

## Food Parenting Inventory (FPI) Scoring Instructions

### Original Scoring

Power, T. G., Johnson, S. L., Beck, A. D., Martinez, A. D., & Hughes, S. O. (2019). The Food Parenting Inventory: Factor structure, reliability, and validity in a low-income, Latina sample. *Appetite, 134*, 111-119.

For each FPI subscale, calculate the subscale score by taking the mean of the items making up that subscale. The items making up the 16 subscales are listed on the following pages.

### Reducing the Number of Scale Scores

Hughes SO, Power TG, Baker SS, Barale KV, Aragon C, Lanigan JD, Parker L, Silva Garcia K, Auld G, Johnston CA, Micheli N (2022). Short-term efficacy of a childhood obesity prevention program designed to pair feeding content with nutrition education. *Childhood Obesity*; <https://doi.org/10.1089/chi.2022.0030>.

In a separate sample, we conducted a second order factor analysis of the 16 FPI subscales to create a smaller number of scores for the analyses. This yielded 4 higher-order factor scores that involved combining some of the subscale scores described above. You can calculate the first 3 higher-order scores by taking the mean of the subscale scores making up each higher-order factor as follows:

*Encourage Trying New Foods* (Calculate mean of 4 subscale scores):

Offer New Foods, Encourage Exploration of New Foods, Urge Child to Eat New Foods, Repeated Presentation of New Foods

*Structure* (Calculate mean of 3 subscale scores):

Regular Timing of Meals and Snacks, Serves Measured Portions, Monitoring

*Pressure to Eat* (Calculate mean of 3 subscale scores):

Indifferent Feeding, Pressure to Eat, Food as a Reward

To calculate *Family Meals*, the 4<sup>th</sup> higher-order score, use the following formula:

$$\frac{\text{Family Meals subscale score} - \text{Inconsistent Meals subscale score} + 6}{2}$$

This formula will result in reverse scoring the Inconsistent Meals subscale.

Note that 4 FPI subscales did not load on the higher-order factors (i.e., Child Involvement in Food Preparation, Responsiveness to Child's Fullness Cues, Restriction, and Parent Determines Portion Sizes). If you are interested in any of these constructs for your research or evaluation, you could just look at the individual subscale scores calculated using the original scoring.

### Food Parenting Inventory—Items Assigned to Subscales

Power, T. G., Johnson, S. L., Beck, A. D., Martinez, A. D., & Hughes, S. O. (2019). The Food Parenting Inventory: Factor structure, reliability, and validity in a low-income, Latina sample. *Appetite, 134*, 111-119.

Never = 1	Disagree = 1
Rarely = 2	Disagree a little = 2
Sometimes = 3	Neutral = 3
Frequently = 4	Agree a little = 4
Always = 5	Agree = 5

<b>Constructs and Subscales</b>						
<b>Encourage Trying New Foods- <i>Offer New Foods</i></b>						
13.	I teach my child about new foods.	Never	Rarely	Some- times	Frequ- ently	Always
21.	I offer new foods at mealtime.	Never	Rarely	Some- times	Frequ- ently	Always
7.	I offer new foods at snack.	Never	Rarely	Some- times	Frequ- ently	Always
<b>Encourage Trying New Foods- <i>Encourage Exploration of New Foods</i></b>						
4.	I let my child explore new foods by smelling.	Never	Rarely	Some- times	Frequ- ently	Always
15.	I let my child explore new foods by licking or touching the foods to his or her lips.	Never	Rarely	Some- times	Frequ- ently	Always
22.	I let my child explore new foods by picking up and looking at the foods.	Never	Rarely	Some- times	Frequ- ently	Always
<b>Encourage Trying New Foods- <i>Urge Child to Eat New Foods</i></b>						
2.	When I offer new foods, I have my child eat at least one bite.	Never	Rarely	Some- times	Frequ- ently	Always
41.	I show my child how to try foods by taking a bite myself.	Never	Rarely	Some- times	Frequ- ently	Always
40.	I have my child try a new food before he/she eats sweet foods.	Never	Rarely	Some- times	Frequ- ently	Always

14.	If my child refuses to eat a new food, or a food he/she does not like, I continue to offer that food.	Never	Rarely	Sometimes	Frequently	Always
<b>Encourage Trying New Foods- Repeated Presentation of New Foods</b>						
25.	If my child does not eat a new food on one day, I offer it again on another day.	Never	Rarely	Sometimes	Frequently	Always
30.	If my child does not eat a new food on one day, I offer it again and prepare it in a different way on another day.	Never	Rarely	Sometimes	Frequently	Always
18.	I offer foods for my child to try even if I don't like them myself.	Never	Rarely	Sometimes	Frequently	Always
<b>Mealtime Structure- Family Meals</b>						
8.	Our family regularly eats dinner together.	Never	Rarely	Sometimes	Frequently	Always
35.	Everyone in our family is expected to be home for dinner.	Never	Rarely	Sometimes	Frequently	Always
29.	People in our family feel strongly about eating dinner together.	Never	Rarely	Sometimes	Frequently	Always
34.	People in our family sit in the same seats at every meal at home.	Never	Rarely	Sometimes	Frequently	Always
<b>Mealtime Structure- Regular Timing of Meals and Snacks</b>						
23.	We have routine times for meals at our house.	Never	Rarely	Sometimes	Frequently	Always
24.	We have routine times for snacks at our house.	Never	Rarely	Sometimes	Frequently	Always
43.	Having a routine time for children to eat is important.	Disagree	Disagree a little	Neutral	Agree a little	Agree
<b>Mealtime Structure- Inconsistent Mealtimes</b>						
12.	Adults in our house have separate mealtimes from children.	Never	Rarely	Sometimes	Frequently	Always
36.	Dinnertime in our family is flexible. People eat whenever they can.	Never	Rarely	Sometimes	Frequently	Always

11.	In our family, there is little planning around dinnertime.	Never	Rarely	Sometimes	Frequently	Always
<b>Mealtime Structure- Indifferent Feeding</b>						
45.	An effective way to get an upset child to quit crying is to feed him/her.	Disagree	Disagree a little	Neutral	Agree a little	Agree
44.	My child can have juice when he/she asks for it.	Disagree	Disagree a little	Neutral	Agree a little	Agree
47.	Children should be able to eat foods they want to for snacks.	Disagree	Disagree a little	Neutral	Agree a little	Agree
53.	I have bigger problems to worry about than which foods my child is eating.	Disagree	Disagree a little	Neutral	Agree a little	Agree
<b>Mealtime Structure- Child Involvement in Food Preparation</b>						
27.	My child helps me prepare new foods.	Never	Rarely	Sometimes	Frequently	Always
10.	My child helps prepare part of the meal.	Never	Rarely	Sometimes	Frequently	Always
9.	My child helps prepare his/her snacks.	Never	Rarely	Sometimes	Frequently	Always
<b>Mealtime Structure- Parent Decides Portion Sizes</b>						
38.	I put the food on my child's plate.	Never	Rarely	Sometimes	Frequently	Always
6.	I serve the right amount so that my child can eat enough.	Never	Rarely	Sometimes	Frequently	Always
33.	Are you responsible for the size of the portions your child receives?	Never	Rarely	Sometimes	Frequently	Always
5.	Are you responsible for how many helpings your child gets?	Never	Rarely	Sometimes	Frequently	Always
<b>Mealtime Structure- Serves Measured Portions</b>						
16.	I help my child use a tablespoon so that he/she knows how much food should go on the plate	Never	Rarely	Sometimes	Frequently	Always

20.	I measure portions for <u>myself</u> based on food packaging guides.	Never	Rarely	Some-times	Frequ-ently	Always
39.	I measure portions for <u>my child</u> based on food packaging guides.	Never	Rarely	Some-times	Frequ-ently	Always
<b>External Control- Pressure to Eat</b>						
3.	If my child say's "I'm not hungry", I try to get him/her to eat anyway.	Never	Rarely	Some-times	Frequ-ently	Always
19.	I have to be especially careful to make sure my child eats enough.	Never	Rarely	Some-times	Frequ-ently	Always
49.	My child should always eat all of the food on his/her plate	Disagree	Disagree a little	Neutral	Agree a little	Agree
48.	If I did not guide or regulate my child's eating, he/she would eat less that he/she should	Disagree	Disagree a little	Neutral	Agree a little	Agree
<b>External Control- Restriction</b>						
46.	I have to be sure that my child does not eat too many <u>sweets</u> ( <i>candy, ice cream, pastries</i> ).	Disagree	Disagree a little	Neutral	Agree a little	Agree
52.	I have to be sure that my child does not eat too many <u>high fat foods</u> .	Disagree	Disagree a little	Neutral	Agree a little	Agree
50.	If I did not guide or regulate my child's eating, he/she would eat too many <u>junk foods</u> .	Disagree	Disagree a little	Neutral	Agree a little	Agree
<b>External Control- Food as a Reward</b>						
32.	I offer <u>sweets</u> ( <i>candy, ice cream, pastries</i> ) to my child as a reward for good behavior.	Never	Rarely	Some-times	Frequ-ently	Always
1.	I offer my child his/her <u>favorite foods</u> as a reward for good behavior.	Never	Rarely	Some-times	Frequ-ently	Always
51.	A favorite food is an effective way to reward children.	Disagree	Disagree a little	Neutral	Agree a little	Agree

<b>External Control- Responsiveness to Child's Fullness Cues</b>						
42.	When my child resists eating, I ask him/her if he/she is hungry.	Never	Rarely	Sometimes	Frequently	Always
26.	During mealtime I ask my child if his/her stomach is full.	Never	Rarely	Sometimes	Frequently	Always
17.	During meals, I ask my child if he/she is still hungry.	Never	Rarely	Sometimes	Frequently	Always
<b>External Control- Monitoring</b>						
28.	Do you keep track of the <u>sweets</u> ( <i>candy, pastries</i> ) that your child eats?	Never	Rarely	Sometimes	Frequently	Always
37.	Do you keep track of the <u>snack foods</u> ( <i>potato chips, cheese puffs</i> ) that your child eats?	Never	Rarely	Sometimes	Frequently	Always
31.	Do you keep track of the <u>high fat</u> foods that your child eats?	Never	Rarely	Sometimes	Frequently	Always