

# MEALTIME PLAN CHECKLIST

Student's name:

Date:

## GOALS

- \_\_\_\_\_ Lip closure around spoon
- \_\_\_\_\_ Lip seal on cup
- \_\_\_\_\_ Mouth closure to retain food
- \_\_\_\_\_ Lip closure around straw
- \_\_\_\_\_ Mid-range jaw movements
- \_\_\_\_\_ Lateral tongue movements
- \_\_\_\_\_ Rotary chewing
- \_\_\_\_\_ Ability to move food to molars
- \_\_\_\_\_ Tongue in mouth
- \_\_\_\_\_ Jaw will close to crush solids
- \_\_\_\_\_ Reduce tonic bite reflex
- \_\_\_\_\_ Chew on both sides of mouth
- \_\_\_\_\_ Drink from a straw
- \_\_\_\_\_ Grasp finger food and bring to mouth
- \_\_\_\_\_ Move arm separately from shoulder
- \_\_\_\_\_ Bend wrist when bring food to mouth
- \_\_\_\_\_ Scoop food onto spoon
- \_\_\_\_\_ Hold utensil without dropping it
- \_\_\_\_\_ Recognize food and open mouth when hungry
- \_\_\_\_\_ Recognize specific foods
- \_\_\_\_\_ Know when cup is empty
- \_\_\_\_\_ Know when food is all gone
- \_\_\_\_\_ Open milk carton
- \_\_\_\_\_ Pour milk into cup
- \_\_\_\_\_ Try not to spill
- \_\_\_\_\_ Differentiate between finger foods and fork foods
- \_\_\_\_\_ Wipe mouth as needed
- \_\_\_\_\_ Cut with knife and fork
- \_\_\_\_\_ Cut with edge of fork or spoon

## ALERTS

- \_\_\_\_\_ FOOD ALLERGIES \_\_\_\_\_
- \_\_\_\_\_ Seizures
- \_\_\_\_\_ Drop seizures
- \_\_\_\_\_ Medication given at mealtime
- \_\_\_\_\_ Medication that affects behavior (e.g. gets sleepy)
- \_\_\_\_\_ Vision impairments
- \_\_\_\_\_ Hearing impairments
- \_\_\_\_\_ Tonic bite reflex
- \_\_\_\_\_ Fixed hips
- \_\_\_\_\_ Subluxations
- \_\_\_\_\_ Needs extra calories
- \_\_\_\_\_ Takes a food supplement
- \_\_\_\_\_ Other \_\_\_\_\_

## UTENSILS

- \_\_\_\_\_ Cut-out cup

- \_\_\_\_\_ Flexi-cup
- \_\_\_\_\_ Two-handled cup
- \_\_\_\_\_ Cup with single handle
- \_\_\_\_\_ Cup with cover
- \_\_\_\_\_ Sports jug with straw and holder
- \_\_\_\_\_ Flexi-straw
- \_\_\_\_\_ Flexible tubing straw
- \_\_\_\_\_ Maroon spoon
- \_\_\_\_\_ Regular spoon
- \_\_\_\_\_ Regular fork
- \_\_\_\_\_ Regular knife
- \_\_\_\_\_ Built-up utensil
- \_\_\_\_\_ Angled utensil
- \_\_\_\_\_ Extension utensil
- \_\_\_\_\_ Rocker knife

## FOOD TYPES

- \_\_\_\_\_ Puree only
- \_\_\_\_\_ Puree + supplemental transition foods
- \_\_\_\_\_ Transition foods
- \_\_\_\_\_ Regular meal
- \_\_\_\_\_ No tough foods
- \_\_\_\_\_ Room temperature foods
- \_\_\_\_\_ Bland foods
- \_\_\_\_\_ No acidic foods
- \_\_\_\_\_ Spicy foods
- \_\_\_\_\_ Other \_\_\_\_\_

## COMMUNICATION MODE

- \_\_\_\_\_ Communication board
- \_\_\_\_\_ Electronic Device \_\_\_\_\_
- \_\_\_\_\_ Eye-gaze
- \_\_\_\_\_ Facial Expression
- \_\_\_\_\_ Gesture

## CHOICE-MAKING METHOD

- \_\_\_\_\_ Needs to have choices placed where child can see them
- \_\_\_\_\_ Eye-gaze
- \_\_\_\_\_ Pointing
- \_\_\_\_\_ Reaching
- \_\_\_\_\_ Needs to be told choices
- \_\_\_\_\_ Communication device
- \_\_\_\_\_ Needs to taste foods first
- \_\_\_\_\_ Other \_\_\_\_\_

## POSITIONING

- \_\_\_\_\_ Pull hips up and back (neutral pelvic tilt)
- \_\_\_\_\_ Support head with \_\_\_\_\_
- \_\_\_\_\_ Support by holding top
- \_\_\_\_\_ Check foot rests

- \_\_\_\_\_ Tilt lap tray
- \_\_\_\_\_ Put lap tray flat
- \_\_\_\_\_ Have student rest on elbows
- \_\_\_\_\_ Use rocking to reduce tightness
- \_\_\_\_\_ Other \_\_\_\_\_

## SPOON FOODS

- \_\_\_\_\_ Use jaw control
- \_\_\_\_\_ Give occasional support under lip for closure
- \_\_\_\_\_ Tilt head forward to get lip closure
- \_\_\_\_\_ Press down lightly on tongue with spoon
- \_\_\_\_\_ Do not scrape food onto teeth
- \_\_\_\_\_ Wait for closure before withdrawing spoon
- \_\_\_\_\_ Use hand-in-hand technique for self-feeding
- \_\_\_\_\_ Flex wrist
- \_\_\_\_\_ Other \_\_\_\_\_

## CHEWABLES

- \_\_\_\_\_ Place transition foods on molars
- \_\_\_\_\_ Push food down onto molars to start chewing
- \_\_\_\_\_ Rub cheek once in circular motion to start chewing
- \_\_\_\_\_ Use large bites to increase sensory input
- \_\_\_\_\_ Hold food midline and allow student to bite
- \_\_\_\_\_ Help student put food on molars
- \_\_\_\_\_ Check mouth to be sure all food is swallowed
- \_\_\_\_\_ Other \_\_\_\_\_

## DRINKING

- \_\_\_\_\_ Use jaw control
- \_\_\_\_\_ Use a finger under lip
- \_\_\_\_\_ Give only one sip at a time
- \_\_\_\_\_ Give 3-4 swallows at a time
- \_\_\_\_\_ Make sure mouth is closed when cup is placed on lip
- \_\_\_\_\_ Student holds cup with two hands
- \_\_\_\_\_ Student holds cup with one hand
- \_\_\_\_\_ Other \_\_\_\_\_

## ADDITIONAL

- \_\_\_\_\_ Stuffs food in mouth – use paced prompting technique