

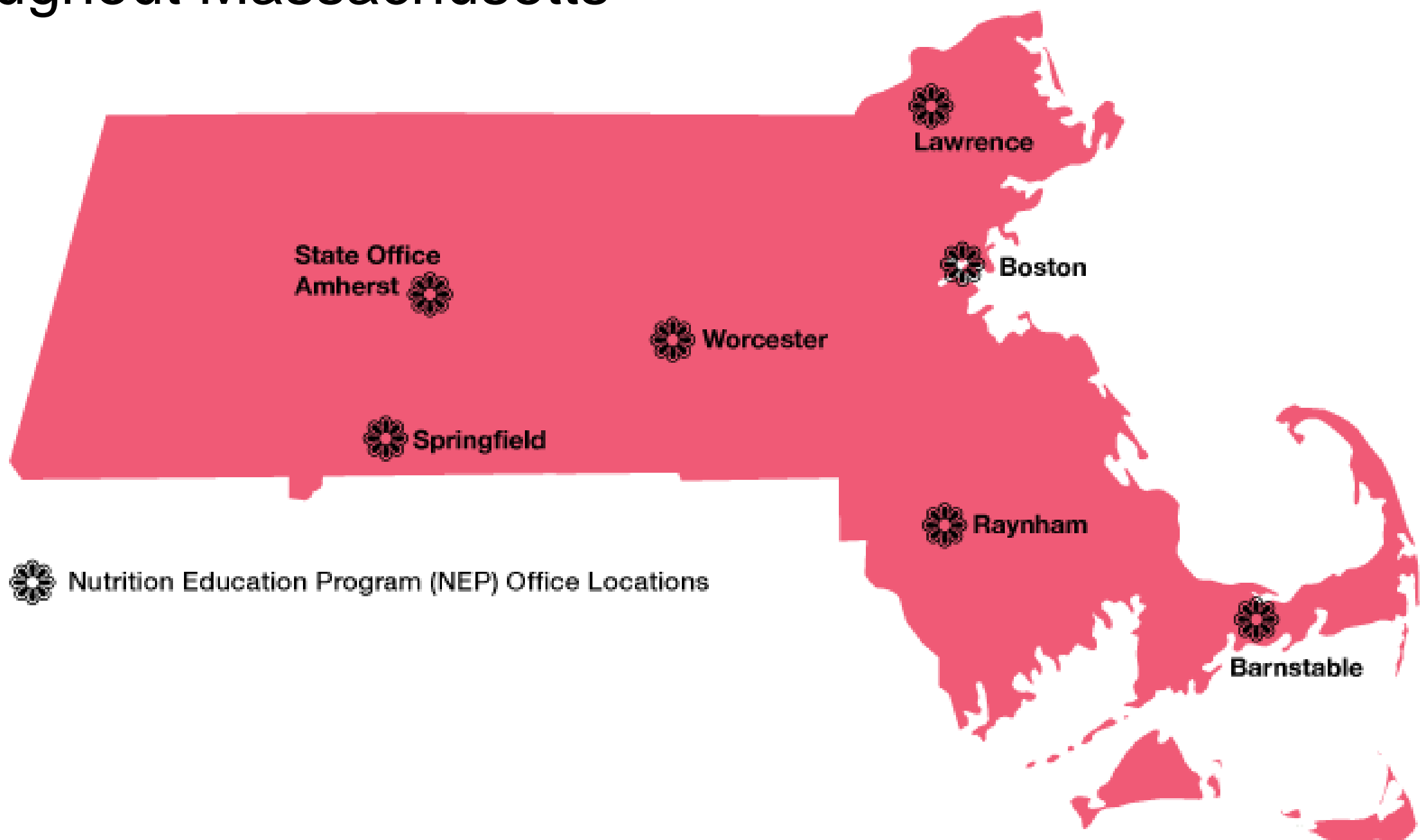
UMass Extension Nutrition Education Program

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Overview

- Umass Amherst program which provides disadvantaged individuals, families, and children with the knowledge and skills for healthier eating
- Collaboration with local organizations, schools, and agencies
- Helps low income families and individuals maximize limited food resources
- Field offices throughout Massachusetts



Programs

SNAP-ED (Supplemental Nutrition Assistance Program Education)

- Nutrition education to help adults and children who are eligible to be SNAP participants make healthy food choices on a limited budget as well as increasing physical activity.
- Program activities include workshops, lessons, food demonstrations, newsletters, and interactive displays

EFNEP (Extended Food and Nutrition Education Program)

- Practical, skill based nutrition education to low-income families with young children and youth under the age of 18 from these families
- Educates adults on enhancing the nutritional quality of the meals they serve their families and children on making healthy food and beverage choices as well as increasing physical activity.
- Education sessions often include group discussion and hands on learning

Collaboration Sites

- SNAP-ED**
- Worcester County:
Boys and Girls Clubs, Department of Transitional Assistance Offices, Farmers' Markets in Worcester and Fitchburg, Fitchburg Public Schools, Friendly House Food Pantry, Regional Environmental Council, The Bridge of Central Massachusetts, Worcester Head Start, Worcester Public Schools, and others
- Middlesex County:
Department of Transitional Assistance Offices, South Middlesex Opportunity Council (SMOC) Child Care and Head Start, The Bridge of Central Massachusetts

Hector Reyes House



EFNEP

- Adult Learning Center, Centro Las Americas, Florence House, Friendly House, Girls Inc., Hector Reyes, Interfaith Hospitality Network, North Village, Pernet, Training Resources of America, Worcester Community Housing, Y.O.U. Inc., Youville House, and others

My Summer Work

- Helped SNAP-ED educators deliver lessons at various sites
- Developed an age appropriate lesson plan for Youth Connect on physical activity including the generation of original materials
- Developed a lesson plan and delivered an hour long talk with the men at Hector Reyes house about MyPlate and label reading
- Researched the connection between Autism Spectrum Disorder and selective eating and gave hour long presentation to WIC nutritionists

Examples of Materials

Worksheet for physical activity lesson (Youth Connect)

Pump it up! Name _____

How much physical activity do I need to make my heart stronger?

- Moderate physical activity for at least 30 minutes every day
 - Defined as activity during which you could still carry on a conversation. Helpful for overall health and reducing risk of heart disease.
 - Examples include shooting around with a basketball or soccer ball, walking, dancing, and chores
 - What are three moderate physical activities you can do during the week?

- Vigorous physical activity at least three times per week for at least twenty minutes
 - Defined as an activity during which you cannot carry on a conversation. Helpful for strengthening your heart.
 - Examples include full court basketball, soccer, jogging/running, fast bicycling
 - What are two vigorous physical activities you can do during the week?

How do you measure your resting pulse?

Each time the heart beats, it forces blood into your arteries. Your pulse is caused by the blood stopping and starting as it goes through your arteries. Your pulse rate equals your heart rate. To get your resting heart rate, lie still for at least one minute, and then place your index and middle fingers on your wrist below your thumb.

Record the number of times your heart beats in fifteen seconds: _____

Then multiply that by four to get your resting heart rate: _____

Now, try moving in place for one minute, and then record the number of times your heart beats in fifteen seconds: _____

Multiply that by four to get your active heart rate: _____

Note the difference between the two heart rates!

Handout for presentation on Autism Spectrum Disorders and Selective Eating (WIC)

Autism Spectrum Disorder and Selective Eating
Jeffrey Larnard
UMass Medical School/UMass Extension

Autism Spectrum Disorder (ASD)
Spectrum of disorders, wide range of presentations

- Life-long neurodevelopmental disorder
- Impaired social behavior and communication skills, repetitive and restrictive behaviors
- Normally diagnosed in early childhood
- Estimated to affect 1/68 children
- Unknown cause
- All demographics, but boys are 5x more likely to be affected
- Often described as picky eaters

Selective/Picky Eating
Children between 1 and 5 have erratic appetites but are able to maintain calorie balance

- Tend to be "neophobic" but accept new foods with repeated, natural exposures
- Many causes of picky eating
 - Characteristics of food, excessive snack and beverage intake, attention seeking behavior, inappropriate feeding techniques, copycat effect, atmosphere of the meal

ASD and Selective Eating
Strong preference for eating starches, snacks, and processed food

- Rejection of almost all fruits and vegetables
- Caused by behavior rigidity?
- Is **anorexia** a contributing factor?
 - Microbiome:** 100 trillion microbial cells living in a person
 - Involved in nutrition, immunity, and possibly the development of disease
 - Specific bacterial species over-represented in fecal DNA from children with ASD
 - Unhealthy **microbiome**=impaired digestion=GI pain and discomfort
 - Possibility that part of food selectively in ASD due to child avoiding foods that would give them pain and discomfort
 - MORE RESEARCH NEEDED

Why should we care?

-Short Term:

- Inadequate energy consumption, weight loss, failure to thrive

-Long Term:

- Weight gain, GI discomfort, iron deficiency anemia, parental stress, **increased** risk of being overweight as an adult
- Children with ASD at risk for protein and calcium deficiencies

Strategies for Selective Eaters

- Allow child to decide how much and what to eat
- Small initial portions
- Choose snacks, and timing of snacks, wisely
- Eat as a family whenever possible
- Change characteristics of food
- Food out for a limited time
- Exercise and play, but not tired or overstimulated
- Limit distractions
- Avoid making discipline an issue at mealtime

Strategies for Selective Eaters with ASD

- Operant Conditioning
- Positive feedback
- Chaining
- Task with high probability of completion before task with low probability of completion
- Shaping
- Performing acts that contribute to the overall task
- Systematic Desensitization
- "Creation of "hierarchies of anxieties" and use of relaxation techniques



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