Eating Competence and Feeding Dynamics:
Putting joy into WIC nutrition education

National WIC Association 2014
Nutrition Education and Breastfeeding Conference & Exhibits
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Ellyn Satter, MS, RDN, MSSW
Child of Mine
Feeding with Love and Good Sense

Ellyn Satter, R.D.
Breastfeeding How-to

Breastfeeding works on a law of demand. Emptying the breasts stimulates them to make hungry infant eats more often, empties the breasts regularly and promotes more milk production. The reverse is true of an hungry infant, who leaves milk in the breast and takes less milk. For a while breastfeeding depends on both maternal and
SECRETS
OF FEEDING
A HEALTHY FAMILY
HOW TO EAT, HOW TO RAISE GOOD EATERS, HOW TO COOK

ELLYN SATTER
Author of Child of Mine: Feeding With Love and Good Sense
Putting joy into WIC nutrition education

Satter Eating Competence Model (ecSatter)
• Research
• Application

Satter Feeding Dynamics Model – fdSatter
• Application
• Research (if we have time)
ecSatter: Inclusive definition of effective eating attitudes and behaviors

1. Eating attitudes
2. Food acceptance skills
3. Internal regulation skills
4. Contextual skills

**ecSatter tested using the validated ecSatter Inventory ecSI 2.0**

**Scoring**
- **A** = 3
- **O** = 2
- **S** = 1
- **R** = 0
- **N** = 0

**EC = 32 and over**

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**ecSI 2.0**

Below are statements about your eating. Think about each one, then choose the best response for you.

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© Copyright 2011 by Ellyn Satter. May be used in educational and clinical settings for adult evaluation (≥18 years). For research usage, follow the approval process outlined here: [http://ellynsatterinstitute.org/esi-ecsi.php](http://ellynsatterinstitute.org/esi-ecsi.php). For more information, see *Journal of Nutrition Education & Behavior* 2007 Volume 39 supplement.
Eating attitudes

1. I am relaxed about eating.
2. I am comfortable about eating enough.
8. I am comfortable with my enjoyment of food and eating.
4. I feel it is okay to eat food that I like.
Food acceptance

5. I experiment with new food and learn to like it.

6. If the situation demands, I can “make do” by eating food I don't much care for.

7. I eat a wide variety of foods.
Food regulation

9. I trust myself to eat enough for me.
10. I eat as much as I am hungry for.
13. I eat until I feel satisfied.
Contextual skills
Timing, attention, food management

11. I tune in to food and pay attention to eating.
12. I make time to eat.
3. I have regular meals.
15. I consider what is good for me when I eat.
16. I plan for feeding myself.
Evidence-base of ecSatter

Barbara Lohse, PhD, RD, LDN
Department of Nutritional Sciences
The Pennsylvania State University

www.needscenter.org
Eating Competence: Operational Definition

An intra-individual approach to eating and food-related attitudes and behaviors that entrains positive biopsychosocial outcomes

23 Studies
Sample Characteristics

- **Gender**
  - Male: 1
  - Female: 9
  - Both: 13

- **Participant Age**
  - College Student: 5
  - Elderly: 1
  - General: 17

- **Targeted Income**
  - Low-income: 9
  - All incomes: 14

- **Health Status**
  - No chronic dx: 20
  - Chronic dx: 3

- **Children’s Age**
  - Preschool: 4
  - Elementary Age: 2
  - General: 17

- **Location**
  - Pennsylvania: 12
  - Colorado: 1
  - New Mexico: 1
  - California: 1
  - Utah: 1
  - Ohio: 1
  - USA: 5
  - Spain: 1
Parameters Examined

- Physical Activity
- Cardiovascular Risk
- Dietary Intake
- Sleep Behavior
- BMI
- Parenting Behaviors
- Eating Behaviors
- Food Security
- Demographics
  - Age
  - Gender
- Intervention Outcomes
Painting a picture of Eating Competence: A science and an art

[Diagram with various topics related to eating competence, such as Facebook, ecSI Validation, WebHealth Clusters, etc.]
Eating competent persons more frequently see themselves as being physically active

EC persons have higher VO$_2$ max
Age, by itself, does not appear to be associated with eating competence.
Males: Higher EC scores than females. Do best on **eating attitudes**

Females: Have lower EC scores than males. Do best on **contextual**, worst on **eating attitudes**
Cross-sectional data: Having ≥8 hours sleep per night associated with greater EC
Parenting

EC parents:

• Have reliable mealtime structure
• Show self-efficacy for serving fruits and vegetables
• Have more fruits and vegetables available in the home
EC has been associated with biomarkers of reduced cardiovascular disease risk, but not consistently. Additional research is needed.

Suggest providing the Satter Eating Competence Inventory in clinically related studies and including the survey in NHANES.
High EC BMI ≤ non-EC, EC have better body image

- Some studies: EC have lower BMI than non EC, self report or measured
- In other studies, EC persons have no higher BMI than non EC
- EC college students had higher weight satisfaction & lower desire to lose weight, regardless of BMI
EC show (+) nutrition/food management

- Less likely to be in Pre-Action Stages of Change
- Enjoy cooking more often
- Spend more time cooking
- Have stronger food resource management skills: shopping from a list, budgeting, reading labels
EC diet nutritionally superior to non-EC
• Low-income EC women consume more of most vitamins & minerals, have ↑ HEI scores (patterns reflect Dietary Guidelines), ate ↑ F&V and ↓ fat
• Low-income EC adults twice as likely to choose more healthy/low-fat foods as not-EC
• Higher EC college students see themselves as having better diet quality
Updated source of research:

http://www.needscenter.org/satter-eating-competence-model-ecsatter/
The point of the ecSatter research?

*You can achieve nutrition and wellness goals by focusing on Eating Competence.*
EC: Positive & Relaxed Relationship

- Between yourself, your eating, and your weight
- Between you and food
- Between parent and child around food and feeding

Nutrition educator: “Enjoy food and integrate it into your life in a pleasurable way”
EC: Positive & Relaxed Relationship

Between you, the WIC nutrition educator, and your participants

Ohio: “We got started wondering, ‘Why are we talking at people? Why are we handing out materials?’ Addressing feeding and eating changed everything. In groups, moms talked with us and each other and helped each other out.”

Maine about EC meals lesson: They felt good about how they were doing. They hadn't been getting much recognition or support.
Eating: What do people [truly] want?

• To eat food they enjoy
• To eat enough
• To enjoy eating with other people
• To feel good about it
• To feel positive and effective with respect to feeding their children

Supported by biopsychosocial drives
Biopsychosocial drives

• Hunger and the drive to survive
• Appetite and the need for pleasure
• Social reward of sharing food
• Biological propensity to maintain preferred and stable body weight
• The drive to nurture

ecSatter practices nutritional judo

Permission: Gratifies desires rather than trying to resist them

Discipline: Gives a positive and supportive context for gratifying desires
Applying ecSatter
Consider administering ecSI before session

- Guide education
- Focus discussion on eating
- Increase participant, educator satisfaction

ecSI 2.0

Below are statements about your eating. Think about each one, then choose the best response for you.

A – Always  O – Often  S – Sometimes  R – Rarely  N – Never

1. I am relaxed about eating.
2. I am comfortable about eating enough.
3. I have regular meals.
4. I feel it is okay to eat food that I like.
5. I experiment with new food and learn to like it.
6. If the situation demands, I can “make do” by eating food I don’t much care for.
7. I eat a wide variety of foods.
8. I am comfortable with my enjoyment of food and eating.
9. I trust myself to eat enough for me.
10. I eat as much as I am hungry for.
11. I tune in to food and pay attention to eating.
12. I make time to eat.
13. I eat until I feel satisfied.
15. I consider what is good for me when I eat.
16. I plan for feeding myself.

Satter EM. Part 1, “How to Eat,” in Secrets of Feeding a Healthy Family
ecSI: Contextual skills
Timing, attention, food management

11. I tune in to food and pay attention to eating.
12. I make time to eat.
3. I have regular meals.
15. I consider what is good for me when I eat.
16. I plan for feeding myself.
Mastering family meals step-by-step

• A shared value
• Get the meal habit

Mastering family meals step-by-step

1. Don’t have meals and don’t want them ("I know I should, but . . .")
2. Don’t have meals and want them
3. Have meals but don’t eat “right”
4. Plan and have regular meals
1. Don’t have meals? Don’t want them? Keep in mind that we aren’t talking about a fancy meal where you cook everything. We are talking about structure. A meal is when you all sit down together and share the same food.
Mastering family meals step-by-step

2. Get the meal habit. To get started with family meals, change the how first. Think about the what later—lots later. Make meals your idea, at more or less set times. Don’t just offer meals when somebody wants something to eat. **Eat what you are eating now, just have it at regular meal- and snack-times.** Make meals you enjoy, with food that fills you up. That will let you forget about food until the next time to eat.²

**Use snacks to support mealtime.** Children and grown-ups need to come to meals hungry and ready to eat, but not so hungry they can’t wait. Have snacks at set times about halfway between meals. Don’t let family members have food or drinks between times—except for water.
Mastering family meals step-by-step

1. Don’t have meals? Don’t want them? Keep in mind where meals are served.

2. Get the meal habit. To get started with family meals, change the how first. Think about the what.

3. Add on, don’t take away. Once you have the meal habit, you may get tired of the same foods all the time. Add on to what you are eating now. Go slowly, and make only one change at a time. To calm down family members who get upset by anything new, tell them they don’t have to eat anything they don’t want to. Maintain a division of responsibility. You do the what, when and where of feeding, they do the how much and whether of eating.
Mastering family meals step-by-step

Figure. Satter's Hierarchy of Food Needs.
Mastering family meals step-by-step

4. Plan meals, and let everyone choose what to eat from what you provide. Start out by knowing in the morning what you will have for dinner. Then figure out meals for one day or for a few days ahead of time. When you have a new food, be sure to also have food that family members know and like. Work toward including all the food groups: Breads and cereals, meat or other proteins, fruits and vegetables, milk or other dairy, butter and salad dressing. Let family members eat—or not. Don’t short order cook.
Mastering family meals step-by-step

1. Don’t have meals and don’t want them (“I know I should, but . . .”)
2. Don’t have meals and want them
3. Have meals but don’t eat “right”
4. Plan and have regular meals
Nutrition and food selection
Wait to be asked (you *will* be asked)

**ALWAYS BLESS THE FOOD**

- Show nutritional value of *their* food
- Do menu planning with *their* food
- Cook with *their* food
- Teach food safety
- Emphasize realistic strategies for getting fruits and vegetables

“Getting caught in the rules is the antithesis of being a competent eater.”
Satter EM. Chapter 13, “Choosing food,” in *Secrets of Feeding a Healthy Family*
Avoid negativity

Messages may decode as “don’t eat so much, don’t eat the food you like”

• Teaching *what* to eat
• Teaching *how much* to eat
• Using indirect meals of control, e.g. “eating mindfully”

Ask: “why am I doing this?” If it is to “get” them to eat certain amounts or types of food, it is conventional approach
ecSatter practices nutritional judo

Permission: Gratifies desires rather than trying to resist them

Discipline: Gives a positive and supportive context for gratifying desires
The Joy of Eating: Being a Competent Eater

Eating Competence is being positive, comfortable, and flexible with eating as well as matter-of-fact and reliable about getting enough to eat of enjoyable food. Even though they don’t worry about what and how much to eat, competent eaters do better nutritionally, are more active, sleep better, and have better lab tests. They are more self-aware and self-accepting, not only with food, but in all ways. To be a competent eater, be relaxed, self-trusting, and joyful about eating, and take good care of yourself with food.

**Feed yourself faithfully.** Reassure yourself you will be fed. Structure is the supportive framework for taking care of yourself with food.
- Take time to eat.
- Develop a meal and snack routine that works for **you**.
- Include foods you truly enjoy. Throw away your lists of food-to-eat and food-to-avoid.
- Experiment with new food when you get ready; take it slowly.

**Give yourself permission to eat.** Reassure yourself: “It’s all right to eat. I just need to sit down and enjoy.”
- Eat **what** you want. Your body needs variety and your soul needs pleasure.
- Eat as **much** as you want. Your body knows how much it needs to eat.
- Go to meals and snacks hungry (not starved) and eat until you truly feel like stopping.
- Pay attention to your food. Taste it! Enjoy it!
- Eat it if it tastes good; don’t if doesn’t!
The point of the ecSatter research?

*You can achieve nutrition and wellness goals by focusing on Eating Competence.*
Use EC education to Address WIC Risk Factors

- Poor diet
- Low hemoglobin
- Overweight
- Underweight
Will EC send eating out of control? Cause ↑ weight?

The research says *no*

- EC people do better nutritionally, are more active, sleep better, and have better medical and lab tests
- Emerging evidence says they also do better with feeding their children
Instead, being EC creates order and sustainability

Supports fundamental processes

• Not having to eat certain foods turns them into enjoyable foods to eat for pleasure.

• Being able to eat "forbidden" foods turns them into ordinary foods to eat in ordinary ways

• Large portion sizes don’t dictate how much to eat; getting full does
fdSatter: The Satter Feeding Dynamics Model (fdSatter)
Build children’s eating competence by following Satter’s Division of Responsibility in Feeding.

- Eating attitudes
- Food regulation and growth
- Food acceptance
- Mealtime behavior
Best practice childhood feeding model

• Academy of Nutrition and Dietetics
• American Academy of Pediatrics
• USDA related core messages
  – WIC: Cert inappropriate feeding practices
  – Child Care Food Program
  – Head Start
FD: Positive & Relaxed Relationship

- Between you and the parent around feeding the child
- Between parent and child around food and feeding
Satter Division of Responsibility in Feeding (sDOR)

Infant

- Parent: *What*
- Child: *How much*

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

Satter EM. Part 2, “The Feeding Relationship” in *Secrets of Feeding a Healthy Family*
Satter Division of Responsibility in Feeding (sDOR)

**Transitional child**

- **Parent/feeding**
  - Still and always responsible for what
  - *Becoming* responsible for when and where

- **Child/eating**
  - *How much*
  - *Whether*

Satter EM. The feeding relationship, JADA 86:352, 1986
Satter EM. Part 2, “The Feeding Relationship” in Secrets of Feeding a Healthy Family
Satter Division of Responsibility in Feeding (sDOR)

Toddler through adolescent

• Parent: *What, when, where* of *feeding*
• Child: *How much, whether* of *eating*

Satter EM. The feeding relationship, JADA 86:352, 1986
Satter EM. Part 2, “The Feeding Relationship” in *Secrets of Feeding a Healthy Family*
Parents take leadership with feeding

- Choose and prepare healthy food
- Have regular meals and snacks
- Make eating time pleasant
- Provide mastery expectations
- Accept and support children’s growth
Parents give children autonomy with eating

- Children will eat
- They know how much to eat
- They will eat a variety
- They will grow predictably
- They will mature with eating
Teach the division of responsibility

• Emphasize structure
  – Family meals
  – Structured, sit-down snacks

• Teach the division of responsibility
  – Parents do the what, when and where of feeding
  – Children do the how much and whether of eating

• Adjust parents’ expectations
  – Positive eating attitudes and behaviors
  – Not eating certain foods and/or certain amounts

• Repeat
Satter Division of Responsibility in Feeding

Parent-centered, Interactive Curriculum:
Using (mostly free) resources from http://ellynsatterinstitute.org/

TITLE THAT SPARKS PARENT INTEREST

Division of responsibility
Emphasize meals → Mastering family meals
Conversation starter: How is feeding going?
Conversation starter: Waiting room video
↓
How are things going with Mastering Family Meals, sDOR
Kids won’t eat → Sit-down snacks
↓
How are things going with Mastering Family Meals, sDOR
Kids won’t behave → Avoid pressure
↓
How are things going with Mastering Family Meals, sDOR
Kids still won’t eat → Raise a healthy child who is a joy to feed
↓
How are things going with Mastering Family Meals, sDOR
Stage-related feeding questions → Child feeding ages and stages
↓
How are things going with Mastering Family Meals, sDOR
Feeding problems → Childhood feeding problems
↓
How are things going with Mastering Family Meals, sDOR
Problems with growth → Children’s eating and growth

Repeat
↓
Repeat
↓

1 To be confident of your understanding of the division of responsibility in feeding as well as to apply and do problem solving with it, consider completing the Child of Mine Continuing Education Program.
2 Consider Reading with Love and Good Sense, Solving Childhood Feeding Problems, Raising a Healthy Child who is a Joy to Feed, or Your Picky Eater. It could also be Preventing Child Obesity, but that title doesn’t “sell” well.
Handout packages
Training and collaboration

Booklets

Feeding with Love and Good Sense:
The First 2 Years
Ellyn Satter
Registered Dietitian and Family Therapist

Feeding with Love and Good Sense:
18 Months through 6 Years
Ellyn Satter
Registered Dietitian and Family Therapist
Observing sDOR

Ellyn Satter’s
Feeding with Love
and Good Sense II
Parent Teaching
Package
Most parents do not follow sDOR

Ellyn Satter’s Feeding with Love and Good Sense II: The Preschooler

≥85%* of parents pressure children to eat
High % of children have feeding problems

*Orrell-Valente 2007; Sherry 2004
Agendas don’t work

• What
• How much
Children who get the message they are too fat feel flawed in every way—not smart, not physically capable, and not worthy. They tend to diet, gain weight, and weigh more than they would otherwise.
Agendas don’t work

- What
- How much

To what extent do feeding distortions reflect parents’ own deficits in eating competence?
Raise a healthy child who is a joy to feed

Outcome

• Focus on how the child feels and behaves around food

• *Not* on what and how much the child eats.

Use sDOR to Address WIC Risk Factors

- Poor diet
- Low hemoglobin
- Overweight
- Underweight
Basis for fDSatter, sDOR

- **Biopsychosocial principles**: Energy regulation, growth, genetics, child development
- **Clinical experience**:  
  - Observation and history  
  - What goes wrong, what works to correct it, what doesn’t
- **Research manipulating feeding**: *Pressure doesn’t work: restriction doesn’t work*  
  - Food acceptance  
  - Food regulation
Testing Satter Feeding Dynamics Inventory fdSI

Barbara Lohse, PhD, RD, LDN
Department of Nutritional Sciences
The Pennsylvania State University

www.needscenter.org
Satter Feeding Dynamics Inventory (fdSI)

Measures the degree to which . . .

• Parent takes leadership with feeding
• Parent gives child autonomy with eating
Evolution of fdSI Items
Lohse, Satter & Arnold
Cognitive interviewing

Arriving at a shared understanding of meaning

• Respondents score an item
• Explain responses, discuss thoughts, feelings and ideas, suggest other wording
• Consonant items retained
• Dissonant items revised or discarded
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<tr>
<td>• Cognitive interviews (n=10)</td>
<td></td>
</tr>
<tr>
<td>with low-income women</td>
<td></td>
</tr>
<tr>
<td>• Very few discrepancies</td>
<td></td>
</tr>
<tr>
<td>No changes</td>
<td></td>
</tr>
</tbody>
</table>
Foundational Phase

- 38 items
- Derived from Satter’s Work

- Removed 13 items

Revisions - 10 items (Tested in Refinement Phase)

- I offer my child meals at about the same times everyday.
- In between meal and snack time, I let my child have drinks other than water (Some examples are juice, milk, soda, Kool-Aid or sweet tea).
- I want my child to eat everything on his/her plate.
- I want my child to taste everything that is prepared for a meal.
- To get my child to eat healthy foods, I reward, bribe, or do other things.
- Between meals, I let my child eat whenever s/he feels like eating.
- I make something special for my child when s/he won’t eat.
- If I think my child hasn’t had enough, I try to get him or her to eat a few more bites.
- If I think my child has eaten enough, I try to get him or her to stop.
- Between meals, I offer my child snacks at about the same times every day.

Refinement Phase

- 27 items

Revisions – 7 items (Tested in Transitional Phase)

- In between meal and snack time, I let my child have drinks other than water (Some examples of these between-times drinks are juice, milk, soda, Kool-Aid or sweet tea).
- I try to make my child taste everything that is prepared for a meal.
- I eat meals with my child when I am home at mealtime.
- To get my child to eat healthy foods, I do things such as say the food tastes good or is healthy, remind, insist, or give a reward.
- I decide what foods to buy.
- I feel my child is too picky.
- Between meals I offer my child snacks at about the same times everyday.

Transitional Phase

- 16 items

Revisions - 9 items (Tested in Assurance Phase)

- I try to make my child eat everything on his/her plate.
- I let my child eat whenever s/he feels like eating.
- I have to do something to get my child to eat new foods.
- When I am home at mealtimes, I sit down and eat with my child.
- I decide what foods to buy based on what my child eats.
- I let my child eat until s/he gets full.
- I am comfortable with providing meals for my family.
- I let my child have drinks (other than water) whenever s/he wants them.
- We have leftovers after meals.

Assurance Phase

- 15 items

Revisions - 2 items (Tested in Launching Phase)

- I let my child eat until s/he stops eating and doesn’t want more.
- We have food leftover after meals.

Launching Phase

- 11 items

- My family has meals at about the same times every day.
- I try to make my child taste everything that is prepared for a meal.
- I try to make my child eat everything on his or her plate.
- I let my child eat whenever s/he feels like eating.
- If I think my child hasn’t had enough, I try to get him/her to eat a few more bites.
- When I am home at mealtimes, I sit down and eat with my child.
- I struggle to get my child to eat.
- When I am home, I offer my child snacks at about the same times.
- I decide what foods to buy based on what my child eats.
- I let my child feed him/herself.
- I let my child eat until s/he stops eating and doesn’t want more.
- I am comfortable with providing meals for my family.
- I make something special for my child when s/he won’t eat.
- I let my child have drinks (other than water) whenever s/he wants them.
- We have food leftover after meals.

* Item is reverse-scored.
### Foundational Phase

- **38 items**
- Derived from Satter's Work
- Removed 13 items

#### Revisions - 10 items (Tested in Refinement Phase)
- I offer my child meals at about the same times everyday.
- In between meal and snack time, I let my child have drinks other than water (some examples are juice, milk, soda, Kool-Aid or sweet tea).
- I want my child to eat everything on his/her plate.
- I want my child to taste everything that is prepared for a meal.
- To get my child to eat healthy foods, I reward, bribe, or do other things.
- Between meals, I let my child eat whenever s/he feels like eating.
- I make something special for my child when s/he won’t eat.
- If I think my child hasn’t had enough, I try to get him or her to eat a few more bites.
- If I think my child has eaten enough, I try to get him or her to stop.
- Between meals, I offer my child snacks at about the same times every day.

### Refinement Phase

- **27 items**
- Revisions – 7 items (Tested in Transitional Phase)
  - I try to make my child taste everything that is prepared for a meal.
  - I eat meals with my child when I am home at mealtime.
  - To get my child to eat healthy foods, I do things such as say the food tastes good or is healthy, remind, insist, or give a reward.
  - I decide what foods to buy.
  - I feel my child is too picky.
  - Between meals I offer my child snacks at about the same times everyday.

### Transitional Phase

- **27 items**
- Revisions - 9 items (Tested in Assurance Phase)
  - I try to make my child eat everything on his/her plate.
  - I let my child eat whenever s/he feels like eating.
  - I have to do something to get my child to eat new foods.
  - When I am home at mealtimes, I sit down and eat with my child.
  - I decide what foods to buy based on what my child eats.
  - When I am home at mealtimes, I sit down and eat with my child.
  - I am comfortable with providing meals for my family.
  - I let my child have drinks (other than water) whenever s/he wants them.
  - We have leftovers after meals.

### Assurance Phase

- **16 items**
- Revisions - 2 items (Tested in Launching Phase)
  - I let my child eat until s/he stops eating and doesn’t want more.
  - We have food leftover after meals.

### Launching Phase

- **15 items**
- I decide what foods to buy based on what my child eats.
- I let my child feed him/herself.
- When I am at home I offer my child snacks at about the same time.
- We have food leftover after meals.

---

1. Item was carried through from Foundational Phase
2. Item was carried through from Refinement Phase
3. Item is reverse-scored.
<table>
<thead>
<tr>
<th>Parent Leadership</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items ineffective to pin down gatekeeper role; didn’t pin down parent attitudes about meals.</td>
<td></td>
</tr>
<tr>
<td>When I am with my child, I decide what my child is offered to eat.</td>
<td>Opened up considerations of other people and places in the responses.</td>
</tr>
<tr>
<td>I enjoy family mealtimes.</td>
<td>Most answered <em>Always</em>, then complained of child’s negative mealtime behavior.</td>
</tr>
<tr>
<td>I feel that family meals are important.</td>
<td>Most answer Always.</td>
</tr>
<tr>
<td>Child Autonomy</td>
<td>Rationale</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Items were too indirect to measure parent interference with child autonomy.</td>
<td></td>
</tr>
<tr>
<td>I worry that my child: eats too much . . . is too fat . . . is too thin . . . eats too little . . / eats too much</td>
<td>Non-discriminating. Most answer <em>Never</em>.</td>
</tr>
<tr>
<td>I feel my child’s weights are good</td>
<td>Non-discriminating. Most answer <em>Always</em></td>
</tr>
<tr>
<td>I feel my child is too picky.</td>
<td>Non-discriminating. Most answer <em>Sometimes</em>.</td>
</tr>
<tr>
<td>I feel good about my child’s eating.</td>
<td>Non-discriminating; Parents thought in terms of what child eats. Tested food acceptance, not feeding.</td>
</tr>
</tbody>
</table>
My family has meals at about the same times every day.
I try to make my child taste everything that is prepared for a meal.*
I try to make my child eat everything on his/her plate.*
I let my child eat whenever s/he feels like eating.*
If I think my child hasn’t had enough, I try to get him/her to eat a few more bites.*
When I am home at mealtimes, I sit down and eat with my child.  
I struggle to get my child to eat.*
When I am home, I offer my child snacks at about the same times.  
I decide what foods to buy based on what my child eats.*
I let my child feed him/herself.
I let my child eat until s/he stops eating and doesn’t want more.
I am comfortable with providing meals for my family.
I make something special for my child when s/he won’t eat.*
I let my child have drinks (other than water) whenever s/he wants them.*
We have food leftover after meals.
<table>
<thead>
<tr>
<th>Structure: When</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family has meals at about the same times every day.</td>
</tr>
<tr>
<td>I let my child eat whenever s/he feels like eating. *</td>
</tr>
<tr>
<td>When I am home, I offer my child snacks at about the same times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure: What</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make something special for my child when s/he won’t eat.*</td>
</tr>
<tr>
<td>I let my child have drinks (other than water) whenever s/he wants them.*</td>
</tr>
<tr>
<td>I decide what foods to buy based on what my child eats.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autonomy: How much &amp; whether</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to make my child eat everything on her/his plate. *</td>
</tr>
<tr>
<td>If I think my child hasn’t had enough, I try to get him or her to eat a few more bites.*</td>
</tr>
<tr>
<td>I let my child feed him/herself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Social Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>I struggle to get my child to eat.*</td>
</tr>
<tr>
<td>I am comfortable with providing meals for my family</td>
</tr>
<tr>
<td>When I am home at mealtimes, I sit down and eat with my child.</td>
</tr>
</tbody>
</table>
What comes next?

- Validating fdSI with video
- Correlating with
  - Parents’ nutritional status
  - Parents’ eating competence
fdSI validation, then usage

Guide education

• Focus discussion on feeding
• Increase parent, educator satisfaction

Support data-gathering. Do high fdSI scores correlate with better outcomes?

• Children’s consistent growth?
• Children’s nutritional status?
While you wait:  
Use ecSI right now

Achieve nutrition and wellness goals by focusing on Eating Competence

• Parents need to know how to feed themselves to feed their children

• Parents who feed themselves well feed their children well
When the joy goes out of eating, nutrition suffers

Ellyn Satter, *Secrets of Feeding a Healthy Family*