Chewing Can Be Tricky 2

Keeping Children Safer at Lunch Time, Snack Time and in the Classroom

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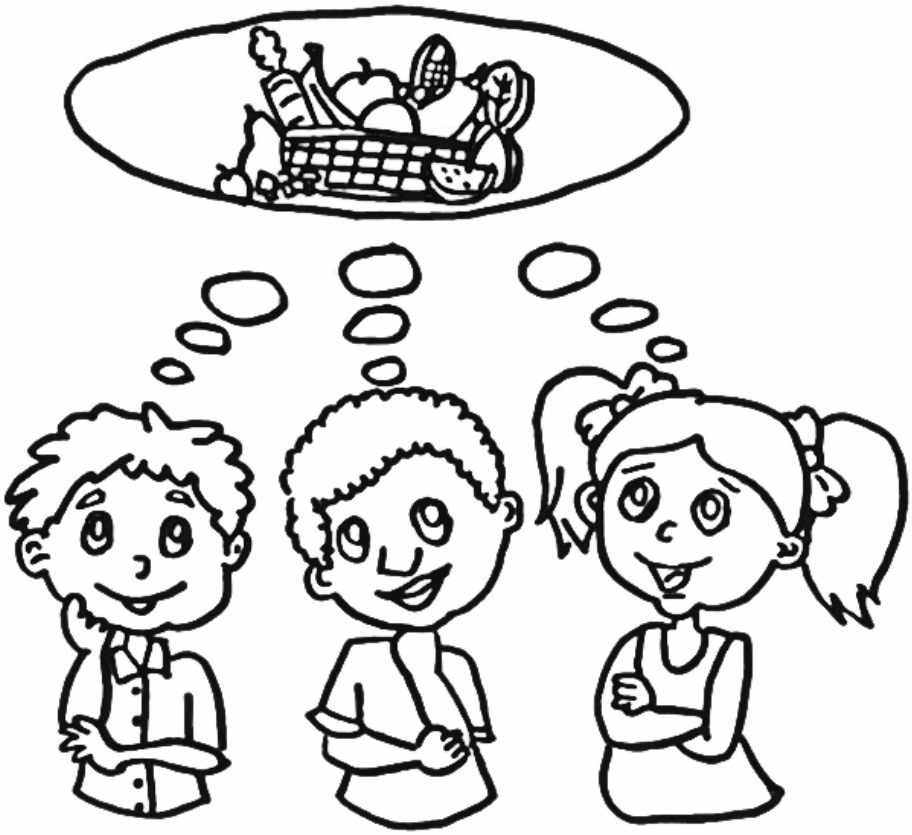

For Children! For Parents! For Professionals! For School! For Child Care!
For the Community!
For all the places our children have meal times.

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A note from the Author…

My hope for this coloring book is to enhance the safety of children during meal times and to provide a resource of general guidelines to the child and caregiver in multiple settings such as the home, school and community outings. (I.e. restaurant, field trip, etc.)

Specific recommendations for the child you care for may be determined with a full dynamic team approach including the Parents/Caregivers, medical/educational SLPs, OT, PT, Nurse, Physician, Registered Dietitian, Teachers and other school personnel.

Did you know that according to the Center for Disease Control (CDC) and the American Academy of Pediatrics (AAP), every day food related choking events occur for approximately 5 children? If a child in your charge is choking on the food that they eat, it's a sign that something is wrong!

This coloring book is a tool for you to use to discuss chewing and swallowing with the children you care for and others who care for them to increase safety and reduce choking risk at meal and snack time.

Throughout this book you will see the Activity Stop symbol, which marks an opportunity for you to talk with and observe the child's chewing habits. Older children can complete these sections and share their answers with you to learn more about improving chewing skills and meal time success.

Together, we will keep our children safer at mealtimes!

Best,

Donna

Did you know?

According to the Center for Disease Control (CDC) and the American Academy of Pediatrics (AAP), every day food related choking events occur for approximately 5 children?

You should not choke on the food you eat. If you do, it's a sign that something is wrong!

This book is a tool to help you start to think more about chewing and swallowing. Thinking more about these important things will reduce your risk of having trouble at meal and snack time.

Take some time to think and reflect:

Do you eat food and liquids easily at school? _____

_____

Do you eat a varied lunch from day to day? _____

_____

Activity Stop

Did you know? Chewing is a skill and depends on much more than your age!

Activity Stop

Think and reflect:

Does food often fall from your mouth or stay around your lips when you eat?

_____
_____
_____

Are there any foods that are difficult for you to chew? List them.

_____
_____
_____

Do you ever swallow foods without chewing enough? If so, when?

_____
_____
_____

Have you recently had a bad injury or sickness that has changed your ability to get around?

_____
_____
_____

If you have trouble chewing, parties and holidays can sometimes be tough.

Think and reflect:
Do you always remain seated for lunch?

_____

When food is around, do you ever feel funny and react strongly? sight, smell, taste, touch, to fingers/hands/mouth?

_____

Are you able to interact and eat meals and snacks with your friends during classroom or birthday parties? If not, what happens?

_____

Do you eat lunch with your friends? If not, why not?

_____

Activity Stop

Activity Stop

Your family wants you to stay safe at mealtimes.

Think and reflect on how your family helps you:

Does your family share your feeding and swallowing recommendations with you and your teachers?

_____

Is brushing your teeth easy or does having your teeth brushed make you feel sick or uncomfortable?

_____

Does your family and school work together to make sure you have enough time to eat at school without being rushed?

_____

Caregiver's Corner

If you are caring for a child who has trouble chewing, here are some compensatory strategies that you might try to help them stay safe:

- Positioning (head in neutral alignment/midline with trunk support as needed)
- Bite size (spoon and solid foods) (is the spoon too full/bite too big?)
- Does the food and utensil look appropriate for the size of the mouth? Is it age appropriate?
- Rate of food presentation (spoon and solid foods)
- Alternating liquids and solids
- Rate of liquid assist/liquid wash/ drink between bites
- Calorically dense foods (registered dietitian)
- Hydrating foods (registered dietitian)
- Promote self-feeding to increase awareness of food in preparation of eating
- Promote wiping own face to promote increased sensory awareness and independence

Activity Stop

Food exploration lab:
Gather some foods that you like and some that you want to try. Write in the boxes how it looks, smells, tastes and what it feels like.

Food Item	Sight	Smell	Taste	Touch	Other
Familiar foods					
e.g. cracker					
New foods					
e.g. guacamole					

IDDSI Dysphagia Diet Framework

With the goal of developing new global standardized terminology and definitions to describe texture modified foods and thickened liquids used for individuals with dysphagia of all ages, in all care settings, and all cultures, the International Dysphagia Diet Standardisation Initiative (IDDSI) has created a dysphagia diet framework for use by patients, caregivers, health professionals, industry, professional associations and researchers.

The framework has 8 levels (0-7) identified by numbers, word labels and color codes. For detailed functional descriptions and simple measurement methods to be used with the levels found in the IDDSI Framework, please visit the IDDSI web site:

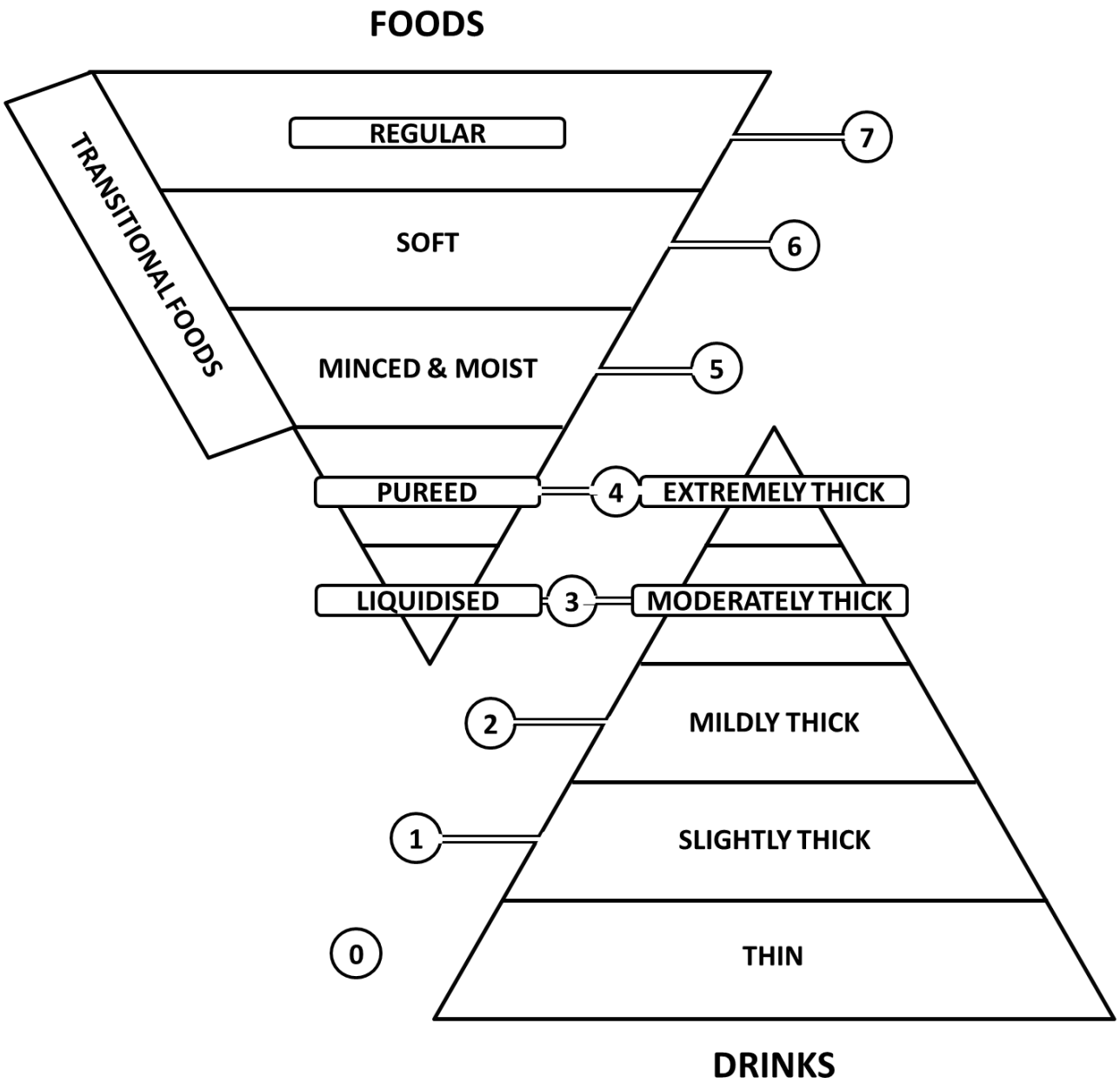
http://iddsi.org/wp-content/uploads/2015/11/IDDSI-Foods_detailed_descriptors.pdf

Activity Stop

Learn the IDDSI Dysphagia Diet

The IDDSI Dysphagia Diet is an important part of ensuring safe eating and drinking habits for people with dysphagia. Levels are identified by numbers, text labels and color codes. Color in the levels, according to the following key:

Regular – Black
Soft – Blue
Minced & Moist – Orange
Pureed and Extra Thick – Green
Liquidised and Moderately Thick – Yellow
Mildly Thick – Pink
Slightly Thick – Grey
Thin - White



Activity Stop

List of literary/activity resources:

Don't Eat the Teacher	Nick Ward
The Very Hungry Caterpillar	Eric Carle
Hungry Monsters: A Pop-Up Book of Colors	Matt Mitter
Party Animals	Matt Mitter
Eating the Alphabet	Lois Ehlert
Night of the Veggie Monster	George McClements
The Seven Silly Eaters	Mary Ann Hoberman

These are only a few fun books that showcase foods and eating concepts. Explore your library for more ideas!

http://www.nourishinteractive.com/nutrition-education-printables

Food Colors Writing Activity

Find colorful rainbow and fruits and vegetables stationary designed for a fun little writing activity. Encourage kids to practice their creative writing skills with a paragraph about their favorite color fruit or vegetable.

Published: Jul 07, 2011

Grades: K-2

Ages: 4-6

http://www.nourishinteractive.com/nutrition-education-printables/category/48-teacher-resources-teaching-kids-healthy-habits-nutrition-manuals

For the Healthcare Professional

Signs to consider compromise for oral feeding

- Reduced saliva management
- Reduced physiological stability of the head/neck/trunk
- Mobility (Is the child mobile?)
- Poor dentition with caries or halitosis
- Poor oral care or tolerance of oral care
- Dry oral mucosa
- Immature chewing pattern (sucking on foods or swallowing prematurely before sufficiently chewing food)
- Inability to bite into or through dissolvable semi-solids such as crackers
- Use of maladaptive strategies to compromise for dysfunction
- Appears to swallow food without sufficient chewing increasing choking risk
- Shortened upper lip
- Did the child have a recent illness, hospitalization or surgery impacting their level of strength or coordination? Do they appear to be functioning at a lower level lower than before?

Signs to consider compromise for sufficient nutrition/ hydration

- Poor weight gain
- Dehydration
- Short stature
- Pale complexion
- Dark circles beneath the eyes
- Easily fatigued
- Is the child dependent on diet supplements such as Pediasure
- But please note, a child may not present with all signs of compromise….

Citations

American Academy of Pediatrics https://www.aap.org/en-us/Pages/Default.aspx

American Academy of Pediatrics https://healthychildren.org/English/health- issues/injuries-emergencies/Pages/Responding-to-a-Choking-Emergency.aspx

American Board of Swallowing and Swallowing Disorders

http://www.swallowingdisorders.org

**Burklow, K. A., Phelps, A. N., Schultz, J. R., McConnell, K., & Rudolph, K. (1998). Classifying complex pediatric feeding disorders. Journal of Pediatric Gastroenterology & Nutrition, 27(2), 143-147.

Centers for Disease Control

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5142a1.htm

Choking prevention for children

http://www.health.ny.gov/prevention/injury_prevention/choking_prevention_for_children.htm

Feeding and Swallowing Disorders in Children

http://www.asha.org/public/speech/swallowing/Feeding-and-Swallowing- Disorders-in-Children/ (parents)

International Dysphagia Diet Standardisation Initiative http://iddsi.org/ Public resources regarding Speech Language Pathology

http://www.asha.org/public/ Pediatric Dysphagia http://www.asha.org/Practice-Portal/Clinical-

Topics/Pediatric-Dysphagia/ (professionals) Red Cross http://www.redcross.org/find-your-local-chapter

State Association Contact Information for Speech Language Pathologists

http://www.asha.org/advocacy/state/

Family sharing story and resources https://www.facebook.com/JTsLaw

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McKirdy, L., & Sheppard, J. (2008). Transition from tube to oral feeding in the school setting. … *Services in Schools,* 39(April), 249–260. Retrieved from http://lshss.asha.org/cgi/content/abstract/39/2/249

Mitchell, G. L., Farrow, C., Haycraft, E., & Meyer, C. (2013). Parental influences on children's eating behaviour and characteristics of successful parent-focussed interventions. *Appetite,* 60(1), 85–94. doi:10.1016/j.appet.2012.09.014

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