

# **Feeding Infants and Toddlers**

## **FEEDING RELATIONSHIPS WITH INFANTS AND TODDLERS**

### **Lesson Plan**

**Submitted by:** Kady Rensel, PHN, Thurston County Public Health Department

**Course Length:** 2 ¼ hours. Instructor can teach an infant-feeding only class with 1 ¼ hour.

**Objectives:** Participants will:

- Gain greater knowledge and awareness of infants and toddlers non-verbal cues concerning hunger and satiation in typically developing and developmentally delayed children.
- Understand the importance of interactions during feeding and related this to brain development and social/emotional learning for all children.
- Identify individual strengths and needs related to the feeding interaction.
- Engage in collaborative activities.
- Identify ongoing sources of information and support.

**All of the materials in the *Child Care Training and Resource Kit* have been provided by public health staff in Washington State. The only materials included are those where copyright could be located and permission to use was received. In all cases the copyright owner has requested to receive credit for the use of their materials. Please do not use these materials in any other way without getting your own copyright release.**

**How to use the Child Care Training and Resource Kits:** Each lesson contains:

- **Lesson Plan** file, with the general directions for the lesson.
- **Overhead file** with the overhead materials. Those files on the CD are in color.
- **Teacher Notes** file which outlines the points of discussion for each overhead.
- **Handouts file** includes pages related to the overhead for those learners who like to take notes as well as other materials for the learner to take with them. Occasionally, some materials you must request yourself from the vendor. Instructions on how to get these materials are included in the lesson plan file. Some materials you must download from the internet and the web address is included in the lesson plan file. Those files on the CD are in color.
- **Teacher Enrichment** - In some cases the lesson developer may have included materials for teacher enrichment. Where possible, those materials are included here. If permission to print could not be obtained then the citation is included below for you to obtain.

**Teacher Notes:** Please note on this particular lesson there are no teacher notes included.

**Handouts:**

- Feeding Handout (See file Handouts)
- Keys to CareGiving™: Booklet 5: Feeding is More than Just Eating (Order from NCAST, 206-543-8528.)
- Include Me (See file Handouts)
- Hershey's Miniatures Personality Profile and 3x5 card instructions (See file Handouts)
- Self-evaluation tool (See file Handouts)
- Class evaluation tool (See file Handouts)

**Materials Needed:**

- Posters for walls - Dental Program poster, WIC poster, Growth and Development poster, Shaken Baby poster, Giraffe poster, Food quote posters
- Flip-chart and tri-pod, markers
- Post-it note pads for everyone
- Share basket
- Handouts (See Handout File)
- Keys to CareGiving™ feeding video Eating (Order from NCAST, 206-543-8528.)
- Overheads (See Overhead File)
- Snack and napkins.
- Sets of identical stickers on pairs of handout packets for activity. (You want to have pairs of people for this activity.)

**Instructor Enrichment:**

- Berman, C., Fromer, J., Meals Without Squeals: Child Care Feeding Guide and Cookbook, Bull Publishing Co., Palo Alto, CA, 1997
- Berman, C., Fromer, J., Teaching Children About Food, Bull Publishing Co., Palo Alto, CA 1991.
- Satter, E., How to Get Your Kids to Eat...But Not Too Much: From Birth to Adolescence, Bull Publishing Co., Palo Alto, CA, 1987.
- Story, M., Holt, K., Sofka, D., Eds. Bright Futures in Practice: Nutrition, National Center for Education in Maternal and Child Health, Arlington, VA, Georgetown University, 2000.



<p><b>Mini-lecture</b></p>	<p><b>Share basket:</b> Put up flip-chart. Say, as you are passing basket around, “This is intended to help all of us learn from one another. There is a lot of expertise in the room and plenty of creative thinkers. Put your method or your idea for a method down on the post-it notes and place it in the basket and then pass the basket on. We’ll review all your ideas later.”</p> <p><b>Mini-lecture:</b> Review main points:</p> <ol style="list-style-type: none"> <li>1) Feeding is an interactive process.</li> <li>2) Nurturing emotional relationships are the most crucial primary foundation for both intellectual and social growth (Brazelton &amp; Greenspan),</li> <li>3) Feeding is the forerunner of the caregiver-infant relationship and gives clues on how other interactions are going,</li> <li>4) Babies tell you what they need by the cues they give,</li> <li>5) 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. (For reference refer to the booklet, <u>Keys to Caregiving: Feeding is more than Just Eating.</u>)</li> <li>6) Additional learning points: <ul style="list-style-type: none"> <li>• For an infant to feed, they must coordinate sucking, swallowing and breathing.</li> <li>• It takes 32 pairs of muscles in and around the mouth to successfully feed.</li> <li>• 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.</li> <li>• A healthy, premature infant may take eight weeks or longer to develop and learn to coordinate their suck, swallow, breathe cycles. Integrate information from handouts into this.</li> </ul> </li> </ol>	<p><b>20 minutes</b></p>	<p><b>Share basket:</b> A basket for passing, flip-chart that says: “How do I meet the needs of the infants and toddlers I am feeding while caring for the other children present in my care?”</p> <p><b>Mini-lecture:</b> Overheads with your teaching points.</p>
----------------------------	---	--------------------------	---

<p><b>Video</b></p>	<p><b>Video</b></p> <p><b>Brief discussion of video.</b></p>	<p><b>10 minutes</b></p>	<p><b>Video:</b> view 5 minute clip about infant cues from NCAST Keys to CareGiving™ video tape.</p>
<p><b>Snack time</b></p>	<p><b>Snack time Group Activity:</b></p> <ol style="list-style-type: none"> <li>1) Have participants complete the <u>Hershey’s Miniatures Personality Profile</u> in their handout packet.</li> <li>2) When they have chosen what kind of chocolate they are, they should break into groups, each group representing one kind of chocolate.</li> <li>3) Each participant will receive <u>Snack Time Instructions</u> printed on a 3x5 colored card. They should not show the instructions to any one else at the table.</li> <li>4) They are to follow the instructions while they have their snack and be prepared to share with the entire group their feelings about the snack.</li> </ol> <p><b>Group Discussion:</b> With the overheads, discuss how much they:</p> <ul style="list-style-type: none"> <li>• Enjoyed their food;</li> <li>• How much they liked the others in their group;</li> <li>• Their feelings of belonging to the group;</li> <li>• The sense they had of being heard and understood; and</li> <li>• The desire to have a mealtime with the same environment as this one again.</li> <li>• Tie their responses together for a positive response to eye contact and interaction for a pleasant mealtime environment.</li> </ul> <p><b>Review of ideas in share basket:</b></p>	<p><b>40 minutes</b></p>	<p><b>Snack time:</b> <u>Hershey’s Miniatures Personality Profile</u>, snack food suggestions: veggies and dip, Hershey’s miniatures, 3x5 cards with snack-time instructions on them.</p> <p><b>Group Discussion:</b> Overheads</p>

<p><b>Special Needs Children and feeding issues.</b></p>	<p><b>Mini-lecture and discussion of issues around children with special needs:</b> Refer to handout for main teaching points. Discuss why inclusion important. Exactly what accommodations you discuss will be based on what is going on in your child care centers and homes at this point.</p>	<p><b>30 minutes</b></p>	<p><b>Mini-lecture/Discussion:</b> Overheads</p>
<p><b>Resources and References in your area:</b></p>	<p><b>Resources and References in your area:</b> Provide a list of whatever resources you can offer, or resources you would like them to order.</p>	<p><b>5 minutes</b></p>	<p><b>Resources and References:</b> Ideas might be: <u>Caring for Special Children with Special Health Needs</u>, <u>Child Care Plus</u>, NCAST materials, <u>How to get your kid to eat...but not too much</u>, <u>Bright Futures in Practice: Nutrition</u></p>
<p><b>Evaluation</b></p>	<p><b>Evaluation:</b></p>	<p><b>5 minutes</b></p>	<p><b>Evaluation:</b> Provide form.</p>