

Parent Mealtime Behavior Change Process

1. Assess Motivation Level to Address Mealtime Behaviors

Motivated



Engageable



Protected

Not Needed

Goal: move to Action

- provide knowledge
- provide tools



Goal: move to Motivated

- build safety
- build trust
- treat with respect
- listen
- explore parent's own eating history
- explore parent's recent feeding history
- identify feeding struggle
- offer help

Goal: Move to Engageable

- build safety
- build trust
- treat with respect
- listen
- pose reflective question(s)
- offer an observation about kids' eating at her child's age that helps the **parent** see their child's eating behavior as being normal behavior for kids that age

Goal: no goal

- no action needed

2. Action at Home for Motivated

- purchase
- join
- feed
- prepare
- enjoy



4. Follow-up

- discuss experience with new mealtime behavior
- identify and reflect upon parent's success
- problem solve any remaining challenges



3. Reaction at Home for Motivated

- struggle
- connection
- easier parenting
- joy
- frustration
- observation/understanding of self or child

Readiness to Change Level	Definition	Indicators and Questions to Use
Not Needed	Seems relaxed and knowledgeable about her child's eating and seems happy and not frustrated or concerned about her child's eating.	<ul style="list-style-type: none"> • Enjoys her child's eating and is satisfied with her child's eating. • Level of receptiveness to exploring about her child's eating is high. • <u>Ask</u>: "What is one thing you like about child's eating and one thing you don't like?"
Protected	<p>Likely to be non-forthcoming about her child's eating. Shows little delight or concern about her child's eating. Rather than wanting to explore or discuss her child's eating she seems to want to be left alone and not bothered.</p> <p>The goal is provide interactions so she feels listened to, understood, accepted, and not pressured. The primary focus is to provide interactions and an environment of safety and respect so she has an experience of trust and having someone on her side.</p>	<ul style="list-style-type: none"> • Limited response to questions; there is a sense of not wanting to genuinely engage with you, which is usually because of very good and very personal reasons. • No self-disclosure; trust level is usually quite low and for good reasons. • Shows little or no interest, delight, or frustration in her child's eating. • Level of receptiveness to exploring about her child's eating is very low or nonexistent. • <u>Ask</u>: "What is one thing you like about child's eating and one thing you don't like?" • <u>Share</u>: "Some parents with a child the same age as your child say the number one thing that drives them up the wall about their child's eating is how picky they are." • <u>Pose a question</u>: "A number of parents have shared with us that they have tried to make mealtimes different from the mealtime they had as a child. Is that true for you too?" • "How would you describe mealtimes when you were a child?"
Engageable	<p>Likely to have a general, undefined feeling of frustration or concern about her child's eating. By posing 1-2 questions about her child's eating and dialoging with her, you are able to genuinely engage with her. Once her genuine concern, frustration, or desire is identified, she is ready to move to the motivated category.</p> <p>The goal is to identify the parent's genuine concern, frustration, or desire.</p>	<ul style="list-style-type: none"> • Listens with interest. • Provides thoughtful responses to posed questions. • Willing and open to discuss and explore her child's eating. • Level of receptiveness to exploring about her child's eating is low or medium. • <u>Ask</u>: "What is one thing you like about child's eating and one thing you don't like?"
Motivated	<p>Ready and desiring to take action in order to meet or resolve a need she has. The need can be a frustration or concern about her child's eating and/or a desire for her child to have an eating capability or life skill.</p> <p>The goal is to work with the parent to resolve their genuine concern, frustration, or desire.</p>	<ul style="list-style-type: none"> • Knows she has a frustration or concern about her child's eating • Takes the initiative to seek help. • Shows interest in learning more in relation to the need she has. • Responds with energy to offer of help. • <u>Ask</u>: "What is one thing you like about child's eating and one thing you don't like?"