours, try raw, add to foods they will eat such as pizza, rissoles, spaghetti bolognaise
- Drink water
  - serve cold, make interesting ice cube shapes, don’t add flavouring
- Drink milk
  - try yogurt, cheese, flavoured milk or smoothies

Won’t eat vegetables – consider the flavours, are they too strong, would you eat them? Try raw vegetables with healthy dips, or add to other foods that they enjoy such as pizza, rissoles and spaghetti bolognaise. You may have more success if you let your child help to prepare the vegetables. Allow your child to experiment with vegetables. A taste does not always lead to a swallow. The ‘one bite’ policy is also a good technique and the child will eventually realise that the vegetable is actually edible.

Won’t drink water – encourage water and make sure it is easy to access, serve it cold with interesting ice cube shapes added. Leave the cordial in the back of the cupboard or on the supermarket shelf. As parents you need to role model water drinking yourself. Evidence suggests that parents who drink water have children who drink water.

Won’t drink milk – try other dairy foods such as cheeses and yogurt. Children usually like soft cheeses and flavoured yogurts (usually without the fruit bits). You can also make flavoured milk with Milo, Actavite or Ovaltine and smoothies with milk and fruit or yogurt.

Note to facilitator:
Refer to Fact Sheet 5 for a handy table highlighting the various reasons why children won’t eat.
My Child Won’t...

• Eat meat
  – try soft meats such as mince or stewed meats, give egg, peanut paste or grains with legumes instead

• Try new foods
  – needs to be introduced up to 30 times in as many meals – “park the food”

• Eat dinner because they eat too much at snack times
  – use nutritious foods, may serve main meal late afternoon

My Child Won’t...

- Won’t eat meat – Some cuts of meat may be too tough or dry for children to chew properly. You can try softer cuts such as mince or thinly sliced meat in sandwiches. Other foods can take the place of meat, so include eggs, peanut paste, nuts or combinations of legumes and grains such as baked beans on toast, hommos with pita bread, or kidney bean tacos or tortillas.

- Try to persevere when offering new foods to your child. Be comfortable with the concept of PARKING the new food, that is, placing the new food on the plate with no expectations that the food will be eaten. Research suggests that children need to be offered new foods up to 30 times before they will accept them. Food refusal is not necessarily about the child disliking the taste of the food. Most children accept most foods eventually. Allow them to touch, smell or manipulate the new foods. Children need to become familiar with colour, texture and smells even before attempting to taste the new food. If your child develops a sudden preference for only a limited range of foods, this is normal. Continue to offer a variety of foods at each meal and the child’s range of foods eaten should increase again with time.

- Eats too much at snack times – snack times are meal times for children. Ensure snacks are nutritious, so serve fruits or vegetables with wholegrain breads or crackers. Snack times such as afternoon tea may be when your child is at their hungriest. You can serve a small meal (equivalent of a dinner) at this time if it is convenient.
Remember

• Children will eat when they are hungry
• Serve small portions over 5 – 6 regular meals
• Food refusal is normal in toddlers
• Do not worry about one day’s poor eating
• Do not worry if your child is healthy and growing normally

Note to facilitator:
Refer parents to Fact Sheet 6 for positive tips, great games and activities to have fun with food because food doesn’t have to be a battle zone.
Managing Behaviour

Slide 24

1 minute

Managing Behaviour
The aim of this section is to describe the common types of problem eating and mealtime behaviours commonly seen in children and why they occur. In this section we will also describe some take home strategies that will assist you in managing your child’s behaviour.

Managing Behaviour Overview

- Common mealtime problems
- Steps to success
- Managing mealtimes
Managing Behaviour Overview
In this segment of the workshop we will be focussing on discussing common fussy eating behaviours. We will also be covering some behaviour management strategies and developing a plan of action for you and your child. We will be discussing:
1. Common mealtime problems
2. Steps to success
3. Managing mealtimes (from the time you ask them to come to the table, to the time you ask them to leave).

Facilitator to ask participants:
‘What are some common mealtime problems?’
Note to facilitator:

Write down participant responses on the whiteboard. This serves as a reminder for the facilitator to identify the range of behaviours evident within the group.
Common Mealtime Problems

- Refuse to come to table
- Leave table during meals
- Complain about food
- Play with food
- Refuse to feed themselves
- Eat very slowly
- Are fussy about what they eat
- Fighting at the table with siblings

Slide 27

2 minutes

Common Mealtime Problems
As you can see from our discussion and this slide, children display a range of problem eating and mealtime behaviours. These include:

- refusal to come to the table
- leaving the table during meals
- complaining and whining about food
- fighting at the table with siblings, playing with food
- refusal to feed themselves
- eating very slowly
- generalised fussiness about what they eat
- fighting at the table with their siblings.

There are other behaviours that have not been included in this list, however, these behaviours are commonly reported by parents. Some children display two or more of these behaviours.
Why Problems Occur?

- Unrealistic parental expectations or beliefs (e.g., of what/how much children should eat)
- Variation of appetite/taste
- Lack of routines
- Parents' reactions (e.g., accidentally rewarding a child with attention)

There are a number of reasons why problem eating and mealtime behaviours occur. These include:

- Unrealistic parent beliefs or expectations (for example, ability to sit for long periods, what children should eat). Problems can arise when parent beliefs are challenged. It is important for parents to recognise if their beliefs are unhelpful. Ask parents to think back to when they were children. Everyone has a story such as ‘I hated brussel sprouts’, ‘I was made to eat everything on my plate’. How we were parented often influences how we parent.

- Variation in appetite – children experience changes in growth patterns and energy needs throughout their growing years. They are also experiencing changes in taste and develop strong preferences. This is often linked with growing levels of independence.

- Lack of routine – children are less likely to misbehave if there is a predictable and consistent environment. This means a mealtime routine should be established.

- Mealtime problems can also occur if a child is provided with lots of attention when he/she does not eat or misbehaves at mealtime, or if they receive little attention for appropriate mealtime behaviour.
Common Reactions

- Anger
- Frustration
- Annoyance
- Yelling
- Coaxing
- Threatening
- Reasoning

Rewarding responses

Slide 29

4 minutes

Common Reactions
Parents may respond in a number of ways when children are not cooperative during mealtimes. These responses could be verbal, physical (this includes body language) and emotional.

Though understandable, many of these parent responses may inadvertently reward and therefore maintain the problem behaviour.
Strategies for dealing with
difficult mealtime behaviour

- Stay calm
- Replace unhelpful beliefs
- Pay attention to positive behaviours

Facilitator to ask participants ‘Why is it good to ignore?’.
‘How can we deal with some of these feelings that arise when our children exhibit
difficult mealtime behaviour?’.

Let’s look at some strategies you can use to help you deal with your feelings:

- **Stay calm**
  Look at how to stay calm. Use some calming strategies such as relaxation,
deep breathing and distraction.
  Ask, ‘What does calm look like?’ Imagine you are at home, faced with an
eating or mealtime behaviour that has been distressing you in the past. You
have decided to try to stay calm. ‘What impact will staying calm have on your
child’s behaviour?’ Warn parents that staying calm is a skill to be learned, and
will take time.

- **Examine your beliefs and expectations**
  *Step 1.* Identify any unrealistic beliefs or expectations about mealtime
  behaviours (for example, ‘I am a bad parent if my child refuses to eat’). Ask
  yourself, “How does this belief make me feel and react?” (for example, some
  parents may feel worthless, guilty, helpless, or have a sense of failure.)
  *Step 2.* Challenge the unrealistic beliefs or expectations by asking “Is this
  belief helpful?”
  *Step 3.* Replace the unrealistic belief or expectation with a more helpful one
  (for example, ‘I’ll be disappointed if my child doesn’t eat the meal, but
  ultimately it is up to him/her’).
• **Selectively attend to your child’s behaviour**
  Remember, paying attention to a child’s problem behaviour is a rewarding response.
  By focusing on the negative behaviour and ignoring or forgetting to focus on the positive behaviour, the negative behaviour is rewarded.
  Therefore, pay attention to (i.e., reward) positive mealtime behaviours.
  When the problem behaviour is ignored, it will often get worse before it gets better.
Road to Success

Slide 31

1 minute

Road to Success
We know that often all it takes is a few well planned steps to improve meal time behaviour.
What Do I Do?

• Set a goal
• Identify what changes you would like to see in:
  – your child’s behaviour
  – your behaviour
• Develop an action plan
• Monitor to evaluate success

Slide 32

2 minutes

What Do I Do?

• Setting a goal allows us to get an idea of where we want to head – if you like, a destination. Without a destination, how do we know we have actually arrived – or achieved our goal?
• Firstly it is important to identify what changes you would like to see in your child’s behaviour and your behaviour. Your goal statement should be worded positively and be achievable.
• Then develop a plan of action to achieve the goal.
• It helps to monitor your progress towards achieving your goal. Monitoring also helps you to identify any patterns of misbehaviour your child may be displaying. For example, you may have a child who refuses to try any new foods. You may have set a goal for your child’s behaviour, ‘Amy to try one new food each week’. A goal for your behaviour may be ‘I will stay calm during mealtimes’. Monitoring your child’s and your own behaviour allows you to see if you are in fact on track.

Note to facilitator:
Refer parents to Fact Sheet 7 for a simple guide on goal setting.
Examples of Goals

• ‘Jamie to try one new food each week’
• ‘Amy to sit at the table when asked’
• ‘Will only offer milk via a cup’
• ‘Mum to praise good eating behaviours’
• ‘Emma to remain at the table until everyone is finished their meal’
• ‘Dad to remain calm when misbehaviour occurs’

Facilitator to ask participants:
‘Are there examples of other goals you may have in mind for you or your child’s behaviour?’
Your Take Home Strategies for Action

We will now discuss and demonstrate some strategies that aim to positively reinforce the behaviour you would like to see more of, and to deal immediately and consistently with your child’s undesirable behaviour. It’s good to remember that parents can use these for a whole range of behaviours, not just fussy eating behaviours.
5 – Step Plan to Achieving Your Goals - Overview

There are five steps to achieving your goals. These are:

- Set rules
- Reward positive behaviour
- Implement strategies for managing misbehaviour
- Establish mealtime routine
- Prepare you and your child

Each of these steps will now be described in more detail.

Note to facilitator:
Refer parents to Fact Sheet 8 for steps 1 – 2 of the five step plan to achieving your goals.
Step 1 – Set Rules

• Prepare and explain 2–3 simple rules
• Phrased positively: describe the mealtime behaviour you would like to see
• Involve your child in developing the rules
• Need to be fair, everyone to follow them

Facilitator to ask participants:
‘Let us develop a rule together. If your child constantly whines during mealtimes, what rule could we use to address this problem?’.
Examples of Rules

- ‘Wash your hands before coming to the table’
- ‘Sit at the table until you are excused’
- ‘Eat with your spoon or fork’
- ‘Keep your hands and feet to yourself’
- ‘Use a pleasant voice’
- ‘Eat meals at the table’
- ‘Mealtimes will finish in x number of minutes’

Slide 37

2 minutes

Examples of Rules

Some examples of rules include:

- ‘Wash your hands before coming to the table’
- ‘Sit at the table until you are excused’
- ‘Eat with your spoon or fork’
- ‘Keep your hands and feet to yourself’
- ‘Use a pleasant voice’
- ‘Eat meals at the table’
- ‘Mealtimes will finish in x number of minutes’
Step 2 - Reward Positive Behaviour

- Be descriptive and specific in your praise
- Link rewards with rules you have set
- Use a behaviour chart for motivation

Slide 38

4 minutes

Step 2 - Reward Positive Behaviour
This can be achieved in a number of ways:
- Be descriptive and specific in your praise of appropriate child behaviour
- Use nonverbal attention such as a wink, smile, nod or touch
- Use a behaviour chart for motivation

Facilitator to ask participants:
‘Who uses descriptive and specific praise?’
‘Why is praise important?’
‘What are some examples of effective praise statements?’
Examples of Descriptive Praise

- ‘Well done for trying the new food tonight Jamie’
- ‘I like it when you sit at the table Amy’
- ‘You are drinking so well from the cup Jamie’
- ‘That’s the way to hold your fork, well done’
- ‘You are chewing nicely with your mouth closed’

Facilitator to ask participants:
‘What do you notice about these statements?’ ‘That’s right, they all describe the behaviour you like.’
Behaviour Charts

- Pick a behaviour reflective of your goals (one behaviour at a time)
- Phrase positively
- Be specific
- Involve child
- Agree on rewards (short term and backup)
- Do not remove rewards that have been earned
- Only short term – to be phased out

Slide 40

5 minutes

Behaviour Charts

Behaviour charts are an effective way of encouraging and motivating your child to change their own behaviour. There are some simple steps to ensuring the effectiveness of your child’s behaviour chart. These are:

- Pick a behaviour reflective of your goals (one behaviour at a time)
- Phrase the behaviour positively
- Be specific
- Involve the child – allow your child to take ownership of the chart by selecting the stamps and stickers
- Agree on two types of rewards (short-term and back-up) - important to use activity based rewards versus food based. Examples of goals:
  - Short-term – stamp or sticker each time behaviour occurs
  - Back-up – exchange two stickers for extra story at bedtime, trip to the park
- Make back-up rewards harder to achieve eg. 3 stamps to exchanges, then 4.
- Do not remove rewards that have been earned.
- Behaviour charts should only be used for a couple of weeks – to be phased out when behaviour occurring frequently.

Note to facilitator:

Refer parents to Fact Sheet 8 for a step-by-step guide to behaviour charts. It would be worthwhile referring to the fact sheet when discussing this slide.
Worksheet 2 provides a colouring activity for the child to take ownership of the behaviour chart.

Facilitator to ask participants:
- ‘What are some potential problems with behaviour charts?’

Responses may include:
- My child doesn’t like the rewards or is not interested
- Inconsistent implementation
- Inconsistency between partners
- Unrealistic or poorly defined goal
Step 3 – Overview of Strategies for Managing Misbehaviour at Mealtimes

- Allow natural consequences to take effect
- Planned ignoring for minor misbehaviour
- Use clear, calm instructions
- Back up your instructions with logical consequences, quiet time or time out

Note to facilitator:
Refer parents to Fact Sheet 9 for steps 3 – 5 of the five step plan to achieving your goals.
Natural Consequence Strategy

- Use Natural Consequences
  - Occur naturally, without intervention from parent
  - Contained within the problem
  - Contain a learning opportunity
  - DO NOT use if too pleasant or too dangerous to child
  - eg. food refusal → go hungry → learn to eat food presented

Natural Consequence Strategy

Natural consequences apply in situations containing their own consequence that is appropriate for the child to experience. A natural consequence is one that occurs without the intervention of another person; it is contained in the behaviour itself.

The fussy eater, having decided against the prepared food, can be allowed to get down from the table and go about his or her own business. He has chosen to go without food until the next meal. Refusing the meal contains the natural consequence of becoming hungry, and becoming hungry will make the next meal more appetising. Children do not starve themselves, nor will a short period of hunger do them any harm. On the contrary, quite soon you will find that table manners improve dramatically.

Most misbehaviour has a natural consequence. There are only two occasions when parents should not allow children to take the natural consequences of their misbehaviour: when the consequences are obviously too dangerous, for example allowing a child to eat food while moving around the house or playing may present a choking hazard; and when consequences are too pleasant, for example the child helping themselves to biscuits.

Parents are to encourage natural consequences wherever possible. However, if the behaviour is too dangerous or too pleasant to allow the natural consequence to occur, use one of the following strategies.
Planned Ignoring Strategy

• Use planned ignoring for minor problem behaviour
  – Continue your meal, do not give child any attention until they stop the behaviour
  – Behaviour can get worse before it gets better
  – Praise child when eating and behaving well

Slide 43

Facilitator to ask participants:
‘What types of behaviours would be useful for planned ignoring?’ (Some examples of behaviours that would be useful for planned ignoring include, whinging, playing with food and making silly noises).
How to give an instruction

• If misbehaviour occurs, tell your child what to do, using **Calm, Clear Instructions**
  – For misbehaviour that cannot be ignored, tell your child what to stop doing, then tell them what you want them to do
  – Praise your child for doing what you’ve asked

**Instruction Strategy**
If misbehaviour occurs, tell your child what to do, using calm, clear instructions. For misbehaviour that cannot be ignored, tell your child what to stop doing, then tell them what you want them to do. Praise your child for doing what you’ve asked.
How to give an instruction

- Examples of **Calm, Clear Instructions**
  - ‘Jamie, it’s nearly dinner time. I’ll be back in 10 minutes to ask you to turn off the TV’
  - ‘It’s time for you to dish up your meal. Please take a spoonful of one new food’
  - ‘Amy, please don’t leave the table. Sit on your chair until I ask you to leave’
  - ‘Jamie, stop using your hands. Please use your knife and fork for eating’

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**Instruction Strategy**

Examples of **Calm, Clear Instructions**

- ‘Jamie, it’s nearly dinner time. I’ll be back in 10 minutes to ask you to turn off the TV’
- ‘It’s time for you to dish up your meal. Please take a spoonful of one new food’
- ‘Amy, please don’t leave the table. Sit on your chair until I ask you to leave’
- ‘Jamie, stop using your hands. Please use your knife and fork for eating’
How to give an instruction

• Back up your instruction with:
  - logical consequences for mild problem behaviours,
  - quiet time for non-compliance
    or
  - time out for serious misbehaviour

Instruction Strategy
If your child chooses not to cooperate with your clear, calm instruction, back up your instruction with logical consequences, quiet time for non-compliance or timeout for serious misbehaviour.

Each of these strategies will now be described in more detail.
Logical Consequence Strategy

- Use a Logical Consequence
  - Imposed by the parent
  - Related to the problem
  - Stop the problem happening
  - Contain a learning opportunity
  - Work best if brief
- Examples of Logical Consequences
  - Blowing bubbles in drink → lose drink until end of meal → learn to drink properly

Logical Consequence Strategy

Logical consequences have five features:

- They are imposed by the parent. As opposed to natural consequences where ‘the world does the teaching’, logical consequences must be decided and implemented by the parent or caregiver.
- They are related to the problem. Learning is more likely to occur if the consequence is ‘logically’ related to the child’s misbehaviour. For example, a child is unlikely to learn to stop blowing bubbles in their drink if the consequence is that they cannot have a friend to play the following day. A better consequence in this case might be removal of the drink for the remainder of the meal.
- They stop the problem from happening in future. For example, the child whose drink was removed for one meal is likely to learn and demonstrate appropriate mealtime behaviour at the next meal.
- Most importantly, they contain a learning opportunity for the child.
- Work best if brief, 5 – 30 minutes. It is important to give children an opportunity to show they have learnt from the consequences of their behaviour as soon as possible. Long periods of time can interfere with learning.
- Examples of Logical Consequences include:
  - Blowing bubbles in drink → lose drink until end of meal → learn to drink properly
Quiet Time Strategy

- Quiet time
  - Main objective is to give no attention to child
  - In the same room
  - Timing
  - What to say to your child if child is not quiet in quiet time

Slide 48

4 minutes

Facilitator to ask participants:
‘What are some examples of mealtime misbehaviour that would be appropriate for quiet time or time out?’

Responses may include:
- Fighting with sibling/s at table
- Throwing food
- Refusal to come to / Leaving the table
- Climbing on the chair / table

The main objective of quiet time and time out is to give no attention to your child’s misbehaviour. Note that quiet time and time out are not appropriate strategies for food refusal. Instead, use planned ignoring.
Quiet time occurs in the same room that the misbehaviour occurred in. Instruct your child that they must stay quiet in quiet time for 2 minutes (as a quick rule of thumb 1 minute per age, but no greater than 5 minutes). When quiet time is over, you say to your child ‘Quiet time is over, you may come out now’. If your child does not stay quiet in quiet time (allow 20 seconds), put them in time out.
Slide 49

4 minutes

Time Out Strategy
Time out occurs in another room. This room should be unexciting yet safe with good ventilation and lighting. Instruct your child that they have not been quiet in quiet time and that they must now go to time out. Timing is the same as in quiet time (that is, 1 minute per age, but no greater than 5 minutes). However, timing does not start until your child is quiet. If your child objects while in time out, do not give any attention, do not start the timer until your child is quiet.

Return your child to the table once they have completed quiet time or time out. Praise your child as soon as they start behaving well. If misbehaviour occurs again, restart the process.

Facilitator to ask participants:
‘What are some potential problems with time out?’

Responses may include:
- Inconsistent implementation
- Child is let out while still upset
- Child refuses to come out when time out is finished
- Child makes a mess while in time out
- Child refuses to go to time out
- Child does not stay in time out room
- Attention is provided to child while in time out
Time Out Strategy

- Return your child to the table
  - When the time is up
  - Do not talk about the event
  - Redirect your child to an acceptable activity
  - Praise your child as soon as they behave well
  - If misbehaviour occurs again, repeat process

Slide 50

1 minute

Time Out Strategy
Return your child to the table once they have completed quiet time or time out. Praise your child as soon as they start behaving well. If misbehaviour occurs again, restart the process.
Compliance

For instructions to start doing something a compliance routine is used. This involves combining the strategies just discussed into a consistent routine for encouraging cooperation with parents’ instructions.

This routine involves giving a clear, calm instruction to the child (repeating it once if necessary) and praising the child if they do as they were told or using a consequence like a logical consequence, quiet time or time-out if the child does not do as they were asked. After a logical consequence, quiet time or time out, the initial instruction is then repeated and the routine starts over. The parent continues to work through the routine until the child follows the instruction. This routine is useful for parents who tend to escalate and repeat instructions over and over to get their child to cooperate. This strategy helps parents to stay calm and back up their instructions immediately, and helps children learn to cooperate with calm instructions, rather than with threats or yelling.

Facilitator to ask participants:
“Could I please have a volunteer from the group?”

The volunteer will pretend to be the child, and the facilitator will pretend to be the parent. Run through the compliance routine three times:

- First - have the child comply with the instruction the first time (parent praises)
Second - have the child ignore the first instruction, but comply with the repeated instruction (parent praises); and

Third - have the child ignore both instructions, resulting in the parent backing-up with a consequence (logical consequence, quiet time, or time-out). Demonstrate giving the instruction again once the consequence has been implemented.

Thank the parent for volunteering, and ask if anyone would like to practice being the parent themself. Provide praise and corrective feedback when appropriate.
Slide 52

5 minutes

Behaviour Correction
The behaviour correction routine is used when parents give an instruction to stop a problem behaviour and start an alternative, appropriate behaviour.

This routine involves giving a clear, calm instruction to the child (once only) and praising the child if they do as they are told or using a consequence like a logical consequence, quiet time or time-out if the child does not do as they are told. After a logical consequence, quiet time or time-out, the parent aims to get the child involved in another activity and praises them as soon as possible for behaving appropriately. If the problem behaviour occurs again, the parent repeats the routine.

Facilitator to ask participants:
“Could I please have a volunteer from the group?”

The volunteer will pretend to be the child, and the facilitator will pretend to be the parent. Run through the behaviour correction routine twice:

- First - have the child comply with the instruction the first time (parent praises);
- Second - have the child ignore the instruction, resulting in the parent backing-up with a consequence (logical consequence, quiet time, or time-
Demonstrate redirecting the child to an appropriate activity once the consequence has been implemented.

Thank the parent for volunteering, and ask if anyone would like to practice being the parent themself. Provide praise and corrective feedback when appropriate.
Step 4 - Establish Mealtime Routine

- Establish a mealtime routine
- Division of responsibility
- 5 - 6 small meals per day

Slide 53

5 minutes

**Step 4 - Establish Mealtime Routine**
The fourth step to achieving your goal is to establish a mealtime routine and prepare your child ahead of time. Remember back to the division of responsibility, which suggests that as the parent you decide on what foods are offered and when. We suggest that children need five–six small, frequent meals per day. You decide on when they will be, you may make a rule that food will only be offered at those times. If your child decides that he or she will not eat the food that is offered, then you can respond with ‘the next mealtime will be … (for example, breakfast tomorrow)’.

**Facilitator to ask participants:**
‘What might happen when you implement the division of responsibility with your child?’. ‘We have discussed a number of strategies today. What strategies may we use to deal with a child who is tantruming after you have said “the next mealtime will be … (for example, breakfast tomorrow)”?’
Step 5 – Prepare Yourself and Your Child

• Have everything ready:
  – Goals
  – Rewards
  – Consequences
  – Prepare family
• Prepare your child
  – Involve them in charts
  – Role play the strategies

Slide 54

2 minutes

Step 5 – Prepare Yourself and Your Child
Finally, the 5th step to achieving your goal is to have everything ready. Before you start your new mealtime routine, have a plan of action – decide on your rewards and consequences for your child’s misbehaviour. Involve the child and the whole family in planning the rewards and discussing the consequences. Let them know what will happen if they are unable to follow your instructions – some children benefit from role playing the strategies (for example, time out or quiet time). Your child will most likely cooperate if they know exactly what is expected of them.
Take Home Messages

• What are the important messages you will take home with you today?

Facilitator to ask participants:
‘What are the important messages you will take home with you today?’.
Slide 56

Where to From Here?

• Questions
• Further help

Where to from here?

Facilitator to ask participants
‘Before I summarise this session, are there any questions or comments regarding the content of today’s workshop?’.

In today’s session we have covered two main content areas of nutrition and behaviour management. In addition, you have received information on:
• the nutritional requirements of children so that they may grow healthy and strong
• why children become fussy eaters
• how we might respond to our child’s fussy eating behaviours and the consequences of those responses
• steps to successfully managing your child’s problem eating and mealtime behaviours.

You have also received a number of parent resource sheets. It is a good idea to review your resource sheets in the near future. They summarise today’s session and provide further guidance when implementing the strategies.

When you and your family are ready to start working on your child’s problem eating and mealtime behaviours it is a good idea to develop a plan of action, and have everything ready before you start.
There may be some of you who require further support; either before you commence your plan of action, during the implementation stage or even after you have addressed your child’s problem eating and mealtime behaviours. There are a number of resources available in this community that you can access.

Note to the facilitator:
Refer parents to Fact Sheet 10 for frequently asked questions, as well as contact details for further help if required. It also includes suggestions for further reading including ‘fun food’ books for kids about fussy eating as well as a number of recipe books and information books for parents.

You will need to provide parents with the contact details available in your community. Some suggestions include: parenting programs (such as Triple P and P5) speech pathologists, dietitians, child psychologists, child health nurses, general medical practitioner etc.
4.4 Overhead Transparencies Instructions

Because not everyone has access to PowerPoint and a data projection unit, instructions have been provided to help facilitators to print PowerPoint onto overhead transparencies.

To make Overhead Transparencies

1. Open the presentation
2. In the File menu, click Print
3. In the Print window, click on the arrow on the right hand side of the Print what: box (in the bottom section)
4. Choose Slides (without animations)
5. Click on OK

If you want to print out overheads in colour, on the View menu, point to Color/Grayscale, and then click Colour. You must have a colour printer selected as your default printer to preview the slides in colour in Print Preview.
4.5 Workshop Handout

To Print Workshop Handout:

1. Open the Fun not Fuss with Food workshop presentation.

2. On the File menu, click Print Preview.

3. To choose the page orientation, click Portrait or Landscape on the toolbar.

4. Do one of the following:
   - On the Print Preview toolbar, in the Print What box, click the Handout layout option you want.
   - On the File menu, point to Send to, click Microsoft Word, and then select a layout option.

5. On the Print Preview toolbar, click Print

If you want to print handouts in colour, on the File menu, click Print Preview. Then on the View menu, point to Colour/Grayscale, and then click Colour. You must select a colour printer as your default printer to do this.