

**DANGEROUS
MEALTIME PRACTICES:
FACILITATOR'S GUIDE**



D·B·H·D·D

THANK YOU for agreeing to facilitate Dangerous Mealtime Practices Training! Your work on this training will permit staff to make sure that mealtime is a safe and enjoyable experience for the individuals they support. This training will also help all supporters learn to recognize signs of potentially serious health issues that need to be addressed. **This cannot happen without your work to facilitate the training.**

ABOUT THE GUIDE

This guide is divided into three sections:

1. Before Training/Set Up
2. During Training/Facilitation
3. After Training/Post-Test

You **MUST HAVE REVIEWED BOTH VIDEOS** in full before facilitating this training. There are two reasons for this. First off, this Guide will not make sense unless you've viewed the videos. Second, there are several areas where you will pause for questions, and you need to make sure you are able to answer these questions.

BEFORE TRAINING/SET UP

One week prior to training:

- Review the supplies list (page 8 below) and make sure that all supplies will be purchased and available by at least the day before training.
- Verify that all staff expected to attend the training have been invited, arranged coverage, and confirmed their attendance.
- Ask all participants to inform you of any food allergies or sensitivities that may influence their ability to participate in the experiential portions of the training.

One day prior to training:

- Set up the room for the training the evening before.
- Make sure that tables and chairs are arranged so that all trainees can see the monitor on which the video will play.
- Test the audio/video equipment that will be used to broadcast the training.
- Ensure you are able to access the videos through the Relias platform.
- Ensure that you have made enough paper copies of these participant aids for each trainee to have their own copy:
 - Dangerous Mealtime Practices Texture and Consistency Guide (color copies preferred)
 - Dangerous Mealtime Practices Participant Workbook
 - Food Safety Tips

All of these documents are referenced throughout the training as noted in the facilitation notes below. Participants should feel free to write on their copies, which they can keep. **Participants are expected to write in the Participant Workbook** as indicated in the facilitator's notes beginning on page 3.

Day of training:

- Prepare food and beverages as indicated on the supplies list in adequate numbers for each participant to have their own samples for each activity.
- Make sure that there is a copy of each participant resource placed for all trainees at their seats.

DURING TRAINING/FACILITATION

- At the beginning of the training session, introduce yourself. Explain your role as facilitator and that you will be available to answer questions throughout the training.
- Ask all participants to silence cell phones and, if possible, put them away. (Some staff will have to keep their phones visible to respond to emergencies. Participants who need to place or receive an emergency phone call should leave the training room while on the phone.
- If needed, provide information about location of restrooms, coffee, snacks, etc.
- Provide a brief description of the experiential portion of the training:
 - Participants will be expected to feed and be fed other participants.
 - This experience can be uncomfortable, and that is expected.
 - Please keep in open mind and have fun.
- Explain that participants should be filling in the Participant Workbook during the training, and may also make notes on other materials provided.
- **Ask participants to read page 2 of the Participant Workbook and pause to allow time for this.** This will help people know what to expect.
- Ask if there are any questions before the training begins.
- Start the video.

Facilitator's Notes

The facilitator's notes that follow reference both videos by time stamp so that you will know where to expect certain cues in the videos. Time stamps are formatted like so:

Video number – Minute:Second
For example: 2-32:45

The citation in this example means **the facilitator needs to pause the video and interact with the training participants** when the second video reaches the 32 minute, 45 second mark. Usually (but not always) the trainer on the video will give a verbal cue when it's time for a pause. The facilitator's notes will have a notation in **RED** where the presenter does not give a prompt on the video.

At some points in the video, the presenter references material documented in the Participant Aids. These are also abbreviated in the Facilitator's Notes:

- Dangerous Mealtime Practices Texture and Consistency Guide: **TCG**
- Dangerous Mealtime Practices Participant Workbook: **PW**
- Food Safety Tips: **FST**

Time Stamp <i>Topic</i>	Facilitator's Notes
1-1:17 <i>Cross Contamination</i>	FST – Group discussion regarding cross contamination
1-2:31 <i>Food Preparation</i>	FST Questions regarding cross contamination PW – Questions 1-3 in the Preparation Section should be reviewed.
1-13:48 <i>Section Summary</i>	FST – Questions and review of Dangerous Practices & Corrective Actions regarding Cross Contamination, Food Safety, Food Preparation including storage/thawing/and leftovers, Hand Hygiene, Handling Utensils. PW – Questions 4-9 in the Preparation Section and the Section Summary should be reviewed.
1-22:38 <i>Food Texture</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME TCG – Discussion of Food Textures as described and illustrated on pages 1 and 2. Discussion and/or questions regarding corrective action when foods are the wrong texture for the individual's prescribed diet. Discussion of foods that are normally served at a chopped/diced, minced/ground, or pureed texture. PW – Questions 1-5 in the Texture and Consistency section should be reviewed.
1-23:55 <i>Food Consistency (Sticky)</i>	TCG – Page 3. Activity on food consistencies/textures (foods that are difficult to clear from the mouth): STICKY FOODS Participants should be grouped in pairs of 2 people. Person #1-staff; Person #2-individual. Then change roles: Person #1-individual; Person #2-staff. <u>Supplies required:</u> peanut butter, disposable spoons. PW – Question #6 and Practice on page 3 (Texture and Consistency Section) should be reviewed.
1-25:50 <i>Food Consistency (Dry)</i>	TCG – Activity on food consistencies/textures (foods that are difficult to clear from the mouth): DRY FOODS Participants should be grouped in pairs of 2 people. Person #1-staff; Person #2-individual. Then change roles: Person #1-individual; Person #2-staff. <u>Supplies required:</u> crackers. PW – Continue Practice on page 3 (Texture and Consistency Section)
1-27:01 <i>Food Consistency (Wet, Slippery)</i>	TCG – Activity on food consistencies/textures (foods that are difficult to keep in the mouth): WET, SLIPPERY FOODS Participants should be grouped in pairs of 2 people. Person #1-staff; Person #2-individual. Then change roles: Person #1-individual; Person #2-staff. <u>Supplies required:</u> canned peaches, disposable spoons. PW – Continue Practice on page 3 (Texture and Consistency Section)

Time Stamp <i>Topic</i>	Facilitator's Notes
1-28:11 <i>Food Consistency (Runny)</i>	TCG – Activity on food consistencies/textures (foods that are difficult to keep in the mouth): RUNNY FOODS Participants should be grouped in pairs of 2 people. Person #1-staff; Person #2-individual. Then change roles: Person #1-individual; Person #2-staff. <u>Supplies required:</u> applesauce thinned with apple juice, disposable spoons. PW – Continue Practice on page 3 (Texture and Consistency Section)
1-32:50 <i>Food Texture and Consistency Summary</i>	NO PROMPT TO PAUSE ON VIDEO – END OF VIDEO #1 TCG – Discussion on Dangerous Practices related to food consistencies and corrective action summary on Page 7. PW – Top of Page 8 – Dangerous practices and corrective actions (Texture and Consistency Section)
2-2:43 <i>Food Temperature</i>	FST – Discussion regarding holding temperature vs. serving temperature and corrective actions to take if something is too hot or too cold. PW – Questions 1-5 (Temperature Section) and what not to do prompt top of page 8.
2-5:13 <i>Food Temperature Summary</i>	FST -Questions regarding serving temperature of food. PW – Corrective actions at top of page 8.
2-8:48 <i>Mealtime Positioning</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Practice positioning for mealtimes – C-curve and sitting upright. PW – Questions 1-2, and practice on top of page 10 (Mealtime Positioning Section)
2-10:14 <i>Mealtime Positioning</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Practice head positioning for eating – Bird-feeding by hyperextension of head and neck. Optimal head position: midline with slight chin tuck. PW – Questions 3-4, and practice on middle of page 10 (Mealtime Positioning Section)
2-20:50 <i>Mealtime Positioning Summary</i>	Questions/discussion regarding positioning for eating. PW – Questions 5-6, Dangerous Practices and Corrective Actions in Mealtime Positioning Section.
2-26:45 <i>Environment</i>	Questions/discussion regarding the environment for dining, eating vs. dining, preserving dignity of individuals during the dining experience. PW – Questions 1-4 in Environment Section

Time Stamp Topic	Facilitator's Notes
2-30:35 <i>Mealtime</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Practice staff positioning for dining. PW – Practice and Questions 1, 2 on page 12, Mealtime Section
2-36:57 <i>Mealtime</i>	Demonstration: one sip/one swallow. PW – Questions 3-6 on page 12, Mealtime Section.
2-37:42 <i>Mealtime</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Demonstration: consecutive swallows with one breath. PW – Question 7.
2-38:21 <i>Mealtime</i>	Questions/discussion regarding swallowing.
2-40:20 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (individual) drinks 3 – 4 ounces of water (or liquid of choice) with consecutive swallows on one breath; 2 nd person counts the number of swallows. <u>Supplies required</u> : water, glasses, clothing protector. PW – Begin filling in practice table, page 13, Mealtime Section.
2-40:57 <i>Mealtime</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Practice exercise: 2 partners; 1 st person (individual) drinks 3-4 ounces of water with consecutive swallows as rapidly as they can. <u>Supplies required</u> : water, glasses, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-41:37 <i>Mealtime</i>	NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME Practice exercise: 2 partners; 1 st person (staff) assists the 2 nd person (individual) to drink 3-4 ounces of water, watching for cues as to how well it is accepted and any difficulty swallowing. <u>Supplies required</u> : water, glasses, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-42:31 <i>Mealtime</i>	Practice exercise: 2 partners; repeat above 3 exercises switching the role of each partner (staff and individual). <u>Supplies required</u> : water, glasses, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-43:28 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) stands beside 2 nd person (individual) and feeds the individual one small teaspoon bite of pureed food. <u>Supplies required</u> : applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-43:58 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) sits beside 2 nd person (individual) and feeds the individual one big bite of pureed food. <u>Supplies required</u> : applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section

Time Stamp <i>Topic</i>	Facilitator's Notes
2-44:28 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) sits beside 2 nd person (individual) and at a rapid pace feeds the individual two big, consecutive bites of pureed food. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-46:29 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) sits beside 2 nd person (individual). Individual is blindfolded, seated with head down and mouth gaping open. Staff feeds the individual a big bite of pureed food. Individual attempts to utilize gravity and tongue movement to process the bite. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector, blindfold. PW – Continue filling in practice table, page 13, Mealtime Section
2-47:19 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) sits beside 2 nd person (individual). Individual is blindfolded, seated with head in midline position with a slight chin tuck. Staff feeds the individual 2 small bites of pureed food with no talking. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector, blindfold. PW – Continue filling in practice table, page 13, Mealtime Section
2-48:25 <i>Mealtime</i>	Practice exercise: 2 partners; 1 st person (staff) sits beside 2 nd person (individual). Individual is blindfolded, seated with head in midline position with a slight chin tuck. Staff feeds individual one swallow of liquid, quickly followed by a bite of food. <u>Supplies required:</u> applesauce or pudding, water, spoon, glass, clothing protector, blindfold. PW – Continue filling in practice table, page 13, Mealtime Section
2-49:19 <i>Mealtime</i>	Practice exercise as above, but partners switch roles.: 2 partners; 1 st person (staff) stands beside 2 nd person (individual) and feeds the individual one small teaspoon bite of pureed food. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-49:37 <i>Mealtime</i>	Practice exercise as above but partners switch roles: 2 partners; 1 st person (staff) sits beside 2 nd person (individual) and feeds the individual one big bite of pureed food. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-50:03 <i>Mealtime</i>	Practice exercise as above but partners switch roles: 2 partners; 1 st person (staff) sits beside 2 nd person (individual) and at a rapid pace feeds the individual two big, consecutive bites of pureed food. <u>Supplies required:</u> applesauce or pudding, spoon, clothing protector. PW – Continue filling in practice table, page 13, Mealtime Section
2-51:03 <i>Mealtime</i>	Practice exercise as above but partners switch roles: 2 partners; 1 st person (staff) sits beside 2 nd person (individual). Individual is blindfolded, seated with head down and mouth gaping open. Staff

Time Stamp <i>Topic</i>	Facilitator's Notes
	<p>feeds the individual a big bite of pureed food. Individual attempts to utilize gravity and tongue movement to process the bite.</p> <p><u>Supplies required</u>: applesauce or pudding, spoon, clothing protector, blindfold.</p> <p>PW – Continue filling in practice table, page 13, Mealtime Section</p>
2-51:50 <i>Mealtime</i>	<p>Practice exercise as above but partners switch roles: 2 partners; 1st person (staff) sits beside 2nd person (individual). Individual is blindfolded, seated with head in midline position with a slight chin tuck. Staff feeds the individual 2 small bites of pureed food with no talking.</p> <p><u>Supplies required</u>: applesauce or pudding, spoon, clothing protector, blindfold.</p> <p>PW – Finish filling in practice table, page 13, Mealtime Section</p>
2-52:46 <i>Mealtime</i>	<p>Practice exercise as above but partners switch roles: 2 partners; 1st person (staff) sits beside 2nd person (individual). Individual is blindfolded, seated with head in midline position with a slight chin tuck. Staff feeds individual one swallow of liquid, quickly followed by a bite of food.</p> <p><u>Supplies required</u>: applesauce or pudding, water, spoon, glass, clothing protector, blindfold.</p> <p>PW – Finish filling in practice table, page 13, Mealtime Section</p>
2-1:00:14 <i>Mealtime</i>	<p>Discussion regarding participants' experiences with Dangerous Mealtime Practices.</p>
2-1:03:23 <i>Mealtime</i>	<p>Questions and discussion regarding corrective action for Dangerous Mealtime Practices, use of adaptive mealtime equipment, verbal, and physical prompts to encourage food intake, and tips to determine if the individual is ready to eat and accept a meal.</p> <p>PW – Complete Discussion Section, bottom of page 13, and Section Summary at top of page 14, Mealtime Section.</p>
2-1:06:08 <i>Fluids</i>	<p>TCG – Review pages 4-5 of handout regarding descriptions of liquid consistencies: thin, nectar, honey, pudding or spoon-thick.</p> <p>PW – Question 1-3 of Fluids Section (page 14)</p>
2-1:07:46 <i>Fluids</i>	<p>NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME</p> <p>TCG – Review page 7 (Things to Remember about Thickeners)</p> <p>Practice activity: Thicken 8 ounces of apple juice to nectar and to honey consistency. Use a fork, wire whisk, or cup with lid (shake product) to achieve correct consistency.</p> <p><u>Supplies required</u>: Apple juice, thickener, cups, measuring spoons, fork, (or wire whisk or lidded cup).</p>
1:15:28 <i>Fluids</i>	<p>NO PROMPT TO PAUSE ON VIDEO – WATCH THE TIME</p> <p>Summary of Fluids Section</p> <p>PW – Question 4 and Section Summary, Fluids Section.</p>

AFTER TRAINING/POST-TEST

Each participant in the training will need to take the post-test that is available on Relias, logging in through their individual Relias account. Decide ahead of time how your agency will manage the post-test.

Thank you again for your commitment in facilitating this training!

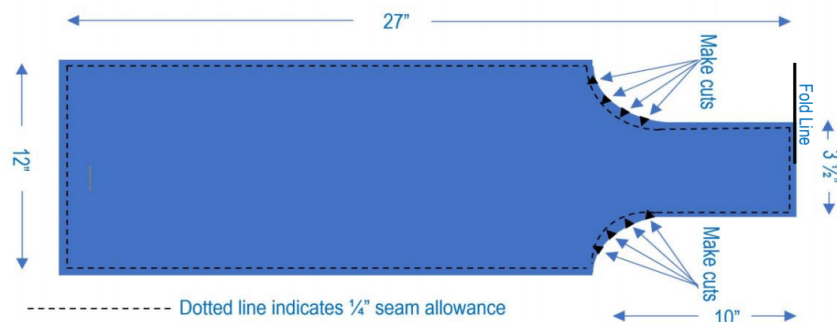
Supplies needed for Dangerous Mealtime Practices for 30 Participants

- 30 clothing protectors
- Smooth Peanut Butter –16-18oz
- 2 large jars of Applesauce
- 60 individual pudding cups (mixture of vanilla and chocolate but more chocolate than vanilla)
- 40 Saltine Crackers
- 150 Soufflé or medicine cups
- 150 Plastic Spoons
- Apple Juice -16 oz
- 1 small can of sliced peaches in heavy syrup
- 60-8 oz disposable cups (thin plastic work fine but not Styrofoam)
- Water pitchers with ice for each table –at least 5-6
- 30 Bandanas (used as blindfolds & can be washed and reused)
- Thickener product –1 can (can be used for multiple trainings as we only need a little)
- 250 paper napkins
- Indelible marker (such as a Sharpie marker) to write names on cups
- 30 pens
- 2 Tall clear glasses (for thickener demonstration)
- Metal Fork (for thickener demonstration)
- One small serving of Jell-O®, only if there is a microwave in the training room
- Small microwavable bowl, only if there is a microwave in the training room
- 30 copies of the Dangerous Mealtime Practices Participant Workbook
- 30 copies of the Dangerous Mealtime Practices Texture and Consistency Guide
- 30 copies of Food Safety Tips
- Dining Scarf (see below for pattern)

Dining Scarf Directions and Pattern

A dining scarf is a form of clothing protector that is more dignified than an adult bib or disposable paper cover. Scarves can be purchased from Amazon.com or other vendors for around \$25, but can also be made from any washable fabric following this pattern.ⁱ

1. Choose fabric. 100% polyester fabric seems to work best and is washable without the need to iron. You will need 1 ½ yards of 60" wide fabric.
2. Draw out the pattern below on wax paper or other paper large enough to accommodate the dimensions (such as wrapping paper, parchment paper or butcher paper).
3. Fold fabric in half so that the pattern fits over the entire pattern with the fold at the top (3½" end). Be sure to lay the pattern on the fabric so that you can cut out two patterns (to the side instead of the middle).
4. Cut 2 patterns of the scarf. Each pattern is one side (front and back panels). When you open the pattern, you will have one long scarf-shaped piece of fabric.
5. Turn the two pieces of fabric so that the pattern sides are facing each other. The parts of the fabric you want to be on the outside should be facing each other on the inside for the sewing part of this project. Pin the fabric together.
6. Sew along the outside edges leaving ¼" seam allowance. Sew all the way around except for about 4 inches on one end of the scarf. This leaves a hole so that you can turn the fabric right side out.
7. Clip the curves of the fabric where indicated on the pattern (four clips on each side).
8. Turn the scarf right side out.
9. Iron the scarf.
10. Tuck the seam in on the last 4 inches and sew it closed. Continue sewing a seam around the entire scarf. This will prevent bunching.
11. You can adjust the pattern to be longer or thinner depending upon the individual's needs.



ⁱ This pattern was developed by the Alzheimer's Resource Center.