



CENTER FOR  
DEVELOPMENT  
& DISABILITY

# Together at the table

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A PROGRAM DEVELOPMENT INQUIRY TO SUPPORT  
ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL  
DISABILITIES (IDD) AT MEALTIMES

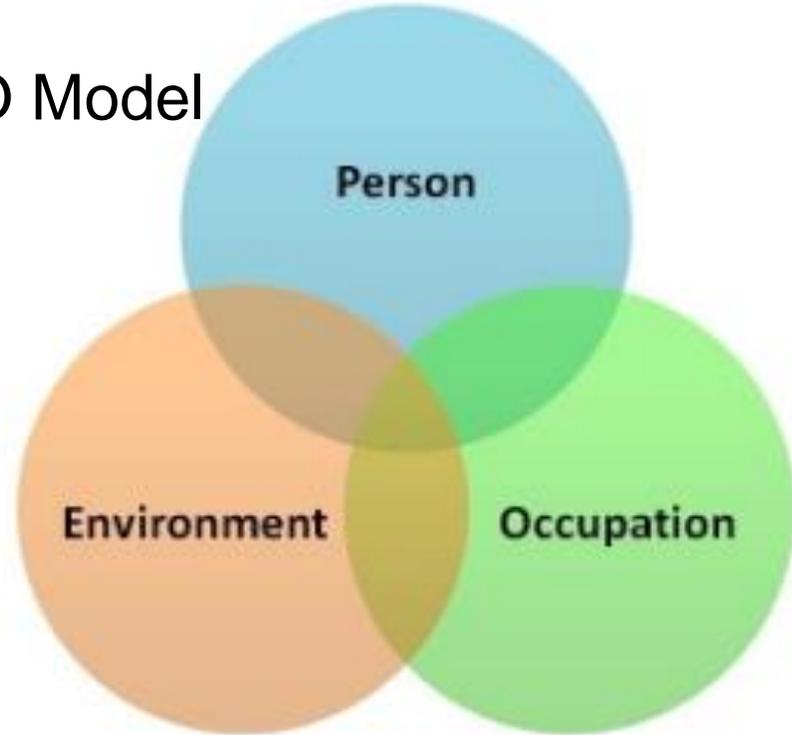
Craig Charlton, OTS

# The background

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Mealtimes are complex and dynamic (Cosbey & Muldoon, 2017)

PEO Model



Mealtimes involve an interplay of factors:

- Physiological
- Social
- Emotional
- Sensory
- Familial
- Cultural
- Cognitive, and more...

# The background

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## Children with IDD often demonstrate:

- **Food selectivity and refusal**
- **Problematic behaviors**
- **Safety concerns**

(see Curtin et al., 2015; Marshall, Hill, Ziviani, & Dodrill, 2014; Cosbey & Muldoon, 2017)

What about *adults* with IDD?

# The question

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**What are the most common mealtime concerns for adults with IDD, and what interventions do direct care staff currently use to address them?**

<b>LEND Competency</b>	<b>Subcategory</b>
2. Interdisciplinary Practice	2.5 Demonstrate the ability to collaborate effectively with peers, faculty and other professionals
5. Research & Critical Thinking	5.3 Gain experience with designing, revising, implementing and evaluating a research project

# The outline

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I. The research—literature, interviews

II. The need

III. The product

IV. The conclusion

V. The future direction

# The literature—mealtime concerns

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**Search terms:** (Worldcat, Pubmed, CINAHL)

- *Adult\**
- *IDD (including: developmental disability, intellectual disability, ID/DD, ID, DD)*
- *Mealtimes (including: food, eat\*, meal\*)*

**Results:**

- 26 articles

# The literature—concerns

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<b>Aggression</b>	<b>Aspiration</b>	<b>Choking</b>	<b>Communication difficulty</b>
<b>Expulsion</b>	<b>Food selectivity</b>	<b>Leaving table</b>	<b>Overeating</b>
<b>Pica</b>	<b>Rapid eating</b>	<b>Refusal to eat</b>	<b>Rumination</b>
<b>Self-injury</b>	<b>Violence</b>	<b>Vomiting</b>	

(see Cronin & Graebe, 2012; Echeverria & Miltenberger, 2008.)

# The literature—interventions

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## Search terms:

- *Adult\**
- *IDD (including: developmental disability, intellectual disability, ID/DD, ID, DD)*
- *Mealtimes (including: food, eat\*, meal\*)*
- *Intervention\**

## Results:

- Two articles met search requirements

# The literature—interventions

Author	Mealtime concern(s)	Intervention approach
Echeverria, F., & Miltenberger, R. (2013).	Rapid eating, vomiting, aspiration	Behavioral intervention: vibrating pagers with or without verbal prompts
Cronin, A., & Graebe, G. (2012).	Positioning, leading to choking and aspiration risk	Offering preferred foods and activities as "bribe," using positive reinforcement

# The interviews

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**Center for Function and Creativity (CFC), Albuquerque**

**Interviewed 7 full-time employees:**

- **What are the most common problems clients have at mealtimes?**
- **What questions do you ask clients to help resolve mealtime problems?**
- **What would a new employee in your role need to know to be successful?**



# The interview findings—concerns

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*What are the most common mealtime concerns for adults with IDD, and what interventions do direct care staff currently use to address them?*

<b>Aspiration</b>	<b>Choking</b>	<b>Client still hungry</b>	<b>Discooordination</b>
<b>Food wrong consistency</b>	<b>Gagging</b>	<b>Lack of nutrients</b>	<b>Mechanical concerns</b>
<b>Packing food</b>	<b>Rapid drinking</b>	<b>Rapid eating</b>	<b>Refusal to eat, drink</b>
<b>Refuse to sit with specific person</b>	<b>Stuffing mouth</b>	<b>Violence or aggression</b>	<b>Wrong food sent with client</b>

# The interview findings—intervention

What are the most common mealtime concerns for adults with IDD, and *what interventions do direct care staff currently use to address them?*

- Guiding principles at CFC:
  - Safety
  - Client’s “plan”
  - Independence and dignity
  - Client-specific
  - How would *you* want to be treated?
- “Try different things”



# The summary

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- **Mealtime concerns exist**
- **Literature lacks interventions**
- **Variety of things “work” in practice**

# The need

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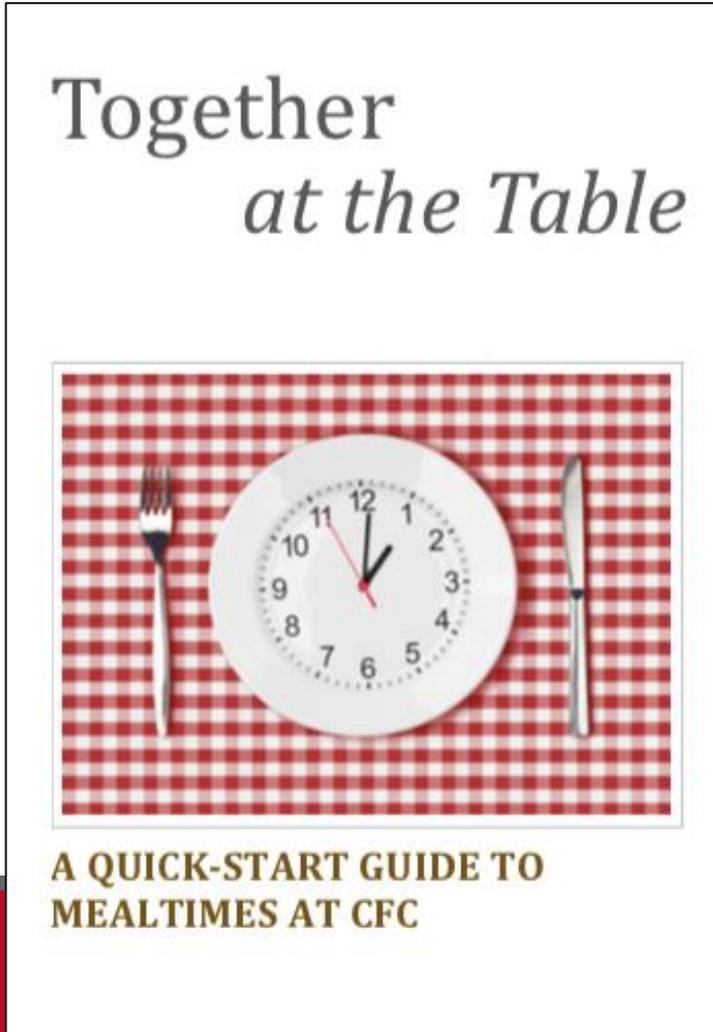
**1) Long-term: Establish evidence based practice in the literature**

**2) Short-term: Direct care staff that**

- **Are flexible**
- **Are versatile**
- **Try a variety of effective practices**

**How can we help a new care staff member intervene effectively on day one?**

# The product



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Helpful Questions for Successful Mealtimes.....	3
Additional New Employee Tips.....	4
Personality .....	4
Traits to Cultivate .....	4
Habits.....	5
Observation of Guest Behavior .....	5

### Dissemination:

- **Hard and electronic copy delivered to CFC**
- **“Nuts and bolts” guide for new employees at mealtimes**

# The conclusion

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**This program development inquiry discovered that:**

- **For individuals with IDD, mealtimes are accompanied by various concerns**
- **Published research literature lacks evidence for intervention approaches**
- **Direct care staff use a variety of interventions for mealtime concerns**
- ***Together at the Table* booklet compiles these interventions**

# The road to evidence based practice

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## 1) Identify foundation for research based on current practice:

- What's working?
- What's not?

## 2) Future research:

- Is there a research base for current working interventions?
- Controlled trials with replicable interventions



# The new learning

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- **Gain experience with designing, revising, implementing and evaluating a research project**
- **Fitting it all into a 15-min, easy-to-follow presentation**
- **Evidence based practice and practice based evidence**

# The references

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Cosbey, J., & Muldoon, D. (2017). Eat-up™ family-centered feeding intervention to promote food acceptance and decrease challenging behaviors: A single-case experimental design replicated across three families of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(3), 564-578.  
doi:10.1007/s10803-016-2977-0

Cronin, A., & Graebe, G. (2012). Feeding interventions for the older adult with intellectual and developmental disabilities. *Gerontology Special Interest Section Quarterly*, 35(2), 1-4.

# The references

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- Curtin, C., Hubbard, K., Anderson, S., Mick, E., Must, A., & Bandini, L. (2015). Food selectivity, mealtime behavior problems, spousal stress, and family food choices in children with and without autism spectrum disorder. *Journal of Autism & Developmental Disorders*, 45(10), 3308–3315. <https://doi.org/10.1007/s10803-015-2490-x>
- Echeverria, F., & Miltenberger, R. (2013). Reducing rapid eating in adults with intellectual disabilities. *Behavioral Interventions*, 28(2), 131-142. doi:10.1002/bin.1351
- Marshall, J., Hill, R. J., Ziviani, J., & Dodrill, P. (2014). Features of feeding difficulty in children with Autism Spectrum Disorder. *International Journal of Speech-Language Pathology*, 16(2), 151–158.

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McQueen, M., Blinkhorn, A., Broad, A., Jones, J., Naeem, F., & Ayub, M. (2018). Development of a cognitive behavioural therapy-based guided self-help intervention for adults with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 31(5), 885-896. doi:10.1111/jar.12447

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# Questions?