H9. Food Model Booklet - Spanish

This page has been left blank for double-sided copying

Food Model Booklet (Spanish)

Note to reviewers: Respondents use the Food Model Booklet during the Parent Interview for In-Care Day and Parent Interview for ASA24 Only (Appendices H3/H4 and H11/H12, respectively). The estimated burden reported in the burden disclosure statement on this document is not in addition to the burden of the Parent Interviews. As noted in cell C111 underneath the burden table (Appendix N), no separate burden is associated with the Food Model Booklet.

This page has been left blank for double-sided copying.

Description:

The food model booklet was developed by the Agricultural Research Service of the United States Department of Agriculture for use in the National Health and Nutrition Examination Survey.[1] It is used during the dietary phone follow up interview.

The booklet includes a list of frequently forgotten foods, eating occasions, and pictures of plates, mugs, glasses, bowls, mounds, wedges, grids, circles, a shape chart, and chicken chart to estimate portion sizes of foods consumed.

The booklet is available in English and Spanish.

[1] Centers for Disease Control and Prevention, National Center for Health Statistics. National Health and Nutrition Examination Survey. 2002+ Measuring Guides; Model Name: Food Model Booklet. https://www.cdc.gov/nchs/nhanes/measuring_guides_dri/2002/fmb.htm#:~:text=%20%20%20Product%20Information%20%20,%20Food%20Model%20Booklet%20%20%20USDA%20

Índice

Los dibujos en este folleto se usan para describir las cantidades de los alimentos y bebidas que usted comió o bebió.

1 PARA AYUDARLE A USTED EN LA ENTREVISTA…

El período de tiempo de 24 horas del ingesta de alimentos durante el día de ayer, alimentos que frecuentemente se olvidan, y horas de comida.

2 VASOS Y TAZONES… para bebidas tales como leche, refrescos, jugo, café, chocolate, y té

Cuatro páginas con dibujos de vasos y tazones identificados en la parte de arriba por G1 – G8 y MG1 – MG3. Líneas y letras de colores representan diferentes cantidades.

3 PLATOS HONDOS… para alimentos tales como cereal, sopa, guisos, y palomitas de maíz

Dos páginas con dibujos de platos hondos identificados en la parte de arriba por B1-B5. Líneas y letras azules representan diferentes cantidades.

4 MONTONES… para alimentos tales como mantequilla, mayonesa, ketchup, guisos, verduras, fideos, y arroz

A la izquierda, dibujos de dos grupos de montones pequeños y porciones identificados como M1 – M2. A la derecha, tres páginas con montones más grandes identificados como M3 – M9 sobre páginas transparentes para ayudarle a visualizar sus alimentos sobre un plato. Use parte de un montón, un solo montón, o más de un montón para describir cuánto comió usted.

5 CÍRCULOS… para alimentos redondos tales como panqueques y tortillas

Un grupo de círculos de color identificados como C1 – C9, que van desde 1 pulgada hasta 9 pulgadas de lado a lado. Use cualquier círculo o un tamaño entre dos círculos para describir su alimento.

6 CUADRICULADO… para alimentos tales como lasaña, pastel de carne, pastel de chocolate y nueces, y pan de maíz

Un cuadriculado de 5 por 5 pulgadas. Para usar el cuadriculado, imagine su alimento colocado en la esquina junto a la estrella. Use los números de los lados del cuadriculado para describir el largo y el ancho de su alimento.

Grosor… En la página opuesta, doce bloques negros identificados como T1 – T12, que van desde 1/8 de pulgada hasta 1-1/2 pulgada de alto para describir la altura de su alimento.

7 TRIÁNGULOS… uno pequeño para alimentos tales como pastel y bizcocho, y uno grande para piza

Dos triángulos sobre páginas transparentes para ayudarle a visualizar su alimento sobre un plato. Para usar los triángulos, ponga la flecha en la línea de abajo. Imagine la punta de su alimento en la esquina junto a la estrella. Primero dígale al entrevistador el número de la línea de abajo que es igual al largo de su alimento. Después, con el dedo sobre ese número, mueva la flecha hacia arriba hasta que el espacio entre la flecha y la línea de abajo se parezca al tamaño de su trozo de alimento. Dígale al entrevistador la letra que queda más cerca de la flecha.

8 Formas y presas de pollo…

Dibujos de un rectángulo, un cilindro, y triángulos que muestran cómo describir la dimensión de los alimentos, y fotos de una pechuga de pollo, ala, y muslo que muestra cómo describir las presas de pollo.

Alimentos Frecuentemente Olvidados

Café, té, refrescos o sodas, leche, jugos

Cerveza, vino, cocteles, alguna otra bebida alcohólica

Galletas dulces, dulces, helado, otros dulces/repostería

Papitas/papitas fritas, galletas saladas, palomitas de maíz, pretzels, nueces, u otro tipo de meriendas

Frutas, vegetales, queso

Panes, panecillos, tortillas

Horas de Comida

Desayuno

Almuerzo

Comida

Merienda

Cena

Entre comidas

Botana

Bocadillo

Tentempie

Bebida

Dar de comer – infantes solamente

Alguna otra cosa

GLASSES (G1-G8). There are 8 glasses of various sizes and shapes on 3 pages of the booklet as shown in the examples below (Exhibit 6-65). The glasses will be used most often to report the amounts of liquids, but may also be used to report solid foods. You will ask SPs to choose the glass that best represents the volume of the beverage they drank and identify the glass and the amount by the label and the red lettered level line. If they report a quantity between the lines, enter it in OS.

Exhibit 6-65. 2D glasses

Glass instructions - Behind Tab 2 of the FMB are three pages of glasses. Choose one and then tell me the number and the red line that shows the amount you drank.

MUGS (MG1-MG3). There are three different sizes of mugs (Exhibit 6-66). The mugs will be used most often to report the amounts of liquids, but may also be used to report the amounts of solid foods. Have the SPs choose the mug that best represents the volume of the beverage they drank and identify the amount by the label and the green lettered level line for that volume. If they enter a quantity between the lines, enter it in OS.

Exhibit 6-66. 2D mugs

Mug instructions - Turn to the mugs on the front of Tab 3. There are three mugs on this page. Choose one and then tell me the number and the green line that shows the amount you drank.

BOWLS (B1-B5). There are 5 bowls of varying sizes on 2 pages of the booklet. An example is shown below (Exhibit 6-67). The bowls are used to report both liquid and solid foods such as soup, spaghetti, and vegetables. As with the glasses and the mug pages, each bowl is labeled and has blue lettered level lines. Ask the SPs to choose the bowl that best represents the size of the vessel they ate from and report the label and the blue lettered level lines for the volume. If the SP reports an amount protruding from the top, have them estimate using another model. If they report a quantity between the lines, enter it into OS.

Exhibit 6-67. 2D bowls
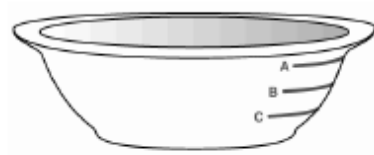
Bowl instructions – Behind Tab 3, there are two pages of bowls. Choose one and then tell me the number and the blue line that shows the amount you ate.

PATS and SPREADS (M1 and M2). There is 1 page of spreads (Exhibit 6-68). There are 2 knives on the page with a pat on the knife and a spread below it. The pats and spreads at each knife are the same amounts. Use the pats and spreads to estimate small amounts of food such as butter, jam, cream cheese, mayonnaise, and peanut butter. Have the SP report the label that best represents the amount consumed. Do not ask the SP whether it was a spread or pat.
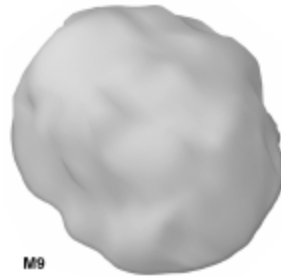
Exhibit 6-68. 2D pats and spreads

M2

Pat/spread instructions – Behind Tab 4, on the left, are drawings of pats and spreads. Please tell me the one that looks like the amount you ate. If none of these look like the amount you ate, it is okay to use part of one or more than one.

MOUNDS (M3-M9). There are 7 mounds of increasing size on 3 pages of the booklet (Exhibit 6-69). The mounds will be used for foods that mound on a plate such as spaghetti, vegetables, and potato salad. Within the booklet these mounds are on a see-through sheet with a plate beneath them. You may have the SP pick the sheet up if it helps him to visualize his food better. Each mound is identified with a label. Have the SP report the label of the mound that best represents the amount of food he consumed. The SP may report part of a mound or combinations of mounds.

Exhibit 6-69. 2D mounds

M9

Mound instructions – Behind Tab 4 on the right are three pages of drawings that represent different amounts of food. Please tell me the one that looks like the amount you ate. If none of these look like the amount you ate, it is okay to use part of one or more than one.

CIRCLES (C1-C10). There are 10 circles from 1" to 10" in diameter on one page of the booklet (Exhibit 6-70). Circles C1-C9 are on a see-through sheet with a plate beneath them. The plate represents the 10" circle. Use the circles to estimate the diameter of round foods such as tortillas, pancakes, biscuits, and pies. The circles, like the mounds, are on a see-through page with the plate beneath. As with the mounds, you may have the SP pick up the sheet and lay it on the plate if that helps them to visualize the amount they ate. Have the SP choose the circle that best represents the size of his food. The SP may report the label or the color of the circle (for example, C3 or red). A size between two circles may also be reported.

Exhibit 6-70. 2D circles
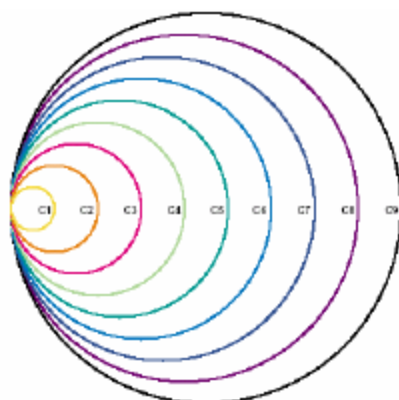
Circle instructions – Behind Tab 5 is a set of colored circles that you can use to estimate the size of your (FOOD). If the size of your food was between two circles, tell me that.

GRID. The grid is on one see-through page with a plate beneath and is a square with 1-inch columns and rows with ½ inch delineations (Exhibit 6-71). Use the grid to estimate the dimensions of foods such as meatloaves, cake, or brownies. There is a star in the lower left-hand corner so that the SP can orient his food and visualize it on the grid. The SP may report the number on each side of the grid, or between the numbers. It does not matter which side is used to report length or width.

Exhibit 6-71. 2D grid
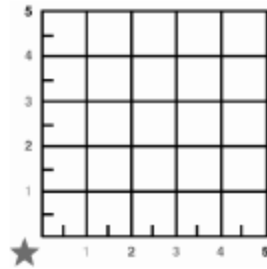
Grid instructions – Behind Tab 6, there is a grid you can use to estimate the size of your (FOOD). Imagine your (FOOD) is placed in the corner next to the star. Estimate its size by using the numbers or colors on each side of the grid.

WEDGES. There are two wedges: a large 9" long wedge and a small 5" long wedge (Exhibit 6-72). Each wedge has an overlapping arrow pointer that moves along the arc of the wedge. The wedge has a star in the lower-left corner so that the SP can orient his food and visualize it on the wedge.

- The **small wedge** is 5 inches in length. Use the numbered increments along the length (radius) of the wedge and move the arrow to the alphabetized segments to estimate the size of wedge shaped foods (e.g., 5E). This wedge is used primarily for cakes and pies.

- The **large wedge** is 9 inches in length. Use the numbered increments along the length (radius) of the wedge and move the arrow to the alphabetized segments to estimate the size of wedge shaped foods (e.g., 9E). This wedge is used primarily for pizza.

Introduce the wedge by saying something like "Now let's recreate your piece of (Food)."

Exhibit 6-72. 2D wedge
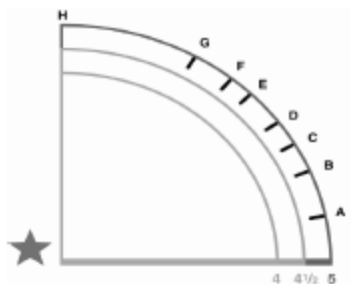
Wedge instructions. Behind Tab 7 are two wedge shapes. Use the (small/large) one for your (FOOD). Move the arrow to the bottom line. Now, imagine the tip of your food in the corner next to the star. Starting from the large purple star, use the numbers on the bottom line to tell me the length of your (FOOD). Now with your finger on the arrow at that number, move the arrow up until the space between the arrow and the bottom line looks like the size of the piece you ate. Tell me the letter that is closest to the point of the arrow.

THICKNESS BLOCKS. The thickness blocks are located to the left of the circle, grid, and wedge pages (Exhibit 6-73). They are labeled with the size in inches. For example, 'T3' equals 3/8" thick. Have the SP use these blocks to report the height or thickness of foods when it is needed.

Exhibit 6-73. 2D thickness blocks
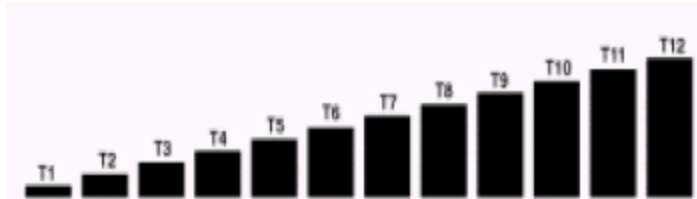
Thickness blocks instructions. Now look at the black blocks on the opposite page. Choose the one that looks like the thickness of your (FOOD) and tell me the number.

SHAPES AND CHICKEN PIECES. This chart is on the last page of the FMB. Use the shapes to describe the amount of food eaten with one or two dimensions. Since there are some foods that are not easily represented by food models, the shapes offer the respondent another alternative. The chart can also be used along with the ruler. Use the chicken pieces to specify the particular part of the chicken consumed.

This page has been left blank for double-sided copying.