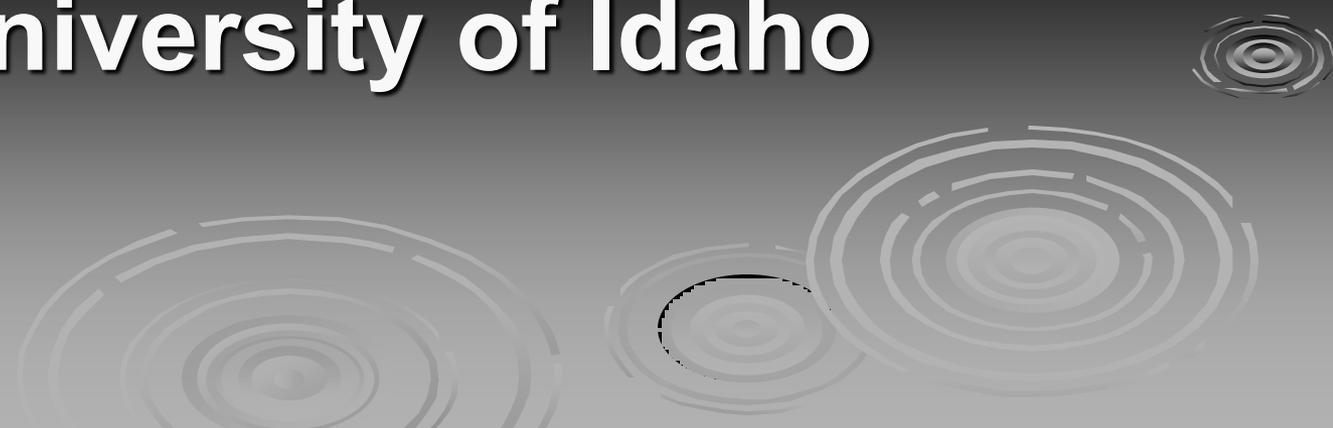


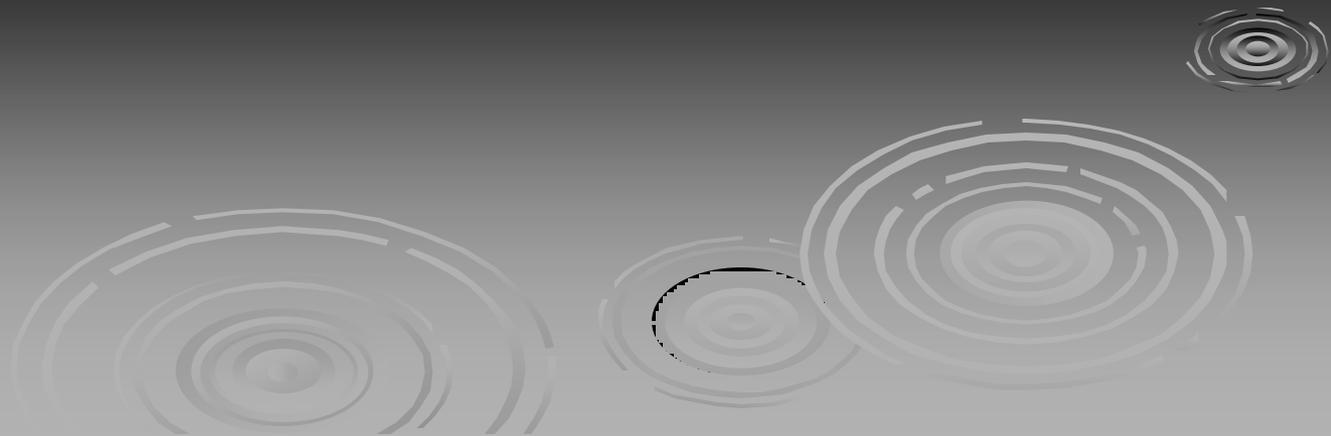
# **What EVERY provider needs to know about feeding young children!**

**Samantha Ramsay, PhD, RDN, LD**  
**University of Idaho**



# Basic Principle

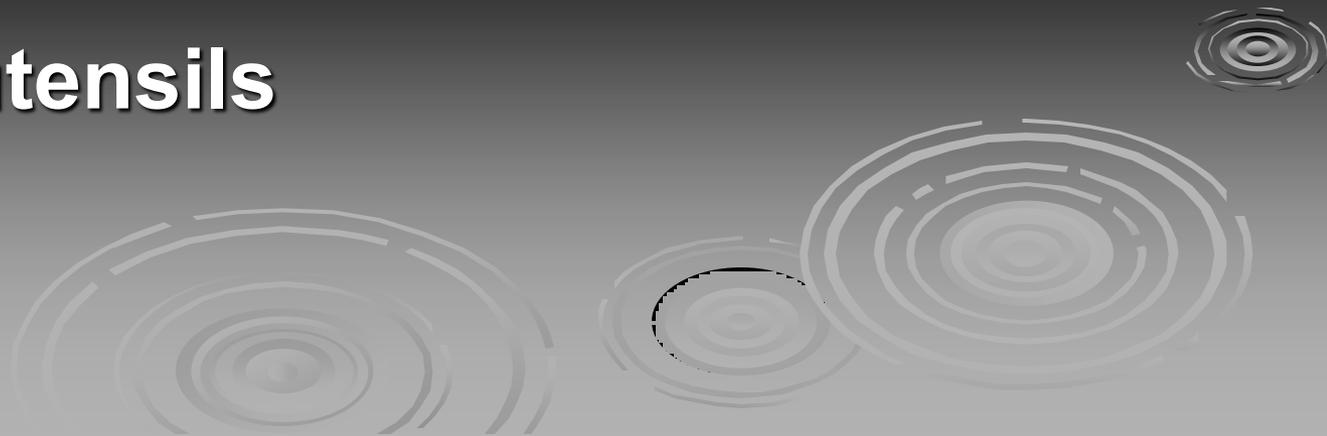
**Adults set the feeding environment**



# Feeding Environment

## ➤ Physical

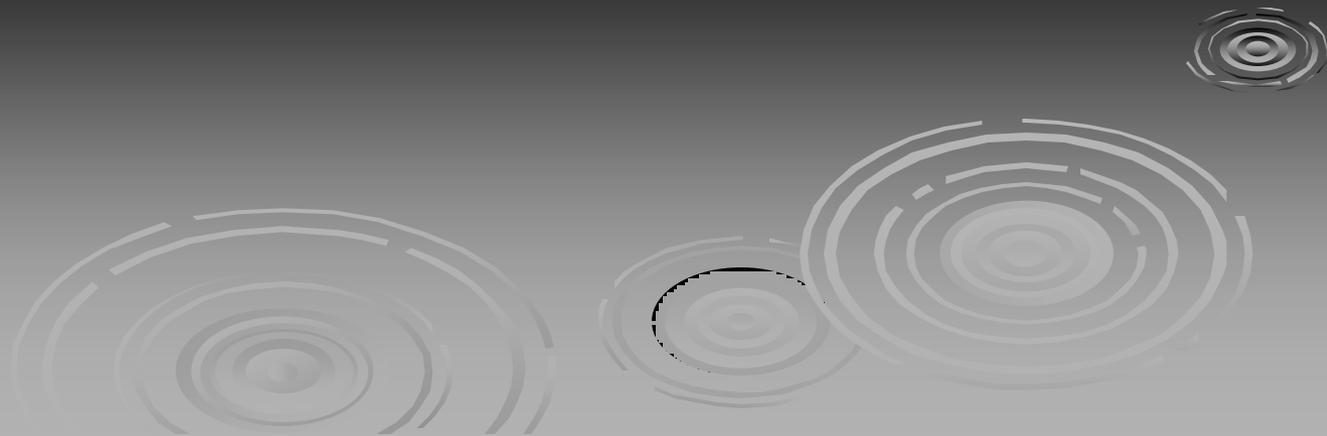
- eating location
- furniture
- dishes
- utensils



# Feeding Environment

## ➤ Emotional

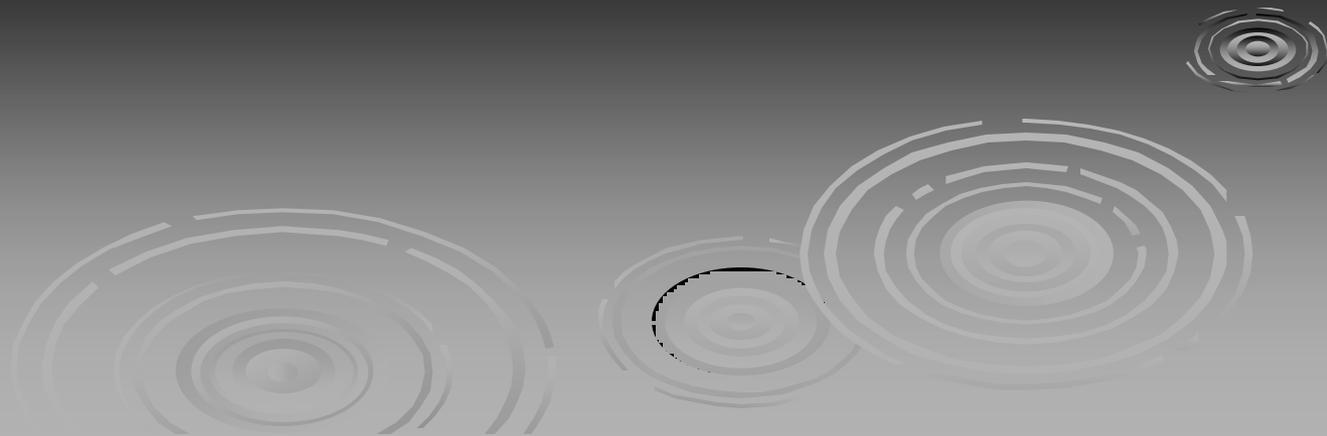
- pleasantness
- limits
- manners



# Feeding Environment

## ➤ **Auditory**

- level of sounds in room
- level of conversation

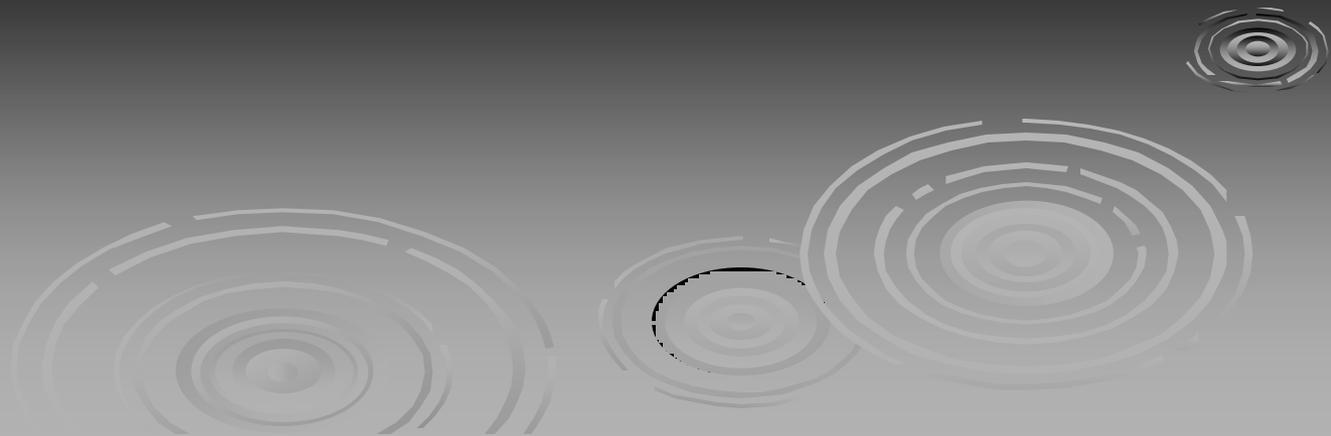


# Basic Principle

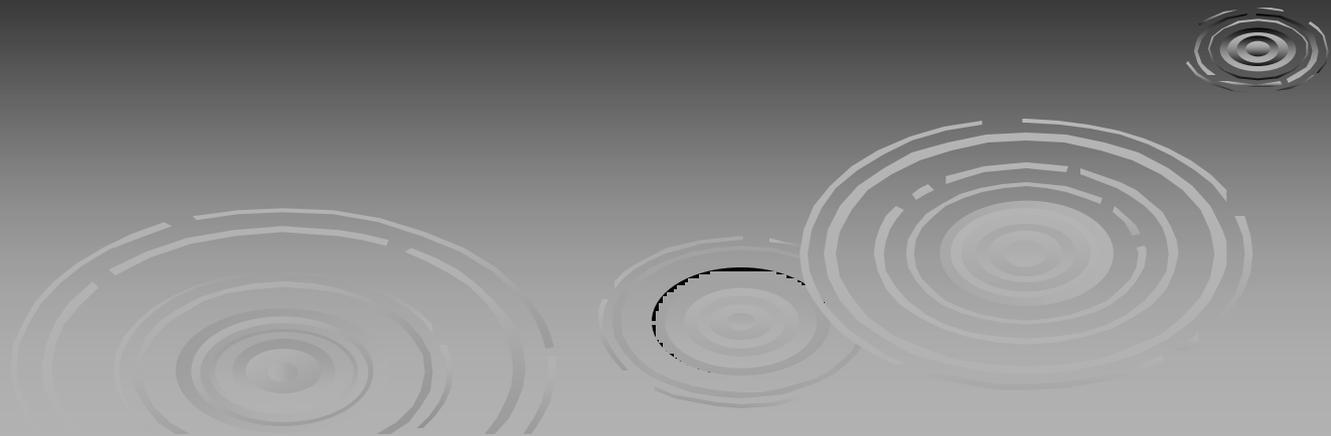
Children need a  
**variety** of foods



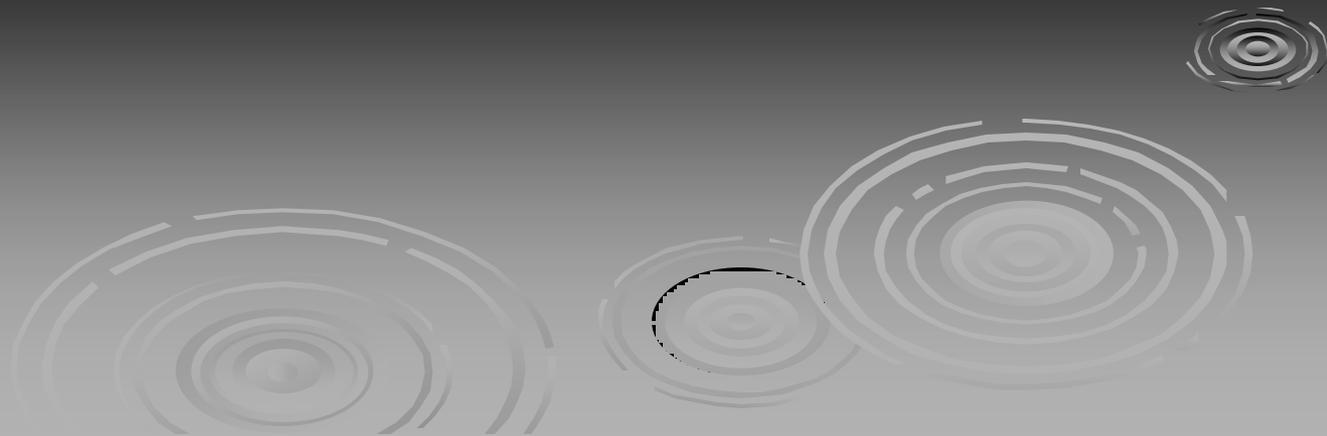
# **Offer a Variety of Foods**



# **Work Towards Variety**



***Children learn to eat  
what they are offered***



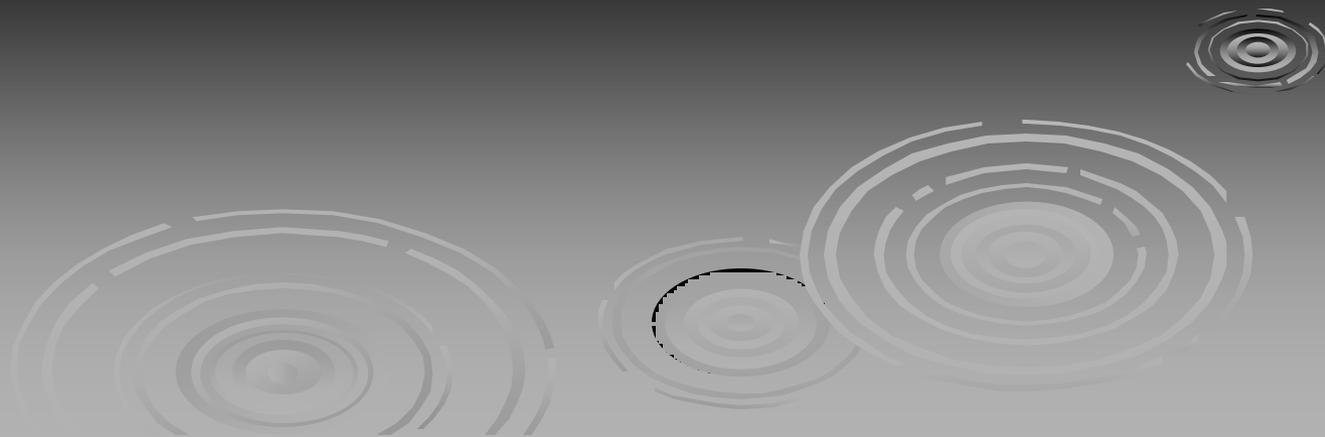


# **Introducing Foods**

**Sensory Characteristics**

**Vocabulary**

**Categories**





10/27/2010 21:47

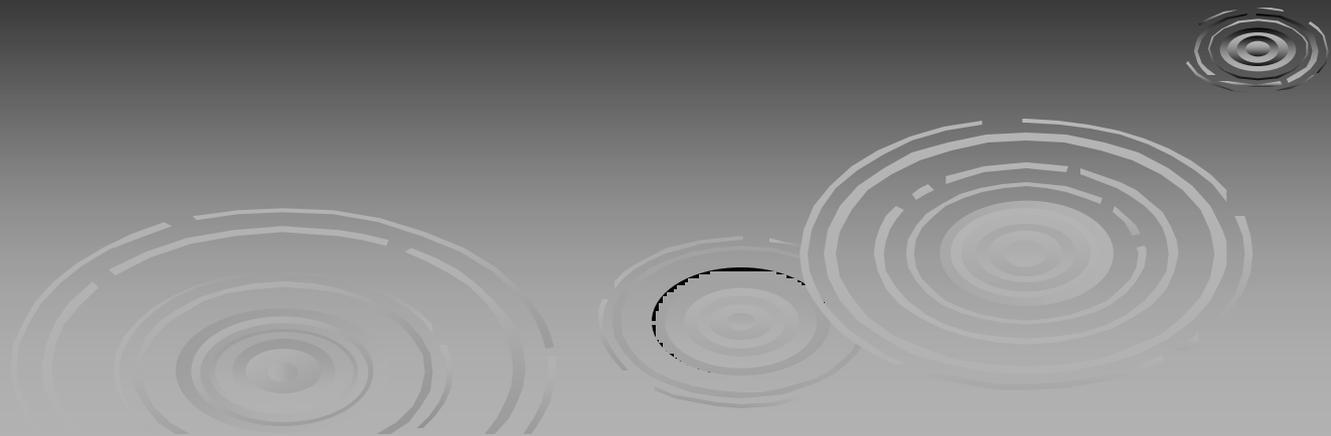
# Phrases that help children accept new foods

- John said he likes the kiwi fruit.
  - What do you think this tastes like. It tastes familiar.
  - What do you like best about the kiwi?
  - I see some tiny little seeds in here.
- 

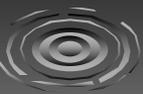
# Phrases that hinder acceptance of foods

- John ATE some of HIS kiwi.
- Eat some for me.
- It's good. You'll like it.
- Big girls and boys eat kiwi.
- You can have some of your noodles after you try the kiwi.

***No One Food is Perfect!***

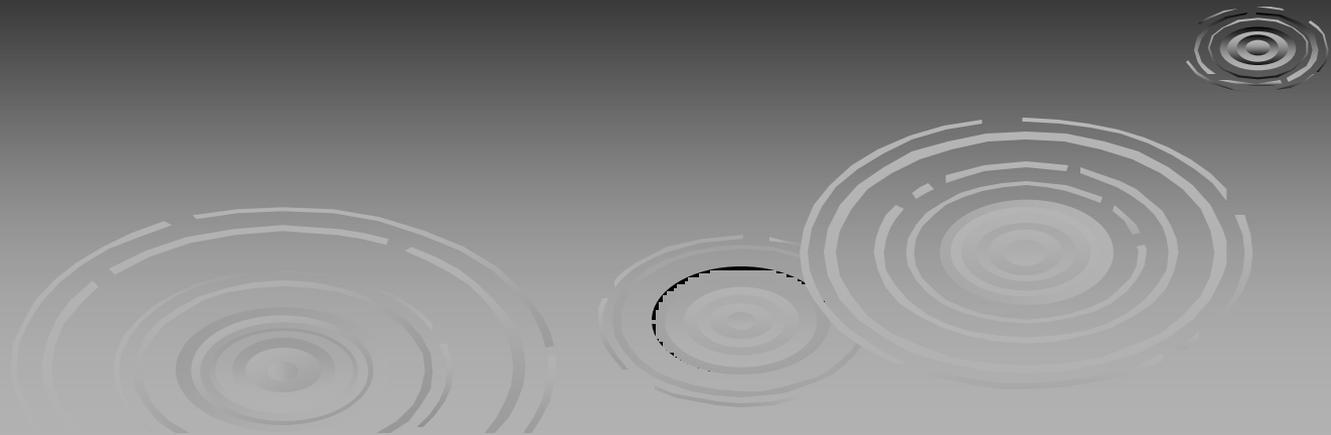






# **Basic Principle**

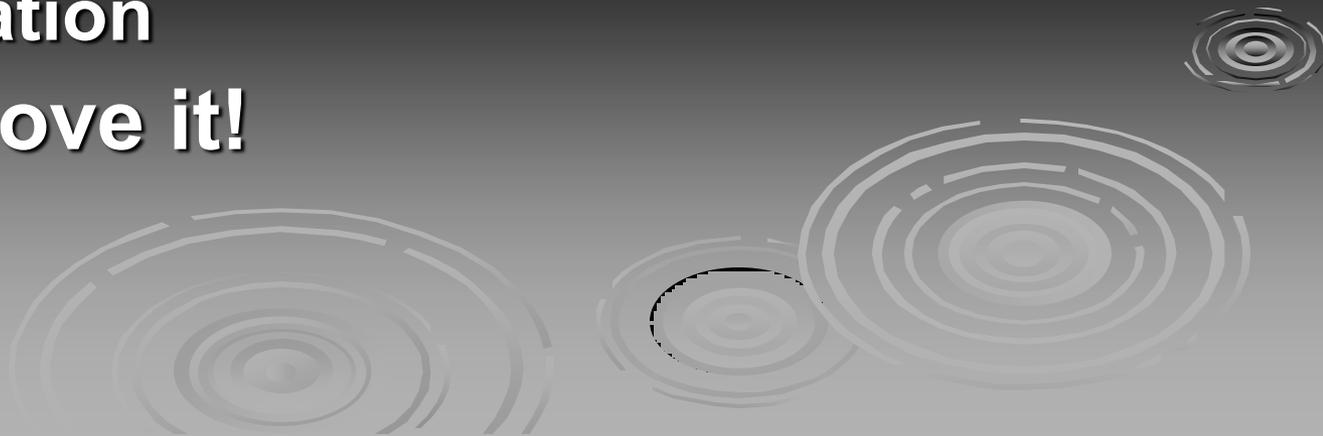
**Adults should sit with  
and eat with children**





# Adults eat with children...

- **Model serving/eating foods**
- **Keep children safe**
  - physically
  - psychologically
- **Teach and model social skills**
  - manners
  - conversation
- **Children love it!**



# Basic Principle

Adults choose  
what, when,  
and how  
food is served

*(Satter, 1987)*

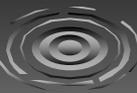
The background features several sets of concentric circles in shades of gray, resembling ripples in water, scattered across the lower half of the slide.



**Good Food**

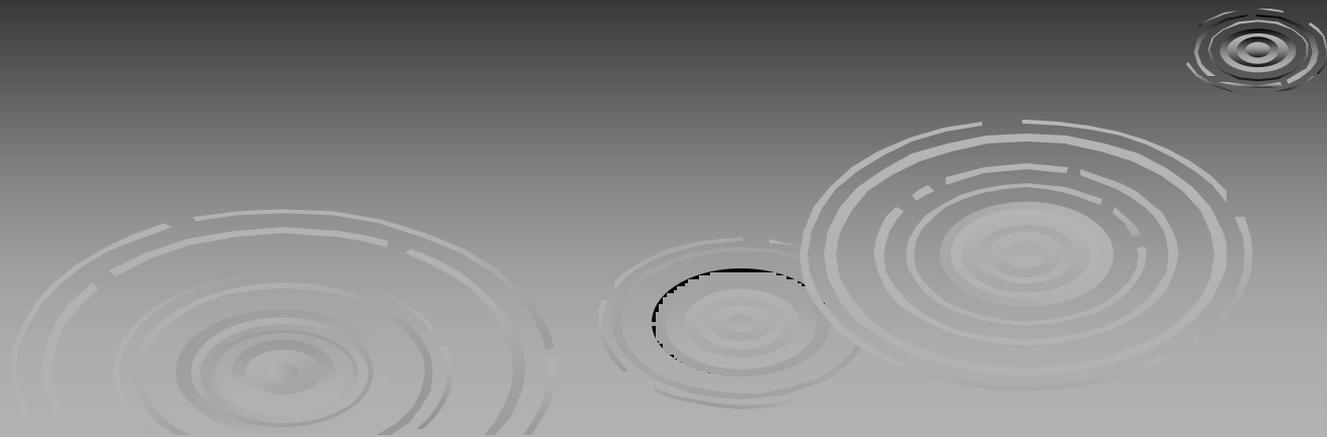
**Bad Food**

# Challenge, not Frustrate



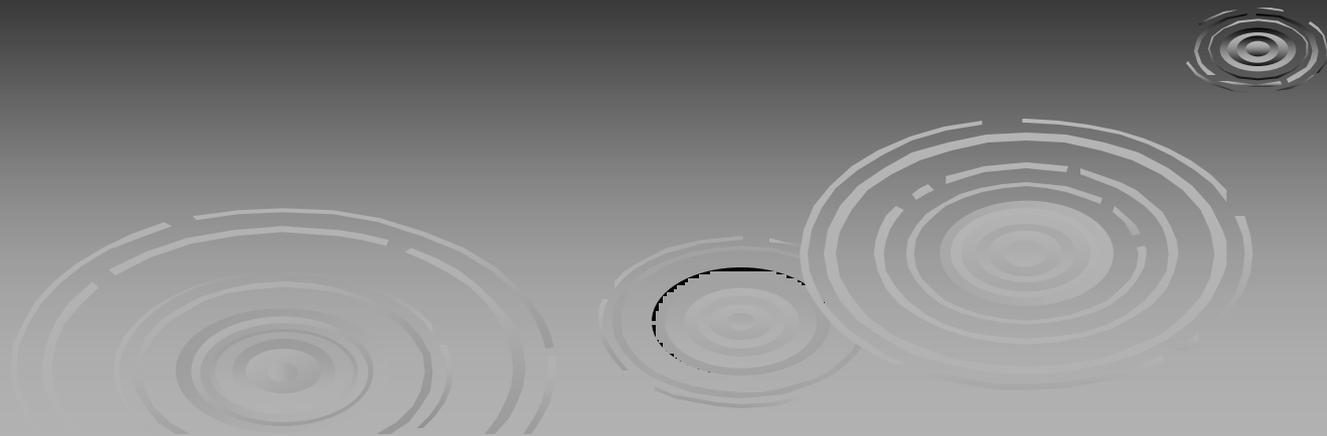
# Prevent Choking!!!

- **Avoid serving food that is round and firm, sticky, or cut into large chunks**



# Prevent Choking!!!

- Food should be no larger than  $\frac{1}{2}$  inch in diameter for preschoolers and  $\frac{1}{4}$  inch for toddlers



# Prevent Choking

- Encourage small bites
- Encourage chewing completely
- Insist on children sitting

**Nuts and seeds**

**Whole berries**

**Raw carrots and celery**

**Firm, hard raisins**

**Grapes (unless they are  
cut in half)**

**Hot dogs**

**Popcorn**

**Hard candy**

**Chunks of peanut  
butter**

**Large chunks of meat**

**Large chunks of cheese**

**AVOID THESE  
FOODS!!!**



# Basic Principle

**Children choose how  
much, or whether  
they eat**

*(Satter, 1987)*



# Internal Cues

**Hungry**



**Satisfied**



- **Portion size**
- **Adult pressure**
- **Advertising**

**External Cues**

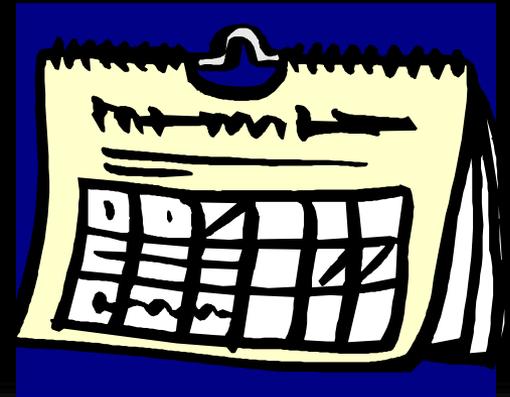




**Short term**

**VS.**

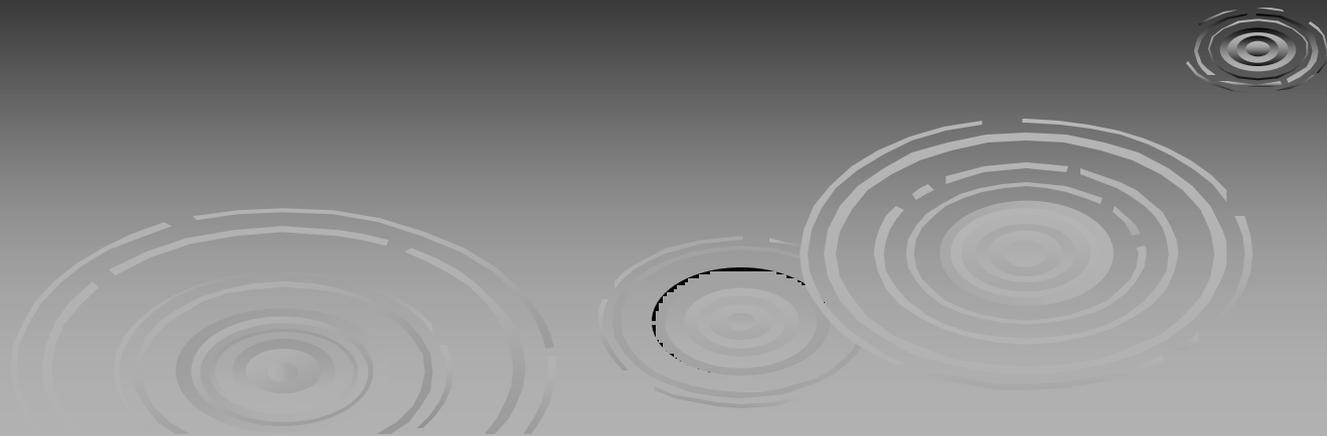
**Long term**



**Consequences**

# Basic Principle

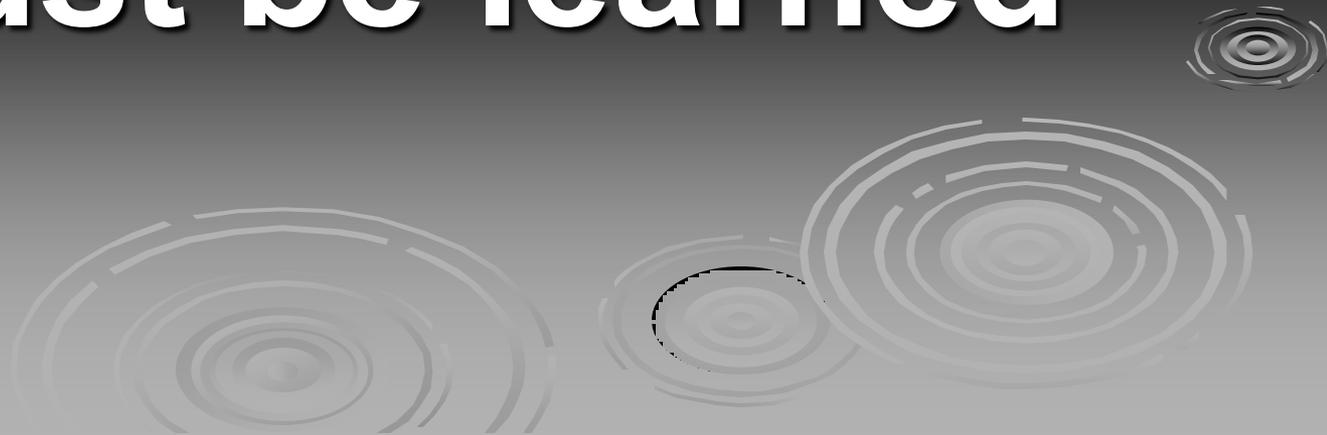
Children should  
serve themselves





# Children Can Serve Themselves

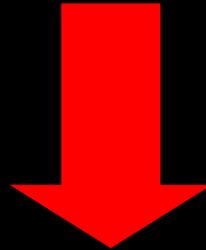
A sequence of skills  
must be learned



y with a puppet.



**Serving Self**



**Reinforces internal cues**



**Self-regulation**



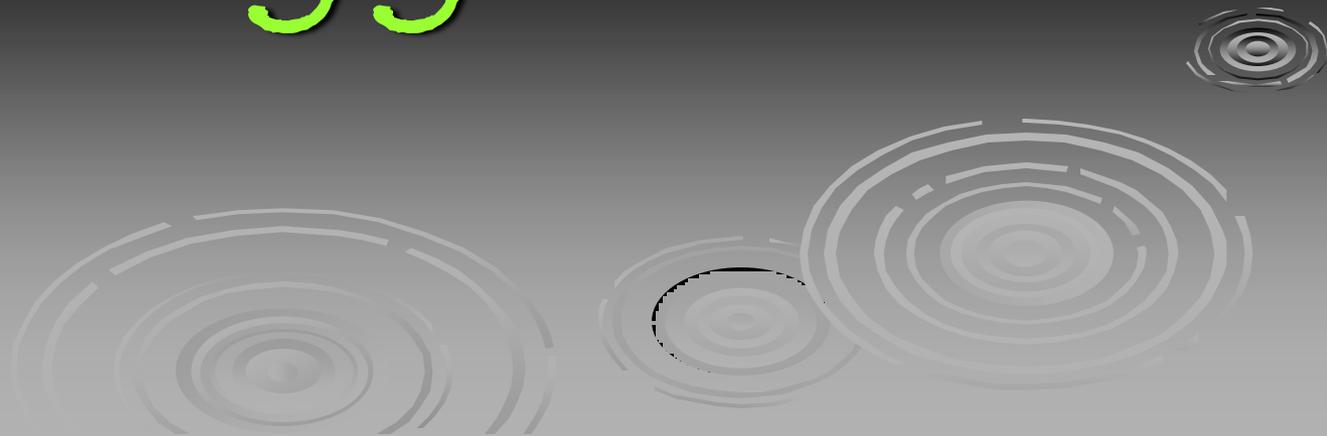
**Adults' eyes are  
bigger than  
children's  
stomachs!**



# Children Can Serve Themselves

At first it will be

*ragged!*



# What are your feeding challenges?

