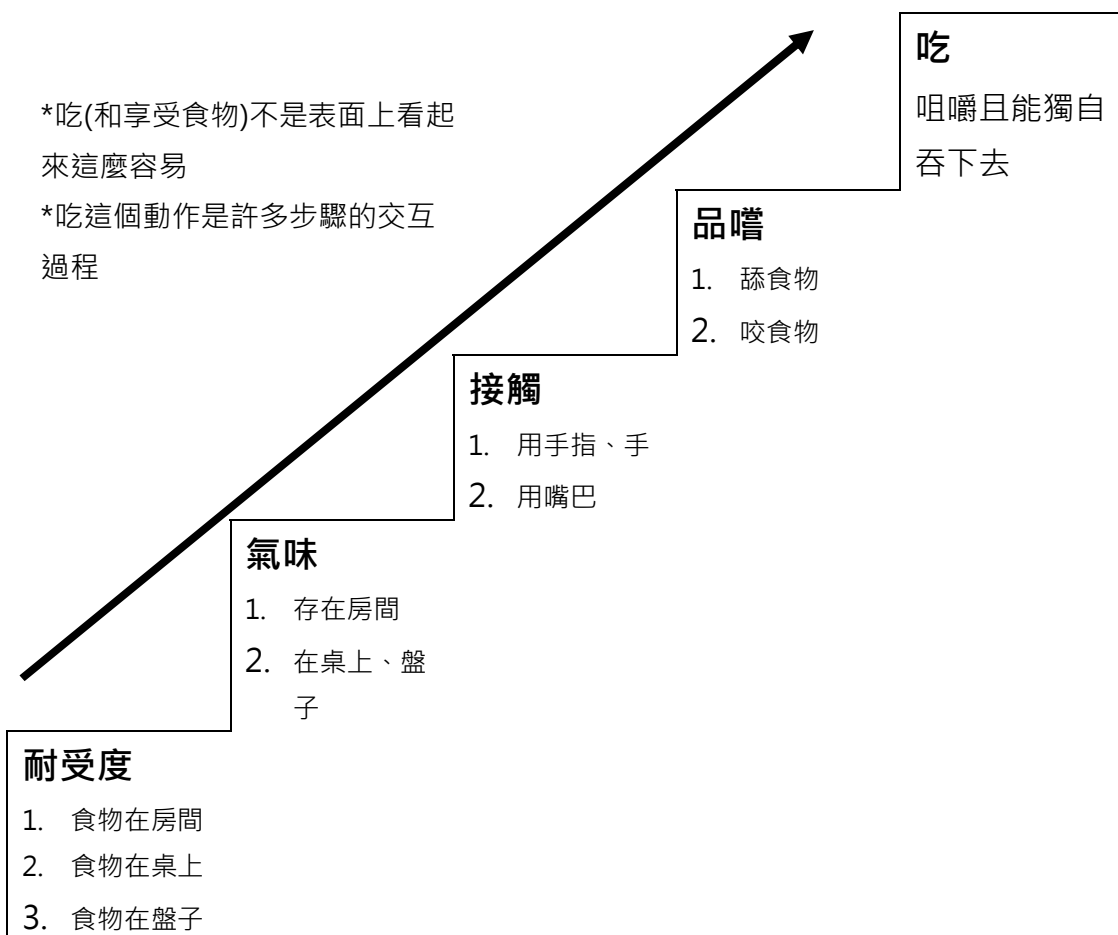


# 自閉症、營養和挑剔的飲食行為

## ☆ 自閉症孩子有一些常見的行為可能會造成飲食的問題

| 行為              | 影響  |
|-----------------|---|
| 對質地.氣味.口味高度敏感   | 拒絕吃有特殊質地.氣味.口味的食物                           |
| 需要「慣例.舊模式」給的安全感 | 拒絕吃看起來不一樣食物，或不吃放在新的容器裡的食物，或拒絕在不同地方使用不同桌子吃飯。 |
| 太容易受外界環境刺激      | 容易分心無法吃飯或不吃                                 |

## ☆ 自閉症孩子對質地、氣味、口味特別敏感，在接受新的食物之前，至少要有 10 個典型的步驟



# 自閉症、營養和挑剔的飲食行為

## ☆挑剔的飲食習慣可能會導致營養危害的原因

- 完全不吃某一個或某幾各食物組合
- 「吃不夠」導致體重減輕或體重無法增加
- 不吃、拒吃這個飲食行為導致家長與小孩間的緊張關係
- 

| 這樣做或許有用……………但不長久                           | 為什麼這樣做不理想                                |
|--|--|
| *用「賄絡」方式要孩子吃東西，比如你跟孩子說：「如果你吃青菜，你就可以吃一些糖果」。 | *這樣的教法會讓孩子認為他不應該如同喜歡糖果一樣喜歡青菜，因為青菜不能引起食慾。 |
| **強迫孩子「咬一口」或「至少吃一口」                        | **這樣的做法會讓孩子對食物與吃產生負面的聯想，千萬別控制強迫孩子。       |

## ☆幫助孩子接受新食物的建議

### 避免給孩子太多選擇：

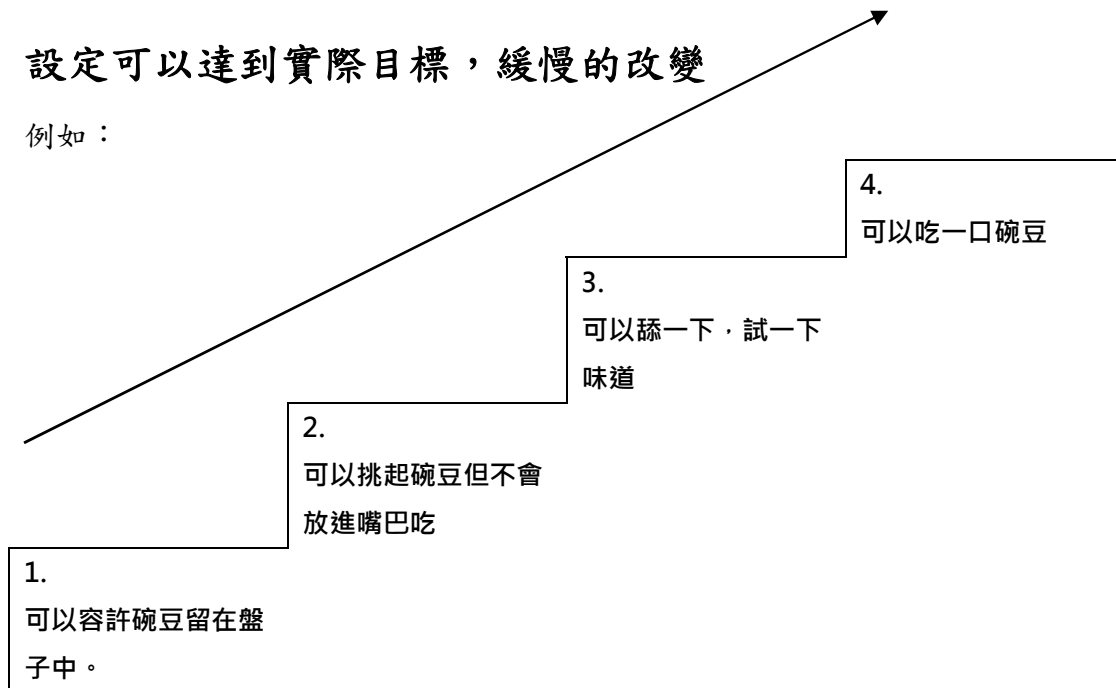
1. 保持相同的用餐時間，使用同樣的盤子或容器，在同樣的地方吃東西。
2. 在同一個時間只提供小量、少數種類食物(約 2-3 種)，避免太多量且太多樣的食物選擇。
3. 只在孩子已經準備好，想吃新的食物時再提供。

循序漸進改變食物，從孩子已經接受的食物中逐步增加相類似的食物，比如孩子吃鹹薄餅，但不吃三明治，首先用鹹薄餅來做三明治，再來用土司來做三明治，最後才用麵包來做三明治。

# 自閉症、營養和挑剔的飲食行為

設定可以達到實際目標，緩慢的改變

例如：



## ☆家長可以這樣請求老師的協助

1. 挑一個「目標食物」當學校點心或午餐，且在家也提供相同的食物。
2. 使用非食物的增強劑(獎勵)，使用食物來當增強劑會讓孩子珍惜這個食物，提高了這個食物的價值，但另一個面相，卻也教孩子不珍惜、貶低了另一個食物。
3. 把飲食行為納入孩子的標記獎勵系統中，標記「目標行為」，如可以讓碗豆留在碗裡，請切記勿拿食物當做最後的獎勵。

資料來源：Originally appeared in Lucas B, Pechstein S and Ogata B, Nutrition concerns of Children with Autism Spectrum Disorders. Nutrition Focus Newsletter 17 (1):1-10. January/February, 2002. Center on Human Development and Disability, University of Washington, Seattle, WA

編譯：彰化啟智學校 汪育珊營養師

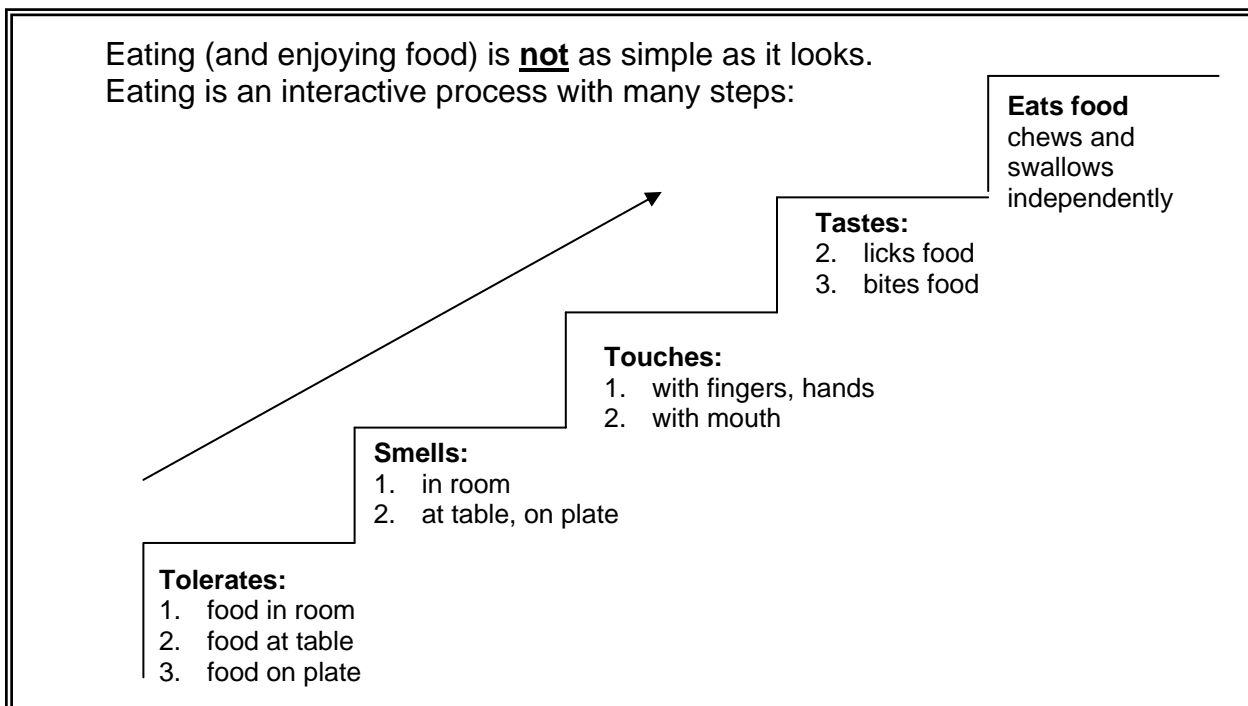
# AUTISM, NUTRITION, AND PICKY EATING...

- Some common behaviors in children with autism can cause problems around food and eating. (Your child may or may not have these behaviors.)

| BEHAVIOR   | HOW IT MIGHT RELATE TO CHILDREN'S EATING  |
|--|---|
| Hypersensitivity to texture, smell, taste        | Refuses to eat foods with specific textures, smells, tastes   |
| Need for routine                                 | Child refuses to eat food that looks "different"... or is in a new bowl ... or is at a different place at the table |
| Overstimulated or overwhelmed by the environment | Child is distracted from meal and does not eat  |

- Typically developing children may need **10** or more exposures to a new food before they will eat it.

**... children with autism who are especially sensitive to tastes, textures, smells, or new things may need even more exposures!**



Adapted from "Steps to Eating" by Kay Toomey, Ph.D., Denver, CO

- It is natural for children to refuse to eat **some** foods at **some** times. This is one way to show independence and to make decisions.
- Picky eating can be a nutrition risk when:
  - One or more food groups is excluded from a child's food pattern
  - "Not enough" food leads to weight loss or lack of weight gain
  - Fights over eating (or not eating) put a strain on parent-child relationships

## WHAT MAY WORK

### ..but not in the long run

"Bribing" your child to eat a food.  
(*"If you eat your vegetables, you can have some candy."*)

Forcing your child to *"take a bite"* or *"have at least one taste."*

## WHY THIS IS NOT IDEAL

Teaches your child that he/she shouldn't like vegetables as much as candy, because vegetables are less desirable

Creates negative associations with food and eating.  
Takes control away from your child.

### Suggestions for helping your child to enjoy new foods

Avoid overwhelming your child with too many changes:

1. Keep mealtimes constant. Use the same plates and utensils. Eat at the same place and at the same time.
2. Offer small servings of a few (2-3) foods at one time...avoid offering TOO MUCH FOOD and TOO MANY CHOICES
3. Offer new foods along with foods your child already likes to eat

Introduce foods in forms that are similar to foods your child eats, and make changes gradually.

For example, if your child eats crackers, but not sandwiches:

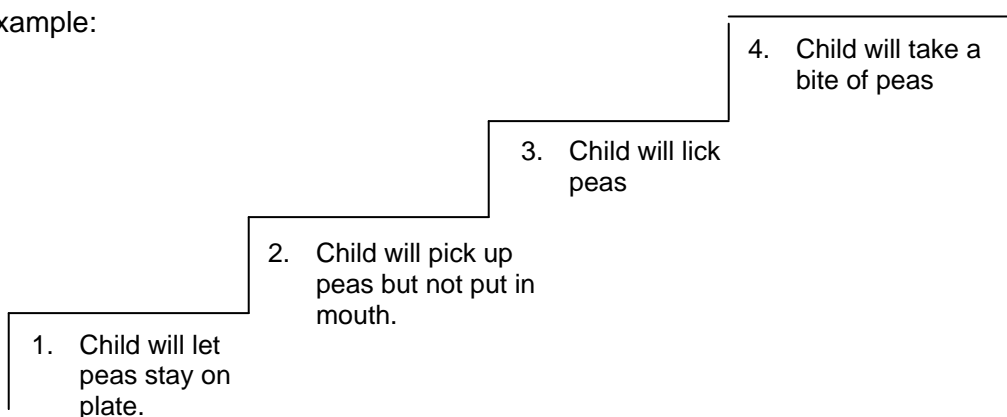
First offer sandwiches made with crackers

Then, offer sandwiches made on toast

Finally, offer sandwiches made with bread

Expect *slow* changes. Follow your child through the steps of the process...set realistic goals.

For example:



Ask your child's teacher for help.

1. Pick one "goal food" to offer at snack time and/or lunch. Offer this same food at home.
2. Use non-food reinforcers. Using food as a reinforcer teaches your child to value this food—and can teach your child not to value other foods.
3. Incorporate eating behaviors into your child's token reward system—a token for a "goal behavior," such as leaving peas on plate. Remember NOT to use food as the end reward!