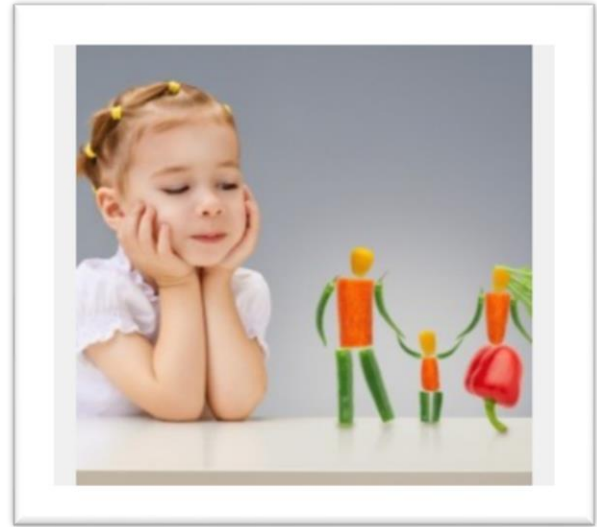
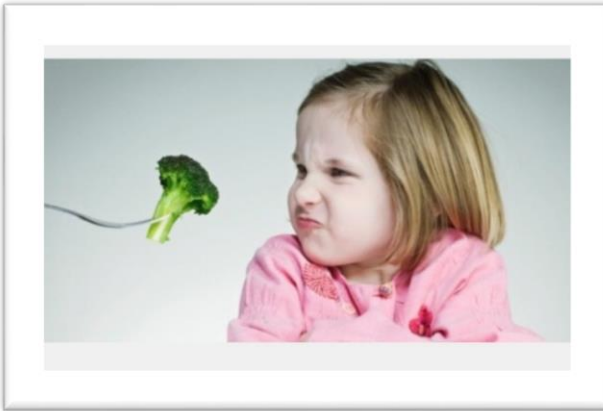


FOOD

small WORD,

BIG IMPACT

Picky Eaters



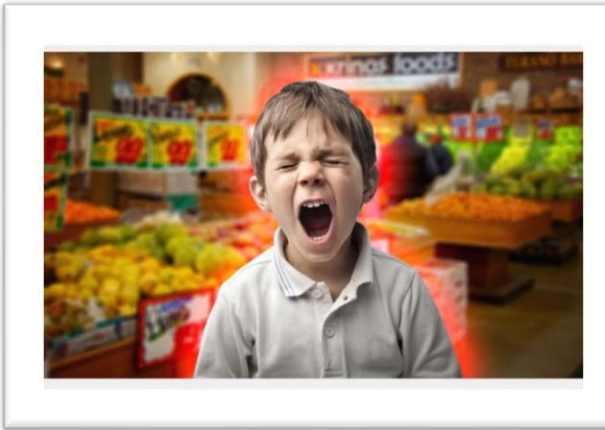
- Things to consider:
 - Are there sensory issues at play? Color, texture, temperature, etc.
 - Is there an underlying medical condition? Acid reflux, gluten allergy/intolerance, sensitivity to dairy, etc.
 - Is there a fear or anxiety around food? History of difficulties with feeding?
 - Is the environment that meals happen in too stressful/overstimulating/anxiety producing for the child to eat? Do they eat differently in different environments?
- Things to try:
 - Involve them in the grocery shopping. 'Pick a new fruit/veggie a week'
 - Adjust colors, textures, temperatures of food. Purple carrots, thicker or thinner mashed potatoes, frozen go-gurt instead of in the fridge,

add really interesting spices to a plate and see which one they like to add to their food.

- Check with your doctor about possible medical issues going on. Keep a journal and notice patterns. Patterns help to solve problems.
- Have empathy and talk about possible history around food or fears about eating something new. Give choices.
- Eat without the electronics on, lights off or soothing music on. Allow the child to stand up if they can't sit to eat. Ask what would make mealtime more comfortable.

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Grocery Store Meltdowns

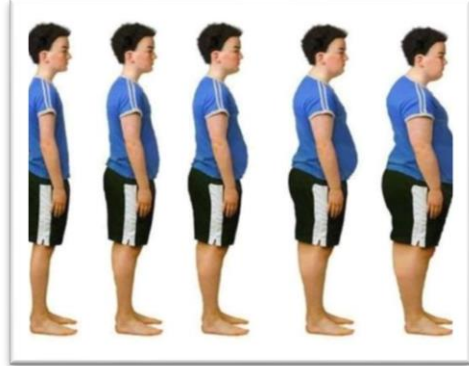


- Things to consider:
 - The store that you shop in. Sensory overload.
 - The time of day you shop. Is it always the same time?
 - How busy is the store? What types of people are at the store?
 - What causes the meltdowns? Unable to buy things they would like?
Too much time in the store? Note patterns, again, patterns solve problems.
 - What is your child's job at the store?
- Things to try:
 - Having them help make the list/menu for the week.
 - Having them cross things off the list with you or go on a scavenger hunt for items.
 - Picking out and learning about new and fascinating foods. (i.e.: Japanese dinner one night, what is Santa Claus melon and what does it taste like?)
 - Prepare them for what you ARE buying at the store and what you are NOT when they are calm. When an item comes up that is desired

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- Allow them to bring distractions in. A book, tablet, headphones and iPod, etc.
- Start slowly by buying 1 item and leaving. Build up the time spent in the store.
- Talk with your child about how the store feels to them. Perhaps the smell of the store triggers them. Perhaps the lights hum or are too bright. Then decide if this means you shop somewhere else, the child stays home or accommodations are made so the trip is more comfortable.
- Go at a less busy time of day

Weight Gain as a Side Effect of Meds



- Things to consider:
 - Were any other changes made at the same time as meds?
 - At what pace is the weight gain happening?
 - How does the child feel about the weight gain?
 - Is the weight gain happening because of increased appetite or has appetite stayed the same?
 - Are there other negatives happening due to the weight gain? (i.e.: poor self-esteem, bullying, back trouble)
- Things to try:
 - Keeping a journal and tracking patterns.
 - Only change one thing at a time and give it long enough to have sufficient data. Be scientific about it.
 - Make a pros and cons list. Is the weight gain worth the benefits?
 - Ask your child how the med makes him/her feel and really listen to what they say.
 - Ask the prescribing doctor if there is another med that might work similarly for your child without the weight gain.

Food in Schools



- Things to consider:
 - Are they actually eating at school?
 - What type of environment are they having their meals in? Can they tolerate it?
 - If your child is on a special diet, does the school follow that during lesson time? How are snacks handled? How does this make your child feel?
 - Is there enough time for your child to eat comfortably at the pace they need to?
 - What is the schedule before and after their lunch period and how does that play a role in how successful their lunch period is?
 - Are they famished when they come home?
 - What do they have to say about meals at school?
 - Do they get enough food? Are they allowed seconds?

- Things to try:
 - Go to school and have lunch with your child. Observe and notice how this time of day is for him/her.
 - Ask your child about food at school. What is snack time like? Do you feel full after lunch? What happens when you want more _____?
 - Ask for the schedule from their teacher and notice if every day is the same before and after lunch or if it changes. Are there any patterns here?
 - Ask for a meal calendar if your school doesn't give one out. Let your child know what's on the menu for the day. Notice their reaction.
 - If your child struggles with the noise level in the lunchroom or the number of students in there at one time and the chaos of the lunch period, ask school staff if there is an alternative location your child may eat. Is there another solution your child can come up with?
 - If your child feels left out by a special diet, ask the teacher if there are alternatives to food that can be implemented by the classroom/school to help all children feel included.

Lunch Period scheduling information from www.schoolnutrition.org:

“[Federal regulations](#) governing NSLP state that “Schools must offer lunches between 10 am and 2 pm. Schools may request an exemption from these times from the State agency.”

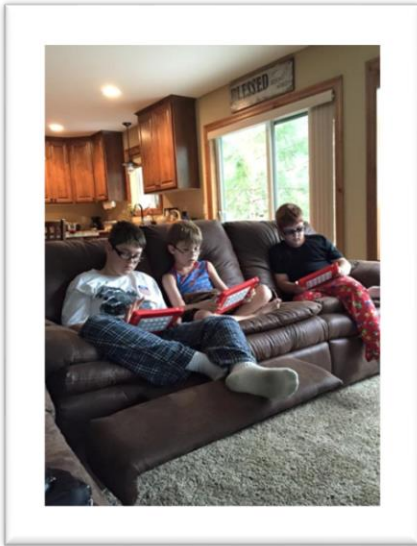
USDA “encourages schools to provide sufficient lunch periods that are long enough to give all students adequate time to be served and to eat their lunches.”

SNA’s *State of School Nutrition 2014* survey, which included responses from 1,102 SNA member school districts nationwide, revealed that the typical lunch period length is about half an hour, with a median of 25 minutes reported for elementary schools and 30 minutes for middle and high schools. However, this data does not specify the amount of time students have to eat their meals, as lunch periods must also include travel time from the classroom to the cafeteria and time in line to get a meal.

Lunch schedules and short lunch periods continue to challenge school nutrition professionals, as they work to serve hundreds of students in a matter of minutes and ensure students have adequate time to enjoy their meals. Under [new nutrition standards for school meals](#), cafeterias are offering more fresh produce, which takes more time for students to consume.

More detailed data on lunch period length and schedules can be found in USDA’s [School Nutrition Dietary Assessment - IV](#) (school year 2009-10).”

Involving Children in Mealtime



- Things to consider:
 - Children are more likely to at least try something if they've helped with preparing it.
 - Children are curious!
 - What's the worst that could happen as long as everyone is supervised?
 - What's the best that could happen?
 - You may have a bit more of a mess to clean up! You may also have kids who actually eat dinner.
 - What would YOUR reasons for involving the kids in mealtime be?
 - It will get easier the more you do it.
 - Meal prep and recipes can be teaching moments! Think of all the math that goes into measuring, all the reading in a recipe. Not to mention, cooking is a great life skill to have.

- Kitchen time can be quality family time. You can find out many things from your children when they are busy working on a meal.
- Things to try:
 - Letting your child pick out a recipe/meal to try or pick between two you know they really love
 - Aim for one meal a week and build up. Any time spent cooking at first is time spent cooking. Start small and build. Let them get used to the idea.
 - Invite your child into the kitchen and the activity. Make it seem fun and interesting. Don't force it.
 - Have them make up names for the meals or parts of the meals. (i.e.: broccoli becomes baby trees, rotisserie chicken is pull chicken) This can be fun for them and can create a new family tradition that you'll laugh about for years. You can always remind them of the correct name if you don't want them to sound silly in a restaurant ordering baby trees off the menu!
 - Get them a fun apron so they have ownership over something in the kitchen.
 - Look over the recipe beforehand or plan out the meal in your head if you have children that need a bit more supervision. This way you will know what jobs go on the CAN DO list and you won't be say no the whole time. This will create a more positive experience if you can assign tasks right away in choice form instead of saying know when your five year old asks if they can cut the onion. (i.e.: do you want to

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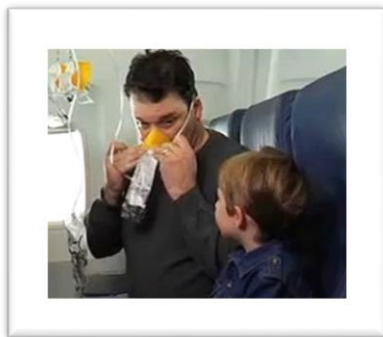
- Setting the table is part of meal prep. Gently guide your children on how to set the table and why it is set that way. Bring out fancy cups on Tuesday or Grandma's china on a random Thursday.
- Let your children know that it's ok to not like a food they try. Thank them for trying it. Tell them stories of how you didn't like a food when you were young and how perhaps you do now or how you still don't. Relate to them.
- Ask them to rate the meal or offer suggestions for improvement.

Burnt-out Parents Trying to Maintain their Nutritional Balance



*Your most valuable parenting skill is
learning to manage yourself first...*

--Dr. Laura Markham



'SELFISH'
isn't a dirty word.

Fit your own oxygen
mask first so you're able
to help someone else.

thelittlesage.com

Self-care is
not selfish.
You cannot
serve from an
empty vessel.

Eleanor Brown with 2 Ns
eleanorbrown.com



- Things to consider:
 - There are a million different ways to say it, but parents tend to put themselves last. A cellphone can't operate at 0% and neither can we.
 - What message are we sending to our children by not eating healthy, getting exercise or taking care of ourselves? Is this the message we want them to have? Is it the way we want them to be as adults?
 - Our actions speak louder than our words. Is what we do and what we tell our children to do matching up? Do we want it to?
 - Are you exhausted at night? Are you rested in the morning?
 - Do you actually enjoy your food?
 - Do you worry about your health? About a spouses health?
 - Can you make sense of all the changes in dietary information and make it meaningful to your life and your body?

- Things to try:
 - Slowly begin to shift your perspective to realize that you are important and worth the time and effort to be taken care of. That it takes INCREDIBLE energy to care for others and your batteries need to be charged too.
 - Carve out 5–10 minutes each day just for yourself. Journal, meditate, drink a HOT cup of coffee. Do something just for you.
 - Add one thing in that is healthy for YOUR body every 3–6 months. Just one thing. When you try to get healthy all at once, it is overwhelming, especially when you are taking care of everyone else. This adds stress. Adding one thing at a time and giving it time to become a habit before adding something new, will give you a better

chance of success. (i.e.: a morning stretch routine, 3 months later add in drinking more water, 3 months later commit to eating a salad a day)

- Bio individuality is a theory that Institute for Integrative Nutrition founder Joshua Rosenthal developed. To quote him “there’s no right diet that works for everyone all of the time. The body knows what to eat. It’s the brain that makes mistakes. When we get stuck in dietary dogma, we tend to not listen to what our body really need. Remember, your body loves you. It can’t talk, but it does send you messages through discomfort or food cravings that need to be decoded. The real issue is if you’re willing to listen and love your body in return”
- Remember that slow and steady wins the race and that you are not alone. Post affirmations on your mirror or on your phone to remind yourself of things that make you feel good and empowered. Balance is not only about what we put in our mouths but about what we think in our minds.
- Ask for help and don’t be afraid to say no. It’s ok for our children to know that we are REAL human beings too. We don’t have to do it all like superwoman or superman, we aren’t SUPERHEROS! We are parents. We get tired and hungry and we have bad days. Let your children know and be real with them. Enlist their help with some things you are comfortable with.

