

# Lesson Plan K

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**Course:** Practical Nutrition

**Module IV:** Special Nutrition Concerns

**Lesson H:** Feeding Children with Special Dietary Needs

**Lesson Length:** 30 minutes

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## Lesson Equipment and Materials

### Equipment

Computer and LCD Projector

### Supplies

Optional reference: Accommodating Children with Special Dietary Needs in the School Nutrition Programs-Guidance for School Food Service Staff

### Visual Aids

PowerPoint Slides 1-11

### Participant Materials

H-K1 *Meal Substitutions for Medical or Special Dietary Reasons*  
*Practical Nutrition Post-test*

## Lesson Preparation

1. Review **Instructor Information** for Lesson K.
2. Read the entire **Lesson Plan K**.
3. **Reproduce all Participant Materials** for handouts.
4. Post **Performance Standards** for participants.

## Lesson Outcome

On completion of this session, the learner will demonstrate knowledge and skills needed to incorporate the principles of sound nutrition into the Child Nutrition Program based on the following **performance standards**:

- Identify the role of school foodservice personnel have in the nutrition management of children with special dietary needs.

## Lesson Instruction

### ◆ **Setting the Stage**

Focus learner's attention.

- Ask participants if they have students with special dietary needs in their schools. By a show of hands find out how many are dealing with these issues at work. Ask participants what kinds of special diets they are dealing with.
- Ask participants if they are dealing with children with food sensitivities in their schools. Again with a show of hands find out how many are dealing with these issues at work. Ask participants what kinds of food allergies they are dealing with.

### ◆ **In today's lesson...**

- We will focus on the special dietary needs of children that school foodservice personnel may encounter.

### ◆ **You will be able to...**

- Identify the role of school foodservice personnel have in the nutrition management of children with special dietary needs.

### ◆ **Identify the Purpose**

- The topics included in the Special Nutrition Concerns Module were chosen due to their relationship to the overall health and well-being of the children served by school foodservice personnel.

### **Performance Standard**

The learner will:

- Identify the role of school foodservice personnel have in the nutrition management of children with special dietary needs.

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## **LESSON CONTENT**

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### **Slide 1: Feeding Children with Special Dietary Needs: The Role of the School Foodservice**

- ▶ Title page

### **Slide 2: Session Objectives**

- ▶ Review the session objective with the participants.

### **Slide 3: The Special Needs Child**

- ▶ Read the definition of the Special Needs Child.
- ▶ Define major life activities as including: caring for one's self, performing "usual tasks" like walking, seeing, hearing, speaking, breathing, learning and working.
- ▶ Diseases or conditions which may cause physical or mental impairments include the following: orthopedic, visual, speech and hearing impediments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, metabolic diseases (diabetes, inborn errors of metabolism), food allergies, mental retardations, emotional illness, drug addiction, alcoholism, learning disabilities, HIV/AIDS, and tuberculosis. This is not an exhaustive listing.
- ▶ Medical certification and documentation is required that indicates a child's diet is restricted.
- ▶ School foodservice personnel need to actively participate in the process of implementing the nutrition plan.
- ▶ Distribute handout **H-K1 Meal Substitutions for Medical or Special Dietary Reasons**. Have participants follow along with handout.

### **Slide 4: Special Food and Nutrition Needs**

- ▶ Feeding problems – children may have limited ability to chew and swallow. You may have to modify the texture of the food. These include: cerebral palsy, cleft lip, cleft palate, Down's syndrome, and other developmental disabilities.
- ▶ Alterations in growth – a child with growth failure may need additional calories or an overweight child may need smaller portions if prescribed by a physician.
- ▶ Medical disorders – common medical disorders that may need special attention include diabetes, maple syrup urine disease, cystic fibrosis, galactosemia and PKU.

- ▶ Hearing or visual impairments create feeding challenges for children.
- ▶ Drug/nutrient interactions – some drugs that are prescribed may interact with nutrients in certain foods. These foods need to be avoided.

### **Slide 5: Considerations for Foodservice**

- ▶ **Menu planning:** Plan modified menus as similarly to the regular menu. Work with a registered dietitian to approve menu modifications.
- ▶ **Equipment:** Special equipment may be needed to make consistency changes. These may include an institutional blender or adaptive feeding devices (built-up handled spoons, special dishes, etc).
- ▶ **Food purchasing:** You may need to consider buying special foods depending on the nutrient modification prescribed. This may include fresh fruits, fruits packed in their own juice or are water packed, low sodium foods, frozen rather than canned vegetables, low fat meat products.
- ▶ **Food production:** Once menus and modifications have been approved, you will need to carefully monitor the recipes and production schedules to ensure they are being followed. Be careful not to cross contaminate foods.
- ▶ **Service:** Serve blended foods in compartment plates; use garnishes and color variations.
- ▶ **In-service and education of worker:** It is very important to ensure the child with special dietary needs does not get served something that may harm them.
- ▶ All modifications must be provided at no extra charge to the child/parents/caregiver.

### **Slide 6: Safety and Sanitation**

- ▶ **Pureed foods**
  - Prepare as close to service as possible
  - Avoid temperature danger zone
  - Wash and sanitize when changing products to avoid cross contamination
  - Sanitize blender and all equipment after each use

### **Slide 7: Food Sensitivities**

- ▶ Read the definition of the term “allergy”

### **Slide 8: Allergic Responses**

- ▶ GI– nausea, vomiting, diarrhea, abdominal pain, GI bleeding
- ▶ Respiratory- runny/stuffy nose, sneezing, inflammation of sinuses, cough, asthma, swelling or watering of the eyes, difficulty swallowing or breathing, shortness of breath, wheezing or repetitive cough, itching of the nose, roof of the mouth, throat, eyes or ears
- ▶ Skin- rashes, dermatitis, skin inflammation, itchiness, hives or eczema
- ▶ Systemic- anaphylaxis, failure to thrive
- ▶ Food allergies can be expressed in all of these ways as an allergic response.

### **Slide 9: Allergies**

- ▶ The most common food allergies include:
  - Crustacean shellfish, such as crab, lobster, shrimp and others
  - Egg
  - Fish, such as bass, cod, flounder and others
  - Milk and milk products
  - Peanuts and peanut oil and other peanut products
  - Soybeans
  - Tree nuts, such as almonds, brazil nuts, cashews, pecans, walnuts and other tree nuts
  - Wheat and wheat products

### **Slide 10: Foodservice Role...**

- ▶ Work with parents, children, teachers and administrators to address needs.
- ▶ Require medical documentation for dietary modifications and food allergies.

### **Slide 11: Remember...**

- ▶ Adequate nutrition is essential in the health and learning of all children. Nutrition is important for all children regardless of disability or any other special needs.
- ▶ A great resource for foodservice to have is available from the National Food Service Management Institute. It is a publication called “Handbook for Children with Special Food and Nutrition Needs” published in 2006. It is available at their website:  
[http://www.nfsmi.org/Information/sp\\_needs\\_handbk.pdf](http://www.nfsmi.org/Information/sp_needs_handbk.pdf)

- ◆ **Performance Check**
  - Review *H-K1 Recommended Energy and Nutrient Intakes*.
  
- ◆ **Closure**
  - Adequate nutrition is essential in the health and learning of all children. Nutrition is important for all children regardless of disability or any other special needs.
  - Distribute the *Practical Nutrition Post-test* for participants to complete and turn in.