

Parental perspectives and experiences in children's food transition

Perspectivas parentais e experiências na transição alimentar dos infantes

Perspectivas y experiencias de los padres en la transición alimentaria infantil

Samara Hellen Nogueira de Freitas¹, Maria Solange Nogueira dos Santos², Emanuela Machado Silva Saraiva³, Edna Maria Camelo Chaves⁴

How to cite this article: Parental perspectives and experiences in children's food transition. Rev Enferm Atenção Saúde [Internet]. 2025 [access:____]; 15(1): e20257230. DOI: <https://doi.org/10.18554/reas.v15i1.7230>

ABSTRACT

Objective: to know the parental perspectives and experiences of parents involved in the transition of infant feeding. **Method:** descriptive and exploratory study, sample composed of seven parents, selected by convenience. Parents of children who started the food introduction were included. **Results:** the corpus consists of seven texts divided into 67 text segments, with a use of 79.10%. We identified 2,442 occurrences, which can be words, forms or vocabularies. Four categories emerged: food transition, difficulty in food introduction, guidelines for food introduction and acceptance of food. The data highlight the concern of parents with the nutrition and well-being of their children, emphasizing the need for adequate support and information. **Conclusion:** the food transition is seen by parents as a challenging period, full of obstacles. However, it goes beyond just being a change in the child's diet; it is a significant period of development and learning.

Descriptors: Feeding Behavior; Infant Nutritional Physiological Phenomena; Parent-Child Relations; Child nutrition; Nursing

¹ Nursing student at the State University of Ceará. Brazil. State University of Ceará. CNPQ Scientific Initiation Scholarship. Fortaleza – CE. State University of Ceará. Fortaleza/CE, Brazil. <https://orcid.org/0000-0003-0266-7717>

² Nurse. PhD student in the Postgraduate Program in Clinical Care in Nursing and Health (PPCCLIS) at the State University of Ceará (UECE). State University of Ceará. Fortaleza/CE, Brazil. <https://orcid.org/0000-0002-8509-1989>

³ Pharmacist. PhD student in the Postgraduate Program in Clinical Care in Nursing and Health at the State University of Ceará. Scholarship holder from the funding agency: CAPES- Coordination for the Improvement of Higher Education Personnel. Fortaleza – CE. State University of Ceará. Fortaleza/CE, Brazil. <https://orcid.org/0000-0001-8394-5963>

⁴ Nurse. PhD in Pharmacology from the Federal University of Ceará. Adjunct Professor at the State University of Ceara. PPCCLIS/Nursing, Fortaleza/CE, Brazil. State University of Ceara. Fortaleza/CE, Brazil. <https://orcid.org/0000-0001-7752-3924>



RESUMO

Objetivo: conhecer as perspectivas parentais e as experiências dos pais envolvidos na transição da alimentação infantil. **Método:** estudo descritivo e exploratório, amostra composta por sete pais, selecionados por conveniência. Foram incluídos pais de crianças que iniciaram a introdução alimentar. **Resultados:** O corpus consiste em sete textos divididos em 67 segmentos de texto, com um aproveitamento de 79,10%. Identificamos um total de 2.442 ocorrências, que podem ser palavras, formas ou vocabulários. Emergiram quatro categorias: Transição Alimentar, Dificuldade na Introdução Alimentar, Orientações para a Introdução Alimentar e Aceitação dos Alimentos. Os dados destacam a preocupação dos pais com a nutrição e o bem-estar de seus filhos, enfatizando a necessidade de suporte e informações adequadas. **Conclusão:** A transição alimentar é vista pelos pais como um período desafiador, repleto de obstáculos. No entanto, ela vai além de ser apenas uma mudança na dieta da criança; é um período significativo de desenvolvimento e aprendizagem.

Descritores: Comportamento Alimentar; Fenômenos Fisiológicos da Nutrição do Lactente; Relações Pais-Filho; Nutrição da Criança; Enfermagem

RESUMEN

Objetivo: conocer las perspectivas y experiencias parentales de los padres involucrados en la transición de la alimentación infantil. **Método:** estudio descriptivo y exploratorio, muestra compuesta por siete padres, seleccionados por conveniencia. Se incluyeron a los padres de los niños que iniciaron la introducción de alimentos. **Resultados:** el corpus consta de siete textos divididos en 67 segmentos de texto, con un uso del 79,10%. Se identificaron un total de 2.442 ocurrencias, que pueden ser palabras, formas o vocabularios. Surgieron cuatro categorías: transición alimentaria, dificultad en la introducción de alimentos, directrices para la introducción de alimentos y aceptación de alimentos. Los datos destacan la preocupación de los padres con la nutrición y el bienestar de sus hijos, haciendo hincapié en la necesidad de apoyo e información adecuados. **Conclusión:** la transición alimentaria es vista por los padres como un período desafiante, lleno de obstáculos. Sin embargo, va más allá de ser sólo un cambio en la dieta del niño; Es un período significativo de desarrollo y aprendizaje.

Descriptor: Conducta Alimentaria; Fenómenos Fisiológicos Nutricionales del Lactante; Relaciones Padres-Hijo; Nutrición del Niño; Enfermería

INTRODUCTION

Nutrition is intrinsically linked to health and well-being at all stages of life, with a special focus on the early years, which are characterized as a critical period for growth, development, formation of eating habits and preservation of health.¹ However, ensuring a balance between the promotion of breastfeeding and the adequate introduction of complementary feeding is not a simple task. It requires a joint and coordinated effort from different

sectors. This challenge becomes even more complex within the health system, which needs to adopt a holistic and human-centered perspective.²

Nutrition, in particular, plays an irreplaceable role in supporting healthy brain development from infancy onwards. Its effects are often profound, long lasting and, in many cases, irreversible, directly influencing an individual's cognitive development and mental health throughout their lifespan.³ Throughout this time,



development and functioning depend on many factors, including adequate nutrition.⁴

A review study emphasizes the need for a balanced diet rich in essential nutrients for healthy development and disease prevention during childhood. It is recommended that complementary feeding be introduced only after the infant is six months old⁵, as indicated in a study carried out in 2019.⁶ Until this age, exclusive breastfeeding meets all the child's nutritional needs. In addition⁷, complementary foods should be offered in adequate quantities, ensuring nutritional and sanitary quality.

Given these recommendations and possible consequences of early introduction of solid foods, parents find themselves in a time of decisions and doubts. Often, the lack of information or the excess of conflicting information can cause anxiety and insecurity.⁸ Parental perspectives on this phase of dietary transition are essential to understanding the challenges, concerns and decisions made by them. Parents' views on dietary transition reflect a combination of factors, including their personal beliefs, cultural influences, previous experiences and advice received from health professionals.⁹ During this transition phase, different experiences between children and parents can be addressed; for this contact with food we have the traditional,

participatory and BLW (Baby-Led Weaning) methods.¹⁰

The traditional method emphasizes a gradual introduction of foods, offering all essential nutrients from the first meal, usually served with a spoon. On the other hand, the BLW method, or baby-led weaning, suggests that from six months of age, babies already have the motor skills to direct their own feeding. This involves consuming food in larger pieces or in stick form, requiring the child to have the appropriate development for this practice.¹¹

The participatory method combines characteristics of the other two: the child is encouraged to explore foods, learning about their textures and flavors, while parents can also offer food with a spoon. In this method, parents actively monitor the baby's feeding, ensuring the intake of nutrients vital for their growth, while allowing the baby to be the main actor in the process.¹¹ The introduction of complementary feeding represents one of the first moments of human socialization.¹² In this context, the objective of this study was to understand the parental perspectives and experiences of parents involved in the transition of infant feeding.

METHOD

This is a descriptive, exploratory study with a qualitative approach in a Primary Health Care Unit (UAPS) in the



city of Fortaleza, Brazil. The chosen unit is under the scope and health responsibility of the State University of Ceará (UECE) and serves as a field of practice for students of the nursing course at the aforementioned university.

The sample consisted of seven parents, selected by convenience. Parents with children between 6 and 24 months of age who had already started introducing solid foods were included in the study. Parents who were not present at the health unit during data collection were automatically excluded from the study.

Data collection was carried out in June 2023, through semi-structured interviews, divided into two blocks and lasting an average of 20 minutes each. The first block focused on personal, socioeconomic and demographic information of the interviewees, including the number of children. The second block aimed to better understand the knowledge and experience of parents about the introduction of complementary foods, the challenges faced, the guidance received and daily feeding practices.

Data analysis was performed using the software Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires (IRaMuTeQ). This software aims to analyze the structure and organization of discourse, highlighting the relationships between the terms most

frequently cited by research participants.¹³ In this study, the Descending Hierarchical Classification (DHC) was chosen. To recognize the dendrogram with emerging classes, it should be noted that the higher the χ^2 value, the more associated the word is with the class. Words with χ^2 lower than 3.80 are disregarded, establishing a level of statistical significance at $p \leq 0.01$. In addition, Similarity Analysis is used to understand the connections between words in the textual corpus.¹³

A thematic content analysis was carried out in three distinct stages. Initially, there was a pre-analysis phase, which was organized with the help of the IRAMUTEQ software. Next, the material was explored, in which the raw data were transformed in order to identify the core understanding of the text. Finally, in the results processing stage, the authors made inferences and interpretations based on the data collected during the study.¹⁴ The ideal qualitative sample is determined by the researcher based on the representation of various dimensions of the phenomenon under study, avoiding redundant or repetitive data.¹⁴

To ensure confidentiality, the interviews were digitally recorded and transcribed by the researcher. Participants were identified by codes (P1 to P07) to ensure anonymity. This study strictly followed the ethical guidelines established



by the National Health Council Resolution No. 466, of December 12, 2012, and was approved through opinion 3,976,504 of the Ethics Committee of the State University of Ceará.

RESULTS

Most parents were married couples, with an average of two children per family. Regarding their professional occupation, it was suggested that they had a wide variety of professions. From an economic point of view, they did not receive government assistance and had an average income equivalent to three minimum wages.

Regarding education, the majority had completed secondary education.

The corpus used consisted of seven texts that were divided into 67 text segments (TS), of which we used 53 TSs, representing a utilization rate of 79.10%. In this data set, we identified 2,442 occurrences, which can be words, forms or vocabulary. Within the 2,442 occurrences recorded, we identified 531 unique terms. Of these, 439 were mentioned only once. The content examined was organized into four main categories: 1) Dietary Transition; 2) Challenges in Introducing Food; 3) Guidelines for Introducing Food; and 4) Food Acceptance.

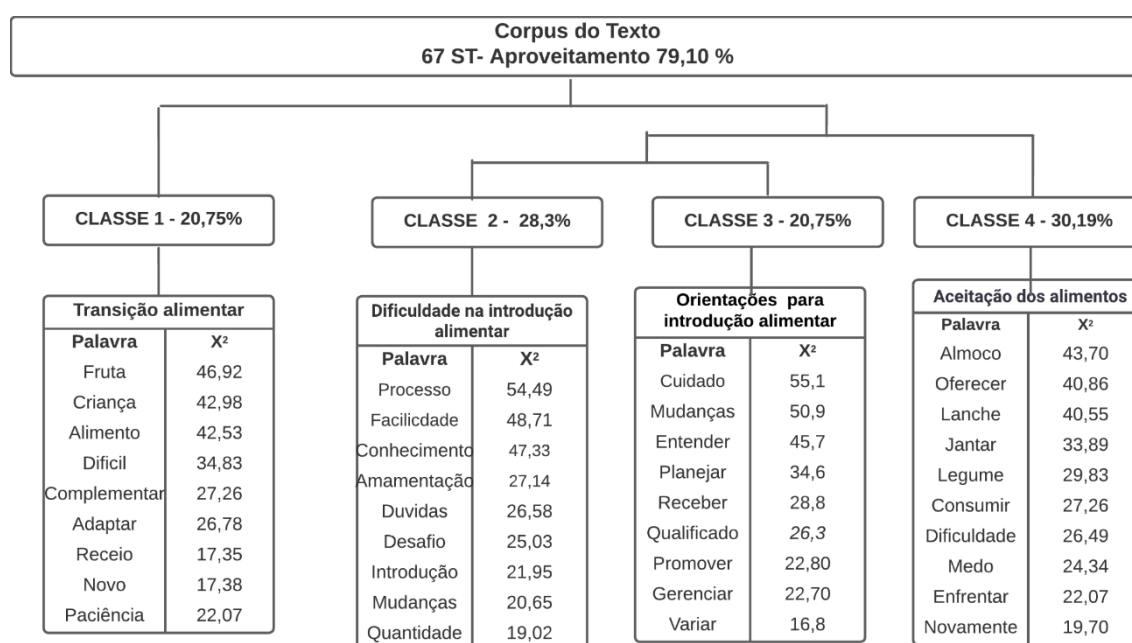


Figure 1– Diagram of classes and words with the highest chi-square (χ^2) provided by the IRAMUTEQ software – Fortaleza, CE, Brazil, 2023.

Class 1 – Food transition

This segment, which represents 20.79% of the total corpus analyzed, includes words and terms whose chi-square (x^2) values range from 17.7 (patience) to 46.92 (“fruit”). Other highlighted words include “Child” ($x^2=42.98$), “Food” ($x^2=42.53$), and “Difficult” ($x^2=34.83$). Additionally, the segment includes pertinent terms such as “Complementary,” “Adapt,” “Fear,” “New,” and “Patience,” with x^2 values ranging from 27.6 to 17.38.

These data highlight the statistical relevance of such words and terms within this specific segment of the analyzed corpus, providing valuable insights into the predominance and importance of these expressions in the analyzed context, as observed in some statements:

With a busy life, whether due to professional demands, personal commitments or other responsibilities, finding the time and energy needed to manage this phase can be a challenge. It is not only about choosing the right foods, but also about observing the baby's reactions to each new food, preparing balanced and nutritious meals, and even dealing with the child's inevitable refusals and preferences.(P5)

This moment amidst the daily hustle and bustle is, without a doubt, a complex task. However, with the right information, support and planning, it is possible to ensure healthy nutrition for our children, allowing them to

grow robustly and healthily.(P7)

Class 2 – Difficulty in introducing food

This segment, which covers 28.3% of the total corpus analyzed, focuses on the transition from breastfeeding and/or milk formulas to the introduction of solid foods in the child's diet. The analysis reveals a variety of terms with different levels of statistical significance, measured by the x^2 value.

The term "again" has an x^2 of 19.70, while "process" registers a value of 54.49. Among the most significant terms are "process", "ease" and "knowledge". Other notable terms include "ease" ($x^2=48.71$), "knowledge" ($x^2=47.33$) and "Questions" ($x^2=26.58$), as well as words such as "Challenge", "Introduction", "Changes", and "Quantity", with x^2 values ranging from 19.02 to 25.03. Within this context, some individual experiences illustrate the complexity of the transition:

When I was pregnant, my knowledge about breastfeeding was limited, especially regarding the introduction of foods. I received advice from friends and read some books on the subject. However, these resources are no substitute for professional guidance. To truly understand breastfeeding, it is vital to experience and face its challenges.(P1)

During my pregnancy, I felt that more adequate preparation would have made my breastfeeding experience



easier. The introduction of solid foods, when the time came, was smooth, but it required a lot of patience on my part.(P4)

I have dedicated myself to researching the benefits of breastfeeding during pregnancy, both for myself and my child. During this phase, an effective support network is crucial, given the significant physical and emotional changes.(P5)

Understanding the terms and concepts associated with this transition, as well as the personal experiences shared, highlight the importance of having adequate support and accurate information during this important period.

Class 3 - Guidelines for introducing food

Breastfeeding and the introduction of solid foods are important aspects of child development, as evidenced by the analysis of a segment that represents 20.8% of the total corpus. In this analysis, terms and concepts with different degrees of statistical relevance emerge, indicated by the value of χ^2 . The term "Care" has an χ^2 of 55.1, while "human" has 16.8. Other notable words are "changes" ($\chi^2=50.9$), "understand" ($\chi^2=45.7$) and "plan" ($\chi^2=34.6$).

In addition to these words, terms such as "receive", "qualified", "promote" and "manage" appear, with χ^2 values ranging from 28.8 to 22.70. More than just statistics, the experiences narrated are essential to have a complete view. They illustrate the

challenges and lessons learned in the journey of breastfeeding and introducing solid foods:

At that time, my knowledge about breastfeeding was limited. Despite advice from friends and some reading, I realized that professional guidance is irreplaceable. True understanding of breastfeeding comes from experiencing and overcoming its challenges.(P1)

During my pregnancy, I realized that having more structured preparation and detailed information could have enriched my breastfeeding experience. The introduction of solid foods was smooth, but it still required a lot of patience on my part.(P4)
During my pregnancy, I delved deeper into research on breastfeeding, considering the benefits for me and my baby. This phase of motherhood requires a strong support network, as it presents challenges that affect our privacy and physical changes.(P5)

These reports emphasize the multifaceted nature of food introduction, highlighting the importance of adequate support, accurate information and the appreciation of lived experiences.

Class 4 – Acceptance of food

This segment, which corresponds to 30.19% of the total corpus analyzed, includes words and terms with chi-square (χ^2) values ranging from 19.70 for 'again' to 47.30 for 'lunch'. Notable words include 'lunch' ($\chi^2=47.30$), 'offer' ($\chi^2=40.86$) and



'snack' ($x_2=40.55$). In addition, the segment contains relevant terms such as 'more', 'vegetable', 'consume', 'difficulty', 'fear' and 'face', with x_2 values ranging from 40.55 to 22.07.

This segment highlights the importance of the complementary feeding phase in children's lives, emphasizing the challenges and tactics adopted by parents to ensure a balanced diet. Experiences vary, as demonstrated by the following testimonies:

In the morning, I offer him porridge, but he doesn't always show interest. In the evening, purple grapes and pears are his favorites.(P1)

At lunch, I serve meat, vegetables and rice, but he doesn't show much appetite. However, at afternoon snack, he is more receptive to different options, such as porridge, natural juice or biscuits.(P3)

It was a challenge, but with creativity and persistence, I managed to introduce new foods and he gradually adapted. It wasn't a simple process, but we eventually

managed to overcome this phase.(P7)

In this dialogue, the parents' commitment to introducing new foods into their child's diet is evident. They faced challenges, but with creativity and persistence, they managed to gradually help the child adapt. Introducing new foods is not an easy task, as the statement (P7) suggests, but with determination, it was possible to move forward through this important phase.

Similarity Analysis

To improve the exploration of the collected data, a similarity analysis was used. Through this technique, based on the fork theory, it is possible to discern the relationships between words, identifying the connectivity between them. This approach helps to understand the intrinsic structure of a textual corpus.

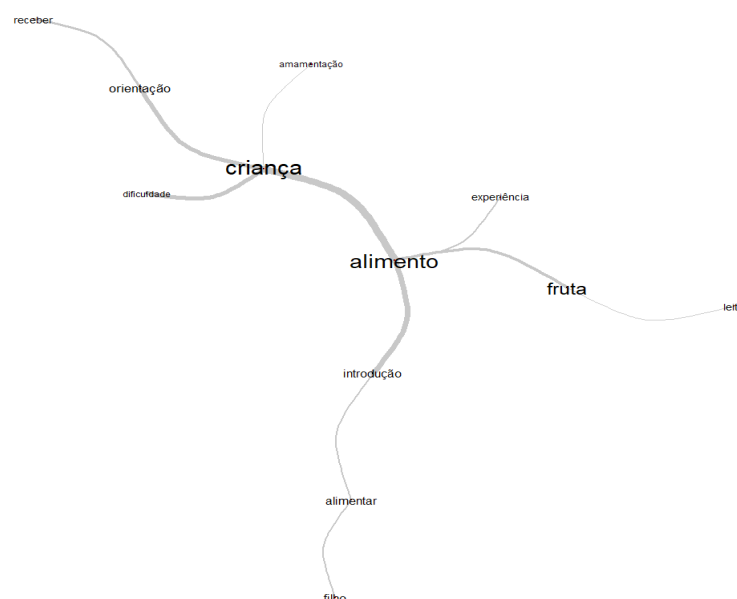


Figure 2. Similarity analysis of semi-structured interviews conducted with parents, provided by IRAMUTEQ software – Fortaleza, CE, Brazil, 2023.

When observing the analysis, four terms are noted that resonate more intensely in the analyzed speeches: “Child, difficulty, food, and fruit”. From these central terms, other words are highlighted, elucidating nuances and related subthemes (as illustrated in Figure 2).

DISCUSSION

By maintaining appropriate complementary feeding until the age of two, we not only promote robust development, but we also help prevent illnesses, food allergies and obesity, as exclusive breastfeeding up to six months is important for the healthy growth of the child. Furthermore, the benefits of breastfeeding and proper nutrition last from childhood to

adulthood. A study¹⁵ also highlights the positive influence of breastfeeding on a child's cognitive development.

In addition to breastfeeding, another phase in infant feeding is the transition to solid foods. When approaching this transition, it is essential that parents choose a method that aligns with their knowledge, availability, and context. This phase of child development is full of expectations, challenges, and discoveries. In 2023, a survey showed that many parents feel anxious during this transition, highlighting the need for clear nutritional guidance that respects their individual realities and emphasizing the importance of having adequate professional support.¹⁶



In our analysis, we categorized the main discussions into different classes for a clearer understanding. Class 1 highlights terms such as "fruit", "child", "food", "difficult", "complementary" and "adapt" that stand out, reflecting the concerns and uncertainties inherent in this phase of children's nutrition. However, we understand that, with adequate planning and information, these obstacles can be effectively overcome, ensuring a balanced diet for the youngest.¹⁷

It is important to emphasize that, during growth, children's eating habits can undergo considerable changes. However, the importance of early learning and some social practices, which are initially established within the home environment, tend to remain throughout life.¹⁸

Class 2 portrays the complexity of infant feeding. Individual narratives reveal daily challenges, with an emphasis on preparation and support. This is the period in which children begin to consume solid and liquid foods, in addition to breast milk. This step is important because, with accelerated growth, breast milk alone cannot meet all nutritional demands. At this stage, the child begins to show signs of readiness, such as interest in adult food, the ability to hold up his or her head, the eruption of the first teeth, and the ability to grasp food with pincer movements of the fingers.¹⁹



Class 3 emphasizes breastfeeding and the feeding transition phase. Mothers, identified as P1, P4, and P5, emphasize the essential importance of guidance and support from specialized professionals. According to a study published in 2023, many caregivers feel insecure during this stage of a child's life, reiterating the need for careful and personalized guidance from nutritionists.¹⁶ Class 4 represented 30.19% of the corpus analyzed, and this class stands out as the most expressive. It highlights the challenges inherent to children's diets, emphasizing the criticality of the complementary feeding phase for the child's healthy development.

Emotional, socioeconomic, cultural and family aspects play an essential role in children's eating behavior. Given the multiplicity of challenges, the support of health professionals, including nutritionists and pediatricians, is necessary.²⁰ Emerging issues, such as obesity with multifactorial causes, are a cause for concern in many societies. Therefore, a multidisciplinary approach to infants' dietary transition is necessary, involving not only health professionals, but also parents and educators.

This perspective shows that dietary transition is an intricate process that requires collaboration from several professionals.²¹ Furthermore, it is essential that parents are persistent when introducing

new foods. Repetition and variation in preparation, which can alter texture, flavor and appearance, are strategies, since some variants may be more acceptable to children.²²

In parental discourse, the terms "child", "difficulty", "food" and "fruit" are highlighted as central points, highlighting the main concerns of parents. The relevance given to "difficulty" suggests challenges that arise during the period of dietary transition. At the same time, the mention of "fruit" may suggest its importance and value in the child's diet. To circumvent or optimize the issue of food selectivity, some recommended approaches are repeated exposure to new foods, parents serving as role models when consuming fruits, vegetables and other new foods, in addition to promoting positive social experiences during meals.²³

The results of this analysis indicate that, despite recognizing the relevance of fruit in the diet, parents often face challenges in its introduction and subsequent acceptance by children. This dynamic highlights the significance of the methodology and approach adopted by caregivers during meal times. The literature suggests that, in order to effectively promote healthy eating habits and the consistent inclusion of fruits and vegetables in children's diets, it is imperative that parents actively participate in mealtimes,

adopt a patient approach, and avoid excessive pressure on the child in the food environment.²⁴

Understanding parental perspectives on infant feeding is essential for shaping clinical practice, health policy and community support. In clinical practice, it enables personalized counseling, continuing education and early detection of problems. Health policies can benefit from informed campaigns and appropriate guidelines. In community support, it fosters the formation of support groups, educational partnerships and community events. This kinship-centered approach ensures that infants develop long-lasting healthy eating habits.

This study has some limitations that should be considered when interpreting the results. First, the sample was mainly composed of married couples, with an average of two children. This characteristic may limit the representation of the diversity of the general population, especially in terms of two children, different family configurations, socioeconomic status, ethnicities, and sexual orientations.

CONCLUSION

Data analysis reveals intense parental concern for the well-being and healthy growth of their children. The feeding transition phase emerges as a decisive milestone, permeated by challenges,



insights and moments of profound meaning. This stage strengthens the bond between mother and baby, respecting and being patient with the child's moment of discovery. The experiences reported by several parents highlight the importance of adequate support, access to clear information and a patient approach when managing this fundamental phase.

The dietary transition is often perceived by parents as a challenging period, loaded with different meanings. It is characterized by nutritional and behavioral challenges, changes in the child's diet, introduction of new foods and textures, and adaptation to new eating patterns. In addition, it involves emotional and psychological aspects, reflecting concerns about adequate nutrition, development of the child's food independence and construction of healthy eating habits. Therefore, this transition is not just a change in diet, but also a significant period of growth and learning, both for the child and for the parents.

Acknowledgements

Coordination for the Improvement of Higher Education Personnel (CAPES - Coordination for the Improvement of Higher Education Personnel). (CNPQ - National Council for Scientific and Technological Development).

REFERENCES:

1. Ministério da Saúde (Brasil). Guia alimentar para crianças brasileiras menores de 2 anos [Internet]. Brasília, DF: Ministério da Saúde; 2019 [citado em 19 mai 2025]. 265 p. Disponível em: <https://www.gov.br/saude/pt-br/assuntos/saude-brasil/eu-quero-me-alimentar-melhor/Documentos/pdf/guia-alimentar-para-criancas-brasileiras-menores-de-2-anos.pdf/@download/file>
2. Silva ACF, Motta ALB, Casemiro JP, organizadoras. Alimentação e nutrição na atenção básica: reflexões cotidianas e contribuições para prática do cuidado [Internet]. Rio de Janeiro: EDUERJ; 2021 [citado em 19 mai 2025]. Disponível em: <https://books.scielo.org/id/q5fn4/pdf/silva-9786587949116.pdf>
3. Schneider N, Mainardi F, Budisavljević S, Rolands M, Deoni S. Associations between early life nutrient intakes and brain maturation show developmental dynamics from infancy to toddlerhood: a neuroimaging observation study. *J Nutr.* [Internet]. 2023 [citado em 19 mai 2025]; 153(3):897-908. Disponível em: <https://pmc.ncbi.nlm.nih.gov/articles/PMC10196598/pdf/main.pdf>
4. Kadosh KC, Muhardi L, Parikh P, Basso M, Mohamed HJJ, Prawitasari T, et al. Nutritional support of neurodevelopment and cognitive function in infants and young children - an update and novel insights. *Nutrients* [Internet]. 2021 [citado em 19 mai 2025]; 13(1):199. Disponível em: <https://pmc.ncbi.nlm.nih.gov/articles/PMC7828103/pdf/nutrients-13-00199.pdf>
5. Cardoso ER, Ferreira JCS. A importância da alimentação de crianças nos primeiros dois anos de vida. *Res Soc Dev.* [Internet]. 2022 [citado em 19 mai 2025]; 11(7):e24611729822. Disponível em: <https://rsdjournal.org/index.php/rsd/article/download/29822/25831/342337>
6. Nunes BS, Gubert MB, Bortolini GA. As recomendações oficiais sobre



amamentação e alimentação complementar são acessíveis e conhecidas pelos profissionais de saúde brasileiros? Demetra (Rio J) [Internet]. 2019 [citado em 19 mai 2025]; 14:e43327. Disponível em:

<https://www.e-publicacoes.uerj.br/demetra/article/view/43327/31111>

7. Santos FS, Silva Júnior AFB, Lima JPS, Fontoura VM, Santos FAAS, Neto MS. Prácticas alimentarias entre niños menores de un año ingresados en hospital público. Enferm Glob. [Internet]. 2019 [citado em 14 set 2022]; 18(53):476-87. Disponível em:

https://scielo.isciii.es/pdf/eg/v18n53/pt_1695-6141-eg-18-53-464.pdf

8. Giesta JM, Zoche E, Corrêa RS, Bosa VL. Fatores associados à introdução precoce de alimentos ultraprocessados na alimentação de crianças menores de dois anos. Ciênc Saúde Colet. [Internet]. 2019 [citado em 19 mai 2025]; 24(7):2387-97. Disponível em:

<https://www.scielo.br/pdf/csc/v24n7/1413-8123-csc-24-07-2387.pdf>

9. Alarcão A, Diniz S, Milena Porto Tomaz, Paixão P, Souza TQ, Khalil T. Impacto da alimentação no crescimento e desenvolvimento infantil. Brazilian Journal of Health Review [Internet]. 2023 [citado em 19 mai 2025]; 6(4):18961-9. Disponível em:

<https://ojs.brazilianjournals.com.br/ojs/index.php/BJHR/article/view/62539/45005>

10. Neves FS, Romano BM, Campos AAL, Pavam CA, Oliveira RMS, Cândido APC, et al. Percepções de profissionais de saúde brasileiros acerca da prática do método Baby-Led Weaning (BLW) para alimentação complementar: um estudo exploratório. Rev Paul Pediatr. [Internet]. 2021 [citado em 18 nov 2021]; 40:e2020321. Disponível em:

<https://www.scielo.br/j/rpp/a/xz9fKW5MjbWymb36TBDq8Zr/?format=pdf&lang=pt>

11. Oliveira FTC, Santos ASSP, Pantoja APR, Santos MB. Método Baby-Led Weaning (BLW) como estratégia na introdução alimentar. Revista Arquivos

Científicos (IMMES) [Internet]. 2023 [citado em 8 dez 2023]; 6(1):1-13.

Disponível em:

<https://arqcientificosimmes.emnuvens.com.br/abi/article/view/568>

12. Were FN, Lifschitz C. Complementary feeding: beyond nutrition. Ann Nutr Metab. [Internet]. 2018 [citado em 19 mai 2025]; 73(Suppl 1):20-5. Disponível em: <https://karger.com/anm/article-pdf/73/Suppl.%201/20/4007264/000490084.pdf>

13. Souza MAR, Wall ML, Thuler ACMC, Lowen IMV, Peres AM. O uso do software IRAMUTEQ na análise de dados em pesquisas qualitativas. Rev Esc Enferm USP [Internet]. 2018 [citado em 19 mai 2025]; 52:e03353. Disponível em: <https://www.scielo.br/j/reeusp/a/pPCgsCCgX7t7mZWfp6QfCcC/?format=pdf&lang=pt>

14. Minayo MCS. Amostragem e saturação em pesquisa qualitativa: consensos e controvérsias. Revista Pesquisa Qualitativa [Internet]. 2017 [citado em 8 dez 2023]; 5(7):1-12. Disponível em:

<https://editora.sepq.org.br/rpq/article/view/82/59>

15. Cirilo AMF, Mangabeiro GMS, Braga MJS, Santos ACCP. Importância do leite materno e introdução alimentar. Res Soc Dev. [Internet]. 2022 [citado em 19 mai 2025]; 11(15):e381111537510. Disponível em:

<https://rsdjournal.org/index.php/rsd/article/view/37510/31114>

16. Mendes ABD, Oliveira BNF, Oliveira FCM, Domingos LCA. Orientações da introdução alimentar em puericultura realizadas em uma unidade básica de saúde de Mossoró RN: relato de experiência. Rev Ciênc Plur. [Internet]. 2023 [citado em 19 mai 2025]; 9(2):1-13. Disponível em: <https://periodicos.ufrn.br/rcp/article/view/32536/17303>

17. Cunha LCS, Correa MF, Silva MN, Freitas FMNO, Ferreira JCS. Consequências do desmame precoce para saúde da criança. Rev Fisio&Terapia [Internet]. 2022 [citado em 19 mai 2025];



26(116):94. Disponível em:
<https://zenodo.org/records/7275394/files/CONSEQU%C3%A8NCIAS%20DO%20ESMADE%20PRECOCE%20PARA%20SA%C3%A9DE%20DA%20CRIAN%C3%A7A%20%E2%80%93%20ISSN%201678-0817.pdf?download=1>

18. Santos JM, Coelho TAA, Silva RFG. Fatores que interferem na formação do hábito alimentar saudável na infância: uma revisão bibliográfica. *Revista Científica do UBM* [Internet]. 2023 [citado em 19 mai 2025]; 25(48):80-94. Disponível em:
<https://revista.ubm.br/index.php/revistacientifica/article/view/1422/390>

19. Porto JP, Bezerra VM, Pereira Netto M, Rocha DS. Aleitamento materno exclusivo e introdução de alimentos ultraprocessados no primeiro ano de vida: estudo de coorte no sudoeste da Bahia, 2018. *Epidemiol Serv Saude* [Internet]. 2021 [citado em 19 mai 2025];

30(2):e2020614. Disponível em:
<http://scielo.iec.gov.br/pdf/ess/v30n2/2237-9622-ess-30-02-e2020614.pdf>

20. Leandro CA, Santos MSN, Santos AS, Rodrigues LN, Silva VMGN, Freitas SHN, et al. Conhecimento e práticas maternas sobre alimentação complementar em crianças de zero a dois anos de idade. *Res Soc Dev*. [Internet]. 2022 [citado em 19 mai 2025]; 11(12):e14111233986.

Disponível em:
<https://rsdjournal.org/index.php/rsd/article/view/33986/28785>

21. Moura ALC. A educação alimentar e nutricional como estratégia para a prevenção da obesidade infantil. *Res Soc Dev*. [Internet]. 2023 [citado em 19 mai 2025]; 12(9):e1512943100. Disponível em:
<https://rsdjournal.org/index.php/rsd/article/view/43100/34756>

22. Fries LR, Van der Horst K. Parental feeding practices and associations with children's food acceptance and picky eating. In: Nicklas TA, Nicklaus S, Henry CJ, editors. *Nurturing a healthy generation of children: research gaps and opportunities* [Internet]. Basel, CH: Karger; 2019 [citado em 19 mai 2025];

91:31-9. Disponível em:
<https://karger.com/books/book/chapter-pdf/1988172/000493676.pdf>

23. Taylor CM, Emmett PM. Picky eating in children: causes and consequences. *Proc Nutr Soc*. [Internet]. 2019 [citado em 19 mai 2025]; 78(2):161-9. Disponível em:
<https://www.cambridge.org/core/services/op-cambridge-core/content/view/34921F967B9F37046962CA866DC199C3/S0029665118002586a.pdf/picky-eating-in-children-causes-and-consequences.pdf>

24. Liu X, Zhou Q, Clarke K, Younger KM, An M, Li Z, et al. Maternal feeding practices and toddlers' fruit and vegetable consumption: results from the DIT-Coombe Hospital birth cohort in Ireland. *Nutr J*. [Internet]. 2021 [citado em 19 mai 2025]; 20:84. Disponível em:
https://pmc.ncbi.nlm.nih.gov/articles/PMC8524861/pdf/12937_2021_Article_743.pdf

RECEIVED: 12/12/24

APPROVED: 03/14/25

PUBLISHED: 05/2025

