

## RAINBOW KIDS MEALTIME SCALE

Circle all behaviors you typically observe during mealtimes.

RED	ORANGE	YELLOW
<b>Sensory Motor</b>		
<b>Positioning:</b> Reclines on back, tummy or side at an angle of less than 45 degrees. Supported semi-sitting position, reclining at an angle of 45 to 90 degrees.	<b>Positioning:</b> Sitting, with the seat back at 90 degrees & some form of external support (belts, pillows, tray, person).	<b>Positioning:</b> Sitting, with the seat back at 90 degrees. Secured by the high chair. Seat belt for safety, not support.
<b>Acceptable Foods:</b> Only liquids from the one or two delivery systems (e.g. bottle/breast/favorite cup). Will accept a limited number of pureed foods.	<b>Acceptable Foods:</b> Begins exploring more textures and flavors - liquids, pureed foods, junior foods, or ground and mashed table foods.	<b>Acceptable Foods:</b> Wants to try what others are eating. Accepts liquids and coarsely chopped table foods, including easily chewed meats
<b>Eating &amp; Drinking Independence:</b> Holds onto bottle with two hands. Holds onto cup handles (not drinking from cup). Depends on caretakers for all feedings.	<b>Eating &amp; Drinking Independence:</b> Drinks from cup held by an adult. Holds own bottle to drink. Puts food in mouth with fingers. Holds spoon palm down (pronated grasp).	<b>Eating &amp; Drinking Independence:</b> Holds cup to drink when adult places it in hand. Tips cup too fast and spills liquid. Puts filled spoon in own mouth. Partially fills spoon. Loses contents before reaching mouth. Frequent drops and spills.
<b>Oral Motor</b>		
<b>Coordination:</b> Sequences 2 to 20 sucks from the breast or bottle before pausing to breathe or swallow. Swallowing follows sucking with no discernible pauses when hungry. Occasional coughing or choking indicates developing coordination of suck, swallow, and breathe.	<b>Coordination:</b> Long sequences of suck, swallow, and breathe, with breast, bottle, cup. Up to 3 sucks before stopping and pulling away. From cup, may have continuous sucks followed by uncoordinated swallowing. Larger mouthfuls result in choking or coughing. Loses much liquid.	<b>Coordination:</b> From a cup, swallow follows suck with no pause. Sequences at least 3 suck-swallows when thirsty. Less than 1 ounce taken during each suck-swallow. Some coughing and choking if liquid flows too fast.
<b>Swallowing &amp; Drooling:</b> Swallows thin liquid. May refuse soft or pureed foods. Primitive suckle-swallow response to move semi-solid food into the pharynx. Some food pushed out of the mouth. Periodic choking, gagging, or vomiting. Rarely drools because of minimal saliva production.	<b>Swallowing &amp; Drooling:</b> Swallows liquid from a cup with extension retraction (suckling pattern). Swallows some thicker pureed foods and tiny, soft noticeable lumps. May drool if babbling, using hands, teething, or eating.	<b>Swallowing &amp; Drooling:</b> Swallows liquid from a cup with intermittently elevated tongue (suck pattern). Swallows ground, mashed or chopped table foods with noticeable lumps. Minimal loss of liquid, food or saliva while chewing, drinking, & removing cup from lips. May drool when teething.
<b>Lips &amp; Cheeks:</b> Does not take food from a spoon. Uses extension-retraction movement (suckle-swallow pattern) as food approaches or touches the lips. Lips do not assist in food removal.	<b>Lips &amp; Cheeks:</b> Lips begin to draw slightly inward with food on them. Cheek and lip tighten asymmetrically when chewing. Lips open for swallow. Lips remove food from spoon. Loses liquid when drinking.	<b>Lips &amp; Cheeks:</b> Swallows with easy lip closure. Lips and cheeks active during chewing, cleaning, & transferring a wider variety of foods. Corner of lips and cheek draw inward to control food.
<b>Tongue:</b> Tongue may protrude slightly through the lips. Primitive suckle-swallow response moves soft or pureed foods into the pharynx. Foods pushed out of the mouth.	<b>Tongue:</b> Tongue rests quietly to accept the spoon. Sucking alternates with the munching/chewing patterns. Gross rolling movements or simple horizontal transfers of food. Tongue protrusion between teeth or gums. Minor losses of food occur.	<b>Tongue:</b> Transfers food from the center to both sides of the mouth. Swallows with a sucking pattern. Tongue protrusion with difficult food transfers or beneath cup to provide some additional stability. May lose liquid during sucking.
<b>Jaw &amp; Chewing:</b> Primitive phasic bite-and-release pattern. No controlled, sustained bite. Reverts to sucking instead of biting. Begins munching with a regular, stereotypic rhythm and intermittent vertical movements.	<b>Jaw &amp; Chewing:</b> The jaw remains quiet in a stable, open position until the spoon enters the mouth. Diagonal rotary movement of jaw can occur. Holds foods without biting all the way through. Alternates holding and biting.	<b>Jaw &amp; Chewing:</b> Uses teeth or gums to clean food from lower lip. Uses controlled sustained bite on soft foods. May still use phasic bite or sucking on harder foods. Smooth, coordinated diagonal rotary movements. Playful biting on the spoon.
<b>Participation</b>		
<b>Mealtime Dynamics:</b> On demand feedings. Adults must follow cues for start & stop. Play after feeding. Put to bed when drowsy, not asleep.	<b>Mealtime Dynamics:</b> Accepts mealtimes on a flexible schedule. Introduce solid foods at when infant can control head & trunk to accept or refuse food. Enjoys fun feeding interactions.	<b>Mealtime Dynamics:</b> Accepts schedule of meals/snacks every 2-3 hours with only water between meals. Gets messy when exploring foods and utensils. Enjoys eating with others.
<b>Social &amp; Communication Skills:</b> Totally absorbed in eating. Gazes at person providing food. Smiles at person providing food. Makes eye contact.	<b>Social &amp; Communication:</b> Looks at other people & babbles during mealtimes. Stops when told "no".	<b>Social &amp; Communication:</b> Gives food and utensils when asked for them. Points to food choices.

## RAINBOW KIDS MEALTIME SCALE

CHARTREUSE	GREEN	TEAL
<b>Sensory Motor</b>		
<b>Positioning:</b> Sitting in a raised chair at adult table or in a small chair at a child's table. Highchair no longer needed for safety and security.	<b>Positioning:</b> Sitting in a raised chair at adult table or in a small chair at a child's table. Highchair no longer desired for safety and security.	<b>Positioning:</b> Sitting in a raised chair at adult table or in a small chair at a child's table. Highchair no longer desired for safety and security.
<b>Acceptable Foods:</b> Liquids and coarsely chopped table foods. Tolerates chewier meats and some raw vegetables & fruits. Portions based on child's hand size. No restrictions except for desserts.	<b>Acceptable Foods:</b> Liquids and coarsely chopped table foods, including most meats and many raw vegetables & fruits. Portions based on child's hand size. No restrictions except for desserts.	<b>Acceptable Foods:</b> Liquids and coarsely chopped table foods, including most meats and most raw vegetables & fruits. Portions based on child's hand size. No restrictions except for desserts.
<b>Eating &amp; Drinking Independence:</b> Fills spoon. Turns spoon in mouth. Still spilling and dropping food. Sucks from a straw. Drinks from a cup. Still spilling when putting cup on table.	<b>Eating &amp; Drinking Independence:</b> Puts food in mouth without turning over spoon. Beginning to use fork. Drinks from a glass held in one hand	<b>Eating &amp; Drinking Independence:</b> Drinks from a glass held in one hand
<b>Oral Motor</b>		
<b>Coordination:</b> From a cup, swallowing follows sucking with no pause. Well-coordinated pattern with rare occurrences of coughing and choking. Sequences at least three suck-swallows of one ounce or more without a major pause.	<b>Coordination:</b> From a cup, swallowing follows sucking with no pause. Well-coordinated pattern with rare occurrences of coughing and choking. Sequences at least three suck-swallows of one ounce or more without a major pause.	<b>Coordination:</b> From a cup, swallowing follows sucking with no pause. Well-coordinated pattern with rare occurrences of coughing and choking. Sequences at least three suck-swallows of one ounce or more without a major pause.
<b>Swallowing &amp; Drooling:</b> Swallows solid foods with easy lip closure, tongue tip elevation and occasional tongue protrusion. No loss of food or saliva. May drool when teething.	<b>Swallowing &amp; Drooling:</b> Skillfully swallows foods that have a combination of textures with no loss of food or saliva.	<b>Swallowing &amp; Drooling:</b> Skillfully swallows foods that have a combination of textures with no loss of food or saliva.
<b>Lips &amp; Cheeks:</b> Upper lip closes on edge of the cup when drinking. Closes lips for chewing to prevent food from falling out. May lose food or saliva while chewing.	<b>Lips &amp; Cheeks:</b> No longer loses food or saliva. Adequate lip movement and easy lip closure when needed to retain the food during chewing.	<b>Lips &amp; Cheeks:</b> No longer loses food or saliva. Adequate lip movement and easy lip closure when needed to retain the food during chewing.
<b>Tongue:</b> Does not protrude from the mouth or rest beneath the cup during sucking. Some simple tongue protrusion may continue during swallowing. No extension-retraction movements of the tongue.	<b>Tongue:</b> Makes free, sweeping motions to clean food from the upper or lower lips. Smooth transfers of food from one side of mouth to the other. Elevation and depression independent of jaw movement. Protrusion with difficult food transfers. Consistent tongue tip elevation for swallow.	<b>Tongue:</b> Makes free, sweeping motions to clean food from the upper or lower lips. Smooth transfers of food from one side of mouth to the other. Elevation and depression independent of jaw movement. Protrusion with difficult food transfers. Consistent tongue tip elevation for swallow.
<b>Jaw &amp; Chewing:</b> Controlled, sustained bite with harder foods. Less associated arm and leg movements & pulling head backward into slight extension to assist with bite. Opens the mouth wider than necessary to bite foods of various thicknesses.	<b>Jaw &amp; Chewing:</b> Controlled, sustained bite. Keeps head in midline even if food enters on the side of the mouth. Opens jaw to accommodate foods of various thicknesses. Uses a variety of diagonal rotary movements. Circular rotary movements occur when transferring food across the midline. Slight lateral movements of the jaw may occur.	<b>Jaw &amp; Chewing:</b> Controlled, sustained bite. Keeps head in midline even if food enters on the side of the mouth. Opens jaw to accommodate foods of various thicknesses. Uses a variety of diagonal rotary movements. Circular rotary movements occur when transferring food across the midline. Slight lateral movements of the jaw may occur.
<b>Participation</b>		
<b>Mealtime Dynamics:</b> Follows schedule and routines. May refuse food. Can choose from available choices when provided with one acceptable food at every meal. Accepts water between meals/snacks.  Avoid making special dishes or using food as a reward or to calm child to prevent later eating issues.	<b>Mealtime Dynamics:</b> Follows schedule and routines. May refuse food. Can choose from available choices when provided with one acceptable food at every meal. Accepts water between meals/snacks.  Avoid making special dishes or using food as a reward or to calm child to prevent later eating issues.	<b>Mealtime Dynamics:</b> Follows schedule and routines. May refuse food. Can choose from available choices when provided with one acceptable food at every meal. Accepts water between meals/snacks.  Avoid making special dishes or using food as a reward or to calm child to prevent later eating issues.
<b>Social &amp; Communication:</b> Names some food items or people sharing meals. Refuses or complains about food.	<b>Social &amp; Communication:</b> Asks for food by name. Listens to stories. May tell own immediate experiences.	<b>Social &amp; Communication:</b> Asks for food by name or in simple sentences, "I want..." Takes dishes to sink.

## RAINBOW KIDS MEALTIME SCALE

TURQUOISE	BLUE	INDIGO
<b>Sensory Motor</b>		
<b>Positioning:</b> Sits with peers at small tables. Continues to use a booster seat at family mealtimes.	<b>Positioning:</b> Sits with peers at small tables. Continues to use a booster seat at family mealtimes.	<b>Positioning:</b> Uses regular chairs at table. May refuse booster seat even if needed.
<b>Acceptable Foods:</b> Regular table food. Make sure food is cut into bite-size pieces. Keep portion sizes small (based on child's hand size).	<b>Acceptable Foods:</b> Regular table food. Make sure food is cut into bite-size pieces. Keep portion sizes small (based on child's hand size).	<b>Acceptable Foods:</b> Regular table food. Learning to cut food into bite size pieces. Keep portion sizes small (based on child's hand size).
<b>Eating &amp; Drinking Independence:</b> Holds spoon with fingers and rotates to keep from spilling on the way to mouth (supination). Also uses fingers. Drinks from a glass held in one hand.	<b>Eating &amp; Drinking Independence:</b> Holds fork. Uses fingers in 3-jaw chuck pattern. Chooses appropriate utensils. Also uses fingers. Drinks from a glass held in one hand. Pours from pint containers.	<b>Eating &amp; Drinking Independence:</b> Learning to use knife and fork to cut food into bite size pieces. Able to pour liquids from a 2 quart container.
<b>Oral Motor</b>		
<b>Coordination:</b> Takes liquids from a cup. Swallowing follows sucking with no pause. Sequences 3 suck/swallows of 1 oz. without pause. Rarely coughs or chokes.	<b>Coordination:</b> Takes liquids from a cup. Swallowing follows sucking with no pause. Sequences 3 suck/swallows of 1 oz. without pause. Rarely coughs or chokes.	<b>Coordination:</b> Takes liquids from a cup. Swallowing follows sucking with no pause. Sequences 3 suck/swallows of 1 oz. without pause. Rarely coughs or chokes.
<b>Swallowing &amp; Drooling:</b> Skillfully swallows foods that have a combination of textures with no loss of food or saliva. No longer drools when attempting challenging tasks.	<b>Swallowing &amp; Drooling:</b> Skillfully swallows foods that have a combination of textures with no loss of food or saliva. No longer drools when attempting challenging tasks.	<b>Swallowing &amp; Drooling:</b> Skillfully swallows foods that have a combination of textures with no loss of food or saliva. No longer drools when attempting challenging tasks.
<b>Lips:</b> No longer loses food or saliva. Adequate lip movement and easy closure when needed to retain food when chewing.	<b>Lips:</b> No longer loses food or saliva. Adequate lip movement and easy closure when needed to retain food when chewing.	<b>Lips:</b> No longer loses food or saliva. Adequate lip movement and easy closure when needed to retain food when chewing.
<b>Tongue:</b> No observable extension-retraction pattern or tongue protrusion even with difficult transfers of food.	<b>Tongue:</b> No observable extension-retraction pattern or tongue protrusion even with difficult transfers of food.	<b>Tongue:</b> No observable extension-retraction pattern or tongue protrusion even with difficult transfers of food.
<b>Jaw &amp; Chewing:</b> Controlled sustained bite. Keeps head in midline. Opens jaw to accommodate food size. Uses variety of diagonal and rotary chewing patterns.	<b>Jaw &amp; Chewing:</b> Controlled sustained bite. Keeps head in midline. Opens jaw to accommodate food size. Uses variety of diagonal and rotary chewing patterns.	<b>Jaw &amp; Chewing:</b> Controlled sustained bite. Keeps head in midline. Opens jaw to accommodate food size. Uses variety of diagonal and rotary chewing patterns.
<b>Participation</b>		
<b>Mealtime Dynamics:</b> Accepts more variety at mealtimes. May explore new foods for several meals before eating them. Does best with set routines. Accepts water between meals/snacks. Can serve own food from larger dishes. May eat small servings some days and ask for seconds on other days. Expect some messiness. Excuse child from table when finished eating.  Serve only single helpings of dessert and avoid using desserts as a reward for eating other foods.	<b>Mealtime Dynamics:</b> Accepts more variety at mealtimes. May explore new foods for several meals before eating them. Does best with set routines. Accepts water between meals/snacks. Can serve own food from larger dishes. May eat small servings some days and ask for seconds on other days. Expect some messiness. Excuse child from table when finished eating.  Serve only single helpings of dessert and avoid using desserts as a reward for eating other foods.	<b>Mealtime Dynamics:</b> Does best with set routines. Shares meals and snacks with others. Can choose from available foods at mealtimes. Accepts limited variety of snacks between meals. Accepts only water between meals/snacks. Participates in set-up, clean-up and meal preparation.  Avoid eating in front of TV or computer.
<b>Social &amp; Communication:</b> Plays with food. Likes to talk about self.	<b>Social &amp; Communication:</b> Tells stories. Exchanges comments with peers.	<b>Social &amp; Communication:</b> Tells stories. Exchanges comments with peers.