

MEALTIME

Children with Extensive Support Needs



Mealtimes are great times during the day to connect with your family and practice language and communication skills.

The items below include books, activities, and language-learning tips. Have fun talking about what you **do**, **see**, **smell** and **taste**.

Read a book (or two):

Click on a book cover

OR

Type a link in your browser

1



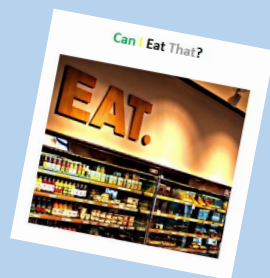
<https://bit.ly/LlamaYum>

2



<https://bit.ly/MealtimeBook>

3



This book is in this packet (page 4)

Fun Food Video:

4



Click on the picture or put this link in your browser: <https://bit.ly/PizzaPat>

Taste Test Challenge: Do you like it?



5

For a simple way to make mealtime into a fun activity, check out [page 2](#).

Have fun practicing *comments*, turn taking, and *conversation*.

6

Is traditional mealtime not an option for your child?

You can include your child in mealtimes by helping him or her access and participate in sensory experiences.

For a simple sensory story, see [page 3](#)



MEALTIME : TASTE TEST CHALLENGE

Do You Like it?

1

At a mealtime, pick 3-4 foods to "taste test" with your child

2

Take turns with your child trying tastes of the different foods

3

Use your child's AAC system to show them how to use the words in it*

4

Try to make comments more than you ask questions. Model conversation.

*HERE ARE SOME WORDS YOU CAN TRY

Find them in your child's AAC system
or check with your child's SLP for boards you can print/receive by mail



HERE ARE SOME EXAMPLES OF THINGS TO SAY AND MODEL WHAT ELSE CAN YOU COME UP WITH?

Your child's language level	What you can say	Words/Picture Symbols to show or point to on your child's communication system	To show your child how to:
1 word	I like that. I do not like that. It's my turn .	LIKE NOT TURN	Make a comment Take a turn
2 words	I do not like that. I like that. I want a turn .	NOT + LIKE LIKE + THAT WANT + TURN	Make a comment Take a turn
3 words	I do not like that . I like that. I want to do that.	NOT + LIKE + THAT I + LIKE + THAT I + WANT + DO	Make a comment Ask for a turn
4 words	I do not want that. I like that, do you ?	I + NOT + WANT + THAT I + LIKE + THAT + YOU	Refuse Ask a question



MEALTIME : Sensory Story

1

Read the story in the chart below before reading it with your child.

2

Notice the sensory experiences that are included.






**You can change them to fit your family.*

3

Collect sensory items that are meaningful for your family.

4

Pay attention to how your child responds to the sensory experience. Put words to his/her actions.

STORY (read these lines aloud)	ACTIONS (do this action with this line)	Example SENSORY ITEMS (collect these items)
I can hear people moving in the kitchen. 	Say "Listen....can you hear her/him/them?" Cup your hand around your ear. Show a photo of the family member who is in the kitchen	Your hands and body to support your child Photo of family member
I can sometimes tell the time of day it is by what I smell. And what I taste.  	Offer a something rather strong smelling that your child may associate with that time of day (e.g., coffee in the morning, a fruity smelling candle, spices like cinnamon, oregano, cumin). Offer a taste of an item appropriate for your child's medical status (e.g., swab on the lip, toothette with clear fluid)	Coffee beans in a small container Small pieces of strong smelling fruit or a candle Spices in a container Swab or toothette with a very small amount of flavored liquid
Stirring and mixing happen at mealtime. I can feel the my hand and arms moving. 	Show your child the spoon, spatula. Help your child hold the spoon and do a stirring movement	Spoon or spatula Pot or bowl
When I am in the kitchen I can feel the warmth the stove/oven creates.	Have your child touch something warm that is safe to touch.	Warm towel from dryer Heating pad on low
And I can feel the love of family members coming together to share a meal and talk about their day. 	Hug your child. Tell your child what you did during the day. Show a photograph that shows something someone did during the day	Photographs* of family members Photographs* of people doing different actions *photos can be digital or printed - make sure that they are high enough contrast for your child to see



Instructions & Suggestions for Reading:

Can I Eat That?



1) Read the book *before* reading it with your child.

- ★ This will help you become familiar with the text and AAC words highlighted

2) Pay attention to the color-coded words.

- The colors indicate the color the square around the symbols on your child's AAC system - we did this to help you find it
 - (there are a few different color-coding systems, so this may not be exactly the same as your child's AAC)
- Find each of the words on your child's device (this will help you have confidence while you read)
- If a word is not on your child's system, skip it or use a different one that goes with the text

3) Make sure to get your child's AAC system & have it available

- You will need their system to model using it to talk about the book

4) Capture your child's attention at the beginning of the story *and* while you read

- You can say things like "Look!" or "That looks great!" or "I can't believe it!" to alert your child to look at the pages - pay attention to unspoken signals that they are listening

5) Point to the color-coded words on your child's system *as you say them when you read the book*

- This is called "aided language modeling"
- This takes practice - don't get discouraged! All you do helps your child.

6) Pause and give your child time to say something

- Pay attention to your child's reaction to the book
- Give your child time to look at the pictures and think about the text

7) Respond when your child "says" something

- "Saying something" may be speaking a word, or a look, a reach, or a body movement
- You can show your child a word that goes with what they may have meant on their system
- If your child pushes a picture symbol on his/her AAC system, you can repeat and add to it with symbols



Can I Eat That?



By S.
Christian



I like to eat.



I can eat different foods.



What is that?



Cheese.
I can eat that.



What is that?



Bananas.
I can eat that.



What is that?



Rocks.

I can not eat that.



What is that?



Ice Cream.
I **can** eat that.



What is that?



Rice.
I can eat that.



What is that?



A pillow.

I can not eat that.



What is that?



Apples.
I can eat that.



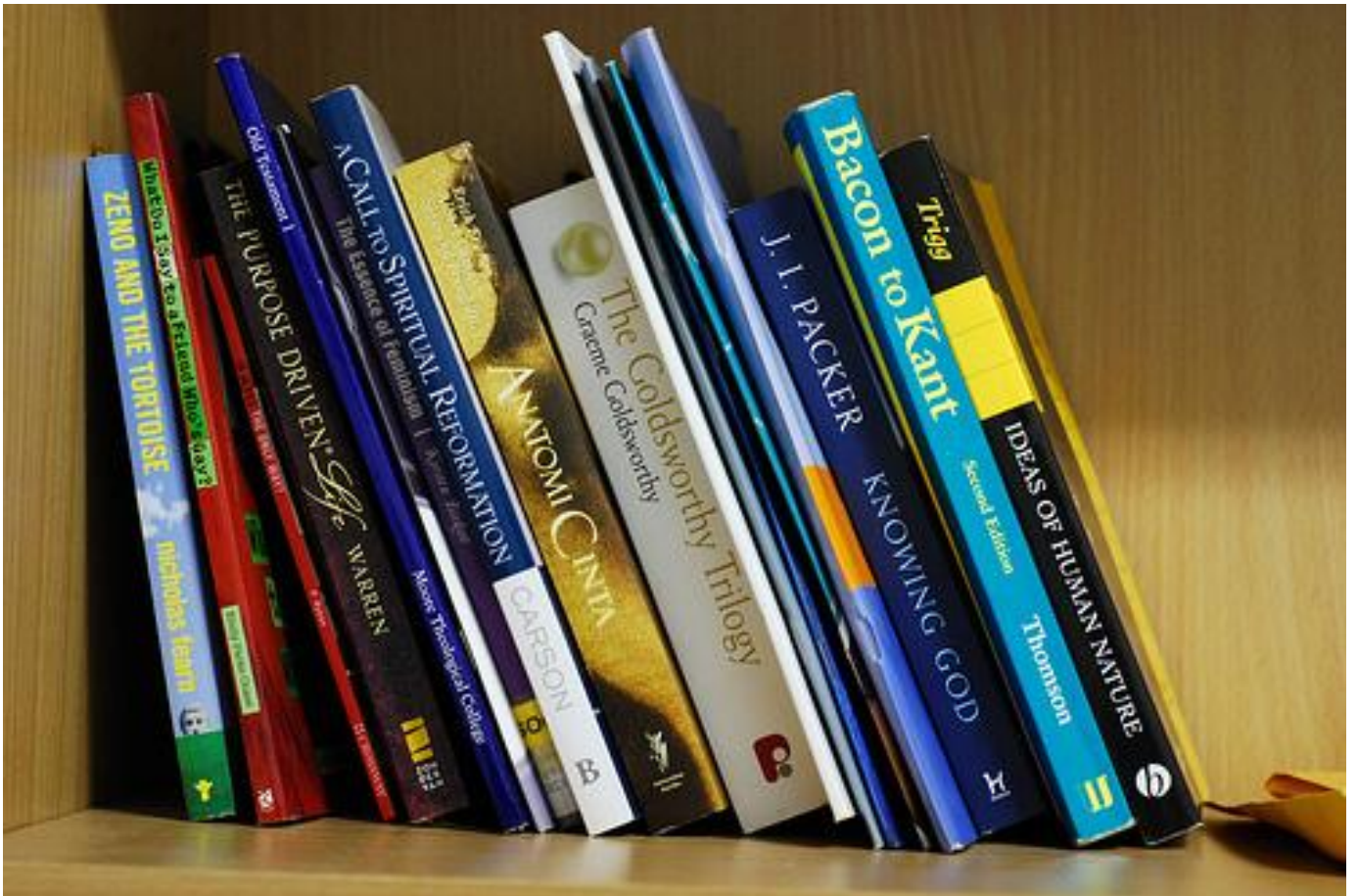
What is that?



Chips.
I can eat that.



What is that?



Books.

I can not eat that.



I can eat different foods.



Good food **makes** **me** strong.

Core 40 Board - Symbol Stix

