

THE FEEDING GROUP **act** action community training

TAKING STEPS TO OVERCOME RESTRICTIVE EATING AND TRANSFORM MEALTIMES

Presented by: The Feeding Group
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Program Overview

- 01 Foundations
- 02 Structure
- 03 Nutrition
- 04 Treatment
- 05 Solutions

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About Us


- Lauren & Elise started The Feeding Group (previously called Picky Eating Vancouver) in 2017
- Provide in-person support for families in Vancouver and virtual services across BC
- Services offered include:
 - Feeding Team (RD + OT/SLP)
 - Dietitian
 - Occupational Therapist
 - Speech Language Pathologist
- Support babies and children with various pediatric feeding issues

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About You

Please share with the group:

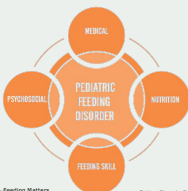
- Your name
- Age of your child/children
- One word that describes your feelings about your child's eating or mealtimes



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Picky Eating & Feeding Disorders




Medical Terms

- Avoidant Restrictive Food Intake Disorder (ARFID)
- Picky Eating
- Restrictive Eating
- Pediatric Feeding Disorders

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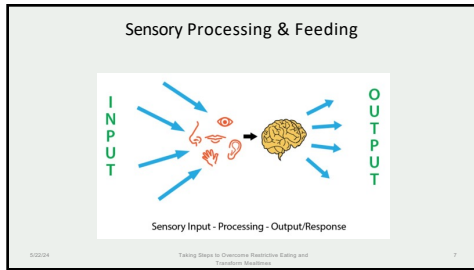
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Picky Eating & Feeding Disorders



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Sensory Processing & Feeding

Avoidant

- Covering nose
- Turning away
- Gagging with smells or tastes
- Avoids certain food textures, flavours or colours
- Prefers processed foods
- Supertasters

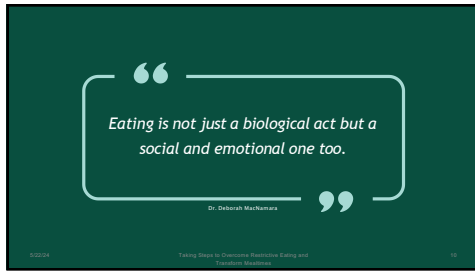
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Sensory Processing & Feeding

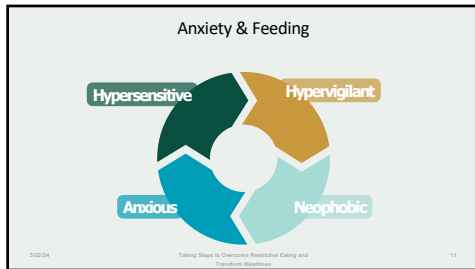
Seeking

- Mouths non-food items
- Prefers strong flavours & smells
- Likes chewy foods
- Overstuffs/pockets foods

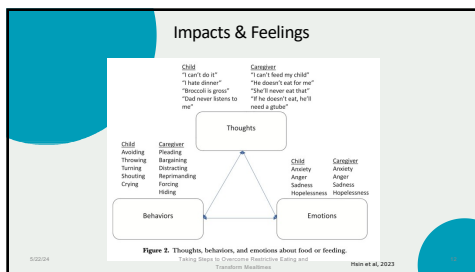
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“
We can't wholly nourish our children unless food is served in the context of connection, but what does this mean, and what does it look like?
 ”

Dr. Deborah MacKinnon

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Autonomy

- The child's body is respected.
- Crying, gagging, or vomiting are not 'behaviors to extinguish'. They are responses to past or current negative experiences with food or eating.
- Therapeutic goals are guided by the child's current presentation, skills, and readiness

Relationship

- The connection between parent and child during feeding plays a crucial role in long-term well-being and emotional recovery.
- Heightened anxiety and tension during meals can affect the parent-child relationship beyond eating occasions.
- Lasting and beneficial transformations occur when a child experiences emotional security and a sense of well-being.

Responsive Feeding




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Internal Motivation

- Children do well with eating when they can.
- Positive meal times, regardless of the variety in diet, play a vital role in improving a child's relationship with food.
- While eating may not be enjoyable for everyone, mealtimes can become neutral or positive settings that nurture social interactions.
- Pushing for skill development beyond a child's current abilities and readiness can lead to dysregulation and impede progress.
- Anxiety in children can impact internal motivation, hunger cues, social connections, and feelings of safety.
- Sustainable, lasting changes are driven by internal motivation and desires such as hunger, enjoyment of new experiences, curiosity, and a sense of competence or mastery.

Responsive Feeding



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Individualized Care

- Every child is an individual with a unique history and differing needs.
- "Healthy foods" vary depending on each child's context.
- Pace and nature of progress differ from one child to the next.

Competence

- Skill acquisition and development, which includes feeding and other motor skills, is best fostered through engaging activities in a natural setting.
- Interventions should align with the child's abilities and development stage, aiming to reflect typical development whenever feasible.
- Progress should not be solely measured by the amount of food consumed or the variety of foods accepted.
- Initial advancements like comfort, reduced anxiety, and curiosity lay the foundation for expanding food choices.
- Parents become more confident feeding partners as they witness early successes and progress.


Responsive Feeding



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Understanding your child's feeding

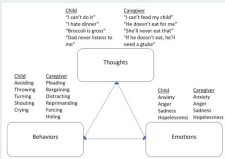


What factors do you think are contributing to your child's feeding challenges?

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Understanding your child's feeding



What thoughts, behaviours & emotions do you notice in *your child* at mealtimes?

What thoughts, behaviours & emotions do you notice in *yourself* at mealtimes?

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Assignment 1
Understanding Ourselves and Our Children

Mealtime Observations

Document how your child interacts at mealtimes (over 1-2 meals this week)

- Notice if they show preferences for certain textures, colours, or flavours.
- What textures are they avoiding? Is there a pattern?
- Is there a colour or shape preference?
- Watch for nonverbal cues that indicate your child's sensory preferences.
- Are mealtimes harder at breakfast? Dinner? Weeknights? On the weekends?

Insights and Feelings

- What are the thoughts and feelings you have at mealtime?
- How do I respond to my child? How does it make me feel?
- How do I feel after the mealtime?
- Were there any moments that felt positive in your mealtime? What did that feel like?

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Assignment 2
3 Day Food Record

We will use this food record as a base for future activities and assignments. Try to record this without pressure or judgment (on your child or yourself). It is a tool to help better understand your child's current eating habits and preferences, therefore, there's no need to change what you usually do or offer.

- Record everything your child eats and drinks for 3 days. They don't have to be consecutive, but try to include at least one weekend day and one school/daycare day if applicable.
- Include as much detail about the food, especially if your child is particular about it, for example: brand, shape, flavour, colour, preparation method.
- Provide a rough estimate of the quantity that your child eats, for example: a bite, 1 slice, 3 pieces, "1/2 cup."
- Include details about the mealtime such as WHEN, WHERE, with WHO, HOW LONG, and WHAT ELSE is going on (distractions, big family dinner).

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