Contents

Preface xi

Introduction xiii

PART I	INTERVENTIONS FOR CAREGIVERS AND PARENTS
Chapter 1	Why Eating Problems Are Such a Source of Concern
Chapter 2	Types of Eating Problems and the Importance of Addressing Them 7
	Food Selectivity 7 Other Eating Problems 8 When to Seek Professional Help 8 The Importance of Beginning Work on Eating Problems as Soon as Possible 9
Chapter 3	What To Consider Before Starting a Feeding Intervention 11
	Medical Problems 11 Behavioral Problems 13 Professional Behavioral Help 13
Chapter 4	Identifying Your Child's Eating Problem 15
	 What Foods Does Your Child Currently Eat? 15 How Closely Does Your Child's Diet Match the Family's Diet? 16 How Much Is Your Child Eating? 16 What Is Your Child's Meal or Snack Schedule? 17 What and How Much Is Your Child Drinking Throughout the Day? 17 Where Does Your Child Eat? 17 How Is the Food Presented? 18 How Does Your Child React to New Foods? 18 Does Your Child Insist on Specific Dishes or Utensils? 18 How Long Is a Typical Meal? 18 Does Your Child Become Upset and Display Problem Behaviors at Mealtimes? 19
Chapter 5	Establishing a Meal and Snack Schedule 21
	Daily Schedules 21 Set Approximate Times for Meals and Snacks 21 Eliminate Eating Between Meals and Snacks 22 Limit Liquid Intake Between Meals and Snacks to Water 22 Limit the Intake of Milk or Juice at Meals and Snacks 22 Decide What To Present at Meals 23

Establish How Long Meals and Snacks Are To Last 24 Tube Feed Schedules 25 Chapter 6 General Behavioral and Environmental Strategies 27 If It Is Not Really a Question, Don't Ask 27 Use Attention Contingently and Sparingly 27 Take Advantage of Modeling 28 Create Eating-Related Habits 28 Chapter 7 Introducing New Foods 31 Introducing New Foods 31 italby provide the second Mixing Preferred and New Foods 32 Pairing Preferred and New Foods 33 **Reintroducing Previously Eaten Foods** Starting with a Single Bite 34 The Single Bite of New Food on a Separate Plate 35 The Single Bite of New Food on the Plate with Preferred Foods Planned Modeling 36 Motivating Your Child To Eat New Foods 37 Chapter 8 Grandma's Rule 37 Using Preferred Foods as Rewards 38 Using Tangible Nonfood Rewards 38 Taste Sessions 40 Exit Criterion 41 Token Programs 43 Interventions for Specific Eating Problems 47 Chapter 9 Escape Prevention 47 Expulsion 48 Re-Presentation 48 Food Holding 48 Underweight Children 49 Children with Eating, Choking, or Swallowing Phobias 51 Chapter 10 Problems with Texture and Chewing 53 Texture fading 53 Chewing Instruction 55 Improving Chewing and Other Oral Motor Skills 56 Chapter 11 Teaching Self-Feeding 59 Prompting Strategies 59 Least-to-Most Prompting 60 Backward Chaining 62 Graduated Guidance 64 Modifying the Rate of Eating 65 Chapter 12 Helping with Drinking Problems 67 Weaning Your Child from a Bottle 67 Refusal To Drink Liquids 68

Chapter 13 Mealtime Behavior Problems 71 Contingent Attention 71 Time-Out 72 Loss of Preferred Activities 72 Children Who Will Only Eat From Specific Utensils or Containers 72 Children Who Intensely Dislike the Mealtime Experience 73 Chapter 14 Making Your Interventions More Effective and Long Lasting 75 Base Your Decisions About Treatment on Your Child's Progress with Eating 75 Avoid Feeding From the Original Container 76 Vary the Dishes, Cups, and Utensils Used at Meals 76 Structure the Environment 77 Use Visual or Analog Clocks 77 Making Your Intervention Last 77 Chapter 15 Why Interventions Fail 79 The Intervention Is Discontinued Too Soon 79 Parents Are Unprepared for an Increase in Problem Behavior The Child's Resistance to Interventions 80 Problems with Rewards 80 Different Parents or Caregivers Using Different Plans Common Misperceptions About Behavioral Interventions 83 Chapter 16 Never Reward a Child for Eating 83 • Rewards Are a Form of Bribery 83 A Sensory Approach Is a Better Way of Addressing Eating Problems 84 This Approach Involves "Starving" My Child 84 Chapter 17 Commonly Asked Questions About Treatment 85 When Will My Child Eat Because He or She Wants To? 85 Why Use Toys or Anything Other Than Social Praise To Reward a Child for Eating? 85 Why Is My Child's Behavior Worse During Meals Since I Have Started Treatment? 86 Why Should I Ignore Behaviors Such as Crying or Aggression? 86 What if My Child Gags? 86 What if My Child Vomits? 87 Why Should I Reward My Child for Anything Other Than Eating? 87 Why Do I Have To Feed My Child if He or She Can Self-Feed? 87 How Do I Know if My Child Likes the Food? 88 Why Do I Need To Collect Data? 88 Why Does My Child Eat for Others and Not for Me? 88 What if My Child Asks To Go to the Bathroom During the Meal? 89 Does My Child Need Nutritional Supplements? 89 What Foods Should I Introduce First? 89 Should I Offer the Same Foods Until They Are Accepted Without Difficulty? 90 Does My Child Have a "Sensory" Problem Rather Than a "Behavioral" Problem? 90 If My Child Cries or Gets Upset at Meals, Will He or She Learn To Hate Meals? 90 What if My Child Does Not Eat Enough at a Meal? 91

Chapter 18 Preventing Eating Problems 93

Establish a Meal and Snack Schedule 93 Repeatedly Offer New Foods 93 Offer Age-Appropriate Portions of a Variety of Foods 94 Serve Meals in Kitchen or Dining Area, While the Child Is Seated 94 Model Eating a Variety of Foods and Exhibiting Appropriate Mealtime Behaviors 94 Ignore Minor Inappropriate Behavior and Age-Appropriate Messiness 94 Limit Mealtime or Snack Time to 15 to 20 Minutes 95 Provide Positive Social Interaction 95 Limit Distractions 95 Encourage Self-Feeding 95

PART II **PROFESSIONAL CONSIDERATIONS**

Chapter 19 Why a Child Can't, Doesn't, or Won't Eat 99

Chapter 20 **Components of a Feeding Evaluation**

Halby PROFED, MC. Medical Assessments 103 Upper Endoscopy 104 pH Probe Study 104 Upper GI Series 104 Allergy Testing 104 Gastric Emptying Study 104 Nutritional Assessments 105 Oral Motor and Other Physical Assessments 105

Chapter 21 Identifying Factors That Influence Feeding Problems 107

> Antecedents That Adversel Affect Feeding 107 Consequences That Can Maintain Feeding Problems 110

Planning a Feeding Intervention 111 Chapter 22

> Conducting the Initial Interview 111 Identifying Target Behaviors 115 Conducting Baseline Observations 117 Setting Goals for Treatment 118 Establishing Positive Consequences 122 Determining Intervention Requirements 123 General Recommendations for Mealtime 126

Chapter 23 Behavioral Interventions for Feeding Problems 129

Positive Reinforcement 130 Graduated Exposure 132 Positive Reinforcement for Eating Target Foods 134 Taste Sessions 135 Withdraw of Positive Reinforcement 137 Nonremoval of the Spoon 137 **Re-Presentation** 139 Shaping an Open Mouth 140

Liquid or Preferred Food Chaser 141 Mixing Preferred Foods 143 Adipsia: Helping Kids Who Won't Drink 144 Drinking From a Cup 146 Texture Fading 147 Chewing Instruction 148

Chapter 24 Interventions for Children Who Feed Themselves 149

Positive Reinforcement 149 Exit Criterion 151 Interventions for Groups 153

Chapter 25 Parent and Caregiver Training 157

Discussing the Child's Feeding Problem 157 Discussing Current Performance By Reviewing Baseline Data 158 Measuring Parent Mealtime Actions 158 Measuring Parent Mealtime Actions 158 ROFF How To Teach 160 What To Teach 161

163 Chapter 26 How Are Feeding Services Justified?

Appendix 1 Feeding Clinics 167

- Recommended Readings 168 Appendix 2
- Appendix 3 Food Diary 170
- Appendix 4 Food Inventory 171
- 173 Appendix 5 Taste Session Data Sheet
- Token Program Data Sheet 174 Appendix 6
- Backward Chaining Data Sheet 175 Appendix 7
- Intervention Template and Sample Interventions 176 Appendix 8
- nitial Evaluation Form 180 Appendix 9
- Appendix 10 Trial-by-Trial Data Sheet 186
- Appendix 11 Frequency Count Data Sheet 189
- Appendix 12 Data Summary Sheet 191
- Glossary 193
- References 199
- About the Authors 203