

Mental Health Landscape for Pediatric Feeding and Swallowing

Presenters:

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Welcome & Objectives

Objectives:

- Review mental health resources to support pediatric feeding disorder
 - Considerations for referrals
 - Treatment considerations
 - Observational tools
 - Overview of the NeuroRelational Framework (NRF)
 - Break out rooms
-

We want to begin by acknowledging that we are situated on Treaty 6 territory - traditional lands of First Nations and Métis people.



Edmonton zone resources:

- Site specific access to psychology, psychiatry, mental health therapist, social work
 - Community Mental Health sites
 - CASA
 - Elm Tree Clinic
 - Private psychology and other private services
-

Online resources:

Webinars (alberta.ca)

Taking care of the caregiver -

Does your child have developmental, mental health or medical issues that need a lot of care? Would you like to learn some simple ways to care for yourself as you care for others?

If so, join this webinar to help you:

- recognize signs of caregiver fatigue and stress
- learn how caring for yourself helps your daily life and your relationships
- learn ways to support your emotional health

This webinar is intended for parents and caregivers of children from birth to 18 years with any or all concerns related to their development, mental health or medical condition.

Length of session: 1 hour

Type of session: Live online session – hosted on Zoom

Developed and delivered by: AHS psychologist and occupational therapist

[Date and registration](#) 

Online resources:

1. General behaviour management – <https://www.triplep-parenting.ca/alb-en/> is free in Alberta and is a place I recommend parents start when they are struggling with managing challenging behaviour
 2. Anxiety management – <https://www.anxietycanada.com/>
 - Understanding of how/why anxiety emerges and how to support kids through a lower level of anxiety.
 - My Anxiety Plan programs that parents/families can work through together.
 - It is very important that families have some sort of language around emotions and coping strategies for big emotions prior to starting a burst of feeding therapy because feeding has a large emotional component (for both child and adult) and the time could easily be spent on learning about emotions and not addressing the feeding concern.
-

Triggers for accessing MH supports:

1. Stable mental health condition/diagnosis that the child that directly impacts feeding issue. *Consultation for psychology when child not yet diagnosed to determine whether treatment is appropriate.
2. Complex family dynamics
3. Trauma
4. Developmental challenges



MH essential for treatment:

1. Unstable mental health (e.g., not diagnosed, medication difficulties, no psychologist/community mental health) – once a child is stable or there is a clear understanding of the developmental and/or mental health presentation, then the work regarding feeding can be addressed with the child and caregivers.
 2. Avoidant/Restrictive Food Intake Disorder (ARFID) diagnosis
-

Treatment considerations:

- Support therapists to assess parent child interactions and relationship
- How to approach a caregiver who is experiencing challenges that impact feeding



Treatment considerations:

What can impact treatment:

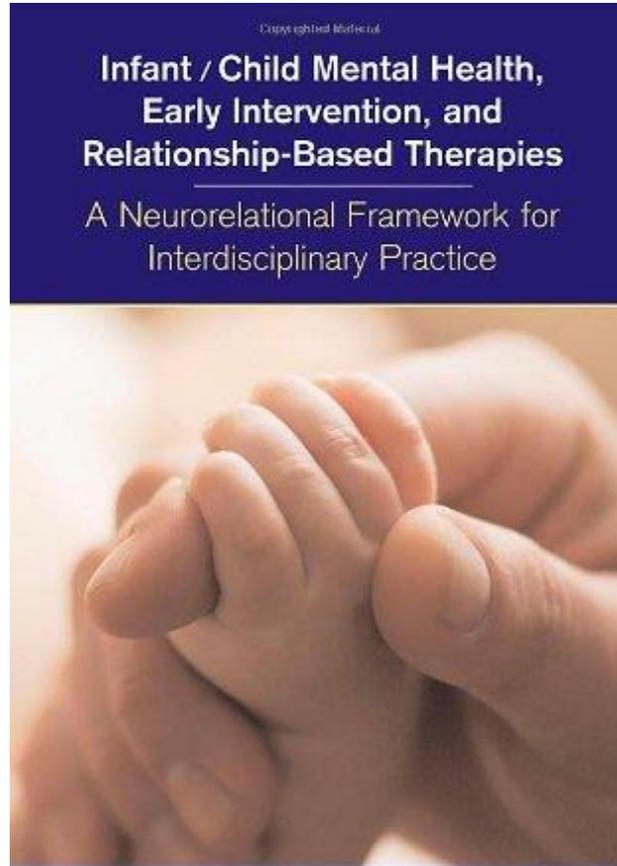
- Buy in from caregivers
- Understanding parenting approach
- Readiness to participate
- Level of coaching required
- Food baggage – attitudes toward food, mealtime hygiene, eating practices
- Parent attune to child cues



Observational tools:

- The **Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™)** is a checklist of 29 observable developmentally supportive parenting behaviors in four domains (affection, responsiveness, encouragement, and teaching). It is a positive, practical, versatile, culturally sensitive, valid, and reliable tool for practitioners that shows what parents can do to support their children's development.
 - the **Atypical Maternal Behavior Instrument for Assessment and Classification**, which is an observational tool anchored in attachment research that screens for disrupted parenting behaviors. The **AMBIANCE-brief** is a condensed version of the full instrument that can be used in clinical settings.
-

The Neurorelational Framework: NRF



CONNIE LILLAS AND JANIECE TURNBULL

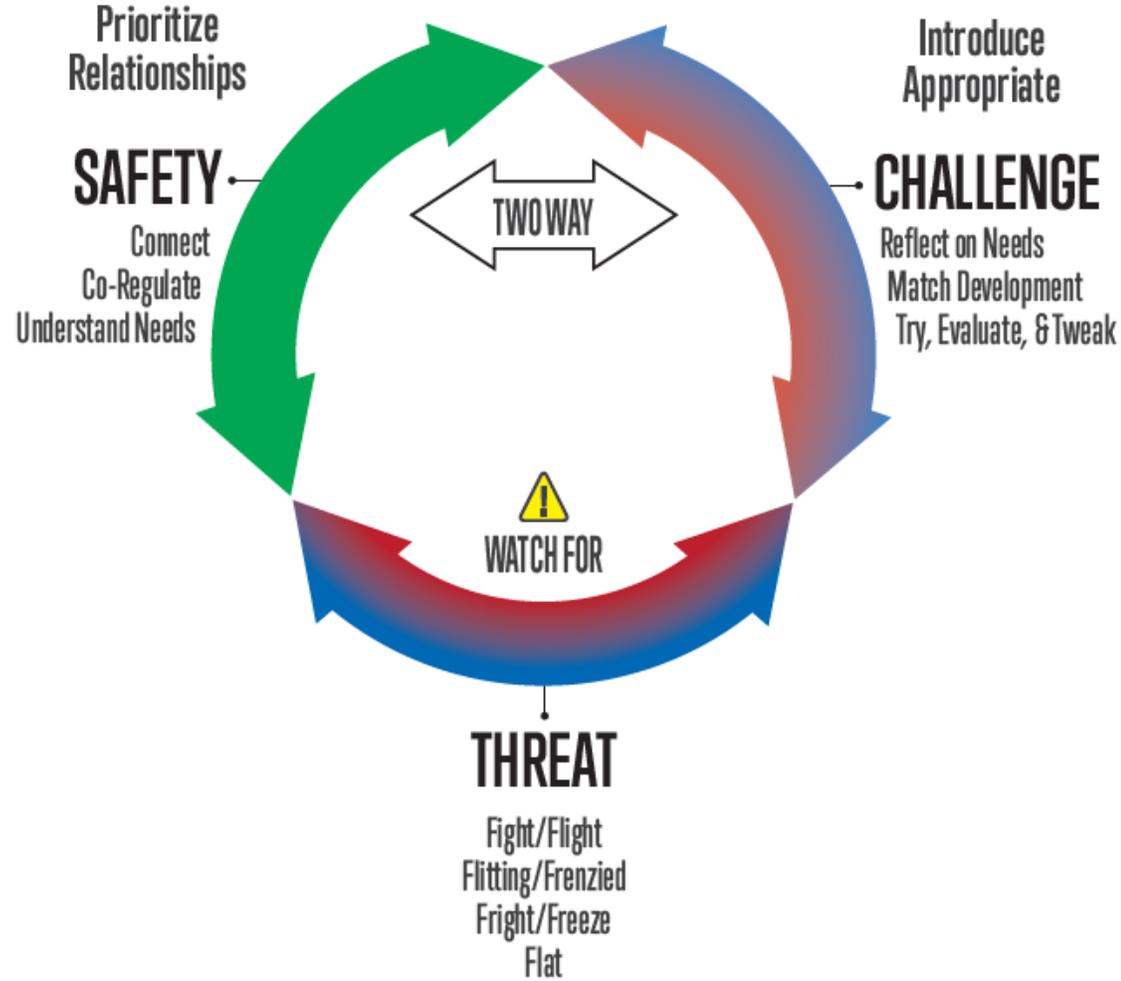
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www.NRFcare.org

[A NeuroRelational Approach to Client Care \(youtube.com\)](https://www.youtube.com/watch?v=...)

Safety-Challenge-Threat Triad



How can you document what stress looks like?

Biobehavioural Markers

NAME DATE

Awake States Indicators

These biomarkers are used to describe individual differences. Culture, context, and clusters of biomarkers are critical components to informing the awake states.

RED ZONE Too Fast/Gas Pedal	<p>EYES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open, squinted or tightly closed eyes <input type="checkbox"/> Eyes look quickly around the room or not attending to person or object of focus <input type="checkbox"/> Pupils are dilated <input type="checkbox"/> Frequent blinking <p>FACIAL EXPRESSION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wide, open mouth <input type="checkbox"/> Forced smile <input type="checkbox"/> Clenched jaw or teeth <input type="checkbox"/> Giddy <p>VOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> High-pitched yelling or screaming <input type="checkbox"/> Loud, shrill, piercing <input type="checkbox"/> Out of control laughing <input type="checkbox"/> Non-Stop talking 	<p>BODY POSTURE/GESTURES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased muscle tension <input type="checkbox"/> Pushing, shoving, biting, and intruding into others' space <input type="checkbox"/> Kicking, throwing, jumping, climbing, twirling <input type="checkbox"/> Bumps into things, falls <input type="checkbox"/> Fidgeting or restless (moving one's mouth, fingers, hands & legs, playing with hair or objects) <input type="checkbox"/> Moving frequently from activity to activity; high levels of multi-tasking <input type="checkbox"/> Animated gestures <p>RHYTHM/RATE OF MOVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fast movements <input type="checkbox"/> Impulsive and/or jerky movements <input type="checkbox"/> Constant motion <p>RHYTHM/RATE OF BREATHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fast, shallow 	<p>EYES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open, squinted or tightly closed eyes <input type="checkbox"/> May have direct, intense eye contact <input type="checkbox"/> Eye roll <input type="checkbox"/> Pupils are dilated <p>FACIAL EXPRESSION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wide, open mouth <input type="checkbox"/> Anger, disgust <input type="checkbox"/> Frown, grimace <input type="checkbox"/> Forced smile <input type="checkbox"/> Clenched jaw or teeth <p>VOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> High-pitched crying, yelling or screaming <input type="checkbox"/> Loud, shrill, piercing <input type="checkbox"/> Hostile or grumpy <input type="checkbox"/> Sarcastic <input type="checkbox"/> Non-Stop talking 	<p>BODY POSTURE/GESTURES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fingers spread out <input type="checkbox"/> Arching body <input type="checkbox"/> Increased muscle tension <input type="checkbox"/> Pushing, shoving, and intruding into others' space <input type="checkbox"/> Biting, hitting, kicking, throwing, jumping, climbing, spitting, scratching, head banging <input type="checkbox"/> Threatening postures (shakes finger, fist, hand) <p>RHYTHM/RATE OF MOVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fast movements <input type="checkbox"/> Impulsive and/or jerky movements <input type="checkbox"/> Constant motion <p>RHYTHM/RATE OF BREATHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fast-deep
BLUE ZONE Too Slow/Brake	<p>EYES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Glazed-glassy eyes (looks through rather than at) <input type="checkbox"/> Looks away for a long time, looks down <input type="checkbox"/> Does not look around the room <input type="checkbox"/> Does not look at or towards new events <input type="checkbox"/> Looks at things more than people <input type="checkbox"/> Tired eyes <p>FACE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flat/blank <input type="checkbox"/> Mouth turned down, sad <input type="checkbox"/> No smiles or hints of smiles <input type="checkbox"/> Few emotions shown <input type="checkbox"/> Low tone in the cheeks 	<p>VOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flat <input type="checkbox"/> Makes few to no sounds <input type="checkbox"/> Sounds cold, soft, sad, too quiet <input type="checkbox"/> Monotone <p>BODY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slumped/slouching <input type="checkbox"/> Low muscle tone, floppy <input type="checkbox"/> Little or no exploring play or curiosity <input type="checkbox"/> Wanders aimlessly 	<p>RHYTHM/RATE OF MOVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slow movements <input type="checkbox"/> Slow to start moving <input type="checkbox"/> Frozen, no startle response <p>RHYTHM/RATE OF BREATHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slow, shallow 	
COMBO ZONE Fast & Jerky/Gas & Brake	<p>EYES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wide open eyes <input type="checkbox"/> Stares at things <input type="checkbox"/> Frequent breaks in eye contact <input type="checkbox"/> Looks around with darting eyes <p>FACE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Raised eyebrows <input type="checkbox"/> Trembling lips or mouth, scared <input type="checkbox"/> Mouth wide open <input type="checkbox"/> Nasal flaring <input type="checkbox"/> Furrowed brow, worried <input type="checkbox"/> Lip compression, pursed lips <input type="checkbox"/> Startled expression, surprised 	<p>VOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> High-pitched, nasal, sing-song voice <input type="checkbox"/> Whimpers, weak voice <input type="checkbox"/> Wobbly/quivering voice <input type="checkbox"/> Fast changes in tone or pitch <input type="checkbox"/> Pleading <p>BODY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tense or rigid posture <input type="checkbox"/> Winces, covers, cringes, or hides <input type="checkbox"/> Trembling hands <input type="checkbox"/> Clings or grabs others <input type="checkbox"/> Falls around 	<p>RHYTHM/RATE OF MOVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> No movement, still body <input type="checkbox"/> Repetitive movements (rocking, pacing, wrings hands, shakes foot) <input type="checkbox"/> Fast movements <input type="checkbox"/> Jerky movements <p>RHYTHM/RATE OF BREATHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uneven breathing <input type="checkbox"/> Breath holding 	
GREEN ZONE Just Right/Alert	<p>EYES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bright, shiny eyes <input type="checkbox"/> Looks directly at people, objects with a gleam <input type="checkbox"/> Looks away for breaks, then returns to eye contact <p>FACE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Smiles, shows joy <input type="checkbox"/> Neutral <input type="checkbox"/> Can express a range of all emotions – appropriate to context 	<p>VOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Laughing <input type="checkbox"/> Fluctuations in tone – appropriate to context <input type="checkbox"/> Fluctuations in speed – appropriate to context <input type="checkbox"/> Melodic <p>BODY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relaxed with good muscle tone <input type="checkbox"/> Stable, balanced and coordinated movements <input type="checkbox"/> Moves arms and legs toward center of the body <input type="checkbox"/> Molds body into a caring adult when held <input type="checkbox"/> Gestures are coordinated with body movements 	<p>RHYTHM/RATE OF MOVEMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changes smoothly to respond to the environment <input type="checkbox"/> Moves faster or slower – appropriate to context <p>RHYTHM/RATE OF BREATHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular, even breathing 	

How Can You Document What Stress Looks Like?

Interoception

STEP 1

THE NEURORELATIONAL FRAMEWORK'S Involuntary Visceral Cues

NAME DATE

	Inside Body Part	Subtle Cues	Moderate Cues	Severe Cues
GASTRO-INTESTINAL (swallowing/ digestion/ elimination)	<input type="checkbox"/> Butterflies <input type="checkbox"/> Difficulty swallowing saliva	<input type="checkbox"/> Sinking feeling <input type="checkbox"/> Spitting up <input type="checkbox"/> Hiccups <input type="checkbox"/> Heartburn, reflux <input type="checkbox"/> Bowels churning <input type="checkbox"/> Bowels cramping <input type="checkbox"/> Excessive passing gas <input type="checkbox"/> Bowel urgency	<input type="checkbox"/> Gagging <input type="checkbox"/> Choking <input type="checkbox"/> Vomiting <input type="checkbox"/> Diarrhea <input type="checkbox"/> Constipation <input type="checkbox"/> Fecal Incontinence <input type="checkbox"/> Abdominal pain	
GASTRO-INTESTINAL (swallowing/ digestion/ elimination)	<input type="checkbox"/> Butterflies <input type="checkbox"/> Difficulty swallowing saliva	<input type="checkbox"/> Sinking feeling <input type="checkbox"/> Spitting up <input type="checkbox"/> Hiccups <input type="checkbox"/> Heartburn, reflux <input type="checkbox"/> Bowels churning <input type="checkbox"/> Bowels cramping <input type="checkbox"/> Excessive passing gas <input type="checkbox"/> Bowel urgency	<input type="checkbox"/> Gagging <input type="checkbox"/> Choking <input type="checkbox"/> Vomiting <input type="checkbox"/> Diarrhea <input type="checkbox"/> Constipation <input type="checkbox"/> Fecal Incontinence <input type="checkbox"/> Abdominal pain	
BLADDER (elimination)	<input type="checkbox"/> Mild urinary urgency	<input type="checkbox"/> Urinary urgency	<input type="checkbox"/> Urinary Incontinence	



Adapted by C. Uliss and CA. Hegerich from Uliss, C. & Tumbull, J. (2008). Interoception: Mental Health, Early Identification, and Resilience Based Therapies. A Neurorelational Framework for Interdisciplinary Practice. New York: W.W. Norton & Co., Inc.

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How Do We Identify Toxic Stress Patterns?

1 TOO FREQUENT/
TOO QUICK
TOO INTENSE



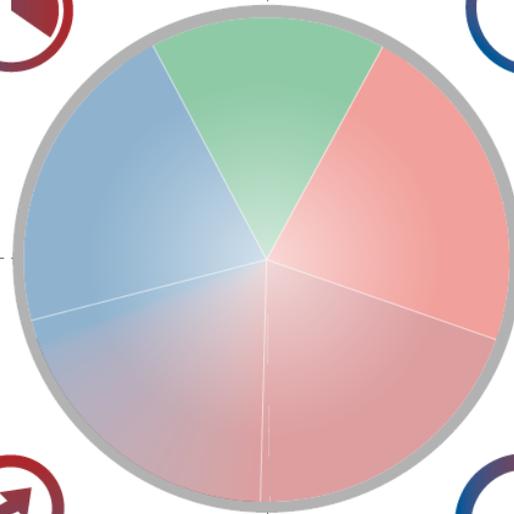
2 TOO LONG TO
RECOVER



3 DOES NOT
ADJUST TO
TRANSITIONS



4 POOR
RECOVERY TO
GREEN ZONE



THE NEURORELATIONAL FRAMEWORK'S

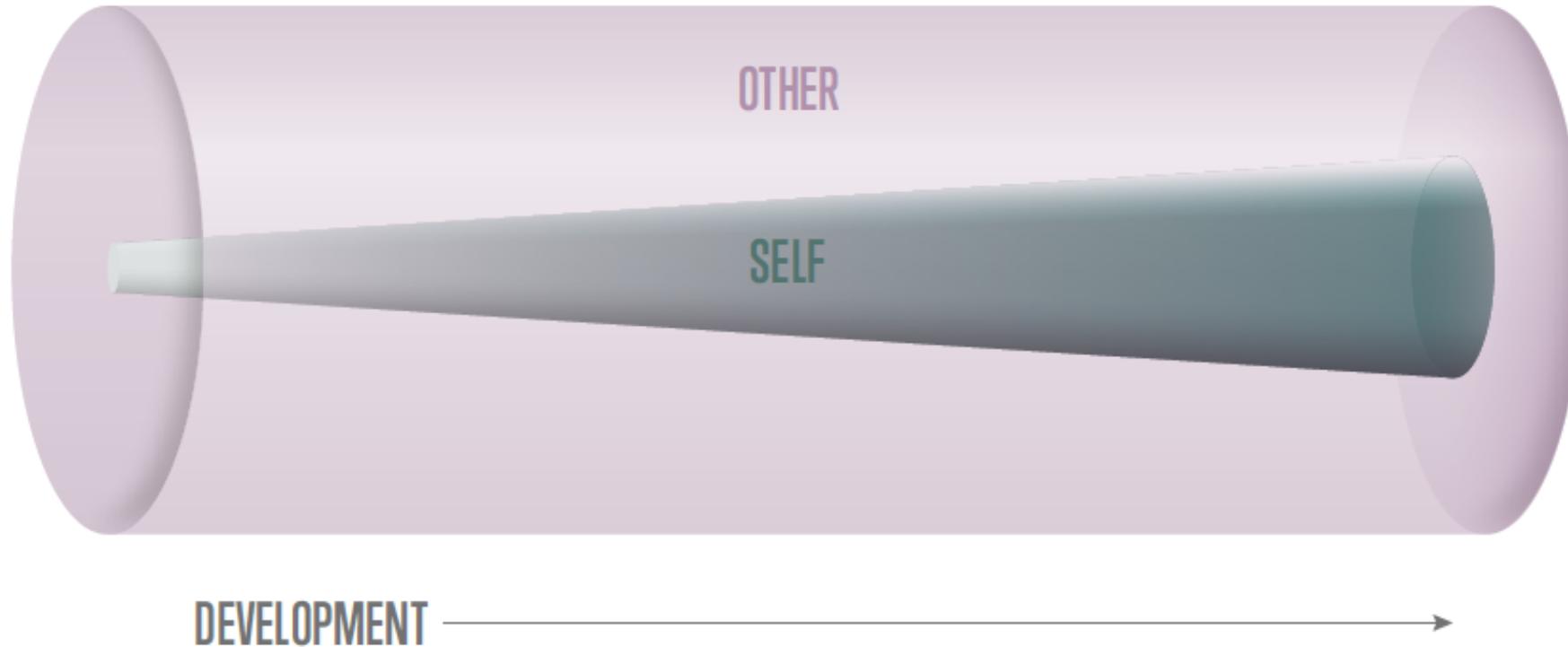
Co-Regulation Supports the Development of Self-Regulation



Changing balance between other-regulation and self-regulation as a child develops into an adult. (From "Ports of Entry and the Dynamics of Mother-Infant Interventions," by A.J. Sameroff, 2004, in *Treating Parent-Infant Relationship Problems*, p. 12, by A.J. Sameroff, S.C. McDonough, & K.L. Rusenblum [Eds.], New York: Guilford Press. Copyright 2004 by The Guilford Press. Reprinted with permission.) Found in the Neurorelational Framework Book on page 20. Adapted by C. Lillas 2016

THE NEURORELATIONAL FRAMEWORK'S

Individual Differences in Self-Regulation



Changing balance between other-regulation and self-regulation as a child develops into an adult. (From "Ports of Entry and the Dynamics of Mother-Infant Interventions," by A. J. Sameroff, 2004, in *Treating Parent-Infant Relationship Problems*, p. 12, by A. J. Sameroff, S.C. McDonough, & K.L. Rusenblum [Eds.], New York: Guilford Press. Copyright 2004 by The Guilford Press. Reprinted with permission.) Found in the Neurorelational Framework Book on page 20. Adapted by C. Lillas 2016

Skill Begets Skill

Brains are built from
the bottom up

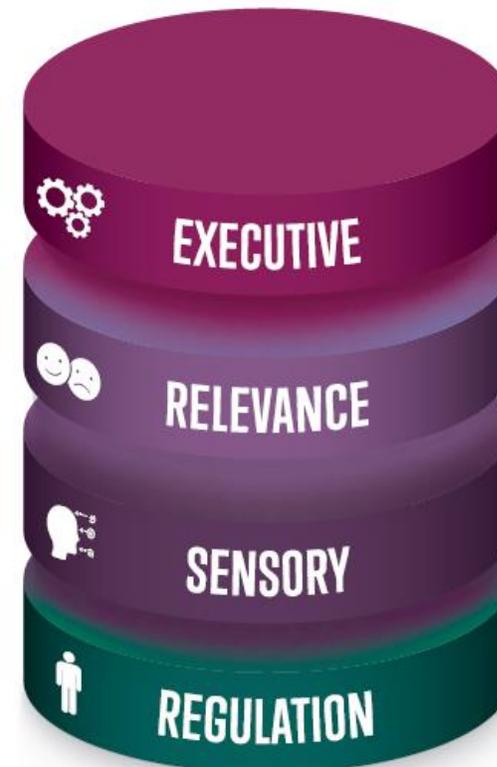
MOVEMENT/THOUGHTS

EMOTIONS/MEMORIES

SENSATIONS

BODY

THE NEURORELATIONAL FRAMEWORK'S
Four Brain Systems
SEQUENTIAL



Stress Triggers and Recovery Toolkits

NAME TOP DOWN DATE

STRESS TRIGGERS	RECOVERY TOOLKITS
MOVEMENT/THOUGHTS (EXECUTIVE)	
<ul style="list-style-type: none">	<ul style="list-style-type: none">
EMOTIONS/MEMORIES (RELEVANCE)	
<ul style="list-style-type: none">	<ul style="list-style-type: none">
SENSATIONS (SENSORY)	
<ul style="list-style-type: none">	<ul style="list-style-type: none">
BODY (REGULATION)	
<ul style="list-style-type: none">	<ul style="list-style-type: none">

BOTTOM UP

Upcoming NRF education sessions – Edmonton Regional Learning Consortium – Jan/Feb 2024:

Link for all sessions: <https://us06web.zoom.us/j/81294222890?pwd=HDnuUuOmWD0rb0OUJsGf0htE46JEaS>.

Session 1: NeuroRelational Framework Step 1 - Grounded Roots - Introduction of the 5 paradigm shifts

Session 2: NeuroRelational Framework Step 1 - Grounded Roots (continued) - States of arousal and sleep

Session 3: NeuroRelational Framework Step 1 - Grounded Roots (continued) - Toxic stress and trauma-informed practices

Session 4: NeuroRelational Framework Step 2 - Stable Trunk - Qualities of engagement

Session 5: NeuroRelational Framework Step 2 - Stable Trunk (continued) - Heart-Head-Hand

Session 6: NeuroRelational Framework Step 3 - Collaboration - Interdisciplinary practice and values

Session 7: NeuroRelational Framework Step 3 - Application and Summary



**BREAKOUT
SESSION!**

5-6 participants per group

Guiding questions:

1. What are the current gaps in mental health resources at your site?
2. What do you find is most challenging when interacting with caregivers?
3. What training would be helpful?

Questions & Comments



[FOR PROVIDERS](#)[CLINICAL PRACTICE GUIDE](#)[CLINICAL TOOLS & FORMS](#)[COLLABORATIVE PRACTICE](#)[PROFESSIONAL DEVELOPMENT](#)[COMMUNITY OF PRACTICE](#)[FAMILY RESOURCES](#)

QUICK LINKS

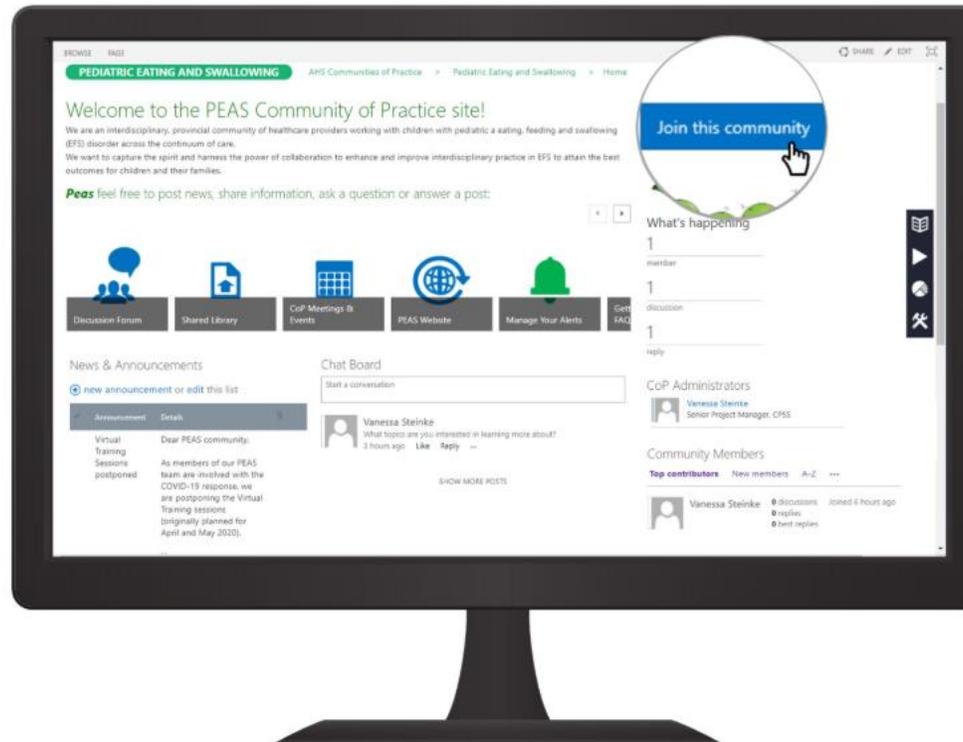
[✓ CPG QUICK REFERENCE](#)[✓ ORDER FORMS & HANDOUTS](#)[✓ FIND SERVICES](#)[✓ VIRTUAL HEALTH](#)[✓ EQUIPMENT & SUPPLIES](#)[✓ FUNDING INFORMATION](#)[✓ FOR FAMILIES](#)[✓ NEWS AND EVENTS](#)

Community of Practice

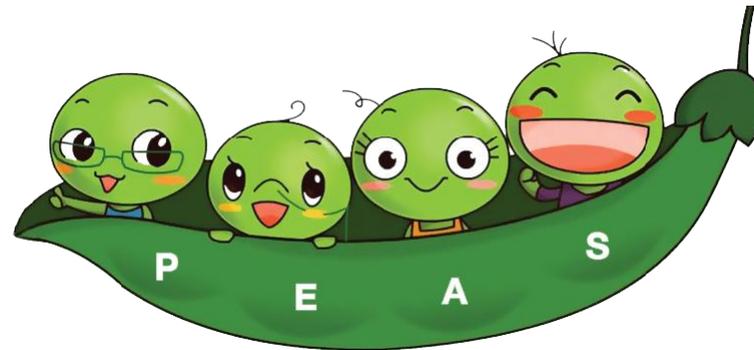
We have just launched the Pediatric Eating And Swallowing Community of Practice (CoP) for healthcare providers who work with children with a pediatric eating, feeding and swallowing (EFS) disorder. This virtual CoP is an interdisciplinary community of healthcare providers across the continuum of care in Alberta. The goal of this CoP is to capture the spirit and harness the power of collaboration to enhance and improve interdisciplinary practice in EFS to attain the best outcomes for children and their families.

To join the PEAS Community of Practice:

1. You must be a healthcare provider with an AHS account.
*See below for information on how to obtain an AHS account.
2. Go to the PEAS CoP website here: <https://extranet.ahsnet.ca/teams/CoP/PEAS/SitePages/Home.aspx>
If prompted, enter your AHS account name and password.
3. Click "Join this community" as shown below. That's it!



Thank you!



PEAS@ahs.ca

Resources:

- [A NeuroRelational Approach to Client Care - YouTube](#)
 - [ElmTree Clinic](#)
 - [PICCOLO™ - Brookes Publishing Co.](#)
 - [TRAINING | madiganlab](#)
 - [Mental Health for Children and Families - CASA Mental Health](#)
-