

Eat, Play, Cook

An Interprofessional Group Intervention for Children with Feeding Difficulties
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OBJECTIVES

- Identify the ways in which the occupation of mealtime contributes to typical childhood development.
- Discuss the benefit of group feeding therapy sessions in the pediatric population.
- Participants will understand how to develop, plan and execute a feeding group for pre-school and school age children who have feeding difficulties.

Non disclosure

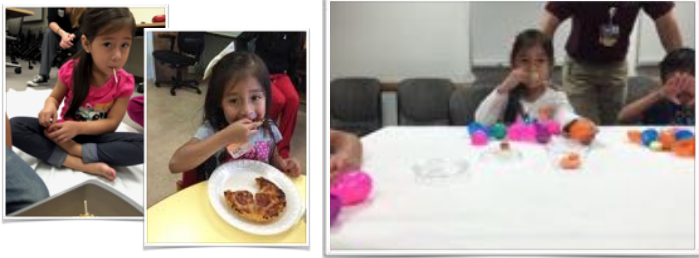
We have no actual or potential conflict of interest in relation to this presentation.



Joey's Story

Joey

- **DIAGNOSIS:** Short Gut Syndrome as a consequence of Gastroschisis; TPN dependence.
- **INITIAL - 3 months:**
 - Able to take scant tastes of purees PO
 - Displayed frequent gagging with offering of formula by bottle



Melissa's Story

Melissa

- AGE: 7
- DIAGNOSIS: Meconium pseudocyst s/p resection with subsequent short gut; TPN Dependence.
- INITIAL - 3 1/2 months:
 - Intra-oral tactile sensitivity - gagging (non-productive);
 - <50% of nutrition by mouth.

Supper Club: The Back Story

- Age
- Diagnosis
- Statistics
- Multi disciplinary roles





Short Bowel Syndrome



8 feet



vs



9 inches



Gastroschisis is a birth defect in which the babies bowel sticks out through a hole that is on one side of the umbilical cord.



Before Repair

After Repair



Necrotizing
Enterocolitis (NEC)





What is oral
aversion?

- Eating
- Drinking
- Sensation in or around the
mouth



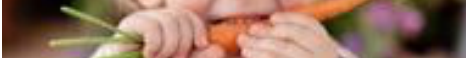


Supper Club Team



EAT play cook

oral motor



Oral Motor Skills are Important for Other Reasons Too



Oral Hygiene



Managing Secretions

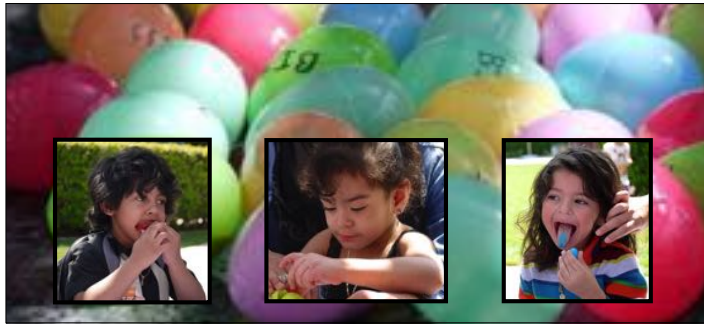


Communication

Cheerio Race



Egg Hunt!



Rockets



eat **PLAY** cook



FUNdamentals of PLAY

"Through childhood play exploration, the child creates the act of doing in the activities that he or she carries out daily" (Hinajosa, 2009)

- Transition
- Social skills
- Exposure
- Exploration
- Gross Motor Skills

Social Skills

Fundamental social skills

- Introductions
- Familiarization
- Awareness

Nonverbal communication

- Making eye contact
- Personal space

Inclusivity

- Creating a community
- Cooperation



Exposure and Exploration

Sensory Play

- Tactile
- Proprioception

Environment

- Safety



Gross Motor Skills



Gross Motor Skills



eat play **COOK**

Goal: Provide the children with the opportunity to participate in a mealtime routine with their peers and families

- Food Introduction
- Meal Preparation
- Engaging in Mealtime





Food Introduction

Discussion

Exploration

Sensory

Tactile

Olfactory



Meal Preparation

Social Skills

- Verbal communication
- Nonverbal communication
- Turn Taking/Negotiating

Cognition

- Following Directions
- Attention
- Problem-Solving

Motor Skills

- Fine Motor
- Gross Motor



Engaging in Mealtime

■ "Eating in most societies is a social event, and therefore, its significance is extremely important. A great deal of emphasis is placed on food and food related activities." (Arvedson & Brodsky, 2002).

■ "Mealtime is generally a family time that provides physical, cognitive, and emotional nourishment of all members." (Case-Smith, 2005)



Sensory Exploration



Communication



Socialization



Sense of Family/Community



Eating

Clean Up



Theme: Apples

- Introduction
 - Name, Age
 - Apple Song
 - Which color apple is your favorite?
- Gross Motor Activity/Sensory Play
 - Shopping for Apples
 - Thumb print apple trees
- Mealtime Routine
 - Apple Crisp
 - Passport



Let's try it!



Outcome Measuring

■ Goal Attainment Scale:

Level of Expected Outcome	Rating	Behavioral Statement of Expected Outcomes
MUCH MORE than EXPECTED	+2	Child eats 100% of meal presented once a day.
MORE than EXPECTED	+1	Child eats 75% of meal presented once a day.
EXPECTED Outcome	0	Child will complete 50% of meal presented, once a day (i.e. breakfast, lunch and/or dinner).
LESS than EXPECTED	-1	Child eats 25% of meal presented once a day.
MUCH LESS than EXPECTED	-2	Child does not participate in meal time and eats 0% of meal presented.

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"Goal attainment scaling as a measure of meaningful outcomes for children with sensory integration disorders." (2005). Department of Occupational Therapy Faculty Papers. Paper 46.
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Joey's Outcome

■ Current Status

- 8 years:
- Participates in food exploration;
- Decreased gagging and grimacing when trying foods;
- Improving with chewing & swallowing skills.

Goal Attainment Scale:

Level of Expected Outcome	Rating	Behavioral Statement of Expected Outcomes
MUCH MORE than EXPECTED	+2	Child eats 100% of meal presented once a day.
MORE than EXPECTED	+1	Child eats 75% of meal presented once a day.
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Melissa's Outcome

■ Goal Attainment Scale:

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■ Current Status

- 7 years:
- Increased willingness to try foods by mouth;
- Eating up to 75% of nutrition by mouth.

"Before this group, he didn't tolerate foods at all. He would vomit with just touching the food. Now, he can try foods and is okay!"

"Before, she wouldn't eat anything. Even when she was around her cousins. But, when she came here to the group, she wanted to try more! Often times she says, my teacher (therapist) said this is a healthy food, so I want to try it!"

"Him seeing other kids like him trying, gives him the encouragement to try as well."

Supper Club in the news!



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Thank You!!

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