
Special Considerations for Children With Feeding and Swallowing Disorders

INTRODUCTION

Feeding and swallowing problems in children take many forms and are often intertwined with other aspects of a child's development. This journal self-study explores some of these interactions, including the relationship between feeding and swallowing disorders and language impairment, as well as connections between hearing and feeding/swallowing. The self-study also includes information on how mealtime duration relates to severity of feeding and swallowing problems in children with cerebral palsy, as well as how a family-centered intervention can address mealtime behaviors in children with autism spectrum disorder. Clinicians will be able to immediately apply the information in these articles to improve management of pediatric feeding and swallowing disorders.

LEARNING OUTCOMES

You will be able to:

- discuss the relationship between feeding and swallowing disorders and language impairment
- explain at least three ways that hearing problems and feeding/swallowing disorders impact each other
- describe ways mealtime duration can be measured and how it relates to dysphagia severity
- explain how a family-centered intervention can reduce challenging feeding behaviors in children with autism spectrum disorder

CONTENTS

Prior History of Feeding–Swallowing Difficulties in Children With Language Impairment, by Kathy Malas, Natacha Trudeau, Marie-Claude Giroux, Lianne Gauthier, Simone Poulin, and David H. McFarlandCE-1

Prevalence of Auditory Problems in Children With Feeding and Swallowing Disorders, by Vishakha Waman Rawool.....CE-9

Novel Mealtime Duration Measures: Reliability and Preliminary Associations With Clinical Feeding and Swallowing Performance in Self-Feeding Children With Cerebral Palsy, by Avinash Mishra, Justine J. Sheppard, Cagla Kantarcigil, Andrew M. Gordon, and Georgia A. MalandrakiCE-21

A Family-Centered Feeding Intervention to Promote Food Acceptance and Decrease Challenging Behaviors in Children With ASD: Report of Follow-Up Data on a Train-the-Trainer Model Using EAT-UP, by Deirdre Muldoon and Joanna CosbeyCE-30

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Start date: September 6, 2018

End date: September 6, 2023

To earn continuing education credit, you must complete the test with a passing score on or before **September 6, 2023**.



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