



Improving Family Mealtimes One Bite at A Time

Presented by

**Lauren Binnendyk, PhD, BCBA-D &
Chantal Juilfs, M.Ed. BCBA**

Web Streamed from Vancouver, British Columbia

Friday, November 26, 2021.

Event Schedule

All times are in Pacific Time

9:30 – 10:30	Session 1
10:30 – 10:45	Break
10:45 – 11:45	Session 2
11:45 – 12:30	Lunch
12:30 – 1:30	Session 3
1:30 – 1:45	Break
1:45 – 2:45	Session 4

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ACT – Autism Community Training

120B-3823 Henning Dr. Burnaby, BC V5C 6P3

Tel: 604-205-5467 Toll-Free: 1-866-939-5188 Fax: 604-205-5345

Email: info@actcommunity.ca Website: www.actcommunity.ca

Acknowledgements

ACT – Autism Community Training offers our special thanks to Lauren Binnendyk and Chantal Juilfs from West Coast Feeding & Behaviour for agreeing to present this important workshop focused on providing practical strategies for expanding a child's diet.

As we all work to keep our communities healthy, ACT is pleased to continue our presentations online. Many thanks to the Sheraton Wall Centre and XE Live for supporting our work and making this possible.

Over the years, those who have attended ACT events know that we depend on community collaboration and support to sustain our work as we are a small not-for-profit. We deeply appreciate the many parents and professionals across British Columbia who volunteer their time, donate funds, and help spread the word - especially during these challenging times.

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Check In

Improving Family Mealtimes, One Bite at A Time



Improving Family Mealtimes, One Bite At A Time
Friday, November 26th 2021, 9:30 am - 2:45 PM
Web Streaming

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Improving family mealtimes, one bite at a time.

Lauren Binnendyk, PhD, BCBA-D
Chantal Juilfs, MEd, BCBA
West Coast Feeding & Behaviour Specialists Inc
November 26th, 2021
Autism Community Training Workshop




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- 1** Grab your phone: An illustration of a smartphone.
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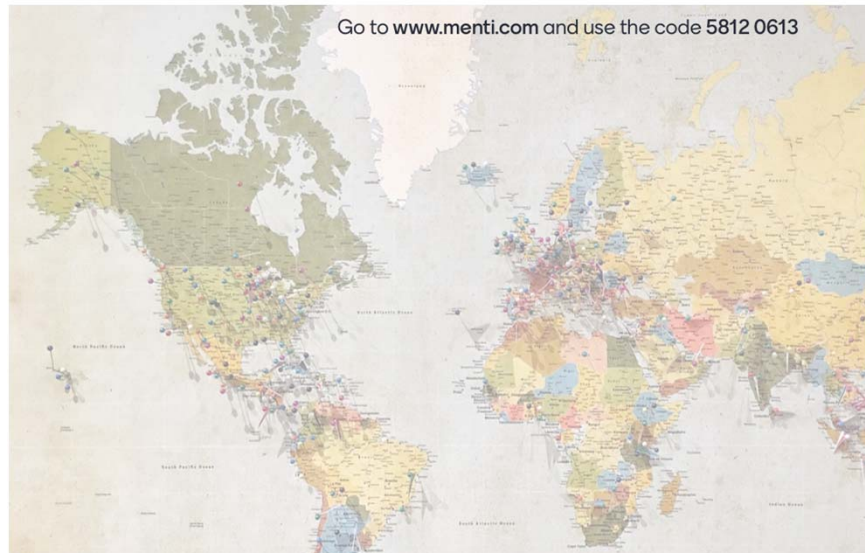
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Who is here today?



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Who is this workshop for?



Parents who would like their child learn to eat more variety in their diet



Parents who would like their child not to rely on supplements for calories and nutrients



Parents would like their child learn to eat regular meals



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“No human activity has greater biological and social significance than feeding”

Karen Budd, 1998

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When eating goes well,
it's a synchrony of
mutual satisfaction
between the parent and
child. ...



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When eating doesn't go well...



- Increased parental stress
- Feelings of inadequacy in parenting skills
- Personal rejection
- Negative parent-child relationships

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Building a strong foundation through nutrition

- Without whole foods and a nutritious diet, it's difficult for kids to build a strong foundation for proper sleep, stress management, concentration, and brain function. From birth to around the age of 5, a child's brain develops at a rapid pace. Therefore, proper nutrition from an early age is critical for brain development.



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Development of Feeding Skills

- Infant comes into the world ready to eat
 - Rooting and suck-swallow reflex
 - Fade at 3 to 4 months of age
- Replaced with mature feeding skills that have been shaped by experience with food
- Genetic inheritance – sensitivity to tastes and textures, appetite
- ANATOMY + EXPERIENCE = DEVELOPMENT OF FEEDING SKILLS



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Eating is a learned behaviour!

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If eating habits are learned they can also be re-learned!



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Prevalence of Feeding Problems:



An estimated 50% of neurotypical children experience some form of mealtime difficulty during childhood



Reported to occur frequently in young children with developmental disabilities

Studies have reported prevalence figures ranging from 33% to 90%



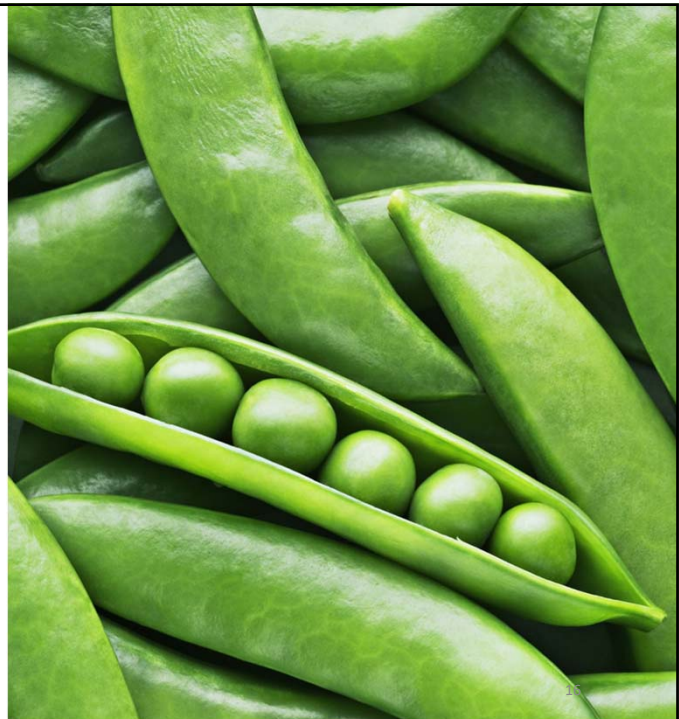
Among children with ASD studies have found the prevalence of selective eating ranging from 46-89% (Ledford & Gast, 2006)

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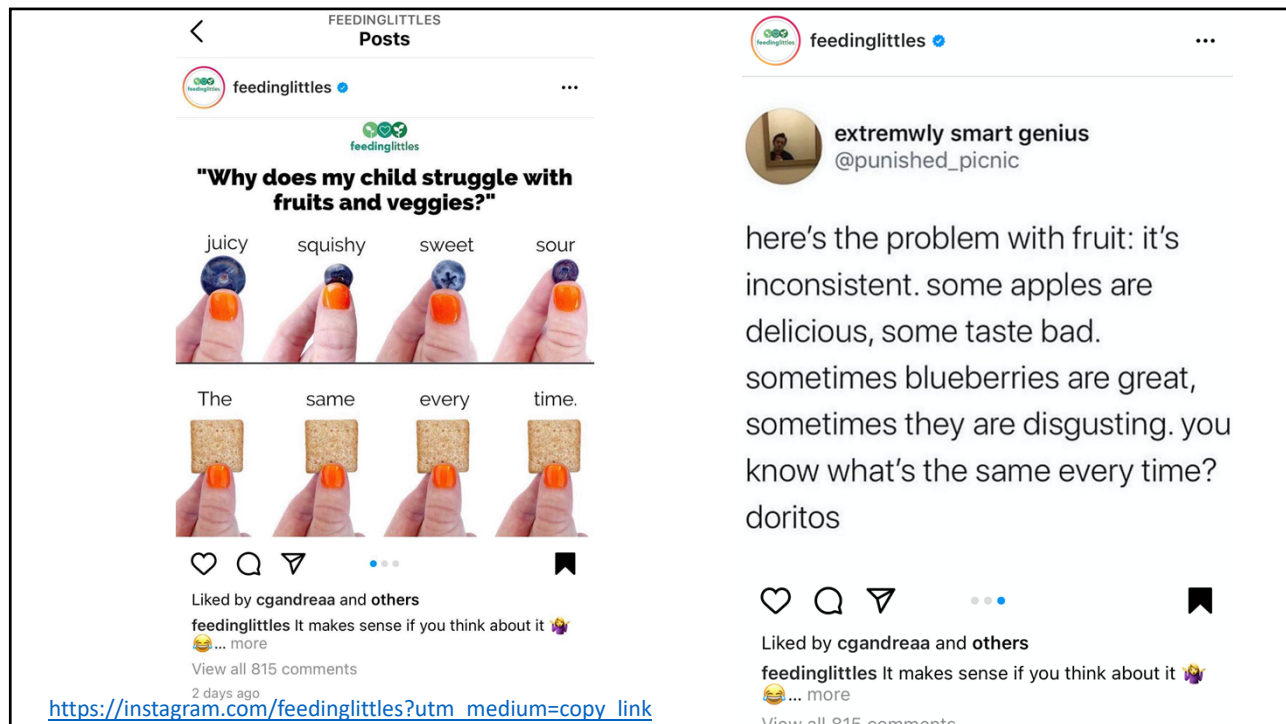
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Why do individuals with ASD commonly experience feeding problems?

- Medical Factors (GERD, food allergies, constipation, oral motor delay)
- Biological Factors (super tasters, anxious temperament, sensitivity to bodily sensations, hormones)
- [Rise of kids' menus and child targeted food products – homogenized foods](#)
- Behavioural Rigidity and Sensory Sensitivity
- Disrupted Parent-child interactions



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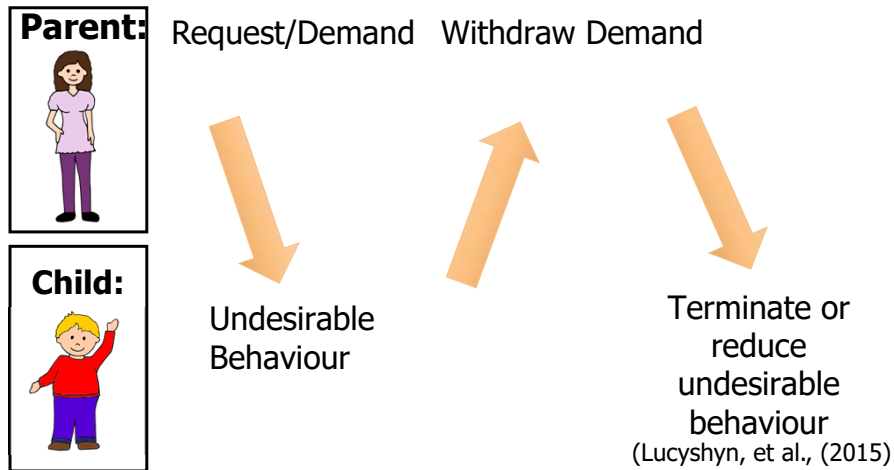
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Disrupted Parent-Child Interaction



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What is selective eating?



Picky Eater

- "jag" on foods
- Normal growth
- Eat a balanced diet but only a few examples from each food group

Severely Selective

- Eat under 10 foods
- Eliminate food groups
- Not growing as expected
- Nutritionally deficient
- Supplement needed

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What food is the individual you are supporting reliably eating?



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Eating is...

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A skill everyone is
born with


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New eating disorder (2013)

- Changes in diagnostic criteria capture feeding disturbances across the lifespan
- Children/teens/adults no longer require to be malnourished to be diagnosed
- Takes into account the psychosocial concerns surrounding feeding disturbances

Avoidance Restrictive Food Intake Disorder (ARFID)

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ARFID

Has four diagnostic criteria:

1. Significant weight loss (or failure to achieve expected weight gain or faltering growth in children).
2. Significant nutritional deficiency.
3. Dependence on enteral feeding or oral nutritional supplements.
4. Marked interference with psychosocial functioning.

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ARFID

• Three exclusions:

1. Eating disturbance is due to a lack of available food
2. No evidence of a disturbance in the way in which one's body weight or shape is experienced
3. Eating problem is the result of a current medical condition

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ARFID

Characteristics

What Does it Look Like?

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Lack of Interest in Eating or Food

- Present with an apparent lack of interest in eating. That is, there is no motivation/enjoyment associated with the food.



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When you eat a small volume of food:

- Can make you feel full quickly even if you are not getting enough nutrients
- Eating without a scheduled meal time can dull hunger cues, especially if you go long periods without eating
- Can promote excessive fullness when you do eat an adequate amount
- Stomach capacity decreases with chronic food restriction



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Eating very little can:

1	2	3	4	5
Further reduce appetite	Lead to boredom with certain foods	Make you feel <ul style="list-style-type: none"> • Depressed • Irritable • Anxious • Apathetic • Difficulty concentrating • Lead to social isolation 	Cause Nutrient Deficiencies	Make you more at risk of developing health problems such as diabetes, heart disease and cancer

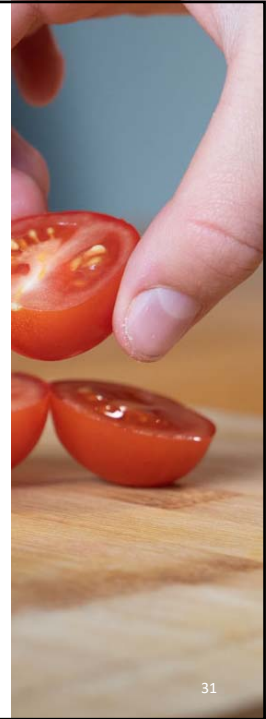


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Avoidance Based on Sensory Characteristics of Food

- Can be selective based on colour, texture, temperature and/or taste.
- The sensory characteristics of the food are very aversive.
- May be very rigid about how food is presented (i.e., may eat melted cheese but refuse a cube of cheese).



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Possible Reasons for Sensory Sensitivities



Flavor preferences are partly genetic



Supertaster



Neophobia

Fruits, vegetables and meats most likely to be poisonous to our ancestors when hunting and gathering



Hypersensitive to Texture

may show visceral disgust for food, gag and shudder

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Eating the same foods can:



Make new food taste even more different



Create nutritional deficiencies

This can change the way food tastes making new food less appealing



Make you tired of that food and stop eating it, and limit your diet further



Make it difficult to eat with other people

Miss out on opportunities to learn about new foods

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Concern About Aversive Consequences of Eating

- Fears related to the consequences of eating:
 - Gagging/Vomiting
 - Choking
 - Allergic reaction
 - Pain associated with GI disturbances
- These fears may be a conditioned response to previous aversive experiences.



wiseGEEK

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Avoiding certain foods can:

- Lead you start using “safety behavior” to prevent another traumatic experience from happening
 - Taking small bites
 - Chewing for too long
 - Only eating at certain restaurants
 - Not eating at all
- Prevent you from testing your negative predictions about eating
- The more you avoid eating, the scarier it becomes!



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So how do I
expand my
child's diet?



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Repeated Taste Exposure

- Food preferences are learned by tasting a new food repeatedly



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Taste Exposure

- Research shows 15-20 exposures to start
- With each new food introduced the threshold to liking decreases
- More exposures are required with age
- Parents often give up after one exposure if the child shows a dislike to the food.



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Taste Exposures Work!

But what if my child won't taste the food?



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What is a behavioural approach to addressing food selectivity?

- Behaviour therapy – only treatment with well-documented empirical support
 - Multicomponent (escape prevention, reinforcement, environmental arrangements, antecedent strategies)
 - Adult led
 - Expectation for behaviour change

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**If a person refuses a food they have only tried
they just don't like it.**

0	0
True	False

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Antecedent Strategies

How do we set your child up success?

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Strategy #1: Establish a structured meal routine

- Have structured meals (three meals and two snacks a day)
- 3-4 hours in between meals
- Eliminate grazing
- Reduce volume of milk and juice across the day
- Drinking water is fine

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Emily's New Meal Routine



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What about meal replacements?

- High in calories and sugar – eliminate appetite for actual food
- Don't teach the child to eat fruits and vegetables
- Risk of becoming more restrictive in eating



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Meal replacements & what you should be looking for?

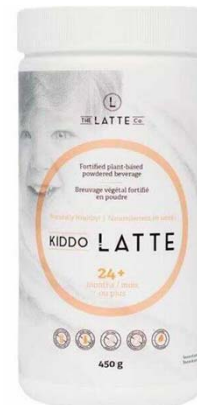
- If supplement is necessary – medical condition or underweight give at the end of meal
- Low in sugar
- Ingredients from whole foods
- Free from artificial ingredients

Avoid ingredients such as corn maltodextrin, sugar, canola oil, corn oil, soy oil, artificial flavours, monoglycerides, and carrageenan, along with food additives.

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Top Picks from our Holistic Nutritionist!



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Strategy #2: Selection of Foods

- Start with easy foods and progress to more challenging foods
- Easy foods: foods your child eats on occasion, has eaten in the past few months but recently dropped, or foods that closely resemble current foods
- Create a list from easy to more difficult (approx. 20 foods)
- Work through these foods before introducing more challenging foods

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Food Fear Rating Scale	
	
3	Thinking about eating this food makes me feel... worried and anxious, I might be able to try it but I'm not sure.
	
2	Thinking about eating this food makes me feel... concerned and a little worried, but I could probably try it.
	<ul style="list-style-type: none"> - Mr Noodles (Chicken Flavour) - Blueberries - Avocado - Fresh peach
1	Thinking about eating this food makes me feel... comfortable and calm. I could definitely try it!
	<ul style="list-style-type: none"> - Cheese pizza (Panago) - Regular chips - Banana - Green grapes - Peach cups - Chicken nuggets (McDonalds) - French Fries (McDonalds) - Strawberry - Pancake

Food Fear Rating Scale	
5	Thinking about eating this food makes me feel... terrified. I could never try it!
	<ul style="list-style-type: none"> - Other kind of cheese pizza - Scrambled egg - Red grapes - Other kind of nuggets - Other kinds of fries - Strawberry jam - Ham sandwich - Cucumber - Carrots - Broccoli - Green beans - Corn - Apple - Pear - Orange - Rice - New bread - Wrap/taco shell - Popcorn - Potato - Chicken - Fish - Prawns - Sausage - Ground turkey - Cheese string - Babybel cheese - Smoothie - Taco - Stir fry
4	Thinking about eating this food makes me feel... fearful and scared. I don't think I could try it.
	<ul style="list-style-type: none"> - Yogurt - Anni's mac & cheese

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Strategy #3: Visual Schedule

- Understanding what the expectations are can be difficult, especially in the beginning of intervention
- Visual supports can help
- Shows your child what is expected and when it will end
- <https://www.westcoastfbs.com/parentportal/visual-contingency>

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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Strategy #4: Offering Choices

- Motivational technique that can lead to greater cooperation
- Choices can be big or small
- Type of food your child wants to try
- Size of bite
- Number of bites
- How your child wants to interact with the food
- Choice of reward

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Strategy #4: Offering Choices

- <https://www.westcoastfbs.com/parentportal/offering-choices-m6thy>
- <https://www.westcoastfbs.com/parentportal/offering-choices>

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Strategy #4: Offering Choices

Research shows that children will often eat a larger portion of food when an array of foods are offered rather than one food. If only one food is offered the desirability of that food will decrease and the child will get tired of eating.

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Strategy #5: Modeling



- Studies have shown that children are more likely to eat a food if it's first modeled by the parent
- Modeling is active: try to be enthusiastic when eating a new food
- Modeling happens constantly: the more often you eat healthy foods the more likely your child will eat healthy foods
- Avoid negative comments about food
- Modeling takes time

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Strategy #6: Demand Fading

Start with easy demands (e.g., smell) to create momentum for more challenging demands (eat a bite)

- Smell food
- Put food to lips
- Lick food
- Eat crumb sized bite
- Eat pea-sized bite
- Eat ¼ sized bite
- Eat ½ sized bite
- Eat ¾ sized bite
- Eat full sized bite
- <https://www.westcoastfbs.com/parentportal/phrasing-demands-as-statements-1-ep94s>

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Strategy #6: Demand Fading

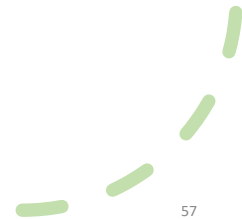
Size of bite is not important!

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Strategy #6: Demand Fading (Continued)

- If starting with a speck is too difficult for your child be patient...
 - Start with putting the food to lips
 - Licking the food
 - Licking the food repeatedly
 - Speck of food



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Strategy #7: Statements vs Questions

“Take a bite” or “Let’s eat!” or
“Time to eat!”

Rather than...

“Can you try a bite?” or
“Will you eat this for me?”




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Strategy #8: Pairing


- To begin, present a small bite of the new food at the same time you are presenting a big bite of a highly preferred food. The expectation is for your child to eat both bites of food at the same time.
 - This strategy is most successful if the bite size of the new food is very small to start (e.g., crumb size) so that the taste and texture is completely masked by the preferred food.
 - After a few presentations, if your child's behaviour remains minimal, insert a delay between presentation of the new food and delivery of the preferred food.
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Video Demonstration: Pairing


- <https://www.westcoastfbs.com/parentportal/simultaneous-reinforcement-pairing>
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Antecedent strategies are...




0	0	0
Strategies you set up BEFORE the meal/bite	Strategies you do AFTER a meal/bite	Strategies you do when problems arise DURING a meal/bite

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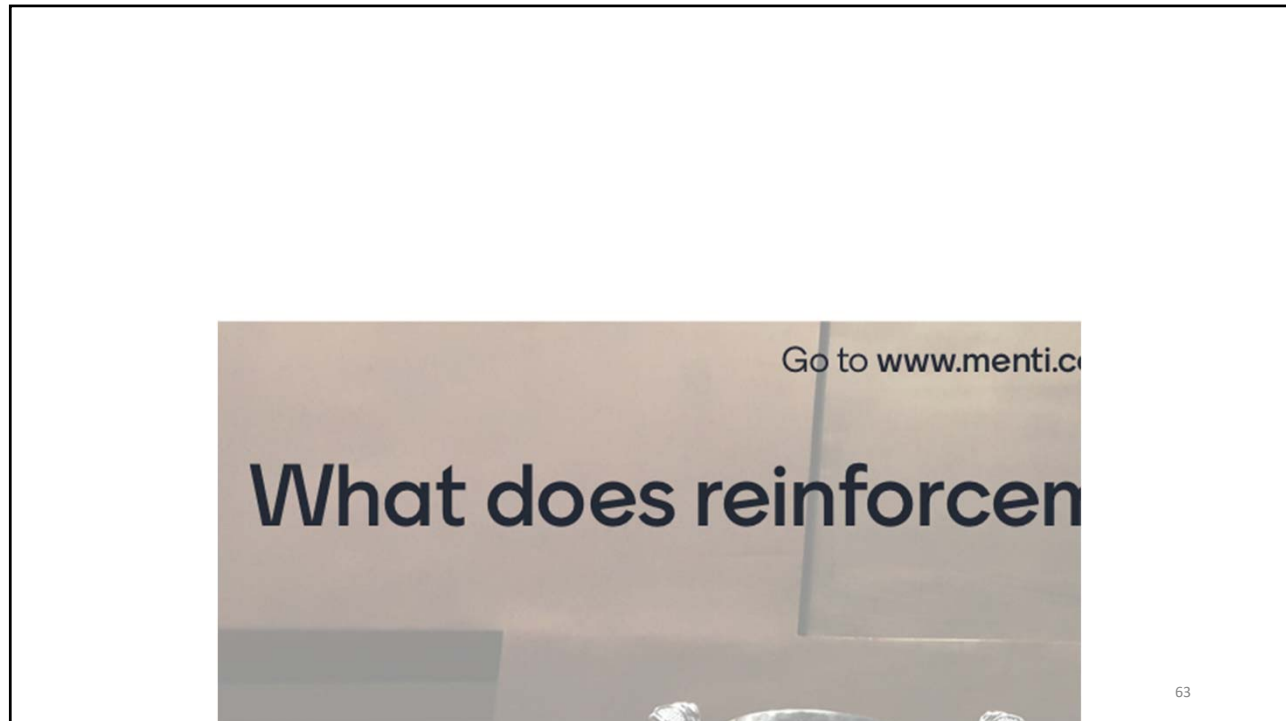
Consequence Strategies

How do we strengthen desired behaviours?
How do we ensure unwanted behaviours are not rewarded?

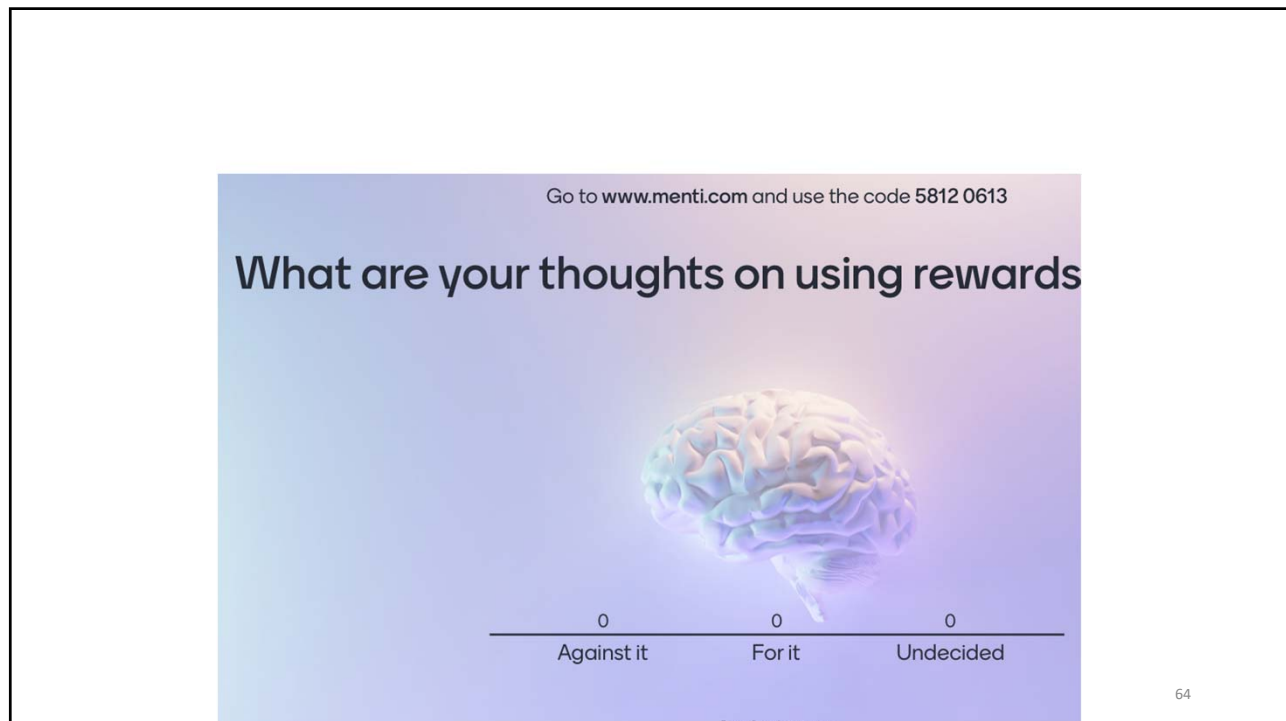


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Strategy #9: Reinforcement

- Widely researched as one of the most effective strategies
- Also the most controversial...
- “Why do I need to reward my child? They should just be eating new foods on their own”
- “Is the iPad now part of family meals?”

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Strategy #9: Reinforcement

- Each time your child responds appropriately (e.g., licks the food, eats a small bite), give reinforcement

Reinforcement may include one or more of the following:

- Praise
- Preferred foods (e.g., snack foods, treats)
- Familiar foods (e.g., foods the child regularly eats)
- Toys (e.g., simple cause and effect toys)
- Activities (e.g., video games, videos, colouring, music, games, reading books)



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Strategy #9: Reinforcement by food

Choose appropriate items

Contingent

Limit access to only tasting sessions

Vary items often

Make sure the quantity matches the effort

Fade the reinforcement over time

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- Taste and texture of the food becomes reinforcing
- Comforting feelings of being satiated

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Strategy #9: Reinforcement

EC:04

- Point System
- Earn points to be later exchanged for items/time with video games, screens etc.
- 1 point per bite – 10 points = \$1.00
- Delayed reinforcement
- Older, highly verbal children

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Parker's Token System

How to Earn Tokens

Eating a portion of fruit	+1
Eating a portion of veggies	+2
Eating a portion of a protein	+2
Eating a portion of dairy	+1
Eating a portion of grains	+1
Trying a brand-new food (5 steps + 1 small bite)	+3
Practicing a new/challenging food (10 bites)	+2
Eating quickly (30 mins or less)	+1

*You have to eat all the food on your plate in order to cash-in

Token Store

Dessert/special treat	10
Make a TikTok video	20
Buy a new iPad game (max \$5)	30
Buy a new stuffed animal (max \$10)	40
Go to the arcade	50
Go to the Catfe	50
Go to the fancy movie theatre	50

*All prizes must be approved by mom

*You must check in with mom about scheduling outings

Warning: Rules are subject to change! Maybe you do some really amazing things that can earn bonus tokens, or maybe you do something that warrants tokens being removed... the choice is yours!

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Vander's Sticker Chart

I can earn stickers for having great meals with mom and dad! To have a great meal I need to...

1. Stay in my seat
2. Eat my meal in 30 minutes
3. Listen to mom and dad (no trying to change the meal or arguing)

If I stay in my seat, eat quickly and listen to mom and dad I will earn a sticker!
When I earn all my stickers I can choose a special reward! I could choose a trip to Jungle Mania, going to Walmart to buy a new toy or going to Canadian Tire to buy a summer toy.

If I get out of my seat, try to change the meal or argue with mom and dad I will get a warning. After 2 warnings if I get out of my seat, try to change the meal or argue, or if it takes me longer than 30 minutes to eat I won't earn a sticker.



I am working for: _____

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Strategy #10: Planned Ignoring

1. Planned Ignore

- Remain calm and neutral, do not comment on your child's behaviour and limit additional attention

2. Pause

- If your child has a toy, remove the toy and if your child is watching the iPad, pause the iPad

3. Wait

- Wait and persist with your demand for 1 minute

4. Reminders

- During this time, remind your child what they are working for (ex. "Remember, after you eat carrot you will get an M&M and your train back!") and how many bites they have left

5. Re-evaluate

- Re-evaluate the reinforcer – see if your child wants to watch something different on the iPad or if they want a different treat after they eat the bite

6. Slice Back

- If your child is still not accepting the bite, slice back to an easier food and build momentum by feeding them a few bites before re-presenting the difficult food

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Important!

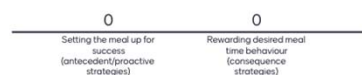
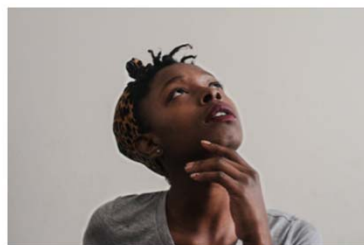
If your child engages in any major problem behaviours that could potentially cause injury to himself and/or others you need to directly address these behaviours with individualized strategies outlined by the behaviour consultant. It is imperative you do not ignore these behaviours.

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Where should you put most of your time and effort?



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Case Study #1:

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EL: Case Example

- 5 years old at the start of intervention
- Lives with his parents – with grandparents from after school until dinner time
- Diagnosed with ASD
- Feeding Issue: Selectivity, rigidity
- **Mealtimes:** EL had a typical eating routine until he went with his dad to visit family in another province for a week. EL started to drop foods quickly until he had 4 in each food group, and many foods that were “hit/miss” and started only eating a few bites of the foods on his accepted food list.

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EL: Before Intervention

Vegetables/Fruit	Grains (Gluten Free)	Meat/Meat Alternatives	Dairy Free	Other
• Berries (all)	• Bear paw	• Hot dog	• Cream cheese (garlic)	• Spaghetti (few bites)
• Banana	• Multigrain bread	• Bacon	• Yogurt drinks	• Pizza (from specific places)
• Watermelon	• Cereal – mini wheats	• Farmer sausage (one kind)	• Milk	• Spring rolls (few bites)
• Grapes	• Raisin toast	• Ground beef (few bites)	• Red babybel	• Alphaghetti
• Pineapple (few bites)	• Crackers (multiple kinds)	• Salami (few bites)		• PB&J
• Kiwi (few bites)	• Bagels	• Fish sticks (few bites)		• Subway sandwich (no veggies)
		• Chicken strips (few bites)		• Smoothie (few sips)

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EL: Plan of Intervention

- Structured Meal Schedule
- Visual Schedule
- Simple Choice Board (first, then)
- Reinforcement: Terminal Reinforcer & Immediate Tablet Time
- Preferred food chaser (cracker) to help EL chew and swallow new/difficult foods
- Pairing

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EL: Cucumber
(baseline)



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EL: Cucumber
(1st bite)



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EL: Cucumber
(full bite)



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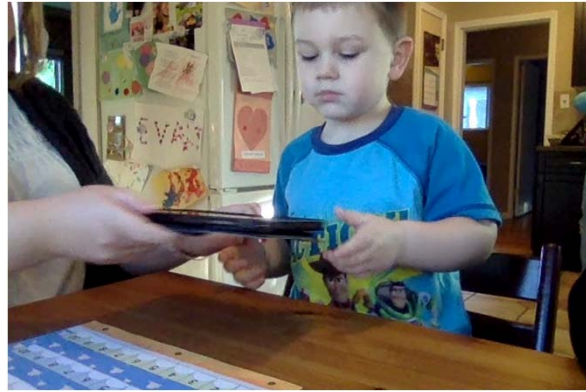


EL: Cucumber
(multiple bites)



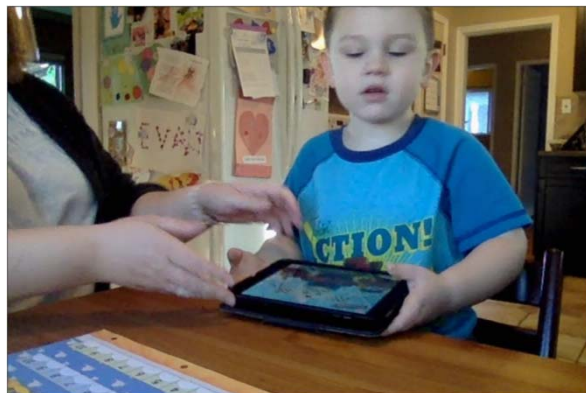
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EL:Honeydew
(1st bite)



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EL: Honeydew
(2 bites)



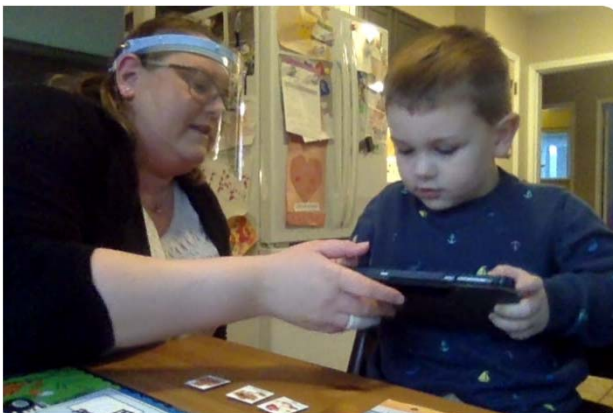
84

EL: Honeydew (with Mom)



85

EL: Apple (1st bite)



86



EL: Apple
(2nd bite)

87



EL: Apple
(with Grandma)

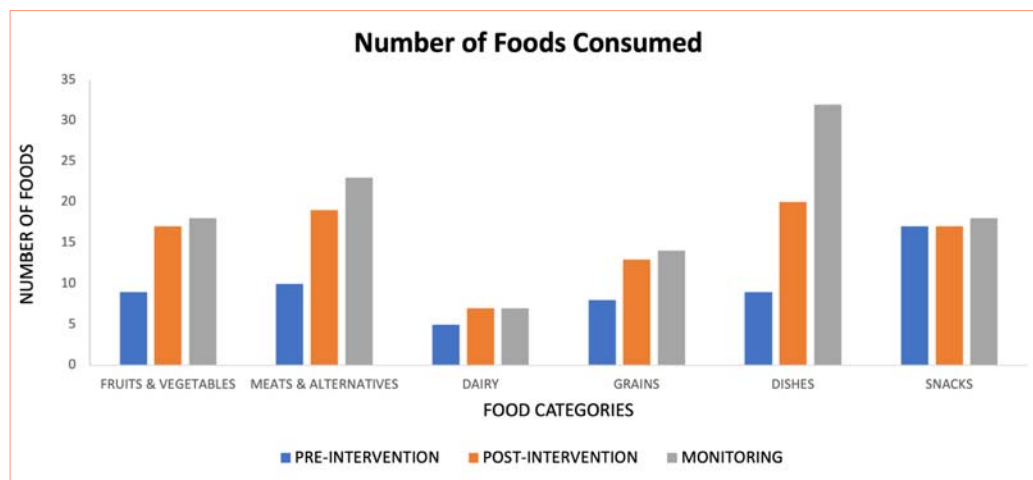
88

EL: Outcomes



89

EL: Outcomes



90

EL: Outcomes

- Consistently eating at least 10 foods across all major food groups
- 21 ITT sessions
- 15 PT sessions
- Will taste anything



91

Case Study #2:

92

92

VV Case Example

- 20 months old at the start of intervention
- Lives at home with her parents
- Background:
 - Born with a heart defect and underwent surgery after birth
 - Diagnosis of ASD
- Feeding issues:
 - Has always been a picky eater
 - History of eating a food for 1-2 weeks and then dropping it
 - Anemic
- Mealtimes:
 - Sits in a high chair or stands on a learning tower
 - Eats completely distracted
 - Breastfed throughout the day

93

VV: Baseline

Fruit/Vegetables	Grains	Meat/Meat Alternatives	Dairy	Dishes	Snacks/Other
<ul style="list-style-type: none"> • Cucumber • Bananas • Apples • Oranges • Green beans • Guava 	<ul style="list-style-type: none"> • Baby cereal • Rice puff • Plain rice • Dosa • Goldfish crackers 		<ul style="list-style-type: none"> • Flavoured yogurt • Frozen yogurt • Ice cream • Whipped cream 	<ul style="list-style-type: none"> • Rasam rice • Yogurt rice • Adai Kiwi milkshake • Fried rice • Apple milkshake • Cumin seed rice • Chapathi • Lotus seeds • Black Olives (from pizza) 	<ul style="list-style-type: none"> • Chips

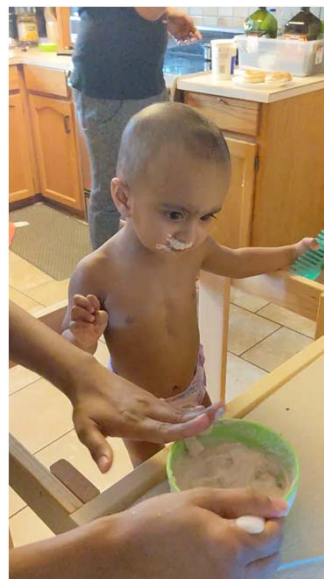
94

VV: Baseline



95

VV: Baseline



96

Short-Term Goals During Feeding Sessions with Feeding Therapist:

Goal #1: VV will reliably open her mouth when presented with a spoon.

Goal #2: VV will reliably consume foods currently in her diet.

Goal #3: VV will increase quantity of the foods she currently eats.

Goal #4: VV will accept 3 new foods with feeding therapist. VV will accept 80% of full-sized bites with minimal problem behaviours presented for two consecutive feeding sessions.

Monitoring/Long-Term Goals with Parents:

Goal #5: Parents will implement the meal-time strategies with fidelity.

Goal #6: Parents will follow a meal time schedule.

Goal #7: Parents will offer variety of foods during meals.

Goal #8: Parents will introduce a minimum of two new foods per month.

Goal #9: VV will decrease breastfeeding sessions throughout the day. VV will only nurse during nap and bedtime routine.

97

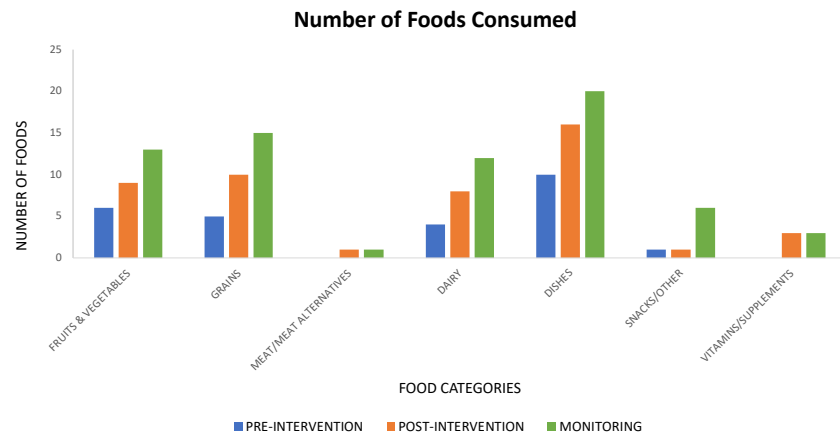
VV: Plan of Intervention

- Scheduled mealtimes/breastfeeding
- Meals in the Keekaroo chair at the table
- Visual schedule
- Make the iPad contingent
- Behavioural momentum
- Demand fading



98

VV: Outcomes



99

VV: Outcomes

Fruit/Vegetables	Grains	Meat/Meat Alternatives	Dairy	Dishes	Snacks/Other
<ul style="list-style-type: none"> Cucumber Bananas Apples Oranges Green beans Guava Purees (banana mango and cherry banana spinach) Broccoli Carrot Watermelon Chickpeas Peas Corn 	<ul style="list-style-type: none"> Baby cereal Rice puffs Plain rice Dosa Goldfish crackers Quinoa Oatmeal Plain roti Avocado roti FreeYumm granola bar Waffle Pretzel goldfish crackers Pasta Kids cliff bar Cereal bar 	<ul style="list-style-type: none"> Peanut butter 	<ul style="list-style-type: none"> Flavoured yogurt Frozen yogurt Ice cream Whipped cream Vanilla yogurt Babybel cheese Milk Honey yogurt Roasted paneer Banana yogurt bites Pudding 	<ul style="list-style-type: none"> Rasam rice Yogurt rice Adai Kiwi milkshake Fried rice Apple milkshake Cumin seed rice Chapathi Lotus seeds Black Olives (from pizza) Curd rice Lemon rice Smoothies (various flavours) Roti with yogurt Soup (various flavours) Cheerios, and fruit loops with milk Toast with cream cheese, and ghee Garlic cheese bread Bagel with cream cheese Upma Ickly Egg noodles Poha 	<ul style="list-style-type: none"> Chips Multivitamin gummy Iron supplement Go and Grow supplement Brownie Cream biscuit Fruit juice Welch's fruit gummies Indian sweets

100



VV: Soup

101



VV: Milk

102

VV: Cheese



103

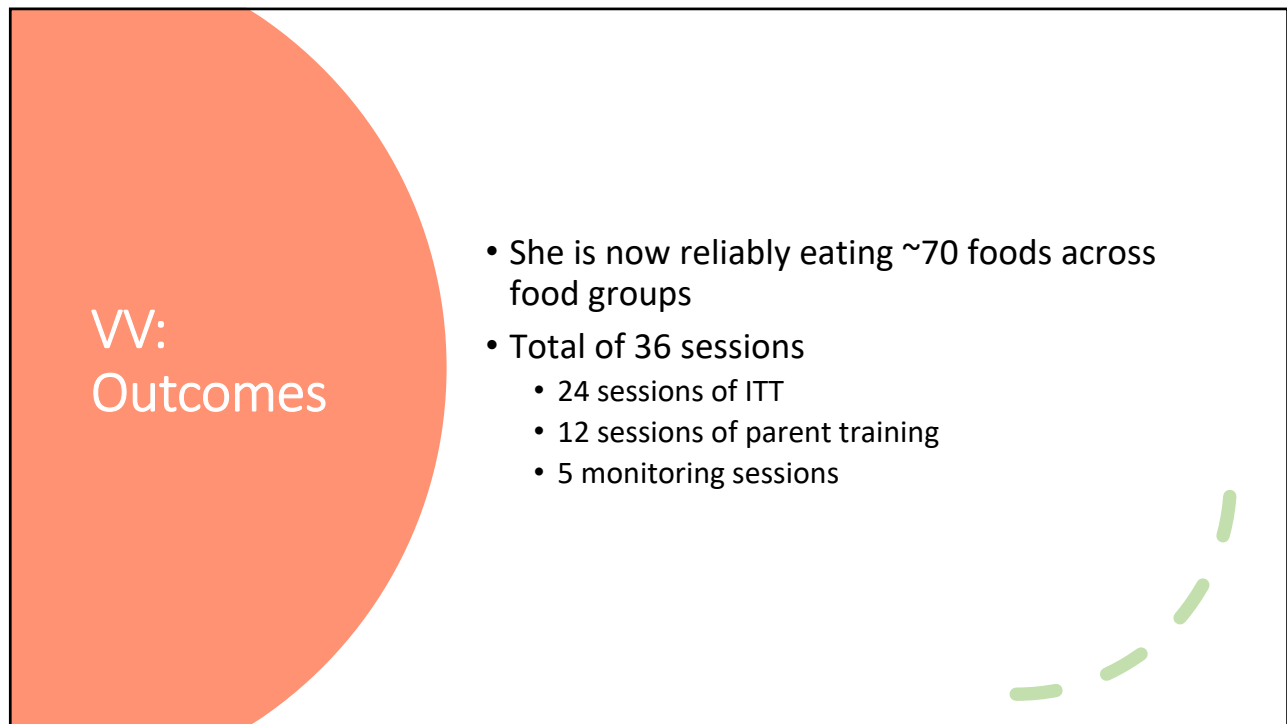
Short-Term Goals During Feeding Sessions with Feeding Therapist:

Goal #1: VV will reliably open her mouth when presented with a spoon.	✓	
Goal #2: VV will reliably consume foods currently in her diet.	✓	
Goal #3: VV will increase quantity of the foods she currently eats.	✓	
Goal #4: VV will accept 3 new foods with feeding therapist. VV will accept 80% of full-sized bites with minimal problem behaviours presented for two consecutive feeding sessions.	✓	

Monitoring/Long-Term Goals with Parents:

Goal #5: Parents will implement the meal-time strategies with fidelity.	✓	
Goal #6: Parents will follow a meal time schedule.	✓	
Goal #7: Parents will offer variety of foods during meals.	✓	
Goal #8: Parents will introduce a minimum of two new foods per month.		✓
Goal #9: VV will decrease breastfeeding sessions throughout the day. VV will only nurse during nap and bedtime routine.		✓

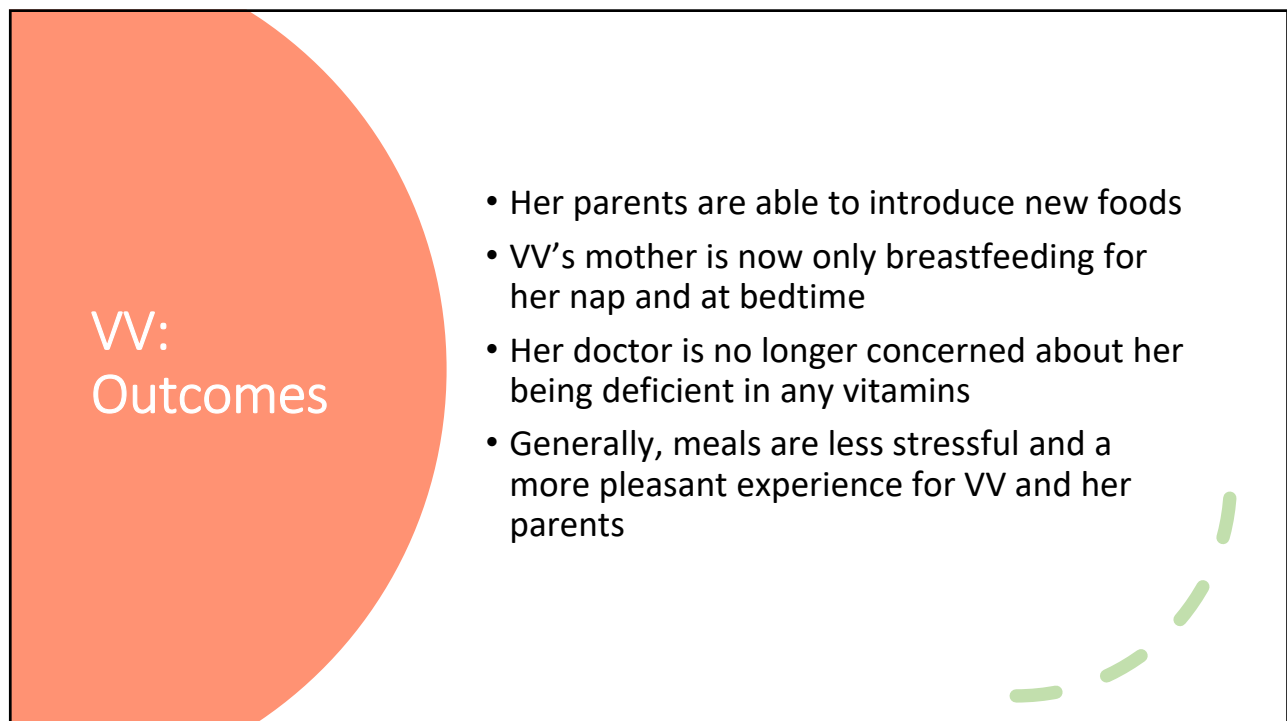
104



VV:
Outcomes

- She is now reliably eating ~70 foods across food groups
- Total of 36 sessions
 - 24 sessions of ITT
 - 12 sessions of parent training
 - 5 monitoring sessions

105



VV:
Outcomes

- Her parents are able to introduce new foods
- VV's mother is now only breastfeeding for her nap and at bedtime
- Her doctor is no longer concerned about her being deficient in any vitamins
- Generally, meals are less stressful and a more pleasant experience for VV and her parents

106



VV: 7 months
following
intervention



107

107



VV: 7 months
following
intervention



108

108

VV: 7 months
following
intervention



109

109

Case Study #3:

110

110

RB: Case Example

- 3 years old at the start of intervention
- Lives with his parents and two younger brothers.
- Diagnosed with ASD
- Feeding Issue: Oral Motor Delays & Selectivity
 - Round 1: Purees
 - Round 2: Chewing Intervention
 - Round 3: Variety, Speed, and Chewing
- **Mealtimes:** Ate mealtimes with family, but highly selective with new foods. If he accepted bites of non-preferred foods, he would pack them in his cheek pocket for hours.

111

RB: Baseline



112

RB: 2nd
Intervention
(Chewing)



113

RB:
Chewing
Meltable Solids



114

Yam: baseline



115

Yam:
behavioural
momentum



116

Yam



117

Blueberry:
touch



118

Blueberry: 1st bite



119

Blueberry with chaser bite



120



Raspberries

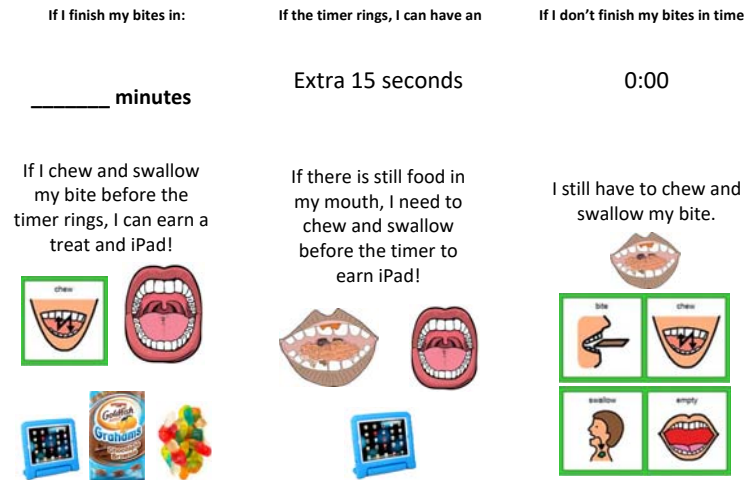
121

RB: Plan of Intervention

- Visual Schedule
- Contingency Map
- Reinforcement: Token Economy & Tablet Time
- Preferred food chaser to help Remi chew & swallow

122

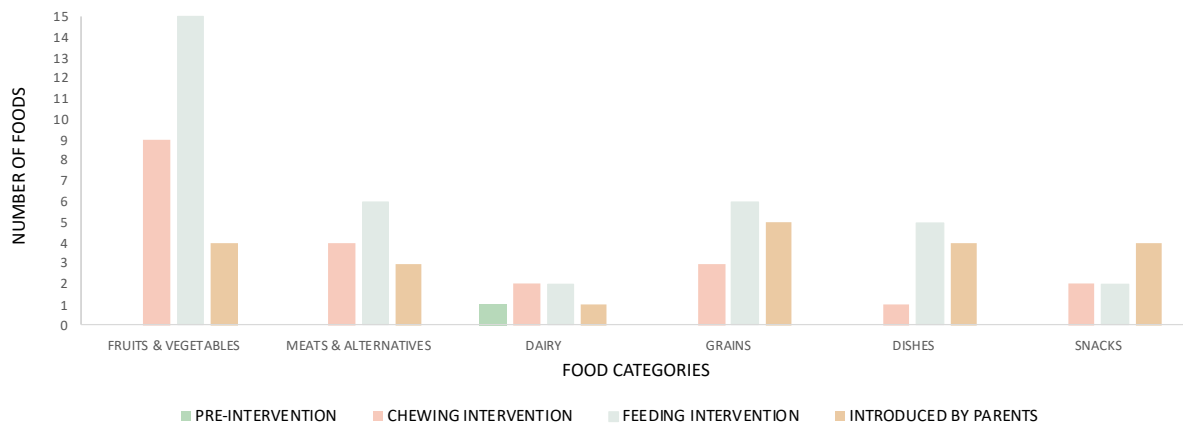
Visual Contingency Map



123

RB Outcomes:

Number of Foods Consumed



124

RB Outcomes

	FRUITS & VEGETABLES	GRAINS	MEATS & ALTERNATIVES	DAIRY	DISHES	SNACK FOODS
CHEWING INTERVENTION	<ul style="list-style-type: none"> Banana Pear Avocado Cucumber Carrot Sweet Potato Broccoli Green Beans Cauliflower 	<ul style="list-style-type: none"> Toast Cheerios Pancake 	<ul style="list-style-type: none"> Egg Chicken Salmon Peanut Butter 	<ul style="list-style-type: none"> Cheese Ice Cream 	<ul style="list-style-type: none"> Tortellini 	<ul style="list-style-type: none"> Veggie Straws Goldfish Crackers
FEEDING INTERVENTION	<ul style="list-style-type: none"> Blueberry Raspberry Strawberry Apple Sauce Broccoli Yam Cauliflower Carrot 	<ul style="list-style-type: none"> Oatmeal Potato Brown Rice 	<ul style="list-style-type: none"> Tofu Beans 		<ul style="list-style-type: none"> Teriyaki Rice Dish Mushroom Risotto Berry Smoothie 	
INTRODUCED BY PARENTS	<ul style="list-style-type: none"> Apple Orange Grape 	<ul style="list-style-type: none"> Fries All Breads Wraps All Pasta All Baked Goods 	<ul style="list-style-type: none"> Fish Beef 	<ul style="list-style-type: none"> Yogurt 	<ul style="list-style-type: none"> Pasta Dishes Sandwiches Grilled Cheese Wraps Yam Tempura 	<ul style="list-style-type: none"> Crackers Granola Bars Cookies Candies

125

RB: Outcomes

Eating 50+ foods across all major food groups

48 ITT sessions

5 hours of PT

Extended intervention because of external variables

126

RB: Outcomes

- Able to chew and swallow a variety of table foods.
- Able to try and eat the same foods as his family members.
- Fully participating at family meals.
- Mom was able to introduce many new foods without therapist present. Some of the foods introduced by mom included:
 - Apple, orange, grapes, fries, breads, wraps, pastas, baked goods, fish, beef, sandwiches, grilled cheese sandwiches, yam tempura, crackers, granola bars, cookies, desserts.

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Before You Start Tasting Sessions:

- Remember that teaching your child is to accept new foods is a process that will take time
- Focus on long term tastes rather than short term quantity
- Keep your expectations small to start – set yourself up for success!
- Allot 30 minutes a day for daily practice
- Enlist others to help with implementing strategies.

128

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Common Mistakes:

- Presenting too big a bite to start
- Not having scheduled mealtimes – allowing your child to graze through out the day
- Giving up on a food too soon – not practicing it enough
- Fading strategies too soon – e.g., not offering a reward

129

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WHAT IF...

What if I've tried rewards but my child still won't take a bite?"

- The food is too difficult for your child
- Too high of expectations
- Need professional support



130

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WHAT IF...

What if my child is now dependent on the iPad for meals?

- Systematically fade out the iPad

<https://www.westcoastfbs.com/parentportal/relinquishing-the-reinforcer>

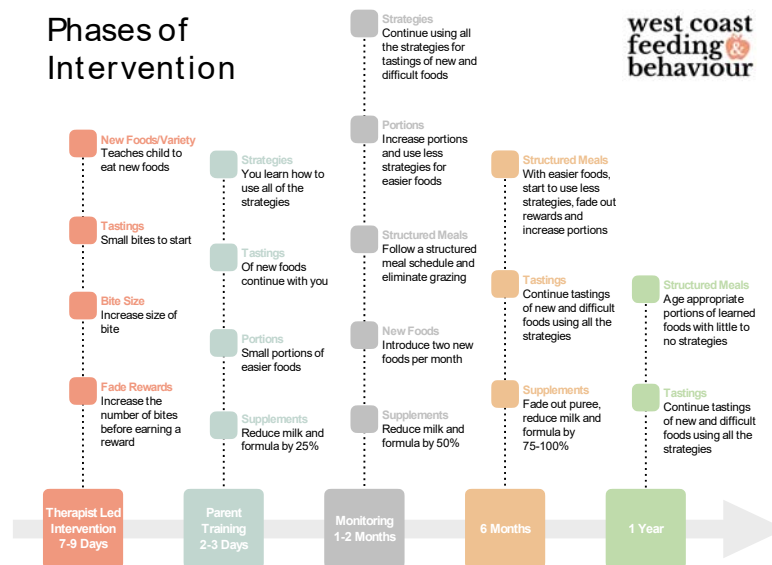
131

131

WHAT IF...

- What if it never gets easier to feed my child?
- Focus on long term tastes rather than short term quantity

Phases of Intervention



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What if this
doesn't work?



Not intensive enough
Not enough opportunities to
practice



Need professional support to
promote that initial change

133

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Go to www.menti.com and use the code 5812 0613

What does your ideal meal look like?



134

134

QUESTIONS?



**west coast
feeding &
behaviour**

135

135

This QR code is intended for BCBA's who purchased Educational Credits before Monday, Nov 22 only.

CEU's Check-out 2:45 to 2:55 PM

CEUHelper
<https://ceuhelper.com>

Check Out

Improving Family Mealtimes, One Bite at A Time



Improving Family Mealtimes, One Bite At A Time

Friday, November 26th 2021, 9:30 am - 2:45 PM
Web Streaming

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