



Positive Looking Everyday by Everyone Toolkit

Snack times/lunch times

1. Contrast slip map under bowl
2. Using a light resource to prompt choosing
3. Positioning choices so they child can see
4. Switching gaze between objects when making choices
5. Raise the bowl/plate up so it isn't in lowest visual field – to support fine motor
6. Have pictures and real objects - 2d 3d
7. Different textures of food
8. Black bib: or stripy bib to attract attention
9. Black tape around white bottle (eg) to promote tracking
10. Matching exercise – match image to a real item
11. Dark cup for milk to support contrast
12. Counting – items on a plate, take one away
13. Coloured handles for cutlery –matching a set
14. Using different cutlery as object of reference
15. Plain cutlery contrasting cutlery
16. Divided plates to keep food apart

17. Fewer items on a plate at a time to reduce clutter
18. Washing up the plate
19. Making the environment less distracting: quiet area? Using a surround to reduce distractions
20. Portable blackout to reduce distraction from other children playing outside
21. Using the wrapper from food to help anticipate – the crinkle sound
22. Sippy cup – to anticipate what is going to happen next
23. Use large drinking cup for tracking or reach and grab
24. Using objects of reference to indicate what is happening now and what will happen next
25. Glasses on at mealtimes
26. For non-oral feeding children – tactile touch on tummy – visual cue for this
27. Heavy blanket for lap to support sensory impulses
28. Put a special table cover to indicate it is mealtime
29. Use a visual reward (eg flashing light) for those who find feeding hard
30. Use a contrast ring to stand bowl in
31. Allow child to select bowl and put on table
32. Use food as a motivator for accurate reach and grab
33. Colourful foods, with food colouring
34. Foods which crackle/crunch – to feel what they are like to touch and what they look like and what they are like texture in mouth
35. In Holland there are coloured sweets which change colour when sucked

36. Animal shaped cookies, sandwiches, pasta
37. That foods change colour when they are cooked
38. Something with the size of the food on the plate –anticipating that the meal is finishing by directing attention to how much is left
39. Steam coming off food means it is hot
40. Using sound to know which mealtime it is: different theme tunes for snack vs lunch
41. Creating a social occasion of the meal even for those who are PEG fed
42. Allowing non-oral eaters to touch and experience food
43. To identify your name/face by using place settings on the table
44. Linking smell of food with its colour/size
45. Allow enough time for a learning experience: split some of it as teaching as well as nutrition
46. Avoid see through plastic tumblers they are hard to see
47. Song for anticipation, association
48. Thinking about lighting: does it need to be focused on food
49. Ping pong ball in the cup to see how much is left in the cup
50. Allow noise cancelling headphones
51. How would a child access a menu: words, symbols, photos, tactile
52. Where does food come from – which animal are you eating
53. How do you indicate you have finished: how do you help them anticipate the plate being removed
54. Can you help clear away? Can you help tidy up? Match and sort cutlery?

55. Songs which match the food they are eating
56. Contrast between the dish and the food
57. Making the food easy to eat: how to cut it up
58. Explain where on the plate each piece is placed
59. Say out loud what food they are eating
60. What is food like before and after cooked, like rice: peeled orange and one with peel on