Managing Dysphagia in the Schools

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EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

ASHA Self-Study 7951
INTRODUCTION

The number of students with dysphagia has increased, augmented by growing numbers of graduates of neonatal intensive care units and children with autism spectrum disorder. Furthermore, changes in federal legislation and case law have clarified some of the issues that are central to administrative decisions, educational programs, and related services associated with dysphagia management in the schools. This growing population of children with special needs has stimulated increased interest and research. The contributing authors in this clinical forum, each with significant experience that informs their views and observations, report their research and provide reviews of the literature.

LEARNING OUTCOMES

After completing this program, you will be able to:

• discuss the legal and legislative foundations for dysphagia curricula, and the financial strategies available for funding these programs
• list the professional and clinical needs of SLPs in the area of dysphagia management
• describe the evolution of a district-wide, comprehensive dysphagia management program
• discuss how SLPs rate their own competency for dysphagia services in school settings
• discuss the influence of culture on a family and child’s perception of health and illness
• list parental views of facilitating and inhibiting factors in a school dysphagia program
• review motor learning literature for principles of motor skill training relevant to dysphagia intervention
• discuss clinical problems associated with assessment and treatment of children with dysphagia and co-occurring medically complex conditions
• discuss a biopsychosocial approach to transitioning long-term tube fed children with medically complex conditions to oral feeding in a school setting
• list the causes and consequences of food selectivity in children with autism spectrum disorders

PROGRAM HISTORY

Original start date: April 1, 2008
Peer reviewed: March 4, 2010
Peer reviewed: February 12, 2013
Available through: January 29, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before January 29, 2016.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 1.1 ASHA CEUs (Intermediate level, Professional area).
## DISCLOSURES

**ARTICLE 1**  
Legal and Financial Issues Associated With Providing Services in Schools to Children With Swallowing and Feeding Disorders  
by Lissa Power-deFur & Nancy S. N. Alley

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 2**  
Ethical Issues in Providing Services in Schools to Children With Feeding and Swallowing Disorders  
by Nancy P. Hoffman & DeAnne W. Owre

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 3**  
Establishing a Public School Dysphagia Program: A Model for Administration and Service Provision  
by Emily M. Homer

The author has no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 4**  
Training and Self-Reported Confidence for Dysphagia Management Among Speech-Language Pathologists in the Schools  
by Cynthia R. O'Donoghue & Ashli Dean-Claytor

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 5**  
Family and Cultural Issues in a School Swallowing and Feeding Program  
by Elise Davis-McFarland

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 6**  
Family Perceptions of Facilitators and Inhibitors of Effective School-Based Dysphagia Management  
by Maureen E. Angell, Rita L. Bailey, & Julia B. Stoner

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 7**  
Using Motor Learning Approaches for Treating Swallowing and Feeding Disorders: A Review  
by Justine J. Sheppard

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**ARTICLE 8**  
Schoolchildren With Dysphagia Associated With Medically Complex Conditions  
by Maureen A. Lefton-Greif & Joan C. Arvedson

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 9**  
Transition From Tube to Oral Feeding in the School Setting  
by Laura S. McKirdy, Justine J. Sheppard, Mary L. Osborne, & Pamela Payne

The authors have no financial or nonfinancial relationships related to the content of this article.

**ARTICLE 10**  
Addressing Feeding Disorders in Children on the Autism Spectrum in School-Based Settings: Physiological and Behavioral Issues  
by Jennifer Twachtman-Reilly, Sheryl C. Amaral, & Patrecia P. Zebrowski

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