

Feeding Scale Item Description Clarification Sheet

Some Feeding items may need further clarification. Please highlight the following sentences or clauses or add comments to the item descriptions.

Sensitivity to Cues

#6. Highlight *may release* in second sentence. The examples shown on the instructional video show only infants releasing the nipple to look up at their mother. Infants do not have to release the nipple to score a *yes*. The instructional video may be misleading to learners.

#12. This is an **OR** statement ...Allows pauses **OR** in the pause phase of suck -pause sequence of sucking.

#13. Think of this item as the caregiver *following the lead of the baby*. Highlight first sentence—
Score *yes*:

- if the caregiver *slows the pace of the feeding* (this is easiest to observe in solid feedings),
- comments on cues or on pauses, **OR**
- momentarily pauses in response to any subtle disengagement cue.

Consider the question, “does the caregiver allow the baby to express cues?” If the answer is *yes*, this item is usually scored *yes*. Remember the caregiver is allowed to not pause or allow cues once and still score *yes*.

#14. This is another **OR** statement, i.e. terminates the feeding when the child shows satiation cues **OR** other methods have proven unsuccessful.

#15. If a mother scores *no* on this item, she will often score *no* on 12, 13, and 14 as well because she is not following the lead of the baby.

Response to Distress

Remember:

- 1) scoring is cumulative—that means you are scoring the mother’s best behavior, even if she only responds one way to an incident, she gets credit for that one behavior. We want to recognize all the skills the mother has in her repertoire to alleviate her child’s distress.
- 2) the caregiver must attempt to alleviate the child's distress (respond) within 10 seconds of the potent disengagement cues
- 3) the potent disengagement cues that occur during the first minute of the feeding and those that terminate the feeding are not scored in this subscale, and
- 4) The caregiver’s responses to distress are not scored elsewhere and vice versa.

#22. Highlight third sentence. *Attempts to distract child must be unrelated to the feeding and novel as opposed to soothing.*

Social Emotional Growth Fostering and Child Vocalizations

#29. Highlight NOTE.

#30. Highlight last sentence.

#32. Highlight second sentence...includes verbal exchanges between caregiver and child, facial exchanges, or physical interaction (games with food, hands, etc. that both caregiver and child partake in). Attending to the caregivers attempts e.g. looking at, smiling, etc. would count as the

child partaking in the interaction. Remember to look for these things during burps also.

#36. Highlight—Child does not have to see the caregiver smile or hear the caregiver laugh.

#38, 48, 60, & 70 all have to do with child **vocalizations**.

- #60 includes *all* sounds except crying and feeding sounds (rationale here is because the subscale is Clarity of Cues and we want to give credit for attempts to communicate with the caregiver)
- #38, 48, 70 includes all sounds except crying, whining, fussing, feeding sounds, grunting.

Cognitive Growth Fostering

#42. Caregiver must totally **HAND OVER** the item to the child. Highlight the words “hands over” in parentheses and the last three sentences.

#43. Highlight the second sentence about 4 months and younger.

#47. The caregiver uses more explanatory forms of statements (e.g. describe, ask questions, explain consequences) **MORE** than commands in talking to the child. Words that are not commands are considered explanatory. Think of explanatory language as “talking” to child vs. telling them what to do. Caregivers who speak very little and do not use commands would score a yes on this item. #47 is not about quantity of caregiver verbalizations.

Clarity of Cues (Note: for subscale practice answers, switch your X's for items 57 & 58, printing error)

#51. Remember that cues signaling a readiness to eat are fewer and less intense cues in older infants and children.

#53. The decrease in tension ***must stabilize*** during the feeding. This means the child must settle in to the feeding once they have ***secured food***. There may be blips of activity but in general, the child must settle in and eat without a lot of ups, downs, restlessness, disengagement cues, etc.

#56. If no activity or not enough activity /inactivity to rate score as *no*, e.g. only one instance of each.

#60. It is imperative to learn what vocalizations sound like for the Feeding scale. Review utterances, sighs, sounds, “puppy sounds”, and vocalizations that precede fussing or whining.

#61. Caregiver does not need to see or hear the laugh or smile.

#63. Remember there are *two parts* to this item. The caregiver must *offer* the food and the child must vigorously resist in one of the ways listed in the manual to score *yes*.

Responsiveness to Caregiver

#67. Postural direction to or attending to caregiver/social activity enough to score a *yes*.

#71. Caregiver must *see* the child's smile.

#73. Pulling the baby closer to the mom (tucking in) is considered repositioning or handling.

