

## FOOD EXPLORATION HOME SHEET

The main principles behind this strategy are outlined below. In conjunction with skills taught in science at school about our senses and our body's nutrition.

The Sequential Oral Sensory (SOS) principles follow six steps to eating: Tolerates, Interacts with, Smells, Touches, Tastes, Eats. It is an approach that allows a child to interact with and learn about foods in a playful, non-stressful way. It helps increase a child's comfort level by exploring different properties of the foods, including the colour, shape, texture, smell and taste. The foods offered mirror the continuum of food tolerances gained as your child develops.

1. Hard textured food for exploring (carrot stick, dried papaya, pitta bread)
2. Meltable hard solids that have a defined texture on the exterior, but melt in the mouth in saliva (cheetos, frozen fruit)
3. Soft exterior but holds shape, needs only tongue/munching pressure to break it apart (avocado, banana)
4. Soft exterior that holds a shape, needs munching/grind pressure to break apart (soft luncheon meats, pastas, cooked eggs, white breads)
5. Mixed textures of above (macaroni and cheese, fish fingers)
6. Hard textured food that needs grinding/rotary chew to break apart; and/or foods that tend to shatter/scatter in the mouth (cheerios, saltines, steak)

These qualities are explored by the child in different foods, using "play with purpose" activities, encouraging them to progress along the six steps to eating.

Also at mealtimes:

1. Model good feeding behaviours with your own eating patterns.
2. Discuss the food by colour/feature/taste/size (i.e., "The applesauce is cold!").
3. Feel free to make it fun!
4. Try to structure your meal and snack times. Create a routine to meals and snacks (i.e., sit at table, eat, clean up). Try to not overwhelm your child and present only three foods at a time, making sure there is one highly preferred food at every meal.
5. Children are more encouraged to engage in an activity when the parent or caregiver gives them verbal praise.
6. Let your child explore the food in order to make it more motivating. For example, if your child is working on eating applesauce, use your finger to draw a picture or letter in it in order to make it more fun! You can also utilise your child's level of cognitive functioning to help him or her understand the food and his or her own body (i.e., "The round grape goes in our mouth!").

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**Aim: to describe foods by texture, temperature, & taste**

**Materials (for parent): Three foods of different texture, temperature, colour, hardness, sweetness, etc (see suggestions below). Cut the food into small pieces and place separately on dishes. Try and include at least one familiar food and one new food.**

**Activity (instruction for child): One by one, you have to decide what the name of the food is through touch, smell, looking, licking and biting the food. Fill in your detective sheet (below) and try and name the food.**

**Food groups to try:**

Hard, sweet, cold raw carrot  
Cold, hard bread sticks  
Cold, hard, sweet apple

Soft, sweet, cold raisons  
Crunchy, hot, savoury bagel  
Hard, spicy Doritos

Cold, soft, sweet jelly  
Hot, soft, savoury couscous  
Hot, soft, savoury porridge

Soft, cold, sweet tomato  
Cold, natural yoghurt  
Soft, sweet jam

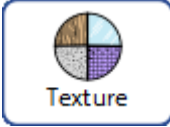
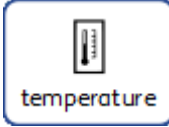

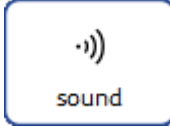



Hard, sour grapefruit  
Hard, wet cucumber  
Soft, stringy cheese

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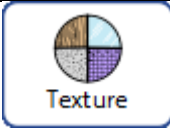
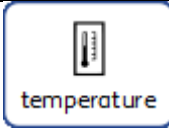

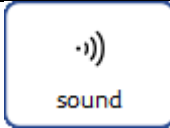

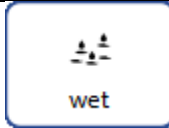

Name: \_\_\_\_\_

Date: \_\_\_\_\_

NAME THE FOOD: \_\_\_\_\_

 Texture	 temperature	 taste	 sound	 Density	 wet	 Like
Runny	Hot	Sweet	Quiet	Soft	Wet	Like
Thick	Cold	Salty	Loud e.g. 'Crunchy'	Hard	Dry	Don't Like
'Gloupy' (In between)	Warm	Sour	In between	In Between	'Mushy' (In Between)	Not Sure

NAME THE FOOD: \_\_\_\_\_

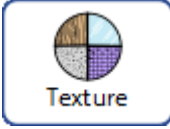
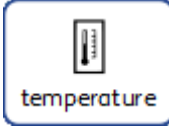

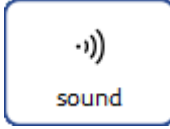

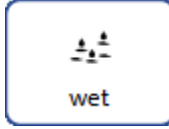

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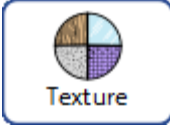
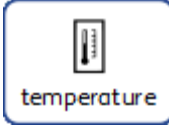

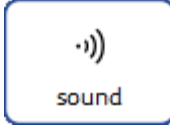



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