

Pacific West Distance Learning Network
Nutrition for Children with Special Health Care Needs Curriculum

Group Study Module 2: Participating in the Interdisciplinary Approach to Feeding Interventions

Module Objectives and Activities

Learning Objectives

After completing the module, the participant will have the knowledge and skills to:

1. Describe the rationale behind an interdisciplinary approach to feeding assessment and intervention
2. Identify where an interdisciplinary approach is needed for a specific child
3. Identify the potential roles for each member of an interdisciplinary team
4. Determine what feeding team resources are available locally

Outline of Activities


- Introduction of the module
- Review handout packet materials with the group leaders
 - Learning objectives and outline of activities (this page)
 - PowerPoint slide handout
 - Resource list
 - Post-test
 - Evaluation form
 - Certificate of completion
- PowerPoint Presentation
 - Watch video segments of feeding team assessments and interventions.
 - Angel
 - The Lunch Bunch
 - Review contributors to and effects of feeding problems
 - Discuss the different forms that feeding teams can take...how teams might be formed in different settings
 - Review the potential roles of team members
 - Discuss case studies. What were the strengths of the feeding teams? How could they have been made stronger?
 - Case study: Chloe
 - Discuss resources for local feeding teams
- Post-test and evaluation forms
- Evaluation forms are exchanged for completion certificates
- Thank you for participating!

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Nutrition for Children with Special Health Care Needs Curriculum


Group Study Module 2: Participating in the Interdisciplinary Approach to Feeding Interventions

Presentation Notes

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 Pacific West MCH
Distance-Learning Curricula

Module 2: Participating in the Interdisciplinary Approach to Feeding Interventions

Interdisciplinary Approach to Feeding 


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 Pacific West MCH
Distance-Learning Curricula


- Nutrition for Children with Special Health Care Needs - 6 self-study modules
- Nutrition for Children with Special Health Care Needs - 4 group study modules (this presentation is one of them)
- Nutrition and Oral Health Curriculum all available (free) on-line at www.pacificwestmch.org

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 Group Study Curriculum

Module 1: Providing Family-Centered Care
Module 2: Participating in the Interdisciplinary Approach to Feeding Interventions
Module 3: State and Local Nutrition Resources
Module 4: Improving Nutrition Interventions

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Module 2: Interdisciplinary Approach to Feeding Interventions

- Video segments
- Review of Feeding Problems: contributors to and effects of
- Using a team approach to feeding problems
 - What does a feeding team do?
 - Who is on a feeding team?
- Case examples
- Discussion: implementing a team approach locally

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Learning Objectives

After completing the module, participants will have the knowledge and skills to:

- Describe the rationale of the interdisciplinary approach to feeding problems
- Identify when an interdisciplinary approach is needed
- Describe the roles of each team member
- Determine what feeding team resources are available locally

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Review of Feeding Problems



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Contributors to Feeding Problems

- Altered energy and nutrient needs
- Oral-motor problems
 - Delayed or slow development
 - Posturing and seating difficulties
 - Persistence of primitive reflexes
 - Craniofacial abnormalities
 - Uncoordinated suck, swallow, chew mechanisms

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Contributors to Feeding Problems - continued

- Behavioral problems
 - Unpleasant intrusions into the oral cavity
 - Unpleasant feeding experiences
- Decreased appetite

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Conditions That Can Interfere with Feeding

- Neurologic problems
- Congenital anomalies
- Metabolic disorders
- Cognitive or behavioral limitations
- Psychosocial issues
- Chronic illnesses
- GI disorders



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Potential Effects of Feeding Problems

- Risk of nutrient deficiency (energy, fluid, protein, vitamins, minerals...)
- Slowed growth (weight and/or stature)
- Social
- Relationship with family/caregivers

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An Interdisciplinary Team Approach is Needed When:

- Child has multiple, complex feeding issues, including more than one of the following: oral-motor, medical, nutritional, behavioral
- Child has tried other uni-disciplinary feeding interventions (e.g., occupational therapy, or nutrition alone) without long-term success
- Multiple service providers have given the family conflicting recommendations

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Using a Team Approach What does the team do?

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Video: Angel example of feeding team assessment



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Model Feeding Assessment



- Family brings food to feed child
- Brief interview with family
- Observation of feeding and behaviors of child and parents/caregivers
- Oral motor assessment of child

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Model Feeding Assessment (continued)



- Nutrition and growth assessment
- Medical examination
- Team conference
- Discussion and development of plan with the family

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Assessment of Feeding Behavior

- Background history
 - History of prenatal, birth, hospitalizations
 - Early feeding history
 - Developmental milestones
 - Temperament
 - Regulation: sleeping, soothing, toileting
 - Previous evaluations
- Observation and Assessment of Child's Feeding Behavior
- Assessment of Caregiver Feeding Behavior

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Assessment of Feeding Behavior

- Background history
 - Cooperates with setup
 - Sits appropriately
 - + interaction with feeder (e.g., smiles, claps)
 - positive comments about food
 - Opens mouth, anticipates food
- Observation and Assessment of Child's Feeding Behavior
- Assessment of Caregiver Feeding Behavior
 - Feeds self
 - Responds to prompts to continue
 - Requests food

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Assessment of Feeding Behavior

- Background history
 - Refuses to sit in chair
 - Cries
 - Spits food out of mouth
 - Gags, vomits
 - Verbally says "no" to food
 - Moves head away from spoon
 - Refuses to open mouth
 - Puts hands in front of mouth
 - Throws food or utensils
 - Gags before food is introduced
- Observation and Assessment of Child's Feeding Behavior
- Assessment of Caregiver Feeding Behavior

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Assessment of Feeding Behavior

- Background history
- Observation and Assessment of Child's Feeding Behavior
- Assessment of Caregiver Feeding Behavior

- Eye contact with child
- Positions child appropriately
- Presents appropriate food, utensils
- Prompts child verbally and non-verbally
- Pays attention to child during meal
- Models appropriate eating

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Assessment of Feeding Behavior

- Background history
- Observation and Assessment of Child's Feeding Behavior
- Assessment of Caregiver Feeding Behavior

- Reminds child to swallow completely
- Paces child at reasonable pace
- Interacts positively during meals
- Praises child for appropriate behavior
- Sets limits on throwing food, leaving table
- Persists

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Development of Interventions

- Individualized, specific goals
 - consistent with the child's developmental abilities
 - support the child's existing abilities
- Family-centered

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Teamwork

Multidisciplinary Team

Interdisciplinary Team

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Sara: An Example of Teamwork

The people involved in Sara's care were frustrated

- **Dad:** "Juggling too many recommendations, hard to fit everything in and keep it straight."
- **RD:** "Only one or two recommendations actually makes it into Sara's food pattern."
- **OT:** "I am trying to help Sara eat different foods, but I don't know which foods to offer."
- **Teacher:** "I want to continue the OT's interventions in the classroom, but I'm not sure what to do...they don't match the information sheet from the RD."

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Sara: An Example of Teamwork (Continued)

Food- and eating-related issues are addressed efficiently, and efforts are streamlined:

- **Dad:** "Now, I know that we are following the recommendations at school and at home."
- **RD:** "We've developed more effective interventions, and I am confident that all recommendations are considered."
- **OT:** "I know that the foods and skills I am working with are also improving Sara's nutritional status."
- **Teacher:** "I can continue to help Sara learn to eat now that the therapies are manageable"

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Using a Team Approach Who is on the team?



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Models: Examples of Teams



1. RD, OT, RN, family meet together at an Early Intervention center
2. PMD, public health RD, home SLP therapist meet with family individually and then communicate via conference call
3. RD, PHN, school SLP/OT/RN communicate about tube feeding and feeding therapy plan

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Potential Team Members



- Child's family/ caregiver(s)
- Physician
- Registered Dietitian
- Occupational Therapist
- Speech and Language Pathologist
- Physical Therapist
- Psychologist
- Nurse
- Social Worker
- Case Manager
- Others

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Roles of Team Members: Families



Assessment	<ul style="list-style-type: none"> ■ Describe eating/feeding situation ■ Identify strengths and problems ■ Define goals
Care Coordination	
Intervention	<ul style="list-style-type: none"> ■ Implement interventions ■ Evaluate ability to incorporate interventions into life ■ Evaluate effectiveness

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Roles of Team Members: Physician or Nurse



Assessment	<ul style="list-style-type: none"> ■ Medical status ■ Medical effects of intervention ■ Need for lab monitoring, other f/u
Care Coordination	<ul style="list-style-type: none"> ■ Present to team ■ Coordinate assessments, report ■ Facilitate team dialogue and intervention planning ■ Follow-up with family, PCP, other service providers, referrals
Intervention	

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Roles of Team Members: Registered Dietitian



Assessment	<ul style="list-style-type: none"> ■ Growth/body composition ■ Dietary intake: energy, nutrients, textures, fluids ■ Food/medication interactions ■ Other diet-related concerns
Care Coordination	<ul style="list-style-type: none"> ■ Communicate with other members ■ Refer to community services
Intervention	<ul style="list-style-type: none"> ■ Recommend dietary changes ■ Evaluate effectiveness

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**Roles of Team Members:
Oral-Motor Specialist (OT, PT, SLP)**

Assessment	<ul style="list-style-type: none"> ■Neuromuscular function ■Sensory responsiveness ■Developmental and oral reflexes
Care Coordination	<ul style="list-style-type: none"> ■Communicate with other members ■Refer to community services
Intervention	<ul style="list-style-type: none"> ■Recommend oral motor sensory interventions, considering: oral motor competencies, behavioral supports

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**Roles of Team Members:
Psych/Social Professional**

Assessment	<ul style="list-style-type: none"> ■Behaviors, attitudes in relation to food and eating through interview, observation
Care Coordination	<ul style="list-style-type: none"> ■Communicate with other members ■Refer to community providers ■Refer to services and service systems
Intervention	<ul style="list-style-type: none"> ■Ongoing therapy

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Where would you fit on the team?

Yaroslav's EI program interested in developing a plan to expand his food repertoire

- Teacher + behavior therapist + OT + WIC RD?



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Where would you fit on the team?



Juliana seen at NeuroDev clinic annually. Between visits, WIC RD notices feeding skill delay, and calls RD with NeuroDev Clinic

- Feeding evaluation
- Begins feeding therapy at NeuroDev Clinic

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Video: Lunch Bunch example of feeding team group intervention



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Case Study

Chloe

- 6 years of age, transition off G-tube feedings
- Twin, previously LBW, repaired omphalocele
- Delayed development, but catching up

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Case Study

Chloe

- **Initial assessment:** good oral-motor skills, catch-up growth occurring, lactose intolerance, small stomach capacity
- **Recommendations:** psychologist and nutritionist follow with behavioral approach to increasing oral feedings

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Case Study

- What went right?

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Case Study

- What went wrong?

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What feeding team resources are available in your community?



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Conclusion



- Resource sheet
- Post-test and evaluation

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**Group Study Module 2: Participating in the Interdisciplinary
Approach to Feeding Interventions**

Resources

Feeding and Eating. Nardella MT, Owens-Kuehner A. Feeding and Eating. In: Lucas BL, ed. *Children with Special Health Care Needs: Nutrition Care Handbook*. Pediatric Nutrition Practice Group and Dietetics in Developmental and Psychiatric Disorders, The American Dietetic Association. 2004. Available through ADA: www.eatright.org.

Oral-motor Feeding Problems. Glass RP. In: Nardella M, et al. *Nutrition Interventions for Children with Special Health Care Needs*. Washington State Department of Health. 2001. DOH Publication Number 961-158. This chapter describes the developmental sequence of oral-motor and self-feeding skills and outlines assessment, intervention, and evaluation of oral-motor feeding problems

To order, contact the Washington State Department of Health, Revenue Section, PO Box 1099, Olympia WA 98504 or visit the Washington State Nutrition for Children with Special Health Care Needs website: <http://depts.washington.edu/cshcnut>. The publication can also be downloaded from the WA DOH website: <http://www.doh.wa.gov/cfh/mch/CSHCNhome2.htm>

Pre-Feeding Skills: A Comprehensive Resource for Feeding Development, 2nd ed. (2000) Morris S and Klein M. Therapy Skill Builders. A practical manual for feeding assessment and intervention. This revision of the 1987 book includes information about normal feeding development and factors that influence feeding. Assessment and treatment are discussed. Included is the Developmental Pre-Feeding Checklist.

Feeding and Swallowing Disorders in Infancy: Assessment and Management. (1992) Wolf LS and Glass RP. Addresses the diagnosis, evaluation, treatment, and follow-up of infants with varying types of feeding dysfunction. Item No. 076-1641-904-WT299

Feeding and Nutrition for the Child with Special Needs: Handouts for Parents. (1994) Klein MD and Delaney T. Therapy Skill Builders. A 600-page manual of reproducible handouts on nutrition and feeding issues. Topics include nutrition guidelines, breast and bottle-feeding, introducing food from a spoon, independent feeding, oral-motor treatment strategies, tube feeding, and family mealtime. Item No. 076-1643-32X-WT299.

Therapy Skill Builders
A Division of The Psychological Corp.
(800) 211-8378
<http://www.psychcorp.com>

Collecting and Assessing Food Intake Information. Pipes PL, Glass RP. In: Trahms CM and Pipes PL. *Nutrition in Infancy and Childhood*, 6th ed. WCB/McGraw-Hill. 1997. A table in this chapter, Screening of Eating Abilities, lists guidelines for identifying problems with eating and feeding.

Feeding Infants: A guide for use in the Child Nutrition Programs United States Department of Agriculture Food and Nutrition Service. USDA FNS-258. 2001. The 105-page guide includes information on infant development, nutrition for infants, breastfeeding and formula feeding, preventing tooth decay, feeding

solid foods, drinking from a cup and choking prevention. This guide was distributed to child care centers, sponsors of CACFP homes, and state agencies, and is available in electronic format at:
http://www.fns.usda.gov/tn/Resources/feeding_infants.html

How to Get Your Kid to Eat...but not too much. (1987) Satter E. Bull Publishing. This book is written for parents and discusses the impact of child development and parent-child relationships on feeding dynamics from infancy to adolescence.

Child of Mine, Feeding with Love and Good Sense. (2000) Satter E. Bull Publishing. This is a nutrition and feeding reference book for parents of children under age 4 years.

Both of the above books are available at bookstores, or directly from the publisher: Bull Publishing,
<http://www.bullpub.com>.

Nutrition and Feeding for Infants and Children, Handout Masters. (1995, with 1997 updates) Satter E. Ellyn Satter Associates. Information is taken from *Child of Mine* and *How to Get Your Kid to Eat*. This set of handouts is appropriate for families, educators, and health care providers and is available from Ellyn Satter Associates, http://www.ellynsatter.com/order_form.html.

“Project Chance,” A Guide to Feeding Young Children with Special Needs. (1995) Designed to assist early childhood program staff and other caregivers in feeding and nourishing children with special needs. Provides general information and practical tips on specific foods. Online:
www.hs.state.az.us/phs/ocshcn/publications/prochance.htm

Office of Nutrition Services
Arizona Department of Health Services
1740 West Adams, Room 203
Phoenix, AZ 85007
(602) 542-1886

Project SPOON: Special Program of Oral Nutrition for Children with Special Needs. (1991) Tluczek A, Sondel S. Report of a three-year pilot project using a multi-disciplinary model to serve parents of infants and children with chronic medical conditions. Available from the HRSA Information Center, Item Code: MCHE016.
<http://www.ask.hrsa.gov>

Selected Nutrition Focus Articles:

Dietary and feeding needs of children with cleft lips and/or palates. Wong J and Cohea M. *Nutrition Focus*. 2001 16(4).

Guidelines for the use of thickeners in foods and liquids. Feucht S. *Nutrition Focus*. 1995 10(6).

Tube Feeding Update. *Nutrition Focus*. 2002 17(6).

Practical Tips for Tube Feeding. Frederick A. *Nutrition Focus*. 2003 18(1).

Transition from tube feeding to oral feeding. Glass RP, Nowak-Cooperman KM. *Nutrition Focus* 2003 18(2).

Eating/feeding problems of children: the team approach. Cloud HH, Bergman J. *Nutrition Focus*. 2004 19(6).

Diagnosis and Treatment of Feeding Disorders in Children with Developmental Disabilities. Schwarz SM, Corredor J, Fisher-Medina J, Cohen J, Rabinowitz S. *Pediatrics*. 2001; 108(3): 671-676. An abstract is available on-line; non-subscribers can purchase a copy of the article:
<http://www.pediatrics.org/cgi/reprint/108/3/671>

Guidelines for the Development and Training of Community-Based Feeding Teams in Washington State. Pipes P. and Lucas B. Office of Children with Special Health Care Needs, Community and Family Health - Washington State Department of Health. 1994 (25 pages). This document provides guidelines for forming community feeding teams. These guidelines were developed from the Washington State experience.

For additional information or to receive a copy of the guidelines contact: Maria Nardella, MA, RD
CSHCN Program, Dept. of Health
Community and Family Health
New Market Industrial Campus, Bldg 7, PO Box 47880
Olympia, WA 98504-7880
(360) 236-3573, Fax: (360) 586-7868
Email: Maria.Nardella@doh.wa.gov

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Post-Test

Mark True or False for each of the following statements.

- _____ Sandy is an RD at the local early intervention center. She works with an occupational therapist, nurse, and social worker. They see children with feeding problems together, and work with families to develop comprehensive interventions. This is a description of an interdisciplinary feeding team.
- _____ Transitioning a child from tube feedings to oral feedings always requires an interdisciplinary feeding team intervention.
- _____ The nutritionist assesses a child's posture, tone, oral functioning, swallowing, reflux, growth and dietary intake as part of an interdisciplinary feeding assessment.
- _____ Feeding team members have specific roles which do not overlap.

Give an example of one feeding team resource available in your community:

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Group Study Module 2: Participating in the Interdisciplinary Approach to Feeding Interventions

Evaluation

Please tell us about your experience:

Format and Design	Strongly Agree				Strongly Disagree
The written materials supported the presentation well	5	4	3	2	1
The group dynamic helped me to absorb the content	5	4	3	2	1
The PowerPoint presentation was helpful to my understanding	5	4	3	2	1
The way the materials were organized made sense to me	5	4	3	2	1
The format enhanced my understanding of the content.	5	4	3	2	1
The speaker/lecturer delivered the content well	5	4	3	2	1

What organization or format changes would have improved this presentation?

Content	Strongly Agree				Strongly Disagree
The materials covered met the stated objectives	5	4	3	2	1
What I learned today is relevant to my clinical practice	5	4	3	2	1
The clinical examples provided were					
• consistent with what a clinician might encounter in practice	5	4	3	2	1
• illustrated the points presented in the module	5	4	3	2	1
Effect on Practice					
I can think of recent instances where this information would have been useful to my clinical practice	5	4	3	2	1
I plan to use this resource in my practice	5	4	3	2	1
I would recommend this curriculum to my peers	5	4	3	2	1

Please describe one aspect that, if changed, would improve the program:

Overall comments:

What is your discipline or area of expertise?

- | | | |
|--|---|---|
| <input type="checkbox"/> Early Intervention | <input type="checkbox"/> Health Education | <input type="checkbox"/> Parent/ Family/ Consumer Resources |
| <input type="checkbox"/> Education | <input type="checkbox"/> Nursing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Health Administration | <input type="checkbox"/> Nutrition | |

Which category best describes you?

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Student | <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> DTR |
| <input type="checkbox"/> Person with a disability | <input type="checkbox"/> Policymaker | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Parent | <input type="checkbox"/> RD | |

Which of the following describes your place of employment or agency:

- | | | |
|---|--|---|
| <input type="checkbox"/> For profit agency | <input type="checkbox"/> General public | <input type="checkbox"/> Community organization |
| <input type="checkbox"/> County/ state agency | <input type="checkbox"/> Hospital | <input type="checkbox"/> Academic institution |
| <input type="checkbox"/> Federal agency | <input type="checkbox"/> Interagency group | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Foundation | <input type="checkbox"/> Legislative body | |

Individual Copy

*Continuing Professional Education
Certificate of Attendance*

Nutrition for Children with Special Health Care Needs
Session Title: Participating in the Interdisciplinary Approach to Feeding Interventions

Participant Name _____

Date Completed _____

City, State _____

1
CPEs Awarded

II
Level

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State Copy

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