

Our clinic now offers feeding therapy services for infants to young adults. We have therapists on staff whom are certified in the SOS Approach (Sequential Oral Sensory Approach). These therapists (Megan Halliday, M.S. OTR/L, Barbara Farnsworth, COTA/L, Cara Jackson, MOTR/L, Erin Browne M.Ed CF-SLP) have been trained in treatment strategies for children with feeding difficulties. Two additional therapists (Heather Carpenter, MOTR/L and Whitney Scott M.S. CCC-SLP) are certified in The Beckman Oral Feeding Protocol to improve oral motor deficits.

If your child is struggling to eat these therapists can help improve skills for mealtime.

The SOS approach involves introducing foods in a playful environment that allows children to explore and engage in discovering new tastes, smells, and textures. The goal is to create a positive and enjoyable experience with food and meal times. These therapists work closely with parents to increase carry over from the clinic to home and promote a well-rounded feeding environment.

Review the information below for the difference between picky and problem feeders by Dr. Kay A. Toomey. The information below is from the SOS Approach Website and is not our own. For more information visit <http://sosapproach-conferences.com/resources/picky-eaters-vs-problem-feeders/> Call our office today (941) 745-5111 to find out how your child can receive an official feeding evaluation.

The Beckman Oral Motor approach addresses oral motor skills are critical to basic functions that occur even when we are asleep, such as controlling secretions, swallowing, and maintaining alignment of the oral structures so that breathing is not interrupted.

For more information visit <https://www.beckmanoralmotor.com/index.php>

Picky Eaters Vs. Problem Eaters by Dr. Kay A. Toomey (SOS Approach Website)

PICKY EATER	PROBLEM EATER
Decreased range/variety of foods but will eat > 30 foods	Restricted range or variety of foods, usually < 20
Foods lost due to “burn out” usually regained after 2 weeks	Foods lost are NOT re-acquired
Tolerates new foods on plate and usually can touch or taste	Cries/falls apart with new foods
Eats > 1 food from most all food texture groups or nutrition groups	Refuses entire categories of food textures or nutrition group
Typically eats WITH family but frequently eats different foods than family	Usually eats different foods than family and often eats ALONE
Sometimes reported as “picky eater” at well child checks	Persistently reported as “picky eater” across multiple well child checks

According to pediatric rehabilitation information on Ebrary.net an online academic library, this is a milestones chart depicting feeding and postural developmental sequence

AGE (MONTHS)	DEVELOPMENT/POSTURE	FEEDING/ORAL SENSORIMOTOR
Birth to 4-6	Neck and trunk with balanced flexor and extensor tone Visual fixation and tracking Learning to control body against gravity Sitting with support near 6 months Rolling over Brings hands to mouth	Nipple feeding, breast, or bottle Hand on bottle during feeding (2-4 months) Maintains semiflexed posture during feeding Promotion of infant-parent interaction
6-9 (transition feeding)	Sitting independently for a short time Self-oral stimulation (mouthing hands and toys) Extended reach with pincer grasp Visual interest in small objects Object permanence Stranger anxiety Crawling on belly, creeping on all fours	Feeding more upright position Spoon feeding for thin, smooth puree Suckle pattern initially suckle—suck Both hands to hold bottle Finger feeding introduced Vertical munching of easily dissolvable solids Preference for parents to feed
9-12	Pulling to stand Cruising along furniture First steps by 12 months Assisting with spoon; some become independent Refining pincer grasp	Cup drinking Eats lumpy, mashed food Finger feeding for easily dissolvable solids Chewing includes rotary jaw action
12-18	Refining all gross and fine motor skills Walking independently Climbing stairs Running Grasping and releasing with precision	Self-feeding: grasps spoon with whole hand Holding cup with two hands Drinking with four to five consecutive swallows Holding and tipping bottle
18-24	Improving equilibrium with refinement of upper extremity coordination Increasing attention and persistence in play activities Parallel or imitative play Independence from parents Using tools	Swallowing with lip closure Self-feeding predominates Chewing broad range of food Up-down tongue movements precise
24-36	Refining skills Jumping in place Pedaling tricycle Using scissors	Circulatory jaw rotations Chewing with lips closed One-handed cup holding and open cup drinking with no spilling Using fingers to fill spoon Eating wide range of solid food Total self-feeding, using fork