

Fun not Fuss

with Food



Queensland
Government



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





'Steps' To Eating

1. Tolerates
2. Interacts with
3. Smells
4. Touches
5. Tastes
6. Eats





My Child Doesn't Eat Enough!

- Hunger alert is an inbuilt mechanism
- 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 (*Australian Dietary Guidelines - 2013*)





How Much Should They Eat?

Food	Serve Size	2 - 3 years	4 – 8 years
Grain (cereal) foods – <i>mostly wholegrain and/or high fibre varieties</i>	1 slice of bread 1/2 medium roll or flatbread 2/3 cup wheat cereal flakes 1/2 cup cooked rice, pasta or noodles 1/2 cup cooked porridge 1/4 cup muesli 3 crisp breads (eg Cruskit®) 1 small english muffin or scone	4 serves	4 serves



How Much Should They Eat?

Food	Serve Size	2-3 years	4 – 8 years
Fruits - <i>fresh is better</i>	<p>1 medium piece of fruit eg. small apple, banana, orange or pear</p> <p>2 small apricots, kiwi fruits or plums</p> <p>1 cup diced or canned fruit (with no added sugar)</p> <p><i>Only Occasionally:</i></p> <p>1/2 cup fruit juice (no added sugar)</p> <p>30g dried fruit (eg. 4 dried apricot halves, 1 1/2 tablespoons of sultanas)</p>	1 serve	1 1/2 serves



How Much Should They Eat?

Food	Serve Size	2-3 years	4 – 8 years
Milk, yoghurt, cheese and/or alternatives - <i>mostly reduced fat</i>	1 cup (250mL) milk (fresh, UHT or powdered) 2 slices (40g) of hard cheese (eg. cheddar or tasty) 1/2 cup of ricotta cheese 3/4 cup yoghurt 1 cup soy or other drink – <i>with at least 100mg calcium per 100mL</i>	1 1/2 serves	2 serves (boys) 1 1/2 serves (girls)



How Much Should They Eat?

Food	Serve Size	2-3 years	4 – 8 years
Vegetables and legumes/beans	<p>1/2 cup cooked green or orange vegetables (eg. pumpkin, broccoli, spinach, carrots or pumpkin)</p> <p>1 cup green leafy or raw salad vegetables</p> <p>1/2 cup sweet corn</p> <p>1/2 medium potato or other starchy vegetable (eg. sweet potato)</p> <p>1/2 cooked, dried or canned beans, peas or lentils (eg. baked beans)</p>	2 1/2 serves	4 1/2 serves



How Much Should They Eat?

Food	Serve Size	2-3 years	4 – 8 years
Lean meats and poultry, fish, eggs, tofu, nuts and seeds, legumes/beans	65g cooked lean meat – <i>weekly limit of 455g</i> 95g cooked lean poultry 100g cooked fish fillet 2 large eggs 1 cup cooked or canned legumes/beans (eg lentils, chick peas or split peas (no added salt)) 170g tofu 30g nuts, seeds, peanut/almond butter or tahini.	1 serve	1 1/2 serves



Toddlers (1 – 2 years)

Food	Serving Size	Serves a Day
Vegetables and legumes/beans	75g	2 – 3 serves
Fruit	150g	1/2 serve
Grain (cereal) foods	40g bread (or equivalent)	4 serves
Lean Meats, fish and eggs	65g	1 serve
Milk, yoghurt, cheese, and/or alternatives	1 cup of milk (or equivalent)	1 – 1 1/2 serves



Drinks

- Encourage water as a drink
- Limit milk to 300-400 ml/day – consider other dairy intake
- Limit fruit juice
- 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 Mealtimes Problems?





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



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



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-complianceor
 - 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

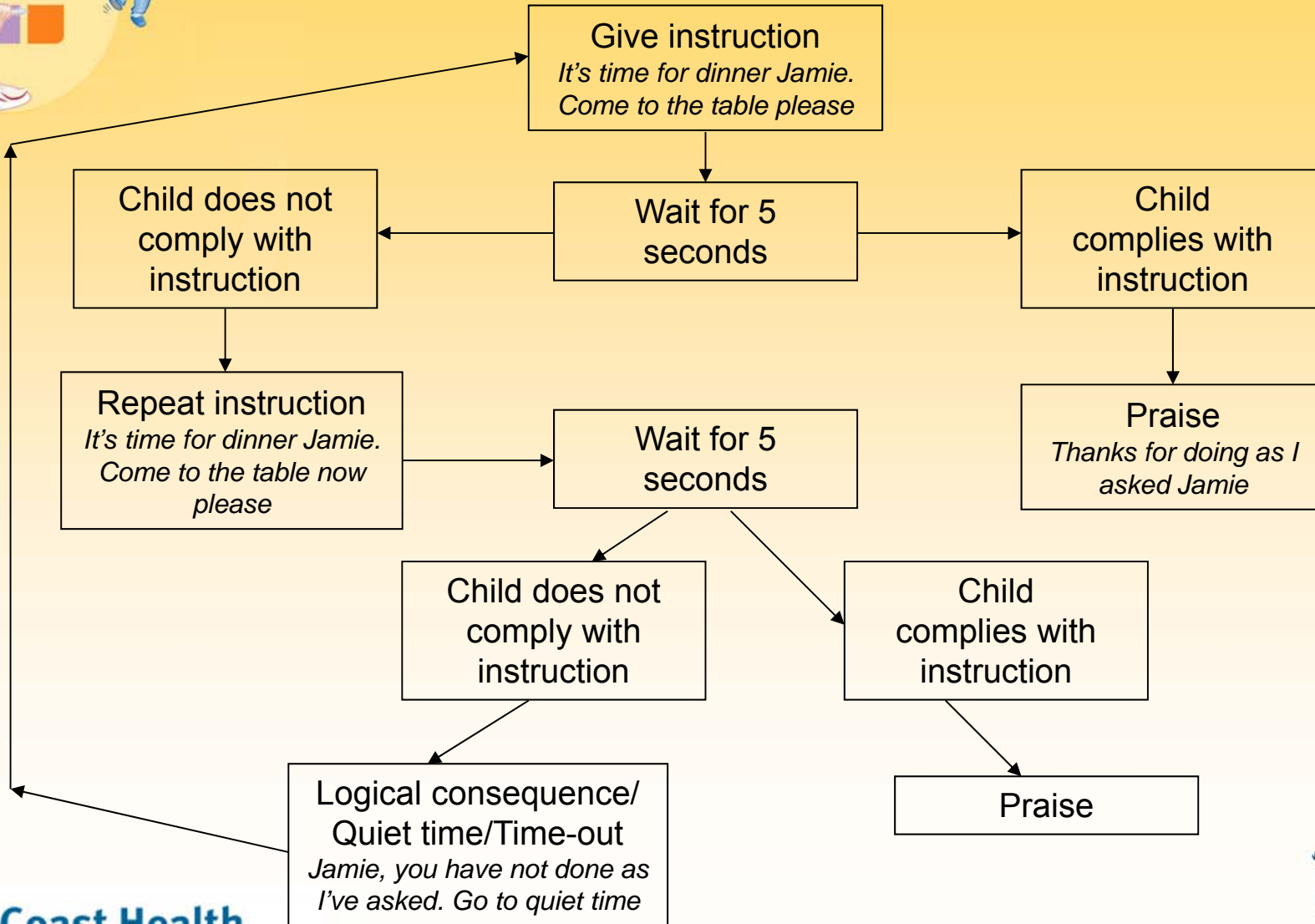


Time Out Strategy

- 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

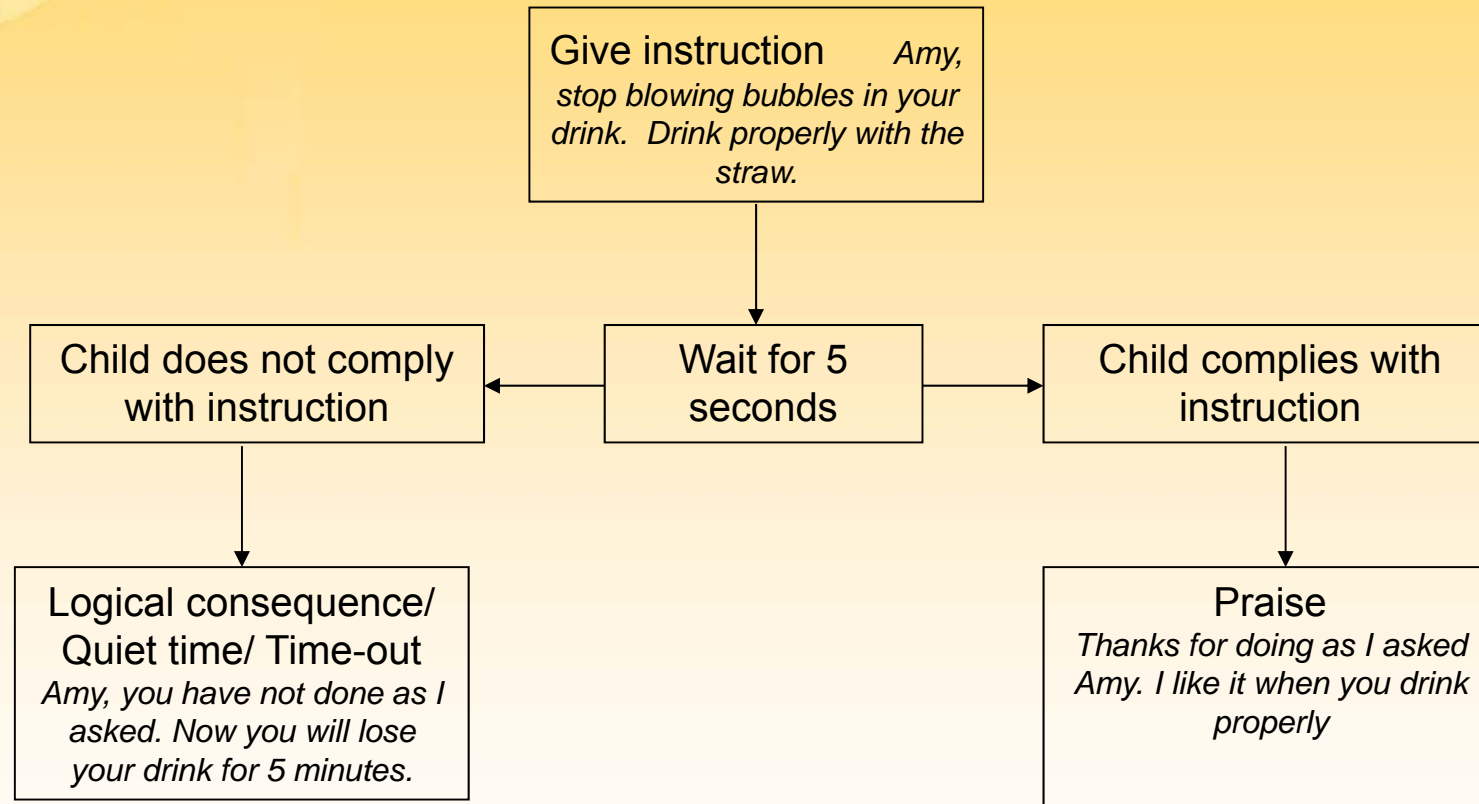


Compliance





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

