



A 'Word of Wisdom'- What I learned in Psychology 101

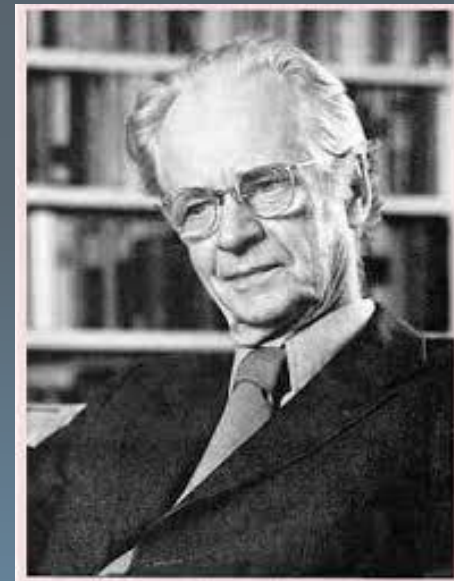
*Reflecting on 20+ years of working with Complex Feeding
Problems*

Massey University 2018

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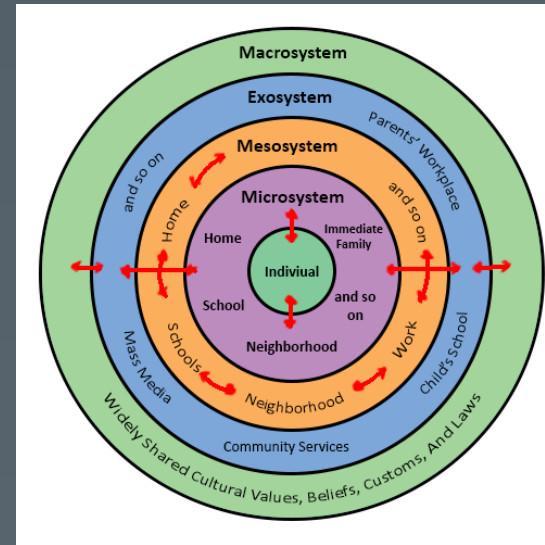


U. Bronfenbrenner
A. Thomas and S. Chess
B.F. Skinner



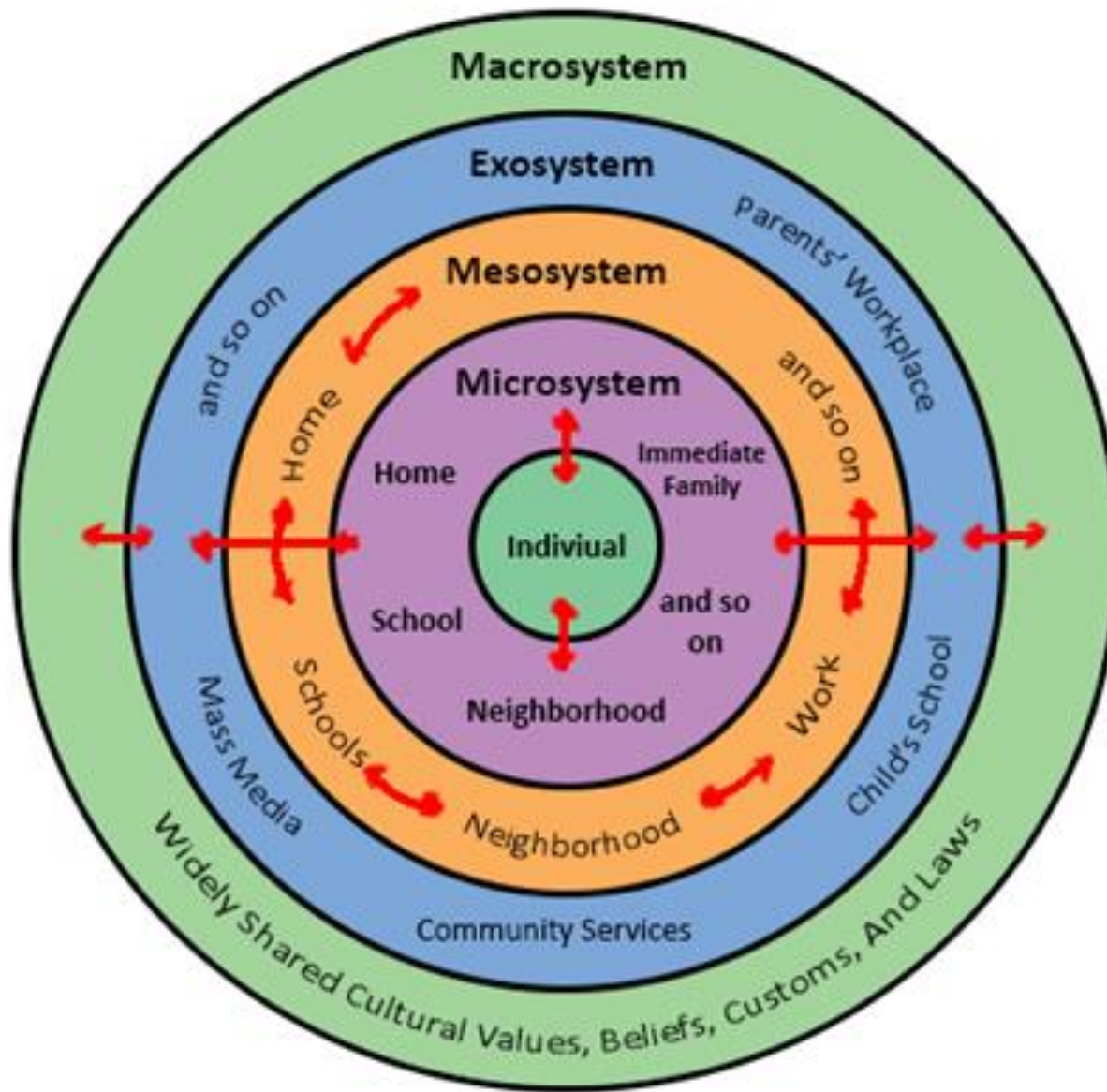
Reminder:

- Context
- Temperament
- Operant conditioning



Urie Bronfenbrenner

'Everything in a child and the child's environment affects how a child grows and develops'






Ecological Systems Theory

- Explain how the qualities of a child and their environment interact and influence how the child grows and develops
- Need to look at the child in the context of their many social environments
- Awareness of contexts can help us understand the different ways children may act in different settings



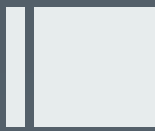
For feeding?

- Parental influences:
 - Parental warmth and affection
 - Parental Control
 - Parental skills
 - 'Well parents'
- Wider family/whanau system-
 - Grandparents?
 - Friends?

- 
- Daycare/peer influences
 - School

- 
- Cultural influences
 - Numerous opportunities to observe cooking and eating
 - Children attend to different aspects of a culture very early

 - Technology
 - Social media
 - Distraction?
 - Childrens learning



How do we support changes in parental behaviour?


- Good assessment
- Time and energy to change
- Collaborate on manageable steps
- Keep track of changes and review
- Refer on if necessary....



Alexander Thomas and Stella Chess

Child Temperament

“There is goodness of fit when you handle the child and make demands in a manner that enables the child to meet the demands successfully.” *Stella Chess*

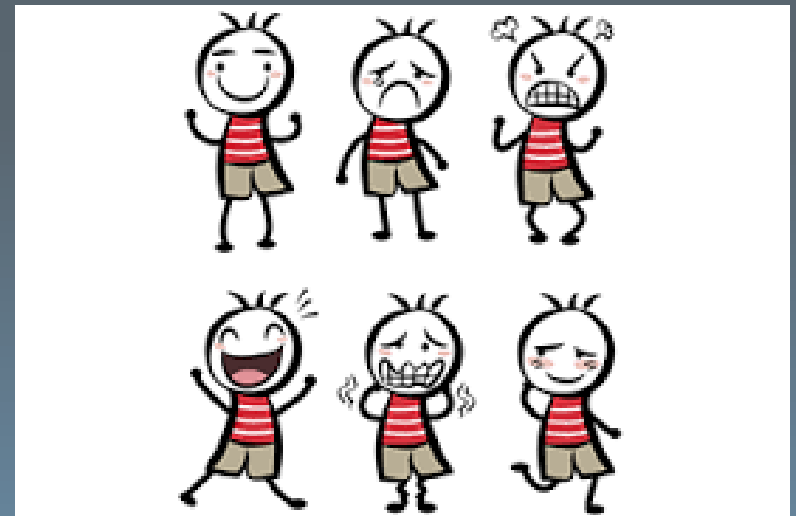
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- Activity level
 - Rhythmicity
 - Approach-withdrawal
 - Adaptability
 - Threshold of responsiveness
 - Intensity of reaction
 - Quality of mood
 - Distractibility
 - Attention span and persistence

Emotional regulation

- “management and organization of diverse systems and components including internal systems, behavioral components, and external/social components”
- Children need to be able to understand emotional information and to regulate their own

Children (60%)

- The Easy Child
- The Difficult Child
- The Slow to Warm Up Child



For feeding:

'Easy' temperaments

- Regular patterns
- Positive attitude to new situations
- Accept frustration
- More socially competent

'Difficult' temperaments

- Irregular patterns
- Negative approach response
- Slow to adapt to change
- If pushed, may respond with loud refusal or aggression



DeGangi and Poission 2000

STARSHIP CHILDREN'S HOSPITAL PAEDIATRIC FEEDING HISTORY FORM

- Is your child irritable and fussy ?
- Easily escalates from whimper to intense cry
-
- Can calm self-effectively by sucking on dummy, looking or playing with toys, or listening to caregiver
- Able to wait for food or toy without falling apart
-
- Changes easily from one activity to another without distress
- Must be prepared in advance several times before a change is introduced
-
- Demands adult attention constantly
-
- Temper tantrums severe and frequent
- Falls asleep easily
- Amount of time spent calming child during day (please circle one)



B.F. Skinner

'Behavior is determined by its consequences.'

Key concepts

- **Assessment**

- All behavior serves a function
- Behavior is learned
 - Through association
 - Through consequences
 - Through observation

- Behavior therapy aims are to:

- Reduce Problem Behaviors
- Increase Adaptive Behaviors

A-B-C-O-C

- **A-Antecedents**

- Who is present when the meal occurs? And who is present when the child is feeding appropriately?
- What activities, events and interactions take place just before the mealtime?

A-B-C-O-C

- B-Behavior

- Which of the child's feeding behaviors do caregivers consider the most difficult and what do they look like?
- Can you replace that behavior with a better one?
- What is frequency of the behavior?

A-B-C-O-C

■ C-Consequences

- What happens after the target behavior? How do those around them react? Can you think of a more acceptable behavior that might replace this one?
- What approaches work well for this child in other areas?
- What are their 'high frequency behaviors'?
- What ways have been tried to handle the difficult behavior? What advice from others?

A-B-C-O-C


- O-Organism

- Does this child have special developmental or health issues which affect what expectations?
- Temperament/emotional regulation?
- Are the problems occurring because of stress-illness, lack of sleep, poor nutrition, anxiety?

A-B-C-O-C

- **Context**

- What are the cues from the environment?
- Culture and expectations
- Parenting strategies-what are they trying?

- 
- Exposure
 - Shaping
 - Reinforcement
 - Social modeling



Starship
Children's Health



The Importance of the MDT

Starship Feeding Assessment Clinic
Starship Tube Weaning Program

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