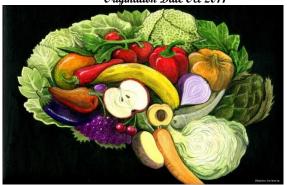


Provider Printed Name

Origination Date Oct 2017



Brain Food

Supporting Social Emotional Development at Meals and Snacks

pg 1

Date

In an effort to encourage healthy eating habits for your children as well as support your childcare business, we have put together this self-study unit. This unit meets your annual nutrition education requirement for CACFP and may also be considered as continuing education requirement for your Colorado State License "Health, Safety, and Nutrition, or Social/Emotional".

Please read and complete the activities carefully and consider that the workshop should
take at least one hour of effort on your part. Once reviewed, you will receive a training
certificate for 1 credit hour via email along with helpful feedback.

Submit all pages completed (1-6) with your menus or to: southwestcacfp@gmail.com

Provider Signature

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So, what is "Social-Emotional" development and how may it be applied to meal and snack times? The term "social-emotional" development is a broad definition of how children learn coping skills. Providers who have experienced thrown food, spitting, spills, or even jut kids who can't sit still, recognize how important these skills can be! The goal we all hope for is that children will learn to behave appropriately, make good choices, and enjoy meals and snacks as a social event. Consider these 'keys' to the learning process.

- **尽 Self-awareness** − what am I thinking and how am I feeling?
- Social-awareness- how am I expected to react to this situation?
- **Self-management- Recognizing that I can control my reactions**
- Positive decision making will my reactions end in a good or bad experience?

The provider's role is not only to help a child through these processes in the moment, but to set an environment that prevents unnecessary problems and allows children to learn from experiences. Here's just some of what happens at nearly every meal or snack!



Taking turns, waiting, sharing, personal space recognition, talking with peers, consequences, likes vs dislikes, the opinions of others may be different, verbalizing need, manners, forming healthy habits, serving, pouring, cleaning...

YOU have a unique opportunity to influence multiple skills for multiple children, multiple times a day just by feeding them and that is **POWERFUL!**



Imagine you are a 3-year-old	and your friend at the lunch table has just taken
your favorite cup from you.	Using the KEYS above, fill in the following:
What am I thinking/feeling?	?
How am I expected to react	·?
What could I do to control i	my reaction?
What might happen if I read	ct in a negative way?
What might happen if I read	ct in a positive way?

Now, think about what your first response should be: circle one

pg 3

- A. Yell from the kitchen at the child who took the cup to demand he/she apologize and give it back
- B. Approach the child whose cup was taken and ask him/her to express what they are feeling and then engage both children in the conversation
- C. Excuse the child who took the cup from the table to think about their actions and then have a discussion about it later

Imagine you are a 3-year-old on your first day and a food you don't recognize is served.
What feelings might you experience?
Now you are the caregiver. What might you see that tells you how this child is feeling?
What questions could you ask this child to help them figure out what to do next?
List at least three POSITIVE things you could do to encourage the child to try the new food?
MAKE IT BETTER — read the statements and write in a "better" message Stop that!
I'm not going to be happy if I have to throw out the food you didn't eat
Sit down and no talking at the table!
If you eat the green beans you can have a piece of candy

Rate your environment below: mark the dots that apply to your home

I rate myself right now as a level:







Ideal Practice

Children have access to an area to wash their own hands 0

Children may serve or pour for themselves at least some of the time

0

- Spills are anticipated and children have access to tools for cleaning up 0
- children in conversations Adults actively engage words to identify their and guide them with thoughts/feelings
 - Adults routinely sit with appropriate behaviors children and/or model
- about foods, wellness, or books/stories, activities, Adults extend learning behavior related to the meal or snack with or role play
- minimum requirements Served foods generally exceed CACFP 0

Effective Practices, and at least half of the practices from Meets all Minima Practices and Ideal Practice,

- O Children wash every time
 - O Furniture is spaced so that children can sit, rise, and walk around the table without interfering with others at the table.
- Foods include a variety of vegetables and fruits with little sugar
- Adults actively watch for behaviors and address conflicts before they appropriate social times to teach escalate



adults getting up and down from the table, traffic in the room, uncleaned spills, and O Mealtime has few distractions such as background noise, clutter on the table, adults talking over children's heads,

Practices, and at Meets all Minima least half of the practices from

Adequate space for adults

0

to serve and assist

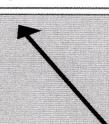
Adequate space for each

child to sit without

0

squeezing

Minimal Practice



CACFP creditable foods are offered in adequate portions

Effective Practice,

Prep and serving areas are free of debris and sanitary

0



Real Life Application

Observe a breakfast or lunch in your home and document the following:

children participated and their ages were mos / yrs mos / yrs
We're all children gathered at the table together? YES / NO if no, what happened
Did everyone have adequate room to sit comfortably? YES / NO If no, what could you reasonably change?
Was the food served appealing to the children? Yes / No How did you know?
Were all components offered to all children at the same time? Yes / No Why would this be an important practice?
Were there any undesirable behaviors during the meal? Yes / No if yes, describe:
Were there any positive interactions that you observed? Yes / No If yes, describe. If no, why do you think that happened?
Are there any changes, enhancements, or new ideas that you plan to implement as a result of observing your children today? If yes, please share. If no, tell us why not
Were children permitted to have any involvement in deciding the foods served today? Yes / No If yes, please share. If no, tell us why.

One More Self-Assessment to Keep You Moving Forward pg 6

Mealtime takes place a	at a regularly scheduled	time and as part of child	Iren's daily routine
Frequently	Sometimes	Never	Ready to get started
Adults caring for childs appropriate mealtime I	ren (e.g., teachers, assis behavior	tants, etc.) have been tra	ained and model
Frequently	Sometimes	Never	Ready to get started
	ren turn off all visible scr ngage in conversation w		ons, tablets, phones, etc.
Frequently	Sometimes	Never	Ready to get started
Adults caring for childr	ren sit with children at th	e table during mealtime	
Frequently	Sometimes	Never	Ready to get started
Adults caring for caring second helping of food	g for children discuss if o	children's stomachs feel	full before serving a
Frequently	Sometimes	Never	Ready to get started
During mealtime, adult	s caring for children end	ourage children to try n	ew or less preferred foods
Frequently	Sometimes	Never	Ready to get started
A transition activity (e.go	g., reading a book, color on they're done with their	ing activity, listening to o	quiet music, etc.) is
Frequently	Sometimes	Never	Ready to get started