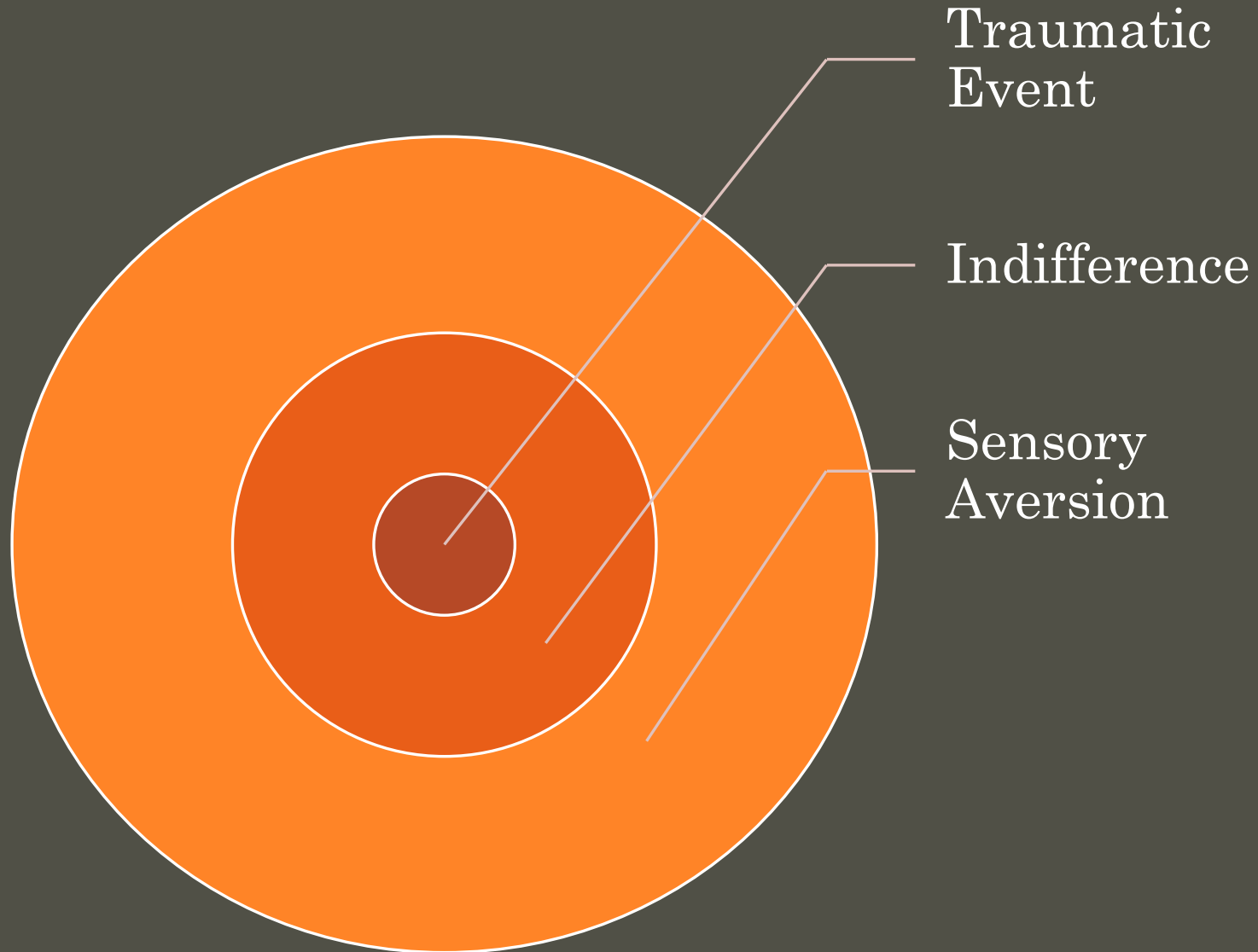




THE PHENOMENOLOGY AND MANAGEMENT OF ARFID

Nancy Zucker, PhD
Director, Duke Center for Eating Disorders
Associate Professor, Department of Psychiatry and Behavioral Sciences
Department of Psychology and Neuroscience
Duke University

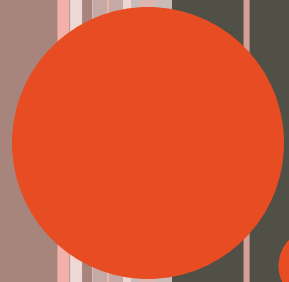
MOTIVATIONS OF FOOD AVOIDANCE



Harshaw

‘...counterintuitive conclusion that, despite their critical role to survival, the phenomena of hunger, thirst and satiety are not “innate,” “hard-wired” or genetically “programmed,” but are instead the product of individual development.’





Learning Not to Eat

Hunger

DEVELOPMENTAL INFLUENCES



Pain

- GERD



Muscle Tone

- Suck rate



Respiration

- Postural Tone

Digestive System

Combined
Tastes

Oral
Sensitivity

Nasal
Sensitivity

Allergies
Respiratory
Issues

Parotid gland

Salivary gland

Sensations of
Chewing and
Swallowing

Esophagus

Sensitivity to
Fullness

Liver

Stomach

Spleen

Self-conscious
emotions

Post-
Ingestive
Sensitivity

Pancreas

Constipation

Disgust

Large
Intestine
(Colon)

Small
Intestine

Gut Feelings

Appendix

Rectum

Anus

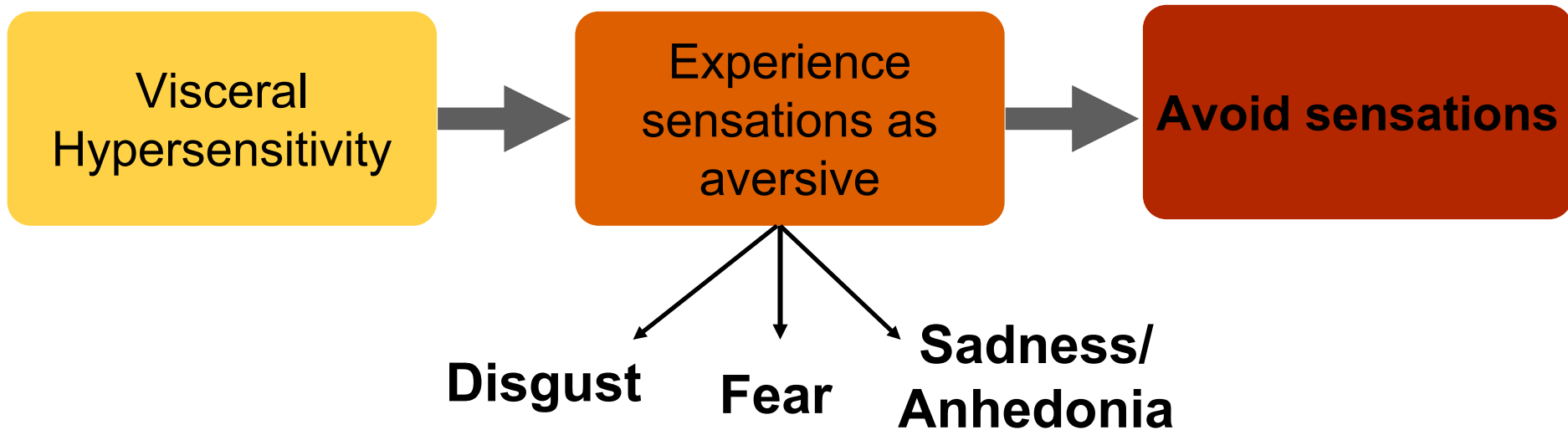
Lower
GI

An important factor in ARFID
may be visceral
hypersensitivity resulting
from early childhood
experiences.

We can learn more about
visceral hypersensitivity, and
possibly change it, by
training F.B.I. agents.

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Visceral
Hypersensitivity



Experience
sensations as
aversive



Avoid sensations

What if . . .

Visceral
Hypersensitivity

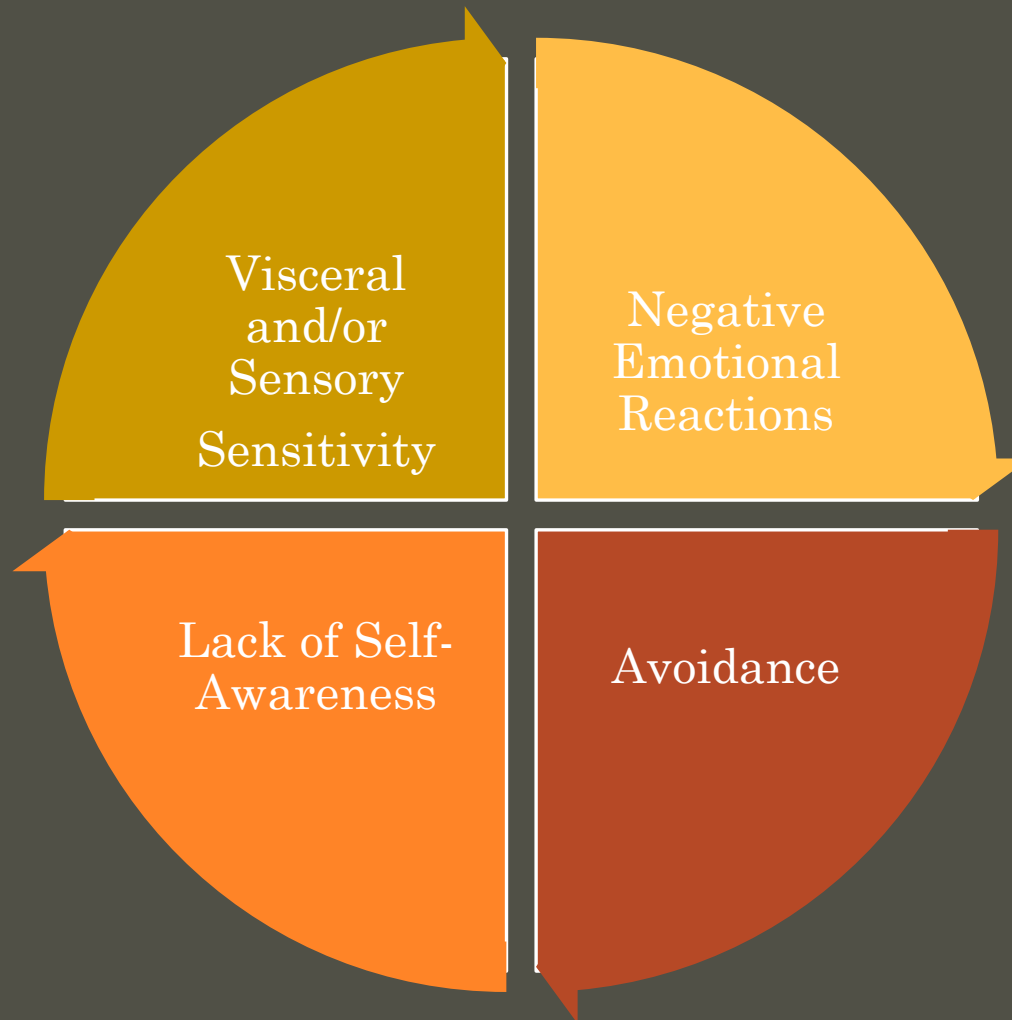


Experience
sensations as
interesting and
informative



**Able to
Approach**

CYCLE OF POOR SELF-AWARENESS



A decorative vertical bar on the left side of the slide, featuring a gradient from dark grey to light pink and several red circles of varying sizes. The largest circle is at the top, with smaller ones below it, and a thin vertical line runs through the center of the bar.

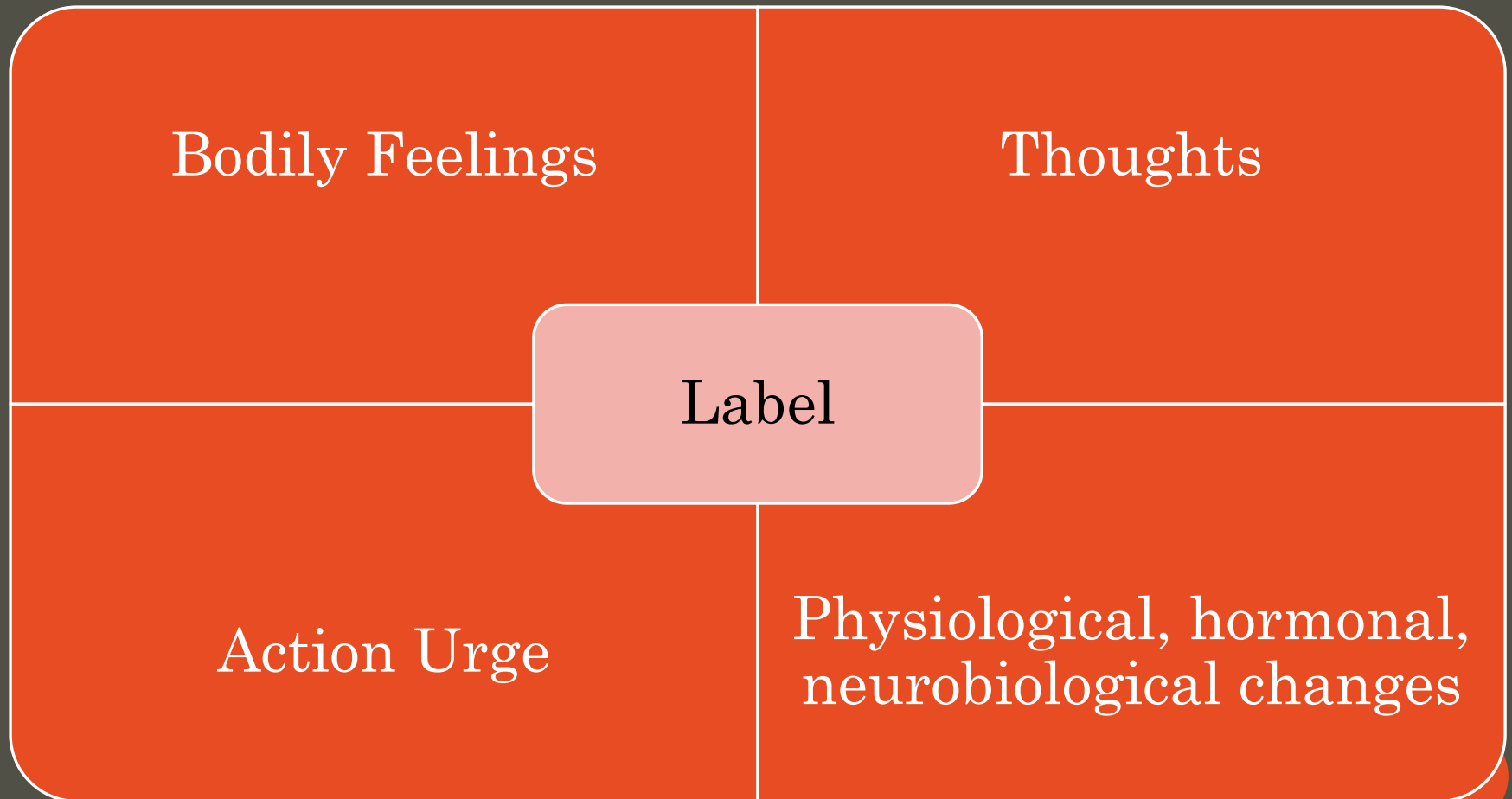
THE FUNCTION OF EMOTIONAL EXPERIENCE

Or isn't there an easier way?



**EMOTIONS ARE MESSENGERS
AND FACILITATORS**

COMPONENTS OF EMOTION





BY INTERVENING EARLY,

**We can not only avoid avoidance, but facilitate
the emergence of self-awareness**

A decorative vertical bar on the left side of the slide, featuring a gradient from dark grey to light pink. It contains several red circles of varying sizes and a thin white vertical line.

One more thing....

Differences between fear and evaluative conditioning



EARLY IN EXPOSURE





LATE IN EXPOSURE



Caring for Vulnerable

Humiliation

VOMIT, FECES

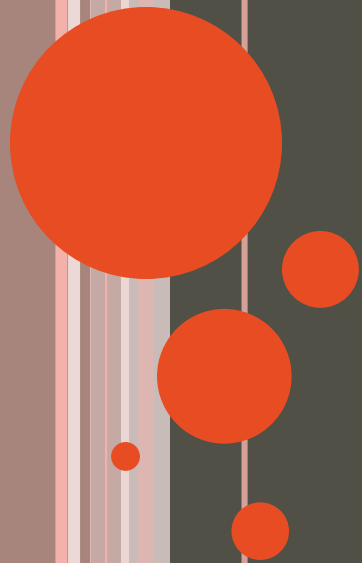


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Feeling & Body Investigators

ARFID Division



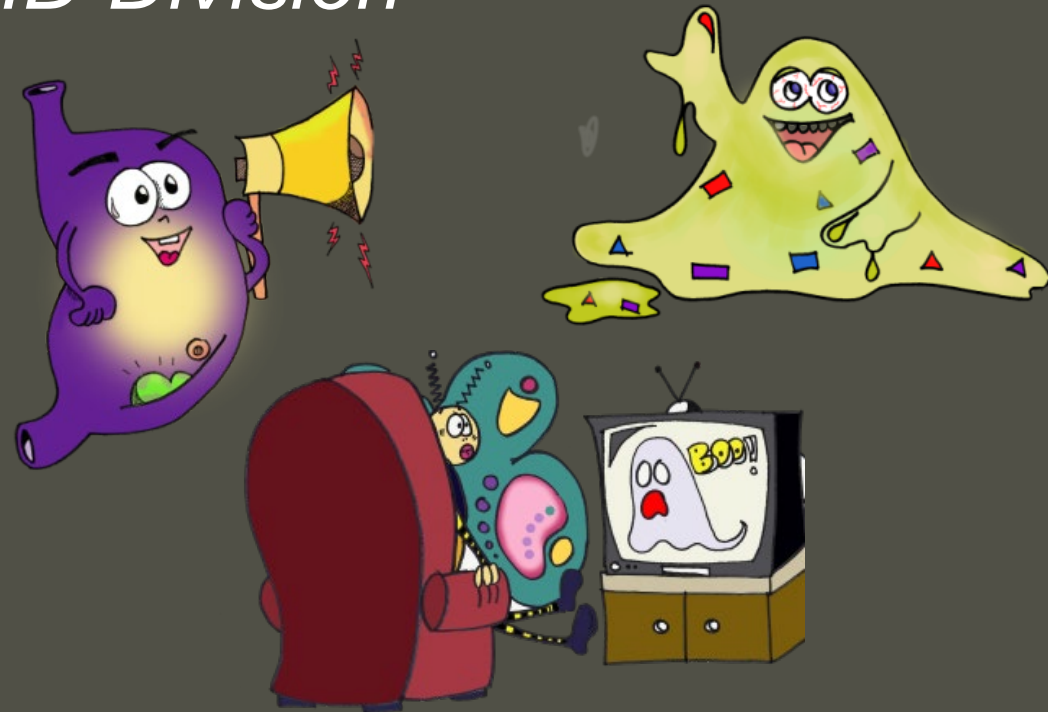
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Feeling & Body Investigators

ARFID Division

1. Psychoeducation



An important factor in ARFID may be visceral hypersensitivity resulting from early childhood experiences.

We can learn more about visceral hypersensitivity, and possibly change it, by training F.B.I. agents.

Feeling & Body Investigators

ARFID Division

1. Psychoeducation

2. Interoceptive Exposures

Creating experiences to learn something new about the body

An important factor in ARFID may be visceral hypersensitivity resulting from early childhood experiences.

We can learn more about visceral hypersensitivity, and possibly change it, by training F.B.I. agents.

Feeling & Body Investigators

ARFID Division

- 1. Psychoeducation**
- 2. Interoceptive Exposures**
- 3. Body Brainstorms**

Generalizing learning to different contexts

An important factor in ARFID may be visceral hypersensitivity resulting from early childhood experiences.

We can learn more about visceral hypersensitivity, and possibly change it, by training F.B.I. agents.

Feeling & Body Investigators

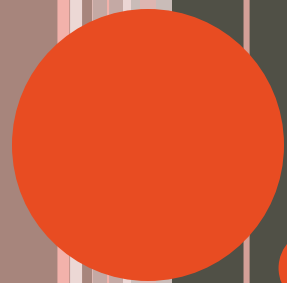
ARFID Division

- 1. Psychoeducation**
- 2. Interoceptive Exposures**
- 3. Body Brainstorms**
- 4. Decision Tree of Body Experiences**

Link sensations to meaning & action

FOU





Intervention Components

PSYCHOEDUCATION

Hunger



Digestion



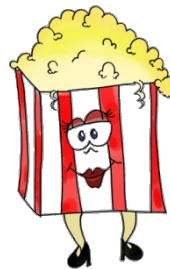
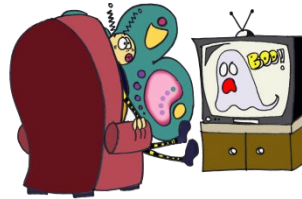
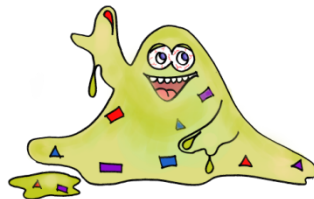
Emotions



Pain



Fatigue, etc



SAMPLE WORKBOOK PAGE

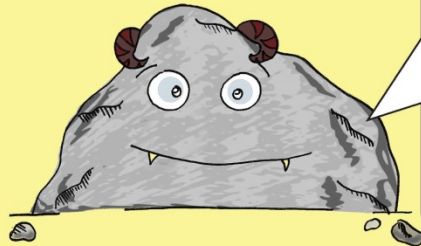
Hi! I'm **BETTY**
THE BUTTERFLY.

I cause a fluttering in your tummy when you feel anxious or worried about something.



Hi! I'm **RICKY**
THE ROCK!

I sometimes make you feel like you have a tight knot or heavy stone in your tummy. I usually come around when you are feeling guilty or sad about something that has happened.



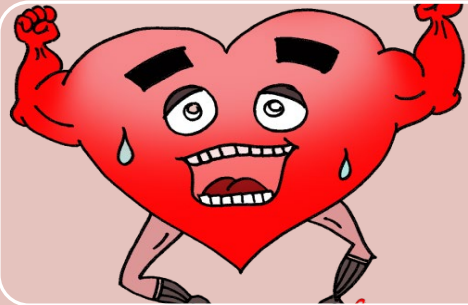
Hello! I'm **SAMANTHA**
SWEAT

– Sam for short.

I like to visit you when your body is preparing for a challenge (like when you are going to take a difficult test or run a race). I help keep your body cool so you can face the challenge.



INTEROCEPTIVE EXPOSURES



Henry Heartbeat

- Which makes my heart beat faster, x or x?
- Which makes my heart beat more slowly, x or x?



Betty Butterfly

- What gives me the most butterflies, a math quiz? Sitting in the dark? Hearing a scary story?



Gerda Gotta Go?

- How long can you hold it in?
- How much water till you have to pee?

DECISION TREE OF BODY EXPERIENCE

STEP 1: LISTEN TO YOUR BODY.

What sensations/feelings did you or your child notice?



STEP 2: CONDUCT AN INVESTIGATION.

What were you doing? What was going on?

STEP 3: TAKE A GUESS AT WHAT THE SENSATION MAY MEAN.

<p>Is it a feeling?</p> <ul style="list-style-type: none"> I'm feeling excited. I'm feeling happy. I'm feeling scared. I'm feeling nervous. I'm feeling sad. I'm feeling disgusted. I'm feeling mad (at my friends, at my parents, at my teacher, at my siblings...) I'm missing my parents. I'm feeling lonely. I'm feeling tired. 	<p>Is it a type of pain?</p> <ul style="list-style-type: none"> It is gas pain. It is hunger pain. It is overstuffed pain. It is muscle pain. It is emotional pain. It is worry pain (from thinking too hard about something) <p>Something else?</p> <ul style="list-style-type: none"> _____ _____ 	<p>Or write or draw what you think the sensation means.</p>
---	---	---

STEP 4: TRY A STRATEGY AND SEE WHAT HAPPENS.

<p>If you are feeling excited or happy,</p> <ul style="list-style-type: none"> Dance around! <p>If you are feeling scared, nervous, sad, or have emotional pain,</p> <ul style="list-style-type: none"> Talk to someone. Get a hug from someone or hold someone's hand Draw a picture or write about it Do something that makes you laugh Take some slow, deep breaths and close your eyes <p>If you are feeling mad or disgusted,</p> <ul style="list-style-type: none"> Yell really loudly. Do slow deep breathing and walk around. Make a firm but polite request about what you need. 	<p>If you are feeling lonely or missing your parents,</p> <ul style="list-style-type: none"> Call or talk to someone Write a letter Play with an animal <p>If you are feeling tired,</p> <ul style="list-style-type: none"> Rest <p>If you are feeling gas pain,</p> <ul style="list-style-type: none"> Go to the bathroom, or pass gas. <p>If you are feeling hunger pain,</p> <ul style="list-style-type: none"> Eat <p>If you are feeling overstuffed pain,</p> <ul style="list-style-type: none"> Lay on the couch Go on a slow walk <p>If it is worry pain,</p> <ul style="list-style-type: none"> If you can do something about it, make a plan. If you can't do anything, boss your worry around! 	<p>If you are feeling muscle pain,</p> <ul style="list-style-type: none"> Get someone to rub your muscles or your ears Lay on a heating pad Take a nice hot bath <p>Something else?</p> <ul style="list-style-type: none"> _____ _____ <p>Write or draw what you tried, how it went, or what you will try next time!</p>
--	---	---

STEP 5: GO ON A BODY MISSION.

Have your child rate his or her pain on the pain thermometer. Try proceeding with what your child was planning to do. Write down how it went.

Write or draw what you tried, how it went, or what you will try next time!

Guided by sensations

Contextualize the sensation

Interpret the meaning

Link to action and learn about the self

THE FIRST SESSION

Sensory Super Powers

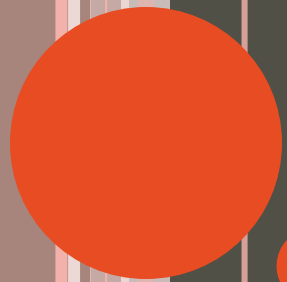
Body Map

New Characters (basics)

Henry Heartbeat Investigation

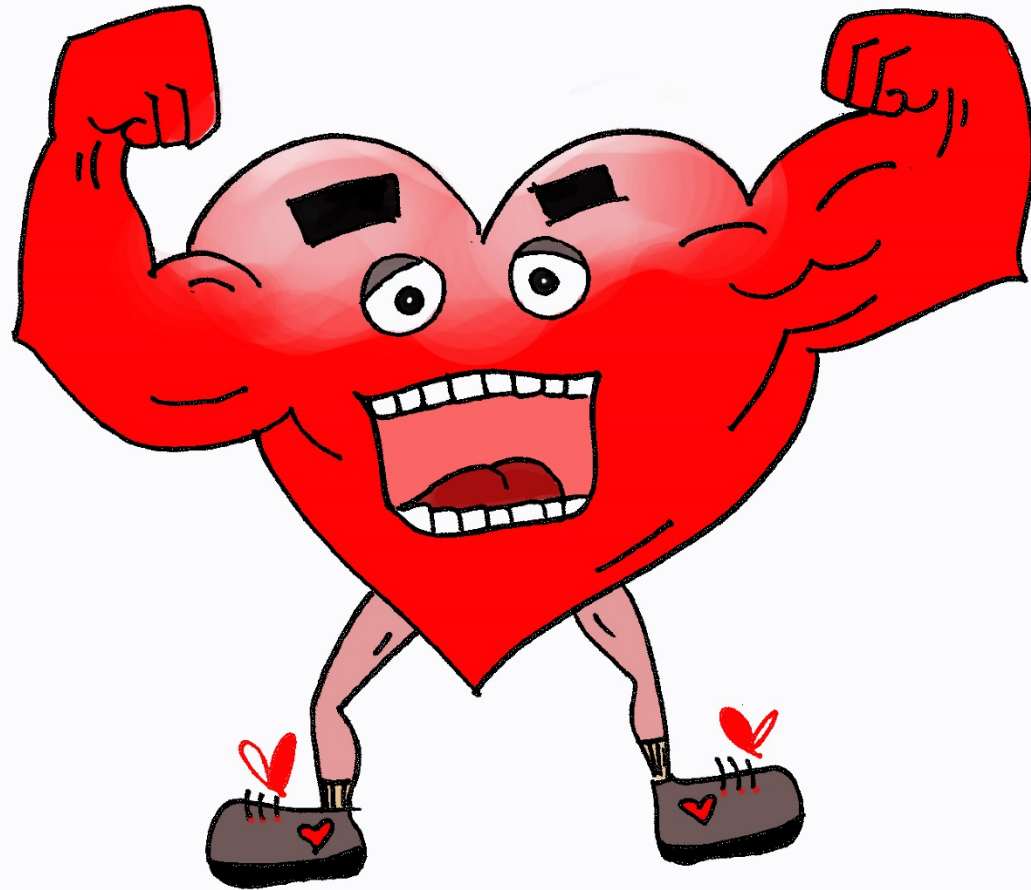
Homework: Noticing 2 Sensations





PRACTICE EXERCISES

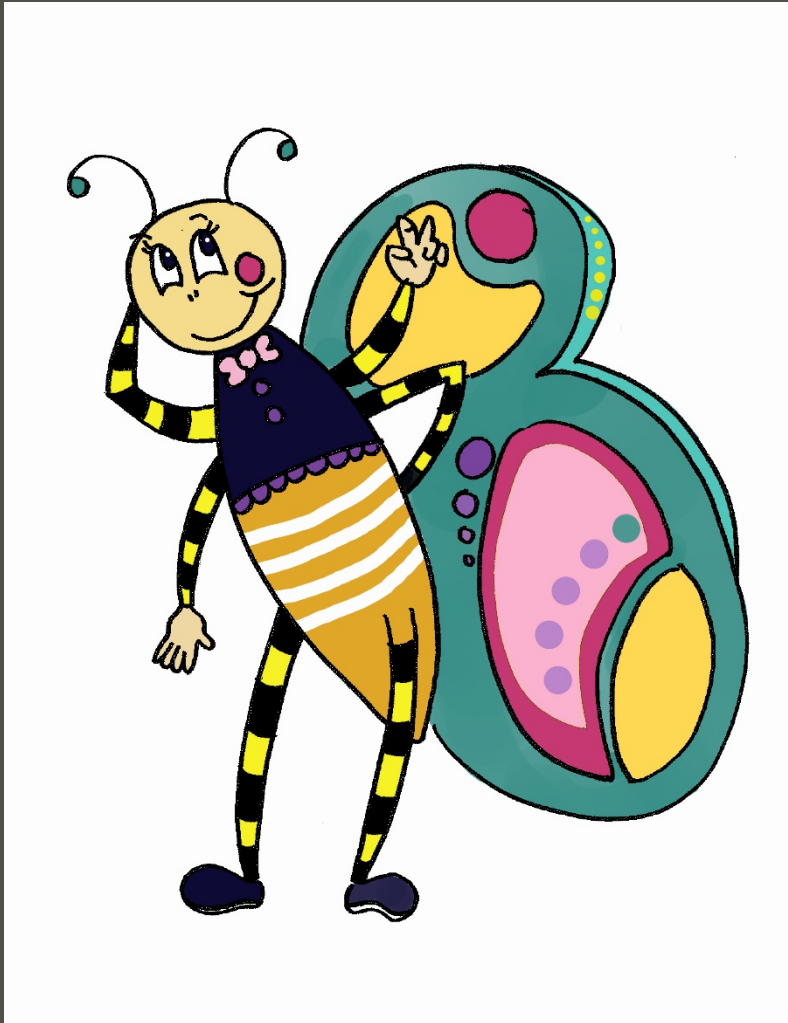
HENRY HEARTBEAT

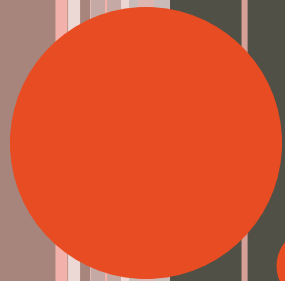


GAGGY GREG



BETTY BUTTERFLIES





SUMMARY AND DISCUSSION