

2022 IPFDC LEARNING OUTCOMES

SESSIONS

Driving Change to Improve Children's Health

Scott D. Berns, MD, MPH, FAAP

Often, feeding education has focused on identification, assessment, and treatment of PFD. While critical, this keynote address will move us outside our comfort zone and challenge us to think beyond our day-to-day work so that we can collectively impact the system of care for children with PFD.

Learning objectives

Participants will be able to:

- Summarize key concepts in improving the system of care for children's health
- Generate two actionable ideas of how to improve the system of care for pediatric feeding disorders

Food Texture Sensitivity in Children with Down Syndrome: Our Journey as Food Scientists

Sarah Smith-Simpson, MS, PhD; Carolyn Ross, MS, PhD

The influence of texture sensitivities (TS) on food acceptance and eating behaviors in children with Down syndrome (CWDS) was explored through a survey and home-use test. A short questionnaire was developed to categorize a child as food TS. These studies highlighted the importance of TS in CWDS regarding food acceptance.

Learning Objectives

Participants will be able to:

- Describe food texture sensitivity in children with Down syndrome
- Analyze the results of a parent-reported survey and home-use test to understand the influence of food texture classification and age on feeding behaviors and food acceptance
- Formulate a list of easily and non-easily managed food textures for children with Down syndrome

Asking the Right Questions is the Key

Erin Sundseth Ross, PhD, CCC-SLP

This presentation addresses the importance of asking the right questions about the feeding experience that cross over all four domains of PFD. Case studies are used to show how asking the right questions may lead to earlier assessment and intervention. Tools for asking questions across domains are also highlighted.

Learning Objectives

Participants will be able to:

- State the 4 domains of PFD
- List two tools designed to help with asking the right questions to facilitate early identification of PFD
- List at least one question from each of the 4 domains of PFD that may help identify PFD

Symptoms of PFD in Children with Food Allergy

Hayley Estrem, PhD, RN; Jinhee Park, PhD, RN; Kaitlin Proctor, PhD; Shannon H. Ford PhD, RN, CPNP, CNE

We will present results of a secondary database analysis to examine symptoms of problematic feeding using the Pediatric Eating Assessment Tool (PediEAT) in children with food allergy (FA) compared to healthy children. We will also explore factors that may contribute to increased symptoms of problematic feeding in children with FA.

Learning Objectives

- Participants will be able to list 5 of the 8 most common FAs.
- Participants will identify PFD symptoms that were related to FA, as measured by the PediEAT.
- Participants will be able to apply knowledge about the concurrence of FA and PFD in assessment.

A Proposed Treatment Model for Pediatric Feeding Disorders

Brianna Miluk, MS, CCC-SLP, CLC; Alyson Ware, MS, CCC-SLP, CLC

This seminar proposed a treatment model for pediatric feeding disorders (PFDs). Definitions of picky eating versus pediatric feeding disorder versus avoidant/restrictive food intake disorder were provided. Strong emphasis was placed on family involvement and interdisciplinary collaboration. This seminar illustrated how different intervention approaches may be indicated based on domain needs.

Learning Objectives

Participants will be able to:

- Describe how multiple treatment approaches are needed to support progress.
- List 5 members who may be a part of the interdisciplinary team.
- Explain how to incorporate family values when establishing a plan of care.

Management of Pediatric Feeding Disorders in an Under-Resourced Community: Evidence from Sri Lanka

Isuru Dharmarathna, PhD

This multi-phased study describes a comprehensive methodology, aiming to establish the use of standard parent-reported screening tools for early identification of pediatric feeding disorders in Sri Lanka. Multiple screening tools in multiple clinical settings were trialled to identify the effectiveness of the screening tools.

Learning Objectives

Participants will be able to:

- Briefly describe the process of speech-language therapy management of pediatric feeding disorders
- Explain the challenges and strengths of working on pediatric feeding disorders in an under-resourced setting
- Describe strategies to overcome the challenges to offer optimal care for children with feeding disorders

SUCCEED: A Novel Consensus Framework for Children Who Require Tube Feeding

Chris Elliot, B.Med (Hons) FRACP; Nick Hopwood, PhD; Jessica Gowans

The SUCCEED Child Feeding Alliance is a group of Australian families, clinicians and researchers working to improve the lives of children with paediatric feeding disorder. This talk presents our consensus framework for Paediatric Feeding Disorder requiring Tube Feeding (PFD-T) and the progress we have made over the past four years. Visit www.childfeeding.org for a preview of our work to date.

Learning Objectives

Participants will be able to:

- Explain the elements of the proposed PFD-T research framework
- Evaluate current work and future opportunities against the framework
- Recommend next steps and opportunities for collaboration

Transitions to Chewing: De-mystifying the Interactions Among Food, Form, and Function that Support Feeding Development

Suzanne Morris, PhD, CCC-SLP; Reva Barewal, DDS, MS

The collaboration between SLP and dentist provides a unique perspective on current understanding of pre-feeding oral skills, type and availability of transitional foods, and feeding competencies. The functional impact of oral form, dental occlusion, and dysphagia that could influence a child's development of mature chewing skills will be explained.

Learning Objectives

Participants will be able to:

- Analyze the interaction of function, food and form in the transitional feeding stage and the development of mature chewing skills.
- Identify the relationship between early mouthing skill development and varying geometries, dissolution, and hand grasp of transitional foods.
- Recognize commonly used applications of transitional foods in practice.

FEAST: An Interdisciplinary, Tiered Approach to Mealtime Intervention in Early Childhood Settings

Yev Veverka, PhD, BCBA-D; Susan Ramage, RN, MN

Mealtime challenges are common for parents, caregivers and staff working with young children. We will discuss a tiered system of strategies that can be embedded in early learning environments, where mealtimes are already regularly taking place. We will present information about a tiered interdisciplinary approach that was embedded school-wide into classrooms to create enriching mealtime environments and encourage positive mealtime behaviors. Staff training, caregiver support, and lesson plans were included in the curriculum, leading to improvement in mealtimes in the classroom for children, families and staff. We will discuss future directions of a tiered approach to mealtime intervention in natural settings.

Learning Objectives

Participants will be able to:

- Explain the need for a shift to a proactive, preventative approach to mealtime intervention.
- Identify strategies in each of the three tiers of intervention.
- Apply the strategies discussed to practice.

How and When to Introduce Food Allergens to Infants

Holly Knotowicz, CCC-SLP; Taryn Van Brennan, RD

Food allergies are ever evolving and the research is constantly changing. This presentation will provide the most up to date evidence based research on food allergies, the best time to introduce them and how to introduce them safely. Let us help guide you on food allergy introduction!

Learning Objectives

- The participants will be able to identify the major food allergens.
- The participants will be able to express when to introduce the major food allergens.
- The participants will be able to generalize how to introduce the allergens safely.

PFD Beyond Mealtime: A Family Panel

Brandt Perry, Monica Davis, Alba Chester, Emily Adams, Amber Mieras

The Family Advisory Council's (FAC) concurrent session, Impacts on the Family Beyond Mealtime, encompasses multiple topics that impact families of children with PFD, with each topic presented by a different caregiver who has in-depth experience on the subject matter. These topics include: impacts to the family in the school environment, impacts on siblings and extended family, challenges traveling, insurance coverage, economic impacts, changes in course of care, and impacts of COVID.

Learning Objectives

Upon conclusion of the presentation each participant will be able to:

- List 3 challenges families face in implementing care for a child with PFD.
- Identify 2 external impacts to the family of the prescribed course of care.
- Apply 2 strategies learned here to integrate family input in planning course of care.

LIGHTNING TALKS

Contributions of Motor Status and Experience to Feeding Skill Development for Solids

Kallia Reske, MU Biomedical Sciences Research Fellow; Amy Delaney, Ph.D., CCC-SLP; Christian Stilp, PhD

Feeding success is defined as the acquisition of oral feeding skills and texture advancement from liquids to solids, which is typically correlated to age. The field lacks an understanding of those critical skills that support skill acquisition, texture advancement, and consumption for nutrition. Variability of oral feeding skill performance in infancy led to consideration of other contributions to feeding success. Using motor learning theory, we considered motor skill development and amount of feeding experience as potential contributors. Typically developing infants (N=63) were categorized into unique groupings by age (8, 10, 12 months), motor status (sit, crawl, walk), and weeks experience with solids (0-2, 3-5, 6-9, 10+). Feeding videos were scored for presence of oral feeding skills. Nutritional intake was averaged for each child via 3-day dietary intake. Descriptive data were generated for skill performance and one-way ANOVAs were conducted to compare effect of age, motor status, and experience on performance. No statistically significant performance differences were found across skills by age, motor status, or experience groups but all children demonstrated at least 60% (31/52) of all skills. While the greatest proportion of solid intake was comparable for children at 12 months, those who walked, and those with 10+ weeks experience, the number and types of individual skills performed were more complex for those who walked and those with 10+ weeks experience. Overall, complexity increased from age to motor status to experience level. Experience appears to contribute to achievement of advanced oral skills and may have the greatest influence on nutritional intake given the trajectory of intake across experience levels. The high baseline of skills achieved may be innate or a function of earlier experience. These findings can have a significant impact on how we assess a child for feeding development as well as appropriate treatment strategies.

Learning Objective

Participants will be able to:

- Recognize contribution of motor status and experience in addition to age when assessing feeding skills

Associations Between Feeding Behaviors/Cues and Physiological Stability During Oral Feeding in Preterm Infants

Cindy Lund, PhD, CCC-SLP, C/NDT

Throughout the first year of life, infants transition from dependence during feeding to feeding independently. Unfortunately, this is not the case for many preterm infants who require specialized care and support to maintain physiological stability for successful oral feeding. The purpose of this study was to examine the relationship between preterm infant feeding behavior/cues and measures of physiological stability, as measured by heart rate (HR), respiratory rate (RR), and oxygen saturation (SPO2).

Learning Objective

Participants will be able to:

- Describe the association between heartrate instability and specific stress cues in preterm infants.

Examining Financial Impacts and Community Resources Utilization of Children with Feeding Difficulties

June Okada, MS, CLC, CF-SLP; Stephanie Harshman, PhD; Erin Wilson, PhD; John Wong, PhD; Lauren Fiechtner, MD, MPH; Meg Simione, PhD

Little is known about the impact of socio-contextual factors on children with feeding difficulties, which can affect the child and caregiver's well-being. The purpose of this study was to examine the extent to which financial impacts and community resources utilization are associated with feeding difficulties in young children. We performed a secondary analysis of cross-sectional data from the 2017-2018 National Survey of Children's Health. Our main outcome was the presence of a feeding difficulty. Financial impacts exposures included out-of-pocket costs, whether caregivers left a job due to child's health, and experiences of food insufficiency. Community resources utilization exposures included receipt of food or cash assistance, special services for developmental needs, and special education/Early Intervention (EI). We used a logistic regression model to examine the associations. The sample had 14,737 children ages 0-5 years and 272 with feeding difficulties. We found that children with feeding difficulties had a higher-odds of: 1) having out-

pocket health care costs > \$1000, 2) caregivers that left a job due to their child's health, 3) received food or cash assistance, and 4) received special services for their developmental needs. Children who received special education/EI had lower odds of having feeding difficulties. These findings highlight the socio-contextual factors that impact children with feeding difficulties. This information can be used to tailor interventions to improve family-centered care and outcomes for patients and caregivers. Further research is indicated to understand the relationship between socio-contextual factors and longitudinal outcomes.

Learning Objective

Participants will be able to:

- Identify financial impacts and community resource utilization factors that are associated with pediatric feeding difficulties.

Families' Experiences of PFD in Their Children with Intellectual/Developmental Disabilities in England

Suzy Mejia-Buenano, MSc in Applied Behaviour Analysis in IDD

This qualitative study explored parents' views of pediatric feeding disorder (PFD) in their children with an intellectual or developmental disability (IDD) and related supports in England. Ethical approval for this study was obtained in October 2020 by Tizard Centre Ethics Committee, University of Kent, Canterbury, UK. Recruitment occurred through mailing lists and social media. Purposive sampling was used for this study and participants provided informed consent. Twenty semi-structured interviews were carried out and participants were 22 parents of children with an IDD exhibiting PFD. Interviews were transcribed and data was analyzed using a Straussian grounded theory approach. Data was coded into an open coding framework that was developed from the themes emerging from the data. Following this, an axial coding framework was developed from patterns of emerging relations between the open codes. Data was then coded into the axial coding framework. This resulted in selective codes that captured the complex interactions in the data. The study found that families are significantly impacted by PFD in a variety of ways. Families had varying experiences of receiving support from services and families' experiences with services had an impact on what PFD was like for families. Some families were able to obtain support for their child's PFD which they perceived to be appropriate, while many others were not able to obtain supports for their child's PFD which they perceived to be appropriate. Receiving appropriate supports alleviated the impact of the PFD for parents. When parents perceived the support to be inappropriate or unhelpful, it compounded the impact of the PFD: the struggle

was not only with feeding but also with services recognising that the PFD existed and needed supporting. There was also an interaction between parents understanding their child's PFD and the impact which the PFD had on families – when families understood why their child's PFD was occurring, the impact of the PFD was alleviated for parents. Interactions with services and the quality of services affected families' understanding of why their child's PFD was occurring. This study found that the meaning derived from understanding why the PFD was occurring alleviated the impact of the PFD for parents. This shows that families need meaningful support that recognizes their struggle. Further improvements are needed in approaches to meaning-making with families, as this is important for families and mediates the impact of PFD on family-wellbeing.

Learning Objective

Participants will be able to:

- explore families' experiences of pediatric feeding disorder and related supports for their children with intellectual/developmental disabilities in England

Getting The Timing Right: When to Wean a Tube in Complex Patients

Sarah James, Speech Pathologist; Rachael Martin, Dietitian

This presentation will describe the intradisciplinary collaboration in creating the successful decision making pathway to identify patients appropriate for tube weaning. We will discuss the multiple factors the pathway highlights to identify the patients who are appropriate for a tube wean attempt. The factors include the potential for oral skill development, growth. It also takes into consideration variables such as medical procedures and the time of year. We manage a medically complex patient cohort within the Complex Care Hub at the Royal Children's Hospital in Melbourne. In our patient group, it is not unusual for babies and children to have long-term placement (e.g. > 6 months) of naso-gastric tubes (NGT). We treat dysphagia, aversion, paediatric feeding disorders to achieve independence with eating and drinking. Our role with our patients is to promote optimal growth and development, including oral skills. Our presentation will outline the decision making pathway in its entirety; including its application.

Learning Objective

Participants will be able to:

- Demonstrate the decision-making pathway for optimal success in outpatient-based paediatric tube weaning complex medical patients.

The Neuroprotection of Oral Enjoyment by Offering Milk Drops

Barbara ORourke, RN-NIC

The Milk Drop Study is the first research to examine whether offering oral milk drops with gavage feedings for oral enjoyment would decrease length of stay in premature infants. The intervention is simple, safe, low cost, and has long term benefits for feeding success.

Learning Objective

Participants will be able to:

- Describe why premature infants are at higher risk of feeding problems.

OPTIONAL PRE-CONFERENCE EVENTS

Walking Together: Family and Professional Collaboration on the PFD Journey

Michelle Dawson, MS, CCC-SLP, CLC; Cuyler Romeo, MOT, OTR/L, SCFES, IBCLC

This Feeding Matters pre-conference interactive learning event, “Walking Together: Family and Professional Collaboration on the PFD Journey” is a live virtual event designed to develop the necessary skills to truly bring the family voice to the forefront of care for children with PFD. A family panel will lead the discussion as professionals and families unite to dive deep into why care decisions are made and how such decisions impact a child’s trajectory on the PFD journey. Attendees will leave equipped with new skills designed to support informed decision making gained through case analysis, communication scenario practicums and the application of interprofessional practice tools.

Learning Objectives

Participants will be able to:

- List at least 3 barriers to family centered communication.
- Identify a communication pivot point within a caregiver-provider conversation that influences care options and outcomes.
- Utilize a communication tool and verbalize at least 3 rubric options when engaging in a critical conversation.

The Shannon Goldwater Family Education Forum

This virtual education event was created to bring families together and is dedicated to equipping parents/caregivers with the tools and resources needed to better advocate for their child with PFD. Topics discussed include:

- Developing confidence-Speaking the same language to healthcare professionals
- Case studies-What would you do?
- Change the conversation, change the outcome-talking with your child’s feeding therapist
- Educating family and friends on PFD
- The importance of self-care