

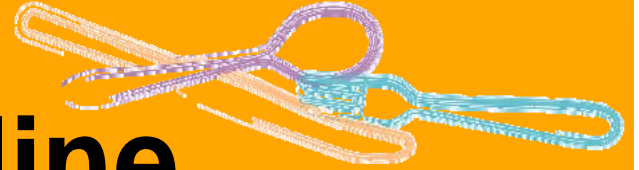


Fun not Fuss with Food



Queensland
Government
Queensland Health

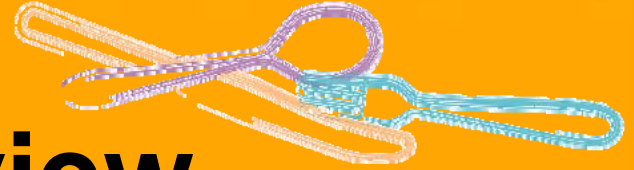
Workshop Outline



- Section 1:
 - ⇒ Nutrition
- Section 2:
 - ⇒ Managing Behaviour
- Section 3:
 - ⇒ Conclusion/community resources



Nutrition Overview



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



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



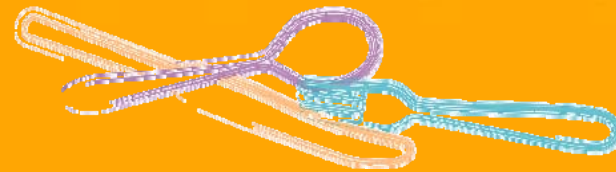
Safety



- 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



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



Gagging



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



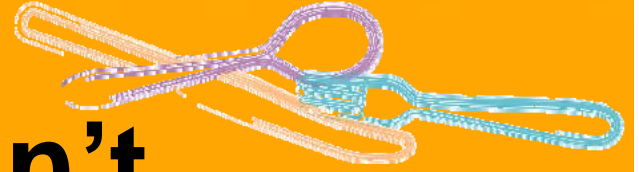
Texture Transition Guide



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



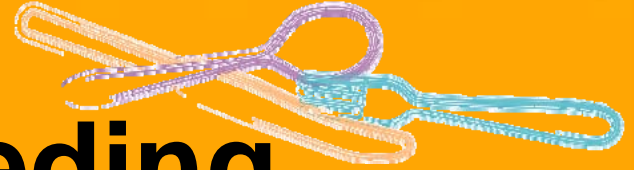
My Child Doesn't Eat Enough!



- 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



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



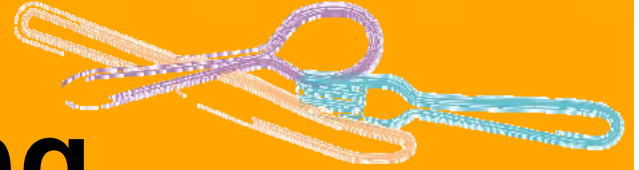
Tips for Child-Friendly Meals



- 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



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



Daily Nutritional Needs



Number of serves recommended
per day for young children



Guide for Children (1 - 3 years)



Food	Serve Size	Serve
Breads, cereals, rice, pasta, noodles	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	6 child serves
Vegetables, legumes <i>(try different colours)</i>	1/4 cup cooked vegetables 1/2 cup salad vegetables 1/2 small potato 2 tbsp cooked baked beans, legumes, lentils	6 child serves
Fruits <i>(fresh is better than juice)</i>	1 small piece fruit eg. small apple, banana, orange 1/4 cup fruit juice	4 child serves



Guide for Children (1 - 3 years)



Food	Serve Size	Serve
Dairy foods <i>(reduced fat varieties are not suitable for children under 2 years of age)</i>	125ml (small glass) milk 125ml soy milk 20g (small slice) cheese 100g (1/2 small container) yoghurt 125ml custard	4 - 6 child serves
Meat and meat alternatives <i>(trim fat from meat where possible)</i>	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	1 child serve



Guide for Children (4 - 7 years)

Food	Serve Size	Serve
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 <i>(try different colours)</i>	1/2 cup (75g) cooked vegetables 1 cup salad vegetables 1 small potato 1/2 cup cooked baked beans, lentils	4 serves
Fruits <i>(fresh is better than juice)</i>	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

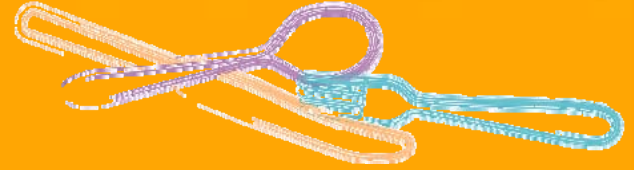


Guide for Children (4 - 7 years)

Food	Serve Size	Serve
Dairy foods	1 cup (250ml) of milk 2 slices (40g) cheese 1 small tub (200g) yoghurt 1 cup of custard 1/2 cup evaporated milk	3 serves
Meat and meat alternatives <i>(trim fat from meat where possible and choose lower fat items)</i>	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	1/2 - 1 serve

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



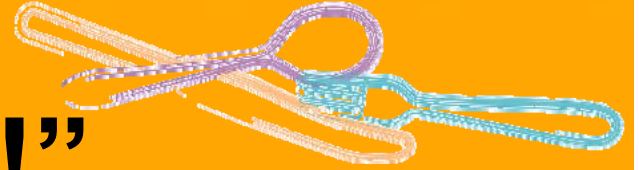
Keeping a Food Diary



- 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



“NO!” “YUK!”



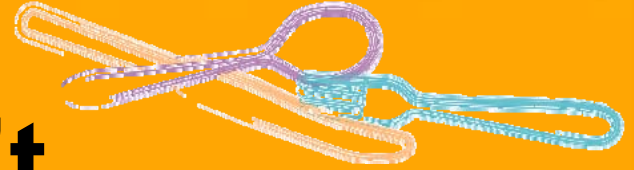
- When a child refuses a meal

Check:

- recent snacks
- drinks
- family situation
- activity
- illness
- time



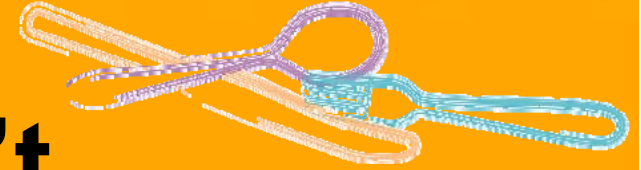
My Child Won't...



- 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



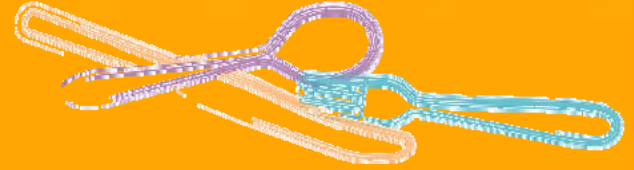
My Child Won't...



- 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

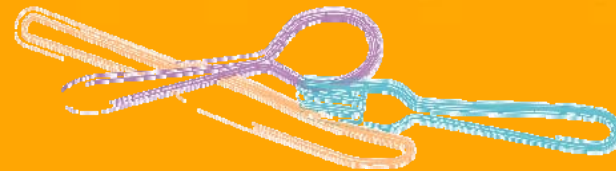


Remember



- 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





Managing Behaviour



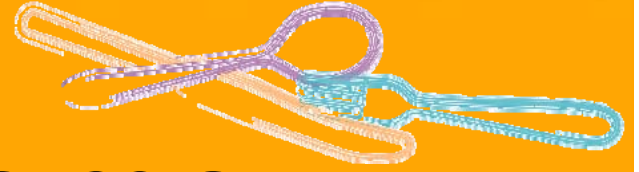


Managing Behaviour Overview

- Common mealtime problems
- Steps to success
- Managing mealtimes



What are Some Common Mealtime Problems?

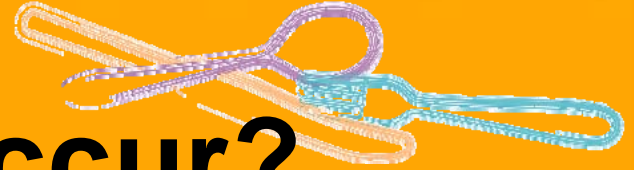


Common Mealtimes Problems



- 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

Why Problems Occur?



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



Common Reactions



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

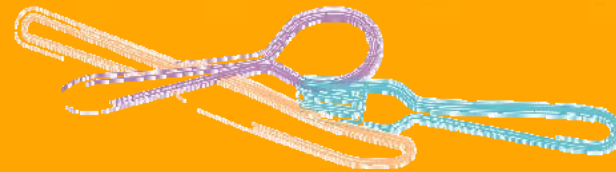
Rewarding responses





Strategies for dealing with difficult mealtime behaviour

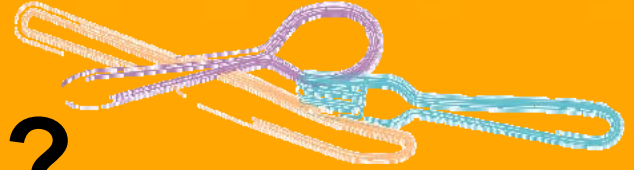
- Stay calm
- Replace unhelpful beliefs
- Pay attention to positive behaviours



Road to Success



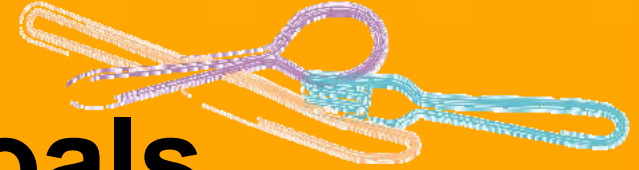
What Do I Do?



- 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

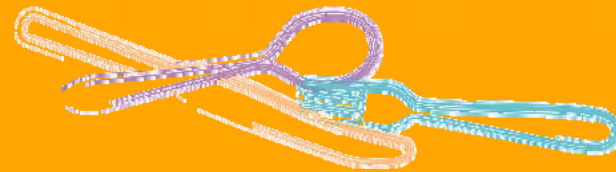


Examples of Goals

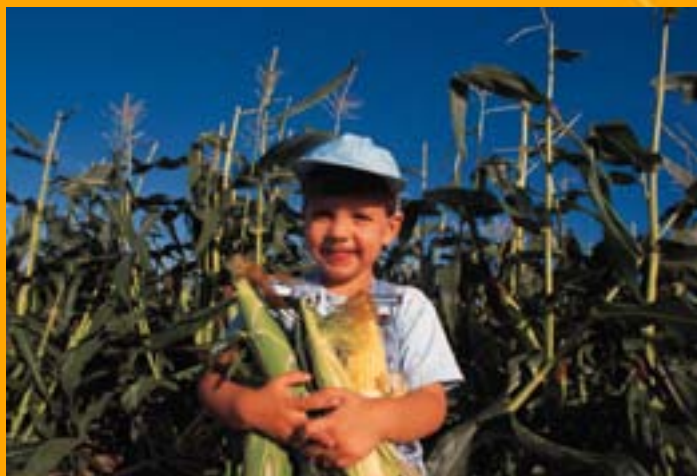


- ‘Jamie to try one new food each week’
- ‘Amy to sit at the table when asked’
- ‘Will only offer milk via a cup’
- ‘Mum to praise good eating behaviours’
- ‘Emma to remain at the table until everyone is finished their meal’
- ‘Dad to remain calm when misbehaviour occurs’





Your Take Home Strategies for Action





5 – Step Plan to Achieving Your Goals - Overview

1. Set rules
2. Reward positive behaviour
3. Implement strategies for managing misbehaviour
4. Establish mealtime routine
5. Prepare you and your child

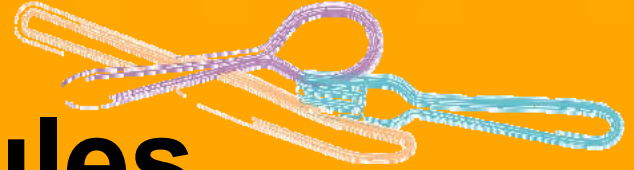
Step 1 – Set Rules



- 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



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’





Step 2 - Reward Positive Behaviour

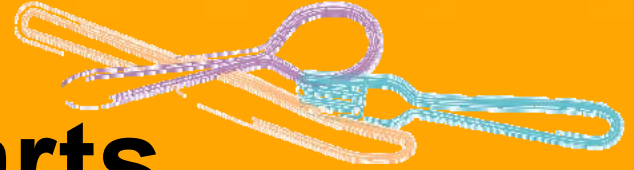
- Be descriptive and specific in your praise
- Link rewards with rules you have set
- Use a behaviour chart for motivation

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’

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





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



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

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



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

How to give an instruction



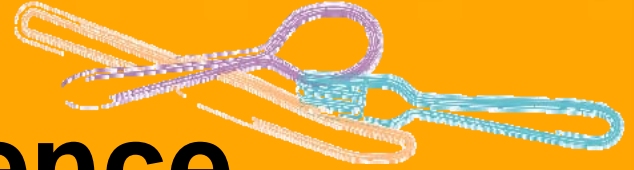
- Examples of **Calm, Clear Instructions**
 - ‘Jamie, it’s nearly dinner time. I’ll be back in 10 minutes to ask you to turn off the TV’
 - ‘It’s time for you to dish up your meal. Please take a spoonful of one new food’
 - ‘Amy, please don’t leave the table. Sit on your chair until I ask you to leave’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

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

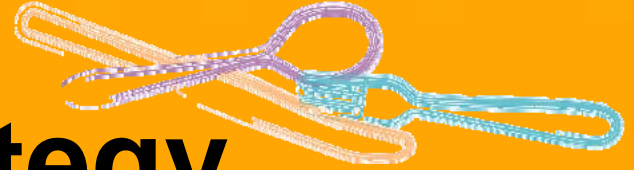
Logical Consequence Strategy



- 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



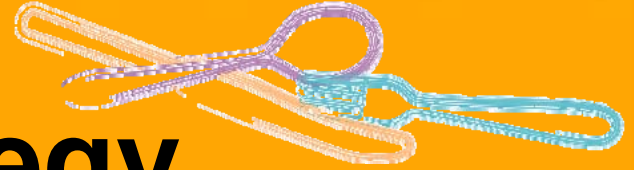
Quiet Time Strategy



- 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



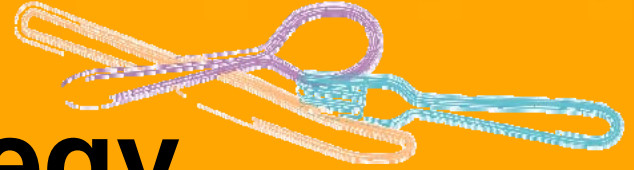
Time Out Strategy



- Time out
 - In another room
 - Timing
 - What to say to your child
 - What to do if your child objects



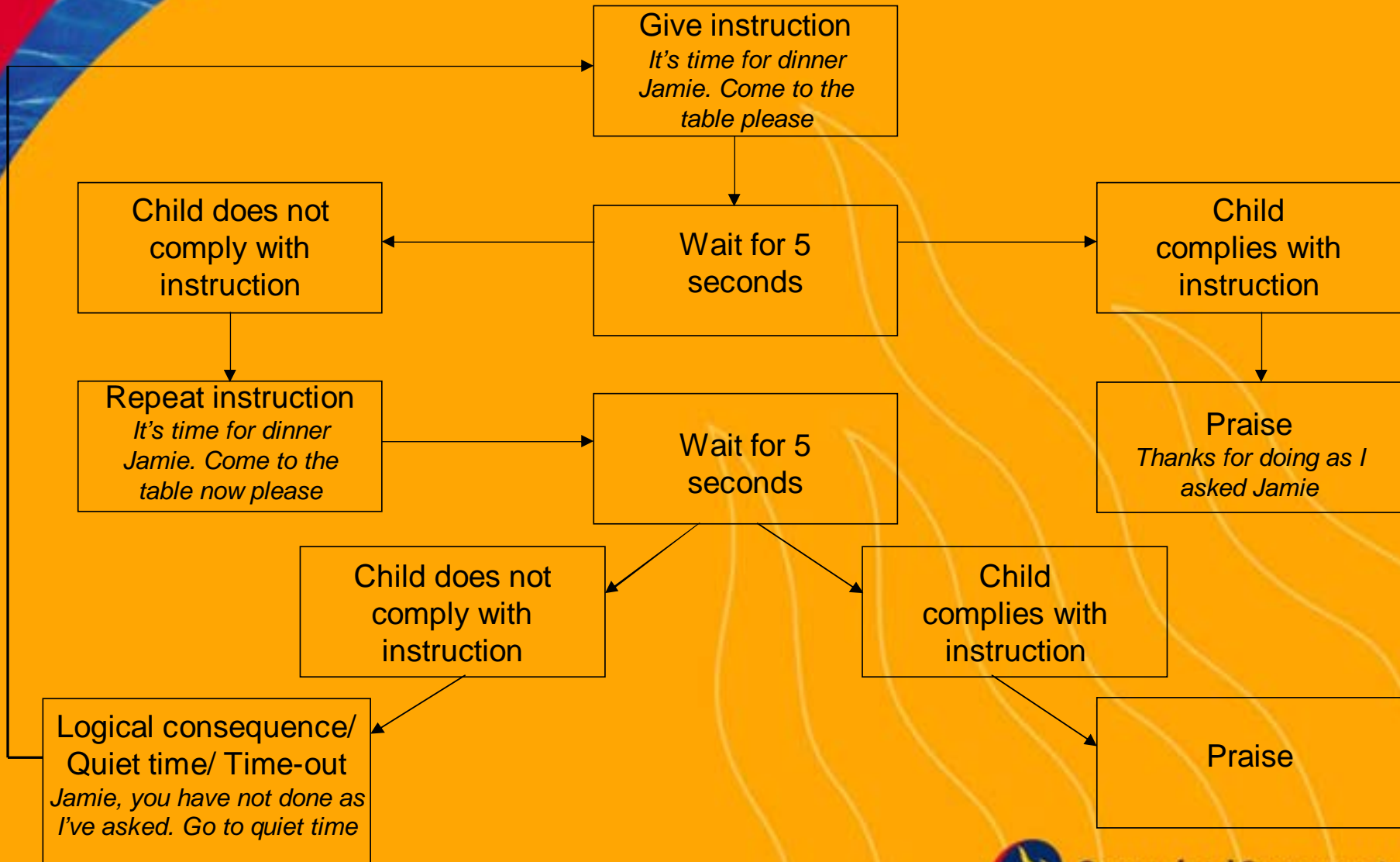
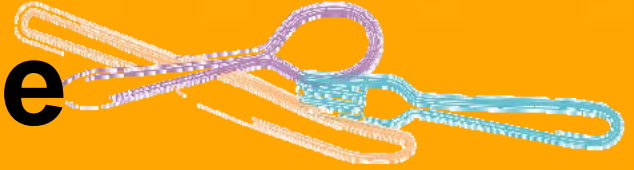
Time Out Strategy



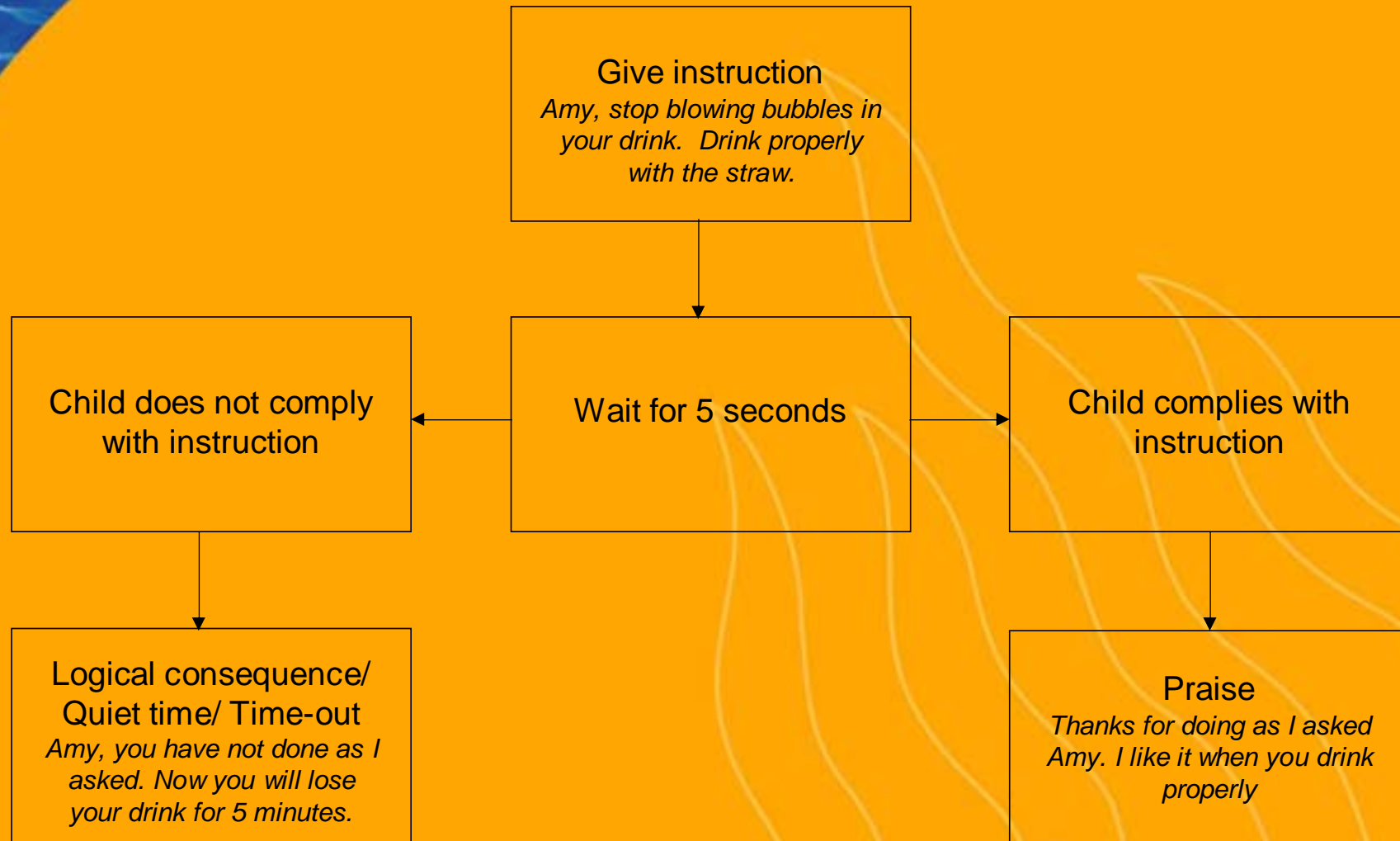
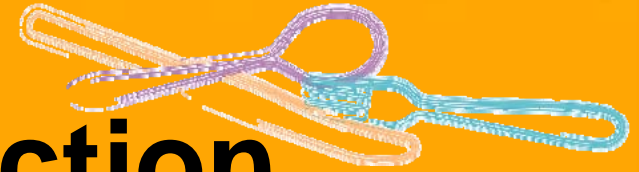
- Return your child to the table
 - When the time is up
 - Do not talk about the event
 - Redirect your child to an acceptable activity
 - Praise your child as soon as they behave well
 - If misbehaviour occurs again, repeat process



Compliance



Behaviour Correction





Step 4 - Establish Mealtime Routine

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



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

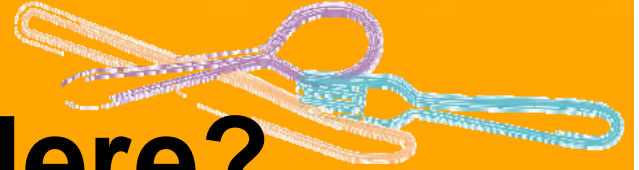
Take Home Messages



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



Where to From Here?



- Questions
- Further help

