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A Little About Me!

My name is Bailey Relford, and I am an Occupational Therapist, specializing in sensory processing and feeding. I am originally from Texas but lived in Alaska from 2020-2023. I love pediatrics and have spent most of my career focusing on helping little people grow to their full potential and feel supported by the adults and environments around them! I am a mother to two rambunctious boys and currently live back in Texas where I own my own community-based practice, Dandelion Occupational Therapy.




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GOAL OF THIS PROJECT


Each child **develops differently**. Understanding **typical development** helps us know when to expect certain skills from our children. Understanding how **adverse experiences** may affect typical development allows us to adjust expectations and set our families up for **success**.



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- 1-2 years**
 - Use utensils
 - Drinks from straw/open cup
 - Participate in dressing
 - Take off some clothes
 - Wipe hands and face
- 2-3 years**
 - Use utensils more effectively
 - Put on simple clothes
 - Unzip/ Finish a started zipper
 - Wash hands
 - Communicate soiled diaper
- 3-4 years**
 - Independent utensil use
 - Put on/take off clothes
 - Complete large buttons and zippers
 - Potty trained
- 5+ years**
 - Set up/clean up meals
 - Independent dressing
 - Independent toileting routine



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How firm is our foundation?

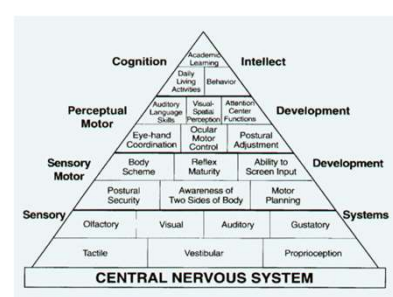


Figure 5. Pyramid of Learning. (Williams & Shellenberger, 1-4)

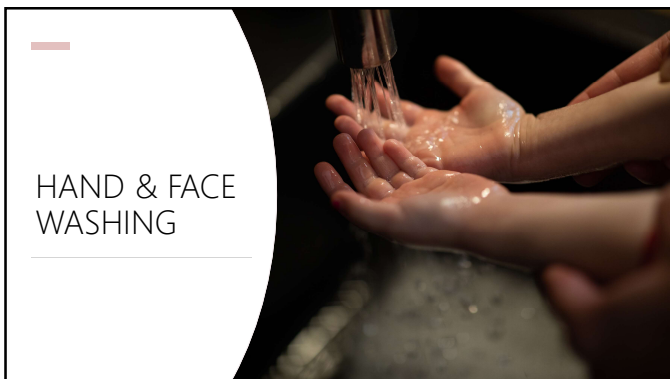
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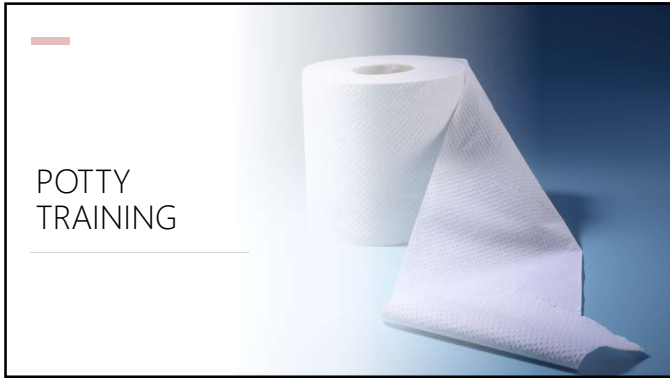
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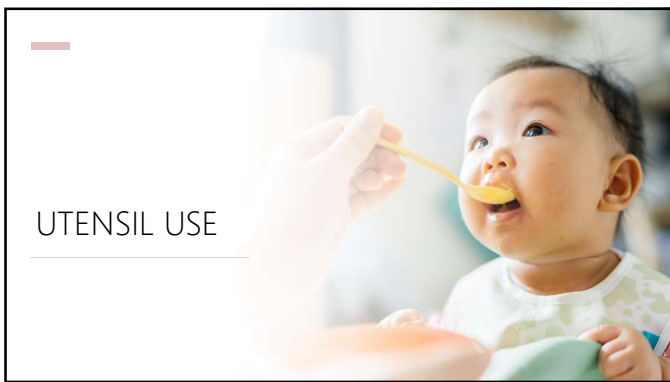
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BUILDING AUTONOMY



- Division of **power**- parent vs. child
- Importance of **routine** and **predictability**
- Allowing **self-expression** and building **confidence**
- Respecting **culture**

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TRAUMA'S ROLE



- Many children facing **abuse** and **neglect** also deal with **difficulty** around activities of daily living
- Certain activities can trigger "**fight or flight**" response

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PICKING OUR BATTLES

- Is this **unsafe** or **inappropriate**?
- Don't wear out your "**no**"
- Can we **compromise**?
- Do we care more about the **rules** than the **lesson**?
- Keep things **consistent**!
- Use **TBRI Principles** when necessary

IDEAL Response

Immediate
(3 seconds or less)

Direct
(engagement strategies)

Efficient
(levels of response)


Action-Based
(behavioral scripts)

Leveled at the Behavior
(and not the child)

#IDEALRESPONSE: #TBRI

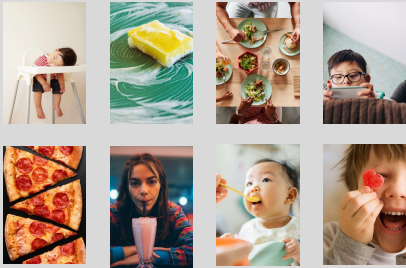
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Family Mealtimes



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TOP MEALTIME TIPS



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ROLE OF SENSORY PROCESSING IN MEAL TIMES

- Eating is a **comprehensive** sensory experience
- Hyper-sensitive children notice **everything** about food
- **Dysregulation** results in appetite changes
- Poor interoception makes eating **correct amounts** difficult



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COGNITIVE DEVELOPMENT

- Birth-3: feeding builds trust between child and caregivers
 - Preferences are controlled by their body, not their mind
- 3-7 years: beliefs are tied to occurrences
 - Physiological distress becomes emotional as well, complicating any issues
- 7-11 years: begin to develop semi-logical excuses
 - Create a "reason" to be picky
- 11+ years: feeding distress makes up part of their identity
 - Development of disordered eating

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WHEN TO GET SUPPORT


- These strategies are meant to help you learn to **better understand** your child's needs and how to meet them. If you are having **difficulty** using them, or still not seeing results, further **evaluation** may be worth bringing up with your pediatrician. An **Occupational Therapist** can help you build a personalized routine for your family and your child.



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Contact Me

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- In- person Services
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