Pass the Peaches, Please
Iowa Team Nutrition Training for CACFP Providers
Des Moines, Iowa ~ May 2013

Pass The Peaches

Please (and Thank You)

Preschool Mealtimes

How Pleasant and Positive Family-Style Meals in Childcare Help Healthy Eating Become a Habit

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Who are YOU??

• I work in a Head Start program.
• I work in a center-based childcare setting.
• I work in a home-based childcare setting.
• I train childcare providers.
• I am a parent of preschool children.

Get-to-Know-You BINGO

CACFP Meal Patterns

It’s Only Nutrition

WHEN they eat or drink it!

Raising Competent Eaters

For a lifetime of health

Mealtimes in Childcare

• Provide fuel for daily activities and learning
• Promote normal growth and development
• Shape children’s future relationships with food

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**Today’s Workshop**

- Describe basic principles of a Healthy Mealtime Philosophy based on Ellyn Satter’s Approach and Division of Responsibility in Feeding.
- List steps to take to create a setting that supports pleasant and positive mealtimes.
- Take part in role-playing activities & group activities to practice what to say and what not to say to encourage children’s eating in a supportive way.

**Normal UNPREDICTABLE Eaters**

- A lot one day, a little the next
- Rarely a square meal
- Eat what they like, not what they should
- Accept foods one day, reject the next (aka food jags)
- Need time to enjoy new foods

**“Picky” Eaters are Normal**

- A lot one day, a little the next
- Rarely a square meal
- Eat what they like, not what they should
- Accept foods one day, reject the next (aka food jags)
- Need time to enjoy new foods

**Research on Children’s Eating**

**Kids are born with:**

- Ability to self regulate food intake
- Preference for high calorie, energy dense foods
- Wide variability in intake from meal to meal - and from day to day
- Wariness about new food, esp. from 2 to 6 years of age

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Research on Children’s Eating

Children eat what they know and like.
  – They like familiar and new foods together.

Children model adults around them.
  – They try a new food quicker and eat more of it when adults are eating the same food and eating it with pleasure.

Portion size affects how much they eat.
  – When serving themselves, they take age appropriate servings and eat less of it.

Ellyn Satter Approach to Feeding

Based on the POSITIVE Feeding Relationships between children and their parents/caregivers
  – Raising competent, capable eaters
  – Feeding can support a child being competent with eating, growing appropriately, and doing her part to contribute to mealtime harmony ...

OR NOT!!

Positive Feeding Relationships

• Maintain a Division of Responsibility
  • Adults do the what, when, and where of feeding.
  • Children do the how much and whether of eating

FOR INFANTS

Division of Responsibility
  • The parent/caregiver is responsible for what, where and how
  • The child is responsible for how much (and everything else)

WHAT

• Birth to 4-6 months: Breast milk or iron-fortified infant formula
• At 4 to 6 months: Add iron-fortified cereal to replenish babies’ iron reserves.
• At 6 to 8 months: Begin pureed/mashed fruits and veggies for vitamins A and C.
• At 7 to 10 months: Move to finger foods like dry cereal. Use cup for water or juice.
• At 8 to 12 months: Introduce soft/cooked table foods and finely chopped meats.

WHAT and WHERE

• Choose foods that are the right texture so that baby’s tongue and mouth can control it and make swallowing as easy as possible.
• Hold baby on your lap when you introduce first solid foods. Then move her to a safe high chair.

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**HOW**
- Support baby well – in an upright position so he can easily explore the food as much as he wants.
- Have baby sit up straight and face forward. This makes swallowing easier – and choking less likely.

**HOW**
- Talk in a quiet, encouraging voice while you feed. There’s no need to entertain – you are there to keep baby company rather than to overwhelm her with games.

**HOW MUCH**
- Wait for your baby to pay attention to each spoonful before you try to feed it to him.
- Let your baby touch the food – in the dish and on the spoon.

**HOW MUCH**
- Feed at your baby’s tempo. Don’t try to make babies eat faster or slower than they want.
- Allow baby to feed herself with finger foods as soon as she shows an interest.

**HOW MUCH**
- Always stop feeding when baby shows that he has had enough to eat. Often baby will do this by turning his head away from you.

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FOR TODDLERS (& OLDER)

Division of Responsibility
• The parent/caregiver is responsible for what, when, and where of feeding.
• The child is responsible for how much and whether to

WHAT

Adult Responsibilities
• Choose and prepare food.
• Provide regular meals and snacks.
• Make eating times pleasant.
• Model what children need to learn about food and mealtime behavior.
• Prevent grazing for food or drinks between mealtimes.

Child Responsibilities
• Children will eat.
• They will eat the amount they need to grow normally.
• They will enjoying an increasing variety of food and beverages.
• They will learn to behave well at the table.
• They will grow predictably.

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Healthy Feeding Relationship

• Children are born wanting to eat, knowing how much to eat, and will grow the way nature intended.
• Adults provide structure, support, and opportunity *(what, when, and where)*.
• Children choose *how much* and *whether to eat* from what the adults provide.

Ellyn Satter Approach to Feeding

• Is simple and practical
• Is based on trust, respect, and normal developmental stages
• Makes mealtimes more enjoyable and less stressful for adults and children
• Has clear lines of responsibility for caregiver/parent and child
• Takes the worry out of feeding

Ellyn Satter Approach to Feeding

Consistent with Head Start Performance Standards

• Offer variety to broaden child’s food experiences.
• Don’t use food as punishment or reward.
• Encourage but don’t force child to taste food.
• Allow sufficient time for each child to eat.
• Children, staff and volunteers eat together.
• Offer all the same food.

Why Adults Cross the Line

• Our history with feeding and eating influences how we think and act …
• … children need consistent feeding messages from all the adults in childcare.

When Adults Cross the Line

• When adults restrict foods/calories, children tend to gain MORE weight.
• When adults pressure, bribe, or force children to eat more, the children eat LESS.
• Kids feel bad about eating, mealtime is not pleasant for anyone.

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What about these RULES?

- **Clean Plate Club**
- **No Thank-You Bite**
- **No Dessert Until You Eat Your Vegetables**

Should we use these rules?

Do they help children become competent eaters or learn to make smart choices?

What does this teach kids?

**Clean Plate Club**

- To eat more food than you are actually hungry for
- To ignore your internal signals of hunger and fullness

What does this teach kids?

**No Thank-You Bite**

- To get attention by refusing to eat one bite
- To argue over what counts as a bite
- To be rushed into making a decision about food

What does this teach kids?

**No Dessert Until You Eat Your Vegetables**

- That vegetables are so yucky you have to be bribed to eat them
- That dessert is an incredible treat so you better eat lots

What does this teach kids?

**Positive Feeding Relationships**

- Maintain a Division of Responsibility
- Adults do the what, when, and where of feeding.
- Children do the how much and whether of eating

QUESTIONS

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