





any more, they're their own beings, they've also worked out that there's this whole imagination world happening, their minds can do things, they're starting to really kind of get into stories and play time and they're really exploring their own little world and sometimes it just doesn't make sense to us but that's how they are trying to take something and make it make sense for them. So this is an age where we really wanna appeal to their imagination. So they might go no, no, no, and you'll go why are they just saying no to everything I do and you're offering and offering and you're starting to get into your own downward spiral. It's about taking that step back and realizing they're saying no because it's something they're trying to work out. They might have stopped listening to you totally so it wouldn't matter what you keep offering. They're in this little world where they're trying to focus or grasp it, they don't have time to hear what you're saying. Think about where they are at in this place at this time, they're trying to process something new or some hard. We'll probably find a lot of tantrums around this age, they seem totally unrealistic, you'll probably see their manes hanging around all the time, they go oh they're cooking attention because I wouldn't let them you know do something that seems totally ridiculous to us. I think I saw one last night, she's having attention because I wouldn't let her slap me in the face with my iPhone, so they're gonna have tantrums over things that are like, but you can't do that. So there's this whole world for them where they're trying to exert their understanding and because of their communication level we do result in a whole lot of no's without that explanation of why you're saying no to that. You'll get tantrums, you'll get maybe some really obscure stories coming out and so this pre-operational thinking phase will last up until around 5 years. Between 5 and 7 years they go through their next late.

B: And so let's stay on this phase, you mentioned that food jaggings common, what else are we most likely to see?

S: You'll find some food avoidance. I'd like to think about them almost, they're almost like opposite but they come hand in hand. A food jag is where we only want those things so they're like best things ever. So we will probably find a tendency to food jag on things usually that we're not as happy around, little bit like the Eric Biscuits solely. Stuff like oh but it's plain and it's not as nutritionally dense as some of the other food I'm preparing for you. Why are you only wanting these things but the thing is those foods are made in a way that is not gonna challenge them from a visual, or other senses so no smaller versions, they're gonna taste the same from when it goes in the mouth to out they crunch through, we're not changing a lot of textures there, we're familiar with it, we're happy with it, it's not as much work. While I'm trying to concentrate on all these other things on learning, I don't wanna work on my eating. So eating is actually the hardest thing we physically have to do from all of the inputs that our brain has to perceive. Eating is a brain strain for them, like you think you have to also concentrate on all these inputs that are happening to your body and if you see something brand new oh my gosh it's gonna be really difficult to process because, can't I just have the chicken nuggets that I already know how to eat, or why can't I just have something, there is a why they food jag because it's actually going back to home base, they're like okay I can do that without having to think about it, and I can go and get back to playing with my dinosaurs down on the carpet because I know how to eat that really quickly.

B: Okay, so food jaggings normal, I can understand that but obviously we're not supposed to just stop offering them a variety of food.

What are we supposed to do in this phase in order to make sure that we're not setting up some bad habits for the next phase?

S: A lot of it at this phase is about being consistent with offering and realizing that eating isn't a pass-fail. So for you as a parent, by offering the foods and seeing that the kids are still seeing it there, you want ticking off that visual input straight away, they're never gonna eat corn if they never see corn, they're never gonna eat broccoli if they never see broccoli. So the best way for them to be involved in it is obviously the family meal and I know your course does pick up on the family meal as well. What you have is basically so many opportunities everyday to ensure the kids are still getting exposure to it. But one, stop your pressure and stop your guilt and stop your stress because if they're not gonna eat it, it's not that you failed but you've succeeded in having them tolerate that food or maybe you've succeeded in having them lick that food or maybe you've succeeded in having them peck that broccoli and tell you how bumpy it was and have a good laugh about all the other things that are bumpy that are around. You have an opportunity everyday to succeed. So frame up your meals as





I'm succeeding at this today because we're gonna have a lick of the strawberry and then the kids are gonna enjoy you enthusiasm towards their progress.

B: Is there anything else about this phase that you like to share before we move on to the next phase?

S: The only other thing about food jaggging is to remember that food aversions are very strong as well at this age. Where food aversions come from is when they're built from barriers to things so you have to be really cautious of the root cause for those aversions. So you might think, oh but they eat X,Y and Z and then I give them the other vegetable and they won't touch it, there might be something there so look at visual, smell, other things like that because that can bring on an aversion quite quickly.

B: Can you define food aversion just for people who might not understand the term?

S: An aversion is something like I'm not gonna go even near that so that's like an actual fear to the children. So remember when they are aversed to it, they do have a fear. So what you need to do rather than serve it up to them on their plate and confront them with that fear is give them some other tools to be able to be prepared for what they're going to have on their plate. Some of the tools that I like to use are really good, first of all obviously being engaged in the process of the fruit and veggies. So that would be including them in the shopping, even the kitchen as well or those sort of processes so they've seen it a couple of times before it's presented to them in a meal time setting and you noticed I didn't say presented for them to eat, it's presented for them in their meal time setting. We also wanna make sure they're prepared to eat, so a prepared to eat routine is your 2 to 3 minutes just before we go to the table. So lay out your dinner at the table and then get the kids prepared to eat, spend 2 or 3 minutes getting into the mindset and the physical state of going to eat. You don't have to have everyone rushed to the table and just start chowing down, the food can way 2-3 minutes, it's not gonna be a big issue.

B: Can you elaborate on the preparation phase?

S: So for kids that are at all different energy levels, they'd be coming from swimming lessons or something quite energetic, the kids might be bouncing off the walls a little bit. So setting them up at the table might not be the best thing for them to do straight away. So what we'll do is all calmly go wash our hands, we'll talk a little bit what's happening in the day, we might do a little bit of an exercise do just get everyone up that same place. So one that I do with my girls is big bounce from the bathroom back to the dinner table like kangaroos and so we're all sort of in that happy jovial state as we get up to the table. And the good thing about an activity like bouncing is you actually given your kid some proprioceptor system inputs. That means just gross motor is working, we got our energy levels getting to the right spot effectively.

B: So everyone comes to the table in the right frame of mind with the right energy, and what do those see on the table?

S: Hopefully, and it's not always possible, you'll have your food sort of in the middle of the table and then you do sort of what I call a family-style service. Everybody at the table should have everything that's served at least in one portion. So if you've got your salad and your meat and your bread or whatever you have for meals, make sure everybody gets a portion of everything that's available. Especially for kids that may not love everything you put on the table, always giving them something that they do prefer means that they automatically go, oh yeah I can see that cheeses there, that's a right, that's gonna come on my plate. The other things are gonna come on my plate too but I've got that there. If there's something that they really don't want on their physical plate, it's really important to have what I call the learning bowl up to the side. So this is their opportunity to go, okay mom, I just don't want the lettuce on my plate but can I have it in my learning bowl? So it's still in their control, it's in their zone but it's not scaring them. You help them with their fear but you haven't put it into the mix for them and the rule is everything on the table has to be either on your plate or your learning bowl that at least got it there.

B: Are they actually serving themselves if they're old enough to or mom's serving?





S: From as early as 2, they are so keen to use tongs, so get some child-friendly tongs and let them go for it. What I do is, some parents often come to me and say oh but they wanted more of the preferred food and still didn't do much with the other food and so they might resort to bribing or pressure or stress at that point so this is where you still gotta be really mindful of your language. So this is the point where we don't say oh well if you have this, you can have more of your preferred food, we just don't wanna bring that in even at meal time, same as that dessert offering thing where people are like if you do this then you get that, so that's the language we need to take out. It doesn't mean we don't almost follow the exact same process, what I'd do instead is I would chunk it out and by chunking it out I mean give it to them in steps. First we're going to have the lettuce and baby spinach then while we're doing that I'm gonna get some more meat for us all. And so the kids know it's coming and we can then put the meat on their plate when they're ready but we haven't said if you eat the lettuce then you get the meat. We just said we're firstly eating this and then we're doing this. If they still don't eat everything along the way, look for the measure of success for you, go yeah well you know what they licked the lettuce tonight and they put it into the rubbish bowl, fine, yep let's have dessert we'll move on. It's also important not to have that meal time drag on. So definitely knowing when to call it quits and move to clean up time or move to the next chunk is really important to you by watching their cues. They need to learn their cues so by learning when they're full when they're doing things you need to be on top of their actual cues as well helping them learn what they are.

B: In that scenario it doesn't sound like everything's on the table at once.

S: But if the meat was there, it's more the I'm doing this then I'm gonna do that. One thing I use if it's still there and there's still plenty of meat on the table and you don't have to get up and get more so I'm assuming we serve up the 5 portions of meat and then there might be more later in the kitchen so what you bring to the table might be the first round of portion. If it is there in front of them and they can see it and they're I want more meat, you can say, oh mommy's just gonna finish her baby spinach first and then I'll get you more meat, is that alright? And then you actually eat off your portion of baby spinach and then serve them the meat.

B: And how much fuss do we make when our kids confront a fear or eat something that they.. where does praise come into it?

S: Praise is a good and a bad thing for children. If we're praised all the time and it comes across as being hollow, it means nothing to them so don't waste your breath almost. So, hollow praise is just saying things like good girl, good boy, good girl, good boy. They don't really understand what good means so instead of using terms like good girl, good boy, what you should use is, there's 5 different ones that I go through normally for parents and you pick the one that makes the most sense for you. For me, observational recognition works for me coz I'm very much more a tactile learner and so I say things like oh, I like how you put your teeth marks in that baby spinach. It is really interesting, did you see how when you held it up to the light you could see your teeth pattern and then they do that and we kind of move on they still see that recognition but at no point did I say, good girl. Getting that language under your belt is one, really hard, because you're changing a lot of your mindset, you might not have been brought up with those language skills in your head so you might have heard good girl a lot and you naturally do it, you always hear those, everyone goes I can't believe how much I sound like mom. Language patterns are definitely engrained in us and it's the same when we're reacting to the toddler just going no, no, no all the time. Stocking and not just offering something different is a really big powerful step for you to try and take it yourself on your journey for how you want to deal with those situations. So instead of continuing down that spiral, stopping back and going ok you know what I should be doing now, I should be going, these are our options today, I was thinking we'll do porridge or we'll do some bliss balls, what would you prefer and then they have a choice of 2 things. And if you wanna get an answer to a question that's not yes or no don't ask yes or no questions.

B: We're beyond 5 now, what's the next developmental stage?

S: As we move from pre-operational, we're going to what we call operational phase. Your 5-7 is when this late happens. I've given you this rough age groups because each child goes on their own journey. It's very important for you to be in tune with your child. And it's not gonna be one day they're this the next day they're that. You'll have days where they flip and





flop between where they're at especially if their sleeping routine is out or there's so many other things going on with their kids, you'll find too much flip and flop between different things. When they go between 5 and 7, it often also coincides with school starting, or life gets busier, we're doing extra-curricular activities, there's a lot going on for kids and they're also going from I was this kid running around with this imagination and now I'm trying to literally understand the world in black and white. So everything's yes or no. When you get to the next late at 11 or 12, when they become teenagers, that's when they're like oh and there's that whole whack of gray in the middle and they try to work on the gray. So basically with this understanding of this is how it happens or this happens, children will build up barriers like I like fruit but I hate vegetables. So as soon as you tell me rhubarb is a vegetable, oh well I don't like it then, whereas it tastes a bit like fruit. So they have these barriers and that may seem silly to us but our level of thinking now, we've gone through our phases and we can be out there not to say that adults under stress or due rest can't go back to your concrete thinking as well.

B: What sort of food issues would we expect to experience with fussy eaters in that phase?

S: In your older kid, you definitely have a load more of communication tools to work with but also they're quite cottoned on to what's going on around them. So you might hear a lot of 5 year olds, oh no I'm allergic to that. They bring that out and you're like I checked with your parents and you're not actually allergic to that. They've seen it work for someone else so they have really good ways of explaining why they can't possible eat what's in front of them. What we need to do is prepare them, prepare to eat routine again, prepare what's happening. Today we're gonna try this, so okay we normally have just noodles but today we're gonna have some zucchini noodles in without the noodles, this is gonna bit of a change. Alright let's make it together, let's think about it, would you like the noodles here and the zucchini noodles next them or would you be happy for me to mix them. Giving them a couple of options like that so that they see where we're heading will help that age group because then they can decide if they're gonna put it in their good or bad basket but they've had enough information to give them the power and if it's less scary you're more likely to get into that good basket.

B: Do we still use the learning bowl at that age?

S: You can. I don't see it being an issue plus basically everybody at the table has it especially if they've got younger siblings that's fine too, you can always go yeah let's just put it over in their learning bowl, you can call it an exploring bowl, your other bowl, another term that works for you, you don't have to call it the learning bowl, I just tend to use that because then everyone knows what I'm talking about if I always say that one first but work out what meal plate setting and how that works for you and your family.

B: Any specific tools or tips for this age group coz I know a lot of parents still do experience fussy eating with the 5-11 age group?

S: Don't give up on the exposures and think of the little successes along the way. Remember that kids can generally not like things as well. There could still be some sensory issues or some other underlying things that might have carried on this whole time but you might not be aware of so get back to basics, find out those root causes and definitely look into that. But because they're as old as they are they can tell you a little bit more about it. Making sure you give them some open-ended questions and some discussion points ad some language and sitting at that family meal so you can observe it is really important rather than listing of oh they don't eat this or they don't eat that. Maybe let's get back to basics, sit down with them, really talk about it, observe it and then decide if what you thought is actually what's happening. I think in this age group it's really important to make sure you're all on the same page. We're gonna try this out okay, it's mommy's new idea but I think the whole family can be on board. If you make it something that they're in control of, the more control you give to the kids, the more likely they are to really explore and make up their mind the right way or hopefully the right way. Some children might not get to the point of having every single food and just be chowing down on whatever comes their way, I really wouldn't think that would happen across the board ever but what you wanna do is give your children tools so that they can at least explore to where they're comfortable with everything.





B: Would you say that for the parents on this course that have the younger kids that you're going to win this battle much more easily if we start young with these tools that you're talking about, with getting the kids in the kitchen, having them come shopping and choosing the food with you, having the food on the table and having them serve themselves. I know that a lot of the older kids and teenage kids are still fussy eaters, I know that we can probably talk about that and adjust that but would you agree.

S: I think the earlier you start and work out that meals aren't a guilt trip, aren't stressful are free of pressure and you re-jig it to that you'll be happier, your language will blossom at the mealtimes. It's amazing how much sitting at the table and just chatting with the kids brings out so much more so no phones, no iPad, getting away from those distractions and make dinner time, it's only 15 minutes of sitting there and eating, it's not that long. So from a very young age as soon as you can have them with you because their eating confidence is totally related to your eating confidence and your eating confidence basically is how well you eat from, not just the variety you eat but also your attitude to food, your understanding of it, your ability to see something totally new and if your children see you have something totally new and see how you process it. You're like you know what I've never had eggplant before but this is my strategy, I'm gonna just give it a smell and see what that's like, then go okay I didn't really mind the smell, I'm just gonna see the taste, it's a bit squishy but it's not too bad and they kind of see you take on board something like that, your confidence there has really helped them make it grow and obviously, as adults we also have the added ability to know this is healthy so I'm going to eat it but it's not about I'm going to, I'm going to enjoy eating it. So having kids see enjoyment is also really important so if you're just eating a lot of food that you don't really enjoy they're not going to understand that eating confidence model so you really have to work at your own food legacy and also whoever else might be eating with you at your house so if you have your parents living with you or your husband or your wife or whoever else is with you when you're reading this, also remember that their food legacy and their eating confidence will encatch the whole dynamic of that meal time.

B: If we do have fussy eating with teenagers that we can still use the family meal time, we can still instigate that, we can get them in the kitchen, it's never too late for those techniques. Are there any extra techniques that you're able to perhaps share, I'm not sure if you work with that age group.

S: With the SOS feeding therapy training that I've got it's up to 12 years. With the teenagers, I think you need to look into the records. If this has been a life-long problem, definitely going and seeing someone that can observe them eating or talk to them a little bit about it will definitely be the right way to go because some list of generalized information may not help you get to that record unless you're really, I think once you've done this course you'll have this great understanding of maybe what tools you can use to get to that records so definitely go out and try and look at that but think about more so around what successes are we having and narrowing wit down because there might be something more there or if you're really not just breaking through with the teenager, I'd say go and see someone probably about it, who can actually see them.

B: Can we talk a little bit about mess and the importance of it in this whole process as well and the kids getting messy when they eat as well.

S: So this is one of my passions as well, I often use things like a hashtag embrace the mess because it's a huge deal. If we are so concerned with mess by teaching our children that food is to be kept neat all the time and we can't engage with it from a sensory point of view, which is not right. We wanna be able to have our children understand that we can sensorily process our foods how we want to from very very young. So even if you can imagine 5-6 months how when you started with the children, did you ever scrape the spoon back up their chin sort of thing. So we've had this positive experiences of them taking the food in their mouth and learning to swallow solids for the first time and then we turn around and give them a negative reinforcement for that positive behavior of having a metal spoon scraped up against their chin. So we would never think of it and it's so engrained in us we see it all the time and I, even though I do it but it's taking that step back and going what is the positive reinforcement for the positive action of eating. So letting them have a bit of mess on their chins, lips is not a big deal in the grand scheme of things. Letting them get their finger into food means that they understand yeah that's a bit slimy so when that goes into my mouth that will also be slimy, I'll be prepared for that. The closer it moves to





my mouth, the more I feel we are to eat it. So if we're making a mess on their hand, that's okay let's make a make a mess out with our cheeks that's even closer to eating it. I really wholeheartedly recommend a bit of play and a little bit of sensory engagement with foods for kids from as soon as you can because that will help us get used to it. Making a mess in the kitchen is not gonna be the end of the world especially if you don't stress about it and you actually have fun with it. Have a laugh, they're only gonna be that young once, twice, don't stress about an extra 10 minutes in cleaning up at the end of the day. I know it's hard, don't worry about it. The benefits are gonna be huge and they pay off in the end. So definitely getting in the kitchen, getting them to get involved, so for me I do hand over grating with my daughters from one. So their bare hands are within my hands or something like that, so I know they're not gonna cut themselves but they're feeling that motion and it's a sensory input for them to go, oh this is what is happening to the carrot getting cut up and then we go and play in it, we get just a little bit extra out before we put it in the bowl and they can play with that, get in the bowl and then have a bit of a touch of it so that they know it's okay for carrot to be hard and then a little bit wet and then they start to retalk about those transformations of our food, when we cook it it's gonna get softer and then we have a bit of a play with maybe some steamed carrot and see how soft that is, we couldn't put our teeth marks in when it was hard but now look when it's soft we can put our teeth marks in. And it's all about preparing them for what it would be like when it's in their mouth and when they're trying to get it from their front teeth and then getting it under their molars and then forming that all in the back before we can swallow it. There's so much that's going on in there and they need to see you eating, they need to understand what's gonna happen when we do it so that they can confidently do it themselves.

B: Do you draw a line anywhere, you're sitting at the table and you're all eating dinner, where do manners come into it, how much teaching happens at dinner time. I know I have to sort of glare at my husband from time to time coz it's always this case about elbows off, sitting up straight, chew slowly.

S: A lot of that's your legacy as well so your husband probably had it drilled in him quite severely.

B: So do you draw the line at any way?

S: For me, I kind of put manners on the back when they're young because I'm not expecting my 10-month old to use their cutlery very well, they're 10 months old, but if they're self-feeding and they're eating what I'm eating and we're getting there I'm happier. My daughter's 18 months now and she has improved her motor skills of eating off her spoon exponentially in the last 3 months. But up until 15 months she did eat her porridge with her hands every morning and I was just like yeah okay, go for it but she sees us using spoons every meal and she always was given the opportunity to have 1, 2 or 3 spoons however many we wanted to give her. Even I use a 5 spoons technique for children that are wanting independence but parents are still not quite sure how to move on from purees so maybe we do purees for a month and then we can move on to the 5 spoon method where they pick up their own spoon and put it in their mouth. You've loaded up 5 spoons in advance for them and then they can feed themselves those 5 spoons. So we teach manners almost by osmosis, it's how I do it, that each family will have their own must-win battles. I think that you need to sit down with your family, the older ones who will be the influences on your younger ones so if you do eat with parents regularly or if your children go to your parents' house regularly or something like that, make sure everyone's on board in terms of what are our must-win battles at dinner. So for me, chucking food is a no-no, so I have a fixed space on the table. Positive reinforcing approach that as soon as it looks like we're gonna be chucking it, no, remember food stays on the table. We don't go waaah, but that is one of my must-win battles, I don't want them throwing it, I can understand picking it up and playing with it but throwing it is my cuttle, so you pick your must-win battle. If elbows on the table is gonna be really upsetting for you, yeah have that as one of your must-win battles, think of a positive phrase instead of don't put your elbows on the table, it's like let's put our arms beside us, rather than a negative one. So think of the positive reinforcing phrase and think of have I put too many battles in my list, am I trying to fight too many fronts, you're never gonna win all of them if you had too many. I think in terms of manners, learning how to use cutlery is important but that will happen with motor development and lots of being shown by example. There are studies out there that say handle the hand teaching doesn't really work for kids. When it comes to handwriting or utensil-using coz basically as soon as your hand goes on top, oh mom's doing it.

B: My number one is more about the food attitude they bring into the table. What I say, my children know is they have to try what's in front of them coz they're older now, they don't have to like it but they can't complain.





Does that sound like its framed okay, would you change that in any way?

S: Instead of saying you can't complain, I'd say I'd like you to think of something positive to say about it, or not say about it, try and think of something about it like a fact. So it's really hard to say don't complain because that can almost do that, but absolutely saying you have to embrace the fact that we're gonna try something new and I'd love to have your opinion on it or something because if they don't like it they can genuinely not like it but if you'd say do you think we can try it again another time. One word that was never allowed for me as a child was yuck, I still have trouble saying it because it was so ingrained in me, I was never allowed to say it. My mom had a horrendous story about her sister who got told by her friend that milk was yucky and my auntie still does not have any dairy in her diet, and for a family where we have a big legacy of osteoporosis that scares my mom so much about what her sister has done because her friends said yuck to her. It's affected my mom so much that it was drilled into us and even I, if I hear a child say yuck, I'm like how can you let your child say that because I was never allowed to say it and I don't think it's a bad thing that I couldn't say it because I've always been a bit more open to doing things because I don't have that negative word being thrown at me.

B: I like your idea of actually asking what they think of it because that does allow them to express how they feel about it but just did it in a more constructive way rather than saying this is yuck.

Simone, just before we wrap up, what I think is an important question, what do you recommend for parents to do if they suspect that their child does have more complicated issues with problem feeding?

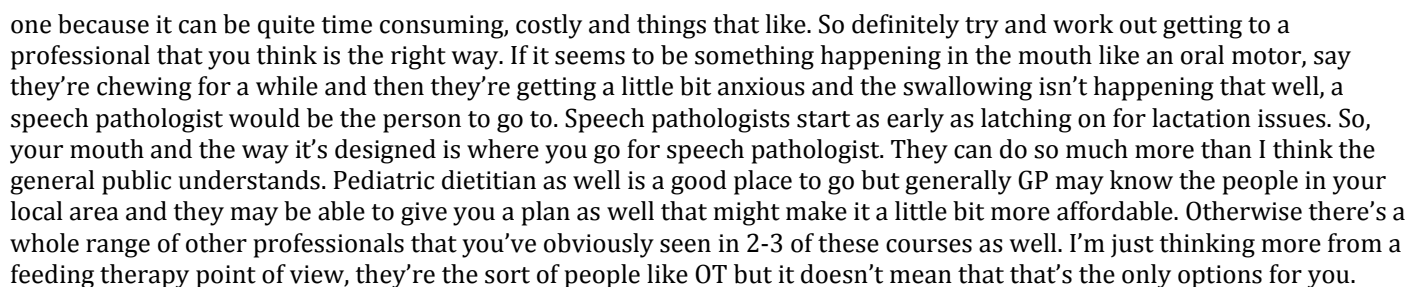
S: It's really important that you definitely use some of the tools you're learning in this course, take it out, really observe your child over a couple of weeks and see is it sensory. So looking at the patterns that are happening in front of you, if you don't expose your kids to a wide range of sensory inputs you might not be able to get that. So the first thing I do is embrace some of these amazing recipes that you're getting. Definitely look at your meal time situation so that you can sit there and observe them. I know there are some questions definitely some tips coming out about how to have a family meal. Scheduling is really important to me because I like to make sure that children understand their full and empty cues. So make sure your children are hungry when they come to the dinner table. So grazing statistically means that children won't eat 50% less food over the day or calories over the day. Children haven't learned to eat a full portion of what they're given unlike we have, we've been ingrained to eating the whole thing. So if we were sat down with a tim-tam, we will eat the whole tim-tam. A child would like have 2 bites and be satisfied and leave it whereas we grown-up eating the food no matter what we've been given, like a tub of yoghurt, we'd eat the whole tub without even thinking about stuffing with 5 spoons left at the end. So we eat by portion size so that's by grading for adults, it's probably more recommended coz we do eat enough at those point but for children grazing is not recommended because all they do is take that edge of their hunger and they totally lose connection with those full and eating cues, so the first thing I do is take on board those chips, make sure your children are hungry when you are observing them. Look for patterns or types of sensory inputs. Are they only eating one color of food, one texture of food, is it anything with the smell just being totally avoided. A whole range of every person is different when it comes to their senses, so for me I'm actually a super taster and there's a whole lot of people in the world and they usually tend towards food manufacturing, chefs because they have a palate that responds to taste more than say, the average person. So we will tend to be a bit more like don't you just love the feeling from food and people are like what, they might not be super tasters. Some people might just generally view food as fuel and don't get a lot of enjoyment from them. So don't discount the fact that your child is gonna be somewhat different on a sensory scale.

B: So don't panic, observe, implement all the tools from this course for a while before you make a decision about whether your child might need a helping hand.

If you genuinely do feel that then what would you do?

S: So looking at what it is, definitely a sensory issue, an occupational therapist that's trained in some feeding therapy would be a great place to go. Calling them up and discussing over the phone whether or not they fit with you is probably a good starting point. It's very hard, you can't really easily dote around every professional in your local area to find the right





S: So Play with Food is the business, my website is www.playwithfood.com.au . The services I do, I do babies and food workshops so I help parents understand that first 2 years of eating and getting those tools in place straight away. I also offer breaking down barriers through play for toddlers and pre-schooler, that's a more holistic program and it goes through quite a bit of content in terms of those tools like I'm watching the kids as they go through the program with me just to help those great courses ironed out. And then I have food explorers program for 5-9 year olds and that's more sophisticated sensory play so with the kids, the toddlers especially I do things like we're dancing around like kangaroos and we're touching spiky kiwi fruit and we're pretending that it's a dinosaur, and they're having a great time but that's not gonna fly with a 5-9 year old who's trying to work out, ahm are you the right person to talk to or a bad person to talk to, they're judging me as soon as they walk through the door, so we do a bit more of a sophisticated sensory exploration, we talk a lot more, we get hands on and make some sushi together. So that program is a 1 ½ hour workshop plus a little follow up with the parents later on. So I'm in Sydney but even if you're interested in what I do, I do have a blog and lots of recipe ideas and I put a little information about tips. So for me there's so much involved in trying to help your family through that happy and healthy meal time that little bits of information here and there might help you so have a look at the blog and hopefully you can contact me if you have any other questions over and above that.

