Swallowing and Swallowing Disorders

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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 21301 SIG 13
INTRODUCTION

This issue of Perspectives was pediatric based. Mark Fishbein, Sarah Flock, and Kathryn Benton brought a reflection of pediatric feeding therapist practices in early intervention, outpatient, school, and hospital settings in Illinois. They explored skill sets, volume of training specific to pediatric feeding disorders and caseload size. The authors proposed a process of certification in conjunction with a clinical pathway for standardization of services. Marni Simon and Melanie Collins then discussed the effects of aspiration on the pediatric lung and the impact of “alternative nutrition only” status on feeding and swallowing development. They encouraged consideration to balancing advocacy for exposure to trials of oral intake with support for minimal risk of aspiration. Next, Memorie Gosa reviewed the theories of epiglottic retroflexion in the adult to support understanding of the contrast with infant physiology. The focus was then turned to the upper aerodigestive tract of infants that lends itself to a highly complex dynamic system that supports the physiological swallowing process. Diane Bahr and Nina Johanson’s article reminded the clinician to incorporate the family into treatment and educational practices with our children patients. Birth to two years is found to be a critical window of opportunity for children to develop appropriate feeding skills. The support of a caregiver network of parents, therapists, medical personnel, and nutrition professionals enables children to optimize the development of feeding skills.

LEARNING OUTCOMES

After completing this program, you will be able to:

- discuss the symptoms and pathophysiology of lung damage
- identify the value of tracking and facilitating early feeding development
- outline the course of basic lung development in humans
- describe the anatomical features, swallow physiology and laryngeal reflexes of infants that leads to safe swallowing during nipple feeding
- identify the importance of continuing education, work experience and work setting in determining self-assessed competencies for pediatric feeding therapists in Illinois

PROGRAM HISTORY

Original start date: December 12, 2013
Available through: November 21, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before **November 21, 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 .15 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

Self-Assessment of Pediatric Feeding Therapists in the State of Illinois
by Mark Fishbein, Sarah Flock, and Kathryn Benton

Financial:
Mark Fishbein is an associate professor of Pediatrics at the Feinberg School of Medicine. Sarah Flock is a pediatric speech-language pathologist at Cadence Health. Kathryn Benton is a pediatric psychologist at Cadence Health. She is also allied health/faculty at Lurie Children’s Hospital, and an early intervention clinical specialist for the State of Illinois.

Nonfinancial:
Mark Fishbein has previously published in the subject area. Sarah Flock has no nonfinancial interests related to the content of this article. Kathryn Benton has previously published in the subject area.

The Pediatric Lung and Aspiration
by Marni Simon and Melanie Collins

Financial:
Marni Simon is a speech-language pathologist at Connecticut Children’s Medical Center. Melanie Collins is associate program director of the Central Connecticut Cystic Fibrosis Center and an assistant professor of Pediatric Pulmonary Medicine at Connecticut Children’s Medical Center.

Nonfinancial:
Marni Simon has previously published in the subject area. Melanie Collins has no nonfinancial interests related to the content of this article.

Infant Airway Protection Mechanisms During Swallowing
by Memorie Gosa

Financial:
Memorie Gosa is an assistant professor at the University of Alabama.

Nonfinancial:
Memorie Gosa has previously published in the subject area.

A Family-Centered Approach to Feeding Disorders in Children (Birth to 5-Years)
by Diane Bahr and Nina Johanson

Financial:
Diane Bahr is the co-owner of Ages and Stages, LLC (Resources for Feeding, Speech, and Mouth Function). Nina Johanson is a pediatric feeding specialist in private practice in Baltimore, MD. She is also a senior speech-language pathologist at Kennedy Krieger Institute.

Nonfinancial:
Diane Bahr and Nina Johanson have previously published in the subject area.