

Raising Children with Special Needs to be Competent Eaters

Session 3 Preventing feeding problems in the child with special needs



PREVIOUS SESSIONS

- Session 1
 - Assessing [family of] child with feeding problems
 - Boy , 11 months, on gastrostomy tube learning to eat
- Session 2
 - Treating [family of] child with feeding problems
 - Boy, 14 months, Down Syndrome, eating and growing poorly

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Session 3

Developmental steps in raising a child to
be eating competent

- Feeding in a developmentally appropriate way, based on what the child can do
- How can we feed this child to preserve EC to the greatest extent possible?

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Satter Feeding Dynamics Model (fdSatter) Competency-based

*TRUST MODEL: The child's desire to grow
up motivates him/her to learn how to eat*

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Satter Eating Competence Model (ecSatter): Inclusive definition of eating attitudes and behaviors

1. Positive eating/food attitudes
2. Food acceptance skills
3. Internal regulation skills
4. Food context skills

**January 12, 2012: Preventing Child Overweight and
Obesity: Raising Children to be Competent Eaters**

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CHILDREN ARE BORN WITH CERTAIN EATING CAPABILITIES

Our job is to *preserve* them

- The drive to eat and the inclination to enjoy eating
- The drive to learn to like the food parents eat
- The ability to regulate food intake based on hunger, appetite and satisfaction
- The inclination toward eating in company

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DEVELOPMENTAL PRINCIPLES GUIDING FEEDING PRACTICES	
Infant's developmental milestones	
Infant's age	Developmental tasks
0-3 months	Homeostasis
3-6 months	Regulate sleep states
6-12 months	Begin to explore: Sight, touch, taste, smell



Child's age, developmental tasks


Newborn 0-3 months

Homeostasis

- Remain calm and alert
- Begin to be interested
- Filter stimuli
- Regulate sleep states
- Begin to explore: Sight, touch, taste, smell

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Core tasks: Observe and understand the infant. Respond to infant cues.

- Understand and respect sleep rhythms
- Learn to read and respond to baby's cues
- Time care and feeding for quiet alert state
- Understand baby's own temperament
- Be willing and able to feed on demand

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SLEEP RHYTHMS

- Quiet sleep (no REM)
- Active sleep (REM)
- Drowsy
- **Quiet alert**
- Active alert
- Crying

Ellyn Satter's *Child of Mine*, "Understanding your newborn"

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EATING AND SLEEPING CUES

<p>I'm hungry</p> <ul style="list-style-type: none"> • Curves body toward feeder • Eyes look bright • Rooting reflex 	<p>I'm really hungry</p> <ul style="list-style-type: none"> • Loud feeding sounds • Fusses, is stiff and jerky
<p>I'm full</p> <ul style="list-style-type: none"> • Stops nursing • Eyes look dull • Muscles relaxed 	<p>I'm really full</p> <ul style="list-style-type: none"> • Pushes, turns away • Cries or fusses

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Temperament

- 40% easy
- 15% slow-to-warm-up
- 10% difficult
- 35% no category

THOMAS AND CHESS

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SENSORY ISSUES

- ↑ responsiveness to taste, texture, smell
- Sensitive gag reflex
- Oral-motor limitation
- Cautious temperament

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CHILDREN CAN MASTER THEIR OWN SENSORY ISSUES

They need..

- Developmental readiness
- *Plenty of time*
- Repeated opportunities to learn
- *No pressure*

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HOMEOSTASIS & THE CHILD WITH SPECIAL NEEDS

What works & doesn't work

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Ross ES, Philbin MK. Supporting oral feeding in fragile infants: an evidence-based method for quality bottle-feedings of preterm, ill, and fragile infants. *The Journal of perinatal & neonatal nursing*. Oct-Dec 2011;25(4):349-357; quiz 358-349.

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SOFFI (Supporting oral feeding in fragile infants)

- Child's active participation is necessary to learn coordinated, well-regulated feeding behavior
- SOFFI prioritizes *quality of experience*, not quantity ingested.

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SOFFI (Supporting oral feeding in fragile infants)

In a quality feeding, the infant is

- Safe and comfortable
- Physiologically stable
- Actively participating
- Behaviorally organized generally
- Behaviorally organized with respect to oromotor activity

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Attachment
Homeostasis

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Your jobs and your baby's jobs with breast- and formula-feeding

Do find your baby best, do your feeding jobs and suggest how to doing his eating job.

- Your job is when—deciding whether to breast- or formula-feed.
- Your baby's job is to know, and show you, how much to eat, everything else.

Your baby can do almost himself. He (she) knows about appetite. He (she) knows that full you when you're not full. He (she) knows when to take more with his (her) own ideas from your baby.

You do your jobs

- ☐ Feed your baby
- ☐ Touch his chin
- ☐ Sit still and feed
- ☐ Notice which sounds and touches let him stay awake and calm.
- ☐ Let him stop sucking to rest, "talk," or burp.
- ☐ Let him go back to eating after he pauses.
- ☐ Let him eat as much or as little as he wants.
- ☐ Stop feeding when he shows he is done.
- ☐ Help him to stay awake during the feeding by looking, talking or singing.

You don't help him do his feeding

- ☐ Feed your baby on a schedule.
- ☐ Push the nipple into his mouth.
- ☐ Move around, jiggle the bottle.
- ☐ Not notice what he likes and doesn't like.
- ☐ Keep trying to feed, or stop the feeding to burp.
- ☐ End the feeding when he pauses.
- ☐ Try to get him to eat a certain amount.
- ☐ Keep trying to feed. Stop before he is done.
- ☐ Feed your baby to sleep.

FEEDING WITH LOVE AND GOOD SENSE II

ATTACHMENT & THE CHILD WITH SPECIAL NEEDS

What works & doesn't work

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Separation-Individuation

Attachment

Homeostasis

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DIVISION OF RESPONSIBILITY

TRANSITION: INFANT TO TODDLER

- Parent
 - Still responsible for what
 - Becoming responsible for when and where
- Child
 - Still responsible for how much & whether
 - Learning to cope with unfamiliar *what*

Satter, The feeding relationship, JADA 86:352, 1986

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STARTING SOLIDS DEMANDS FORBEARANCE, TRUST



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Observe, interpret child's cues



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FIGURE 7-1 WHAT YOUR BABY CAN DO AND HOW AND WHAT TO FEED HIM

By feeding babies, feeding is a part of life. It is the only way they can really get their food. They will be able to do this for the first time when they are 5 to 7 months old.

Age	Feeding capabilities	Measures of feeding	Suggested foods
Birth to 6 weeks	Latches Sucks for nipple Suckles Suckles	Latching and sucking from breast or bottle	Breastmilk and/or iron-fortified infant formula
7 to 8 months	Can hold spoon Keeps head upright when sitting Keeps lips over spoon Closes lips over spoon Moves semisolid food to back of tongue Swallows semisolids	Keeps holding of spoon extended Latching and sucking from breast or bottle	Iron-fortified infant formula and iron-fortified cereals Mashed and/or iron-fortified cereals Mashed and/or iron-fortified cereals
9 to 10 months	Keeps head upright when sitting Keeps lips over spoon Closes lips over spoon Moves semisolid food to back of tongue Swallows semisolids	Keeps holding of spoon and latching from breast or bottle	High-calorie cereals or other cereals and fruits

5 to 7 months


Sits supported or alone
Keeps head straight when sitting
Follows food with eyes
Opens for spoon
Closes lips over spoon
Moves semisolid food to back of tongue
Swallows semisolids

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DEVELOPMENTAL PRINCIPLES GUIDING FEEDING PRACTICES

As a parent, you have a responsibility to provide your child with the best possible start in life. This means providing your child with the best possible start in life. This means providing your child with the best possible start in life.

Child's age, developmental stage	Feeding goals to achieve feeding
Newborn to 6 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.
6 to 12 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.
12 to 24 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.
24 to 36 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.



Older baby 5-9 months


Attachment/separation individuation
Consolidating attachment
Beginning to experience self as separate
Begins taking an interest in what lies beyond the parent

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12 to 24 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.
24 to 36 months	<ul style="list-style-type: none"> Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding. Establish and maintain the infant's interest in feeding.



Core task: Understand and support the child's interest in things

Understand baby's development: eating skills and body control
Start solids based on what baby can do, not how old she is
Feed the way baby wants to eat: fast or slow, little or much, brave or cautious
Give baby many chances to like new food
Have family meals the child is working toward joining

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INTRODUCING SOLIDS & THE CHILD WITH SPECIAL NEEDS

What works & doesn't work

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Separation-Individuation

Attachment

Homeostasis

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DIVISION OF RESPONSIBILITY

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Satter, The feeding relationship, JADA 86:352, 1986

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Understand normal child eating behavior

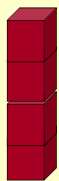
- What they eat one day, they don't another
- They require many *neutral exposures* to learn to like certain foods
- They don't eat some of everything that is put before them
- But typically eat only 2 or 3 food items

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FEEDING THE TODDLER WITH SPECIAL NEEDS

What works & doesn't work

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Initiative
Separation-Individuation
Attachment
Homeostasis

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The preschooler works toward mastery with eating



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Feeding preschoolers has pitfalls



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DIVISION OF RESPONSIBILITY TODDLER THROUGH ADOLESCENCE

- Parent: What, when, where
- Child: How much, whether

Satter, The feeding relationship, JADA 86:352, 1986

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DEVELOPMENTAL PRINCIPLES GOING BEYOND FEEDING PRACTICES	
What are developmental principles? They represent an overall developmental goal for a specific age group.	
Child 18-24 months	Provide with autonomy/choice
18-24 months	Encourage the child to explore and experiment with the spoon, fork, and knife. Offer the child a choice of foods to eat. Offer the child a choice of whether to eat or not to eat. Offer the child a choice of whether to eat or not to eat.
24-36 months	Encourage the child to explore and experiment with the spoon, fork, and knife
36-48 months	Encourage the child to explore and experiment with the spoon, fork, and knife
48-60 months	Encourage the child to explore and experiment with the spoon, fork, and knife
60-72 months	Encourage the child to explore and experiment with the spoon, fork, and knife
72-84 months	Encourage the child to explore and experiment with the spoon, fork, and knife
84-96 months	Encourage the child to explore and experiment with the spoon, fork, and knife
96-108 months	Encourage the child to explore and experiment with the spoon, fork, and knife
108-120 months	Encourage the child to explore and experiment with the spoon, fork, and knife




Preschooler 3-5 years Initiative
 Learning and doing
 Working toward mastery
 Symbolic thought: "figures out"
 Imitates and tries to please

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Core task: Provide both structure and trust
 Make choices about parenting
 Provide mastery opportunities
 Maintain structure of meals and snacks
 Don't force, reward or shame
 Parents eat with child; don't just feed
 Make mealtimes pleasant

18-24 months	Encourage the child to explore and experiment with the spoon, fork, and knife
24-36 months	Encourage the child to explore and experiment with the spoon, fork, and knife
36-48 months	Encourage the child to explore and experiment with the spoon, fork, and knife
48-60 months	Encourage the child to explore and experiment with the spoon, fork, and knife
60-72 months	Encourage the child to explore and experiment with the spoon, fork, and knife
72-84 months	Encourage the child to explore and experiment with the spoon, fork, and knife
84-96 months	Encourage the child to explore and experiment with the spoon, fork, and knife
96-108 months	Encourage the child to explore and experiment with the spoon, fork, and knife
108-120 months	Encourage the child to explore and experiment with the spoon, fork, and knife



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PATTERNS OF PARENTING

- Authoritarian: Arbitrary rules: "do what I say or else"
- Permissive: Anything goes but parent blows up when overwhelmed
- Authoritative: Make and enforce practical rules, give leeway and respect

Ellyn Satter's *CHILD OF MINE*, Chapter 9, Feeding your preschooler

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PATTERNS OF FEEDING

- Authoritarian: Here is your food. Eat it.
- Permissive: What would you like? When would you like it?
- Authoritative: Here is what we have to eat. You may eat it or not.

Ellyn Satter's *CHILD OF MINE*, Chapter 9, Feeding your preschooler

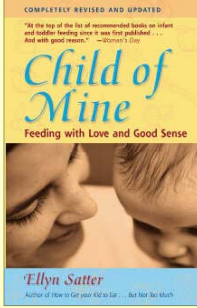
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FEEDING THE PRESCHOOLER WITH SPECIAL NEEDS

What works & doesn't work

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For more information



COMpletely REVISED AND UPDATED

"At the top of the list of recommended books on infant and toddler feeding since it was first published... And with good reason." —*ABCmouse.com*

Child of Mine

Feeding with Love and Good Sense

Ellyn Satter

Author of *How to Get your Kids to Eat... But Not too Much*




ELLYN SATTER'S

FEEDING WITH LOVE AND GOOD SENSE II

PARENT TEACHING PACKAGE

DVD: Ellyn Satter's Feeding with Love and Good Sense II DVD (Group)
 CD #1 PowerPoint Parent Lecture • CD #2 Parent Teacher's Guide



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