

Eating Competence and Feeding Dynamics: Putting joy into WIC nutrition education

National WIC Association 2014
Nutrition Education and Breastfeeding Conference & Exhibits
September 8 – 10, 2014 Atlanta, GA

Ellyn Satter, MS, RDN, MSSW

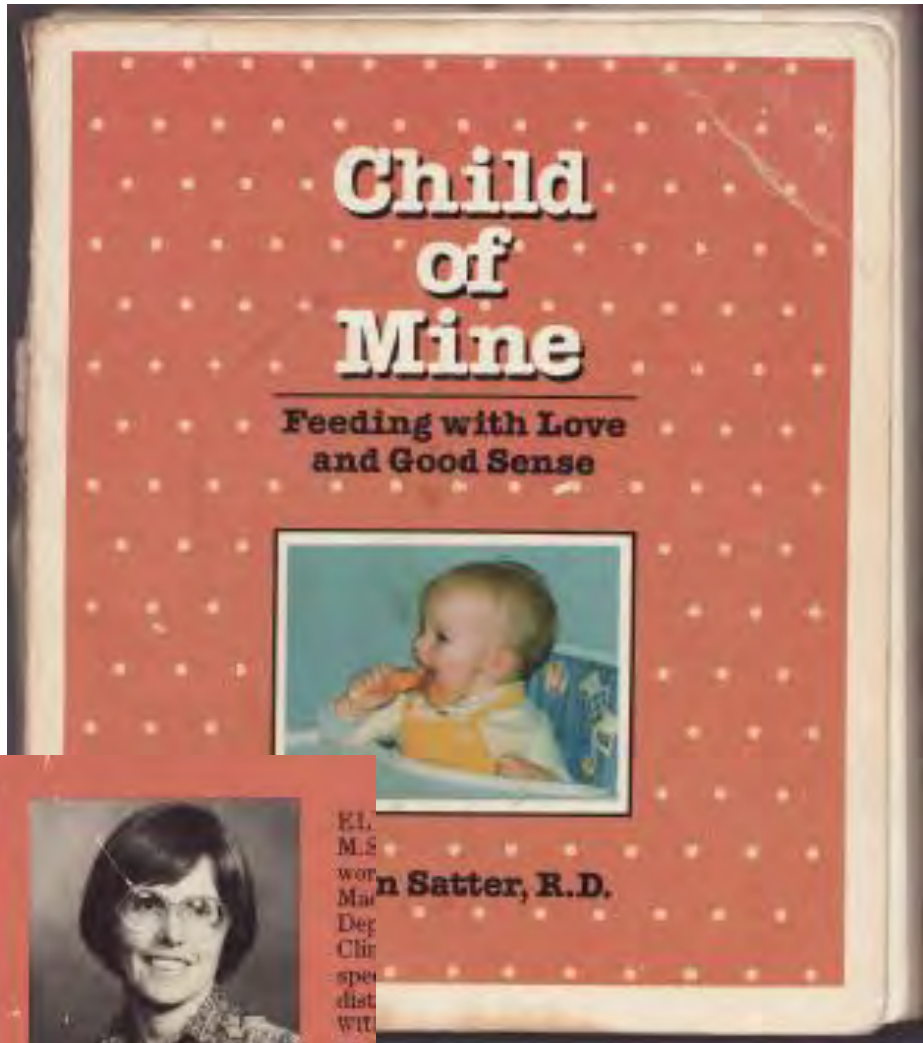


Child of Mine

Feeding with Love
and Good Sense



Ellyn Satter, R.D.



Child of Mine

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Breastfeeding
How-to
Breastfeeding works on a law of demand. Emptying the breasts stimulates them to make more milk. A hungry infant eats more often, empties the breasts more fully and promotes more milk production. The reverse is true: a satisfied infant, who leaves milk in the breast and does not eat often, makes less milk.

While breastfeeding depends on both maternal and

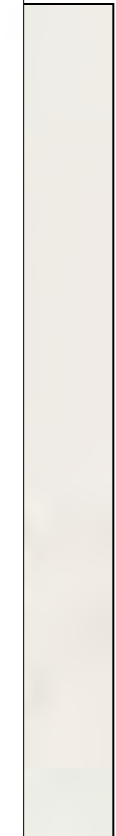


SECRETS OF FEEDING A HEALTHY FAMILY

HOW TO EAT, HOW TO RAISE GOOD EATERS, HOW TO COOK



ELLYN SATTER
Author of Child of Mine: Feeding With Love and Good Sense



Putting joy into WIC nutrition education

Satter Eating Competence Model (ecSatter)

- Research
- Application

Satter Feeding Dynamics Model – fdSatter

- Application
- Research (if we have time)

ecSatter: Inclusive definition of effective eating attitudes and behaviors

1. Eating attitudes
2. Food acceptance skills
3. Internal regulation skills
4. Contextual skills

Satter, E. M. (2007). *J Nutr Educ Behav*, 39 (suppl), S142-S153.



ecSatter tested using the validated ecSatter Inventory ecSI 2.0

Scoring

A = 3

O = 2

S = 1

R = 0

N = 0

EC = 32 and over



ecSI 2.0

Below are statements about your eating. Think about each one, then choose the best response for you.

A = Always O = Often S = Sometimes R = Rarely N = Never

	A	O	S	R	N
1. I am relaxed about eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am comfortable about eating enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have regular meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel it is okay to eat food that I like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I experiment with new food and learn to like it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If the situation demands, I can "make do" by eating food I don't much care for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I eat a wide variety of foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am comfortable with my enjoyment of food and eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I trust myself to eat enough for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I eat as much as I am hungry for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I tune in to food and pay attention to eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13. I eat until I feel satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I enjoy food and eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I consider what is good for me when I eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I plan for feeding myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eating attitudes

1. I am relaxed about eating.
2. I am comfortable about eating enough.
14. I enjoy food and eating.
8. I am comfortable with my enjoyment of food and eating.
4. I feel it is okay to eat food that I like.

Food acceptance

5. I experiment with new food and learn to like it.
6. If the situation demands, I can “make do” by eating food I don't much care for.
7. I eat a wide variety of foods.

Food regulation

- 9. I trust myself to eat enough for me.
- 10. I eat as much as I am hungry for.
- 13. I eat until I feel satisfied.

Contextual skills

Timing, attention, food management

11. I tune in to food and pay attention to eating.
12. I make time to eat.
3. I have regular meals.
15. I consider what is good for me when I eat.
16. I plan for feeding myself.

Evidence-base of ecSatter

Barbara Lohse, PhD, RD, LDN
Department of Nutritional Sciences
The Pennsylvania State University

www.needscenter.org



needs

NUTRITION EDUCATION ENGINEERING & SIGNS

Eating Competence: Operational Definition

An **intra-individual** approach to eating and food-related **attitudes** and **behaviors** that entrains positive biopsychosocial **outcomes**

Satter E. *J Nutr Educ Behav* 2007, 39(Suppl 5):142–153.

23 Studies

Sample Characteristics

Gender

- Male 1
- Female 9
- Both 13

Participant Age

- College Student 5
- Elderly 1
- General 17

Targeted Income

- Low-income 9
- All incomes 14

Health Status

- No chronic dx 20
- Chronic dx 3

Children's Age

- Preschool 4
- Elementary Age 2
- General 17

Location

- Pennsylvania 12
- Colorado 1
- New Mexico 1
- California 1
- Utah 1
- Ohio 1
- USA 5
- Spain 1

Parameters Examined

- Physical Activity
- Cardiovascular Risk
- Dietary Intake
- Sleep Behavior
- BMI
- Parenting Behaviors
- Eating Behaviors
- Food Security
- Demographics
 - Age
 - Gender
- Intervention Outcomes

Painting a picture of Eating Competence: A science and an art



Physical Activity



Eating competent persons more frequently
see themselves as being physically active

EC persons have higher VO_2 max

Age



Age, by itself, does not appear to be associated with eating competence.

Gender



Males: Higher EC scores than females. Do best on eating attitudes

Females: Have lower EC scores than males. Do best on contextual, worst on eating attitudes

Sleep



Cross-sectional data: Having ≥ 8 hours sleep per night associated with greater EC

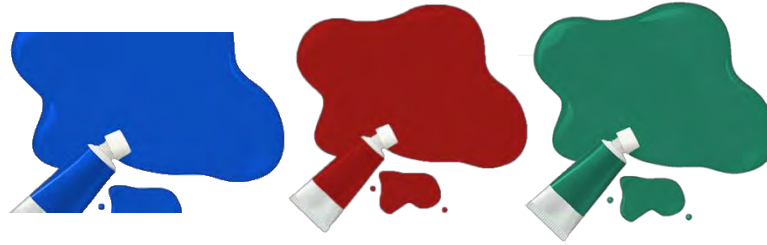
Parenting



EC parents:

- Have reliable mealtime structure
- Show self-efficacy for serving fruits and vegetables
- Have more fruits and vegetables available in the home

CVD Risk



EC has been associated with biomarkers of reduced cardiovascular disease risk, but not consistently. Additional research is needed.

Suggest providing the Satter Eating Competence Inventory in clinically related studies and including the survey in NHANES.

BMI



High EC BMI \leq non-EC, EC have better body image

- Some studies: EC have lower BMI than non EC, self report or measured
- In other studies, EC persons have no higher BMI than non EC
- EC college students had higher weight satisfaction & lower desire to lose weight, regardless of BMI

Diet Quality



EC show (+) nutrition/food management

- Less likely to be in Pre-Action Stages of Change
- Enjoy cooking more often
- Spend more time cooking
- Have stronger food resource management skills: shopping from a list, budgeting, reading labels

Diet Quality



EC diet nutritionally superior to non-EC

- Low-income EC women consume more of most vitamins & minerals, have ↑ HEI scores (patterns reflect Dietary Guidelines), ate ↑ F&V and ↓ fat
- Low-income EC adults twice as likely to choose more healthy/low-fat foods as not-EC
- Higher EC college students see themselves as having better diet quality

Updated source of research:

<http://www.needscenter.org/satter-eating-competence-model-ecsatter/>

The point of the ecSatter
research?

*You can achieve nutrition and
wellness goals by focusing on
Eating Competence.*



EC: Positive & Relaxed Relationship

- Between yourself, your eating, and your weight
- Between you and food
- Between parent and child around food and feeding

Nutrition educator: “Enjoy food and integrate it into your life in a pleasurable way”



EC: Positive & Relaxed Relationship

Between you, the WIC nutrition educator, and your participants

Ohio : “We got started wondering, ‘Why are we talking at people? Why are we handing out materials?’ Addressing feeding and eating changed everything. In groups, moms talked with us and each other and helped each other out.”

Maine about EC meals lesson: They felt good about how they were doing. They hadn't been getting much recognition or support.



Eating: What do people [truly] want?

- To eat food they enjoy
- To eat enough
- To enjoy eating with other people
- To feel good about it
- To feel positive and effective with respect to feeding their children

Supported by biopsychosocial drives



Biopsychosocial drives

- Hunger and the drive to survive
- Appetite and the need for pleasure
- Social reward of sharing food
- Biological propensity to maintain preferred and stable body weight
- The drive to nurture

Satter, E. M. (2007). J Nutr Educ Behav, 39 (suppl), S142-S153.



ecSatter practices nutritional judo

Permission: Gratifies desires rather than trying to resist them

Discipline: Gives a positive and supportive context for gratifying desires



GEM NO. 447

Hierarchy of Food Needs

Ellyn Satter, MS, RD, LCSW, BCD*
Ellyn Satter Associates, Madison,
Wisconsin

(*J Nutr Educ Behav.* 2007;39:S187-S188)

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LCSW, BCD, Ellyn Satter Associates, 4226

APPLYING MASLOW TO SATTER

As illustrated in the Figure, Satter's
Hierarchy of Food Needs applies
Maslow's principles to *food mana-*
gement drives or motivators and ranks
them in order of basic importance.

Instrumental food

Novel food

Good-tasting food

**Reliable, ongoing
access to food**

Acceptable food

Enough food



Satter EM. *J Nutr
Educ Behav.*
2007;39:S187-
188.

Figure. Satter's Hierarchy of Food Needs. 34

Applying ecSatter

Consider administering ecSI before session

- Guide education
- Focus discussion on eating
- Increase participant, educator satisfaction



ecSI 2.0

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GEM NO. 448

Eating Competence: Nutrition Education with the Satter Eating Competence Model



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(*J Nutr Educ Behav.* 2007;39:S189-S194)

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doi: 10.1016/j.jneb.2007.04.177

tion: education, anticipatory guidance, and early problem solving. The level of the intervention is dictated not by the level of complexity of the problem, but by the level of services that can be delivered.

EATING ATTITUDES

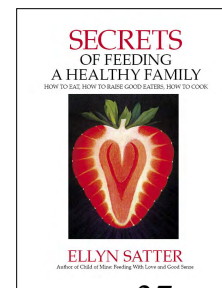
The primary attitudinal goal with ec-Satter is to establish and maintain positive and flexible attitudes about

But far more importantly, your regard will contribute toward participants' sense of effectiveness and self-regard. Seeing themselves as being capable can help set them free to be creative and resourceful in finding their own solutions.

Enhance the Dignity and Importance of Eating

Subjective observations indicate that

Satter EM. Part 1, "How to Eat," in
Secrets of Feeding a Healthy Family



ecSI: Contextual skills

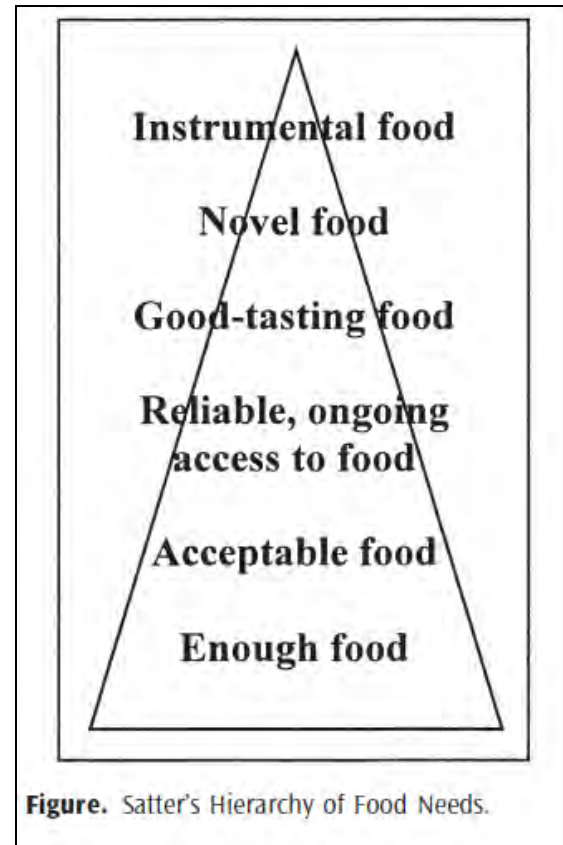
Timing, attention, food management

11. I tune in to food and pay attention to eating.
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Mastering family meals step-by-step

<http://bit.ly/1ciOGSu>

- A shared value
- Get the meal habit



Mastering family meals step-by-step

1. Don't have meals and don't want them (“I know I should, but . . .”)
2. Don't have meals and want them
3. Have meals but don't eat “right”
4. Plan and have regular meals



Mastering family meals step-by-step

1. Don't have meals? Don't want them? Keep in mind that we aren't talking about a fancy meal where you cook everything. We are talking about *structure*. A meal is when you all sit down together and share the same food.

Mastering family meals step-by-step

1. Don't
mind t
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2. **Get the meal habit.** To get started with family meals, change the *how* first. Think about the *what* later—lots later. Make meals your idea, at more or less set times. Don't just offer meals when somebody wants something to eat. **Eat what you are eating now, just have it at regular meal- and snack-times.** Make meals you enjoy, with food that fills you up. That will let you forget about food until the next time to eat.²

Use snacks to support mealtime. Children and grown-ups need to come to meals hungry and ready to eat, but not so hungry they can't wait. Have snacks at set times about halfway between meals. Don't let family members have food or drinks between times—except for water.

Mastering family meals step-by-step

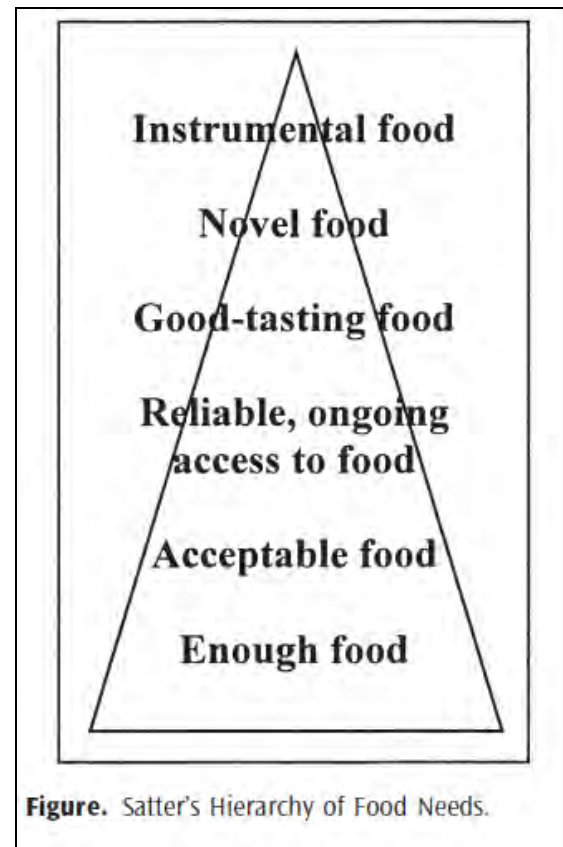
1. Don't have meals? Don't want them? Keep in

mind
where

2. **Get the meal habit.** To get started with family meals, change the *how* first. Think about the *what*

3. **Add on, don't take away.** Once you have the meal habit, you may get tired of the same foods all the time. Add on to what you are eating now. Go slowly, and make only one change at a time. To calm down family members who get upset by anything new, **tell them they don't have to eat anything they don't want to.** Maintain a division of responsibility. You do the *what, when* and *where* of feeding, they do the *how much* and *whether* of eating.³

Mastering family meals step-by-step



Mastering family meals step-by-step

1. Don't have meals? Don't want them? Keep in

2. Get the meal habit. To get started with family

3. A

4. Plan meals, and let everyone choose what to eat from what you provide. Start out by knowing in the morning what you will have for dinner. Then figure out meals for one day or for a few days ahead of time. When you have a new food, be sure to also have food that family members know and like. Work toward including all the food groups: Breads and cereals, meat or other proteins, fruits and vegetables, milk or other dairy, butter and salad dressing. Let family members eat—or not. Don't short order cook.

Mastering family meals step-by-step

1. Don't have meals and don't want them (“I know I should, but . . .”)
2. Don't have meals and want them
3. Have meals but don't eat “right”
4. Plan and have regular meals



Nutrition and food selection

Wait to be asked (*you will be asked*)



ALWAYS BLESS THE FOOD

- Show nutritional value of *their* food
- Do menu planning with *their* food
- Cook with *their* food
- Teach food safety
- Emphasize realistic strategies for getting fruits and vegetables

“Getting caught in the rules is the antithesis of being a competent eater.”

Satter EM. Chapter 13, “Choosing food,” in *Secrets of Feeding a Healthy Family*

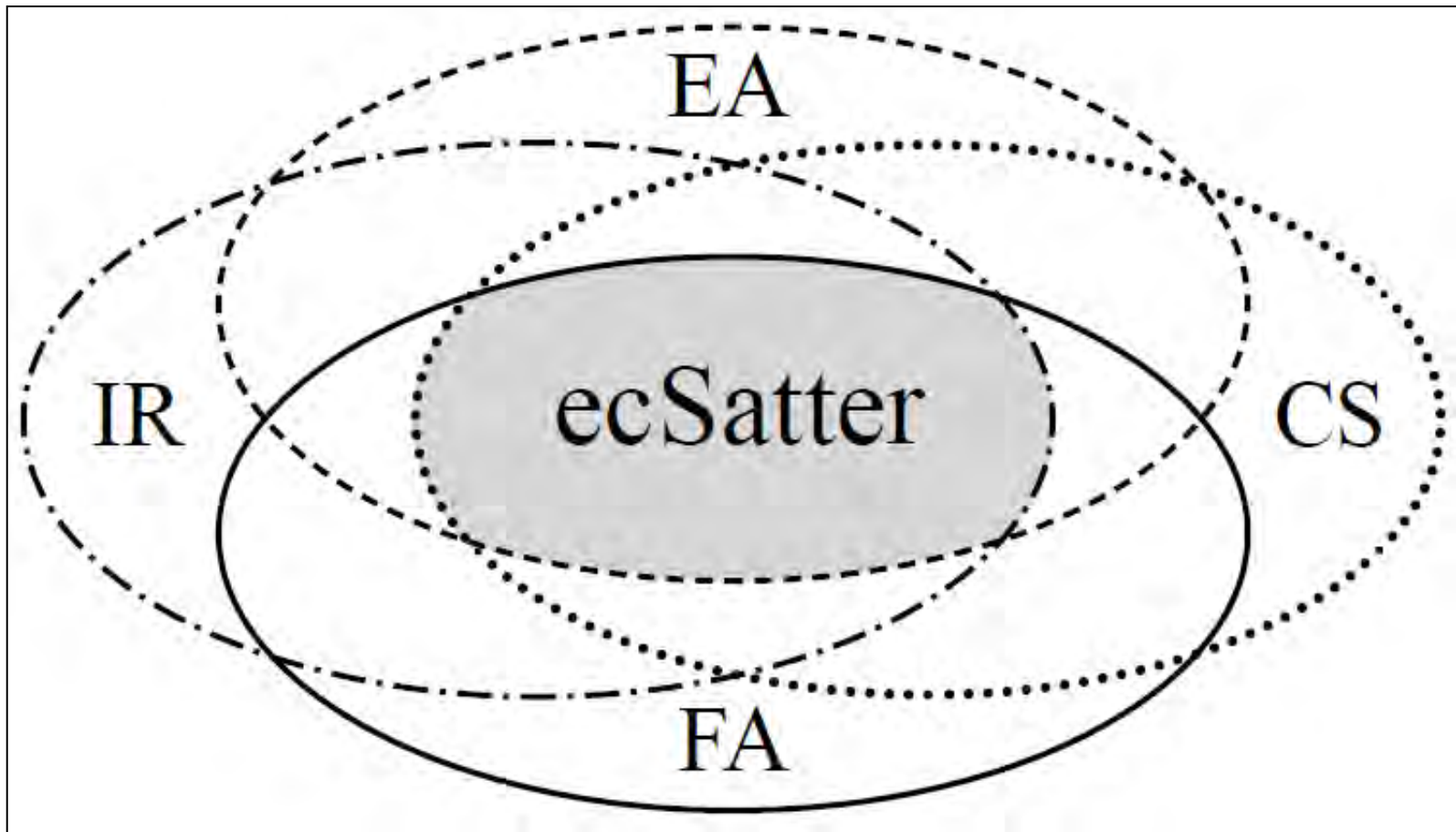
Avoid negativity

Messages may decode as “don’t eat so much, don’t eat the food you like”



- Teaching *what* to eat
- Teaching *how much* to eat
- Using indirect means of control, e.g. “eating mindfully”

Ask: “why am I doing this?” If it is to “get” them to eat certain amounts or types of food, it is conventional approach



ecSatter practices nutritional judo

Permission: Gratifies desires rather than trying to resist them

Discipline: Gives a positive and supportive context for gratifying desires





The Joy of Eating: Being a Competent Eater

Eating Competence is being positive, comfortable, and flexible with eating as well as matter-of-fact and reliable about getting enough to eat of enjoyable food. Even though they don't worry about what and how much to eat, competent eaters do better nutritionally, are more active, sleep better, and have better lab tests. They are more self-aware and self-accepting, not only with food, but in all ways. To be a competent eater, be relaxed, self-trusting, and joyful about eating, and take good care of yourself with food.

Feed yourself faithfully. Reassure yourself you will be fed. Structure is the supportive framework for taking care of yourself with food.

- Take time to eat.
- Develop a meal and snack routine that works for *you*.
- Include foods you truly enjoy. Throw away your lists of food-to-eat and food-to-avoid.
- Make eating times pleasant. Relax. Pay attention. Take your time.
- Experiment with new food when you get ready; take it slowly.

Give yourself permission to eat. Reassure yourself: "It's all right to eat. I just need to sit down and enjoy."

- Eat *what* you want. Your body needs variety and your soul needs pleasure.
- Eat as *much* as you want. Your body knows how much it needs to eat.
- Go to meals and snacks hungry (not starved) and eat until you truly feel like stopping.
- Pay attention to your food. Taste it! Enjoy it!
- Eat it if it tastes good; don't if doesn't!

The point of the ecSatter
research?

*You can achieve nutrition and
wellness goals by focusing on
Eating Competence.*



Use EC education to Address WIC Risk Factors

- Poor diet
- Low hemoglobin
- Overweight
- Underweight

Will EC send eating out of control? Cause ↑ weight?

The research says *no*

- EC people do better nutritionally, are more active, sleep better, and have better medical and lab tests
- Emerging evidence says they also do better with feeding their children

Instead, being EC creates order and sustainability

Supports fundamental processes

- Not having to eat certain foods turns them into enjoyable foods to eat for pleasure.
- Being able to eat “forbidden” foods turns them into ordinary foods to eat in ordinary ways
- Large portion sizes don’t dictate how much to eat; getting full does



fdSatter: The Satter Feeding Dynamics Model (fdSatter)



fdSatter

Build children's eating competence by following Satter's Division of Responsibility in Feeding.

- Eating attitudes
- Food regulation and growth
- Food acceptance
- Mealtime behavior



Best practice childhood feeding model

- Academy of Nutrition and Dietetics
- American Academy of Pediatrics
- USDA related core messages
 - WIC: Cert inappropriate feeding practices
 - Child Care Food Program
 - Head Start

FD: Positive & Relaxed Relationship

- Between you and the parent around feeding the child
- Between parent and child around food and feeding

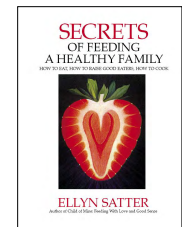
Satter Division of Responsibility in Feeding (sDOR)

Infant

- Parent: *What*
- Child: *How much*

Satter EM. The feeding relationship, JADA 86:352, 1986

Satter EM. Part 2, “The Feeding Relationship” in *Secrets of Feeding a Healthy Family*



Satter Division of Responsibility in Feeding (sDOR)

Transitional child

- Parent/feeding
 - Still and always responsible for *what*
 - *Becoming* responsible for *when and where*
- Child/eating
 - *How much*
 - *Whether*

Satter EM. The feeding relationship, JADA 86:352, 1986

Satter EM. Part 2, “The Feeding Relationship” in *Secrets of Feeding a Healthy Family*



Satter Division of Responsibility in Feeding (sDOR)

Toddler through adolescent

- Parent: *What, when, where of feeding*
- Child: *How much, whether of eating*

Satter EM. The feeding relationship, JADA 86:352, 1986

Satter EM. Part 2, “The Feeding Relationship” in *Secrets of Feeding a Healthy Family*



sDOR

Parents take leadership with feeding

- Choose and prepare ~~healthy~~ food
- Have regular meals and snacks
- Make eating time pleasant
- Provide mastery expectations
- Accept and support children's growth

sDOR

Parents give children autonomy with eating

- Children will eat
- They know how much to eat
- They will eat a variety
- They will grow predictably
- They will mature with eating

Teach the division of responsibility



- Emphasize structure
 - Family meals
 - Structured, sit-down snacks
- Teach the division of responsibility
 - Parents do the *what*, *when* and *where* of *feeding*
 - Children do the *how much* and *whether* of *eating*
- Adjust parents' expectations
 - Positive eating attitudes and behaviors
 - *Not* eating certain foods and/or certain amounts
- Repeat



Satter Division of Responsibility in Feeding¹ Parent-centered, Interactive Curriculum:

Using (mostly free) resources from <http://ellynsatterinstitute.org/>

TITLE THAT SPARKS PARENT INTEREST²

Division of responsibility

Emphasize meals → Mastering family meals

Conversation starter: How is feeding going?

Conversation starter: Waiting room video



How are things going with Mastering Family Meals, sDOR

Kids won't eat → Sit-down snacks



How are things going with Mastering Family Meals, sDOR

Kids won't behave → Avoid pressure



How are things going with Mastering Family Meals, sDOR

Kids still won't eat → Raise a healthy child who is a joy to feed



How are things going with Mastering Family Meals, sDOR

Stage-related feeding questions → Child feeding ages and stages



How are things going with Mastering Family Meals, sDOR

Feeding problems → Childhood feeding problems



How are things going with Mastering Family Meals, sDOR

Problems with growth → Children's eating and growth

Repeat



Repeat



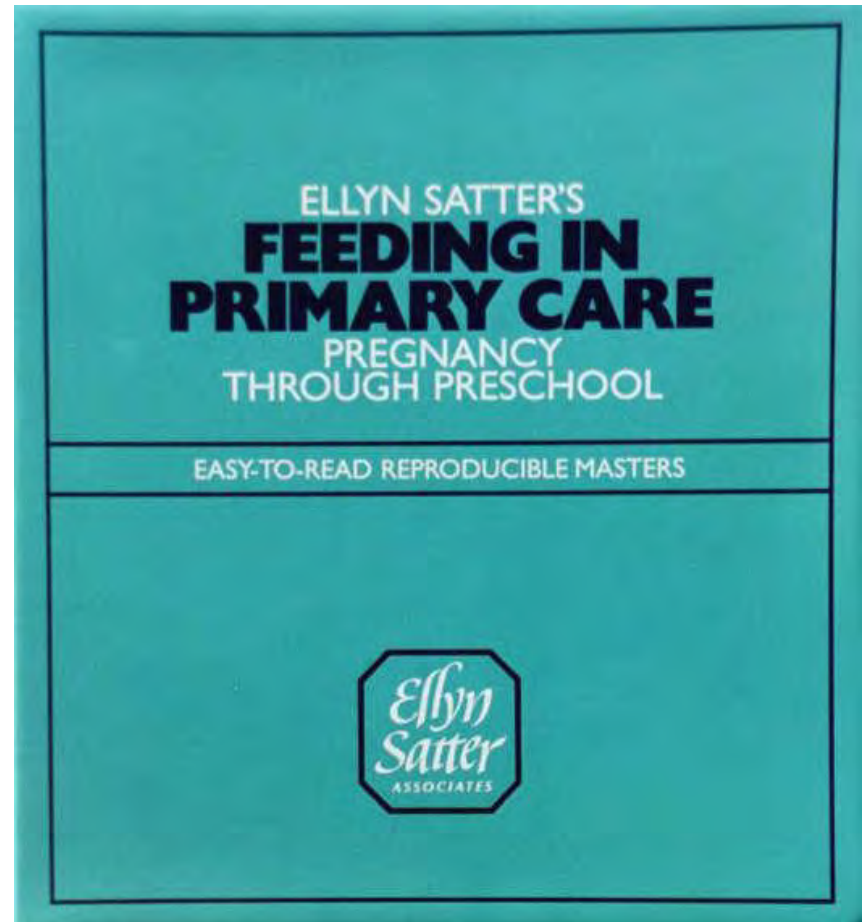
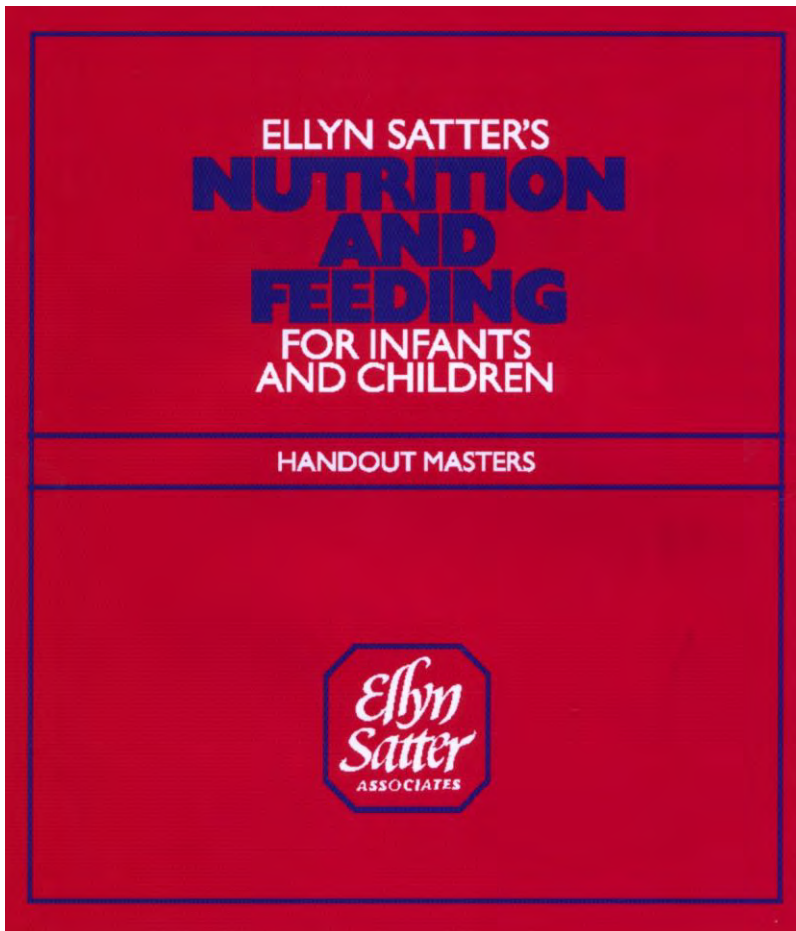
¹ To be confident of your understanding of the division of responsibility in feeding as well as to apply and do problem solving with it, consider completing the [Child of Mine Continuing Education Program](#).

² Consider *Feeding with Love and Good Sense*, *Solving Childhood Feeding Problems*, *Raising a Healthy Child who is a Joy to Feed*, or *Your Picky Eater*. It could also be *Preventing Child Obesity*, but that title doesn't "sell" well.

Curriculum

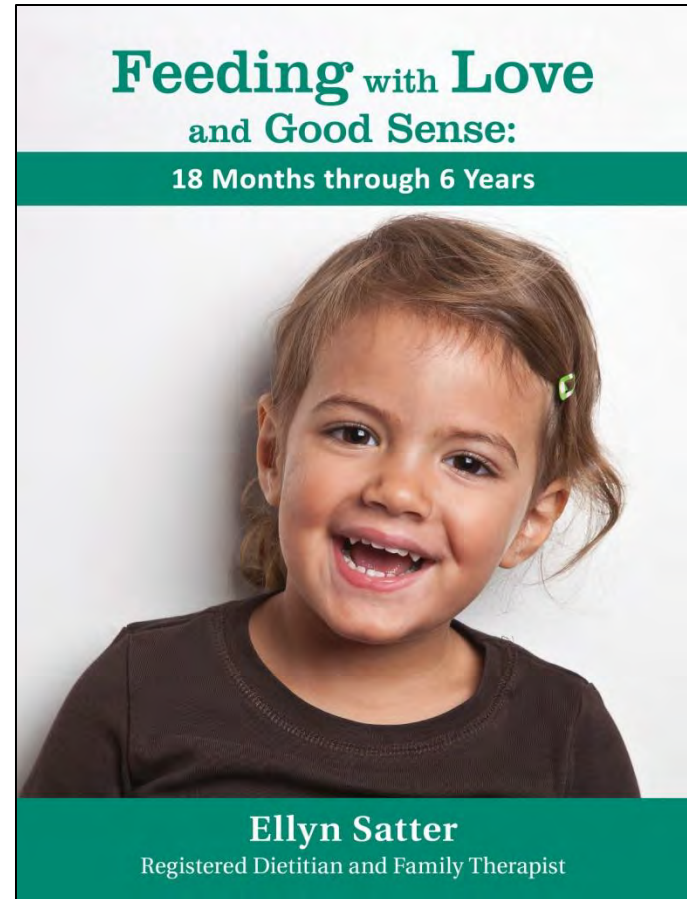
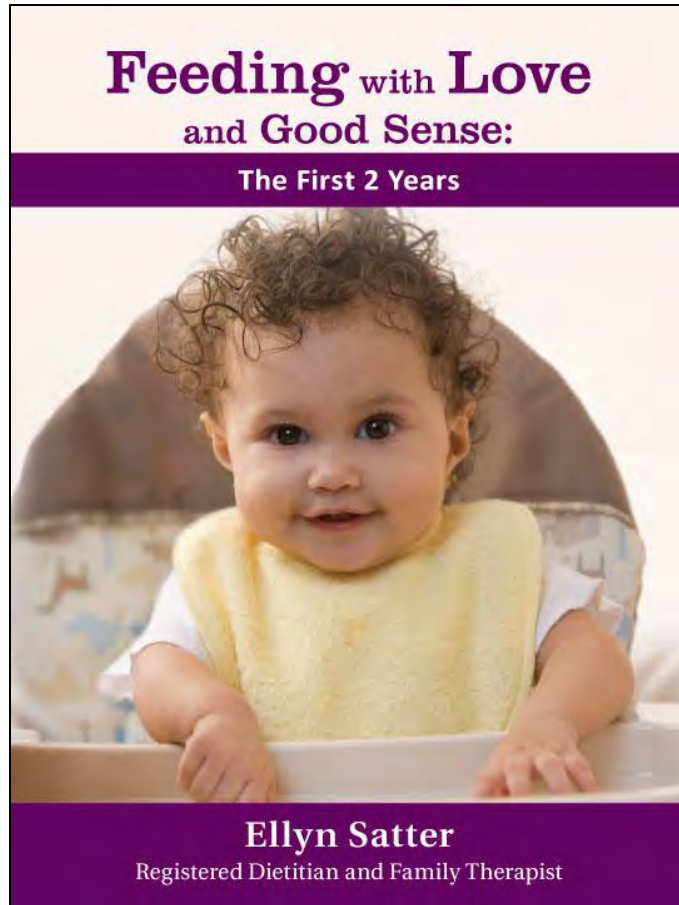


Handout packages



Training and collaboration

Booklets



Observing sDOR

*Ellyn Satter's
Feeding with Love
and Good Sense II
Parent Teaching
Package*

**ELLYN SATTER'S
FEEDING WITH LOVE
AND GOOD SENSE II
PARENT TEACHING PACKAGE**



DVD Ellyn Satter's Feeding with Love and Good Sense II DVD (Group)
CD #1 PowerPoint Parent Lecture • **CD #2** Parent Teacher's Guide



Most parents do not follow sDOR

*Ellyn Satter's Feeding with
Love and Good Sense II
The Preschooler*

≥85%* of parents
pressure children to
eat
High % of children
have feeding
problems





<http://youtu.be/vymlV7Pi5yM>



<http://youtu.be/Ngl36x-wG9s>



Agendas don't work

- What
- How much

Children who get the message they are too fat feel flawed in every way—not smart, not physically capable, and not worthy. They tend to diet, gain weight, and weigh more than they would otherwise



Agendas don't work

- What
- How much

To what extent do feeding distortions reflect parents' own deficits in eating competence?

Raise a healthy child who is a joy to feed

Outcome

- Focus on how the child feels and behaves around food
- *Not* on what and how much the child eats.

<http://bit.ly/18F4fbx>



Use sDOR to Address WIC Risk Factors

- Poor diet
- Low hemoglobin
- Overweight
- Underweight

Basis for fdSatter, sDOR

- **Biopsychosocial principles:** Energy regulation, growth, genetics, child development
- **Clinical experience:**
 - Observation and history
 - What goes wrong, what works to correct it, what doesn't
- **Research manipulating feeding:** *Pressure doesn't work: restriction doesn't work*
 - Food acceptance
 - Food regulation



Testing Satter Feeding Dynamics Inventory fdSI

Barbara Lohse, PhD, RD, LDN
Department of Nutritional Sciences
The Pennsylvania State University

www.needscenter.org

PENNSTATE



needs

NUTRITION EDUCATION ENGINEERING & 80 SIGNS

Satter Feeding Dynamics Inventory (fdSI)

Measures the degree to which . . .

- Parent takes leadership with feeding
- Parent gives child autonomy with eating

Evolution of fdSI Items

Lohse, Satter & Arnold

Child Obesity. 2014; 10:153-168

Cognitive interviewing

Arriving at a shared understanding of meaning

- Respondents score an item
- Explain responses, discuss thoughts, feelings and ideas, suggest other wording
- Consonant items retained
- Dissonant items revised or discarded

Phases of fdSI Item Development

Childhood Obesity 2014;10(2):153-168.

Foundational Phase

Oct-Dec 2009

- **38 items**
 - 20 Parent Leadership
 - 18 Child Autonomy
- Cognitive interviews (n=4) with low-income women
- Revised response options

Jan-Apr 2010

- Cognitive interviews (n=9) with low-income women
- Survey completion
 - Questions 1-19 (n=78)
 - Questions 20-38 (n=85)
- Removed 13 items
- Revised 10 items
- Added 2 items

Refinement Phase

May-Sept 2010

- **27 items**
 - 14 Parent Leadership
 - 13 Child Autonomy
- Cognitive interviews (n=23) with low-income women
- Removed 14 items
- Revised 6 items
- Added 2 items

Transitional Phase

Oct 2010-Jan 2011

- **27 items**
 - 14 Parent Leadership
 - 13 Child Autonomy
- Cognitive interviews (n=20) with middle-income women
- Survey Completion (n=132)
- Removed 14 items
- Revised 9 items
- Added 3 items

Assurance Phase

March 2012

- **16 items**
 - 8 Parent Leadership
 - 8 Child Autonomy
- Cognitive interviews (n=5) with middle-income women
- Cognitive interviews (n=9) with low-income women
- Removed 1 item
- Revised 2 items

Launching Phase

May-June 2012

- **15 items**
 - 7 Parent Leadership
 - 8 Child Autonomy
- Cognitive interviews (n=10) with low-income women
- Very few discrepancies
- No changes

Derived from Satter's Work

Foundational Phase

Revisions- 10 items (Tested in Refinement Phase)

- I offer my child meals at about the same times everyday.
- In between meal and snack time, I let my child have drinks other than water (Some examples are juice, milk, soda, Kool-Aid or sweet tea).
- I want my child to eat everything on his/her plate.
- I want my child to taste everything that is prepared for a meal.
- To get my child to eat healthy foods, I reward, bribe, or do other things.
- Between meals, I let my child eat whenever s/he feels like eating.
- I make something special for my child when s/he won't eat.
- If I think my child hasn't had enough, I try to get him or her to eat a few more bites.
- If I think my child has eaten enough, I try to get him or her to stop.
- Between meals, I offer my child snacks at about the same times every day.

38 items

Removed 13 items

Added 2 items

Refinement Phase

Revisions – 7 items (Tested in Transitional Phase)

- In between meal and snack time, I let my child have drinks other than water (Some examples of these between-times drinks are juice, milk, soda, Kool-Aid or sweet tea).
- I try to make my child taste everything that is prepared for a meal.
- I eat meals with my child when I am home at mealtime.
- To get my child to eat healthy foods, I do things such as say the food tastes good or is healthy, remind, insist, or give a reward.
- I decide what foods to buy.
- I feel my child is too picky.
- Between meals I offer my child at about the same times everyday.

27 items

Removed 2 items

Added 2 items

Removed 14 items

- I feel good about my child's eating.
- I worry that my child eats too much.
- Between meals I let my child eat whenever s/he feels like eating.
- I worry that my child is too fat.
- I enjoy family mealtimes.
- I worry that my child is too thin.
- I know when my child eats.
- I worry that my child eats too little.
- I know what my child eats.
- When I am with my child, I decide what my child is offered to eat.
- I feel my child's weights are good.
- I feel that family meals are important.
- I feel my child is too picky.
- I feel my child behaves well at mealtime.

Transitional Phase

Revisions - 9 items (Tested in Assurance Phase)

- I try to make my child eat everything on his/her plate.
- I let my child eat whenever s/he feels like eating.
- I have to do something to get my child to eat new foods.
- When I am home at mealtimes, I sit down and eat with my child.
- I decide what foods to buy based on what my child eats.
- I let my child eat until s/he gets full.
- I am comfortable with providing meals for my family.
- I let my child have drinks (other than water) whenever s/he wants them.
- We have leftovers after meals.

Added 3 items

- I struggle to get my child to eat.
- I let my child feed him/herself.
- When I am at home I offer my child snacks at about the same time.

Assurance Phase

Revisions- 2 items (Tested in Launching Phase)

- I let my child eat until s/he stops eating and doesn't want more.
- We have food leftover after meals.

16 items

Removed 1 item

- I have to do something to get my child to eat new foods

Launching Phase

15 items

- My family has meals at about the same times every day.¹
- I try to make my child taste everything that is prepared for a meal.²
- I try to make my child eat everything on his or her plate. *
- I let my child eat whenever s/he feels like eating. *
- If I think my child hasn't had enough, I try to get him/her to eat a few more bites.² *
- When I am home at mealtimes, I sit down and eat with my child.
- I struggle to get my child to eat. *
- When I am home, I offer my child snacks at about the same times.
- I decide what foods to buy based on what my child eats. *
- I let my child feed him/herself.
- I let my child eat until s/he stops eating and doesn't want more.
- I am comfortable with providing meals for my family.
- I make something special for my child when s/he won't eat.² *
- I let my child have drinks (other than water) whenever s/he wants them. *
- We have food leftover after meals.

¹ Item was carried through from Foundational Phase

² Item was carried through from Refinement Phase

* Item is reverse-scored.

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Parent Leadership

Rationale

Items ineffective to pin down gatekeeper role;
didn't pin down parent attitudes about meals.

I know when/what my child eats.

Non-discriminating. Most answer *Always*.

When I am with my child, I decide what my child is offered to eat.

Opened up considerations of other people and places in the responses.

I enjoy family mealtimes.

Most answered *Always*, then complained of child's negative mealtime behavior.

I feel that family meals are important.

Most answer *Always*.

Child Autonomy

Rationale

Items were too indirect to measure parent interference with child autonomy.

I worry that my child:
eats too much. . . is too fat . . . is
too thin . . . eats too little . . / eats
too much

Non-discriminating. Most
answer *Never*.

I feel my child's weights are good

Non-discriminating. Most
answer *Always*

I feel my child is too picky.

Non-discriminating. Most
answer *Sometimes*.

I feel good about my child's
eating.

Non-discriminating; Parents
thought in terms of what
child eats. Tested food
acceptance, not feeding.

My family has meals at about the same times every day.

I try to make my child taste everything that is prepared for a meal.*

I try to make my child eat everything on his/her plate.*

I let my child eat whenever s/he feels like eating.*

If I think my child hasn't had enough, I try to get him/her to eat a few more bites.*

When I am home at mealtimes, I sit down and eat with my child.

I struggle to get my child to eat.*

When I am home, I offer my child snacks at about the same times.

I decide what foods to buy based on what my child eats.*

I let my child feed him/herself.

I let my child eat until s/he stops eating and doesn't want more.

I am comfortable with providing meals for my family.

I make something special for my child when s/he won't eat.*

I let my child have drinks (other than water) whenever s/he wants them.*

We have food leftover after meals.

Structure: When

My family has meals at about the same times every day.

I let my child eat whenever s/he feels like eating. *

When I am home, I offer my child snacks at about the same times.

Structure: What

I make something special for my child when s/he won't eat.*

I let my child have drinks (other than water) whenever s/he wants them.*

I decide what foods to buy based on what my child eats.*

Autonomy: How much & whether

I try to make my child eat everything on her/his plate. *

If I think my child hasn't had enough, I try to get him or her to eat a few more bites.*

 I let my child feed him/herself.

Overall Social Climate

I struggle to get my child to eat.*

I am comfortable with providing meals for my family

When I am home at mealtimes, I sit down and eat with my child.

What comes next?

- Validating fdSI with video
- Correlating with
 - Parents' nutritional status
 - Parents' eating competence

fdSI validation, then usage

Guide education

- Focus discussion on feeding
- Increase parent, educator satisfaction

Support data-gathering. Do high fdSI scores correlate with better outcomes?

- Children's consistent growth?
- Children's nutritional status?



While you wait: Use ecSI right now

*Achieve nutrition and wellness goals by
focusing on Eating Competence*

- Parents need to know how to feed themselves to feed their children
- Parents who feed themselves well feed their children well



When the joy goes out of eating, nutrition suffers

Ellyn Satter, *Secrets of Feeding a Healthy Family*