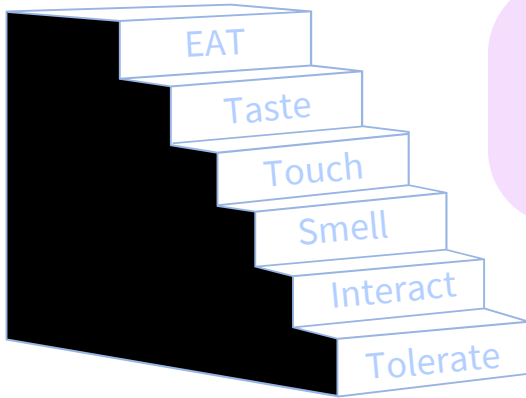


# Steps to Eating:



Children with sensory or behavioral food restrictions must progress through this hierarchy of steps in order to fully integrate a food into their diet

The child must be completely comfortable and satisfied with one step before progressing to the next with each new food presented to them

## 6. Eat!

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Licks lips or teeth</li> <li>• Full tongue lick</li> <li>• Bites off piece and spits out</li> <li>• Bites pieces and holds in mouth before spitting out</li> <li>• Bites and chews before spitting out</li> </ul> | <ul style="list-style-type: none"> <li>• Chews, then swallow some and spit some out</li> <li>• Chews and swallows whole bite with drink</li> <li>• Chews and swallows whole bite</li> </ul> |
|--|---|

### 5. Taste

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• One fingertip</li> <li>• Multiple fingertips, fingerpads</li> <li>• Whole hand</li> <li>• Arm, shoulder</li> <li>• Chest, neck</li> </ul> | <ul style="list-style-type: none"> <li>• Top of head</li> <li>• Chin, cheek</li> <li>• Nose</li> <li>• Lips</li> <li>• Teeth</li> <li>• Tip or top of tongue</li> </ul> |
|--|---|

### 4. Touch

- Odor in the room
- Odor at the table
- Odor in child's forward space
- Child leans over or picks up food to smell

### 3. Smell

- Child assist with preparation of food
- Child uses utensils to stir/pour food for others
- Child uses utensils to stir/pour food in their own space
- Child uses utensils to serve food onto their own plate

### 2. Interact

- Being in the same room
- Food being on the other side of the table
- Food being on the table 1/2 way across
- Food being on the table just outside of child's space
- Child looks at the food when directly in their space

### 1. Tolerate