

# Working with Children with **Restricted Diets &** Avoidant/Restrictive Food Intake Disorder (**ARFID**)

Ursula McCulloch (Consultant Clinical Psychologist, CDHB)



# Introductions...

- Member of the CDHB Paediatric Feeding Intervention Team
- Working in the CAF Children Under 5 Service
- Many years experience working in CAF (CAMHS)
- Clinical Psychologist

**Canterbury**

District Health Board

Te Poari Hauora ō Waitaha

# Paediatric Feeding Intervention Team



# Restricted Eating Patterns

- Lack of interest in food (food available)
- Avoids  
often due to sensory properties
- Limited range of foods
- Failure to meet nutritional needs  
(no body image distortion)  
(weight can be in normal range)





# Feeding Clinic Assessment

- General assessment
- How do meals work in your house...
- Run through a typical day
- The food journey...
- Sensory issues
- Family history of food related difficulties
- Stress related to meals
- Parent-child relationship

# The Parent-Child Relationship

- Parent can feel a failure
- Judgement
- “Good Advice”
- Trying too hard
- Parents feel manipulated
- Fractured parent-child relationships



# Strategies that DON'T work...

- Force feeding
- Lengthy mealtimes (over ½ hour)
- Dishing up *GUILT*
- Comparison with siblings
- Punishment and threats
- Ignoring the issues
- Tricking you child into eating foods

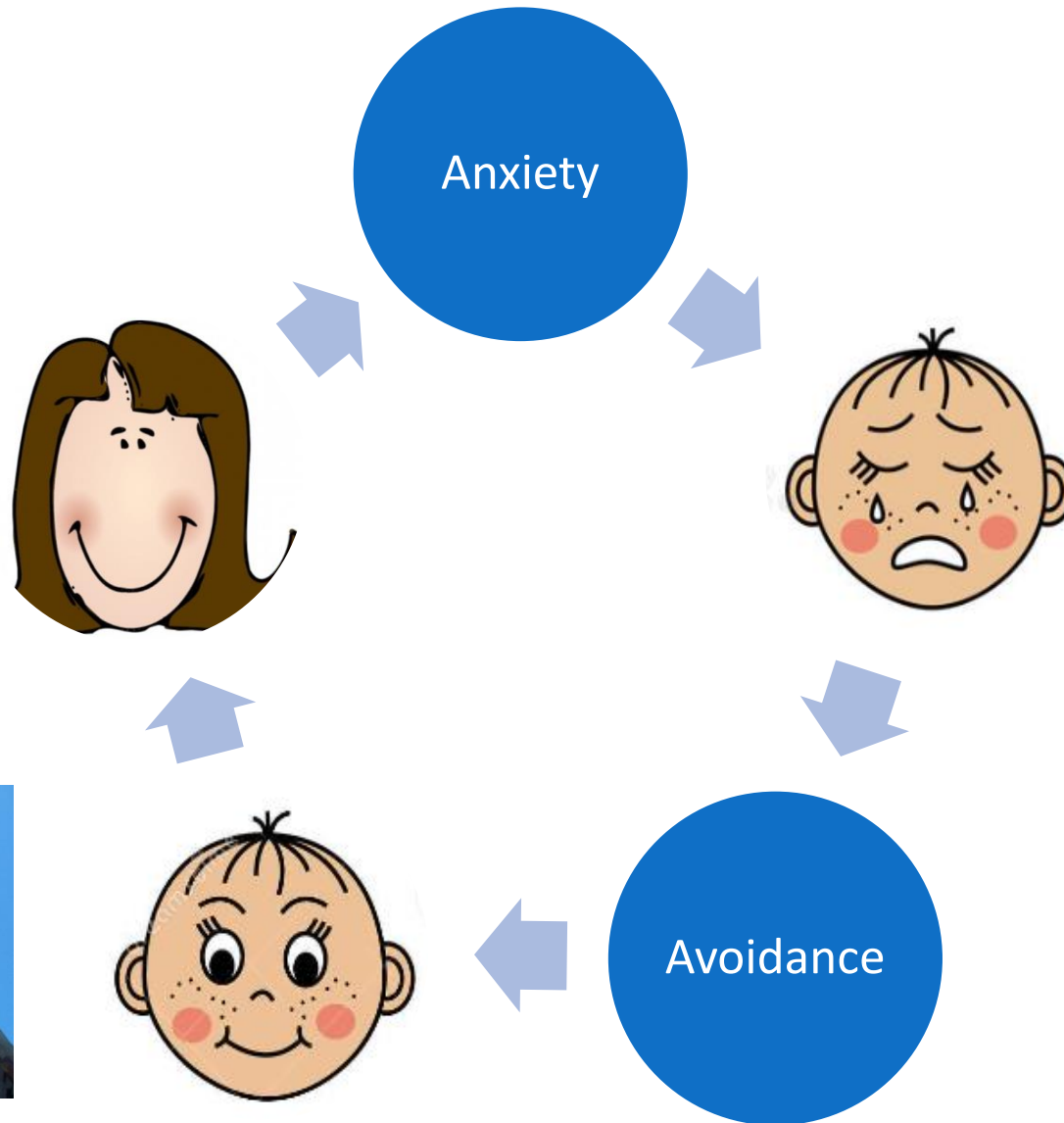
# Environmental Challenges

- Stress reduces appetite
- Family stress levels
- Children need routines
- Parenting styles and backgrounds
- Do we model eating together in a positive way?





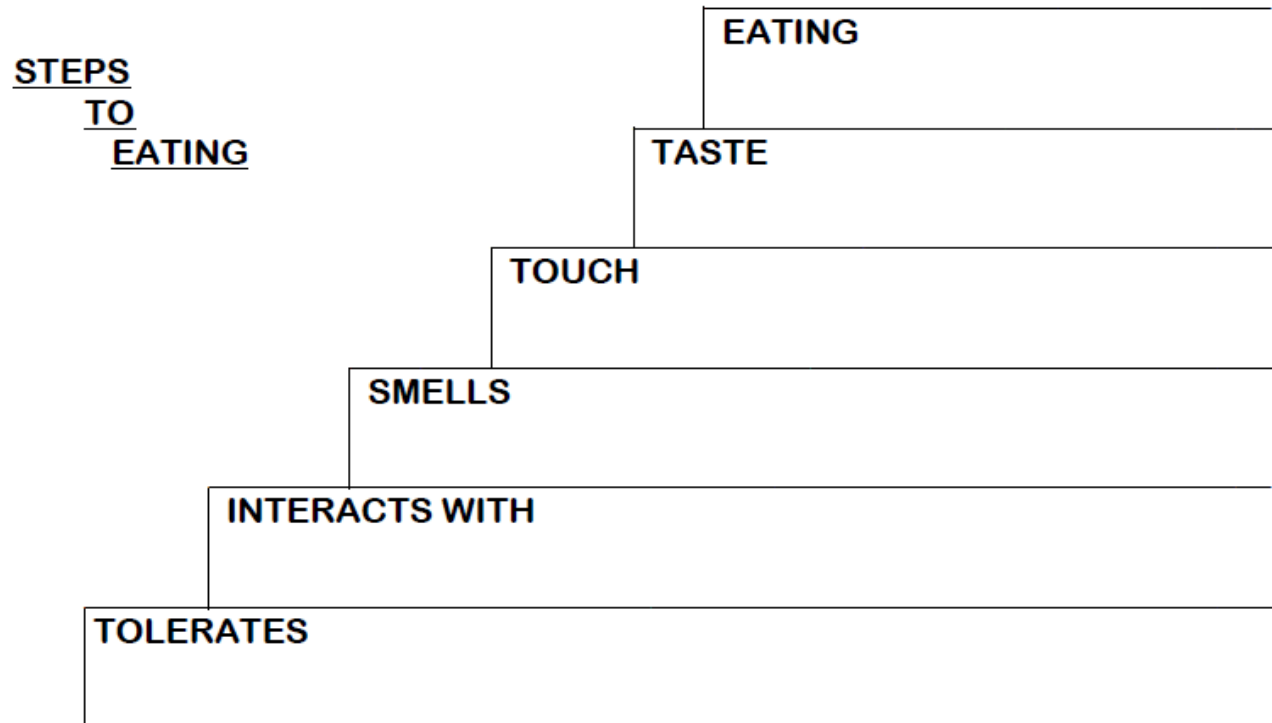
# Behavioural issues, Anxiety and Avoidance



Steps to Eating



# Steps to Eating!



The Aha Moment...



## **STEPS TO EATING**

### **EATING**

- chews and swallows whole bolus independently
- chews, swallows whole bolus with drink
- chews, swallows some and spits some
- bites, chews "x" times & spits out
- bites pieces, holds in mouth for "x" seconds & spits out
- bites off piece & spits out immediately
- full tongue lick
- licks lips or teeth

### **TASTE**

- tip of tongue, top of tongue
- teeth
- lips
- nose, underneath nose
- chin, cheek
- top of head
- chest, neck
- arm, shoulder
- whole hand
- fingertips, fingerpads
- one finger tip

### **TOUCH**

- leans down or picks up to smell
- odor in child's forward space
- odor at table
- odor in room

### **SMELLS**

- uses utensils or container to serve self onto own plate/space
- uses utensils or a container to stir or pour food/drink outside of own space
- uses utensils or a container to stir or pour food/drink for others
- assists in preparation/set up with food

### **INTERACTS WITH**

- looks at food when directly in child's space
- being at the table with the food just outside of child's space
- being at the table with the food ½ way across the table
- being at the table with the food on the other side of the table
- being in the same room

### **TOLERATES**



3. Hold to the mouth



4. Lick



5. Bite and drop



6. Bite and hold



2. Sniff



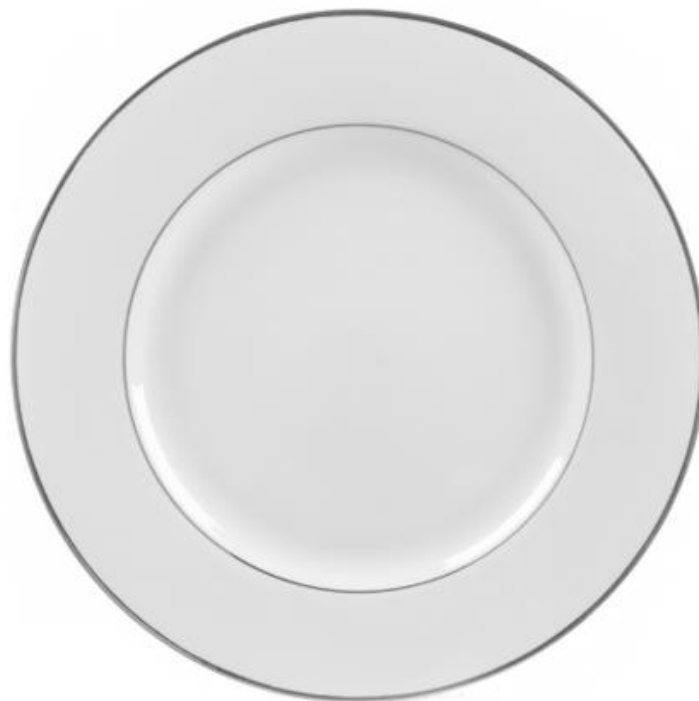
1. Look



7. Chew and drop



8. Chew and swallow



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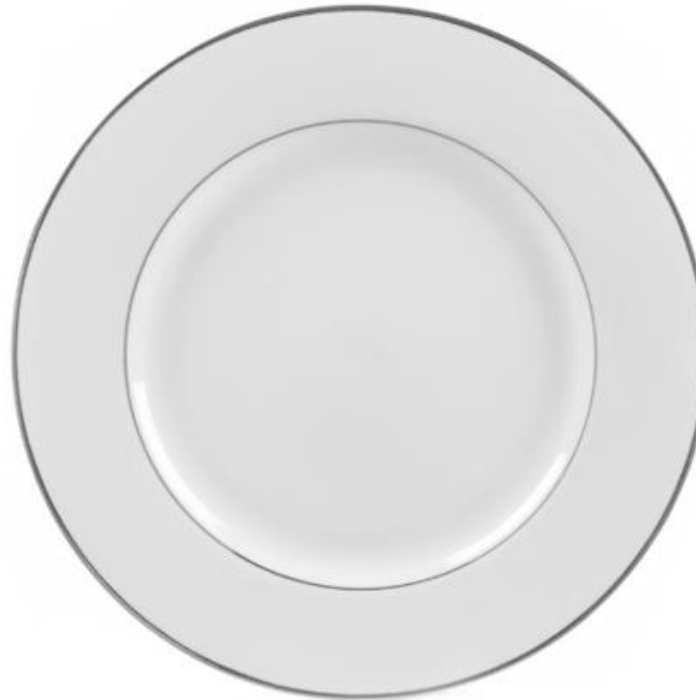
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1. Look



8. Chew and swallow



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# FOOD RATING THERMOMETER

- It takes at least 20 tries with a new food (on different occasions) to get used to the taste and texture of it.
- The more we taste a food, the more we get used to that flavour and texture.
- Most of the foods we eat are not usually an 8, 9, or 10.
- They are usually about a 5, 6 or 7.



# Overall approach used

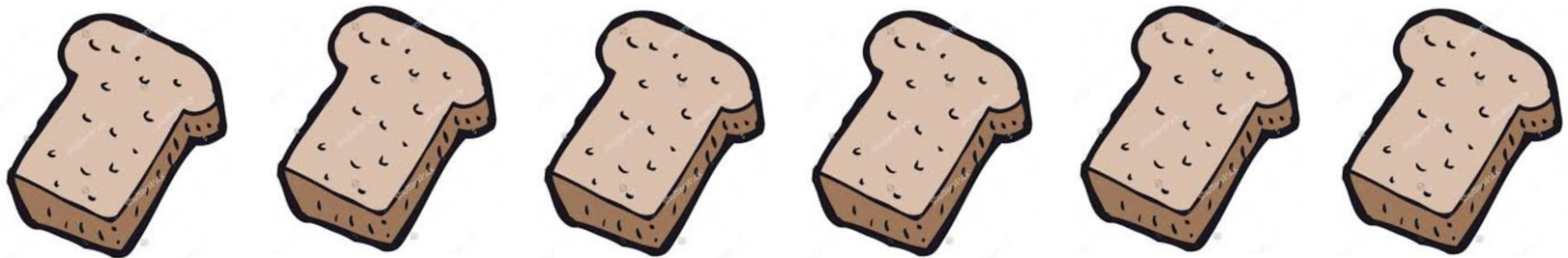
- Gradual progress
- Empowering parents
- Managing day to day
- De-sensitising
- Rewards



# Food Loss

Eating the same food prepared the same way every day or at every meal

- children eventually get burned out on these foods and they are often permanently lost from their diet





# Reducing risk of Food Loss to diets

## “Just right” challenge

- small incremental changes
- only one change introduced at a time

- **Presentation**
- **Shape**
- **Colour**
- **Taste**
- **Texture**
- **Temperature**



Change needs to be big enough to notice, but small enough so your child will eat the food

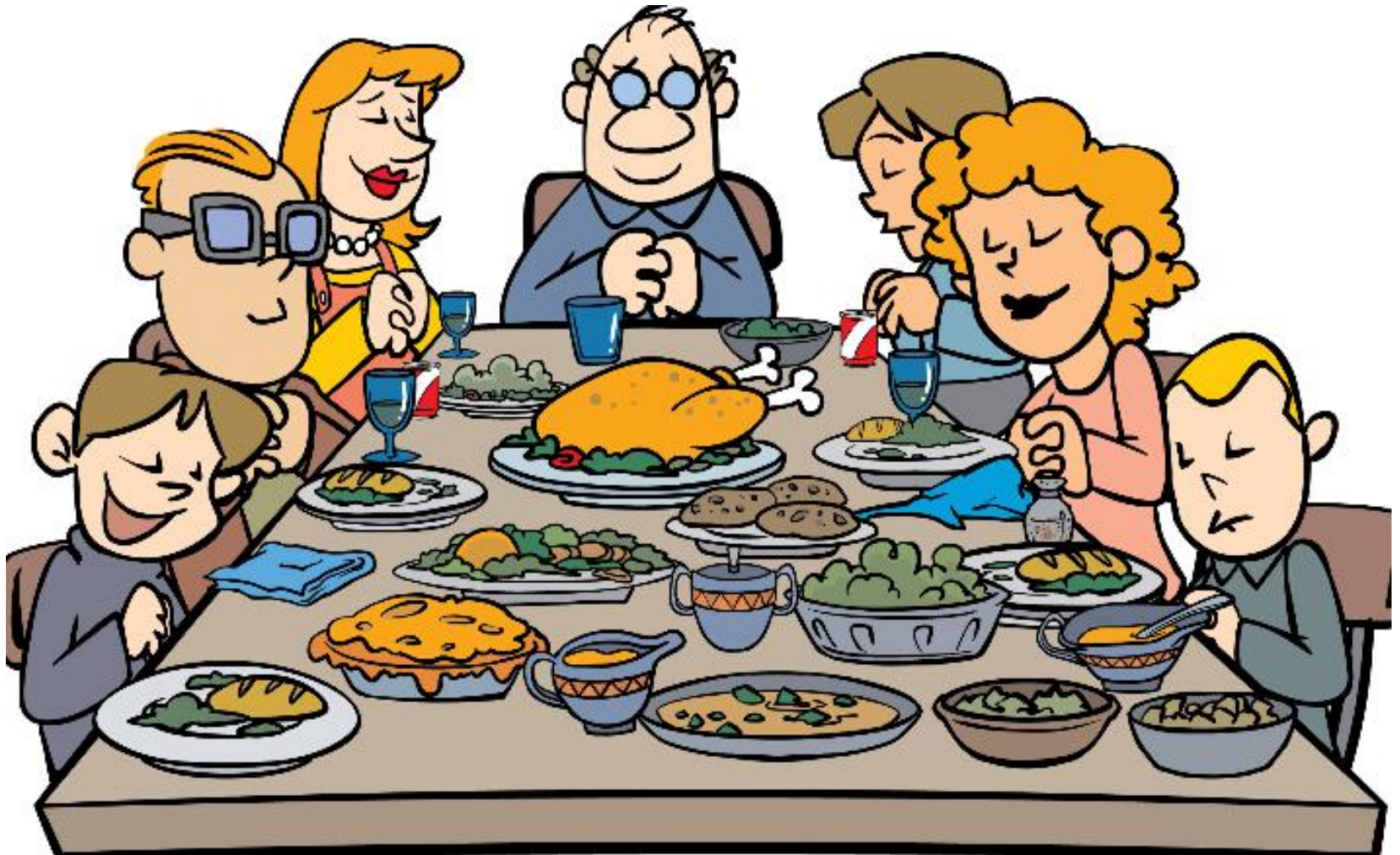
# 48 hour menu

- List all the foods your child eats and create a 2-day menu plan based on this....
- Offer a food every SECOND day

## Sample 48 hour menu

	Day 1	Day 2
breakfast	Weetbix, milk, banana whole	Weetbix, milk, banana cut in half
AM tea	Ginger nuts	Choc muffin
lunch	Sausage sliced and tomato sauce	Sausage, mashed potato and tomato sauce
PM tea	Choc yoghurt in pottle Bread triangles & marmite	Choc yoghurt in bowl Bread quartered & marmite
dinner	Fish and Chips	Chicken nuggets
supper	CalciYum choc milk White bread & Nutella	CalciYum choc milk in glass - Nice biscuit
<b>Other options:</b> cruskets (same shape as Nice)	Cut bread Δ/□toast /thin thickness. Use cookie cutters	Vary size of muffin Use different plates/glasses/straws

# FAMILY MEALS



# Regular meal times and snacks

- 🍏 Breakfast
- 🍏 Morning tea
- 🍏 Lunch
- 🍏 Afternoon tea
- 🍏 Dinner
- 🍏 Supper

Children who graze can typically eat less and learn to satiate themselves on tiny quantities.

“Kitchen is closed” between meals

# Learning about food using our senses

- What does it look like?
- Is it a big or little smell?
- Does it feel smooth or bumpy?
- What does it feel like on your lips?
- What noise does it make if I bite it?
  - can I hear the crunch?
- Is it a big taste or a little taste?
  - Is it savoury or sweet?



Sight



Hearing



Touch



Smell



Taste



# Challenge the language

Changing the **language** and the **thinking** around food:

- Brianna is still learning about different foods.
- Emma is a Food Explorer!  
(not a restricted eater)
- That food is “Yuk/disgusting/gross” etc  
-> “You are still learning about that taste.  
To me it tastes... salty/spicy” etc
- **YOU CAN...** rather than “Can you...”
- **DO** language

(Replace “Stop throwing food” with “Food stays on the table”.)

# CELEBRATE THE SUCCESSES

- Children are easily discouraged by the challenge of new foods.
- Remember to celebrate all interactions with non-preferred foods
- The **Steps to Eating** (touching, smelling, licking, biting and spitting out, holding in the mouth before spitting out, chewing and spitting out) are all chances to celebrate with your child and make them **feel good about themselves as FOOD EXPLORERS.**

# Parent self care

- Sleep
- Eating well ourselves
- Mood
- Social contact
- Exercise
- Relaxation
- Support



# Any questions?

