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, Lisanne Gauthier, Simone Poulin, and David H. McFarland ................................................. CE-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. Malandraki ......................................................... CE-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 Cosbey ............................................................................................................ CE-30
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: September 6, 2018
End date: September 6, 2021

To earn continuing education credit, you must complete the test with a passing score on or before September 6, 2021.

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 0.3 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON 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