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Agenda

• Caregiver feeding practices
• USDA-NIFA post-doctoral fellowship
• Overview of the three components of my project
• Mentorship team
Caregiver feeding practices

• How adults feed children
• May reinforce or undermine a child’s ability to self-regulate energy intake
• Linked to intake as well as food preferences
Controlling Feeding Practices

- pressuring the children to eat with rewards or punishments
- associated with overeating, eating unhealthy foods, eating in the absence of hunger, and lower enjoyment of healthy foods (Rodgers, et al., 2013; Bante, et al., 2008; Birch & Fisher, 2000; Fisher, et al., 2002; Gregory, Paxton, & Brozovic, 2010; Birch, Fisher, Davison, 2003; McPhie, et al., 2011)

If you finish your broccoli, you can have ice cream.

Clean your plate before you leave the table.

Just try one bite of your carrots.

Let’s see a happy (empty) plate!

Mmmm. This tastes good. Don’t you want to try some?
Responsive Feeding Practices

- encouraging children to recognize and express feelings of hunger and satiety and respecting these feelings when expressed
- using modeling or repeated exposure to encourage children to eat rather than pressure or rewards

Are you hungry?  If you are still hungry, you can have some more.
Are you full?
Does this make your tummy feel happy (full)?
Which of these vegetables do you want to try?
Caregiver Feeding Practices in ECE

• 76% of 3-5 year old children spend time in non-parental care each week (National Center for Education Statistics, 2015)

• 3-5 year olds spend 28.2 hours per week in non-parental care (U.S. Department of Education, 2006)
Recognition of the importance of feeding practices in ECE settings

- **USDA Core Nutrition Messages**: 11 messages about child feeding (http://www.fns.usda.gov/core-nutrition/child-feeding)

- **Let’s Move! Child Care**: “All meals to preschoolers should be served family-style.” (https://healthykidshealthyfuture.org/)


- **IOM report on Early Childhood Obesity Prevention Policies**: Create a healthful eating environment that is responsive to children’s hunger and fullness cues. (https://iom.nationalacademies.org/Reports/2011/Early-Childhood-Obesity-Prevention-Policies.aspx)

- **Caring for Our Children: National Health and Safety Performance Standards; Guidelines for ECE Programs**: Advocates use of family-style meal service & allowing children to taste, see, smell and touch new foods. “Caregivers/teachers should not force or bribe children to eat nor use food as a reward or punishment.” (http://www.healthybeveragesinchildcare.org/resources/CaringForOurChildren_NationalHealthandSafetyStandards.2011.pdf)
Project Background

- **long-term goal**: to address early childhood obesity by improving feeding practices in early care and education settings.

- **objectives**:
  1. **Research**: understand providers’ knowledge, motivation, barriers, and behavioral skills concerning responsive feeding
  2. **Extension**: develop & evaluate online extension materials to help child care providers overcome barriers to responsive feeding
  3. **Education**: teach a cohort of undergraduate students about research and programing related to early childhood obesity prevention.
USDA – NIFA Fellowship Program

Priority Areas

1. Plant health and production and plant products;
2. Animal health and production and animal products;
3. **Food safety, nutrition, and health**;
4. Renewable energy, natural resources, and environment;
5. Agriculture systems and technology; and
6. Agriculture economics and rural communities.

Challenge Areas

1. Keep American agriculture competitive while ending world hunger;
2. **Improve nutrition and end child obesity**;
3. Improve food safety for all Americans;
4. Secure America’s energy future; and
5. Mitigate and adapt to climate variability and change.

• **Research**: fundamental or applied research

• **Extension**: programs and activities that deliver science-based knowledge and informal educational programs to people, enabling them to make practical decisions.

• **Education**: formal classroom instruction, laboratory instruction, and practicum experience in the food and agricultural sciences and other related matters, such as faculty development, student recruitment and services, curriculum development, instructional materials and equipment, and innovative teaching methodologies.
Project Background

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- **objectives**:
  1. **Research**: understand providers’ knowledge, motivation, barriers, and behavioral skills concerning responsive feeding
  2. **Extension**: develop & evaluate online extension materials to help child care providers overcome barriers to responsive feeding
  3. **Education**: teach a cohort of undergraduate students about research and programing related to early childhood obesity prevention.
Research

• understand providers’ knowledge, motivation, barriers, and behavioral skills concerning responsive feeding

Survey

• Feeding practices
• Training needs and preferences
• Technology use and access
• Demographic information
Research

Interviews

• Mealtime structure
• Feeding strategies and rationale
• Helping children develop healthy eating habits
• Experience with training
• Feasibility of online training

• understand providers’ knowledge, motivation, barriers, and behavioral skills concerning responsive feeding
Research

Interviews

• Mealtime structure
• Feeding strategies and rationale
• Helping children develop healthy eating habits
• Experience with training
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• understand providers’ knowledge, motivation, barriers, and behavioral skills concerning responsive feeding

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<td>40 (12%)</td>
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Potential Topics

• benefits of family-style meal service for development of healthy eating habits

Extension

• develop & evaluate online materials to help child care providers overcome barriers to responsive feeding
It helps them with their gross motor and their fine motor. And (helps) them understand that they have to – how they can go ahead and be able to lift stuff. It just helps their whole independence, and, we try independence on everything.

Is there any reason that you wanted to do family-style once you have more space?
I tell them family-style is important because it helps (children) talk more. And asking the open-ended questions, just keeps them going and having their mind clear where you can ask them a question or they can ask you a question. It makes them feel more comfortable. They can trust you more.

If you were going to describe family-style to somebody who was just starting as a preschool teacher, how would you describe it?
Potential Topics

• benefits of family-style meal service for development of healthy eating habits

• ensuring that children eat enough without pressuring them to eat

Extension

• develop & evaluate online materials to help child care providers overcome barriers to responsive feeding
We have some students who have a little difficulty finishing their meals or even getting started. So I’ll sit with them for a little bit and encourage them to eat their meals.

I’ll say, “Okay, I understand you don’t want to eat everything on your plate.” … I don’t want to force feed anyone. But I say at least try three bites of everything because you don’t know, you might like it. And sometimes, that’s a really challenging aspect of meal time because they don’t even want to attempt to try it. I’ve had a lot of success with some of the more difficult picky eaters. Recently, I have just been very stern with them. And I say, “Hey, you can’t get up from the table unless you’ve eaten three bites of everything.”
Potential Topics

• benefits of family-style meal service for development of healthy eating habits

• ensuring that children eat enough without pressuring them to eat

• talking with parents about childhood obesity and feeding practices

Extension

• develop & evaluate online materials to help child care providers overcome barriers to responsive feeding
It’s kind of a touchy subject when you discuss that with the families. Even from a teacher’s standpoint, we have the family advocates as well as our nutritionists go with us to make sure we’re saying the right thing, you know, and not offending someone.

We did send a letter home that had the (children’s) heights and weights, if they were overweight or underweight. And a lot of the parents got kind of angry about that. They did not want to know, so we stopped doing that. I think they only do it if it’s a major problem or something. We had several, like, “Why are you telling me that my child is overweight?”
Education

- Flipped classroom
- Professional development
- Hands-on research experience

- teach undergraduate students about research and programming related to early childhood obesity prevention
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

(Carlson, et al., 2011)
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

- Culture
- Country
- Community
- Clan
- Child
- Cell
- Genetics and Fetal Programming
- Picky Eating
- Brain Health
- Diabetes and Cardiovascular Disease
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

- Culture
- Country
- Community
- Clan
- Cell
- Child
- Brain Health
- Food Insecurity
- Genetics and Fetal Programming
- Diabetes and Cardiovascular Disease
- Picky Eating
- Breastfeeding & Pediatric Nutrition
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

- Cell
- Genetics and Fetal Programing
- Picky Eating
- Breastfeeding & Pediatric Nutrition
- Diabetes and Cardiovascular Disease
- Clan
- Food Insecurity
- Child
- Brain Health
- Community
- Child Care Settings
- Neighborhood Resources
- Culture
- Country

Diagram:
- Cell
- Genetics and Fetal Programing
- Picky Eating
- Breastfeeding & Pediatric Nutrition
- Diabetes and Cardiovascular Disease
- Clan
- Food Insecurity
- Child
- Brain Health
- Community
- Child Care Settings
- Neighborhood Resources
- Culture
- Country
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

- Federally Funded Food Programs
- Neighborhood Resources
- Breastfeeding & Pediatric Nutrition
- Picky Eating
- Diabetes and Cardiovascular Disease
- Genetics and Fetal Programming
- Child Care Settings
- Food Insecurity
- Brain Health
- Cell
- Child
- Clan
- Community
- Country
- Culture
- Cell
- Pediatrics
HDFS 494: Transdisciplinary Obesity Prevention Research Sciences for Undergraduates

- Culture
  - Culturally Relevant Interventions
  - Media and Advertising
- Country
  - Federally Funded Food Programs
  - Neighborhood Resources
- Community
  - Breastfeeding & Pediatric Nutrition
  - Clan
  - Food Insecurity
  - Picky Eating
- Child
  - Brain Health
- Cell
  - Diabetes and Cardiovascular Disease
  - Genetics and Fetal Programming
Flipped classroom
Professional Development

active listening teamwork social media
email and phone etiquette professional demeanor
data security and back-up procedures
work/life balance professional networks elevator pitch
interviewing informational interviews
presentation skills
giving & receiving positive feedback
translating science for policy and practice
business dinner etiquette resume/vita development
Hands-on research experience

- STRONG Kids
  - Data collection, management and entry
  - Working with participants

- Sprouts
  - Program delivery and evaluation

- Breastfeeding and Childcare
  - Data analysis and report writing

- Feeding Young Children Study
  - Data analysis
  - Program development and evaluation
Mentorship

- Mentoring team from diverse backgrounds
- Quarterly meetings with mentors
- Audit graduate-level courses in pediatric clinical nutrition and grant writing
- Participate in Center for Innovation in Teaching and Learning workshops
Acknowledgements

• This project was supported by the Agriculture and Food Research Initiative Competitive Grant No. 2015-67012-22822 from the USDA National Institute of Food and Agriculture

• I would also like to thank the child care providers and Head Start teachers who gave of their time to participate in my study.

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