

HELPING CHILDREN EAT AND GROW WELL IN EARLY CHILDHOOD

June 17, 2014

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Helping Children Eat and Grow Well in Early Childhood

1 – Raising children to be competent eaters

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Helping Children Eat and Grow Well in Early Childhood

- **Ssn 1** Raising children to be competent eaters
- **Ssn 2** Feeding-dynamics issues in common nutritional problems
- **Ssn 3** Supporting parents in establishing rewarding family meals
- **Ssn 4** Getting started with feeding dynamics

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Principles and Practice
Satter Feeding Dynamics Model
 Helping Children to Eat & Grow Well¹
 Elyn Satter, MS, RD, LCSW, BCD

- *Help children be competent eaters starting at birth by feeding in the best way*
- *Solve children's feeding problems by restoring positive, stage-appropriate feeding*

Feeding Dynamics Principles

1. Emphasize helping children become competent eaters
2. Maintain a division of responsibility in feeding
3. Treat children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family need and structure meals

Solve feeding problems from a feeding dynamics perspective

- Understand developmental principles guiding feeding
- Follow the division of responsibility in feeding
- Consider what the child can do to make their meal what to feed
- Support parents in establishing rewarding family meals
- Treat parents to move themselves along with food selection

Take leadership in defining principles and practices

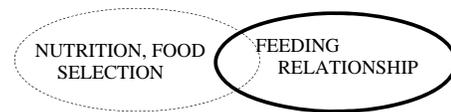
- Orientation: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
- Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

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WORKSHOP FOCUS ON BEHAVIOR, NOT FOOD SELECTION



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SATTER FEEDING DYNAMICS MODEL

fdSatter

Parents guide feeding

- Take leadership
 - Give autonomy
- Children remain/become capable
- With eating attitudes
 - With food regulation and growth
 - With food acceptance
 - With mealtime behavior

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Satter Eating Competence Model (ecSatter): Inclusive definition of eating attitudes and behaviors

1. Having positive attitudes about eating and about food.
2. Taking an interest in unfamiliar food and learning to eat it. Eating a variety for enjoyment.
3. Trusting hunger, appetite and satiety to guide how much to eat. Accepting body weight.
4. Being consistent and reliable about feeding him- or herself.

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

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ecSatter: A Radical Model

Eating attitudes and behavior reflect fundamental processes

Bio-psychosocial processes

- 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

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

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Parents' attitudes about their own eating affect how they feed

- Musher-Eizenmann (2007) – Parents of 4- to 6-year olds with anti-fat attitudes feed restrictively
- Haycraft (2008) – Mother's eating psychopathology relates to controllingness in feeding girls
- Tylka (2013) – Eating competent mothers more likely to follow sDOR

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DISCUSSION

Your thoughts about application

- Do you see possibilities for use?
- Or not?
- What helps/supports do you need?

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Helping children be competent eaters starts at birth and continues throughout childhood.

Principles and Practice Satter Feeding Dynamics Model¹ Helping Children to Eat & Grow Well²

Elynn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
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Feeding Dynamics Principles
1. Emphasize helping children become competent eaters
2. Maintain a division of responsibility in feeding

Feeding Dynamics Principles

1. Emphasize helping children become *competent* eaters
2. Maintain a division of responsibility in feeding

¹Observation: Give the parent an overview of how to feed in the best way
²Child-centered intervention: Help the parent observe and understand the child
Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

^{1,2} © Copyright 2014 Elynn Satter. *Advanced Book Clinic of Elynn Satter: Feeding with Love and Good Sense*. B&B Publishing, Boulder, CO, 2014.

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ELLYN SATTER'S DIVISION OF FEEDING RESPONSIBILITY (sDOR) INFANT

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

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

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ELLYN SATTER'S DIVISION OF FEEDING RESPONSIBILITY (sDOR) Transitional child

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

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ELLYN SATTER'S DIVISION OF FEEDING RESPONSIBILITY (sDOR) Toddler through adolescent

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

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

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FOR CHILDREN TO BE COMPETENT EATERS, ADULTS MUST BE COMPETENT FEEDERS

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

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BEING A COMPETENT FEEDER INCLUDES TRUSTING CHILDREN TO EAT

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

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Principle and Practice Toolkit

<http://bit.ly/198hDow>

ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence step-by-step throughout the growing-up years when they are fed according to a stage-appropriate division of responsibility. At every stage, parents take leadership with feeding and let the child be self-directed with eating.

The division of responsibility for infants:

- The parent is responsible for *what*.
- The child is responsible for *how much* (and everything else).

Parents choose breast- or formula-feeding, help the infant be calm and organized, then feed smoothly, paying attention to information coming from the baby about timing, tempo, frequency, and amount.

The division of responsibility for older babies making the transition to family food:

- The parent is still responsible for *what*, and is becoming responsible for *when and where* the child is fed.
- The child is still and always responsible for *how much* and *whether* to eat the foods offered by the parent.

Based on what the child can do, not on how old he or she is, parents guide the child's transition from sipping feeding through semi-solids, then food-and-humpy food, to finger food at family meals.

The division of responsibility for toddlers through adolescents:

- The parent is responsible for *what, when, where*.
- The child is responsible for *how much* and *whether*.

Parents' feeding jobs:

- Choose and prepare the food
- Provide regular meals and snacks
- Make eating time pleasant
- Show children what they have to learn about food and machine-behavior

Be considerate of children's food insecurity without catering to likes and dislikes.

- Not let children have food or beverages (except for water) between meal and snack times.
- Let children grow up to get bodies that are right for them.

Children's eating jobs:

- Children will eat
- They will eat the amount they need
- They will learn to eat the food their parents eat
- They will grow predictably
- They will learn to behave well at mealtimes

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The Eating-Competent child

Is free from worry about eating, moving, and weight

- Feels good about eating
- Participates happily in family meals
- Matter-of-factly sneaks up on new food and learns to eat it
- Goes by feelings of hunger and fullness to know how much to eat

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How do we help children become *competent eaters*?

Ellyn Satter's Feeding with Love and Good Sense II
Segment 4: The preschooler -
- Flora



THESE CHILDREN ARE COMPETENT EATERS

- What positive mealtime attitudes and behaviors do the children show?
- What are the parents doing to allow them to be competent?

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CHILDREN WHO ARE COMPETENT EATERS DO BETTER

- Nutritionally
- With food regulation and growth

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WHAT DO THE PARENTS DO TO ALLOW CHILDREN TO BE COMPETENT?

- Have sit down family meals
- Are friendly, positive, matter-of-fact
- Help them get served but don't pressure them
- Let them decide what and how much to eat

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ecSatter tested using the validated ecSatter Inventory (ecSI/LI)

ecSI/LI		ID #
Below are items about your eating. Think about each one, then choose the letter that shows how often you think, do, or feel that way about your eating. Please choose ONE response for each item.		
A = Always O = Often S = Sometimes R = Rarely N = Never		
1. I am relaxed about eating.	A	O S R N
2. I am comfortable about eating enough.	A	O S R N
3. I have regular meals.	A	O S R N
4. I feel it is okay to eat food that I like.	A	O S R N
5. I experiment with new food and learn to like it.	A	O S R N
6. If the situation demands, I can "make do" by eating food I don't much care for.	A	O S R N
7. I eat a wide variety of foods.	A	O S R N
8. I am comfortable with my enjoyment of food and eating.	A	O S R N
9. I trust myself to eat enough for me.	A	O S R N
10. I eat as much as I am hungry for.	A	O S R N
11. I tune in to food and pay attention to eating.	A	O S R N
12. I make time to eat.	A	O S R N
13. I eat until I feel satisfied.	A	O S R N
14. I enjoy food and eating.	A	O S R N
15. I consider what is good for me when I eat.	A	O S R N
16. I plan for feeding myself.	A	O S R N

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Eating attitudes

Feels good about eating

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Eating attitudes

Respond with Always, Often, Sometimes, Rarely or Never (A O S R N)

- I am relaxed about eating.
- I am comfortable about eating enough.
- I enjoy food and eating.
- I am comfortable with my enjoyment of food and eating.
- I feel it is okay to eat food that I like.

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A child who is competent with eating...

- Feels good about eating

*Ellyn Satter's Feeding with
Love and Good Sense II
Segment 1: The Infant—
Emerson and nanny*



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Food acceptance

Is comfortable with unfamiliar food

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Food acceptance

Respond with Always, Often, Sometimes, Rarely or Never (A O S R N)

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

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A child who is competent with eating...

- Feels good about eating
- Matter-of-factly sneaks up on new food and learns to eat it"

*Ellyn Satter's Feeding with
Love and Good Sense II
Segment 2: The Toddler—
Gage and parents*



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sDOR

Adults do the *feeding*

- Choose and prepare food
- Have regular meals and snacks
- Make eating time pleasant
- Show the child what to learn
- Not let the child graze for food or beverages between times

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sDOR

Adults trust the child to do the *eating*

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

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FEEDING PRESSURE BACKFIRES

Forcing, bribing, coercing, nudging, applauding, rewarding, explaining, teaching, restricting

- Getting children to eat certain foods
- Getting children to eat more or less
- Getting children to avoid certain foods

Secrets of Feeding a Healthy Family
Appendix J: Children and food acceptance—the research
Child of Mine
Appendix I: Children and food acceptance—the research

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FEEDING PRESSURE BACKFIRES

Forcing, bribing, coercing, nudging, applauding, rewarding, explaining, teaching, restricting

- Getting
- Getting
- Getting

90% of parents
pressure children to eat
50% of children have
feeding problems

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Internal regulation

Eats as much as she needs and grows consistently

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Food regulation

Respond with Always, Often, Sometimes, Rarely or Never (A O S R N)

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

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A child who is competent with eating...

- Feels good about eating
- Matter-of-factly sneaks up on new food and learns to eat it
- Goes by feelings of hunger and fullness to know how much to eat

Ellyn Satter's Feeding with Love and Good Sense II

Segment 2: The Preschooler -- Gracie



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FOOD RESTRICTION BACKFIRES

Children become afraid of going hungry and overeat when they get the chance

- Getting children to eat certain foods
- Getting children to eat more or less
- Depriving children of certain foods
- Not letting children eat as much as they are hungry for

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WHAT DOES THIS HAVE TO DO WITH CHILD OBESITY?

- Hunger
- Appetite
- Satiety

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

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sDOR

Adults do the *feeding*

- Choose and prepare food
- Have regular meals and snacks
- Make eating time pleasant
- Show the child what to learn
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Context management

Enjoys meals and behaves well there

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Context management

Respond with Always, Often, Sometimes, Rarely or Never (A O S R N)

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

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A child who is competent with eating...

- Feels good about eating
- Matter-of-factly sneaks up on new food and learns to eat it
- Goes by feelings of hunger and fullness to know how much to eat
- Participates happily in family meals

Elynn Satter's Feeding with Love and Good Sense II

Segment 2: The Transitional Child—Daniel & Madison

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Children with regular family meals do better

- Nutritionally, socially, emotionally, academically & with respect to resistance to overweight, drug & alcohol abuse and early sexual behavior
- Family meals are more instrumental in positive outcome than SES, family structure, after-school activities, tutors, or church

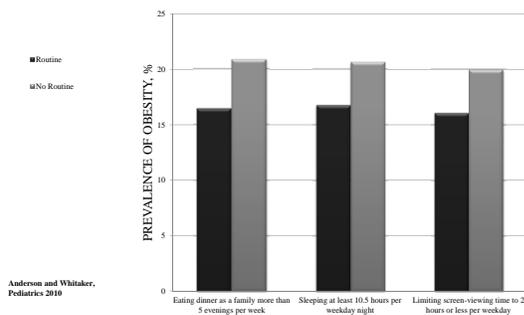
References: CASA; Council Economic Advisors; Eisenberg; Gillman; Hofferth; Mayfield; Sen; Taveras; Videon

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Routines & obesity prevention

Family routines reduce the risk of obesity in preschoolers



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EATING THE RIGHT AMOUNT OF FOOD TO GROW WELL HINGES ON THE FAMILY MEAL (AND STRUCTURED SNACKS)

- Meals give a context for parental support without coercion
- Allows going to table hungry but not famished, eating until satisfied
- Keeps food from being a constant issue between times
- Toddlers are too busy to eat on demand

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Structure is the bottom line in child overweight prevention and treatment.

Join with family to support meals

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Structure is the bottom line in prevention . . .

- Child overweight and obesity
- Poor growth and failure to thrive
- Poor food acceptance

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More about ecSatter



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ecSI Scoring

ecSI scoring

- Always = 3
- Often = 2
- Sometimes = 1
- Rarely = 0
- Never = 0

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COMPETENT vs NOT-COMPETENT *32 and above is Eating Competent*

- Do better with food
 - Have better diets
 - Eat more fruits and vegetables
 - Have better food-management skills
- Have lower BMIs
- Show better medical and metabolic health indicators

Lohse, B. et. al. *J Nutr.* (2010) 140(7), 1322-1327
Lohse, B. & Satter, E. et.al. (2007) *J Nutr Educ Behav.* 39 (suppl), S154-S166
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COMPETENT vs NOT-COMPETENT *32 and above is Eating Competent*

- Show better health indicators
 - Lower blood pressure (even stress-tested)
 - Lower total cholesterol
 - Higher HDL
 - Lower LDL
 - Lower triglycerides
 - ↓ Fasting blood glucose

Lohse, B., et. al. *J Nutr.* (2010) 140(7), 1322-1327
Psota, T., et.al. (2007). *J Nutr Educ Behav.* 39 (suppl), S171-S178
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COMPETENT vs NOT-COMPETENT

32 and above is Eating Competent

- Do better socially and emotionally
 - Feel more effective
 - Are more self-aware
 - Are more trusting and comfortable

Lohse, B. and Satter, et. al. (2007). *J Nutr Educ Behav*, 39 (suppl), S154-S166

As parents raise children to be competent *eters*, they are also raising them to be competent *people*.

Satter In: O'Donahue W. *Pediatric and Adolescent Obesity Treatment: A Comprehensive Handbook*, 2007.

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FOOD REGULATION

ecSatter & fdSatter

- Provide regular, reliable and rewarding opportunities to eat
- Depend on child's capabilities (internal regulators) with food regulation and growth

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NUTRITION

ecSatter & fdSatter

- Provide regular, reliable and rewarding opportunities to eat
- Depend on child's capabilities with food acceptance

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Principles and Practice Satter Feeding Dynamics Model Helping Children to Eat & Grow Well¹

Ellyn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting as early as feeding in the best way
- Solve children's feeding problems by restoring positive, age-appropriate feeding

Feeding Dynamics Principles

1. Emphasize helping children become *competent* eaters
2. Maintain a division of responsibility in feeding
3. Trust children to do their part with eating

Take leadership in defining principles and practices

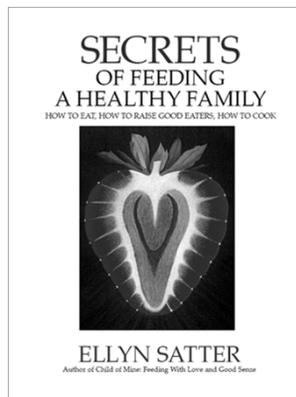
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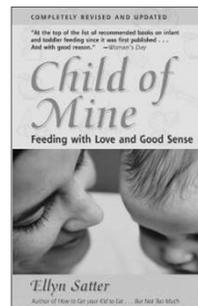
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Resources

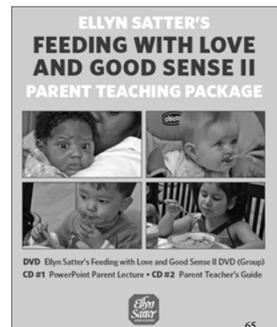


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For more information



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Based on a positive feeding relationship, building eating competence starts at birth and continues throughout childhood.

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Helping Children Eat and Grow Well in Early Childhood

2- Identifying and addressing feeding-dynamics issues in common nutritional problems

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WORKSHOP FOCUS ON BEHAVIOR, NOT FOOD SELECTION



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Principles and Practice Satter Feeding Dynamics Model Helping Children to Eat & Grow Well!

Ellyn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

Feeding Dynamics Principles

1. Encourage helplessness so children become competent eaters
2. Maintain a division of responsibility in feeding
3. Teach children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family itself and extended family

4. Understand child development and feed in a stage-appropriate way

- Support parents in establishing rewarding family meals
- Teach parents to move themselves along with food selection

Take leadership in defining principles and practices

- Observation: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
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CASE STUDIES

- Ann, 2 weeks, “doesn’t eat enough”
- Harvey, 3 ½ mos, “eats too much”
- Clarence, 6 mos, “won’t eat solids”
- Sally, 9 mos, “suddenly won’t eat”
- Erica, 18 mos, “eats a lot”
- Lisa, 2 ½ yrs, won’t come to the table
- Donita, 4 ½ yrs, “the finicky eater”

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DEVELOPMENTAL STAGES



- Initiative 3-5 years
- Separation-Individuation (6-36 months)
- Attachment (2-6 months)
- Homeostasis (Birth-3 months)

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Stage-Related Developmental Principles and Feeding Concepts		
Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo	Your baby needs help being calm and organized. Your newborn eats best when you pay attention to her and do what she wants.
	Infant 2-6 mo	Your baby needs to connect with you. Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY	8-9 months	Your child is getting interested in things. Your baby eats solid foods best when he has a say in the matter.
3 ALMOST-TODDLER	7-15 months	The almost-toddler wants very much to do things for himself. Your almost-toddler eats best when she feeds herself.
4 TODDLER	11-36 months	Your toddler finds out that she is a separate person. Your toddler eats best when you teach him to be part of the family with eating.
5 PRESCHOOLER	3-5 years	Your preschooler wants to learn and do. Your preschooler eats best when you maintain a division of responsibility in feeding.

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FEEDING: WHERE ARE WE GOING?

The family meal: Between 8 and 18 months

To prepare for the family meal...

- Have feeding be pleasant and rewarding for both parent and child
- Feed in the best way for each stage in development
- Support parents in developing the meal habit

NEWBORN: Become calm and organized



Homeostasis (Birth-3 months):

Stage-Related Developmental Principles and Feeding Concepts			
Stage	Developmental principles	Key concept in feeding	
1	BABY		
	Newborn 0-3 mo	Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
1	BABY		
	Newborn 0-3 mo	Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
3	ALMOST-TODDLER 7-15 months	The almost-toddler wants very much to do things for herself!	Your almost-toddler eats best when she feeds herself.
4	TODDLER 11-36 months	Your toddler finds out that she is a separate person.	Your toddler teaches him to eat with eating.
5	PRE-SCHOOLER 3-5 years	Your preschooler wants to learn and do.	Your preschooler maintains a division of responsibility in feeding.

2008, Elyn Satter. Adapted from page 110, *Your Child's Weight: Helping without Harms*, Kelly Press, 2005.

How is Ashley's mother helping her be calm and organized?

Elyn Satter's Feeding with Love and Good Sense II
Segment 1: Infant -- Ashley



UNDERSTANDING THE NEWBORN Sleep Rhythms

- Quiet sleep (no REM) ↔
- Active sleep (REM) ↔
- Drowsy
- **Quiet alert**
- Active alert
- Crying

Elyn Satter's *Child of Mine*, "Understanding your newborn"

FOLLOWING INFANT CUES PREVENTS PROBLEMS

- As infants: Fewer crying, sleeping or feeding problems
- As 2 – 10 year olds: Fewer behavioral problems
 - Internalizing (depression or withdrawal)
 - Externalizing (aggressive or destructive behavior)
 - Concentration (hyperactivity and inattention)

Hemmi et. al *Arch Dis Child*, 96:622-629, 2010,

UNDERSTANDING THE NEWBORN Temperament

Thomas & Chess Temperament Types

Easy-going Relaxed, calm, organized, regular, readable, predictable

Up-tight Negative, erratic, unpredictable and difficult to read

Slow-to-warm-up Wary, *skeptical* more than downright rejecting; somewhere between regular and erratic

Ask feeding questions

- How is feeding going?
- Would you like anything to be different?
- How do you feel about your child's growth?

ANN, WHO "DOESN'T EAT ENOUGH"

- Feeding concerns
 - Two weeks old
 - Parents worry because she is so small
 - Hard to wake her up to feed her
 - Is drowsy during feeding
- Parents have been instructed:
 - Feed every 2-3 hours
 - Feed her at least 2 oz at each feeding

TOOLS FOR SOLVING FEEDING PROBLEMS

Case study strategies

Satter Feeding Dynamics Model

OPTIMIZE FEEDING-DON'T FORCE OR RESTRICT

FIRST SOLVE THE FEEDING PROBLEM

- How is the parent crossing the lines of division of responsibility?
- Given the developmental stage of the child, what is appropriate feeding?
 - Feeding: Stage-appropriate
 - Food: Developmentally and nutritionally appropriate
 - What errors (division of responsibility, feeding, food) explain the child's eating?
 - What approach to feeding is best for the child?

THEN ADDRESS PARENTS' CONCERNS

Join with the parent (1 and 2), identify the problem (3), predict positive outcome (4)

1. Parent (1) • Listen and understand • Listen to understand • Have your own goals to feed help (Other)	2. Parent (2) • Connect to child's own capacity • Feeding • Address feeding problem (not address child's other)	3. Child (3) • Listen to parent & wants to please • Can to control things • Will respond to cues	4. Child (4) • Listen to parent & wants to please • Can to control things • Will respond to cues
--	--	---	---

Set the stage for the dispensation interview

ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence by age 5 through the give-and-take process of feeding. Parents are responsible for what, when, where, and how much. Children are responsible for how much and whether.

The division of responsibility for infants:

- The parent is responsible for what, when, where, and how much.
- The child is responsible for how much and whether.

The division of responsibility for older babies making the transition to family food:

- The parent is still responsible for what, when, where, and how much.
- The child is still responsible for how much and whether to eat the food offered by the parent.

Parents' feeding jobs:

- Choose and prepare the food.
- Provide regular meals.
- Make eating times pleasant.
- Show children what the food is and how to eat it.
- Be consistent of child's experience without of him and children.
- Not be children how to eat because they are not responsible for how much and whether to eat the food offered by the parent.

Children's eating jobs:

- Children will eat.
- They will learn to eat on their own.
- They will learn to eat on their own.
- They will learn to eat on their own.
- They will learn to eat on their own.

Based on what the child can do, not on how old he is, parents guide the child's transition from spoon-feeding through semi-solids, then to solid food, then to finger food, to shape food or family meal.

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Stage	Developmental principles	Key concept in feeding
1 BABY Newborn to 3 mos	Your baby needs help being calm and organized.	Your attention sets best when you pay attention to her and do what she wants.
Infant 2 to 6 mo	Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY 6 to 9 months	Your child is getting interested in things.	Your baby eats solid foods best when he has a say in the matter.
3 ALMOST TODDLER 9 to 18 months	The almost-toddler wants very much to do things for himself.	Your almost-toddler eats best when she feeds herself.
4 TODDLER 18 to 36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach her to be part of the family with eating.
5 PRESCHOOLER 3 to 6 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

OPTIMIZE FEEDING; DON'T FORCE OR RESTRICT

- First, solve the feeding problem
- Then address parents' concerns

First solve the feeding problem, then address parents' concerns

TOOLS FOR SOLVING FEEDING PROBLEMS

Case study strategies

Satter Feeding Dynamics Model
OPTIMIZE FEEDING-DON'T FORCE OR RESTRICT

FIRST SOLVE THE FEEDING PROBLEM

- How is the parent viewing the issue of division of responsibility?
- Given the developmental stage of the child, what is appropriate feeding?
 - Feeding: Stage appropriate
 - Food: Developmentally and nutritionally appropriate
- What gives (division of responsibility, feeding, food) explain the child's eating?
- What approach to feeding is best for the child?

THEN ADDRESS PARENTS' CONCERNS

Join with the parent (1 and 2), identify the problem (3), predict positive outcome (4)

1. Parent (+) Love your child Concern is understandable Have gone to trouble to find help Other...	4. Child (+) Loves the parent & wants to please Appealing and attractive (be truthful) Can do certain things Will respond to sDOR
3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...	2. Child (-) Shows problem parent identifies Characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental): Other...

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ADDRESS THE PARENT

1. Parent (+) Love your child Concern is understandable Have gone to trouble to find help Other...	4. Child (+) Loves the parent & wants to please Appealing and attractive (be truthful) Can do certain things Will respond to sDOR
3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...	2. Child (-) Shows problem parent identifies Characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental): Other...

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Understand your baby's sleeping and waking

How can you tell when your baby wants to be awake and when he wants to go to bed?
Is he quiet when he sleeps?
Does he make little noises?
Do the noises mean he wants to get up or do they mean he wants to go back to sleep?
How can you tell the difference?

Your baby will always have a few minutes before he is ready to get up. Help him make up to get ready to eat. Feed him right away when he is ready. Help him stay awake through the whole feeding by talking, talking and smiling. Put him to bed when he seems to be ready to go to sleep.

How are your baby's sleep and awake times and when he is when your baby is in each state?

Quiet sleep: He lies still and breathes deeply and evenly.
What do he do when sleep. It is to sleep deeply and will sleep for a while.

Active sleep: He moves around, makes sounds, twitches his face or limbs.
What do he do that to see what happens. He might make up or he might get back to quiet sleep again.

Waking after sleeping: He opens his eyes, but he looks sleepy. He looks a little.

What do he do that a lot. If he keeps his eyes open or keeps yawning, get him up. Hold him. Take care of him. Talk with him.

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



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TYPICAL FEEDING ERRORS

Failure to follow infant cues

- Paul: Enacting feeding-delaying tactics interferes with feeding relationship; may undermine growth
- FitWIC Baby Behavior study: Responding to infant cues leads to fewer >95th% than controls

For more about feeding (and parenting) the infant: *Child of Mine* "Breastfeeding Your Baby," Chapter 5 & "Formula-feeding Your Baby," Chapter 6

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Infant: Learn to love and to feel loved



Attachment (2-6 months): Infant

Homeostasis (Birth-3 months)

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Stage-Related Developmental Principles and Feeding Concepts		
Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo	Your baby needs help being calm and organized. Your newborn eats best when you pay attention to her and she wants.
	Infant 2-6 mo	Your baby needs to connect with you. Your infant eats best when you pay attention to her and she wants.
11-36 months	Your toddler senses that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
6 PRESCHOOLER 3-8 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

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Does this feeding let Jatta feel loved?

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Segment 2: Transitional child--Jatta



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CASE STUDY: HARVEY, WHO EATS "TOO MUCH"

- Harvey, 3½ months, "growing too fast"
- Taking 36 oz formula per day—6 6-ounce bottles
- Parent says MD says
 - Feed after you've tried everything else
 - Change diapers first, then (in this order)
 - Swaddle
 - Put baby on stomach or side
 - Shush
 - Swing
 - Suck (pacifier?)

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ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence step-by-step through the parenting up years when they are fed according to a stage-appropriate division of responsibility. As each stage progresses, the parent's knowledge of feeding and let the child be self-directed in eating.

The division of responsibility for infants:

- The parent is responsible for how much and everything else.

Parents' choice focus: or family feeding. Help the infant be calm and organized. Don't forcefully spoon-feeding. An alternative coming from the parent's and someone eating.

The division of responsibility for older babies making the transition to family food:

- The parent is still responsible for what and when the child is fed.
- The child is still always responsible for how much and whether to eat the food offered by the parent.

Remember what the child can do, not how old he is. Parents guide the child's transition from spoon-feeding through semi-solids. Don't look need-hungry food to larger food at family meals.



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The division of responsibility for toddlers through adolescents:

- The parent is responsible for what, when, where, and whether to eat.
- The child is responsible for how much and whether to eat.

Fundamental to parenting toddlers and older children is to have jobs with feeding of jobs with eating:

- Parents' feeding job:
 - Choose and prepare
 - Provide regular
 - Make eating time
 - Show children of love about food
- For consistency of behavior
- For consistency of responses with the child
- For the children's beverages (not food)
- Let children give the right for

Children's eating job:

- Children will eat
- They will eat the
- They will learn to
- They will grow
- They will learn to

Stage-Related Developmental Principles and Feeding Concepts

Stage	Developmental principles	Key concept in feeding
1 BABY		
Newborn 6-3 mos	Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
Infant 2-6 mos	Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY		
5-9 months	Your child is getting interested in things.	Your baby eats solid foods best when he has a say in the matter.
3 ALMOST TODDLER		
7-18 months	The almost-toddler wants very much to do things for himself.	Your almost-toddler eats best when she feeds herself.
4 TODDLER		
11-36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
5 PRESCHOOLER		
2-6 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

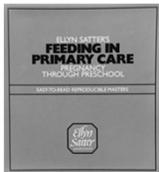
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ADDRESS THE PARENT

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Is your baby too big? Does she eat too much?

Why do you think your baby eats too much?
Why do you think she is too big?
What has her growth chart say?
Does her weight follow close to the same line?



Chances are, there is no problem.

- Babies have more teeth than others are small.
- Babies have more teeth they need to eat.
- Babies have not a bit more fat on their bodies.
- Fat babies often have more teeth.
- Fat babies often have more teeth.

Don't try to get your baby to eat less. It saves her and makes her eat more. Instead feed to the best way. She will eat as much as she needs. She will grow up to get the body that is right for her size or small, tall or short, slim or chubby.

Here is what to do—and not to do—when you feed your baby:

- **Feed her to the best way.** Feed when she wants to eat, as much as she wants. Do it by watching her cues for feeding times in a calm mood.
- **Feed out what she wants when she finishes.** Pick her up, talk with her, change her position, give her something to look at.
- **Look and talk.** Be easy going when you look at. Let her see, then eat more. Don't look too much. Don't be pushy.
- **Let her eat after feeding when she is ready.** Don't let her feeding when she is not in a calm mood.
- **Keep your nerve, let your baby grow for now.** Don't try to get her to eat more or fewer than what she needs for her.

If you have trouble feeding in the best way, and feeding your baby to grow well, ask for help from a dietitian or other health worker who understands feeding.

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Available free from: <http://www.ellynsatterinstitute.org>

<http://www.ellynsatter.com/resources/babytobig.pdf>

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Feeding with Love and Good Sense II
FOR INFANTS AND CHILDREN
HANDOUT PATTERNS

Ellyn Satter's Feeding with Love and Good Sense II is a practical, step-by-step guide to feeding your child. It is based on the Division of Responsibility in Feeding, which is the foundation of the feeding approach that has helped millions of parents feed their children well. This handbook is a practical, step-by-step guide to feeding your child. It is based on the Division of Responsibility in Feeding, which is the foundation of the feeding approach that has helped millions of parents feed their children well.

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Available free from:

http://ellynsatterinstitute.org/cms-assets/documents/99486-849286_babyseemsfat.pdf

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Stage-Related Developmental Principles and Feeding Concepts		
Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo	Your newborn eats best when you pay attention to his or her wants.
	Infant 2-6 mo	Your infant eats pay attention to the wants.
2 OLDER BABY	5-9 months	Your child is getting interested in things.
	OLDER BABY 5-9 months	Your child is getting interested in things. Your baby eats solid foods best when he has a say in the matter.
4 PRESCHOOLER	3-5 years	Your preschooler wants to learn and do.
		Your preschooler eats best when you maintain a division of responsibility in feeding.

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Infants eat solids best when *they* are ready

Ellyn Satter's Feeding with Love and Good Sense II

Segment 2: Transitional child--Zubin



CASE STUDY: CLARENCE, WHO WON'T EAT SOLIDS

- 6 month old boy
- Sits up in the highchair, enjoys being at family meals
- Opens his mouth when he sees something coming
- Will only take one bite then clamps up
- Parents trick, play games with him to get him to eat from the spoon

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SOLID FOODS READINESS

Age	Developmental principles	Key concept in feeding
0-3 months	• Your newborn eats best when you pay attention to his or her wants.	
3-6 months	• Your infant eats pay attention to the wants.	
6-9 months	• Your child is getting interested in things.	
9-12 months	• Your child is getting interested in things.	
12-18 months	• Your child is getting interested in things.	
18-24 months	• Your child is getting interested in things.	
24-36 months	• Your child is getting interested in things.	
36-48 months	• Your child is getting interested in things.	
48-60 months	• Your child is getting interested in things.	
60-72 months	• Your child is getting interested in things.	
72-84 months	• Your child is getting interested in things.	
84-96 months	• Your child is getting interested in things.	
96-108 months	• Your child is getting interested in things.	
108-120 months	• Your child is getting interested in things.	

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Sits supported or alone
Keeps head straight when sitting
Follows food with eyes
Opens for spoon
Closes lips over spoon
Moves semisolid food to back of tongue
Swallows semisolids

Spoon feeding of smooth semisolid food
Cuddling and ripple-feeding from breast or bottle

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Stage-Related Developmental Principles and Feeding Concepts		
Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo	Your newborn eats best when you pay attention to his or her wants.
	Infant 2-6 mo	Your infant eats pay attention to the wants.
2 OLDER BABY	5-9 months	Your child is getting interested in things.
	OLDER BABY 5-9 months	Your child is getting interested in things. Your toddler eats best when you teach him to be part of the family with eating.
4 PRESCHOOLER	3-5 years	Your preschooler wants to learn and do.
		Your preschooler eats best when you maintain a division of responsibility in feeding.

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ADDRESS THE PARENT

<p>1. Parent (+) Love your child Concern is understandable Have gone to trouble to find help Other...</p>	<p>4. Child (+) Loves the parent & wants to please Appealing and attractive (be truthful) Can do certain things Will respond to sDOR</p>
<p>3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...</p>	<p>2. Child (-) Shows problem parent identifies Characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental): Other...</p>

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TYPICAL FEEDING ERRORS

Introducing solids, other foods too early

- Beal: Too-early introduction makes feeding negative
- Briefel: ~ 2/3 on solid foods by 4-6 months; 22% on cows' milk by 9-11 months

For more about feeding (and parenting) the infant: *Child of Mine* "Feeding Your Older Baby;" Chapter 7

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



DVD: Elynn Satter's Feeding with Love and Good Sense II DVD Parent
CD #1 Parent/Pastor Parent Lecture • CD #2 Parent Teacher's Guide

How to feed your older baby solid foods

How is feeding going?
What do you like about feeding?
What don't you like?
Is there anything you would like
to be different?
What and how are you feeding
your baby?



Your baby will eat solid foods best when he feels he has a say in the matter. It gives him a say when you want to start solids until he can sit up. Then he can open his mouth and lean forward when he wants to eat and lean away and lean back when he doesn't. Let him touch his food and suck off his fingers, even if it makes a mess. That keeps him in control and lets him know he food himself.

Here is what to do—and not do—when you feed your older baby:

- **Have him sit up straight in a high chair, maybe propped up with pillows.**
Don't have him leaning back or lying down. Don't let him rock or wobble.
- **Sit right in front of him. Hold the spoon about a foot away from his mouth.**
Don't hold the spoon so close it feels pushy, or so far away he can't see it well.
- **Wait for him to open his mouth. Put new food on his lip. Put familiar food in his mouth.**
Don't put his lips open with the spoon. Don't negotiate him with one food.
- **Feed the way he wants to eat: little or much, fast or slow.**
Don't make him hurry up or slow down. Don't take away the food before he is full.
- **Look at him. Talk to him kindly and quietly. Answer him.**
Don't talk about other things, even TV. Do the other tasks, don't look at them.
- **Sing when he shows he's done, even after a taste on his lip or only one bite.**
Don't try to get him to eat more when he looks done, chews up or burps.

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



DVD: Elynn Satter's Feeding with Love and Good Sense II DVD (Group)
CD #1 Parent/Pastor Parent Lecture • CD #2 Parent Teacher's Guide

Feed the way your child can eat

How do you know when to start solid foods?
How do you know when to feed your baby table food?
How do you know when to wean her from the breast or bottle?

Babies learn to eat step by step. Many babies are ready to start eating mostly foods from the spoon at age 1 to 18 months and are ready for table food by age 1 to 18 months. Others aren't ready to start with solid meals late and only get to the table when they are 12 to 18 months old. Once you start long-feeding, at your baby's rate. Don't get stuck on any one way. Remember that longer isn't better, shorter isn't worse.

WHEN YOUR CHILD...	SHE IS READY FOR...
<ul style="list-style-type: none"> 1 Cuddles 2 Reaches for the nipple 3 Sucks 	<ul style="list-style-type: none"> Nipple-feeding from the breast or bottle
<ul style="list-style-type: none"> 1 Sits up alone or with support 2 Opens his mouth for the spoon 3 Closes his lips over the spoon 4 Keeps most of the food in his mouth 5 Swallows 	<ul style="list-style-type: none"> Nipple-feeding from the breast or bottle Step 1 Food: Mashed food that you feed from the spoon
<ul style="list-style-type: none"> 1 Picks up food but can't let go 2 Drops food to reach toward it 3 Swallows right away 4 Moves the food to her jaws 5 Manipulates the food 	<ul style="list-style-type: none"> Eventually, or eventually from the nipple or right-Step 2 Food: Thin, lumpy food that you feed from the spoon
<ul style="list-style-type: none"> 1 Closes her lips around the rim of a string 2 Holds the string, puts it in her mouth 3 Shows off food 4 Chews 5 Cries when her throat chokes if she's gagging the string herself 	<ul style="list-style-type: none"> Eventually, or eventually from the nipple or right-Step 3 Food: Small pieces of soft finger food and foods she likes or dislikes off with her gums
<ul style="list-style-type: none"> 1 Closes his fingers to pick up food 2 Can throw and swallow 3 Likes to sit at the family table 	<ul style="list-style-type: none"> Whole pasteurized milk from the cup Step 4 Food: Easy-to-chew and easy-to-swallow table food

ALMOST-TODDLER: Develops drive to *do*



- Separation-Individuation: Almost-toddler
- Attachment (2-6 months)
- Homeostasis (Birth-3 months): Newborn

Stage-Related Developmental Principles and Feeding Concepts

Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
	Infant 2-6 mo Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY	5-9 months Your child is getting interested in things.	Your baby eats solid foods best when he has a say in the matter.
	ALMOST-TODDLER 7-15 months The almost-toddler wants very much to do things for himself.	Your almost-toddler eats best when she feeds herself.
3 ALMOST-TODDLER 7-15 months	The almost-toddler wants very much to do things for himself.	Your almost-toddler eats best when she feeds herself.



SALLY “SUDDENLY WON’T EAT”

- 9 months old, pincer grasp, eats Cheerios
- Suddenly began refusing to be spoon-fed
- Her parents play games to get her to eat
- That worked for a while, but now she is back to refusing to eat
- Feeding time use to be fun, but now it is miserable for Sally and parents as well

ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

The division of responsibility for feeding:

- The parent is responsible for what, how, when, and where the child eats.
- The child is responsible for how much and everything else.

Parent's feeding job:

- Choose and prepare nutritious, appealing, safe, age-appropriate foods.
- Show children how to eat.
- Eat with children.

Child's eating:

- Eat when hungry.
- Eat what is offered.
- Eat when full.
- Eat when not hungry.
- Eat when not interested.
- Eat when not ready.

ADDRESS THE PARENT

<p>1. Parent (+) Love your child Concern is understandable Have gone to trouble to find help Other...</p>	<p>4. Child (+) Loves the parent & wants to please Appealing and attractive (be truthful) Can do certain things Will respond to sDOR</p>
<p>3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...</p>	<p>2. Child (-) Shows problem parent identifies Characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental) : Other...</p>

TYPICAL FEEDING ERRORS

Not recognizing the child's bid to self-feed

- Chatoor: Highest incidence of non-organic failure to thrive is at age 9 months
- Satter: Almost-toddler finds out about separateness by doing it himself
- Briefel: Toddlers & table food
 - % of calories: 25% at 9-11 mo; 63% at 19-24 months
 - ↑ table food = ↑ nutritional status
 - ↑ table food consumers eat more pizza, carbonated sodas, French fries, candy & other sweets

THE FAMILY MEAL BECOMES CENTRALLY IMPORTANT

3	ALMOST-TODDLER 7-15 months	The almost-toddler wants very much to do things for <i>himself</i> .	Your almost-toddler eats best when she feeds herself.
4	TODDLER 11-36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.

TYPICAL FEEDING ERRORS

Failure to *have* family meals

- Zizza; Briefel: Snacking & grazing = significant source of daily calories
- Gillman: Half of 9 y.o. & one-third of 14 y.o. eat family dinner everyday
- Eisenberg: Surveying 5,000 11- 18 yo
 - Scant third 7 or more family meals/wk
 - Generous third 3-6 family meals/wk
 - Solid third never have family meals

HOW DO CHILDREN LEARN TO LIKE NEW FOOD?

- They are born wanting to learn and grow
- They need opportunities to learn
 - Make food available without pressure
 - 10 to 15 to 20 times – and more!
- They sneak up on it
 - Look but don't taste
 - Taste but don't swallow
 - Swallow but don't eat any more

Satter, *Secrets of Feeding a Healthy Family*, Appendix J
Children and food acceptance:
The research

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CHILDREN ARE ERRATIC ABOUT FOOD ACCEPTANCE

- What they eat one day, they don't another
- They eat a lot one day, not much another
- They require many *neutral* exposures to learn to like certain foods
- Children don't eat some of everything that is put before them
- But typically only 2 or 3 food items

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SUPPORT PARENTS IN ESTABLISHING REWARDING FAMILY MEALS (For children and other people)

- Offer a variety of good-tasting food
- Eat with the child, don't just feed him/her
- Let children (and other people) pick and choose from what's at the meal
- Pair foods
 - Familiar foods with unfamiliar
 - Favorite with not-so-favorite
- Don't make children (or other people) eat
- Don't limit the menu to foods children (and other people) readily accept

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Principles and Practice Satter Feeding Dynamics Model Educators Helping Children to Eat & Grow Well

Ellyn Satter, MS, RD, LCNW, BCD

- *Help children be competent eaters starting at birth by feeding in the best way.*
- *Take children's feeding problems by restoring positive, stage-appropriate feeding.*

Solve feeding problems from a feeding dynamics perspective

- Understand developmental principles guiding feeding
- Follow the division of responsibility in feeding
- Consider what the child can do to guide how and what to feed
- Support parents in establishing rewarding family meals
- Trust parents to move themselves along with food selection

- *Child-centered intervention:* Help the parent observe and understand the child
- *Anticipatory guidance:* Guide the parent in stage-related feeding to raise the child to be a competent eater
- *Screening and referral:* Investigate even minor feeding and growth problems and intervene promptly

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TODDLER: Learn to be part of the family



- Separation-Individuation (6-36 months):
Almost toddler 7-15 months
Toddler 11-36 months
- Attachment (2-6 months)
- Homeostasis (Birth-3 months)

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Stage-Related Developmental Principles and Feeding Concepts

Stage	Developmental principles	Key concept in feeding
1 BABY		
Newborn 0-3 mo	Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
Infant 2-6 mo	Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
4 TODDLER 11-36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
4 TODDLER 11-36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
6 PRESCHOOLER 3-8 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.



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Is Isabella allowed to be her own person with her eating?

Ellyn Satter's Feeding with Love and Good Sense II
Segment 3: The Toddler -- Isabella



DISCUSS THIS VIDEO

- What is positive?
- What is negative?

If this feeding pattern continues, what do you predict for Isabella's eating attitudes and behaviors?

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TYPICAL FEEDING ERRORS *the vegetable agenda*

- Serving vegetables first
- ↑ serving size
- Pointing them out, reminding
- Using rewards, incentives, "heroic role models"
- Modeling elaborate appreciation

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CASE STUDY: LISA, WHO "WON'T EAT" *Reading between the lines*

- 2 ½ y/o girl
- Parents say "she won't eat!"
- Doesn't want to come to the table
- When she is there, she cries
- Parents leave food out for her so she can graze

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200 Child of Mine • Chapter 7 Feeding Your Child July 2011

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ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence capabilities through the growing-up years when they are fed according to an appropriate division of responsibility. As they emerge, parents take responsibility for feeding and for the child's well-being with feeding.

The division of responsibility for infants:

- The parent is responsible for what, how, when, and where the child is fed.
- The child is responsible for how much and everything else.

Parents choose how and when to feed. They let the child be hungry and full. They do not use feeding as a means of control. They do not use feeding as a means of punishment or reward. They do not use feeding as a means of negotiation. They do not use feeding as a means of bargaining. They do not use feeding as a means of manipulation. They do not use feeding as a means of control. They do not use feeding as a means of punishment or reward. They do not use feeding as a means of negotiation. They do not use feeding as a means of bargaining. They do not use feeding as a means of manipulation.

The division of responsibility for toddlers and the transition to family food:

- The parent is still responsible for what, how, when, and where the child is fed.
- The child is still not responsible for how much and everything else.

Based on how the child can do, not on how well she is, parents guide the child to become more skilled feeding through one-on-one, one-to-one, and family meals. They do not use feeding as a means of control. They do not use feeding as a means of punishment or reward. They do not use feeding as a means of negotiation. They do not use feeding as a means of bargaining. They do not use feeding as a means of manipulation.

The division of responsibility for children through adolescence:

Children develop eating competence capabilities through the growing-up years when they are fed according to an appropriate division of responsibility. As they emerge, parents take responsibility for feeding and for the child's well-being with feeding.

Stage-Related Developmental Principles and Feeding Concepts

Stage	Developmental principles	Key concept in feeding
1 BABY		
Newborn 0-3 mo	Your baby needs help being calm and regulated.	Your newborn eats best when you pay attention to her and do what she wants.
Infant 3-6 mo	Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY		
6-9 months	Your child is getting interested in things.	Your baby eats solid foods best when he has a job to do.
3 ALMOST-TODDLER		
1-15 months	The almost-toddler wants very much to do things for herself.	Your almost-toddler eats best when she feeds herself.
4 TODDLER		
15-36 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
5 PRESCHOOLER		
3-5 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

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ADDRESS THE PARENT

<p>1. Parent (+) Love your child Concern is understandable Have gone to trouble to find help Other...</p>	<p>4. Child (+) Loves the parent & wants to please Appealing and attractive (be truthful) Can do certain things Will respond to sDOR</p>
<p>3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...</p>	<p>2. Child (-) Shows problem parent identifies Characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental): Other...</p>

TYPICAL FEEDING ERRORS

Restricting children's fat intake

- If the joy goes out of eating, nutrition suffers
- Children only eat food that tastes good
- Too low-fat food doesn't taste good
 - Have high and low-fat food at meals Satter JADA 2000
 - Let children pick and choose

INDIA, THE BUTTER-EATER



How does it feel when you try to make sure children...

- Eat more fruits and vegetables?
- Eat less fat?
- Eat less processed foods?
- Eat everything on their plates before they get more of something?
- Just take one bite?

CASE STUDY: ERICA "EATS A LOT"

Reading between the lines

- 18 months old, eating from the table
- Mother worries that Erica will get too fat
- Food developmentally appropriate
- Family has meals, but they are "ruined" by Erica's whining.
- Erica eats between meals; she sneaks food
- "Erica would rather eat than play."

200 Child of Satter • Chapter 7

Feeding Year Child Study 2011

ELYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children develop eating competence step-by-step throughout the growing-up years when they are fed according to an appropriate division of responsibility.

The division of responsibility for infants:

- The parent is responsible for what, how, when, and where to eat.
- The child is responsible for how much and everything else.

The division of responsibility for toddlers and preschoolers:

- The parent is still responsible for what, how, when, and where to eat.
- The child is still responsible for how much and everything else.

Based on what the child can do, as best s/he is, parents guide the child's experience from simply feeding through weaning, then back and forth, back to finger food or food sticks.

Stage-Related Developmental Principles and Feeding Concepts

Stage	Developmental principles	Key concept in feeding
1 BABY		
Newborn 0-3 mo	Your baby needs help being calm and regulated.	Your newborn eats best when you pay attention to her and do what she wants.
Infant 3-6 mo	Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY 6-9 months	Your child is getting interested in things.	Your baby eats solid foods best when he has a say in the matter.
3 ALMOST-FODDLER 9-15 months	The almost-toddler wants to try to do things for himself.	Your almost-toddler eats best when she feeds herself.
4 FODDLER 15-24 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
5 PRESCHOOLER 3-5 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

© Elyn Satter. Adapted from page 130, *Dear Child's Feeder* (Baylor School Publishing, Baylor Press, 2005).

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TYPICAL FEEDING ERRORS

Interfering with food regulation

Trying to get children to eat more

- Crow: Small infants were urged more & ate less
- Galloway: Pressured children eat less, are smaller, *are ruder*
- Orrell-Valente: 85% of kindergarten parents prompt children to eat more & children eat more

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TYPICAL FEEDING ERRORS

Interfering with food regulation

Trying to get children to eat less

- Musher-Eizenman: Irrespective of child BMI, parents' concern about child overweight and/or anti-fat attitudes predict restrictive feeding
- Faith: Parental food restriction associated with increased child food intake and body weight

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THE TENDENCY IS TO SLIMMING

- Serdula - Children > 95th %tile slim down
 - Infants >75%
 - Preschoolers 59-74%
 - School-age children 37-58%
- Wright - Leaving childhood slim doesn't ensure adult slimness

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PARENTS' ATTITUDES CRITICAL

Davison

- Children who are labeled overweight feel flawed in every way: not smart, not physically capable and not good about themselves
- Equally large children NOT labeled overweight feel fine about themselves

Shunk

- BMI >85thtile BMI 5 YO girls reported restriction, disinhibition, disliking bodies
- Were heavier by age 9 years

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Stage-Related Developmental Principles and Feeding Concepts		
Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo Your baby needs help being calm and organized.	Your newborn pays attention to the wants.
	Infant 2-6 mo Your baby needs to connect with you.	Your infant eats pay attention to the wants.
2 OLDER BABY 5-9 months	Your child is getting interested in things.	Your baby eats when he has a say in the matter.
5 PRESCHOOLER 3-5 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.
6 PRESCHOOLER 3-5 years	Your preschooler wants to learn and do.	Your preschooler eats best when you maintain a division of responsibility in feeding.

© 2008 Ellyn Satter. Adapted from page 130, *Your Child's Picky Eating without Hurting*, Kelly Press, 2005.

Children need support from parents to do a good job with eating

Ellyn Satter's Feeding with Love and Good Sense II

Segment 4: The Preschooler--Luis



Preschoolers can be shamed or pressured with eating

Ellyn Satter's Feeding with Love and Good Sense II

Segment 4: The Preschooler--Tiara



DONITA, THE FINICKY EATER

- 4½ y/o girl, growing along 5th %
- Limited food acceptance
 - Peanut butter and jelly (all with specifications)
 - McDonalds hamburgers and French fries
 - A certain brand of 2% milk
 - A certain brand of Popsicles
 - Bananas, pulp-free orange juice from frozen
- MD says “don’t worry, she’s healthy.”
- Ate better when she was a toddler

For further reading: *CHILD OF MINE*, Chapter 9 “Feeding Your Preschooler”

Stage	Developmental principles	Key concept in feeding
1 BABY	Newborn 0-3 mo Your baby needs help being calm and organized.	Your newborn eats best when you pay attention to her and do what she wants.
	Infant 2-6 mo Your baby needs to connect with you.	Your infant eats best when you pay attention to her and do what she wants.
2 OLDER BABY 5-9 months	Your child is getting interested in things.	Your baby eats solid foods best when he has a say in the matter.
3 ALMOST-TODDLER 15-24 months	Your toddler wants very much to do things for herself.	Your almost-toddler eats best when she feeds herself.
4 TODDLER 15-24 months	Your toddler finds out that she is a separate person.	Your toddler eats best when you teach him to be part of the family with eating.
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3. Parent (-) Concern for child creates negative feeding Ineffective feeding practices (not following sDOR) Other...	2. Child (-) Shows problem parent identifies characteristics contribute to feeding problems (e.g. medical, oral-motor, temperamental): Other...

Principles and Practice
Satter Feeding Dynamics Model
 Helping Children to Eat & Grow Well!
 Elynn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

Take leadership in defining principles and practices

- Orientation: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
- Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

Resources:
<http://ellynsatterinstitute.org/index.php>

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Raise your child to be competent with eating

Children are born wanting to eat. Feeding good about eating, knowing how much they need for eat, and able to give in the way that is right for them. You child can feed, and feed them about himself, when you follow the domains of responsibility and go by information coming from him to guide feeding.

Argument	Your child's development	How to set your child on best
1. Sitter The sitter is the one who has been made responsible for feeding the child. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
2. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
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5. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
6. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
7. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
8. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
9. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.
10. Feeding The child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.	By the time the child is 18 months old, the child is able to feed himself. The sitter is the one who is responsible for the child's eating.

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

99S Elynn Satter's Feeding with Love and Good Sense II DVD - General CD #1 Parent-Teacher Lectures • CD #2 Parent-Teacher's Guide

Comfortable Cafeterias & Pass the Peaches Please

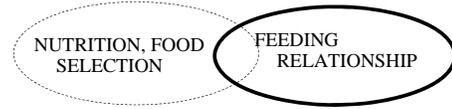
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Helping Children Eat and Grow Well in Early Childhood

3 – Support parents in establishing rewarding family meals

Pam Estes, MS, RD, CD
 Nutritionist and feeding specialist
 Clinical Faculty, www.ellynsatterinstitute.org
speak@EllynSatterInstitute.org

WORKSHOP FOCUS ON *BEHAVIOR*, NOT FOOD SELECTION



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For children to be competent eaters, they have to know that they will be fed.

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3

Principles and Practice Satter Feeding Dynamics Model Helping Children to Eat & Grow Well¹

Ellyn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

Feeding Dynamics Principles

1. Emphasize helping children become competent eaters
2. Maintain a division of responsibility in feeding
3. Trust children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family meal and structured snacks

- Understand developmental principles guiding feeding
- Follow the division of responsibility in feeding
- Consider what the child can do to guide how and what to feed

Take leadership in defining principles and practices

- Observation: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
- Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

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1. Emphasize helping children become competent eaters
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3. Trust children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family meal and structured snacks

- Support parents in establishing rewarding family meals
- Trust parents to move themselves along with food selection

Take leadership in defining principles and practices

- Observation: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
- Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

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Mastering Family Meals Step By Step

Handout and Leader Guide (PDF)

1. Mastering Family Meals Step One: No Meals and Don't Want Them!
2. Mastering Family Meals Step Two: Get the Meal Habit
3. Mastering Family Meals Step Three: Add On, Don't Take Away
4. Mastering Family Meals Step Four: Do Family-friendly Feeding
5. Mastering Family Meals Step Five: Avoid Virtue
6. Mastering Family Meals: Cooking, Planning and Shopping

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GET THE MEAL HABIT

Eat what they are eating now; just add structure

Getting started:

- Ask, “do you want help?” Take *no* for an answer.
- Introduce possibilities
 - Change the *how*, not the *what*
 - Avoid conflict using sDOR
 - Make mealtimes pleasant social times

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SUPPORT VARIETY

Once they have the meal habit (if asked):

- Help parents see the value in their preferred foods
- Add on—don’t take away
- Make only one or two changes
- Pair food selection with feeding advice, e.g., “here is how children learn to like vegetables”

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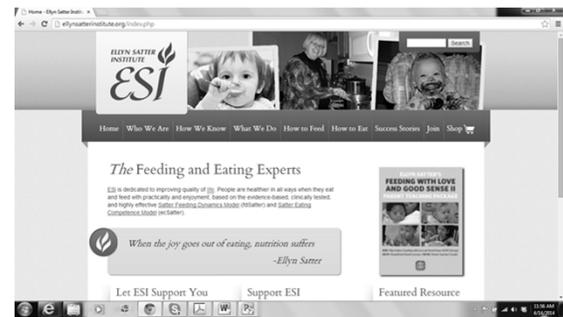
BE CONSIDERATE WITHOUT CATERING

- Let eaters pick and choose from the meal. They may eat only one or two foods.
- Don’t try to please every eater with every food. Settle for providing each eater with one or two foods they generally enjoy.
- Don’t offer substitutes or short-order cook.
- Pair familiar foods with unfamiliar, new with old standbys.
- Don’t give choices on the main dish, such as cereal or peanut butter

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FROM THE COOK

- Food will be available at mealtime and snack-time. Other than that, the kitchen is closed.
- You do not have to eat anything you do not want to.
- You do have to say “yes, please,” and “no, thank you.”
- You will not say “yuck.”
- There will always be bread, and you may eat as much of it as you want.
- When I make something new, I will also make something you generally enjoy.
- Sometimes I will make one person’s favorite. Another time, someone else will get lucky.

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HOW CAN WE HELP THESE FAMILIES GET STARTED WITH MEALS?

*BEYOND NUTRITION
COUNSELING: Reframing the
battle against obesity
Fit WIC Project, Cincinnati, OH*



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To get the division of responsibility in place, there *has* to be a family meal.

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Family meal
 People sitting together eating
 the same food

FEEDING WELL GUIDES PARENTING

- Meals-plus-snacks structure is backbone of family life
- Structure gives children security, consistent access to parents
- Division of responsibility sorts out control issues
- Knowing when to lead and when to let go is the essence of good parenting

Your child's weight: helping without harming

Why are you concerned about your child's weight? Is your child large? Does your child have a big appetite? Are other family members large? What do the growth charts say? Is your child growing along a certain percentile, even if it is high?



Chances are, there is no problem. Some children are just big and have big appetites. If your child's weight plate consistently on his growth chart, he is growing normally, even if he is heavier than other children. Also, most children slim down as they get older.

On the other hand, there could be a problem. If you make an issue about your child's weight, control his food intake and try to slim her down, she will probably eat more and be fatter than is natural for her. Her weight could be going up faster than normal.

How can you help your child to get the body that nature intended?

Having regular and reliable sit-down family meals and sit-down snacks?

- Check yourself: Are you doing a good job with feeding and parenting?
- Having regular and reliable sit-down family meals and sit-down snacks?
 - Including a variety of good-tasting, wholesome food?
 - Regularly including "forbidden" foods at meal and snack time so your child doesn't sneak around and eat on their own?
 - Trusting your child to decide what and how much to eat from the food you provide?
 - Feeling good about the child you have, not the one you thought you might have?
 - Maintaining a division of responsibility with activity.

Parents provide structure, meals and opportunities. Children choose how much and whether to move and the amount of eating.

Please, don't despair, then trust your child to grow up to be the size and shape that is right for him or her. For more help, read Elyn Satter's *Your Child's Weight: Helping Without Harming*. Kelly Press, Madison, WI 2005.



THE BOTTOM LINE IS FAMILY MEALS ...for both parents and children

- Be firm about structure
- Bless the food
- Teach parents to understand and handle children's normal eating behavior
- Then let them find their own successes.

Helping Children Eat and Grow Well in Early Childhood

4 –Getting started with feeding dynamics

Pam Estes, MS, RD, CD

Nutritionist and feeding specialist

Clinical Faculty, www.ellynsatterinstitute.org

speak@EllynSatterInstitute.org

CRITICAL REFLECTION

- At what point in our presentation were you most *engaged*?
- At what point did you feel most *distanced*?
- What did you learn that broadened your perspective or changed your thinking?
- What surprised you most about what you learned?

S. Brookfield, 1995, *Becoming a Critically Reflective Teacher*

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2

Principles and Practice Satter Feeding Dynamics Model Helping Children to Eat & Grow Well!

Ellyn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

Feeding Dynamics Principles

1. Encourage helplessness: children become competent eaters
2. Maintain a division of responsibility in feeding
3. Trust children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family, trust and structure meals

Solve feeding problems from a feeding dynamics perspective

- Understand developmental principles guiding feeding
- Follow the division of responsibility in feeding
- Consider what the child can do to guide how and what to feed
- Support parents in establishing meaningful family meals
- Trust parents to serve themselves along with food selection

Take leadership in defining principles and practices

- Observe: Give the parent an overview of how to feed in the best way
- Child-centered intervention: Help the parent observe and understand the child
- Anticipatory guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

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3

How to get started?

GETTING STARTED WITH FEEDING DYNAMICS

- Have a discussion group
 - Talk about specific children's feeding problems
 - Use today's material to solve problems
 - Practice "approaching the parent"

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GETTING STARTED WITH FEEDING DYNAMICS

Study in your discussion group

- Read and discuss the handouts from this workshop
- Read & discuss either *Secrets of Feeding a Healthy Family* OR *Child of Mine*
- Study *Mastering Family Meals Step by Step*
- Review materials on <http://www.ellynsatterinstitute.org/>
- Watch videos and discuss suggested lessons from [Parent Teaching Package](#)

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DISCUSSION

Your thoughts about application

- Do you see possibilities for use?
- Or not?
- What helps/supports do you need?

Principles and Practice Satter Feeding Dynamics Model Helping Children to Eat & Grow Well¹

Ellyn Satter, MS, RD, LCSW, BCD

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

Feeding Dynamics Principles

1. Emphasize helping children become competent eaters
2. Maximize a division of responsibility in feeding
3. Trust children to do their part with eating
4. Understand child development and feed in a stage-appropriate way
5. Support the family meal and structured snacks

Solve feeding problems from a feeding dynamics perspective

- Help children be competent eaters starting at birth by feeding in the best way
- Solve children's feeding problems by restoring positive, stage-appropriate feeding

- Child-centered intervention: Help the parent observe and understand the child
- Autonomy guidance: Guide the parent in stage-related feeding to raise the child to be a competent eater
- Screening and referral: Investigate even minor feeding and growth problems and intervene promptly

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A story to
encourage
you

Getting children
started right is a
gift that lasts a
lifetime

