

Shifting our thinking in Pediatric Feeding through a Compassionate Lens

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Getting to know Marsha



A Food Celebrator!

- Occupational therapist
- Boston University and University of Arizona
- Over five decades of experience
- Clinician, Author, Inventor
- Co-Founder Nourish, nonprofit
- Co-Founder Get Permission Institute

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Objectives

By the end of this presentation participants will be able to:

1. List four evidence-based benefits of family mealtimes
2. Describe both parent and child roles at the mealtime
3. List four international organizations in support of responsive feeding
4. List the negative influence of pressure, stress and discomfort on mealtimes
5. Contrast internal vs external motivation in pediatric feeding.

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Feeding is an advanced skill

- New graduates tell us they do not feel ready for feeding.
- Some new grads do not feel ready for pediatrics.
- We need to create mentoring and fellowship opportunities for feeding to help newer therapists to gain the experience and wisdom to help them be feel ready and confident.
- Throughout this presentation I will offer references, readings and research to support expanded learning in multiple areas.

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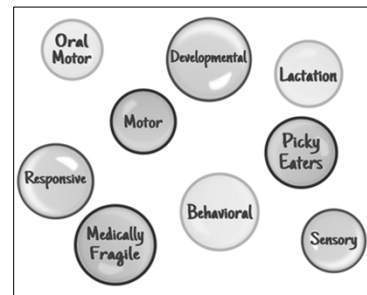
It is all connected

- Pediatric feeding disorder (PFD) is "impaired oral intake that is not age-appropriate and is associated with medical, nutritional, feeding skill, and/or psychosocial dysfunction." (Goday et al., 2019)
- Systems (anatomy and physiology) matter
- Relationship and connections matter
- Sensory and emotional safety matters
- Motor matters
- Experience matters
- Motivation matters

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Our Bubbles

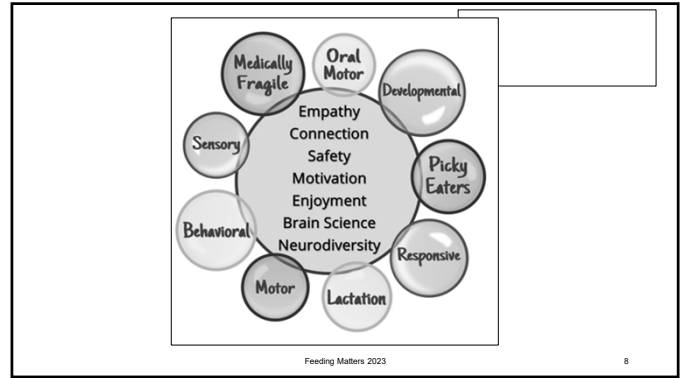
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Can we shift to more empathy and understanding?

According to AOTA identification of core values, a therapist honors personal dignity through an **“attitude of empathy”**. (AOTA 1993)


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What is empathy?

- The ability to understand and share the feelings of another
- The ability to sense another’s emotions
- The ability to imagine what someone else might be thinking or feeling, like “walking in their shoes”
- Seeing the client’s world as they see it and being able to reflect back to them that they have been understood
- Counseling sometimes using the terminology “Frame of Reference” or trying to get into **their** frame of reference rather than ours.

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- Empathy is perception, then we must communicate that we understand . This is sometimes called the Empathy Circle . www.empathycircle.com
- There is increasing awareness that empathy in the therapeutic relationship is vital to effective therapy, deepens the relationship.
- Both child AND Parent




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Harper Lee
(To Kill a Mockingbird)

Atticus tells Scout, “You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it.”

Imagine it



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Have we been doing a good enough job of seeing our therapy through the eyes of the children and families we support?

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Can we shift from the mouth to the mealtime?



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(Canadian PSA, 2017)

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What is a mealtime?

- Nourishment, yes and...
- Communication
- Socialization
- Opportunity and exploration
- Sensory! Sensory! Sensory!
- Giving and receiving love
- Celebrations
- Family time
- Skill mastery
- Children learn a lot from mealtimes

(Miller et al., 2012; Glanz et al., 2021; Gillman, 2011; Harrison et al., 2015; Fulkerson et al., 2006; Larson, 2007; Neumark-Sztainer et al., 2003; Cason, 2006; Fiese, 2006)

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Nourish

- Not only calories but...
- With delicious enjoyable food
- With pleasant safe company and connection
- With opportunities for autonomy
- Having the child be a **celebrated** part of the meal
- By providing opportunities to learn about and master eating skills
- By being sensitive to the child's experience
- By also being sensitive to the parent experience

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Family Meals

Family mealtimes are an important opportunity to develop strong parent and child relationships and a sense of family connectedness and belonging. Research focusing on the importance of family meals affirms the positive outcomes learned from time spent around the family dinner table. This simple family activity has a significant impact on family communication and functioning, the development of healthy eating patterns in children, and improved literacy and school performance in school-age and teen students, and it also acts as a significant protective factor in reducing the risk for adolescent mental health problems and addiction.

(Hamilton & Wilson, 2009)

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Can we shift our thinking about adult and child roles?

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Who is talking about roles?

- AAP: Adults provide, and children decide
- Get Permission Approach: The adult role is to offer, and the child role is to give "permission", or not, thereby determining the pace of the mealtime. (Klein, 2019)
- Division of Responsibility: The adult role is to provide the menu, the where and when of the meal. **The toddler role is to determine how much to eat, and whether to eat the offered food at all.** (Satter, 2000)

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Our roles

- It is our adult job to provide a careful menu, "**menu deciders**"
- It is our job to provide positive **opportunities and experiences.**
- It is our job to provide food and eating **role models.**
- It is the parent's job to be the mealtime partner and provide a **safe** mealtime environment.
- It is our job support **autonomy and competence.**
- It is our therapist job to support **parent success.**

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"It is **not** our adult job to **get food** in children."

Jenny McGlothlin, SLP tells us the only "Get" should be "Get Permission", Thanks Jenny

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Early food exposure experiences

- Early experiences with food can either limit or expand the boundaries of the familiar. If early experience includes **exposure** to a variety of foods and flavors, then a wider range of foods and flavors will be accepted. (Birch & Doub, 2014)
- Experience tells us that exposures with pressure lessens the enjoyment, benefits of the exposure.
- Rethink "EXPOSURE".

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Role modeling

- Children learn through watching. They tend to imitate the eating behaviors of people they spend time with.
- Children learn about eating from the role models of others. (Draxten et al., 2014; Adessi et al., 2005; Coto, 2019)
- Children learn about new foods by being around new foods. (Adessi et al., 2005)
- Children need multiple exposures to foods to learn about them. (Adessi et al., 2005)
- Role modeling how to try a new food you haven't met yet, in big and little ways

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We therapists are role models too.

- Food is the tool in feeding therapy.
- Role models for food interactions, food trying and food eating and exploration
- Role models for parents to learn a "new language" of food interactions by our example
- Can we include parents in our therapeutic food interactions?
- Can we eat with children (and parents) in an enjoyable way?



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Pexels photos

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Can we shift from milestone models and protocols to variation and neurodiversity affirming support?

There is not one way to support children and their families
Rethink protocols
Think eclectic

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Neurodiversity is...

- People experience and interact with the world around them in any different ways.
- There is no one "right" way of thinking, learning, and behaving and differences are not viewed as deficits.
- The range of differences in individual brain function and behavioral traits regarded as a part of normal variation within the human population.
- Wired differently than peers as described scientifically from brain imaging

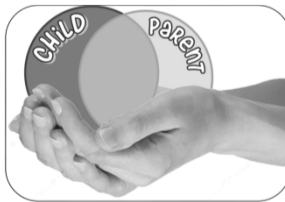
"Everyone should have access to support that is truly affirming." Naureen Hunani, RDs for Neurodiversity

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Can we shift to parent supported feeding rather than child focused feeding?



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Feeding is a relationship

- Ellyn Satter tells us "Feeding is a relationship that depends on the characteristics and abilities of both child and parent."
- Both parents and children bring their experiences to the table.
- A trusted connection with parent supports the child's ability to self regulate in early infancy and beyond.
- When feeding is hard, connection and trust are imperative for safety and success.
- Feeding can have a powerful influence not only on the physical health of children but also on their social and emotional health. (Slaughter et al., 2004)

Satter,1990,2000; Slaughter, et al. 2004; Chatoor,1997 & 2000; Davies et al 2006. 28

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Parents are central...

- They feed their children multiple times every day.
- Are we focused on **THEIR success** and not just child success?
- They are the **experts** in their child.
- Are we listening to them about what is important and possible for **them**?
- Are they **included** in the feeding therapy?
- Are the questions we ask in the assessment reflecting parent concerns, quality of meals at home? Let's look at out assessments.
- Is success "**in home**" success not just "in clinic" success?

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"The parent child connection is the most powerful mental health intervention know to mankind."

Bessel Van der Kolk

Cite

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A more even relationship

- "Let's figure this out together. I know about feeding but **you** know **your** child."
- "What can we figure out to make mealtimes for you and your child more enjoyable, successful in **your** home?"
- "Of all the things we have discussed today, what would **you** like to try at home?"
- Principles of the Parent Coaching Model in Early Intervention (based on the work of Rush and Sheldon) and Emotionally Aware Eating (Based on the work of Jo Cormack) support evening out the relationships.

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Can we shift from doing TO children to doing WITH children?

Rehearsals-Show them
Togetherness & connection-With them
Slowly at the child's pace
Important in tool usage

Imagine it

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Can we shift to thinking about child's mealtime actions as "communication" to be understood rather than "behavior problems" to be "fixed"?

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Communication from the beginning

- "When we see infants as having communicative intent, our focus changes from volume driven to **co-regulated approach** where infant guides caregiver." (Shaker, 2013)
- Responsive feeding foundations in the NICU with these foundations following the work of Als, Shaker, Brown, Ross, Horner and others who follow cues in NICU.

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NICU Onward

- Study of the SOFFI Method (Supporting Oral Feeding in Fragile Infants) by Erin Sundseth Ross, PhD
- Families that were taught the SOFFI Method of observation and cue reading for infant feeding had fewer feeding challenges at 3-5 month follow ups.
- Using this method positively influenced pre-discharge and discharge feeding outcomes
- SOFFI Assumption: "If the quality of a feeding takes priority over the quantity ingested, feeding skill develops pleurably and at the infant's own pace."

(Horner et al., 2014)

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Why would a child say "no"?

- Doesn't feel well
- Difficult sensory challenge with the food
- Difficult motor response to the food
- Poor regulation
- Difficult presentation
- Poor experience history, trauma
- No enjoyment
- Not feeling safe
- And...



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What is Andrew communicating?

Andrew
No Permission

- He is communicating.
- What is he saying?
- Is he being heard?
- Are parents being responsive?
- Is there enjoyment?
- The starting point here is compliance.

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Communication

- Shift from labeling "behavior problem" rather than **communication**
- When we think of the child as **communicating?** It invites us to be curious, to wonder what is going on with the child and how can we help.

Used with permission

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Re-think "refusals"

- If we think of a "**refusal**" as a **communication**, we respond differently than if we see the refusal as a "behavior problem" or "wrong" reaction that we must fix.
- Can we think of a "**refusal**" as the child's attempt to communicate with us that something about this meal on this day at this time is not working for her? And then can we adjust?
- Rather than **refusals**, how about **responses**?

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"Nine times out of ten, the story behind the misbehavior won't make you angry, it will break your heart."

Annet Breaux
Sensory Processing Disorder Parent Support

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Can we shift toward more responsive feeding?

Mealtimes are a reciprocal communication, at the heart of which is connection, support of autonomy and a sensitive reading of and responding to cues.

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Responsive feeding concept has evolved

- Early attachment research
- Morris & Klein focused on relationship and trust based feeding and reading the child's cues. (Morris & Klein 1986, 2000)
- Responsive parenting: A style of parenting characterized by high sensitivity to the child's needs, responding with warm acceptance to the child's needs, feelings and interests.
- Parent is attuned to child's emotions and reacts to their cues in ways that are supportive and developmentally appropriate. (Landry et al., 2008).
- Division of Responsibility (Ellyn Satter, 2000)
- NICU researchers (Shaker, Ross, Thoyre and more)

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Baby-Led Weaning (2005)

- Gill Rapley described Baby Led Weaning in 2005
- Baby encouraged to feed self ALL their foods from the beginning. Baby decides which foods and the amounts.
- Often not purees because they usually need adults to feed
- Families eat together
- The ultimate children directed feeding

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Responsive Feeding Values

- Autonomy
- Relationship
- Internal motivation
- Individualize care
- Competence
- Responsive Feeding Therapy: Values and Practice, Rowell, Wong, Cormack & Moreland (2020).
- Responsive Feeding Therapy (RFT) is an overarching approach to feeding and eating interventions applicable to multiple disciplines and across the lifespan. RFT facilitates the (re)discovery of internal cues, curiosity, and motivation, while building skills and confidence. It is flexible, prioritizes the feeding relationship, and respects and develops autonomy.

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World Health Organization supports responsive feeding

- Feed infants directly and assist older children when they feed themselves.
- Feed slowly and patiently, and encourage children to eat, but do not force them.
- If children refuse many foods, experiment with different food combinations, tastes, textures and methods of encouragement.
- Minimize distractions during meals if the child loses interest easily.
- Remember that feeding times are periods of learning and love – talk to children during feeding, with eye-to-eye contact.
- <https://www.who.int/nutrition/publications/infantfeeding/9789241597494.pdf>

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American Academy of Pediatrics supports responsive feeding

https://hcv.aap.org/Documents/Early%20Feeding/Responsive%20Feeding/AAP-Responsive-Feeding_Print-Fact-Sheet.pdf

Adult provides, child decides

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Responsive feeding globally

- PAHO Pan American Health Organization
 - Responsive feeding is supported following the WHO recommendations.
- World Health Organization European Region
 - In addition: Parents should be encouraged to respond to their infant's hunger and satiety cues and to avoid feeding to comfort or as a reward.
- UNICEF UK Baby Friendly Initiative (2012) standards introduced 2012-2014)
 - "Crucially, feeding responsively recognizes that **feeds are not just for nutrition, but also for love, comfort and reassurance between baby and mother.**"

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Grocery stores are getting involved in responsive feeding



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More responsive feeding research

- Biscan, et al., 2022
- Cohen & Dilfer, (2022)
- Danaher & Fredericks, (2012)
- Markides et al., (2021)
- Peres-Escamilla et al., 2021
- Rowell et al., 2020

Chicago Feeding Group Handout

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Non-responsive feeding "has the potential to undermine child's trust in otherwise responsive parents".

(Black & Aboud, 2011)

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Can we shift from "tolerance" to "enjoyment"?

If a child does not like a food, why would we settle for "tolerance" when we could aim for "enjoyment"?

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Tolerance

- The act of allowing something
- The ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.
- The capacity to endure pain or hardship: endurance, fortitude, stamina


Enjoyment

- The state or process of taking pleasure in something
- Synonyms
 - Satisfaction
 - Pleasure
 - Contentment
 - Happiness, delight
 - Content
 - Joy
 - Gratification

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What constitutes mealtime enjoyment for you?




- Sensory aspects of the food
 - The look, smell, sound, texture, taste (Disgust?)
- The company (Poor connection)
- The socialization (Poor company)
- The experience (Pressured)
- The satiation (Feel poorly)

What happens if you hate those aspects?

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Would YOU try a food if you did not like the look, the smell, the texture, sound or taste?

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And how would you react to that adult who made you eat it?
Enjoyment would be lost!

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Children learn from mealtime interactions

- Eating is learned, specifically, food preferences.
- Learning what to eat takes place early.
- **Experiences** remains the driver of preferences learning.
- Food properties of shape and texture **learned preferences**
- The **context of eating** can modulate learned preferences.

(Nicklaus, 2015)

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Children learn with opportunity and exploration

- To watch others eat
- Children learn to eat foods by being around foods. (Birch & Doub, 2014)
- See what looks interesting: (Jansen et al., 2017; Linne, 2002)
- Smell: (Coulthard et al., 2016; Sheperd, 2012; Spence, 2017; Kruzmark, 2013)
- With exploration: (Coulthard & Thakker, 2015)
- With play: (Coulthard & Sealy, 2016)
- Touch: (Mourtisen, O.G. & Stybaek, K., 2017; Nederkoom, 2008; Werthmann et al., 2016)
- Texture is more important than taste in acceptability (Werthmann et al., 2016)
- Sound: Misophonia is real. (Brout, et al., 2018; Elysa, 2012)
- Taste: (Stuckey, 2012, Scaglioni et al., 2018, Werthmann et al., 2016)

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Can we shift from "compliance" to sensory and emotional safety?

"Safety is the most basic task of all. Without safety, no growth can take place. Without safety all energy goes to defense.

Torey Hayden, PhD, Educational Psychologist

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"Most of our systems that involve children are designed on the compliance model — that's true in parenting and educating. We've leaned on compliance in our educational system since the 1800s, and it's been part of our parenting culture for centuries. And yet, neuroscience has now taught us that there's a monumentally better way. Through research we know that our neurobiology is a driving force in behavior — particularly our autonomic nervous system and our brain. We know that there are sensitivities and differences in our neurodivergent kids' neurobiology too, making it crucial that we adopt this brain-based lens when responding to and managing behavior."

Beautifully Complex Podcast: Greg Santucci OTR/L, "Compliance vs Regulation"

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When we focus on compliance

- Definition: The act of obeying, complying with an order, command, rule, wish, or request.
- The relationship is uneven. Inherent is that we outrank kids!
- Can be easy not to take into account who the child is, how they are regulated NOW.
- We can miss the cues of communication and safety.
- We can miss the worry and protection responses.
- We can push into stress and worry.
- When we call it a "behavior problem" when the child does not "comply" with our commands, we might be asking the child to ignore his/her body cues!

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What is “Safety”?

- Our nervous system is wired to constantly check, am I safe?
- When the body is feels unsafe, on defense, its goal is **protection or escape** from the perceived unsafe situation.
- Safety is when the body is **regulated**, not on defense, and is comfortable, focused and ready to engage. (Dana, 2020)
- Safety has a lot to do with interoception, information from our internal sensory systems. (Mahler, 2015)
- Trust is an integral part of safety. (Porges, 2017; Delahooke, 2022)
- There is safety, and there is felt safety. (Purvis et al., 2007)

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Neuroception, described by Steven Porges

- “Neuroception describes how we distinguish whether situations or people are safe, dangerous or life-threatening via neural networks before conscious awareness.” (Porges, 2012)
- It is constantly balancing safety from threat.
- The **sensory signals** that trigger our neuroceptive responses are outside of our awareness, but the impact of that detection can affect us in our body (i.e. heart rate, anxiety, etc)

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Interoception awareness influences our emotions

- Sensory systems give us information about specific feelings and together contribute to emotions such as feeling nervous, worried or anxious. This happens automatically.
- “Interoception is a vital component to the emotional experiences.” (Mahler, 2015)
- “Interoception is the very foundation of independent self regulation.” (Mahler, 2015)

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When our bodies feel threatened respond

- To protect ourselves. Protection is the right response.
- **Fight Flight (Escape!!)**
 - Protection, run away mode
 - Body prioritizes escape, not digestion, not learning, not social engagement
- **Freeze**
 - When we feel a life threat and cannot get away
- **Fawning**
 - People adapt to state of danger or perceived danger, conflicted situations by pleasing to evade confrontation before the situation gets too stressful, to diffuse conflict. (Described by Walker, 2018)

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Feelings of safety are influenced by . . .

- Our experiences present and past, positive and negative
- Sensory safety (and disgust)
- Emotional safety
- Pressure can disrupt safety.
- Not being heard can disrupt safety
- Trauma disrupts safety.

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Trauma and toxic stress

- Medical trauma
- Experiential trauma
- Toxic stress can lead to potentially permanent changes in **learning** (linguistic, cognitive, and social emotional skills), **behavior** (adaptive versus maladaptive responses to future adversity), & **physiology** (a hyper-responsive or chronically activated stress response) (Shonoff, 2012)
- Wiring is changed.

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“Research from new disciplines has revealed that trauma produces actual physiological changes, including **recalibration** of the brain’s alarm system, an **increase in stress** hormone activity and alteration in the system that **filters** information from irrelevant.”
 (Van der Kolk, 2014)

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<p>Over/Hyper Arousal</p> <ul style="list-style-type: none"> • Anxious • Fight-Flight • Overwhelm • Hypervigilant • Chaotic 	No How Learning Can Take Place
<p>Window of Tolerance</p> <ul style="list-style-type: none"> • Just right • Social engagement • Regulated • Calm 	Learning Can Take Place
<p>Under/Hypo Arousal</p> <ul style="list-style-type: none"> • Freeze • Shut down • Passive • Withdrawn • Shame • Depression 	No How Learning Can Take Place

When a person is in their window of tolerance, they are able to readily receive, process, integrate information and respond to the demands of everyday life, including mealtimes.

Based on the work of Dan Siegel

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Prioritize connection with safety

- Social connectedness signals safety and helps turn off the defensive response.
- By approaching with **curiosity** rather than control
- By allowing children tune into the **wisdom** of their body.
- By adjusting OUR behavior so children can feel in a profound and basic way that **they are safe**.
- Children who experience that safety WITH US, their attached and safe grown ups, are better able to regulate.
- We need to see, hear, value children and "show up" with empathy.
- We can create newer positive memories and experiences around food.

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Connection builds a sense of safety

“The safety system thrives on compassion.”

Mona Delahooke, PhD, 2021

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“A child who has Sensory Processing Disorder is not choosing to be difficult or misbehaving on purpose. They just react to things differently. Be patient and kind always.”

Sensory Processing Disorder Parent Support

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Rather than compliance, how about..

- Communication?
- Collaboration?
- Cooperation?
- Curiosity?
- And Connection?
- Can we help children **get regulated** rather than requiring them to comply?

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Can we shift from external to internal motivation?

What motivates **you** to eat?
What motivates children to eat?

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Internal motivation plus opportunity

- Internal motivation to eat can come from hunger, the food, the interaction and connection, curiosity and discovery, enjoyment, the novelty of the environment.
- The child is making the choice to do that food interaction.
- Internal motivation supports autonomy.

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Consider the motivation...

- The child is eating for rewards?
- The child is eating for stickers?
- The child is eating to avoid punishment?
- The child has no choice or forced choices?
- The child is eating for adult praise, an approval junkie? ("Mom, now you can buy me a toy.")
- The child is eating so Mom can stay in the room?
- If the only way the child eats is to be strapped in chair?
- The child is doing it to please and has given up on protesting? (Freeze reactions: a defense alarm strategy)

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"If you think about it, it is logical that every time we override a child's internal cues by either encouraging them to eat or telling them not to eat (restricting) we are hampering their ability to listen to their body and self-regulate effectively. This is especially critical when children are very young and their habits and behaviours are still very much in development."

(Cormack, 2017)

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- Literature review 120 studies: "External rewards may negatively affect a child's intrinsic motivation to eat." (DeCosta, 2017)
- "With respect to parent styles, an authoritarian style of feeding, in which eating demands placed on the children are HIGH and responsiveness to the children's needs are LOW, promotes overeating, overweight, food rejection and picky eating." (Birch, 2007)

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Can we shift away from pressure?

Pressure makes eating worse."
(Carruth, 1998)

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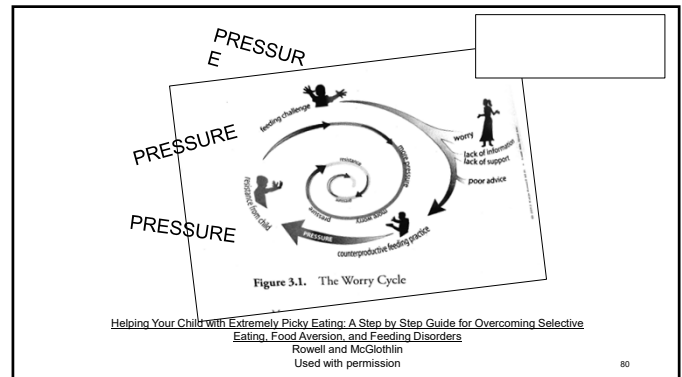
Children can feel pressure

- When their anatomy does not work
- When their physiology does not work
- When their relationship is off balance
- When the presentation does not match needs
- When they feel unsafe
- When they feel worried
- When they are not allowed to be curious and explore
- When they are not allowed to be autonomous

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"Ask yourself why you are doing something with feeding. Is it for the child to eat more, less or different food than he does on his own? If so, it is pressure."

Ellyn Satter, EllynSatterInstitute

When we are seeing resistance, we must consider the child may be experiencing pressure.

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Our pressure can be obvious or subtle

- The tone of voice, the words, "the lean", the "hover"
- "Take a bite, swallow. Take a bite swallow."
- The demands such as "eat a bite, smell this food, lick this food three times..."
- The bribes and rewards. Is the bribe fair? (Ex. 3 bites of grasshoppers before you get your waffle.)
- Shaming, guilt
- Lot of praise (praise can feel like pressure to some children)
- Praise vs. encouragement: Dependency vs self reliance: I am proud of you vs. You must be proud of yourself.

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The impact of chronic pressure

- Negative associations and negative experiences
- Increase of cortisol, stress hormone
- Increase fight flight defense reactions
- Decrease oxytocin, happiness hormone
- Delayed emptying with increase cortisol, or lower GI diarrhea
- Appetite suppression
- Decreases immune system efficiency

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Pressure at mealtimes

"Pressure that is intrusive or not responsive to the child is theorized to cause increases in picky eating and can overwhelm a child's healthy internal hunger and satiety cues."

(Lumeng, 2019)

Birch, 1987,1999; Birch et al., 2007; Birch & Fisher, 1997; Carper et al., 2000; DeCosta, 2017; Harris & Booth, 1992; Jansen et al., 2017; Kerzner, 2015; Levine, 2011; Lumeng, 2019; Powell, 2011

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Can we shift from “reinforcers” towards a more “reinforcing” environment ?

Build positive experiences with food
 Make the mealtime inviting
 Finding Mealtime Peace
 Make new mealtime memories
 Rewire the brain connections (Neuroplasticity!)

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Neuroplasticity

- Brain is not fixed and unchangeable as was once presumed.
- Neuroplasticity is the ability of the brain to change its structures and reorganize its patterns of reacting. (Pittman, 2015)
- Brain patterns are influenced by genetics but also by experiences.

Let's help create new memories
 and new experiences

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Can we learn more from those who have LIVED experiences?

Shift from traditional medical model where professional have all the answers
 Shift to learning from those how have experienced feeding differences
 The Autism and Neurodiversity communities are speaking to us. Can we listen to and learn from their Lived Experiences.

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Shannon, a parent

- “Don’t let your knowledge and training undermine the power of common sense.”
- “You won’t have all the answers... but parents value and appreciate knowing that they are not alone.”
- “I believe therapists have the best intentions, but if you push a child beyond his or her skill limit or ask parents to do unrealistic things, you are setting everyone up for failure. What is realistic to you may not be realistic for the family.”

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Can we have more conversations about...?

- Empathy and common sense
- Supporting parents to be successful
- What is and is not **responsive** in our therapy support?
- The **neuroscience** that supports our understanding of “behavior” .
- The research that informs us about **pressure** in feeding
- The research **about internal motivation** in feeding
- The importance **of autonomy** and partnering **WITH** children
- Diversity and **Neurodiversity**
- Listening to those with **Lived experiences**

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Questions?



"Do the best you can until you know better. Then when you know better, do better." Maya Angelou

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