

Issue identified	Adaptation made	Original SFS Example	SFS-ECEC Example
<p>Children are enrolled in childcare for differing numbers of days per week. A reference period of one week would not be sufficient to assess usual intake for a child attending only one day per week.</p>	<p>Change in reference period for capturing ‘usual’ intake</p>	<p>Reference period was specified as over the last week</p>	<p>Reference period was specified as over the last month</p>
<p>Paper-based survey administration (deemed most pragmatic for the current study setting) required flexibility in frequency response options to accommodate: a) children attending care less frequently than 5 days per week, b) foods that may not be served weekly; and c) the potential for an item to not be provided by the service</p>	<p>Change in frequency response options based on food groups being assessed</p>	<p>Response options for all food groups:</p> <ul style="list-style-type: none"> - ___servings per day - ___servings per week - ___servings per month 	<p>Response options for fruit, vegetables, breads and cereals, dairy:</p> <ul style="list-style-type: none"> - ___times per day - ___times per week - doesn’t eat <p>Response options for meat and meat alternatives, and discretionary:</p> <ul style="list-style-type: none"> - ___times per week - ___times per month - doesn’t eat/never/not provided by service

<p>Educators may not have knowledge of serving sizes for each food group, but are likely able to provide assessment of frequency of foods.</p>	<p>Change in terminology from ‘servings’ to ‘times’.</p>	<p>“How many servings of <food> does your child usually eat <per time frame>?”</p>	<p>“How many times does the child usually eat <food>?”</p>
<p>Children are often served smaller serving sizes than adults, therefore one time may not be equivalent to one serving</p>	<p>Inclusion of portion size questions to enable more accurate estimation of child servings</p> <p>For example, 1 portion = ½ AGHE serve (accounted for in analysis)</p>		<p>“When the child eats <food>, please estimate how much they would usually eat at one time (i.e. at one meal or snack).”</p> <p>Response options:</p> <ul style="list-style-type: none"> - 1/2 portion - 1 portion - 2 portions - doesn’t eat
<p>Educators may not have knowledge of what foods belong in each individual food group</p>	<p>Addition of examples of foods within each food group</p>		<p>Salad vegetables - Includes green leafy and all raw salad vegetables e.g. cherry tomatoes, cucumber, capsicum, lettuce, celery, carrot, beetroot</p>

<p>Certain foods commonly served in childcare services are missing from the original SFS</p>	<p>Items assessing consumption of 'missing' foods added</p>		<p>“How many times does the child usually eat plain crackers and crispbreads?”</p> <p>“How many times does the child usually eat fish?”</p>
<p>Certain foods included in SFS are not commonly served in childcare</p>	<p>Removed/merged redundant response options</p>	<p>“What type of spread does your child usually have?”</p> <p>Response options:</p> <ul style="list-style-type: none"> - butter - table margarine - unsaturated margarine - doesn't have spread 	<p>“What type of spread does the child usually have?”</p> <p>Response options:</p> <ul style="list-style-type: none"> - butter - margarine - doesn't have spread
<p>Educators will require training and/or assistance to complete the tool as accurately as possible</p>	<p>12 page supporting resource for educators developed by the research team</p>		<p>See Appendix B</p>