

## Discriminant Validity of the Environment, Attitudes, Temperament, Sensory (EATS) Feeding Assessment

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Disclosure: Co-founders of CarstoneKIDS, Inc. and co-creators of the EATS Feeding Assessment

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## Overview and Learning Objectives

- Overview
  - Background
  - Description
  - Results
  - Case Study Scoring Practice
- Learning Objectives
  - Participants will describe pediatric sensory-based feeding by summarizing the auditory, visual, gustatory, olfactory, vestibular, proprioceptive, tactile, and oral components of sensory-based feeding difficulties in 1-2 sentences.
  - Participants will differentiate between seeking and avoiding sensory-based feeding difficulties, providing 1-2 examples of each.
  - Participants will value the psychosocial impact of sensory-based feeding difficulties. Participants will evaluate scores of children with and without feeding difficulties by utilizing the research results to correctly label 3 case examples.

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## Background

- Sensory Systems (Gadhvi et al., 2023)
- Sensory Processing- Seeking vs. Avoiding (STAR Institute, 2023; St John et al., 2023)
- Sensory-Based Feeding Difficulties (Children's National, 2023; Reinoso et al., 2018; Smith, 2016)

System	Seeking	Avoiding
Visual		
Gustatory		
Olfactory		
Vestibular		
Proprioceptive		
Tactile		
Oral		

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## Background Continued

- Non-standardized assessment tools used and interventions
  - Tools for motor, swallow, and diet (Rabaey et al., 2023)
  - Self-created assessments (Rabaey et al., 2023)
  - Inconsistent Interventions (Estrem et al., 2021; Klein et al., 2023)
- Environment, Attitudes, Temperament, and Sensory (EATS) Feeding Assessment
  - Created to evaluate pediatric sensory-based feeding difficulties (Carstone & Smith, 2023)
  - Sensory-based feeding impacted by:
    - Environment (Kim et al., 2021)
    - Attitudes of the Caregiver (Berge et al., 2017; Cunliffe et al., 2022)
    - Temperament of the Child (Kuschner et al., 2015)
    - Sensory Processing of the Child (Blanche & Gunter, 2020)
- Discriminant validity findings discussed and explained with case study examples at the end

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## Description

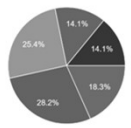
- Discriminant validity comparing the EATS Feeding Assessment scores of children with and without feeding difficulties
  - “Do EATS Feeding assessment scores significantly differ between children with and without feeding difficulties?”
- Surveyed caregivers of children aged 24 months to 10 years 11 months to complete online version of the EATS
  - Convenience sampling with online flyers on social media and physical flyers in pediatric clinics was utilized to recruit caregivers who met inclusion criteria.
  - Environment section excluded due to qualitative nature
  - G\*Power = 66 subjects
  - MANOVA

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## Results

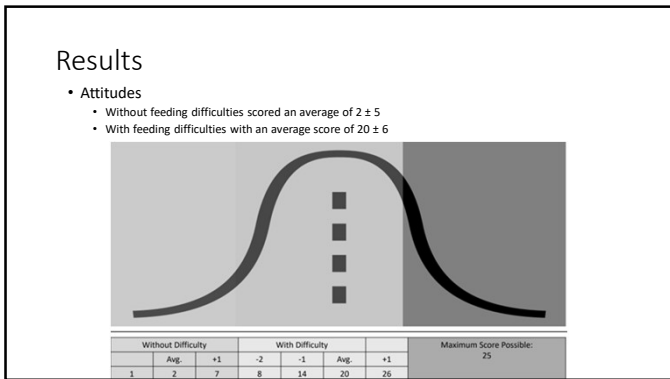
- 71 Participants
  - 1 Excluded
- Feeding Difficulty
  - No (38); Yes (32)
- Feeding Diagnosis
  - No (38); Yes (32)
- Intervention Services in Last Year
  - No (35); Yes (35)

**Ages**

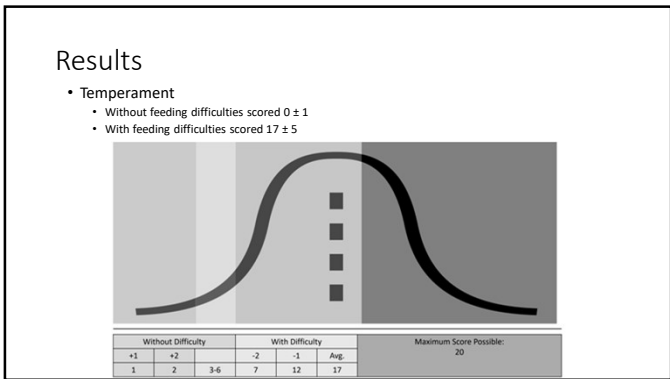


- 24 months of age to 36 months of age
- 37 months to 4 years 11 months of age
- 5 years 0 months to 6 years 11 months of age
- 7 years 0 months to 8 years 11 months of age
- 9 years 0 months to 10 years 11 months of age

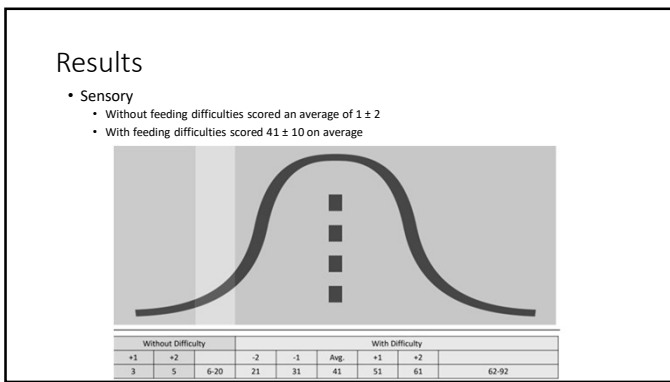
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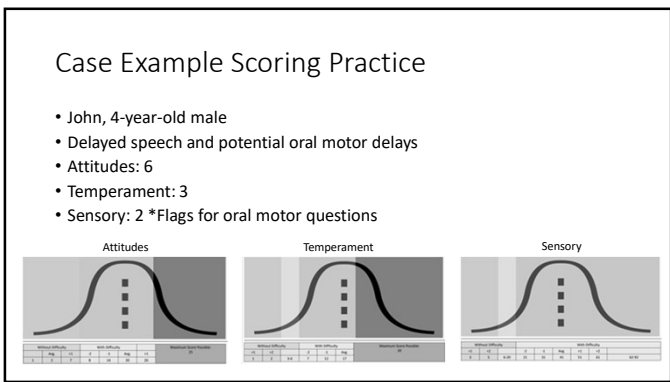
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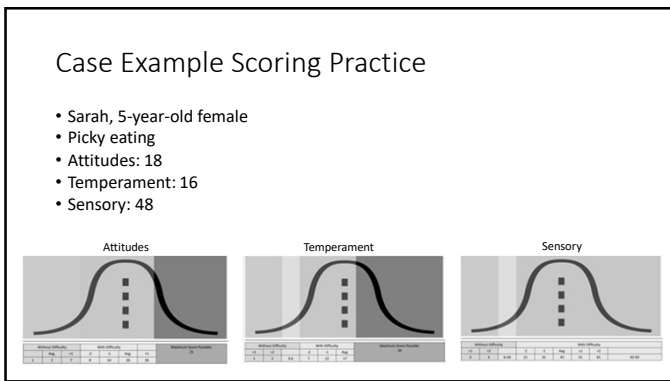
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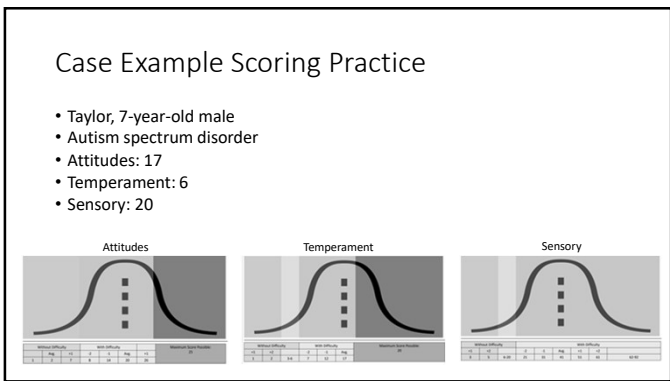
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