

IDAHO EARLY LEARNING EGUIDELINES

GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.

Domain 2: Motor Development, Physical Well-Being, and Health
Sub-Domain: Health

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH			
SUB-DOMAIN: HEALTH			
NUTRITION AND FEEDING			
GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Self-regulate food intake, and indicate hunger and fullness.	<ul style="list-style-type: none"> ▪ Breastfeeds, if appropriate for family preferences and circumstances. ▪ Bottle feeds (if family prefers or circumstances are indicated). ▪ Regulates the speed and intensity of eating. ▪ Shows facial expressions and body movements to indicate feelings of hunger and fullness. ▪ May experiment with tastes of pureed foods beginning at six months, with approval of the physician. ▪ Explores food with fingers. 	<ul style="list-style-type: none"> ▪ Provide an environment that is supportive of breastfeeding, to include provisions for storing milk, comfortable breastfeeding room for mothers as needed, and willing child care staff to support the child and mother. Breastfeeding is recommended by the American Academy of Pediatrics for a minimum of one year, when possible. ▪ Plan feeding times and practices around the individual cultural and feeding needs of the child whether the child is breastfed or bottle fed. ▪ Use a daily sheet for parents and caregivers to communicate with each other and provide a written record of what and how much the child eats at home and the center. ▪ Follow child's cues for feeding, and respond to those cues of hunger and fullness, rather than feeding only on a pre-determined schedule or amount. ▪ Offer appropriate finger foods as directed by health care provider, such as ready-to-eat cereals, soft or softened fruits, and vegetables.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Consume a variety of foods and indicate preferences.	<ul style="list-style-type: none"> ▪ Begins eating soft and semi-solid foods. ▪ Explores food with fingers and begins to feed self. ▪ Regulates the speed and intensity with which they eat. ▪ Uses facial expressions and body movements to indicate feelings of hunger and fullness. ▪ Shows personal preferences. ▪ Begins to use spoon, and spear with a child-friendly fork although with limited accuracy. ▪ Increases food vocabulary, both receptive and expressive. 	<ul style="list-style-type: none"> ▪ Offer child a variety of foods and nutrients. This includes fruits, vegetables, meats, and grains. ▪ Schedule and carry out mealtimes as an opportunity to help child enjoy food and become independent in feeding. ▪ Use a daily sheet for parents and caregivers to communicate with each other and provide a written record of what and how much the child eats at home and the center. ▪ Communicate with parents, grandparents, cooks, and caregivers about food allergies to provide a safe food environment for child. ▪ Avoid serving choking hazards (whole grapes; popcorn; hot dogs; hard candies; and other small, hard, round foods). ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Model nutritious eating habits. ▪ Provide child-sized utensils.

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Choose how much food to eat. Participate in mealtime routines, with support.	<ul style="list-style-type: none"> ▪ Expands recognition and eats a variety of foods. ▪ Distinguishes between food and non-food items. ▪ Makes personal food choices among options. ▪ Explores new foods when offered. ▪ Talks about being hungry or full. ▪ Uses cup to drink beverages. ▪ Begins using serving utensils. ▪ Begins to pass and receive food in serving containers. ▪ Uses fork and spoon, with limited accuracy, but continues to use fingers often. 	<ul style="list-style-type: none"> ▪ Establish regular meal and snack times in daily schedules. ▪ Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures. ▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. ▪ Offer beverages in cups (1% or 2% milk, 100% juice, or water). ▪ Provide child-sized utensils. ▪ Provide child-sized serving utensils that help child to serve child-sized portions. ▪ Provide adequate space for each child to pass, serve, pour, and eat. ▪ Prepare and present food with consideration for child's physical skills for passing and serving themselves. ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Sit down to supervise child before food is passed. ▪ Talk with child about how food and water help us to be healthy. ▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake. ▪ Link new foods to familiar foods describing taste and textures. ▪ When adding a food that is new to a child's menu, include other foods that are familiar to the child.

			<ul style="list-style-type: none">▪ Encourage child to drink plenty of water throughout the day.▪ Develop a plan for cooperating with physician-prescribed diets (allergies, diabetes).▪ If child has food allergies, talk with him/her about healthful food choices that fit his/her needs.▪ Avoid serving choking hazards (raisins; grapes; popcorn; hot dogs; hard candies; and other small, hard, round, foods).
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Participate in mealtime routines with increasing independence and using utensils.	<ul style="list-style-type: none"> ▪ Accepts a greater variety of foods, displays greater acceptance of textures and flavors. ▪ Expresses food preferences using increasingly descriptive vocabulary. ▪ Uses spoon and fork, but continues to use fingers for efficiency. ▪ Begins to have accuracy with a knife for spreading soft foods such as butter or jelly. ▪ Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals. ▪ Uses serving utensils to self-serve food, with increasing accuracy. ▪ Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles. ▪ Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full." ▪ Begins to identify sources of food. 	<ul style="list-style-type: none"> ▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health. ▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake. ▪ Establish the expectation for the child to join with family or group at mealtime. ▪ Resist forcing child to eat. ▪ Provide child-sized utensils. ▪ Provide child-sized serving utensils that help child to serve child-sized portions. ▪ Provide adequate space for each child to pass, serve, pour, and eat. ▪ Provide opportunities for child to serve themselves from common bowls and pitchers. ▪ Involve child in planting, growing, and harvesting a vegetable garden. ▪ Provide opportunities for child to handle food, and to help prepare meals and snacks. ▪ Talk about food and nutrition concepts including texture,

			<p>vocabulary, appearance, and preferences during meal times.</p> <ul style="list-style-type: none">▪ Avoid serving choking hazards (grapes; popcorn; hot dogs; hard candies; and other small, hard, round foods).▪ Provide directions to prevent choking (keep all four chair legs on the floor, avoid talking or laughing with food in mouth, take small bites, and finish chewing food before leaving the table).
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60 Months through Kindergarten	Take increasing responsibility for eating and food choices.	<ul style="list-style-type: none"> ▪ Chooses from a variety of foods. ▪ States food preferences. ▪ Provides simple explanations for own and others' food allergies. ▪ Able to indicate when certain foods are eaten (e.g. pancakes for breakfast). ▪ Tries most new foods. 	<ul style="list-style-type: none"> ▪ Engage child in preparing, serving, and eating a variety of foods. ▪ Talk with child about why certain foods are more nutritious than others (e.g. fruit is more nutritious than candy because it has more things in it that helps our body grow and be healthy). ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Give child opportunities to provide input on food and menus. ▪ Provide family-style dining. ▪ Model healthy eating habits. ▪ Acknowledge child's differences and preferences for food, but do not compare children's eating characteristics.