



AT THE TABLE

FAMILY MEALTIME WORKSHOPS
APPLYING STRATEGIES FOR REWARDING
MEALTIMES

Funding Sources:

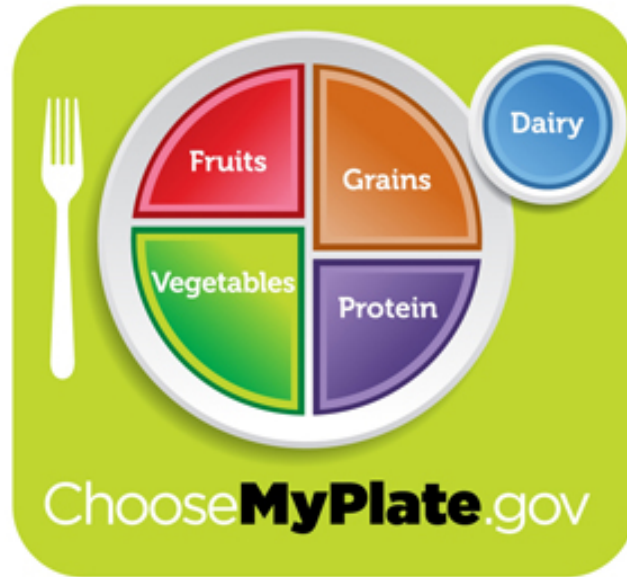




Workshop Objectives:

1. Explore common eating behaviors and the feeding relationship between parent and child.
2. Understand and arrange the environment for good feeding behavior.
3. Identify and apply strategies that support rewarding family meals.

PART 1: EXPLORATION — EXPLORE BEHAVIORS AND STRATEGIES THROUGH GROUP INFORMATION & INTERACTION



FOOD ACCEPTANCE HINGES ON THE FAMILY MEAL AND STRUCTURED SNACKS

(ACCORDING TO ELLYN SATTER)

- Meals reassure children they will be fed.
- Meals give children consistent access to their parents.
- Going to the table hungry (but not famished) is key to being willing to experiment with the food there.
- To do well with eating, children must get their emotional needs met.

Consider the following



YOU ARE NOT RESPONSIBLE FOR EVERYTHING!

Division of Responsibility Related to Feeding (based on Ellyn Satter's Feeding Dynamics Model)

--- Parents need to take leadership to help children be competent eaters and then give them autonomy to practice their skills by defining parent and child duties . . .

- Parent: *What, When, Where*
 - Provide/prepare nutritious food choices that are appealing and offer variety, including the introduction of some “new” foods.
 - Provide regular meals and snacks.
 - Not let children graze for food or beverage between meals.
 - Make eating time pleasant.
 - Provide expectations and limits.
 - Help them to get served but don't pressure them.
 - Accept and support children's growth.
 - Set a good example.
 - Trust that children will eat, that they know how much to eat and, that they will naturally eat a variety of foods.
 - Show children what they have to learn about food and mealtime behavior.

- Child: *How Much, Whether*
 - Let them decide what and how much to eat.



1 (OF 3) IMPORTANT CONSIDERATIONS:

IT HELPS TO REALIZE THAT CHILDREN' FOOD REGULATION *APPEARS* ERRATIC:

According to Ellyn Sater:

- Children may eat a lot one day or one meal, not much the next.
- One child eats a lot more—or less—than another.
- Children don't clean their plates or eat standard portions unless adults insist—they usually do not eat a “square” meal.
- Children will stop when they are full even if they haven't eaten much.
- Children do not always eat what they “should”.
- Children whose food intake is restricted may become food-preoccupied and prone to overeat when they get the chance.
- Children who are forced to eat more than they want may get turned off to food and actually eat less.



2 (OF 3) IMPORTANT CONSIDERATIONS:

HOW DO CHILDREN LEARN TO LIKE NEW FOOD? Satter says in *Child of Mine*:

- They are born wanting to learn and grow.
- They need opportunities to learn so here's what you might try . . .
 - Make food available without pressure.
 - Offer new foods 10 to 15 to 20 times.
- Children will often not choose to eat a new food (except for candy and French fries!) However, if a food is offered enough times, they may sneak up on it" . . . often in this pattern:
 - Look but don't taste.
 - Taste but don't swallow.
 - Swallow but don't eat any more.



3 (OF 3) IMPORTANT CONSIDERATIONS:

THINGS PARENTS CAN DO TO SUPPORT THEIR CHILDREN'S QUEST TO

BECOME COMPETENT EATERS? Satter suggests . . .

- Be considerate without catering. Here's some ideas:
 - Let eaters pick and choose from the meal even though they may eat only one or two foods.
 - Don't try to please every eater with every food. Settle for providing each eater with one or two foods they generally enjoy.
 - Pair familiar foods with unfamiliar; offer new foods along with old standbys. For example, offering bread with every meal offers another alternative to children.
 - Don't give choices on the main dish, don't offer substitutes or become a short-order cook.
- Provide expectations and limits that show respect for both parent and child, such as . . .
 - Let children know that food will be available at mealtime and snack-time. Other than that, the kitchen is closed.
 - Ellyn Satter also recommends that parents become familiar with these phrases:
 - "You do not have to eat anything you do not want to."
 - "You do have to say, 'yes, please,' and 'no, thank you'."
 - "You will not say 'yuck'."
- Encourage children to get involved with mealtime preparation & let them help with simple and age appropriate tasks.



WHY FOLLOW ELLYN SATTER'S MODEL?

- Meals-plus-snacks structure is backbone of family life.
- Structure gives children security, consistent access to parents.
- Division of responsibility sorts out control issues.
- Knowing when to lead and when to let go is the essence of good parenting.
- The child has the opportunity to find their own success.
- If parents do their job (refer back to Parent Responsibilities) and trust children to then do their job (decide what and how much to eat) with feeding, it's more likely that . . .
 - children will eat.
 - they will eat the amount they need.
 - they will eat an increasing variety of food.
 - they will grow predictably.
 - they will learn to behave well at the table.



PART 2: HANDS-ON APPLICATION — EXPLORE BEHAVIORS AND STRATEGIES THROUGH KITCHEN INTERACTION.

Partially prepare a simple meal (that is based on the strategies learned in the workshop) for family members.



~Parmesan-Crusted Chicken Strips~

~Veggies with Dip~

~Frozen Banana Pops~

THANK YOU!

KANSAS PARENTS and TEACHERS ASSOCIATION (KPATA)



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