Applying the Information: Discussion/Reflective Questions

Use the questions below to consider your work in supporting physical and social-emotional development at snacks and mealtimes. Individuals can respond to these questions on their own, to consider how they can use what they heard on this audio cast. Staff can also work with partners or as teams to discuss snacks and mealtimes for infants and toddlers.

1. Choose one word to describe meal or snack time in your classroom or at socializations. What is it?
2. **Classroom staff:** What do you feel are the most important things that happen at snacks or mealtimes? How do you make sure they happen?
3. **Home visitors:** What are the most important things that you feel need to happen at meal or snack times with very young children? How do you communicate that with families?
4. What does it mean to you to serve **"family style meals"** to infants and toddlers? Why are family style meals important for young children?
5. What kind of learning can occur at meal or snack times with very young children? How do you share this information with families?
6. How do you gather information about snacks and mealtimes in each child's home?
7. How do you know when a young child has had enough to eat?
8. What do you do when you have concerns about a child's eating?
9. Consider your own beliefs and ideas about eating. Food and mealtimes are often an important part of family life, and families share important messages about food. In some families, for example, food is offered to comfort or console people. In some families, it is considered rude to turn down food. Sometimes, people believe that children with big appetites are healthy and those with smaller appetites should be encouraged to eat more. How do you think your family beliefs impact your professional attitudes towards food and eating? How do you learn about the family beliefs that might shape attitudes around eating for the families you serve?
10. Consider the **Meal Observation,** the pre-activity for this audio cast. What did you learn from that activity? What questions did you have? How did thinking about those questions help you understand the behaviors you were seeing?
11. Consider your work. How do you already use the **Responsive Process** on page 11? How will you use the **Responsive Process** at snacks and mealtimes?

References

Birch, L.L., & Fisher, J.O. "Development of Eating Behaviors among Children and Adolescents." *Pediatrics*, *101*: (1998): 539 - 549.

Lumeng, J. "Is the Picky Eater a Cause for Concern?" C*ontemporary Pediatrics, 22*(3), (2005) 71-80.

Satter, E. *How to Get Your Kid to Eat but Not Too Much.* Boulder, CO: Bull Publishing, 1987.

Selected Resource List

For more information, see the following resources:

Articles, Books, and Brochures

Birch, L.L., & Fisher, J.O. (1998). Development of eating behaviors among children and adolescents. *Pediatrics*, *101*: 539 - 549.

Lerner, C., & Parlakian, R. (2006). *Healthy from the start: How feeding nurtures your young child's body, heart and mind.* Washington, DC: ZERO TO THREE. Available on-line at http://www.zerotothree.org/site/PageServer?pagename=key_health

Lumeng, J. (2005). Is the picky eater a cause for concern? *Contemporary Pediatrics, 22*(3), 71-80. (*Strategies to Reduce Picky Eating, a Guide for Parents* based on Dr. Lumeng's research, is available on-line for reproduction for use with parents at http://www.contemporarypediatrics.com/contpeds/data/articlestandard/contpeds/122005/151500/article.pdf)

Satter, E. (1987). *How to get your kid to eat but not too much.* Boulder, CO: Bull Publishing.

Satter, E. (1992). The feeding relationship. *Zero to Three, 12*(5), 1-9.

WestEd Center for Child and Family Studies in collaboration with the California State Department of Education. (1993). *Program for Infant Toddler Caregivers, Module 1: Social-emotional growth and socialization*. Sausalito, CA: WestEd.

Web Resources

Childhood Nutrition Bibliography of Materials from MCHLine
http://www.mchlibrary.info/databases/bibmenu.html
Childhood nutrition policies, studies, and guidelines as well as nutrition education materials for parents and children" are included in this bibliography, produced by the Maternal and Child Health Library at the National Center for Education in Maternal and Child Health (NCEMCH), Georgetown University.

Food Safety http://www.foodsafety.gov
FoodSafety.gov is a gateway web site that provides links to selected government food safety-related information. Included is information on food borne pathogens, tips on cooking food to ensure safety and the importance of hand washing. There is a section for kids and educators, which includes materials written in language that children can understand.

KidsHealth http://kidshealth.org/parent/nutrition_fit/index.html
This Health and Nutrition page is aimed at parents and provides information on feeding children from newborns through age two, information about reading food labels, children's weight, and tips on food safety at home.

National Agricultural Library Food and Nutrition Information Center
http://www.nal.usda.gov/fnic
The National Agricultural Library's Food and Nutrition Information Center (FNIC) is part of the US Department of Agriculture (USDA). In addition to general information about on topics such as nutrition, food safety and food allergies, childcare professionals will be interested in the Child Care Nutrition Resource System, which provides recipes and resources specific to the child care industry.

The Nutrition Education Aimed at Toddlers (NEAT)
http://nursing.msu.edu/neat/neatpdf.asp

The NEAT curriculum is designed to help parents or other adult caregivers encourage their toddlers to develop healthy eating habits. It promotes parent-toddler interaction for a healthy mealtime environment. The focus of the NEAT curriculum is to improve parent-toddler mealtime interaction by empowering adults to become responsive to children's verbal and non-verbal behaviors. When the parent is responsive, the child can more easily and positively communicate needs, wants, and desires. When the child is positively and effectively communicating, the parent becomes more responsive. As a result, when the parent focuses on responding to the child, the child is able to clearly communicate hunger and fullness. When the child clearly communicates eating preferences, the child is empowered to self-regulate food intake.

USDA Center for Nutrition Policy and Promotion http://www.cnpp.usda.gov/

The Center for Nutrition Policy and Promotion is made up primarily of nutritionists, nutrition scientists, and economists. The Center is responsible for developing and coordinating nutrition policy within the USDA; preparing periodic updates on the expense of family food plans and of raising children; and investigating techniques for successful nutrition communication for Americans. Their web site provides links to the Dietary Guidelines for Americans, as well as recipes and tips for healthy and inexpensive meals.