



# 28

## FEEDING AND EATING

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### ACOTE Standard Explored in This Chapter

B.5.12

### Key Terms

Aspiration	Gastrostomy tube (G-tube)
Bolus	Jejunostomy tube
Deglutition	Nasogastric tube
Dysphagia	NPO (nil per os)
Eating	Parenteral tube feedings
Enteral tube feedings	Ph probe
Feeding	Positioning
Gastroesophageal reflux disease (GERD)	Suck, swallow, breathe synchrony
Gastroesophageal scintigraphy	Videofluoroscopy

### Introduction

Feeding and eating are important occupational performance skills across the lifespan that can be interrupted through a number of neurological, developmental, or orthopedic conditions.

Kedesdy and Budd (1998) stated, "No human activity has greater biological and social significance than feeding" (p. 1). The occupations of feeding and eating therefore have great significance in terms of occupational therapy intervention. Across the lifespan, feeding and eating are necessary to support nutritional intake and hydration that in turn support growth and overall health (Baer, 2005). For infants and young children, success in the occupations of eating and

feeding satisfy their sense of hunger, provide pleasure related to taste and textures of foods, and create opportunities for parent-child bonding (Kedesdy & Budd). For the parents of young children, success in the occupations of eating and feeding signifies competence in the role of caregiver and in turn facilitates the bonding experience between parent and young child (Kedesdy & Budd). From early childhood through adulthood, the occupations related to eating and feeding continue to fulfill a nutritional need, but these occupations also begin to take on strong social and cultural significance (Baer, Jenks, 2002). Food and eating is frequently a part of celebrations large and small, cultural events, and other social activities at home, at school, in the workplace, as well as within the community (Figure 28-1).