B1-2: Preliminary Development of an Eating Assessment Tool for Young Children: Establishing Content Validity Using an Expert Panel

Author List:
Presenting Author: Jinhee Park
Additional Author: Britt F. Pados, Holly Wei, Hayley H. Estrem, Suzanne M. Thoyre, Marcia Van Riper

Presenting Author: Jinhee Park
Address: 1501 Mason Farm Rd., #113
Chapel Hill, North Carolina 27514
United States
Ph: 919 265 3152
Fax:
Email: rnjinhee@email.unc.edu
Institution: University of North Carolina at Chapel Hill

Additional Author: Britt F Pados
Address: School of Nursing, UNC-Chapel Hill, Carrington Hall, CB #7460
Chapel Hill, North Carolina 27599
United States
Ph: 6174779982
Fax:
Email: bpados@email.unc.edu
Institution: University of North Carolina at Chapel Hill

Additional Author: Holly Wei
Address: School of Nursing, UNC-Chapel Hill, Carrington Hall, CB #7460
Chapel Hill, North Carolina 27599
United States
Ph: 9199680610
Fax:
Email: Hongwei@email.unc.edu
Institution: University of North Carolina at Chapel Hill

Additional Author: Hayley H Estrem
Address: School of Nursing, UNC-Chapel Hill, Carrington Hall, CB #7460
Chapel Hill, North Carolina 27599
United States
Ph: 9198241095
Fax:
Abstract:

Introduction: No instruments with adequate psychometric evaluation are available to measure feeding problems of young children. Without these tools, we are not able to identify specific problem areas that can be targeted for intervention or determine the effectiveness of early feeding interventions. The Eating Assessment Tool (EAT) is a parent report instrument designed to identify problematic feeding behaviors of young children. We will describe the development of the EAT and the process used to evaluate content validity using an expert panel.

Method(s): Items for the EAT were generated from 6 focus groups and 19 individual interviews with parents of young children with Down syndrome exploring their feeding experiences. In addition we examined studies that described feeding behaviors indicative of a feeding problem of young children. Ten categories were identified and a total of 108 items were generated, refined, and sorted into these categories. Nine experts in child feeding assessment reviewed and rated the content relevance of the items on a 4-point ordinal scale (1 indicating no relevance, and 4 indicating high relevance). A Content Validity Index (CVI) was calculated for each item (I-CVI)
and for the entire instrument (S-CVI). Reviewers additionally rated the clarity of the items and provided feedback on the wording of the items, whether additional subscales and items were needed, and what age child they envisioned the tool appropriate.

**Results:** The I-CVI ranged from 0.67-1.0 and S-CVI was 0.93. After reviewing experts’ ratings and comments, 28 items were removed for low relevance or redundancy (n=23) or being a skill, rather than a problematic behavior (n=5). To improve clarity, 39 items were re-worded and 3 items were split into 2 items. Four items were added based on experts’ comments. A total of 87 items were retained and will comprise the newest version of the EAT. Examples of individual items will be presented.

**Discussion & Conclusions:** The EAT was found to have content relevance and was further revised based on expert feedback. The poster will present plans for further psychometric testing of the EAT.

**Abstract History:**
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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Submitted by:
rjinhee@email.unc.edu