

DOCUMENTING CLIENT PROGRESS USING THE 1's AND 2's **on the SOS Progress Grids**

Effective SOS Feeding Therapy requires that Therapists be able to track progress with a wide range of foods up the Steps to Eating for their Clients. This is done in SOS by using either a Group Session Progress Grid or an Individual Session Progress Grid.

DOCUMENT NAMES in Section 5 (Full Page Handouts) of the Main SOS Training Conference:

1 = SOS APPROACH TO FEEDING GROUP PERFORMANCE GRID (tracking progress in Group Sessions)

2 = FEEDING PROGRESS NOTE (tracking progress in Individual Sessions)

In SOS, there are always two pieces of information recorded for each food presented to a client to document treatment progress within a single session. We use #1 and #2 to indicate the range of Steps the child is working at with each food.

#1 = what STEP on the Steps to Eating Hierarchy does this client INDEPENDENTLY start at within the first 3-5 SECONDS of the food being given to the client

- The therapist is recording here, what the client does when they are very first given a food.
- Documenting what the client can do by themselves when the food is first presented to them by the Therapist, helps us to understand where the client's skills are consolidated, or where they are currently at today.

#2 = what was the highest STEP the client achieved with the therapeutic play assistance from the SOS Therapist by the end of that therapy session

- The therapist is recording what the highest step was that the child reached as a part of the play that was engaged in.
- The highest step that the client can achieve with the therapist's help tells us the upper limit of their current skills today
- The Steps between the #1 and the #2 are the skills the client is still working on consolidating. These are the steps/skills the client is still learning to do consistently and well. Therefore, sometimes the client may be able to achieve these steps, and sometimes they will not be able to achieve these steps – especially if the client is under any type of stress or distress. These skills will fluctuate because they are not yet consolidated. The client will need to practice these skills/steps repeatedly for them to become consolidated and therefore to be able to demonstrated them consistently even under stress.

In order to show progress with a wide variety of foods and write Progress Reports in SOS, therapists need to be able to compare where a client's skills were at when therapy first began, and where the client's skills have progressed to after X number of sessions of treatment. **The steps to write Progress Reports in SOS are as follows:**

FIRST = Choose the number of sessions being summarized/reported on. In SOS, Feeding Groups are often 12 sessions of treatment in a row. If a client is being seen in individual therapy, a therapist might choose to write a 3 Month Progress Report (~ 12 sessions of weekly therapy) or a 6 Month Progress Report (~ 24 sessions of weekly therapy).

SECOND = Take the Grid Form from Session 1 and draw a line to partition off the following major SOS Steps:

- Visually Tolerates + Interacts With (TOLERATES) = Step 1 (Tolerates food in room) through and including Step 7 (Touches food with another food)
- Touch + Smell (TOUCH) = Step 8 (Touches food with one finger) through and including Step 17 (Holds in lips/teeth, No hands, No taste)
- Tastes (TASTES) = Step 18 (Holds in lips/teeth, No hands, With taste) through and including Step 24 (Bites off a piece, chews/manipulates in mouth, Spits all/most)
- Eats (EATS) = Steps 25 (Bites off a piece, chews and swallows, poor/no bolus formation) and Step 26 (Bites off a piece or Takes a drink/puree, creates a bolus and swallows all)

THIRD = Next, we are going to figure out where the child, on average, had their skills consolidated with a variety of foods. To do this, we will count up the number of the 1's in each of the 4 sections you created in step 2. The therapist can report progress using Percentages OR the therapist can simply be report by number of foods at each of the major Steps on the Steps to Eating Hierarchy.

#	SESSION #1	FOOD:	Ritz	Bread Circle	Deli Turkey	Veggie Chip	Yogurt	Graham Stick	Carrot	Dried Papaya	Orange Licorice	OJ
1	Tolerates Food in Room											
2	Tolerates Food on OTHER side of Table											
3	Tolerates Food at/about MIDDLE of Table											
4	Tolerates Food on Table JUST OUTSIDE Their Space					1						
5	Tolerates Food on Plate or in Personal Space											1
6	Touches Food with Napkin/Utensil			1					1			
7	Touches Food with Another Food					2						

- In this example above, the client has been presented with 10 Foods in Session 1. There are **FOUR #1's** in this very first section on the Progress Grid.
- Therefore, this client was able to independently **Tolerate** 4 out of the 10 foods when first presented to the client.
- To calculate the percentage = number of 1's divided by the number of foods given = 4/10 then multiply by 100 to get 40%.
- This means that in Session 1, the client was able to independently **Tolerate** 40% of the foods presented.

FOURTH = Next, count up the number of the 2's in each of the sections. The therapist can report progress using Percentages OR the therapist can simply be report by number of foods at each of the major Steps on the Steps to Eating Hierarchy.

- In the example above, out of the 10 foods presented in Session 1, the client has **ONE #2** in this section.
- Therefore, after therapeutic intervention, this client has 1 out of the 10 foods that he/she could still only **Tolerate**.
- To calculate the percentage = number of 2's divided by the number of foods given = 1/10 then multiply by 100 to get = 10%.
- This means that in Session 1, after the therapeutic play, the client could still only **Tolerate** 10% of the foods presented.

FIFTH = now count up all of the 1's and 2's on the Progress Grids for each of the other sections you created.

TOUCHES/SMELLS:

#	SESSION #1	FOOD:	Ritz	Bread Circle	Deli Turkey	Veggie Chip	Yogurt	Graham Stick	Carrot	Dried Papaya	Orange Licorice	OJ
8	Touches Food with One Finger											
9	Touches Food with Two or More Fingers									1		
10	Touches Food with Whole Hand							1			1	
11	Picks up Food to Wave/Tap/Manipulate									2		
12	Places Food on Back of Hand, Arm, or Shoulder											
13	Puts Food on Chest, Neck, Head or Ears								2			
14	Brings Food/Liquid in Close Proximity to Nose/Mouth or Face (e.g., smells, to blow on, to blow bubbles in)		1									2
15	Puts Food on chin, Cheek, Forehead or Nose Area			2								
16	Touch to Lips/Teeth, Holding with Hand (no Taste)											
17	Holds in Lips/Teeth, No Hands (no Taste)											

- In this Example above, the number of 1's in this second section on the Progress Grid = **FOUR** out of the 10 foods presented. Therefore, this client was able to independently **Touch** 4 out of the 10 foods or 40% of the foods presented.
- The number of 2's in this section = **FOUR** out of the 10 foods presented. Therefore, after the therapeutic play, this client had progressed to where he/she was able to **Touch** 4 out of the 10 foods or 40% of the foods presented.

TASTES:

#	SESSION #1	FOOD:	Ritz	Bread Circle	Deli Turkey	Veggie Chip	Yogurt	Graham Stick	Carrot	Dried Papaya	Orange Licorice	OJ
18	Holds in Lips/Teeth, No Hands, With Taste										2	
19	Tongue Tip Taste Outside Lip Border					1						
20	Full Tongue Lick Outside Lip Border											
21	Brings Food Into Mouth, Taste with Tongue											
22	Food/Liquid Inside Mouth, No Hands, Spit/Drooled Out							2				
23	Bites Off Piece, Spits/Drools out Most/All											
24	Bites off a Piece, Chews/Manipulates in Mouth, Spits All/Most											

- In this Example above, the number of 1's in this section of the Progress Grid = **ONE** out of the 10 foods presented. Therefore, this client was able to independently **Taste** only one of the 10 foods or 10% when initially presented.
- In this Example above, the number of 2's in this section = **TWO** out of the 10 foods. Therefore, with the therapeutic play, this client was able to progress to **Tasting** 2 out of the 10 foods or 20% of the foods presented.

EATING:

#	SESSION #1	FOOD:	Ritz	Bread Circle	Deli Turkey	Veggie Chip	Yogurt	Graham Stick	Carrot	Dried Papaya	Orange Licorice	OJ
25	Bites off a Piece, Chews and Swallows, Poor/No Bolus Formation											
26	Bites off a Piece or Takes a Drink/Puree, Creates a Bolus, Swallows ALL	1/2	2			2						

- In this Example above, there is only **ONE** number 1 in this section of the Progress Grid. Therefore, at the start of this session, the client was only able to independently **Eat** 1 out of the 10 foods presented or 10% of the foods.
- In this Example above, there are **THREE** of the number 2's in this section. Therefore, after therapeutic assistance, this child had progress to **Eating** 3 out of the 10 foods or 30% of the foods presented.

SUMMARY OF THIS DATA:

Independent Entry at the start of Session 1 = THE NUMBER OF 1'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 4 out of 10 foods presented = 40%

Touches and Smells = 4 out of 10 foods presented = 40%

Tastes = 1 out of 10 foods presented = 10%

Eats = 1 out of 10 foods presented = 10%

Entry After Therapeutic Assistance at Session 1 = THE NUMBER OF 2'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 1 out of 10 foods presented = 10%

Touches and Smells = 4 out of 10 foods presented = 40%

Tastes = 2 out of 10 foods presented = 20%

Eats = 3 out of 10 foods presented = 30%

SIXTH = now, repeat the same process on the Progress Grid for the later session that you want to compare to. This data allows you to examine how much progress they have made since Session 1 as compared to the later Session X.

PLEASE DO THIS EXERCISE WITH THE 1'S AND 2'S FOR SESSION 12 BELOW WITHOUT LOOKING AT THE ANSWERS ON THE LAST PAGE.

#	SESSION #12	FOOD:	Green Veg Straw	Snap Pea Crisp	Green Yogurt	Green Veg chip	Yellow Veg chip	Turkey circle	Bread circle	White Cheese circle	White Lolly-pop	Milk
1	Tolerates Food in Room											
2	Tolerates Food on OTHER side of Table											
3	Tolerates Food at/about MIDDLE of Table											
4	Tolerates Food on Table JUST OUTSIDE Their Space											
5	Tolerates Food on Plate or in Personal Space											
6	Touches Food with Napkin/Utensil											1
7	Touches Food with Another Food											
8	Touches Food with One Finger											
9	Touches Food with Two or More Fingers			1								
10	Touches Food with Whole Hand											
11	Picks up Food to Wave/Tap/Manipulate											
12	Places Food on Back of Hand, Arm, or Shoulder											
13	Puts Food on Chest, Neck, Head or Ears							1				
14	Brings Food/Liquid in Close Proximity to Nose/Mouth or Face (e.g., smells, to blow on, to blow bubbles in)											2
15	Puts Food on chin, Cheek, Forehead or Nose Area									1		
16	Touch to Lips/Teeth, Holding with Hand (no Taste)			2								
17	Holds in Lips/Teeth, No Hands (no Taste)											
18	Holds in Lips/Teeth, No Hands, With Taste											
19	Tongue Tip Taste Outside Lip Border					1						
20	Full Tongue Lick Outside Lip Border											
21	Brings Food Into Mouth, Taste with Tongue											
22	Food/Liquid Inside Mouth, No Hands, Spit/Drooled Out		1									
23	Bites Off Piece, Spits/Drools out Most/All							2	1	2		
24	Bites off a Piece, Chews/Manipulates in Mouth, Spits All/Most											
25	Bites off a Piece, Chews and Swallows, Poor/No Bolus Formation											
26	Bites off a Piece or Takes a Drink/Puree, Creates a Bolus, Swallows ALL	1/2	2		2	1/2			2		1/2	

Independent Entry at the start of Session 1 = THE NUMBER OF 1'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 4 out of 10 foods presented = 40%

Touches and Smells = 4 out of 10 foods presented = 40%

Tastes = 1 out of 10 foods presented = 10%

Eats = 1 out of 10 foods presented = 10%

Entry After Therapeutic Assistance at Session 1 = THE NUMBER OF 2'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 1 out of 10 foods presented = 10%

Touches and Smells = 4 out of 10 foods presented = 40%

Tastes = 2 out of 10 foods presented = 20%

Eats = 3 out of 10 foods presented = 30%

NOW COMPARE THESE RESULTS FROM SESSION 1 TO THE RESULTS YOU JUST GOT FROM SESSION 12 ABOVE =

Independent Entry at the start of Session 12 = THE NUMBER OF 1'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 1 out of 10 foods presented = 10%

Touches and Smells = 3 out of 10 foods presented = 30%

Tastes = 3 out of 10 foods presented = 30%

Eats = 3 out of 10 foods presented = 30%

Entry After Therapeutic Assistance at Session 12 = THE NUMBER OF 2'S IN EACH SECTION OF THE GRID

Visually Tolerates/Interacts with = 0 out of 10 foods presented = 0% ** you would leave this step off your

Progress Note

Touches and Smells = 2 out of 10 foods presented = 20%

Tastes = 2 out of 10 foods presented = 20%

Eats = 6 out of 10 foods presented = 60%

What you should see, is that the child is working at higher Steps on the Steps to Eating. On the grid, their 1's and 2's move down the page as they work at higher and higher Steps on the Steps to Eating. When you look at the percentages you just calculated, you should see the percentages getting bigger at the higher Steps, and smaller at the lower Steps. Sometimes the foods you present in Session 1 are significantly easier from a sensory and oral motor standpoint than the foods presented at Session 12 (or your 'end' session), and the data may not capture the change in difficulty. If this is the case, you could repeat the same steps as above to calculate percentages, but this time look at food textures or nutrition groups to show where the child is, on average, working on the Steps to Eating.