

## **Oral Feeding: Feeding A Student Who Requires Assistance**

### **A. General Guidelines**

1. The procedures outlined here are for the students who are able to take nutrients by mouth but because of disabilities, are not able to take adequate amounts without assistance. Mealtime provides the opportunity for peer interactions.
2. Preventive Measures
  - a) Amount of food per bite and speed of eating should be directed by the student's preferences and abilities.
  - b) Hot foods should be fed while still hot (be certain not too hot) and cold foods, cold.
  - c) If possible, be certain food is of the right consistency for the student to chew. If the student is unable to chew, use soft or pureed foods.
  - d) Be aware of any food allergies the student may have.
  - e) Be prepared to prevent aspiration and choking of a student with special needs.
  - f) To prepare the student and to ensure acceptance by peers, provide in-service through role-play, etc. when appropriate.

### **B. Purpose of Feeding**

- The purpose of feeding is to supply nutrients and psychosocial reinforcement to those students who are unable to eat without assistance and to provide training in appropriate eating skills.

### **C. Preparation of Students**

1. Place student in upright sitting position with head midline and slightly flexed unless it is not recommended.
2. Clean student's hands and face.
3. Inform student of food being served if he or she is able to understand.
4. Place covering on student's chest to protect clothing
5. Place adaptive feeding equipment in proper position.

### **D. Personnel Recommendation**

- The procedure for feeding a student who needs assistance, which follows, may be performed by qualified designated school personnel under indirect supervision. Two school employees must be trained in choking and CPR procedures.

## PROCEDURE FOR ORAL FEEDING A STUDENT WHO REQUIRES ASSISTANCE

Essential Steps	Key Points and Precautions
1. Wash your hands and assist student to wash his/her hands.	To minimize the possibility of spread of disease.
2. Talk to the student. Encourage peer interaction.	Appropriate inclusion is important to the psychosocial development of the student.
3. Position student with head upright and in midline position when possible.	Upright positioning of head will facilitate proper swallowing and prevent aspiration.
4. Cut food into small bite-sized pieces unless its texture does not require it, or make sure food is softened/pureed, etc according to student's health plan.	
5. Bring food or assist in bringing food to student's mouth having the student participate in the procedure as much as possible. Utilize feeding techniques/equipment as per specialists' instruction.	Do not feed too fast. Do not allow student to be positioned with head back during feeding. Be certain student is swallowing food. Amount of food per bite and speed of eating should be dictated by the student's preferences and abilities.
6. Offer liquids throughout feeding, using appropriate technique/equipment.	Student should be encouraged to drink all liquids. Should any difficulty with swallowing, choking, gagging, etc. be observed, discontinue feeding until student regains composure or seek assistance if necessary. Employees should be trained in CPR and choking procedures.
7. Clean student's hands and face.	
8. Reposition student to comfortable position, following cleaning of hands and face.	
9. Record procedure / amount eaten on student's daily log.	

## Oral Feeding (Modified) Training Skills Checklist

[ ]Initial [ ]Review

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Person Trained: \_\_\_\_\_ Position: \_\_\_\_\_

	Demo Date	Return Demonstration					
		Date	Date	Date	Date	Date	Date
<b>A. Information:</b>							
<u>Critical Points Re: Student's Health</u>							
1. Defines, gives reason for modifications of diet, position and place for feeding.							
2. Describes diet: (Checks for prescription if special diet)							
a) Type and amount							
b) Completes at ___:___ (time)							
3. Identifies psychosocial issues							
4. Identifies safety issues:							
a) Prevention, response to emergencies							
b) Verbalizes first aid for choking procedures							
5. Describes techniques for disease control							
6. Identifies equipment							
a) Modifications _____							
<b>B. Prepares Student:</b>							
1. Positions student							
a) Modifications _____							
2. Washes own hands well and cleans student's face and hands.							
3. Informs student of food being served.							
4. Places napkin in place.							
<b>C. Steps:</b>							
1. Ensures appropriate texture, size of food.							
2. Assists/feeds student as required.							
a) Encourages interaction with peers in the cafeteria							
b) Encourages participation/cooperation.							
c) Utilizes demonstrated feeding techniques/equipment (i.e. jaw control, spoon placement, splint, etc.)							
d) Allows appropriate time for swallowing							
3. Offers liquids throughout the feeding, if appropriate.							
a) Amount							
b) Utilizes demonstrated drinking techniques/equipment.							

**Oral Feeding (Modified) Training Skills Checklist (page 2 of 2)**

<b>D. When feeding is completed:</b>							
1. Informs the student.							
2. Provides appropriate mouth care.							
3. Washes student's face and hands.							
4. Returns student to comfortable position. a) Adheres to modifications schedule for appropriate positioning following meals.							
5. Washes own hands.							
6. Returns equipment. a) Cleans, stores as required.							
7. Record procedure on daily log a) Date, time, signature. b) Any unusual occurrences during feeding. c) Amount of student participation (i) Checks off education goal attempted. d) Other							

Comments: \_\_\_\_\_

Overall Rating:      **PASS**      *Successful completion of a minimum of three demonstrations with 100% accuracy*  
     **FAIL**      *Practical must be repeated. Trainer must complete Summary of Skills Form and attach to this checklist.*

\_\_\_\_\_  
Date:                      School RN Signature    Date                      Employee Signature