

From Plate to Palate:
A Short Guide to
Feeding



Dear Parents,

We are excited to share with you a compilation of resources curated to support your child's development of a diverse food repertoire through sensory exploration. As parents, we understand that introducing new foods can be a challenge, but we also know how important it is for your child to experience a wide variety of flavours, textures, and colours to foster healthy eating habits.

This compilation offers practical strategies and ideas to encourage your child's sensory exploration of food. By engaging your child's senses—sight, smell, taste, touch, and even sound—we aim to create positive and enjoyable experiences around food that will build their confidence and curiosity in trying new foods.

Within this resource, you'll find creative activities, tips for introducing unfamiliar foods, and strategies to make mealtime more interactive and less stressful. The goal is to help your child gradually expand their food repertoire while developing a positive relationship with food and mealtime.

We hope these strategies will empower you to support your child's growth and expand their tastes, while making food exploration fun and rewarding for both of you. If you have any questions or would like to discuss any of the information further, please feel free to reach out.

Thank you for your dedication to nurturing your child's relationship with food!



Part 1 – Observing Proper Posture

A common misconception is that eating is the body's number one priority. However, this is actually a myth! In reality, breathing is the body's primary concern. Without proper oxygenation, the body cannot function optimally, and eating becomes much more challenging. Every time we swallow, we momentarily close our airway, and this causes a slight decrease in oxygen levels. If breathing is compromised, it can lead to difficulties during meals. Postural stability—or the ability to sit up without "falling over"—is actually the second priority for the body. When a child's posture is not stable, it can create barriers to both breathing and eating. Eating is only the third priority for the body, and if either breathing or postural control is not fully supported, eating may be resisted or difficult.

The good news is that by ensuring your child has a stable, upright posture and proper breathing patterns, you can create a more comfortable and effective mealtime experience. Proper posture allows your child to have the focus and energy needed to engage with food and participate in sensory exploration, which is key to expanding their food repertoire.

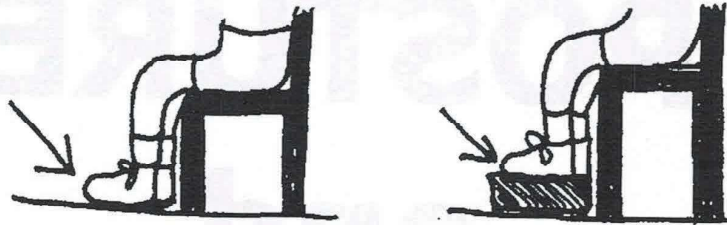
We encourage you to consider your child's posture and breathing habits as part of the feeding process and to make adjustments to create a stable and calm environment during meals. Small changes, such as using a supportive chair or positioning your child's body to ensure they are seated upright, can make a significant difference.



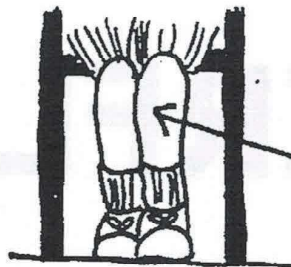
FIVE STEPS TO GOOD POSTURE

The child needs to be in a chair that fits his/her body:

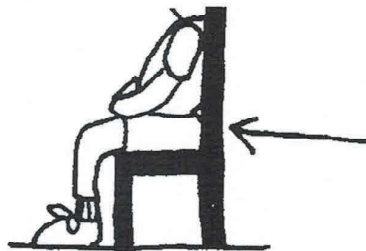
- 1) Feet must rest **FLAT** on the floor to stabilize the whole body. If feet dangle above the floor, put a block under his/her feet for stability:



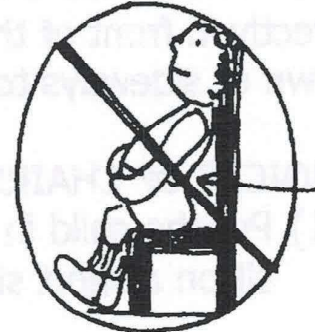
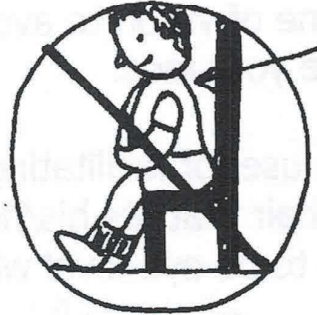
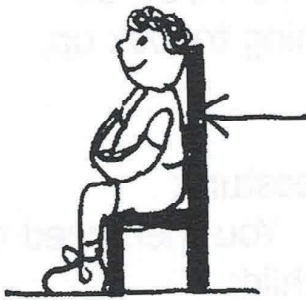
- 2) Knees must be **TOGETHER** and bent at a 90-degree angle over the front of the chair:



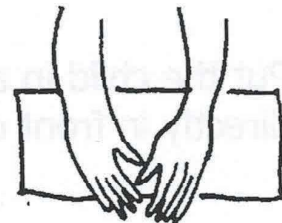
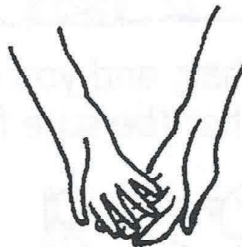
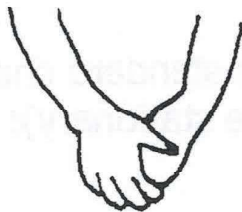
- 3) Bottom must be **FLAT** on the seat of the chair, and back must be resting **STRAIGHT** against the back of the chair:



- 4) Shoulders must rest **RELAXED** and **BACK** against the chair, not hunched high or rounded forward. **NO ELBOWS** on the chair or table:



- 5) Hands must rest **GENTLY** in the child's lap. Young children may need to rest palm-up hand on hand. This keeps the back straight and relaxed. Or have the child rest his/her hands gently on the table in front to get accustomed to **NOT** using hands to stabilize the body on the chair:



Part 2 – Building the Food Chain

The next section focuses on food chaining—a strategy designed to help your child gradually expand their food preferences in a positive and manageable way.

In this chapter, you'll find more detailed information about how food chaining works, along with helpful examples and templates to encourage you to think about how to apply this approach at home. These resources will guide you in creating food chains based on your child's current food preferences, making the process of trying new foods fun and stress-free.

We hope you find this next section helpful as you work to expand your child's food repertoire.



New Foods: Step by Step

It can be hard for some children to try new foods. Time and patience is needed. You can help your child learn to explore, eat, and enjoy more foods by using a method called food chaining.

What is food chaining?

Food chaining is when you start with a food that your child likes and then make small changes to help them try it in a new way. This is a step-by-step process to help your child learn to eat new foods. The changes may be in the texture, temperature, taste, or look of the food. For example, cutting a food into a different shape, cooking instead of eating raw, mixing it with another food, or adding a sauce, all create 'new' foods.



How do you start food chaining?

- Pick a food that your child already eats and accepts.
- Start with a small change that you think your child may be okay with.
- Offer these changed foods along with other foods your child likes and will eat.
- Once your child accepts the changed food, he or she has added this 'new' food to the list of foods they can accept and eat.
- You can then move on to make another change.



Tips for success

- Offer only 1 new food from the chain at a time so you don't overwhelm your child.
- Let your child use their sense of sight, sound, smell, taste, and touch to explore the food.
- Respect your child and let them set the pace as you move through each step. This process could be quick or it could take several months. Sometimes your child may skip steps and other times you may need to add more steps.
- It can take on average 6–15 times, or more, for a child to learn to like the food presented in a new way. Some children may take longer. Don't give up offering a food after a few tries if your child refuses it. Offer the food again at another time.
- If a new food in the chain is not successful, try making a smaller change.
- Using flavours can help to change or enhance the taste of the food. You can use different flavours to help move through the food chaining steps. Use foods such as cheese, gravy, plum sauce, ketchup, honey mustard, salad dressings, cinnamon, or seasoning mixes.
- If your child already accepts a food with a sauce, keep offering that sauce with each step of the chain.



Food chaining examples

The following are examples to show you how to make changes to your child's favourite food in order to expand the foods they like and will eat.

Example: French Fries to Cauliflower

Step 1: Fast food French fries.



Step 2: Frozen French fries, home baked.

Step 3: Homemade fries (made with fresh potatoes).



Step 4: Baked potato wedges.



Step 5: Roasted diced potato pieces.

Step 6: Soft boiled potato pieces.



Step 7: Fork mashed soft boiled potato.



Step 8: Mashed potato.

Step 9: Use ½ tsp (2 mL) pureed cauliflower with mashed potato.

Step 10: Add more cauliflower until there's only pureed cauliflower.



Step 11: Slowly change the texture of the cauliflower to mashed, then small pieces, then small flowerets. Do this until the cauliflower is served in its whole floweret form.



Next Steps:

Example: Strawberry Yogurt Tube to Strawberries

Step 1: Strawberry yogurt tube.



Step 2: Strawberry yogurt tube squeezed into a cup or a bowl, eaten with a spoon.



Step 3: Strawberry yogurt poured from a tub into a bowl, eaten with a spoon.



Step 4: Add a small amount of pureed strawberries to strawberry yogurt in a bowl.

Step 5: Add small pieces of strawberry to the yogurt.



Step 6: Add larger pieces of strawberries to the yogurt.

Step 7: Use yogurt as a dip for sliced or whole strawberries.



Next Steps:

You can use this method with other flavours and fruits. For example:

Step 1: ½ tsp (2 mL) raspberry yogurt into ½ cup (125 mL) of strawberry yogurt.



Step 2: Increase the amount of raspberry yogurt, mixed with strawberry yogurt. Decrease the amount of strawberry yogurt each time, until your child is eating raspberry yogurt.

Repeat these steps with other flavours of yogurt.

Next Steps:

Example: **Chicken nuggets to chicken pieces**

Step 1: Fast food chicken nuggets.



Step 2: Store bought baked nuggets.



Step 3: Homemade chicken nuggets. Cut a chicken breast into pieces and use a chicken coating or breadcrumbs, such as panko. Lightly bread the chicken pieces and cook.



Step 4: Pan fried or baked chicken breast without coating.



Next Steps:

Example: **Chocolate to white milk**

Step 1: Chocolate milk with a small amount of white milk. Add 1 tsp (5 mL) white milk to 1 cup (250 mL) chocolate milk.



Step 2: Add 2 Tbsp (30 mL) white milk to 1 cup (250 mL) chocolate milk.



Step 3: Slowly add more white milk and use less chocolate milk in 1 cup (250 mL) milk until there's only 1 cup (250 mL) white milk.



Next Steps:

Example: to try at home

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Next Steps:

Example: to try at home

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Next Steps:

Example: to try at home

Step 1:

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Step 8:

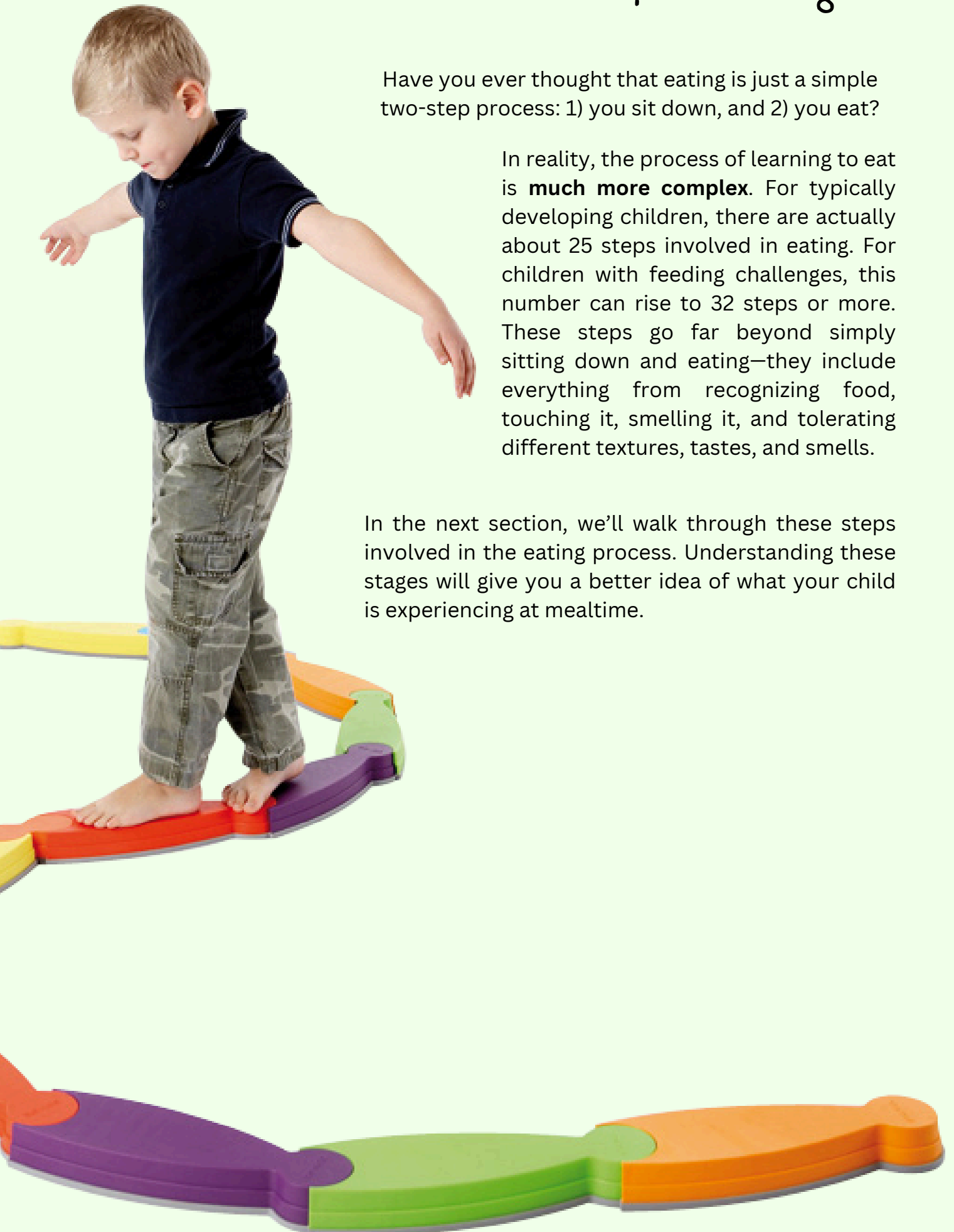
Next Steps:

Part 3 – Steps to Eating

Have you ever thought that eating is just a simple two-step process: 1) you sit down, and 2) you eat?

In reality, the process of learning to eat is **much more complex**. For typically developing children, there are actually about 25 steps involved in eating. For children with feeding challenges, this number can rise to 32 steps or more. These steps go far beyond simply sitting down and eating—they include everything from recognizing food, touching it, smelling it, and tolerating different textures, tastes, and smells.

In the next section, we'll walk through these steps involved in the eating process. Understanding these stages will give you a better idea of what your child is experiencing at mealtime.



32 STEPS TO EATING

TOLERATES



1. Being in the same room
2. Being at the table with the food on the other side of the table
3. Being at the table with the food ½ way across the table
4. Being at the table with the food just outside of child's space
5. Looks at food when directly in child's space

INTERACTS WITH



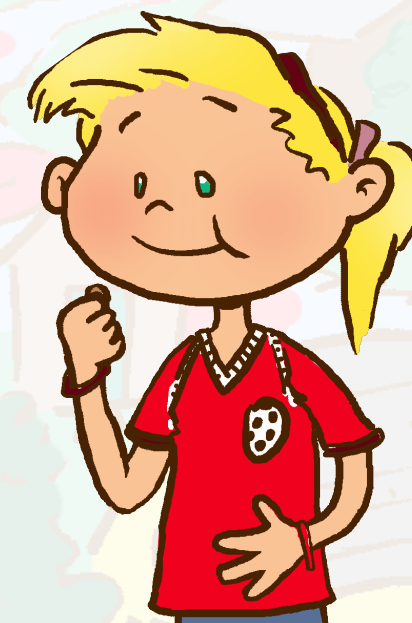
6. Assists in preparation/set up with food
7. Uses utensils or a container to stir or pour food/drink for others
8. Uses utensils or container to serve self onto own plate/space
9. Uses utensils/napkin/tool to manipulate food in own space
10. Uses another food to interact with the food

SMELLS



11. Odour in room
12. Odour at table
13. Odour in child's forward space
14. Leans down or picks up to smell

TOUCH



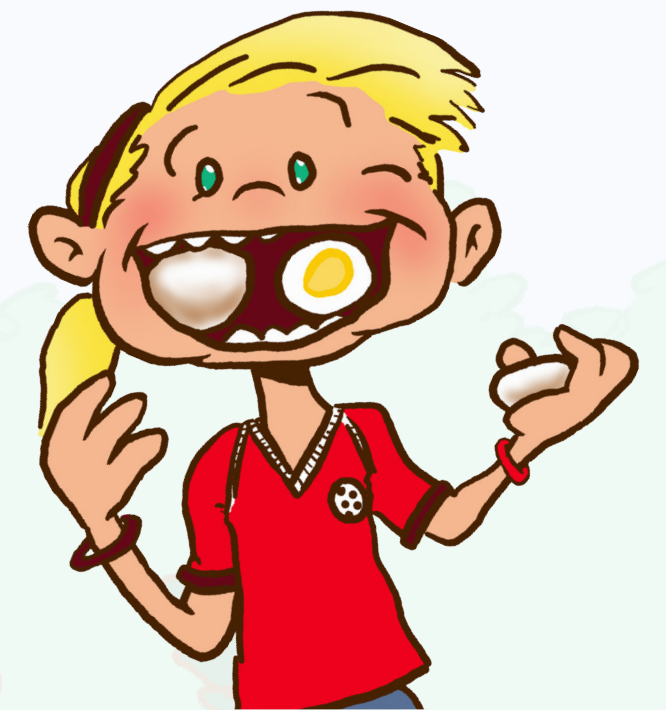
15. One finger tip
16. Fingertips, fingerpads
17. Whole hand
18. Arm, trunk/chest
19. Shoulder, neck
20. Top of head
21. Chin, cheek
22. Nose, underneath nose
23. Lips
24. Teeth
25. Tip of tongue, top of tongue

TASTE



26. Licks lips or teeth, tongue tip taste
27. Full tongue lick
28. Bites off piece & spits out immediately
29. Bites piece, holds in mouth for "x" seconds & spits out
30. Bites piece, chews "x" times & spits out

EATING!



31. Bites & chews, swallows some and spits some
32. Chews and swallows whole bolus independently

Stargold
the
Food
Fairy

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Illustrations by Chris Hamilton

Part 4 – Activities for Each Step

Now that we've explored the various steps involved in the process of eating, we can begin to look at strategies that will help support your child as they navigate these stages.

Understanding the steps is a crucial first step, as it allows us to recognize where your child may need additional support. With this foundation in place, we can now dive into practical approaches and techniques to help your child move through these steps at their own pace, with confidence and success.



In the upcoming section, we will share strategies tailored to different stages of the eating process, focusing on how to encourage your child's engagement with food, reduce mealtime stress, and promote positive sensory experiences. These strategies will provide you with tools to build on your child's current food preferences and gently expand their food repertoire.

STEPS TO EATING – HIERARCHY STRATEGIES

TOLERATES

1. child watches food preparation because it is interesting
2. describe the properties of the food while it is in front of you
3. food is passed in front of child; directly in front of face
4. you manipulate food in a creative/educational way near/in front of child
5. place food on a napkin or table next to child and move closer to child as tolerates
without drawing attention to this, over the course of the meal
6. place food on edge of plate and move closer as tolerates (similar to 5.)

INTERACTION

1. child manipulates outer wrapper
2. child helps with food preparation using utensils
3. have child pass food container to another
4. have child serve food to another child with a utensil
5. child stirs with a utensil or other food, uses a cookie cutter
6. child pushes one food with another food (making a train)
7. child puts one food into another (making faces, making birthday cakes with candles)
8. child blows on food to tip it over or move along the table/plate

SMELL

1. adults cook food in room (toaster and microwave)
2. child helps prepare food with utensils
3. peeling, cutting, stirring with utensils
4. waving food in front of face (fans, airplanes, wiggle worms)
5. bringing the food near the nose (mustaches, whiskers, beards, lipstick, clown noses)
6. model leaning down and exaggerating smelling (“Hmmm... Ahhh”)

TOUCH

1. flicking onto plate, into bowl with fingernail
2. serving yourself with your fingertips
3. throwing away foods on table using fingertips
4. building with foods (trains, steps, bridges, rainbows, letters, shapes)
5. painting with foods (shapes, letters, pictures, faces)
6. driving foods and driving foods under other foods (peanuts make great boats/cars)
7. playing the drums
8. making it rain
9. smashing, crunching, breaking, ripping, tearing with hands, tug of war with adult
10. inch worm up the hand, arm, shoulder cheek etc.
11. making food into objects you can wear (earrings, glasses, necklaces, bows in hairs, bracelets, barrettes, rings, finger hats, hats)
12. dancing along the body
13. putting food on head as a hat and sneezing it off
14. sticking the food to parts of one’s body (over your heart, on your forehead, on your cheek, on your glasses, on the end of your nose, on your chin)

15. sliding down the slide/ski slope (= your nose)
16. balancing the food on your nose
17. give food hugs
18. holding something on/above your upper lip with no hands
19. kissing foods, foods kissing you
20. lipstick, Chapstick
21. making wind instruments
22. making animal teeth (walrus); or "count Dracula"
23. tapping on teeth; making music
24. hanging a food off your lower lip

TASTE

1. kissing
2. being a puppy with a bone
3. playing tug of war with the mouth
4. hold in teeth, no hands
5. blowing out of mouth into a bowl (making a basket) or at a target
6. bite off body parts of animal/ people shapes you've made and spit out (or not spit out)
7. touch to tip of tongue fast
8. stand in teeth and shoot/push out with tongue
9. driving into the mouth
10. making popping noises pulling foods out of mouth (eg. with a sucker)
11. playing peek-a-boo with food on tongue in and out of mouth
13. licking fingers after painted them with "fingernail polish" = a puree
14. lick off the table
15. licking - ("make it wet, like a puppy does"; "lick it like it's an ice cream cone")
16. brushing teeth with the food
17. "1, 2, 3" everyone bites etc.
18. listen to the noises it makes when biting/crunching
19. exaggerated chewing with noise and head movement
20. chewing like corn on the cob, moving like a typewriter (ding)
21. counting chews



10 TYPES OF FOOD PLAY

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PAINTING

Painting with food can be lots of fun! Instead of paintbrushes, try using: fingers, fries, crackers, celery, carrots, or broccoli.

There are many substitutes for "paints" at home. You can paint with jelly, peanut butter, ketchup, mustard, sauces, dressings, or yogurt. Food coloring is an easy way to add color to vanilla yogurt, pudding, or ranch dressing.



STAMPING

Almost anything can be a stamp! Use potatoes, bell peppers, apples, celery, okra, mushrooms, lime, or broccoli to stamp imprints on paper.



SENSORY PLAY

Dry sensory play

Run fingers through a bowl of dried beans, dry rice, dry pasta, or dried veggies (corn, peas, etc.).

Wet sensory play

Squish cooked spaghetti, squeeze oranges into juice, explore frozen grapes, or submerge cut fruit in a bowl of water.



SING A SONG

Sing "If You're Happy and You Know It" to encourage using food to: touch your nose, tap your hand, roll the dough, squish the corn, smell the sauce, give a lick, or give a kiss.



ORGANIZE

Have your child sort foods by color, shape, or size.



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10 TYPES OF FOOD PLAY

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SMASH IT!

Pop peas between your fingers. Mash potatoes or bananas. Knead bread. Crumble graham crackers. Crush pretzels, popcorn, and chips.

BUILD WITH FOOD

Build a house using pretzels and cheese cubes. How tall can you build a tower of cucumber slices? Can you build a house using waffles and toothpicks?



USE TOYS

Plastic dinosaurs can make footprints in sauce. Do blueberries roll down the race car track? Does the train car hold peas or corn? Let's have a tea party!



MAKE CHARACTERS

Create faces, animals, monsters, or favorite characters using a variety of foods.



SILLY FACES

Can you see through bell pepper glasses? You can make mustaches using sauce, milk, or hummus. Wiggly string cheese can be an elephant trunk. Corn and raisins can be vampire teeth.



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TIPS FOR FOOD PLAY

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BEFORE FOOD PLAY

- Sanitize all surfaces, utensils, and toys that you plan to use.
- Set up the food play zone in an area that is away from your usual meal spot.
- Ensure that food is chopped, prepared, and presented in ways to prevent choking.
- Help get your child's body ready for food play with large body movements during fun songs or games.
- Wash hands before beginning food play.

DURING FOOD PLAY

- Don't pressure your child to eat. Food play is for PLAY!
- Follow your child's lead, look for their cues, & go at their pace. Start with familiar foods.
- Find ways to stay regulated yourself and embrace the mess!
- Adult supervision is necessary during food play to ensure your child's safety and wellbeing.
- Encourage your child to help with clean up.



CONSISTENCY

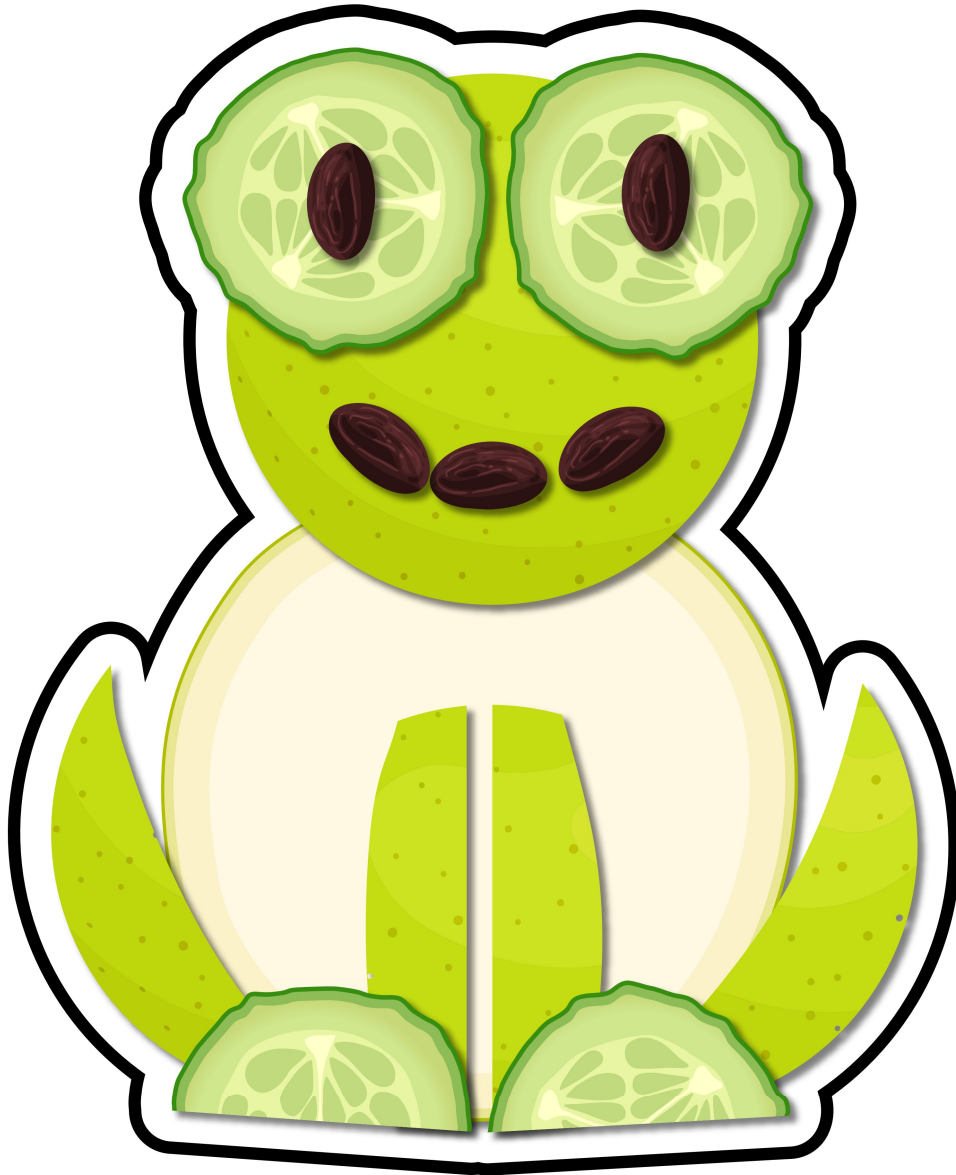
Food play often takes practice. Making food play apart of your weekly routine can help your child learn about new and non-preferred foods.



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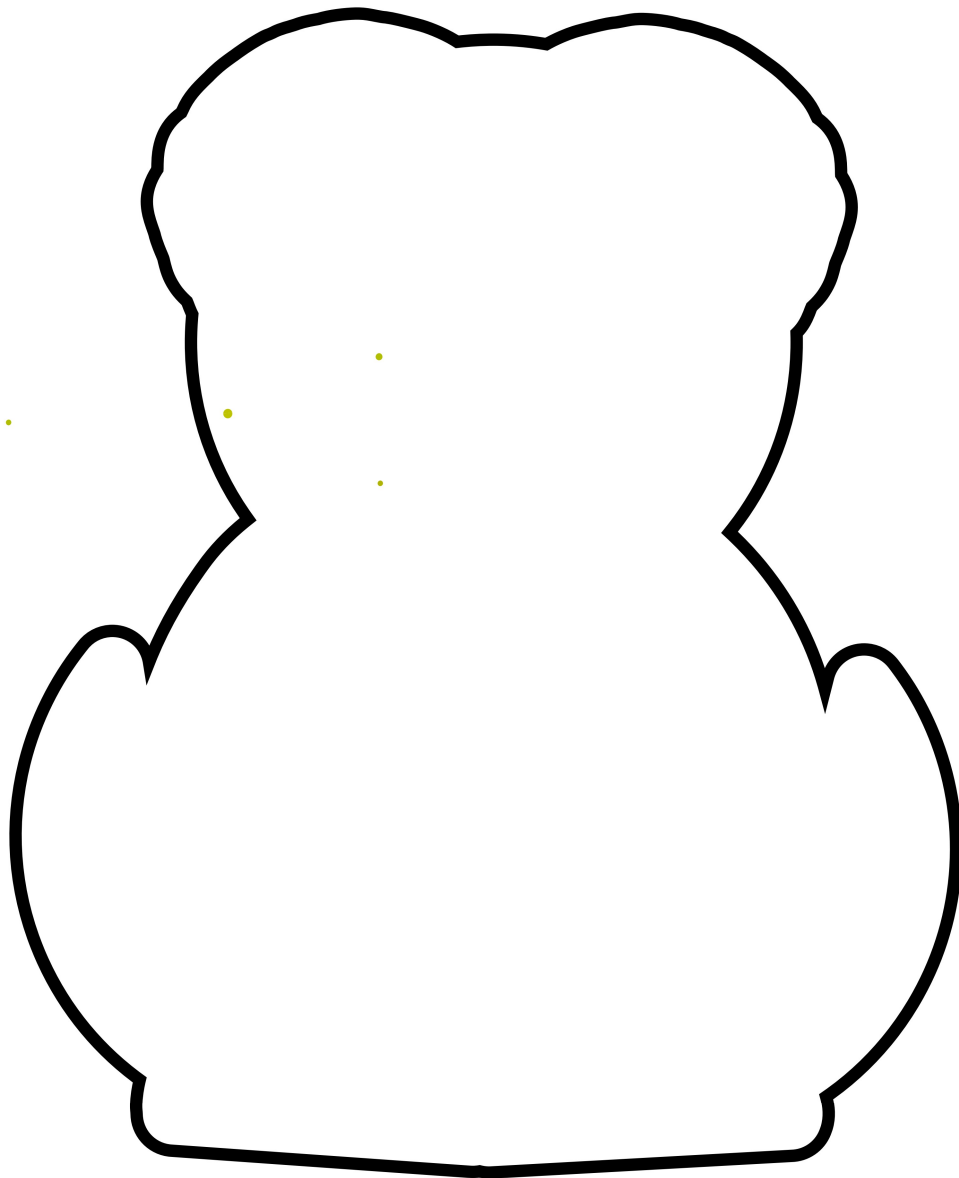
Food Therapy Art Worksheet

TARGET: APPLES



**USE: APPLE SLICES, CUCUMBER SLICES, AND
RAISINS TO MAKE THE FROG**

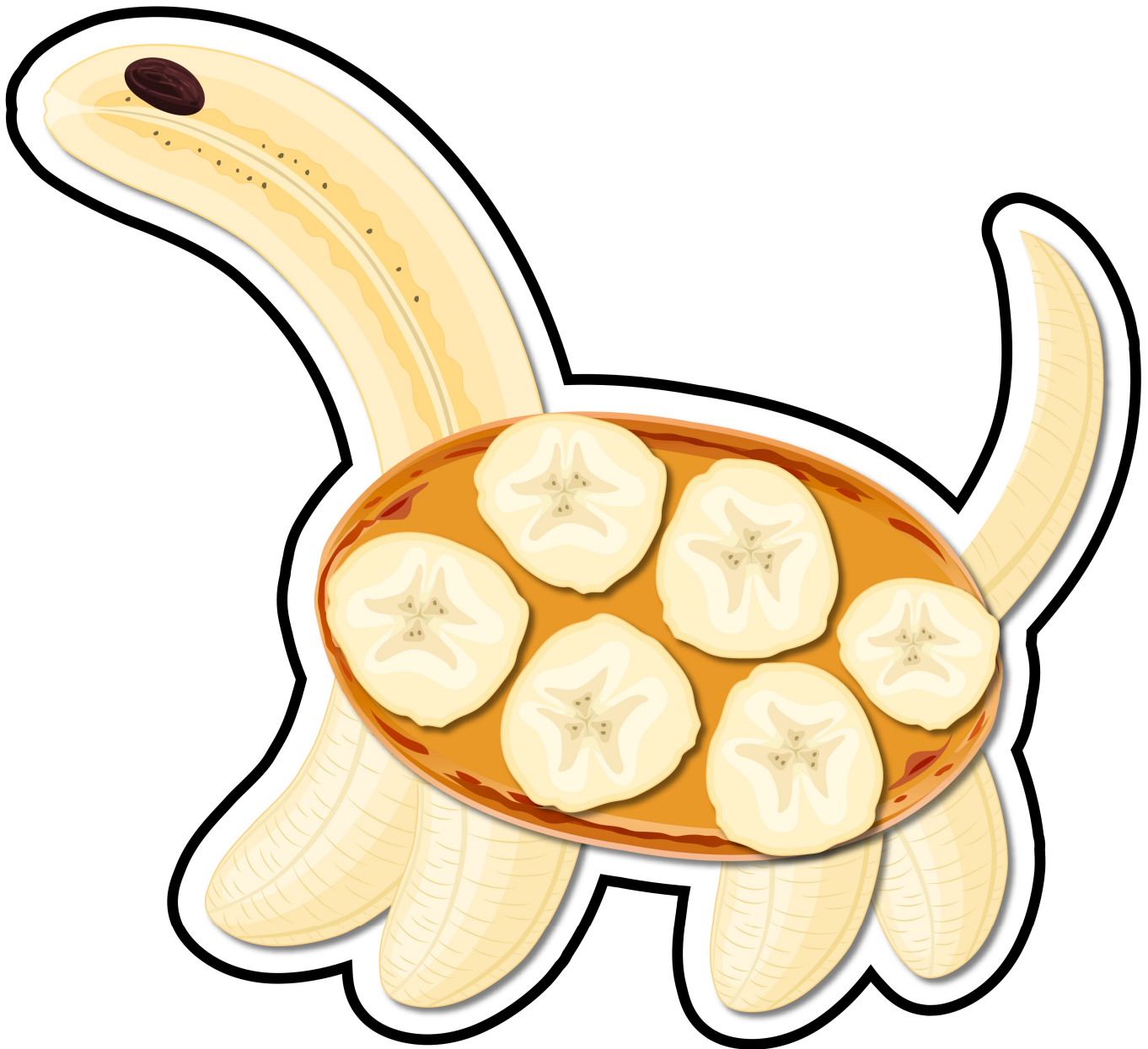
Now it's your turn!



**PLACE THE FOOD ITEMS IN THE SPACE TO CREATE
YOUR OWN FOOD FROG!**

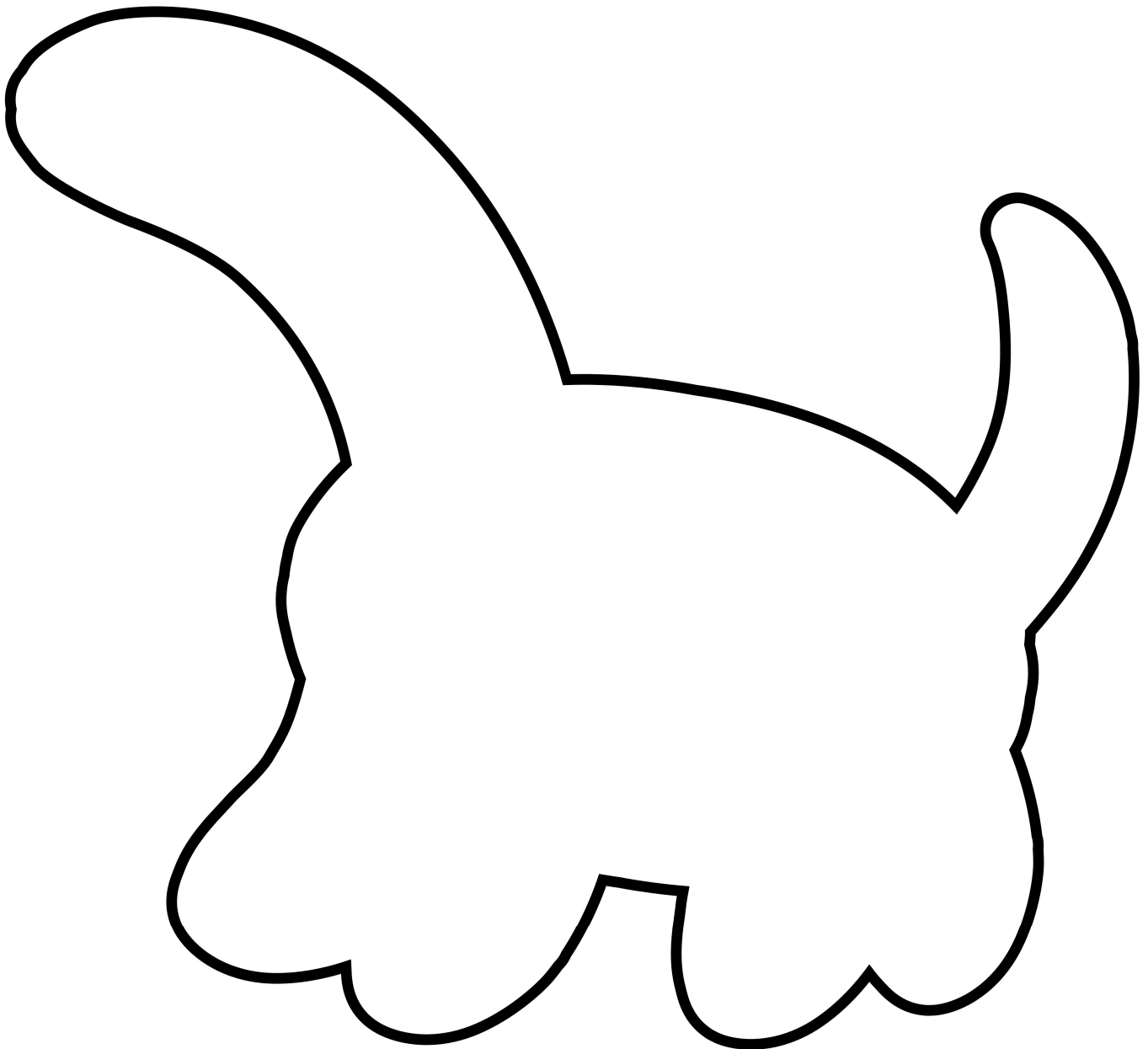
Food Therapy Art Worksheet

TARGET: BANANAS



USE: BANANA SLICES, WHEAT TOAST, PEANUT BUTTER, AND RAISINS TO MAKE THE DINOSAUR

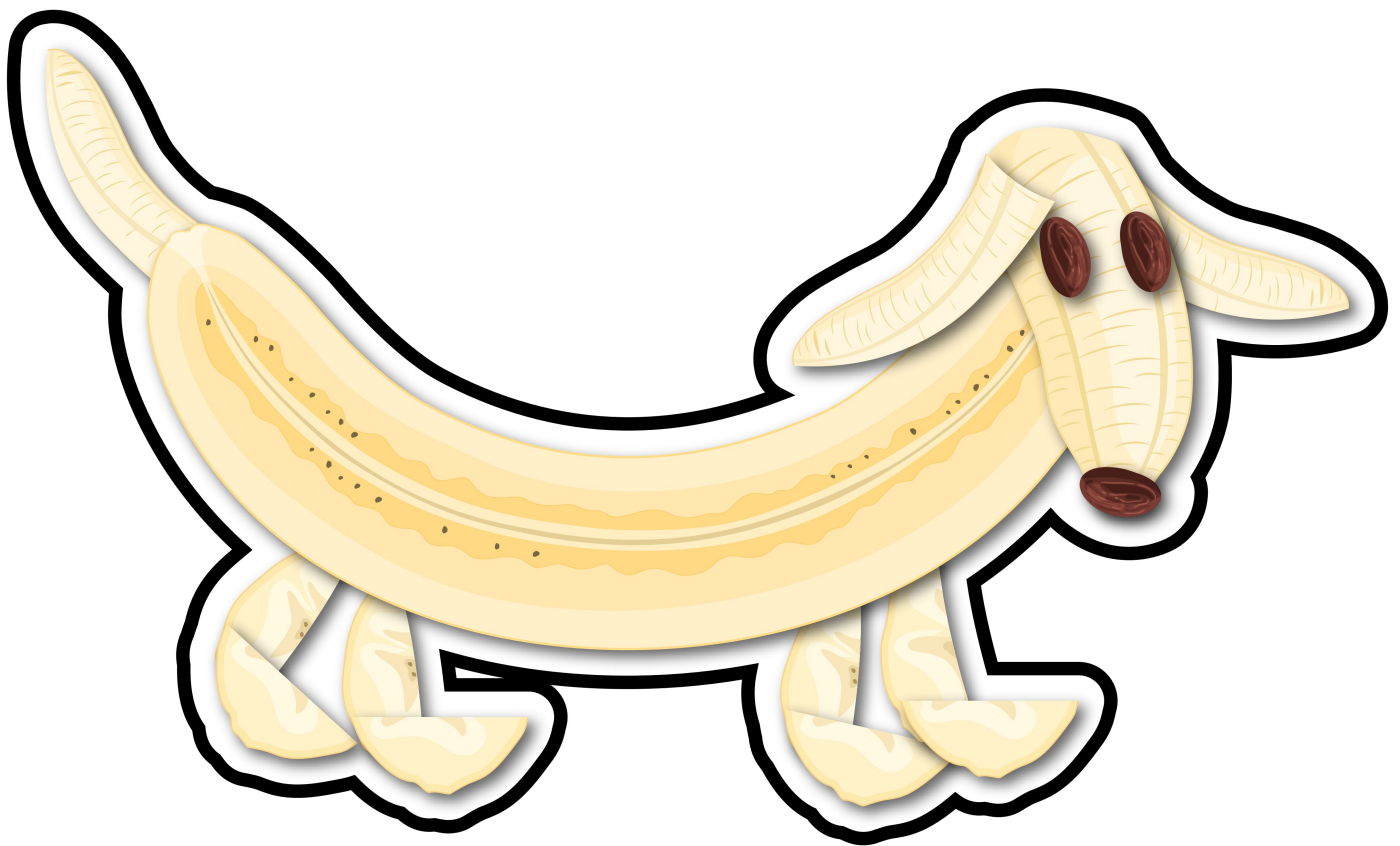
Now it's your turn!



**PLACE THE FOOD ITEMS IN THE SPACE TO CREATE
YOUR OWN FOOD DINOSAUR!**

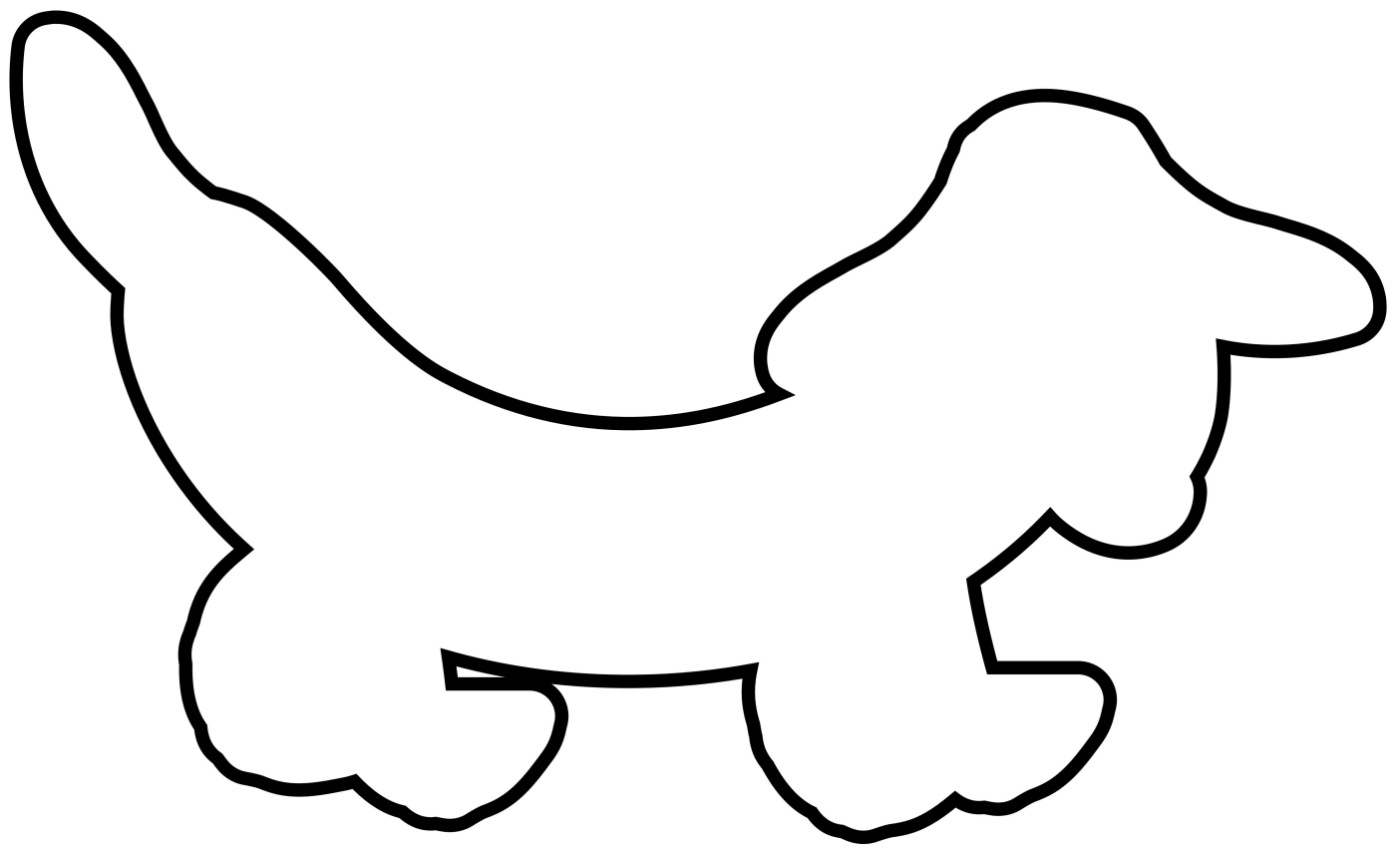
Food Therapy Art Worksheet

TARGET: BANANAS



**USE: BANANA SLICES AND RAISINS
TO MAKE THE PUPPY**

Now it's your turn!



**PLACE THE FOOD ITEMS IN THE SPACE TO CREATE
YOUR OWN FOOD PUPPY!**

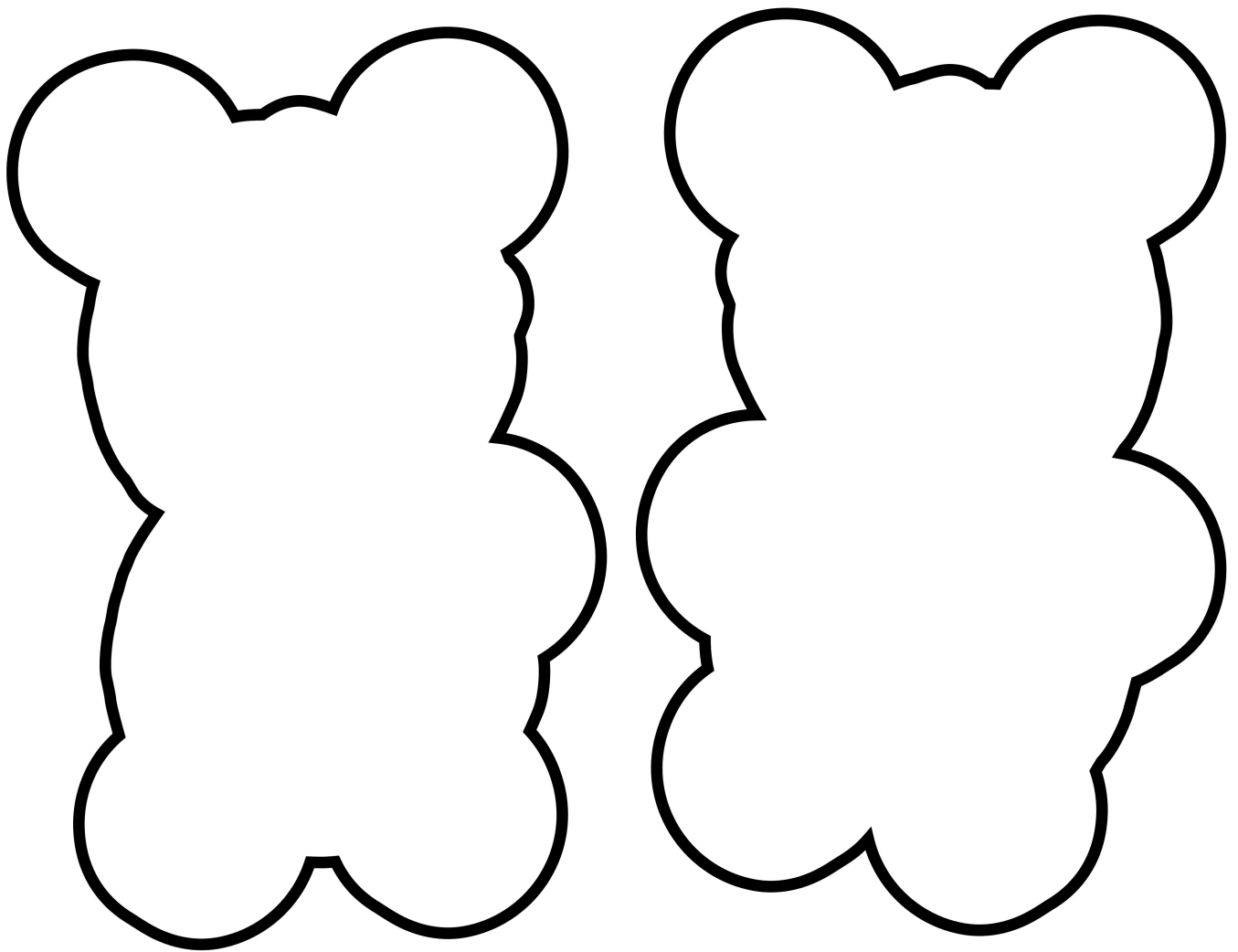
Food Therapy Art Worksheet

TARGET: BLUEBERRIES



**USE: BLUEBERRIES, CUCUMBER SLICES, AND
RAISINS TO MAKE THE PANDA BEARS**

Now it's your turn!



**PLACE THE FOOD ITEMS IN THE SPACE TO CREATE
YOUR OWN FOOD PANDA BEARS!**

Part 5 – Family Meals and Other General Strategies

As we move forward in supporting your child's feeding journey, it's important to recognize the role of family meals in fostering positive mealtime experiences. Family meals are a powerful tool for building healthy eating habits and creating a supportive environment for food exploration. In this section, we'll explore general strategies that can help make family mealtimes more enjoyable and effective for your child. These strategies focus on creating a calm, stress-free environment where your child feels comfortable engaging with food, while also encouraging family connections during meals.

Some key strategies include:

- **Consistency and Routine:** Establishing regular mealtimes helps your child know when to expect food, creating a sense of security and stability.
- **Modeling Positive Eating Behaviors:** Children often learn by watching, so being a role model for positive eating habits can encourage your child to try new foods.
- **Creating a Relaxed Atmosphere:** Reducing pressure around mealtime can help your child feel more open to exploring different foods without stress or anxiety.

In the upcoming section, we'll go into more detail about these strategies and how you can implement them in your own family meals. We hope these tools will help you create a positive and nurturing mealtime experience that encourages your child to explore food and develop a healthy relationship with eating.



General Tips/Strategies

A. Social Modelling: Teaching the Social Experience of Eating

1. family meals
2. model good feeding behaviours
3. discuss food properties, varieties, preparation, preferences
4. over-exaggerate biting, chewing and swallowing (also discuss)
5. imitate child's eating
6. child is not to be the focus of the meal
7. meals are to be enjoyable and food is to be interesting
8. do not criticise, yell or punish child
9. child should be involved in all aspects of meal; preparation, serving oneself, clean up
10. child needs to stay at the table for exposure to the social experience and food

B. Structure Meal and Snack times

1. use same place for meals
2. follow approximately the same time schedule
3. routine to meal; child helps prepare and serve, child is ignored or mildly reinforced for first 10-20 minutes of the meal, programme is implemented, child helps clean up
4. present foods in small, easily chewable bites that can be finger-fed if needed
5. present only three foods on the child's plate at any one time
6. each food amount should be approximately one tablespoon per one year of age
7. at least one preferred food at every meal
8. several foods should be on the table for exposure
9. limit snacks to 15 minutes and meals to 30 minutes
10. allow spitting/vomiting into chosen containers only

- Cars/Tracks - spread something messy on tray or table and build roads with spaghetti, penne pasta etc. use broccoli or cauliflower for trees. Drive cars along road to make tracks.
- Colour Matching - mix different types of fruits and vegetables together e.g. raisins and grapes and ask them to sort by colour.
- Sort game - sort different foods together. Start with dry foods and progress to wetter ones.



Fun with food activities

Children explore the world through touch. Not all children like all textures and this is perfectly normal, however it is important to give your child plenty of opportunities to experience different touch sensations.

Here is a list of messy play ideas with food that you can try at home but there are also lots of fun ideas online. If your child shows signs of stress (finger splay, crying, avoidance) do not push your child to finish the activity.

- Find toys in dry pasta, rice, beans, lentils, tapioca, custard, whipped cream. As they start to tolerate this move to cooked pasta.
- Messy spaghetti - play around with cooked spaghetti. Find toys in the pasta. You can add food colouring to make it more fun. Paint with pasta.
- Thread penne pasta onto laces or straws.
- Playing with gloop (mixture of flour and water)
- Playing with jelly - make up a batch of jelly in a large, clear bowl and either set a few items into it (make sure they are edible or at the very least, non-toxic) or push them into the jelly once it is set.
- Mash up foods or combine foods e.g. stir yogurt into cereal and feed to dolly.
- Farm/Animals - make tracks in tomato sauce etc with animals and tractors.
- Pictures - use different types of food/non foods to make pictures of flowers, faces, shapes etc.
- Food stamps - make pictures with food and paint such as potatoes.

C. Reinforcement

1. verbal praise in the appropriate amounts works best
2. create a play programme outside of meals if parent has a low reinforcement value
3. reinforce siblings' appropriate eating
4. reinforce child for ANY positive food behaviour
5. touching and playing with food desensitises child
6. ONLY very carefully, use preferred food as reinforcers
7. IF have to use an object reinforcer – make sure it disappears quickly to motivate to continue

D. Accessing the Cognitive

1. allow crushing of the foods with the fingers and talk about how this is just what your teeth do to the food in your mouth (ie. crush up the foods into powder that then dissolves in your spit)
2. use mini-choppers and talk about how it has teeth just like yours, and proceed to show and talk about how the mini-chopper works (have child use the chopper)
3. when brushing teeth, count the back molars (upper and lower) as “molar one, molar two, molar three”. During meals, verbally cue child to put foods back onto their molars one-three
1. Watch videos such as “Winnie the Pooh and the Honey Tree” and talk about Pooh’s tummy as rumbling as “his tummy is talking to him”. “It is saying he is hungry. He needs to eat”. Also do this if you hear your own or your child’s stomach rumbling. Make sure after eating that you emphasize how your “tummy feels so much better and is telling you it is happy because it ate some food”

£. Language is Important

Simple things such as saying “you can” instead of “can you?” can make a big difference. This is a tip that you can use at other times of the day too such as when tidying up toys!

How to prepare a family meal/snack

There are three kinds of foods to serve at EVERY meal AND snack:

Food Type	What it is (examples)
Protein	Meat, fish, soya, nuts, pulses, eggs
Carbohydrate	Potatoes, bread, pasta, rice, cereals
Fruit/Vegetable	Apples, oranges, bananas, berries, melon, carrot, green beans, broccoli, cauliflower, lettuce, tomatoes, cucumber

Serve at LEAST one of EACH of these types of foods at each meal and snack. one protein, and one carbohydrate, and one fruit or vegetable.

At least ONE food served needs to be a preferred food that your child will readily and easily eat.

Serve your child's one preferred food (at least) along with the foods the rest of the family is having. Everyone in the family gets some of this child's preferred foods. Your child also gets some of all of the other people's foods served at the meal.

Make one large meal that includes everyone's foods, then NO extra cooking



Example

Johnny likes pancakes and wants to eat them every morning (and only them) for breakfast. If Johnny refuses all other foods and falls apart without his pancakes, his Mother would offer them BUT she would change something about them each day as follows:

Week 1 - change the shape (have Johnny cut his pancakes with cookie cutters that are different every day until he will allow the pancake to be presented by mum already cut into a different shape)

Week 2 - change the colour each day (have Johnny help cook the pancakes and add a food colouring. If he doesn't understand that food colouring doesn't change taste, you may have to have his experiment with changing the colour of water with food colouring and tasting that there is no flavour change)

Week 3 - change the taste and the texture slightly by adding an extra egg one day, and extra oil the next (alternating days until both are tolerated well)

Week 4 - change the flavour of the pancakes clearly by adding flavoured syrups or different jam on different days

Week 5 - change the taste and texture by adding real pieces of fruit to the pancakes

The Just Noticeable Difference: At first, a child may be quite resistant to any type of change in their preferred food. They may notice even very small differences in any of the food properties. The goal is for you to change the food enough that a Just Noticeable Difference is noted by the child.

This Just Noticeable Difference should NOT be so large that your child has a meltdown and refuses to eat.

The size of the Just Noticeable Difference that can be tolerated is different for every child. You will need to experiment to find what your child can tolerate by first changing a property of the food in a small way (in the order listed above). Your child should act like they noticed, BUT ARE OKAY, with the change. If they fall apart, you made too big a change and you need to back down and change the food less next.