

Creating Successful Mealtimes for Children with Down Syndrome



By Joan Guthrie Medlen, RD, LD
JEM Communications
Healthy Lifestyle Coaching for All Ages & Stages
Director, Disability Compass

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Objectives:

When done with this presentations, participants will be able to:

- Identify when to seek the assistance of a feeding specialist or feeding team for a child with Down syndrome.
- Describe how to use the texture table chart to coach families in creating successful meal times.
- Demonstrate the use of the *Food Alike* technique to choose "next steps" for children with Down syndrome who have sensory issues related to food.
- Identify the common nutrition-related concerns for young children with Down syndrome.



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Typical Concerns of Health Care Professionals

- **Specific nutrition-related conditions**
 - Hirshsprung's Disease (pg. 30-31)
 - GERD: Gastro Esophageal Reflux Disease (pg. 32)
 - Chronic Constipation (pg. 30)
 - Celiac Disease (Chapter 3)
 - Diabetes (Chapter 4)
- **Obesity** (the whole book!)

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Typical Concerns of Parents

- **Texture Progression**
 - Picky eating vs. Sensory and low tone.
- **Independence**
 - Self-directed lifestyle.
- **Weight Management**
 - Obesity
 - Healthy Lifestyles

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What is Successful Eating?

Morik, SE & Elash, MD
 PreFeeding Skills: A Comprehensive Guide for Maximize Development
 © 2008 Therapy Skills Builders
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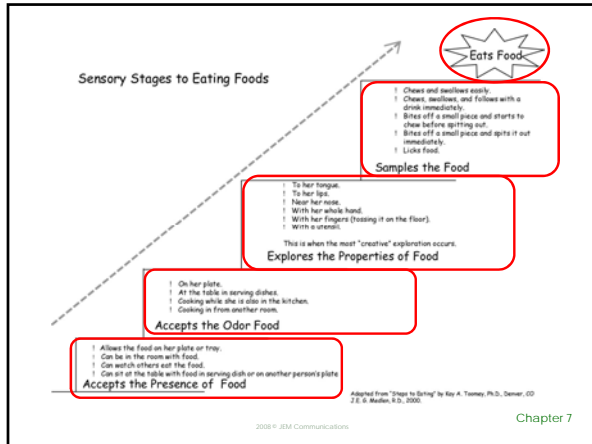
Picky Eating vs. Oral Motor Tone

How do you tell?


Oral Motor Tone Cues	Picky Eating Cues
<ul style="list-style-type: none"> • Desires low nutrient, high calorie foods (sweets, chips, fries, etc). • Slow to Progress through food textures. • May not enjoy eating in general. 	<ul style="list-style-type: none"> • Skips entire food groups. • Over-use of supplements to fill dietary gaps • Varies eating in different environments. • Has everyone's attention, or is in complete control of meal time.

Chapter 7

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The Feeding Relationship



Parents are responsible for what, where, when, and how food is presented.

Children are responsible for how much and whether the food is eaten.

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Support Persons

(nurse, social worker, dietitian, early intervention teacher, babysitter, respite worker, speech pathologist, occupational therapist, physical therapist, behavior consultant, grandmother, aunt, neighbor, and lady at the grocery store...)



Are responsible for what, where, when, and how food is presented within the parameters of the family's values, as long as it does not do harm to the child.

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Healthy Lifestyles begin with
Trust
Followed by education, opportunity, and experience.

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Responsibilities...

- What is eaten
- Where it is eaten.
- When it is eaten.
- How much is available.
- How it is presented.

Chapter 8

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Taste Testing

- Must be done in a "safe" environment. (It's OK not to try something.)
- Done as a group activity with others, away from family and pressure of mealtime.



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Choices, Choices, Choices!

The first choices:

- More
- All done!
- No way!!!

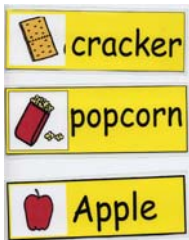


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The Power of "No, thank you" or "You're kidding, right?"

- Builds self-confidence
- Promotes control over lifestyle
- Is traditionally discouraged through teaching techniques.

Making Food Choices



Display the Menu Choices



Teach Complex Choices

- Snack time is a great time to build on choice-making skills
 - Snack budgeting
 - Menu planning skills
 - Grocery shopping

Some Tools for Assessment

- PEACH Survey (p. 350)
- Questions to ask (p. 101)
 - Are you talking to more than 3 people about mealtime issues?
 - Is feeding, or mealtime, the main concern of the development of your child?
 - Are you spending more than an hour on each meal, every day?
- Recommending a Feeding Team (p. 102)

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Questions?

Email: Joan@DownSyndromeNutrition.com

JEM Communications
Healthy Lifestyle Coaching for All Ages and Stages
3638 SW Vesta
Portland, OR 97219
503.246.3849

www.DownSyndromeNutrition.com



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