

Empowering Parents with Fussy Eaters

Presented by Angela Lee APD

Session Two



TLC Nutrition

Dietitian-Teacher



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Today's Agenda

Brief Intro

Fact or Fiction?

Reasons children don't eat

Fussy eaters Vr's Problem Feeders

Parent's Vr's childs role in eating

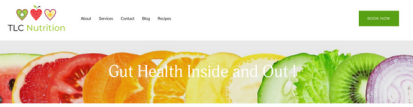
Strategies for fussy eaters

Sensory food based activity

Rudolph's Bliss Balls



Brief Intro



Evidence Based Nutrition

Specialist in The Low FODMAP Diet

Learn More



Meet the dietitian

Hi, I'm Angela an Accredited Practising Dietitian with experience in helping clients with IBS/IBD, Diabetes and Food Intolerances.

Monash University Certified



IBS Dietitian

Low FODMAP diet



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Fact or Fiction !

Eating is **01**
body's main
priority



Eating is instinctive!
02

A child will eat when
they are hungry!

You shouldn't play
with your food!

04



03



Children only need
to eat 3 times a
day ! **05**



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1-Eating is main priority

- No

Breathing most important

Postural stability stop us falling on our head

3rd eating

2- During the first wks -3 mths of life feeding changes from a reflexive to a learnt behaviour
motor/sensory/cognitive

3-TRUE 94-96%

feeding problems will starve themselves

4-food play

FALSE

best way food learn through play

5- FLASE children would need to eat 5 meals every 2-3 hours

appetite mood/gastric volume, nutritive value of food

Reasons why children won't eat

History with food

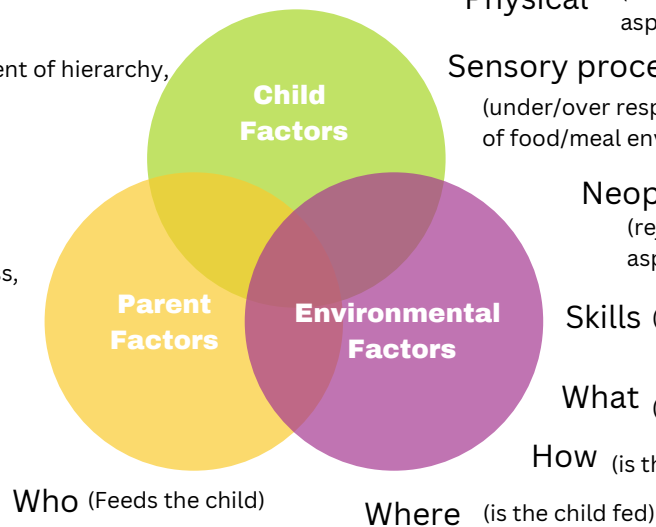
(offer liked foods, development of hierarchy, culture)

Parenting Style

(demandingness, responsiveness, control, supportive)

Stress

(pressure, stimulation, don't read child's cues)



Physical (GORD, pain nausea, constipation, aspiration, choking)

Sensory processing

(under/over responsive, sensory aspect of food/meal environment)

Neophobia

(rejection of new foods, sensory aspect of food/meal environment)

Skills (skill level, skill deficits)

3 factors

Fussy Eater

Eats a range of foods

Can tolerate new foods on a plate (touch, taste)

Growing well

Asks for food - healthy hunger between meals

Will respond to nutritional strategies

Eats more than one food from each texture group

Eats with family but usually different meals

Able to add new foods to current intake in 15-25 steps

Vr's

Problem Feeder

Eats different food from the family, often eats alone

Poor growth

Will eat a very narrow range of foods

Cries falls apart with new foods

Rejected foods are not required

Refuses entire food groups

Refuses food entire textures

Eat different food from family

Force Feeding

Adds new foods in >25 steps

Brand specific

No improvement with decreased milk or routine with breaks



Problem feeders

narrow range <20 foods

Refuses entire food groups

- only eats dairy no meat

Texture refusal

-food with lumps, runny, crunchy or chewy foods ,food with skin on , seeded fruit

add new foods > 25 steps

- difficult to add new food if not impossible

Example personal - son

Milk Woolworths brand or cheese from Aldi

'What's wrong with the milk it taste different'

Fussy Eater vs Problem Feeder

24-33% of children will experience some form of picky eating in the first 10 years of their life

-6%-50% aged 2-5 years

-19% aged 6-12 years

All kids are picky they will grow out of it - ~~FALSE~~

Four children picky eaters only 1/3 to 1/2 will outgrow picky eating without professional help

1/2 of the children who are picky eaters will not outgrow it



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FALSE- research does not support this

Parents Responsibility!

- ✓ WHAT food is offered
- ✓ WHEN food is offered
- ✓ WHERE food is offered



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Parent child relationship provides opportunity forming attachments, regulating, emotions socialising

They learn to eat what their parents eat!

Parent trust children

Child's Responsibility!



- ✓ **HOW** much they will eat
(As many servings as they like)
- ✓ **IF** they will eat
They may choose not to eat

Role modelling is essential part of relationship

PARENTS FEEDING JOB

- Providing regular meals and snacks
- Show children how to behave at meal times
- Make eating times regular
- Be considerate of child's lack of experience
- Avoid food or beverages btw meals
- Let children grow up to get bodies right for them



CHILDRENS EATING JOB

- Children will grow predictably
- Children will learn to eat the food their parents eat
- Children will eat the amount they need
- Children will eat (if no underlying health issues)
- Children will eat the amount they need



No food or beverage btw meals except water

What and how much to feed!

Try not to overload child's plate

Offer 5-6 smaller meals and snacks

Avoid preparing separate meals from the family

Ensure foods are child's preferred texture

Include food from all core food groups
healthy eating plate

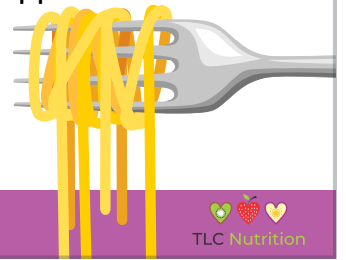
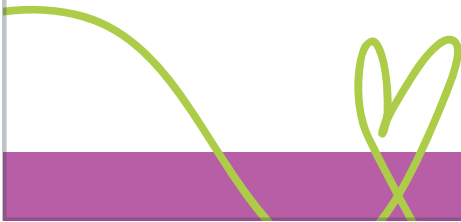
Limit milk and dairy foods to 500ml daily

Offer water only btw meals
(not to decrease appetite)

Provide your child with two options only
(2 diff fruit 2 diff fillings in a sandwich)

Ensure foods are child's preferred texture

Limit juice -decrease appetite



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large serving sizes can be overwhelming

younger children

fist size - stomach volume - resting stomach capacity

Finger food- toddlers - enjoy self feeding - spoon cup other utensils

texture - acceptable

struggling with chewy meat try mince

cooked veg try raw grated

skin - try peeling first

2 options

- respect like/dislikes

- 2 diff sand fillings or 2 diff fruit

500ml milk- prevent decreased appetite

Repeat exposure

INFANTS FEW TIMES

TODDLERS 5-10 TIMES

YOUNG CHILDREN UP TO 15-20 TIMES
IN 3-4 YEAR OLDS



BIRCH 1990 -10 PRESENTATIONS WITH A NEW FOOD
MANY PEOPLE TAKE THAT FIRST REJECTION AS THE FINAL WORD ITS NOT

PARKING A NEW FOOD
SAFE PLACE FOR NEW FOOD
PLACE ON PLATE WITH NO EXPECTATIONS IT WILL BE EATEN
TOUCH/LOOK FEEL /SMELL/TASTE

Strategies for fussy eaters

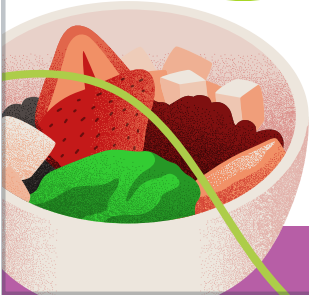
Structure

Environment

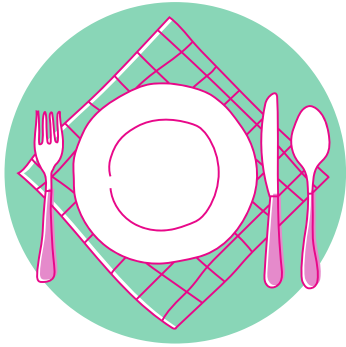
Exploring Food

Positive or
cognitive
reinforcement

Avoid force



Structure



Use the same place for meals

- family dinner table

Create a Routine to the meal

- child help prepare, serve, clean up
- talk about cooking and the food
- family style serving

Present only **THREE** foods on the child's plate

At least **ONE** preferred food at every meal

Limit main meals to 30 min and snacks to 15min

- child knows there's an end to the meal

THREE

really fussy eater **ONE** - particularly with children with limited food food acceptance
- reinforces environment is less threatening

Environment



Family meals -eat together as a family

Avoid distractions toys, games, ipad, TV

Quite activities before eating

Use the same place for meals

Appropriate seating

Present only **THREE** foods on the plate at least one preferred food

Create a Routine

-Family meals -opportunity to learn abt food - discuss food features, variety, preparation what dos to smell like/taste like?

-Routine - children feel more secure when they know what to expect

-Set times to eat

20-30min main meals

10-20 for snacks

be consistent

If not finished leave the table allow child to leave , quietly remove their plate

-Aim for 1.5-2hrs between meals to develop time for an appetite

Exploring food



- ✓ Make meals and snacks look appealing and fun (offer a range of foods/colours/shapes eg. happy faces include some of your child's favourite foods)
- ✓ Try different food often (more than 10 times)
- ✓ Give children time to explore encourage food preparation, cooking and shopping allow them to serve themselves

Family meals -opportunity to learn abt food - discuss food features, variety, preparation
what does it smell like/taste like?
curious - inquisitive

Positive Reinforcement



Offer non-food rewards use objects/activities eg. favourite game, trip to the park, stickers, bubbles

Avoid focusing on unwanted behaviour eg not eat vegetables spitting out food

Praise good Behaviour at each meal - verbal and non verbal

Touching and playing with food = desensitisation

Verbal Praise eating behaviour-good chewing, good eating of your veggies today
non-verbal make eye contact and smile

Cognitive Reinforcement



OLDER CHILDREN

Explain what is happening to food as we eat

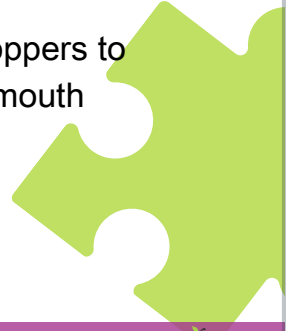
When brushing teeth, count back molars and use as verbal cue during meals

Talk about why we need to eat

Allow fingers to crush food or use mini choppers to demonstrate what happens to food in the mouth

Link tummy rumbling to hunger

Food Scientist approach



Discussions around food works with older children

molars- use your big back molars to crunch down on the celery

Food science - curious component making it fun

Avoid force



Avoid substituting favourite foods for uneaten meals

Skipping 1-2 meals wont hurt a healthy child

Stay calm, never force your child

Try to avoid bribing your child with food

If your child chooses not to eat wait until the new scheduled meal or snack before offering something new

Avoid substituting uneaten meals with other food eg. milk, formula, yoghurt, custard, chips or biscuits

Substitution- becomes a reward for food refusal

AVOID - withholding desserts, punishing, criticising , begging, coaxing

Role model - eat with your child they need to see you enjoying a wide variety of foods.

Helpful Responses



You don't like it YET!

That's fine let's get comfortable!

You're still learning!
(reinforces eating is a skill)

You don't have to eat it today!
(takes pressure off child)

I like it and this is how I eat it!

Yet very important word - implies child's eating will evolve

Problems with Long term fussy eating

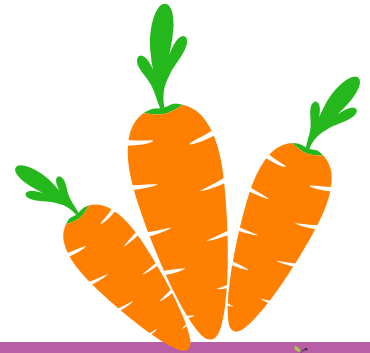
Decreased food variety increased nutrient deficiency risk

Iron deficiency long term fussy eaters (9-12) even younger with whole food exclusion

GI complaints - Constipation/diarrohoea

Ongoing behavioural problems

Grazing 50% fewer calories in a day - reduced motivation to eat other more difficult foods



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Working with a dietitian can help with making sure all child's nutritional needs are met.

Protein/Iron

- Identify nutritional groups missing from daily intake
- Recommendation supplements

Grazing is eating just enough to take off the hunger- need to decreased motivation to work on more diff foods

Take home strategies

1

Structured meals & snacks

Use the same cues to eat, placemats, table setting

2

Postural stability

90'-90'-90'

03

Routine

Transition activity (washing hands)

04

Creating a feeding schedual

5

Present food in managable bites

Match the food to the child's oromotor development

6

Three foods at one time

1 x protein + 1 x starch + 1 fruit/veg for each meal or snack (1 Tbsp per year of age up to 10yrs)

7

One preferred food at each meal

some volume needs to be eaten, Make ONE meal, (combinations doesn't have to make sense)

08

Exposure

Serveral different foods on the table exposure offer sweet tastes at the end of the meal to avoid appetite supression

09

Limit eating occassions

Limit meal duration to 30min MAIN & SNACKS to 15min



-More things abt the meal the same the more the child will learn
-Postural stability helps free up the brain to focus on eating
better hand/eye mouth concentration

-Routine
Verbal warning for a meal 5min before or calms them
start with empty plate
Small easy chewable bites

-Serving style
5mins- serving
10in eat
5 ins pack up

Sensory Food Games



Smell Me

Draw what you smell



Touch Me

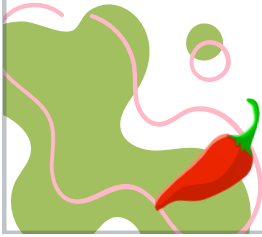
Draw what you feel



Taste Me



Circle the ones you like



Rudolph's bliss balls

Makes 10 ⌚ Preparation 15min

Merry Christmas



Ingredients

- 1 cup puffed brown rice
- 2 Tbsp peanut butter
- 1 Tbsp maple syrup
- 1 Tbsp White chia seeds
- 1 Tbsp water
- 125g white chocolate
- 10 mini red M&Ms
- 5 pretzels

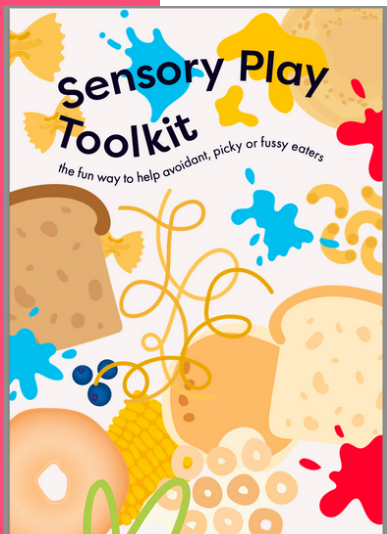
Method

1. Combine the chia seeds water and maple syrup into a small mixing bowl stir and set aside.
2. Pulse rice puffs in food processor for 60 seconds or until they look like fine breadcrumbs.
3. Transfer rice puffs to a mixing bowl.
4. Add the peanut butter and mix with chia seeds water, stir until all ingredients are well combined.
5. Roll into 10 small balls, refrigerate.
6. Melt white chocolate in the MW for 30sec, stir then repeat in 10sec intervals until melted.
7. Dip balls into melted chocolate with a fork or chocolate dipping spoon.
8. Place each dipped ball onto baking paper add antlers and nose, allow to dry.



Amended recipe

Link for FREE Sensory Play booklet



[www://sensoryplaytoolkit.weebly.com](http://sensoryplaytoolkit.weebly.com)