

Self Regulation and Mealtimes:

An Integrative Approach to Difficult Feeding Challenges

Susan L. Roberts MDiv, OTR/L



Faculty

Susan L. Roberts, MDiv, OTR/L, author, educator, and occupational therapy clinician uses a body, mind, spirit approach developed over four decades of practice. Susan studied occupational therapy at Boston University, indigenous healing rituals at Harvard, nutrition at the Institute of Integrative Nutrition, and Five Element Theory of Traditional Chinese Medicine at the Tao of Healing Center in NYC. She worked in psychiatric hospitals, physical rehabilitation centers, skilled nursing facilities, schools, and home care. Susan taught occupational therapy theory and practice at Eastern Kentucky University and New York Institute of Technology and has authored several books. She currently coaches clients in self-healing practices, including nutritious, delicious cooking and eating for children and adults.

Financial: Susan Roberts receives an honorarium from ERI, PESI and Cross County Education. She receives royalties from Elsevier Publishing and CreateSpace. **Non-Financial:** She has no non-relevant financial relationships to disclose.

About this Course

Learn to view eating (a self-regulated occupation) through the lenses of psychoneuroimmunology, which involves multiple gut-brain neurohormonal feedback loops of sensory enjoyment, positive social interactions, and the microbiome. Participants will learn to find “just-right” self-regulation approaches, evaluate developmental readiness, plan sound nutritional food-chains, and use family-focused reduction of mealtime stress to improve feeding dynamics.

Objectives

- ❶ Predict which sensory, movement, and communication activities will most likely enhance self-regulated behaviors for individual children.
- ❷ Evaluate a child from participant’s caseload for developmental readiness using the Rainbow Kid’s Play Scale, and the Rainbow Kid’s Mealtime Scale.
- ❸ Construct a food chain that begins with a child’s favorite food and introduces new, more nutritional foods in a stepwise pattern that stays within a child’s comfort level.
- ❹ Support family-focused mealtimes by following the Satter Division of Responsibility in Feeding model.
- ❺ Assemble a menu of therapeutic activities (games, cooking, art, music, academics) and objectives that will guide the child toward eating competence and autonomy.

Audience

This course is designed for OTs, OTAs, PTs, PTAs, SLPs, Registered Dietitians, and Special Educators. Eating affects the entire lifespan and problems occur at all ages. While we often see food refusals and other maladaptive eating behaviors in autism spectrum disorders, disordered eating and food refusals occur frequently with ADHD, developmental delays, and even with typically developing children. Techniques apply to EI, school, clinic, and home settings with children from infancy to teens. Those new to feeding and even more experienced practitioners will learn from the course.

Help your patients achieve better outcomes.

Schedule – Day 1

8:00-8:30	Registration/Continental Breakfast
8:30-10:00	Self-Regulation & Psychoneuroimmunology - Psychology of food choices (an experiential exercise) - The autonomic system and vagal nerve's relation to digestion - Gut-brain communication and the microbiome
10:00-11:30	Using the Healing Compass to predict which approaches will supports a child's ability to self-regulate - Beyond Food: an integrative approach to mealtimes - Quantum physics and traditional Chinese medicine (TCM) - Stephen Cowan, MD - A pediatrician's perspective
11:30-12:30	Lunch (on your own)
12:30-2:00	Determining Developmental Readiness Using the Rainbow Kids Play Scale - Greenspan, Maslow, and the power of play in neuroplasticity - Connecting emotional development and mealtime behaviors
2:00-3:30	Determining Developmental Readiness Using the Rainbow Kids Mealtime Scale - Co-regulation of feeding, eating, and play - Emotions, neurotransmitters and hormones affecting digestion
3:30-5:00	What Do They Eat? - Analyzing nutrition based on data collection - Debunking nutritional myths with nutritional research - Using the Food and Mood Journal - Using the Nutrition Journal - Using the Sensory Food Journal

Schedule – Day 2

8:00-8:30	Continental Breakfast
8:30-9:00	Case Studies
9:00-10:00	Commonsense Approach to Food Allergies and Sensitivities - Common inflammatory foods - Chronic health conditions related to inflammation - Is it physiology or psychology? - Overcoming sugar addiction
10:00-11:30	Creating Child and Family-Centered Solutions - Satter's Division of Responsibility in Feeding - Adult expectations and responsibilities - Child's participation and interest
11:30-12:30	Lunch (on your own)
12:30-1:30	Using Food chaining roadmaps - Staying in a child's sensory comfort zone - Increasing variety - Keeping the focus on exploration
1:30-2:30	Meal planning - supporting parents for stress-free mealtimes - Cooking and mealtime chores with kids - Resources for help
2:30-3:30	Treatment sessions - making food exploration fun - Working with development and sensory processing - Playing with food - Writing mealtime performance objectives for school-based practice
3:30-4:00	Case Studies

Two 15 minute breaks will be given each day.

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Credits

This course meets the criteria for 13 contact hours (1.3 CEUs). Application has been made to the **MD** and **NJ** Boards of Physical Therapy Examiners, and to the **OH** Physical Therapy Association. The **DC**, **DE**, **PA** and **VA** Boards of Physical Therapy recognize other state's approvals.

TX Physical Therapy Association accredited provider.

Approved provider by the **NY** State Board of Physical Therapy for 15.6 contact hours.



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 13 contact hours Intermediate Level Occupational Therapy Process: assessment, intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA. NBCOT professional development provider-13 PDUs. Approved by the **TX** Board of OT Examiners.



Education Resources, Inc is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to 1.3 ASHA CEUs (Intermediate level, Professional area). This program has been submitted for approval of 13 clock hours of continuing education credit by the **TX** Speech Language-Hearing-Association (TSHA). TSHA approval does imply endorsement of course content, specific products or clinical procedures.

Dieticians will receive 13 hours.

Please contact us with any special needs requests:
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Locations and Dates – 2020

March 14-15	Washington, DC	MedStar Georgetown University Hospital
May 29-30	Pearland, TX	River Kids Pediatric Home Health
Oct 2-3	Sylvania, OH	Promedica Flower Hospital
Nov 13-14	Edison, NJ	Lakeview School



\$435 fee. Group rate (3 or more) must be mailed/faxed together \$410. Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted up until 2 weeks before course, minus an administration fee of \$75. NO REFUNDS WITHIN 2 WEEKS OF COURSE.

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Limited enrollment. We encourage you to register online!

Play with Your Food /Roberts

☐ Mar/DC ☐ May/TX ☐ Oct/OH ☐ Nov/NJ

Course Registration Form

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Needed in the event of an emergency scheduling change

Email: _____

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How did you learn of this course _____

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