Creating Successful Mealtimes for Children with Down Syndrome

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Objectives:
When done with this presentation, 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 mealtimes.
• 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.

Typical Concerns of Health Care Professionals

• Specific nutrition-related conditions
  • Hirschsprung’s Disease (pg. 30-31)
  • GERD: Gastro Esophageal Reflux Disease (pg. 32)
  • Chronic Constipation (pg. 31)
  • Celiac Disease (Chapter 3)
  • Diabetes (Chapter 6)
• Obesity (the whole book)
Typical Concerns of Parents

• **Texture Progression**
  - Picky eating vs. Sensory and low tone.

• **Independence**
  - Self-directed lifestyle.

• **Weight Management**
  - Obesity
  - Healthy Lifestyles

What is Successful Eating?

Communication Skills

Physical Skills

Sensory Skills

Learning

Picky Eating vs. Oral Motor Tone
How do you tell?

**Oral Motor Tone Cues**
- Deals low nutrient, high calorie foods (sweets, chips, fries, etc)
- Skips progressing through food textures
- May not enjoy eating in general

**Picky Eating Cues**
- 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 mealtime

Chapter 7
Try this at home....

Sensory Issues and Food
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.

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.
Healthy Lifestyles begin with

**Trust**

Followed by education, opportunity, and experience.

**Responsibilities...**

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

**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.
Is he really a "picky eater?"

1. Make a list of all the foods your child eats:
   - Is it less than 50?
   - Is it less than 25?

2. List similar foods to the ones your child eats:
   - Food Item
   - Preparation
   - Temperature
   - Color
   - Texture
Choices, Choices, Choices!
The first choices:
- More
- All done!
- No way!!!
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. 352)
  - 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. 352)
Questions?

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