

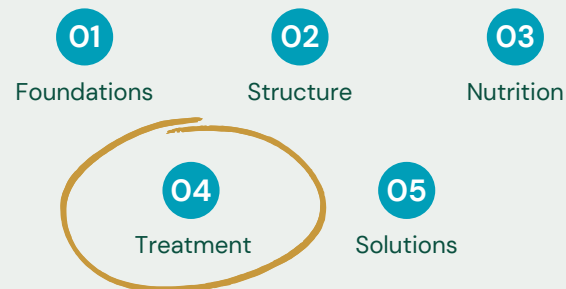


# TAKING STEPS TO OVERCOME RESTRICTIVE EATING AND TRANSFORM MEALTIMES

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## PROGRAM OVERVIEW



*Disclaimer: These approaches have not been selected for your specific child so consultation with a feeding therapist may still be beneficial.*

## FOUNDATIONS OF MOST TREATMENT APPROACHES

- Children learn best *through play*
- Food serves as a tool to teach eating skills, considering the food's sensory qualities and motor demands, and the child's oral motor, motor, sensory and cognitive skills, along with their past food experiences and ideas.
- Incorporating the child's interests at the 'just right' level of interaction with the food improves their intrinsic motivation and helps them learn to manage the qualities of that food adaptively.

## Food Chaining

- Food Chaining is one method to start with to help your child make changes to preferred foods
- This method does not work on your goals food first BUT working on making changes to their preferred or sometimes foods in the hopes that we foster flexibility, changes, small changes, positive experiences!

## How to Start Food Chaining












- Pick a food your child already accepts
- Start with a small change that you think your child may be okay with.
- Offer these changed foods along with other foods your child likes and will eat.
- Once your child accepts the changed food, he or she has added this 'new' food to the list of foods they can accept and eat.
- You can then move on to make another change.

## FOOD CHAINING










## EXAMPLES OF FOOD CHAINING

### Example: French Fries to Cauliflower


- Step 1:** Fast food French fries. 
- Step 2:** Frozen French fries, home baked. 
- Step 3:** Homemade fries (made with fresh potatoes). 
- Step 4:** Baked potato wedges. 
- Step 5:** Roasted diced potato pieces. 
- Step 6:** Soft boiled potato pieces. 
- Step 7:** Fork mashed soft boiled potato. 
- Step 8:** Mashed potato. 
- Step 9:** Use ½ tsp (2 mL) pureed cauliflower with mashed potato. 
- Step 10:** Add more cauliflower until there's only pureed cauliflower. 
- Step 11:** Slowly change the texture of the cauliflower to mashed, then small pieces, then small flowerets. Do this until the cauliflower is served in its whole floweret form. 

### Example: Strawberry Yogurt Tube to Strawberries

- Step 1:** Strawberry yogurt tube. 
- Step 2:** Strawberry yogurt tube squeezed into a cup or a bowl, eaten with a spoon. 
- Step 3:** Strawberry yogurt poured from a tub into a bowl, eaten with a spoon. 
- Step 4:** Add a small amount of pureed strawberries to strawberry yogurt in a bowl. 
- Step 5:** Add small pieces of strawberry to the yogurt. 
- Step 6:** Add larger pieces of strawberries to the yogurt. 
- Step 7:** Use yogurt as a dip for sliced or whole strawberries. 

#### Next Steps:

You can use this method with other flavours and fruits. For example:

- Step 1:** ½ tsp (2 mL) raspberry yogurt into ½ cup (125 mL) of strawberry yogurt. 
- Step 2:** Increase the amount of raspberry yogurt, mixed with strawberry yogurt. Decrease the amount of strawberry yogurt each time, until your child is eating raspberry yogurt.




Repeat these steps with other flavours of yogurt.

### Example: Chicken nuggets to chicken pieces

- Step 1:** Fast food chicken nuggets. 
- Step 2:** Store bought baked nuggets. 
- Step 3:** Homemade chicken nuggets. Cut a chicken breast into pieces and use a chicken coating or breadcrumbs, such as panko. Lightly bread the chicken pieces and cook. 
- Step 4:** Pan fried or baked chicken breast without coating. 

#### Next Steps:

### Example: Chocolate to white milk

- Step 1:** Chocolate milk with a small amount of white milk. Add 1 tsp (5 mL) white milk to 1 cup (250 mL) chocolate milk. 
- Step 2:** Add 2 Tbsp (30 mL) white milk to 1 cup (250 mL) chocolate milk. 
- Step 3:** Slowly add more white milk and use less chocolate milk in 1 cup (250 mL) milk until there's only 1 cup (250 mL) white milk. 

Example: to try at home	Example: to try at home
Step 1:	Step 1:
Step 2:	Step 2:
Step 3:	Step 3:
Step 4:	Step 4:
Step 5:	Step 5:
Step 6:	Step 6:
Step 7:	Step 7:
Step 8:	Step 8:
Next Steps:	Next Steps:

LET'S TRY IT OUT!

## FOOD CHAINING



- **Developmentally Appropriate**
  - Based on theory that feeding is a developmental process involving sensory, motor, oral-motor, behavioral, learning, and environmental components.
  - It must consider child's developmental stage and skills to guide intervention.
- **Systematic Desensitization**
  - Systematic exposure or progression of steps to gradually introduce and expand the child's acceptance of different foods.
- **Sensory Integration**
  - SOS recognizes the role of sensory processing in feeding difficulties.
  - It addresses sensory issues that may contribute to food aversions or selective eating, such as sensitivity to texture, taste, smell, or temperature.

## SEQUENTIAL ORAL SENSORY APPROACH (SOS)





## STEPS TO EATING

### EATING

- chews and swallows whole bolus independently
- chews, swallows whole bolus with drink
- chews, swallows some and spits some
- bites, chews "x" times & spits out
- bites pieces, holds in mouth for "x" seconds & spits out
- bites off piece & spits out immediately
- full tongue lick
- licks lips or teeth

### TASTE

- tip of tongue, top of tongue
- teeth
- lips
- nose, underneath nose
- chin, cheek
- top of head
- chest, neck
- arm, shoulder
- whole hand
- fingertips, fingerpads
- one finger tip

### TOUCH

- leans down or picks up to smell
- odor in child's forward space
- odor at table
- odor in room

### SMELLS

- uses utensils or container to serve self onto own plate/space
- uses utensils or a container to stir or pour food/drink outside of own space
- uses utensils or a container to stir or pour food/drink for others
- assists in preparation/set up with food

### INTERACTS WITH

- looks at food when directly in child's space
- being at the table with the food just outside of child's space
- being at the table with the food ¼ way across the table
- being at the table with the food on the other side of the table
- being in the same room

### TOLERATES

### EATING

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### TOLERATES



## Looking Activities

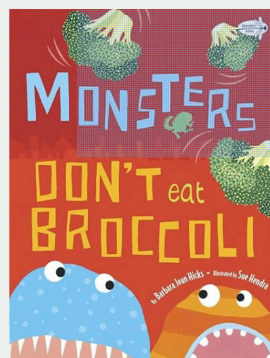
Activity	Examples	Developmental Examples
Invite your child to give the focus food a new name. From now on use the name they picked for the food. The funnier and sillier, the better.	"x-ray vision carrots" "pepper rockets" "princess peas" "bluebs" "orange drops" "purple brains"	Babies: "Happy Peppers." Toddlers: "Olaf Noses" (Carrots). Pre-Schoolers: "Tomato Minions" (Yellow Grape Tomatoes). Ages 5+: "JoJo Siwa Bows" or "Bow Ties" (Bow Tie Pasta).
Read a children's book that contains the focus food or find a fun video to watch that includes the focus food Or Try out Food Critic Activity	"Veggies with wedgies" "How do dinosaurs eat food" "Chopped Kids" "You are not an Otter" "There is no Ham in Hamburger"	Younger Kids- Take the food in that book and then use it throughout the activity, pretend play with it Older Kids- Talk about the show or book after. What was cool about it? Would they want to try it out at home?
Go grocery shopping with your child and point to the focus food and other foods and name them. You put the focus food in your cart.	"Look, I see x-ray vision carrots! I'm going to put some in our cart. What other foods do we see?"	Babies: Point & name foods. Toddlers: Point and name items. Talk about the different colors/shapes/textures of foods. Ages 5+: Have a "scavenger hunt" where they look for certain items.

Read a children's book that contains the focus food or find a fun video to watch that includes the focus food

"Veggies with wedgies"  
"How do dinosaurs eat food"  
"Chopped Kids"  
"You are not an Otter"  
"There is no Ham in Hamburger"  
Chopped Junior  
Cooking Challenges on YouTube  
Food Science

**Younger Kids-** Take the food in that book and then use it throughout the activity

**Older Kids-** Talk about the show or book after. What was cool about it? Would they want to try it out at home?



## Smelling Activities

Activity	Examples	Developmental Examples
Put 3 different foods in a bowl. Invite your child to close their eyes and see if they can guess what the foods are by smelling them. You do it too!	Put oranges, banana and cinnamon in a bowl.	Younger Kids: Get them to guess, have their siblings participate Older Kids: Make it to be a science experiment. Create hypothesis.
Pretend the food is a phone and your child needs to put it up to their ear to hear it. Have a funny conversation.	Banana phones, cucumber phones, carrots phones - all great options	Younger kids: Will think its funny! Older Kids: You could get them to video it and edit it
Play a comparison game. Take different foods and talk about smell	You can use words like "cool" "warm" "strong" "mild" "sweet" Try to avoid negative words by keeping it positive and descriptive.	Younger Kids: "does the red bell pepper smell the same as a green pepper?" Older Kids: Make it a science experiment and give them a special notebook where they can either draw pictures or write a hypothesis & conclusion

## Smell Experiment

Collect several items that have distinctive smells such as: Lemon, orange peel, cedar wood, perfume soaked cotton, banana, pine needles, chocolate, coffee, dirt, vanilla, garlic, onion, vinegar, moth balls, rose flowers, saw dust, ginger, peppermint, pencil shavings, potato chips

Keep the items separated and enclosed in plastic containers so that the odour do not mix.

Put a blindfold on the child (or punch holes in the top of the containers to eliminate the need of a blindfold) :



### Questions and Comparisons:

1. Guess the item by smell

2. Rate the odour

Strong, pleasant, neutral,

Sweet, Sour, Strong, Mild

1-5 from favourite to least favourite

## Touching Activities

### Activity

Food artwork - put paper, art supplies (crayons, water colors, glue, etc.), and food to the table and invite them to create something using all of the items.

Invite your child to do food prep with you. Give them a job that is age-appropriate and teach them how to do it safely.

Play a counting game with foods. Invite them to take the foods out of a dish or put them into a dish as you count them together.

### Examples

"What can you draw with beets?"  
"Can you glue these beans to the paper and paint a picture?"  
"Do carrots work like orange water colors?"

Peel foods  
Use a kid-safe knife  
Use a crinkle cutter  
Tear leafy items  
Wash food items  
Crack eggs  
Stir foods

"How many peas in this dish?"  
"How many leaves here?"  
"How many carrots in the bowl?"

### Developmental Examples

Babies: finger paint or smear a food like beets or cherries on paper.  
Toddlers: Use foods as colors or as paint brushes.  
Ages 5+: make more elaborate art with food items.

Toddlers: Tear leafy items, Wash food items, Stir foods, pour  
Pre-Schoolers: Scoop food and put it into containers, Peel foods, Crack eggs.  
Older Kids: Use a kid-safe knife to cut things

Babies: Count the number of peas on their plate out loud.  
Pre-Schoolers: "Can you put 2 peas in a row? Can you put 4 peas in a row?"  
Older Kids: Math challenges where they put the food in groups. "You have 7 peas. I ate 2, how many are left?"

### Food artwork



"What can we use for their eyes?"  
"How should we cut the food so that it can be hair?"  
"Let's tear the cheese to make ears"



Can you twirl this baton between your fingers?



Let's snap this stalk into smaller pieces.



Let's write our name in ranch dressing!



We can cut these into coins and see how much money we have!



How many circles can we make?



I wonder if you can turn this banana into a car?



























Let's make a sword.  
Can you put these blueberries onto the tooth pick?



Look at these stepping stones!  
Jump, jump, jump, smash.

*"My son explained this amazing thing last night about how he needs to "understand" flavours...If he tries something new too fast his brain can't process the flavours because it all "comes at once."*

*“... I am 43... I need to know what to expect flavour and texture wise. Use comparisons to something similar that your child eats when possible. Make sure to mention there could be multiple textures and dont be afraid to cut something open and let them feel it in his fingers first.*

FOOD DESCRIPTIONS				
COLOUR	SHAPE	FEELING	SMELL	TASTE
 White  Green  Yellow  Brown  Orange  Pink	 Circle  Oval  Square  Rectangle  Heart  Moon	 Dry  Wet  Crunchy  Sticky  Soft	 Big Smell  Little Smell	 Sweet  Savoury  Bitter  Salty  Sour

LOOK	SMELL	TOUCH	TASTE
Smooth	Strong	Hard	Cold
Lumpy	Mild	Soft	Hot
Wet	Spicy	Crumbly	Warm
Dry	Savoury	Sticky	Spicy
Dull	Sweet	Firm	Bitter
Shiny	Citrus	Fluffy	Sweet
Stringy	Bland	Crisp	Sour
<u>Colours*</u>	Acidic	Sandy	Tangy
Shapes*		Chunky	Salty
		Rubbery	Creamy
		Crunchy	Mild
		Thick	Strong <input type="text"/>
		Thin	Smoky
			Savoury



## TREATMENT PLANS

- Can be done at a mealtime (we recommend the last 5–10 min of the meal)
- Can be done outside of mealtime
- Aim for 2–3 times a week of food-based activity for consistency and progress

## DISCUSSION & REFLECTIONS



Did any of these treatment concepts resonate with you?  
Thoughts about how you think these will go over with your children?

How did your progress go with the goals you set last week?  
Would anyone like to share one of their goals?

## ASSIGNMENTS TREATMENT STRATEGIES



### Look, Smell, Touch

- Pick 1-2 activities you think you could do at home with your children
- How would you adapt it for your own child's developmental stage as well as your lifestyle and routine
- Plan out this week to trial 2 activities using a goal food, meeting your child at the step they are at.



### Sensory Properties

- Trial one of these activities at home with your child.
- Modify if needed based on your child



### Food Chaining

- Continue to write out any food chaining ideas that you may consider
- Trial 1 food chaining step this week