

SATTER FEEDING DYNAMICS INVENTORY: RESPONSE MAPPING IDENTIFIED A VALID TOOL TO ASSESS PARENT ADHERENCE TO THE DIVISION OF RESPONSIBILITY IN FEEDING YOUNG CHILDREN

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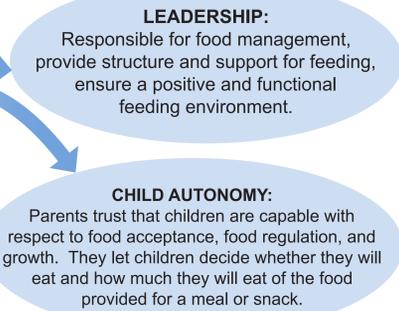
Abstract
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Satter's Division of Responsibility in Feeding (sDOR) is recognized as the best-practice model for feeding young children; however, a tool to assess parent adherence to sDOR is not available. The Satter Feeding Dynamics Inventory (fdSI) was developed to evaluate sDOR and measure impact of sDOR-promoting interventions. Item generation, based on the Satter Model of Feeding Dynamics targeted key concepts: parent leadership and child autonomy. fdSI development and testing was accomplished in 5 iterative phases resulting in item deletion, revision, or addition to address all model constructs. Recruited from preschools and low-income venues, participants completed the phase-specific fdSI and a measure of eating

competence (EC). Each phase included comparing fdSI responses to face-to-face cognitive interviews (n=80) to map interview comments to survey selection. All phases targeted low-income mothers; phases 3 and 4 also tested persons who were not low-income. Phase 3, 4, and 5 participants differed in education level, mean age, food security, race/ethnicity, WIC participation, and EC. Findings from dual phase participants (n=5) supported fdSI revisions from phase 3 to 4. EC moderated fdSI and interview responses. The resulting 15-item fdSI is face and content valid; construct validation will facilitate use in interventions to improve parent feeding behaviors, vital to public health. SNAP-Ed, USDA funding.

Background & Aims

The Satter Feeding Dynamics Model (fdSatter) provides the theoretical framework for the Division of Responsibility in Feeding (sDOR) between caregivers and children.¹⁻⁴ Optimal feeding occurs when caregivers provide both LEADERSHIP with feeding and give the CHILD AUTONOMY with eating. This is compatible with the Authoritative model of parenting, a model shown to be associated with better feeding outcomes including less child obesity. sDOR is recommended as a best feeding practice by the Academy of Nutrition and Dietetics,⁵ American Academy of Pediatrics,⁶ WIC,⁷ and Head Start⁸ and is the basis for the Child Feeding messages of the USDA, FNS Core Nutrition Messages.⁹



needs for TOTS
NUTRITION EDUCATION ENGINEERING & DESIGNS

Teacher's Guide
Lessons about eating and family mealtime for preschoolers and parents

- Prezi
- The One-Lesson Cookbook: Showing How the Empty Eating
- Let's Eat (A Content: What Counts as Family Mealtime?)
- Conversation Starters
- Share Your Recipe: Cooking and Eating Together
- Eating the Rainbow: It's a Child's Choice

NEEDS for Tots is a 6-lesson curriculum designed to educate preschool aged children, parents and preschool providers on the sDOR principles. This includes the joy of eating and shared mealtime, the importance of food-neutral mealtime conversation and the need to trust each person to manage his/her own eating. However, prior to evaluating outcomes and impact, i.e., establishing an evidence-base, a tool is needed that can assess adherence to sDOR. A recent review of tools to assess parental feeding practices found inadequate testing and thus questionable application of nearly all related instruments.¹⁰

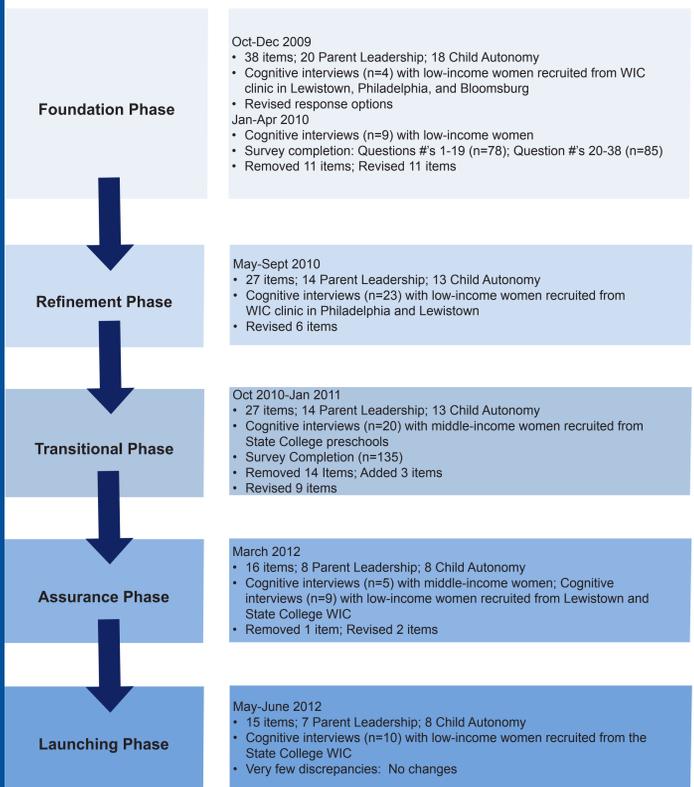
The purpose of this study was to develop a pool of items, congruent with sDOR, with established face and content validity, qualifying them for further construct validation studies that will ultimately lead to a valid, established tool useful for screening and assessment of sDOR education efforts.



Methods

Formative assessment of the fdSI examined face and content validity in 5 phases: Foundational, Refinement, Transitional, Assurance, and Launching (Figure 1). Each phase includes administration of the fdSI and comparison with responses provided in cognitive interviews. One-on-one interviews lasted 30 – 40 minutes with trained interviewers eliciting reasons and ideas for each fdSI response. Interview and fdSI responses were mapped for congruence or dissonance to better understand comprehension.

Data were analyzed iteratively, using a thematic approach. Patterns in respondent interpretation and processing of each fdSI item were identified using a constant comparative method.



Findings

Table. Characteristics of Participants from Last Three Phases of Survey Development

Characteristic	Transitional Phase (n=135)	Assurance Phase (n=14)	Launching Phase (n=10)
Caregiver's Age (in years)	35.9 ± 5.3	30.9 ± 5.8	33.4 ± 10.4
Child's age (in years)	4.1 ± 0.7	3.2 ± 1.2	3.2 ± 1.2
ecSI/LI Score ^a	32.9 ± 6.8	34.4 ± 5.4	32.3 ± 8.1
	n (%)	n (%)	n (%)
EC ^b	9 (64)	4 (40)	
WIC participation ^c	70 (55)	9 (64)	10 (100)
SNAP participation ^d	26 (20) ^e	5 (36)	7 (70)
Race/Ethnicity			
White/Non-Hispanic	120 (89)	14 (100)	7 (70)
White/Hispanic	1 (1)	0	0
Black/African American	2 (2)	0	1 (10)
Asian	11 (8)	0	2 (20)
Worry about having enough money for food			
Never	85 (63)	2 (14)	3 (30)
Rarely	33 (24)	9 (64)	3 (30)
Sometimes	12 (9)	3 (21)	1 (10)
Often	4 (3)	0	2 (20)

^a ecSatter Inventory for Low-Income (ecSI/LI); Possible range 0 – 48
^b Eating competence is defined by an ecSI/LI Score ≥ 32
^c Federal Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
^d Supplemental Nutrition Assistance Program (SNAP)
^e Current or previous use of either SNAP or WIC programs

Findings

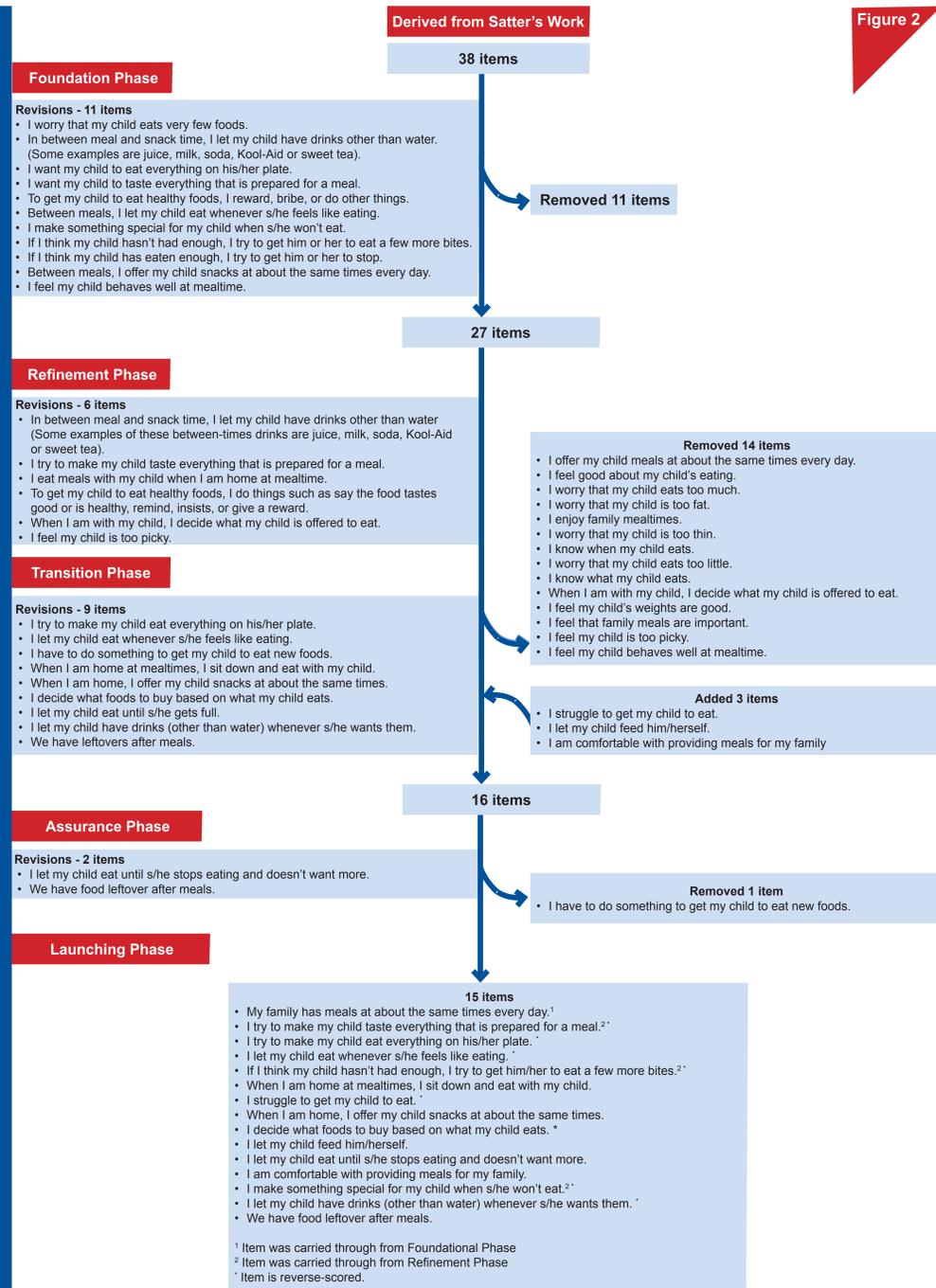


Figure 2

Funding

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Conclusions

- Psychometric analyses vital to construct validation, are useful only if applied to a carefully constructed item pool.
- fdSI formative assessment has produced a tool with translational (i.e., face and content) validity; ready to test for construct integrity.
- An iterative testing protocol was required to assure comprehension by the target audience.
- Cognitive interviews provide a rich source of information and illustrate the rigor required to develop survey items "qualified" for psychometric analyses.
- Our findings offer a closer step to a valid tool to measure adherence to sDOR.