

# Solving childhood feeding problems

## Raising children to be eating competent

Pam Estes, MS RD CD

ESI Clinical Faculty



# WIC counseling utilizing sDOR

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- Better assessment of child feeding
- Focus on importance of family meal
  - Manner of feeding, not # of servings
- Positive long term implications
- Stimulates a 2-way conversation
- Gives positive messages while addressing nutrition concerns

The point of the ecSatter  
research?

*You can achieve nutrition and  
wellness goals by focusing on  
Eating Competence.*



# ecSatter is consistent with VENA

## Value-enhanced Nutrition Assessment

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Individualizes nutrition education

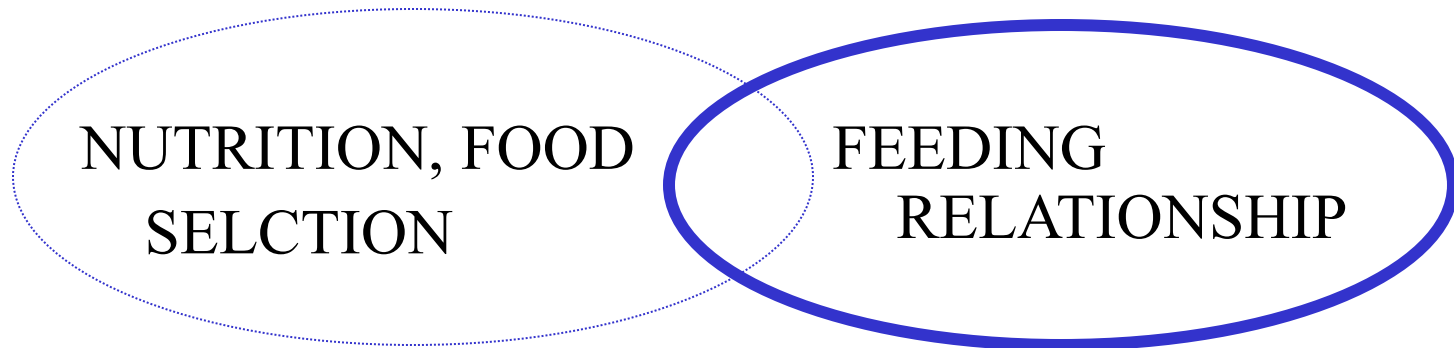
- Client-centered
- Tailors nutrition education to individual needs
- Provides anticipatory guidance



The screenshot shows a web browser window with the URL <http://ellynsatterinstitute.org/fmf/fmf82.php>. The page features the Ellyn Satter Institute (ESI) logo on the left, which includes the text "ELLYN SATTER INSTITUTE" and a large stylized "ESI" with a leaf. To the right of the logo are three photographs: a close-up of a child eating, a family of four eating together at a table, and another close-up of a child eating. A search bar is located in the top right corner of the page. Below the images is a dark green navigation menu with the following items: Home, How We Know, How to Feed, How to Eat, Stories, Resources, Training, About Us, Join, and Shop (with a shopping cart icon). The main content area displays the article title "USDA FNS child feeding policies and recommendations: What is the role for the division of responsibility in feeding?" in a dark green font. Below the title, the date "June 2013" and the issue "Family Meals Focus #82" are listed. The author's name, "by Carol Danaher, MPH RDN", is also present. At the bottom of the article text, it says "To comment on this issue, please join on us [Facebook](#)." The Windows taskbar at the bottom shows various application icons and the system clock indicating 8:15 AM on 8/7/2013.

# A positive feeding relationship builds eating competence

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# Satter Feeding Dynamics Model

## fdSatter

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Parents guide feeding

- Take leadership
- Give autonomy

Children remain/become capable

- With eating attitudes
- With food regulation and growth
- With food acceptance
- With mealtime behavior



## Resources/Educational Materials

### ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence step-by-step throughout the growing-up years when they are fed according to a stage-appropriate division of responsibility. At every stage, parents take leadership with feeding and let the child be self-directed with eating.

#### **The division of responsibility for infants:**

- The parent is responsible for *what*.
- The child is responsible for *how much* (and everything else).

Parents choose breast- or formula-feeding, help the infant be calm and organized, then feed smoothly, paying attention to information coming from the baby about timing, tempo, frequency, and amounts.

#### **The division of responsibility for older babies making the transition to family food**

- The parent is still responsible for *what*, and is *becoming* responsible for *when* and *where* the child is fed.
- The child is *still* and *always* responsible for *how much* and *whether* to eat the foods offered by the parent.

Based on *what* the child can *do*, not on how *old* s/he is, parents guide the child's transition from nipple feeding through semi-solids, then thick-and-lumpy food, to finger food at family meals.

#### **The division of responsibility for toddlers through adolescents**

- The parent is responsible for *what*, *when*, *where*.
- The child is responsible for *how much* and *whether*.

Fundamental to parents' jobs is trusting children to decide *how much* and *whether* to eat. If parents do their jobs with *feeding*, children do their jobs with *eating*:

#### **Parents' feeding jobs:**

- Choose and prepare the food
- Provide regular meals and snacks
- Make eating times pleasant
- Show children what they have to learn about food and mealtime behavior
- Be considerate of children's food inexperience without catering to likes and dislikes
- Not let children have food or beverages (except for water) between meal and snack times
- Let children grow up to get bodies that are right for them

#### **Children's eating jobs:**

- Children will eat
- They will eat the amount they need
- They will learn to eat the food their parents eat
- They will grow predictably
- They will learn to behave well at mealtime



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# A child who is competent with eating...

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Is free from worry about eating, moving, and weight

- Feels good about eating
- Matter-of-factly sneaks up on new food and learns to eat it
- Goes by feelings of hunger and fullness to know how much to eat
- Participates happily in family meals

# A child who is competent with eating...

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- Feels good about eating

*Ellyn Satter's Feeding with Love  
and Good Sense II DVD*

*Segment 2: The Toddler*





# For children to feel good about eating...

## Accept normal eating behavior

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### Children are erratic about eating

- Eat a lot one day, a little the next
- Not a square meal... only two or three foods
- Tire of even favorite foods and experiment with new food
- Rarely eat a new food the first time they see it
- ...except for candy and French fries!

# A child who is competent with eating...

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- Feels good about eating
- Matter-of-factly sneaks up on unfamiliar food and learns to eat it

*Ellyn Satter's Feeding with Love  
and Good Sense II DVD*

*Segment 2: The Toddler*





# DONITA, THE FINICKY EATER

## *Reading between the lines*

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- 4½ y/o girl, growing along 5<sup>th</sup> %
- Limited food acceptance
  - Peanut butter and jelly (all with specifications)
  - McDonalds hamburgers and French fries
  - A certain brand of 2% milk
  - A certain brand of Popsicles
  - Bananas, pulp-free orange juice from frozen
- Ate better when she was a toddler



*For further reading: [CHILD OF MINE](#),  
Chapter 9 “Feeding Your Preschooler*

# Eating attitudes

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



# Teach the division of responsibility

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- 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<sup>1</sup> Parent-centered, Interactive Curriculum:

Using (mostly free) resources from <http://ellynsatterinstitute.org/>

### TITLE THAT SPARKS PARENT INTEREST<sup>2</sup>

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**



<sup>1</sup> 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](#).

<sup>2</sup> Consider *Feeding 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.



# TYPICAL FEEDING ERRORS

## Trying to get children to eat

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- Skinner: >70% of parents of toddlers ask for food orders, make substitutes
- Pelchat: Parents cater; catering produces poor food acceptance
- Sherry: Parents endorse good nutrition, but bribe, pressure and cater

# TYPICAL FEEDING ERRORS

## *the vegetable agenda*

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- Serving vegetables first
- ↑ serving size
- Pointing them out, reminding
- Using rewards, incentives, “heroic role models”
- Modeling elaborate appreciation

# A child who is competent with eating...

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- Feels good about eating
- Matter-of-factly sneaks up on new food and learns to eat it
- Goes by feelings of hunger and fullness to know how much to eat

*Ellyn Satter's Feeding with Love and Good Sense II*

*Segment 2: The Preschooler -- Gracie*





# CASE STUDY: ERICA “EATS A *LOT*”

## *Reading between the lines*

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- 18 months old, eating from the table
- Mother worries that Erica will get too fat
- Food developmentally appropriate
- Family has meals, but they are “ruined” by Erica’s whining.
- Erica eats between meals; she sneaks food
- “Erica would rather eat than play.”

# Contextual skills

## Timing, attention, food management

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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.



# Satter Division of Responsibility in Feeding (sDOR)

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*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*



# Teach the division of responsibility

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- Emphasize structure
  - Family meals
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- 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

# Get the meal habit

*Be considerate, don't cater*

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## For children and other people

- Offer everyone the same meal
- Choose food *you* find rewarding
- Offer a number of foods; always have bread
- Pair foods
  - Familiar foods with unfamiliar
  - Favorite with not-so-favorite

# Get the meal habit

*Be considerate, don't cater*

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## For children and other people

- Offer everyone the same meal
- Choose food you can eat
- Offer a number of choices
- Pair foods
  - Familiar with new
  - Favorite with not-favorite

*Mastering family  
meals, step by step*

[MFM](#)

[sequencewww.ellyns](http://www.ellyns.com/sequence)

[atkinsinstitute.org](http://atkinsinstitute.org)

# Offer structured *sit-down* snacks

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- Avoid grazing and food or drink handouts
- Time snacks so they don't interfere with meals
- Make snacks “little meals” with 2-3 foods
- Include “forbidden food”

# Offer structured *sit-down* snacks

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- Avoid grazing and food or drink handouts
- Time snacks so they don't interfere with meals
- Make snacks "sit-down" snacks
- Include "forbidden" foods

*How to Feed*

*How to Eat*

[www.ellynsatterinstitute.org](http://www.ellynsatterinstitute.org)



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- Feels good about eating
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- Participates happily in family meals

*Ellyn Satter's Feeding with  
Love and Good Sense II DVD*

*Segment 2: The Preschooler—  
Flora*







# These children are competent eaters

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- What positive mealtime attitudes and behaviors do the children show?
- What are the parents doing to allow them to be competent?

# What do the parents do to allow children to be competent?

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- Have sit down family meals
- Are friendly, positive, matter-of-fact
- Help them get served but don't pressure them
- Let them decide what and how much to eat

# The bottom line is family meals ...for both parents and children

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- Be firm about structure
- Bless the food
- Teach parents to understand and handle children's normal eating behavior
- Then let them find their own successes



# Feeding your child will help you feed yourself

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## *You can be competent with eating*

- Feel good about eating
- Know how to sneak up on new food and learn to like it
- Go by your feelings of hunger and fullness to know how much to eat
- Provide yourself with regular, reliable, and rewarding meals and snacks