

# Handout – Feeding Infants and Toddlers

# Feeding Handout

## Main Points:

- Feeding is an interactive process.
- Nurturing emotional relationships are the most crucial primary foundation for both intellectual and social growth (Brazelton & Greenspan).
- Feeding is a forerunner of the caregiver-infant relationship and gives clues on how other interactions are going.
- Babies tell you what they need by the cues they give.
- Some infants are unable to give clear cues or respond to their caregiver. In these cases it is not the baby who is in a position to change, but the caregiver's responsibility to recognize and adapt so things flow smoothly and the infant's needs are met.

Refer to the booklet, [Keys to CareGiving™: Feeding is More than Just Eating](#)

## Additional Points:

- For an infant to feed they must coordinate sucking, swallowing and breathing.
- It takes 32 pairs of muscles in and around the mouth to successfully feed.
- A fully developed infant, developing typically, takes 1-2 sucks to 1 swallow to 1 breath, with this entire cycle being finished in 1 second.
- A healthy premature infant may take 8 weeks or longer to develop and learn to coordinate their suck, swallow, and breathe cycles.

## Children with Special Needs:

- Child care providers may be the first to notice that feedings aren't going well.
- Signs to watch for:
  - A. Arching away from the bottle or munching on the nipple.
  - B. Gagging when seeing the bottle.
  - C. Choking, tiring quickly, gagging with feedings.
  - D. Refusal to take the bottle.
  - E. An infant who does not appear to be gaining weight, as they should.
  - F. A wet gurgle with back arching AFTER the feeding.
- What You Should Do:
  - A. Inform the parent or guardian that day.
  - B. Encourage parents to make an appointment with their child's doctor for that week.
  - C. Call your Public Health Nurse who works in child care.
  - D. Take it slow when feeding these infants. Be sure to have their head higher than their hips. Keep them in an upright position for 15-30 minutes after the feeding.
  - E. Do not jiggle, shake or toss babies.

Learning Perspectives: Hershey's Miniatures Personality Profile  
From Child Care plus+ Institute on Inclusion

Choose which kind of chocolate you are based on the characteristics listed.

Milk Chocolate:

All-American  
Loves baseball, apple pie, Mom and Dad  
Talkative, friendly, warm  
May be boring at times

Krackel:

Optimistic  
Full of Joy  
Perky  
Sometimes a little ditzy

Mr. Goodbar:

Experts on lots of things  
Devil's Advocate  
Risk-taker  
May have dual personalities

Special Dark:

Thoughtful, insightful  
Marches to the beat of own drummer  
Not risk-takers  
Takes small steps  
May be very boring to others

This personality profile is based on scientific brain research from the Hannibal Parents As Teachers office where chocolate is a mainstay of the parent educators' diet.

### **3x5 card instructions for chocolate exercise:**

To those who match with Special Dark:

Enjoy your snack! Be sure to:  
Talk with your table partners.  
Make good eye contact.  
Have a lively discussion.  
Listen and contribute to the conversation.

To those who match with Milk Chocolate:

Enjoy your snack! Be sure to:  
Make no eye contact.  
Do not speak.  
No gesturing.  
Maintain as bland and bored an expression as possible during snack.

To those who match with Krackle:

Enjoy your snack! Be sure to:  
Make no eye contact.  
Make only brief comments, like “pass the carrots”, etc.  
You may gesture to one another but you may not touch each other.

To those who match with Mr. Goodbar:

Enjoy your snack! Your instructions are to observe the other tables, making note as to who is enjoying their food the most.

# Include Me 😊

## Child care for children and youth with special needs\*

### Why is quality, inclusive child care important?

#### **When I'm in child care, my parents are employed.**

- Parents may need extra help finding and keeping quality child care.
- Children and youth with special needs are often “kicked out” of child care. This makes it difficult for their parents to stay employed.

#### **When I'm included, we learn from each other.**

- Children in inclusive child care are encouraged to be more resourceful, respectful, creative and cooperative.
- Children in inclusive child care, and their families, experience a sense of belonging and feel they are a part of their community. They have the opportunity to learn positive attitudes about people different than themselves.

#### **When my community works together, I'm included.**

- Child care providers and other service providers working together can best support children and youth with special needs in child care settings.
- Child care providers who access training can learn about caring for children and youth with special needs.
- Child care providers who access consultation are supported in caring for children and youth with special needs.
- Child care providers who can access funds to pay for additional staff, training and/or resources as needed to care for children and youth with special needs are better able to provide quality care.

\* Special needs = Disabilities, Special Health Care Needs, and challenging behaviors (any child or youth, infant to age 18, for whom extra support is needed in order to be able to be included in a child care or out-of-school time program)

## **What is needed to increase the supply of quality, inclusive child care in Washington State? Community Capacity Building, including:**

**Information** – Increasing awareness of the issue and resources

- Inclusive Child Care Brochure
- Inclusive Child Care Booklet
- Success stories

**Community Organizing** – Getting together to get ahead

- Disability providers/groups and child care providers/groups
- Maximizing use of existing resources
- Community inclusive child care planning
- Advocacy at state and local levels

**Training** – Increasing skills of child care providers and trainers

- Inclusive child care training, both beginning and advanced levels
- Resources to assist trainers in embedding information about including children and youth with special needs in all child care and school age care training

**Access** – Increasing access to quality, inclusive child care

Enhance the capacity of local child care resource and referral programs to provide:

- Additional assistance for parents of children with special needs in finding inclusive child care and other community resources
- Recruitment of additional child care providers

**Technical Assistance & Consultation** - Increasing support for providers and families in inclusive child care

- Enhance ability of child care health consultants to provide special needs consultation (local health jurisdictions)
- Technical assistance and consultation for child care providers to assist them in caring for children and youth with special needs (local child care resource and referral programs)
- Increase the availability of qualified child care consultants, especially in mental health and behavior

**Special Needs Support for Child Care Providers** – Funding for additional cost of care

- Funding for additional staff, training or resources when they are needed in order to include children and youth with special needs in child care programs

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# **WE VALUE YOUR INPUT!**

**What I liked about today. . .**

**What I think I will remember the most about today. . .**

**The activity or feature of the day that was the most effective for me as a learner. . .**

**What I would suggest for improving the day. . .**

**Something else I would like to know. . .**