

Dangerous Mealtime Practices: Participant Workbook



Name: _____

Date of Training: _____

Dangerous Mealtime Practices Workbook

*Thank you for participating in today's training. This workbook and other handouts are yours to keep. Please feel free to take notes on the workbook or handouts. There is a test at the end of the training. **You will have to put your workbooks, handout, and any notes away while taking the test.***

Goal of this Training: *Today you will be learning about how people swallow, and what happens when someone has challenges with swallowing safely. Although we mostly talk about mealtime, there are other times when individuals you support are swallowing things and/or have things in their mouth. We will talk about those times as well.*

*Your goal as a participant in this training is to learn two categories of information: **WHAT TO DO** and **WHAT NOT TO DO**. In other words, you will learn how to safely support individuals during mealtime and other times when they are swallowing, and you will learn what dangerous practices to avoid.*

YOU WILL BE EXPECTED TO EAT AND DRINK IN A VARIETY OF SITUATIONS DURING THIS TRAINING. *If you have any food allergies or sensitivities, please let your in-person facilitator know now. This training is a lot like learning to ride a bicycle: someone can explain all the steps to you, but until you have tried it yourself, you will not completely understand until you have tried it. This is called perspective. You can understand all the steps in riding a bicycle, but until you have gotten on and pedaled, you lack perspective.*

PLEASE KEEP AN OPEN MIND. *You might be a bit uncomfortable with the experience for the first few minutes, but everyone is in the same boat as you, and it is important to your learning.*

ABOVE ALL, HAVE FUN!

Preparation

1. *What are four things you should do to prepare for mealtime?*

2. *When can cross contamination occur?*

3. *What are some of the surfaces we use when eating?*

4. *While you are setting up for mealtime, you should keep prepared food _____ and maintained at a proper _____.*

5. *What are five strategies to use in storing food to avoid food-borne illness?*

6. *Utensils are any implement you _____ in your _____ during mealtime.*

7. What are five strategies for keeping utensils safe during mealtime?

8. Some individuals use their _____ as utensils.

9. What type of utensil should you avoid using when supporting someone at risk for choking?

Preparation: Section Summary

What NOT to do:

List four dangerous mealtime practices you have learned about in this section.

What to do instead:

List four corrective actions you have learned about in this section.

Texture and Consistency

1. The term **texture** means the _____ of each _____.
2. What are the four types of diet textures and the size of food pieces for each?

<i>Texture</i>	<i>Size of Pieces</i>

3. Diet texture is ordered by the _____.
4. What are some dangerous practices related to food texture?

5. What are corrective actions for the dangerous practices you listed in #3?

6. The term **consistency** means how food _____ in the _____.

PRACTICE

List the four foods on the table in front of you. List the consistency of each.

<i>Food</i>	<i>Consistency</i>

Texture and Consistency: Section Summary

What NOT to do:

List four dangerous mealtime practices you have learned about in this section.

What to do instead:

List four corrective actions you have learned about in this section.

Temperature

- 1. The two types of temperature that need to be considered when preparing food for others are _____ temperature and _____ temperature.*
- 2. _____ temperature is how hot or cold you should keep food that is prepared, but not yet ready to be served.*
- 3. _____ temperature is how hot or cold food can be to be comfortably and safely eaten.*
- 4. Individuals with intellectual and developmental disabilities (I/DD) are often more _____ to food temperature.*
- 5. What are two things to keep in mind about individuals with certain physical conditions when preparing their food?*

Temperature: Section Summary

What NOT to do:

List two dangerous mealtime practices you have learned about in this section.

What to do instead:

List two corrective actions you have learned about in this section.

Mealtime Positioning

1. Before the meal starts, make sure the individual is supported in these five areas of the body:

2. What are the four body parts that should be in a straight line (in alignment) for safe eating?

Important note: Alignment is unique to each individual. A speech therapist, occupational therapist, or nurse will help you identify what alignment looks like for the person you are supporting.

PRACTICE

Note whether you felt safe or unsafe when trying these activities:

	C-Curve (Slouched)	Sitting Upright
Take a deep breath		
Raise your arms		
Turn your head		

- 3. Midline chin tuck describes a persons head when they are looking _____ and their chin is not _____.
- 4. Sitting so your _____ are at the same level as the _____ of the individual you are helping to eat will help prevent _____.

PRACTICE

Note whether you felt safe or unsafe when trying these activities:

	Seated, head and neck stuck out	Seated, head and neck in midline chin tuck position
Take a deep breath		
Swallow		

- 5. Name two medical conditions that are impacted by positioning during mealtime:

- 6. Positioning _____ meals is equally important. Some individuals also have the _____ elevated.

Mealtime Positioning Section Summary

What NOT to do:

List four dangerous mealtime practices you have learned about in this section.

What to do instead:

List four corrective actions you have learned about in this section.

Environment

1. Name 3 things that you can check in the dining environment to help the individual have a pleasant mealtime experience:

2. Support staff should _____ with the individuals supported during mealtime rather than just other staff.

3. Describe a dignified option for clothing protection during mealtime:

4. Never use a _____ or _____ as a clothing protector during mealtime.

Mealtime

PRACTICE

Take turns with your partner in different standing positions as though one of you is about to assist the other, who is seated, with eating. Note whether you would feel safe or unsafe if you were being assisted by someone who was:

Standing in front of you	
Standing behind you	

1. Assisting a person with mealtime from a standing position is dangerous because it causes the individual to _____ and you cannot see them _____.
2. Describe three reasons face-to-face interaction is important when you are helping someone eat meals and snacks:

3. _____ means the size of each bite.
4. _____ means how quickly each bite/sip is presented after the last bite/sip.
5. A typical bite size is about _____ but can be less for some individuals.
6. List three strategies for keeping a safe and slow pace during mealtime.

7. Consecutive swallows are more than one swallows on a single

_____.

PRACTICE

Answer the following questions during the practice session:

How many swallows times did your partner swallow in one breath?	
How did it feel (safe or unsafe) when your partner was giving you a big drink of water all at once?	
How did it feel (safe or unsafe) when your partner was feeding you applesauce or pudding from a standing position?	
How did it feel (safe or unsafe) when your partner gave you one big bite of food?	
How did it feel (safe or unsafe) when your partner gave you two big bites of food back to back?	
How did it feel (safe or unsafe) when your partner gave you food and you were blindfolded?	
How did it feel (safe or unsafe) when your partner gave you food and drink when you were blindfolded?	

DISCUSSION

For those parts of our practice today where you felt unsafe, describe what it was about the experience that felt dangerous.

Mealtime Section Summary

What NOT to do:

List five dangerous mealtime practices you have learned about in this section.

What to do instead:

List five corrective actions you have learned about in this section.

Fluids

1. Unless you have a different instruction, offer a drink ever ____ to ____ bites.
2. _____ liquids makes fluids easier to control for individuals who have difficult swallowing.
3. List the four types of liquid consistency.

4. Name some foods that become thin liquids at body temperature.

Fluids Section Summary

What NOT to do:

List five dangerous mealtime practices you have learned about in this section.

What to do instead:

List five corrective actions you have learned about in this section.

QUESTIONS?

Thank you for participating in today's training and for the vital support you provide to vulnerable individuals every day! Your continued learning and use of best practices make the lives of the people you support better.

