

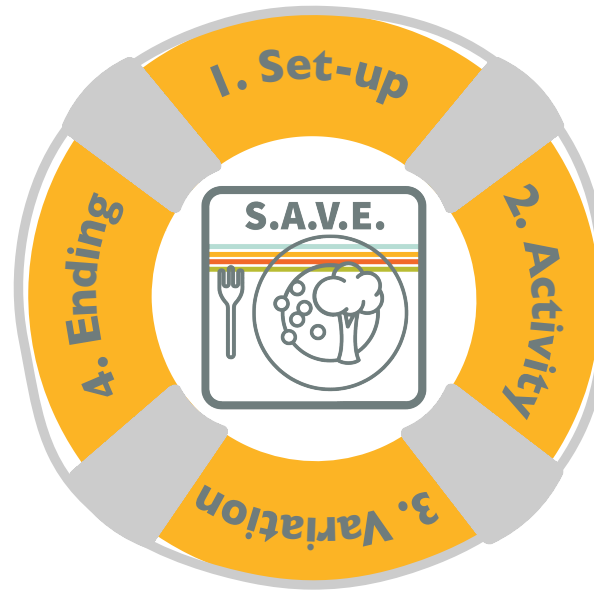
S.A.V.E. Mealtime

4. Ending

- I end the meal on a positive note and it lasts no longer than 30 minutes.
- I do something to mark the ending (put napkin on table, clear dishes, etc.) and engage my child in cleaning up.
- I consider my child's perspective and help them transition successfully to the next activity.

3. Variation

- I am creative and find different ways to introduce new foods multiple times (vary the texture, appearance, or preparation).
- I give choices to allow my child to feel like they have some control.
- I am patient and think about different ways to expose my child to new foods.
- I make meals fun and praise even the smallest success.



1. Set-up

- I am consistent with meal and snack times and limit what's eaten in between.
- I use cues to make the routine predictable (5 minutes + wash hands/say grace/etc.).
- I find a way to get my child to the table without drama.
- I make sure there is at least one preferred food at every meal.

2. Activity

- I have everything ready when my child comes to the table and minimize distractions.
- I am in the spotlight during the meal (my child easily can see my eyes, face, and body movements).
- I am fully present and my child and I have back-and-forth interactions while eating.
- I have consistent expectations and don't engage in power struggles.

Tips:

- 🌀 Be consistent with your routine.
- 🌀 Anticipate when a power struggle may happen and plan to avoid it.
- 🌀 Involve your child in choosing and cooking the food.
- 🌀 Eat together in a non-distracted environment to encourage interactions with food.
- 🌀 When trying new foods, smaller is better.
- 🌀 Serve new foods along with your child's favorite foods.
- 🌀 If at first you don't succeed or a new mealtime challenge arises, try and try again.
- 🌀 Appeal to their imagination to make eating engaging.
- 🌀 Be playful and have fun!



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Adapted from the ESDM
Joint Activity framework
S. Rogers & G. Dawson, Vismara (2010)