
Contents

Preface xi

Introduction xiii

PART I INTERVENTIONS FOR CAREGIVERS AND PARENTS

- Chapter 1 Why Eating Problems Are Such a Source of Concern 3**
- 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

Mixing Preferred and New Foods 32

Pairing Preferred and New Foods 33

Reintroducing Previously Eaten Foods 34

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 35

Planned Modeling 36

Chapter 8 Motivating Your Child To Eat New Foods 37

Grandma's Rule 37

Using Preferred Foods as Rewards 38

Using Tangible Nonfood Rewards 38

Taste Sessions 40

Exit Criterion 41

Token Programs 43

Chapter 9 Interventions for Specific Eating Problems 47

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	79
	The Child's Resistance to Interventions	80
	Problems with Rewards	80
	Different Parents or Caregivers Using Different Plans	81
Chapter 16	Common Misperceptions About Behavioral Interventions	83
	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 103**

- 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 Adversely Affect Feeding 107
- Consequences That Can Maintain Feeding Problems 110

Chapter 22 Planning a Feeding Intervention 111

- 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
How To Teach 160
What To Teach 161

Chapter 26 How Are Feeding Services Justified? 163

Appendix 1 Feeding Clinics 167
Appendix 2 Recommended Readings 168
Appendix 3 Food Diary 170
Appendix 4 Food Inventory 171
Appendix 5 Taste Session Data Sheet 173
Appendix 6 Token Program Data Sheet 174
Appendix 7 Backward Chaining Data Sheet 175
Appendix 8 Intervention Template and Sample Interventions 176
Appendix 9 Initial Evaluation Form 180
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