

PEDIATRIC FEEDING DISORDER CONFERENCE

Wednesday, April 24th, 2024 11:30am-5:00pm ET

Thursday, April 25th, 2024 9:00am-5:00pm ET

Friday, April 26th, 2024 9:00am-4:00pm ET

On-Demand Monday April 29-May 28th, 2024 at midnight ET

All sessions must be viewed by midnight ET on Tuesday, May 28th, 2024.

After this day and time the content will no longer be available.

Attendees: Prior to the start of the activity, please review the below information to ensure successful participation in this Internet Based Hybrid/Blended course via the vFairs virtual platform which uses integrated ZOOM for each session. You will need internet connection (preferably hard wired), an updated internet browser such as Chrome, Edge or Safari, and firewalls that allow you to launch Zoom.

ACCREDITATION AND DESIGNATION STATEMENTS

The Arizona Chapter of the American Academy of Pediatrics is accredited by the Arizona Medical Association to provide continuing medical education for physicians.

The Arizona Chapter of the American Academy of Pediatrics designates this **Internet Based Hybrid/Blended** educational activity for a maximum of 22.0 AMA PRA Category 1 Credit(s)[™].

Physicians should only claim credit commensurate with the extent of their participation in the activity.

Learners can earn up to 22.0 AMA PRA Category 1 Credit(s)[™] if all sessions are viewed in full AND the end of event evaluation is completed within 7 days of the date of termination (May 28th, 2024). The virtual platform will track your time per session on Zoom. Full attendance (60 minutes) per session is required.

PURPOSE OF COURSE

A series of 39 webinars targeted to pediatric professionals on pediatric feeding disorder:

The difference between actual and ideal physician knowledge, competence, performance and or patient outcomes. Without collaborative care among different disciplines in evaluation and treatment of pediatric feeding disorders, too often physicians lack the tools for early diagnosis and appropriate referrals. The webinars will focus on all 4 identifying domains of pediatric feeding disorder: nutritional, medical, feeding skill and

psychosocial and the role each discipline plays in improved outcomes and treatment of care for this prevalent disorder. It will provide evidence-based content, updates on research, tools and live discussions.

Pediatric Feeding Disorder is not yet part of standard educational medical curriculum. Few primary providers have any official training in identifying, providing proper referrals or providing family support for children with pediatric feeding disorder. With a newer diagnostic code (R63.32 became effective on October 1, 2023, 5 years after the pediatric feeding disorder consensus paper was published) the need for knowledge on this complicated disorder is more prevalent than ever. Awareness of this disorder, which is more prevalent than autism is necessary. Autism is screened by primary care providers, while feeding difficulties are still not.

LEARNING OBJECTIVES

The learner will be able to better identify pediatric feeding disorder but understanding the four domains it may present itself in (medical, feeding skill, nutritional, psychosocial) and distinguish between interventions and referrals needed for each. Pediatric feeding disorder often presents in more than one domain requiring the medical professional to understand which discipline they might need to refer out to or work alongside with to provide the best treatment and care. By learning about pediatric feeding disorder, the diagnosis, early identification, examples of case studies and treatment of care options, the learner will be able to better identify and provide effective intervention to aid in age appropriate feeding success.

Here are the learning objectives for this conference:

1. List two obstacles parents face when guiding their child through their pediatric feeding disorder journey
2. Describe two benefits of a peer to peer mentorship program and its effects on maternal mental health
3. Generalize outcomes of a peer to peer mentorship program in relation to pediatric feeding disorder and its effects on the family
4. List 2 obstacles PFD families face when seeking care
5. Define episodic care in treatment of children with PFD
6. Describe at least 3 available PFD resources that can be shared with a care team
7. Describe at least 2 methods for advocating for care when faced with insurance barriers
8. List the steps need to appeal an insurance denial for initial or ongoing service
9. Summarize the levels of swallowing neural control and how they change in development and across the life span
10. Describe applications of neuroscientific principles and findings into pediatric feeding and swallowing clinical care
11. Describe the role of new technologies in improving understanding of pediatric swallowing neurophysiology and treatment of pediatric feeding disorder
12. List two ways social determinants of health influence outcomes related to parent feeding in the NICU
13. Identify, consider, and address social determinant of health-related barriers in current practice patterns and policies
14. Create a plan for supporting unmet needs related to parent feeding during hospitalization and discharge
15. Summarize the USDA recommendations and/or mandates for school meals
16. Identify two examples of school responsibility for safety and inclusion during meals at schools
17. Compare and contrast personal and perceived communication strategies with families, school professionals, and healthcare personnel
18. Identify two risks to carers and children from having limited tube training outside healthcare settings
19. Describe the impact of co-creating tube education with both carers and clinicians

20. Summarize the role of "tube positive" values in feeding-tube education
21. Identify 3 common misconceptions or challenges to understanding PFD
22. Examine practices to identify areas (considering common misconceptions) where parents may need additional knowledge/support
23. Describe 3 intervention sessions for parents to gain more information about PFD
24. Summarize the diagnostic criteria for ARFID and PFD
25. List next steps based on a case study presentation
26. Identify one area of overlap between the eating disorder and feeding disorder fields that can be leveraged for future research
27. Identify the audience that Feeding Matters can best influence access to and integrate a PFD educational pathway
28. Contrast current PFD educational pathways with actual provider needs and list 2 growth opportunities
29. Identify 2 opportunities for PFD curriculum integration in mainstream educational pathways
30. List three factors that can impact a child's progress in feeding therapy
31. Describe how to coach caregivers to prepare a child for success in feeding therapy
32. Implement strategies to address these areas in feeding therapy as they arise
33. Summarize best practices for use of blenderized formulas
34. Formulate and implement a tube feeding plan using blenderized formula
35. Describe and analyze the nutrient content of blenderized formulas
36. Describe interoception and list the complex body systems of perceiving, recognizing, and responding to internal cues
37. Examine the relationship between feeding and interoception in children with feeding challenges
38. Summarize the impact of interoception as an important factor during the assessment and treatment of pediatric feeding disorder
39. Summarize the clinical presentation and management of eosinophilic esophagitis (EoE)
40. Describe recent findings on the epidemiology of EoE in the U.S. Medicaid population
41. Identify the need for nutritional assessment in patients with EoE
42. Demonstrate a functional knowledge of the effects of prematurity and comorbidities on swallowing
43. Explain feeding factors that impact swallowing in premature infants
44. Describe the rationale for a proposed new premature infant gestational age classification schema
45. Describe neuro-physiological manifestations associated with prematurity resulting in feeding disorders
46. Summarize a non-invasive clinical approach to obtain physiological measures of breastfeeding in infants
47. Compare and contrast the biomechanics of breastfeeding in term and preterm infants
48. Describe the impact maternal diabetes can have on infant physiology
49. Examine common factors affecting the infant of a diabetic mother's ability to orally feed
50. Identify and assess therapeutic treatment strategies to improve oral feeding of infants of diabetic mothers
51. Describe sensory-based feeding
52. Summarize two components of sensory-based feeding difficulties
53. List two examples of differentiation between seeking and avoiding sensory-based feeding difficulties
54. Describe the impact of feeding difficulties on the neonatal patient population
55. Summarize the benefits of infant feeding assessment tools
56. Identify one outcome of the study testing the psychometrics of the SMART Tool
57. Identify two common comorbidities associated with Paediatric Feeding Disorders and their prevalence
58. Summarize how comorbid conditions contribute to feeding difficulties
59. Describe two ways to Implement changes in treatment for PFD to incorporate challenges related to comorbidities

60. Summarize the science and research that supports the use of ABA interventions for feeding
61. Apply principles to develop feeding interventions, enhance client dignity and promote positive outcomes
62. Identify two ABA strategies that can foster effective support aligned with the child's developmental needs
63. Summarize the pivotal implications of a child's developmental stage for feeding therapy strategies
64. Describe how a therapist's approach and interactions are influenced by the child's Cognitive Developmental stage
65. Identify two ways a child's relationship with food shifts as they progress through the cognitive stages
66. Describe the importance of family-driven care in supporting functional outcomes for feeding therapy
67. Relate caregiver experiences to current clinical practices to improve tube weaning approaches
68. Define motor learning principles and their application to feeding and oral motor skills
69. Explain the clinical presentation of avoidant/restrictive food intake disorder.
70. Compare family based treatment approaches for avoidant/restrictive food intake disorder.
71. Describe 16 week treatment outcomes for virtual family-based treatment for avoidant/restrictive food intake disorder.
72. Apply therapeutic techniques and strategies that address feeding challenges in children with autism.
73. Summarize common gastrointestinal issues that relate to feeding difficulties in children with autism and management.
74. Demonstrate how nutrition outcomes improve utilizing a multidisciplinary focus in children with PFD and autism.
75. List 3 challenges that SLPs encounter when addressing PFD in neurodiverse children within school settings
76. Describe three potential school-team related hindrances that may impede feeding/swallowing progress in students
77. Identify effective ways to foster interdisciplinary collaboration within the school-team, optimizing feeding and swallowing interventions
78. Describe the content and application of a Patient (or parent-proxy) Reported Outcome Measure (PROM)
79. List two PROMs available for Pediatric Feeding Disorder (PFD) in children
80. Compare and Contrast existing PROMs for children with PFD
81. Describe non-nutritive suck and how it has been used to assess infant neurofunction
82. Summarize the association between infant non nutritive suck and maternal postpartum perceived stress
83. Use results to inform clinical practice and consider how maternal stress may influence early feeding
84. Summarize the overall impact of PFD on affected children and their families
85. Describe the importance of understanding parents'/ caregivers' involvement in management of PFD
86. List two strategies to support parents/ caregivers of children with PFD in intervention
87. Identify two gaps in the evidence based treatment of PFD
88. Describe three interventions identified by feeding therapists as the most commonly used in feeding therapy
89. Summarize the procedural steps involved in development of a pilot study
90. List two feeding and swallowing patterns in minimally verbal and verbal children with ASD
91. Describe motor ability related to feeding and swallowing and its impact on verbal output
92. Evaluate the effectiveness of operationalized definitions and observable characterizing features of feeding and swallowing, ASD
93. Describe the components of evidence-based practice and support its value
94. Identify clinician-, research-, and institutional-related barriers to evidence- based practice
95. Summarize the effects that caregivers and multidisciplinary collaboration have on evidence-based practice
96. List two clinical implications of short bowel syndrome on feeding and swallowing
97. Summarize the effects of incorporating family as an integral part of care teams
98. Describe considerations of quality of life when addressing feeding of patients with complex diagnoses
99. Identify appropriate sensory-feeding goals for medically complex children relying on alternate means of nutrition

100. List two protocols for medically complex pediatric patients targeting developmental feeding and mealtime experience
101. Summarize precautions and contraindications of working with medically complex patients in a feeding group setting
102. Analyze the impact of a 12-week feeding intervention program, on feeding skills, addressing sensory responsiveness, oral motor skills, mealtime experiences, oral hygiene(toothbrushing), and parental education in children with developmental disabilities and feeding disorders.
103. Summarize the importance of parent-clinician collaboration during feeding intervention programs
104. Describe two benefits of oral hygiene (toothbrushing) in feeding interventions in children with developmental disabilities and feeding disorders
105. Summarize the gap and potential need for PFD education in SLP graduate programs
106. Describe a model of content knowledge education of SLP students related to PFD
107. List two characteristics of a model of clinical education of SLP students related to PFD
108. Identify 3 common nutrition- and behavioral-related concerns families have regarding feeding their children
109. Summarize the relationship between caregiver stress levels and pediatric feeding and mealtime behavior challenges
110. Describe how the FEEDS program supports caregivers of children with feeding challenges
111. Summarize feeding characteristics in children with food allergies
112. Describe the impacts of food allergies on feeding
113. Identify feeding characteristics relating to food allergies
114. List two opportunities to expand the referral landscape for children with PFD.
115. Describe two symptoms of children and families at risk for PFD
116. Summarize the steps needed to conduct a pilot study for PFD screening.
117. Identify characteristics of infants prescribed thickened oral milk prior to discharge from neonatal intensive care
118. Describe parent and family outcomes of thickening milk feedings at 1-2 months post-term age
119. Summarize parent and family outcomes of thickening milk feedings at 1-2 months post-term age

TARGET AUDIENCE

Pediatric healthcare professionals including general pediatricians, pediatric subspecialists, pediatric nurse practitioners, residents/fellows, nurses, and physician assistants.

Disclosure of Commercial Support for AzAAP CME Activities

The AzAAP gratefully acknowledges support for the **11th Annual International Pediatric Feeding Disorder Conference** in the form of educational grants totaling \$30,500 from (Reckitt Mead Johnson Nutrition, Mealtime Rediscovered, Arizona Department of Health Services, Gelmix/Purathick, Prolacta Biosciences, SOS Approach the Feeding, Growing Independent Eaters, Solid Starts, First Things First). The only access to this support is via the Exhibitor Hall in the virtual platform which attendees much choose to navigate to. From the hall they have the choice to choose which booth to visit.

**Sponsors are neither recommended nor endorsed by the Arizona Chapter of the American Academy of Pediatrics.*

Disclosure of Financial Relationships and Mitigation of Conflicts of Interest for AzAAP CME Activities

In order to support the professional needs of its members, the AzAAP Continuing Medical Education (CME) program develops, maintains, and improves the competence, skills, and professional performance of pediatricians and pediatric healthcare professionals by providing quality, relevant, accessible, and effective educational experiences that address gaps in professional practice. The AzAAP CME program strives to meet the educational needs of pediatricians and pediatric healthcare professionals and support their lifelong learning with a goal of improving care for children and families.

The AzAAP recognizes that there are a variety of financial relationships between individuals and ineligible companies that require review to identify possible conflicts of interest in a CME activity. The “AzAAP Policy on Disclosure of Financial Relationships and Mitigation of Conflicts of Interest for AzAAP CME Activities” is designed to ensure quality, objective, balanced, and scientifically rigorous AzAAP provided or jointly provided CME activities by identifying and mitigating all potential conflicts of interest prior to the confirmation of service of those in a position to influence and/or control CME content. AzAAP has taken steps to mitigate any potential conflicts of interest. The purpose of this policy is to ensure all potential conflicts of interest are identified and mechanisms to mitigate them prior to the CME activity are implemented in ways that are consistent with the public good. The AzAAP is committed to providing learners with commercially unbiased CME activities.

All AzAAP CME activities will strictly adhere to the *Accreditation Council for Continuing Medical Education (ACCME) Standards for Integrity and Independence in Accrediting Continuing Education*. In accordance with these Standards, the following decisions will be made free of the control of an ineligible company: identification of CME needs, determination of educational objectives, selection and presentation of content, selection of all persons and organizations that will be in a position to control the content, selection of educational methods, and evaluation of the CME activity.

DISCLOSURE OF FINANCIAL RELATIONSHIPS

All individuals in a position to influence and/or control the content of AzAAP CME activities are required to disclose to the AzAAP and subsequently to learners that the individual either has no relevant financial relationships or any financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in CME activities. *An ineligible company is defined as any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. Listed below are the disclosures provided by individuals in a position to influence and/or control CME activity content. **All of the relevant financial relationships listed for these individuals have been mitigated.**

Name	Commercial Interest	Level of Participation	Did not Relate, Implemented a Peer Review of Content (handouts attached) OR NONE
Anne Albi	Advocate Health, co-owner of Lactation Care Connection, LLC	Speaker/Faculty	Handout attached #8 ✓ Check if mitigated
Dana Kizer	Speakers fee from Education Resources Inc. for teaching therapy continuing education courses	Planner/Reviewer	Did not Relate

Emily C. McGowan	Consultant for Regeneron Pharmaceuticals and advisory board member for Takeda Pharmaceuticals	Speaker/Faculty	Handout attached #32 ✓ Check if mitigated
Erin Ross	Speaker for Toomey & Associates. Consultant for Gerber Foods and Intertek.	Speaker/Faculty	Handout attached #22 ✓ Check if mitigated
Georgia Malandraki	Purdue University	Speaker/Faculty	Did not Relate
Hayley Henrikson Estrem	Consensus Travel and Registration funded by The Marcus Foundation	Speaker/Faculty	Did not Relate
Jeanne Marshall	Income as a writer from The Informed SLP	Speaker/Faculty	Did Not Relate
Jennifer Casteix	I am employed by the University of Arizona where I receive a salary. This includes work with the ArizonaLEND program.	Planner/Reviewer	Did Not Relate
Jennifer J. Thomas, Ph.D.	Royalties for sale of books from Cambridge University Press & Oxford University Press; research funding from National Institute of Mental Health Marcus	Speaker/Faculty	Handout attached #14 ✓ Check if mitigated
Jenny McGlothlin	Salaried employee at UT Dallas Callier Center for Communication Disorders Co-author & receive royalties for Helping Your Child with Extreme Picky Eating, New Harbinger Publications Co-author & receive royalties for Conquer Picky Eating for Teens & Adults, Amazon Receive honoraria for CEs and seminars		
Karen V. Chenausky	Grants from NIDCD	Author	Did Not Relate
Kay Toomey	Toomey and Associates, Inc; PESI company – paid speaker and receives royalty payments	Planner/Reviewer	Did not Relate or ✓ Check if mitigated
Kelly Fitzpatrick	Toomey and Associates	Speaker/Faculty	Handout attached #23 ✓ Check if mitigated

Kristen M. West	Honorariums and consulting fees for CEUs, training and mentoring on the topic of PFD and dysphagia	Planner/Reviewer	Did not Relate or ✓ Conduct content review to ensure individual does not control/discuss/present content that is related to business/product lines of the ineligible company
Lindsay Beckerman	Toomey & Associates, Inc	Speaker/Faculty	Handout attached #23 ✓ Check if mitigated
Margaryta Kuzmin	Children's book Baby Zoo and receive royalty payments	Speaker/Faculty	Did not Relate
Meagan Glover Short	Speaking Engagements; 2024 Speaker honorarium: Feeding Matters	Speaker/Faculty	Did Not Relate
Melanie Van Noy	The Feeding Connection, LLC	Speaker/Faculty	Handout attached #18 ✓ Check if mitigated
Memorie Gosa	Royalties from Thieme	Author	Did Not Relate
Stefanie LaManna	American Speech-Language Hearing Association	Speaker/Faculty	Handout attached #10 ✓ Check if mitigated
Stephanie Waters	St. Mary's Hospital for Children, NYU Langone, Therapy Insights, Adelphi University; 2024 Speaker honorarium: Feeding Matters	Speaker/Faculty	Did Not Relate
Tegan Medico	Book licensing fee; and Takeda Pharmaceuticals	Speaker/Faculty	Handout attached #32 ✓ Check if mitigated
Tessa Gonzalez	compensation for webinar from SpeechTherapyPD.com	Planner/Reviewer	Did not Relate
Toneisha Bush	The Flower Institute	Speaker/Faculty and Planner/Reviewer	Did not Relate
Suzanne Thoyre	In the past I have received honorarium from hospital systems and Pediatric	Speaker/Faculty	Did not Relate

	Resources Inc. for teaching assessment of early feeding skills.		
Cassidy Martinez	Aveanna Healthcare	Speaker/Faculty	Did not Relate
Brooke Hatfield	American Speech-Language-Hearing Association	Speaker/Faculty	Handout attached #10 ✓ Check if mitigated
Lisa LaGorio	Florida Dysphagia Institute 2 (FDI2.com) -- I am a trainer for FDI2 and am paid for each training session I lead; about 4-6/year. I train on a specific adult-oriented dysphagia therapy program. This training position has nothing to do with this presentation for the Feeding Matters	Author	Did Not Relate
Jordan Greene	Salary support from NIH grant	Author	Did not Relate
Elizabeth Ward	Book royalties from Plural Publishing	Author	Did not Relate
Sarah Smith-Simpson	Nestle Nutrition	Planner/Reviewer	Did not Relate or ✓ Conduct content review to ensure individual does not control/discuss/present content that is related to business/product lines of the ineligible company
Richard Brandt Perry	Ziehm-Orthoscan, Inc.	Planner/Reviewer	Did not Relate
Adina Seidenfeld	Nationwide Children's Hospital	Faculty/Speaker	None
Alaina Martens	Northeastern University	Faculty/Speaker	None
Amber Mieras	Peoria Unified School District, Fostering Hope	Faculty/Speaker	None
Amy Delaney	Marquette University	Faculty/Speaker	None
Amy Kurowski-Burt	West Virginia University Center for Excellence in Disabilities	Faculty/Speaker	None
Anna Ierardo	None	Faculty/Speaker	None
Anne Albi	Advocate Health, co-owner of Lactation Care Connection, LLC	Faculty/Speaker	None

Anne Elise Nicoladis	Ochsner Clinic Foundation	Planner/Reviewer	None
Anya Holit-Gsell	Community Healthcare Network	Faculty/Speaker	None
Blair Carsone PhD, MOT, OTR/L	Gannon University, Kids SPOT, and Carsone KIDS	Faculty/Speaker	None
Brandt Perry	Ziehm-Orthoscan, Inc.	Planner/Reviewer	None
Brianna Miluk,	Self-Employed: Pediatric Feeding Therapy, LLC and Contract employee with Earthshine Speech and Language	Faculty/Speaker	None
Brooke Hatfield, MS, CCC-SLP	American Speech-Language-Hearing Association	Faculty/Speaker	None
Bryce Smith	CarsonKIDS, Inc.	Faculty/Speaker	None
Cassandra Miller	West Virginia University Center for Excellence in Disabilities	Faculty/Speaker	None
Cassidy Martinez	Aveanna Healthcare	Faculty/Speaker	None
Colleen Lukens	Children's Hospital of Philadelphia and University of Pennsylvania	Faculty/Speaker	None
Courtney Green	RUSH Kids Pediatric Therapy RUSH Copley Medical Center	Faculty/Speaker	None
Cuyler Romeo	Feeding Matters, Banner University Medical Center-Tucson	Faculty/Speaker	None
Cynthia Lira-Crame	Advocate Illinois Masonic Medical Center	Faculty/Speaker	None
Dana Kizer, MS, OTR/L, BCP	Texas Children's Hospital (employee); Feeding and Swallowing Specialists of The Woodlands (Co-owner)	Faculty/Speaker	None
Danielle Petrozelle	Cleveland Clinic Children's Hospital for Rehabilitation, Motivations LLC		None
Deanna Montalbano	Desert Valley Pediatric Therapy	Faculty/Speaker	None
Denise Clark	None	Faculty/Speaker	None
Dr Chris Elliot	St George Hospital, Sydney, Australia Southern Paediatrics Consulting Rooms	Faculty/Speaker	None
Dr. Cindy M. Lund	Associate Professor at Concordia University Wisconsin	Faculty/Speaker	None
Elizabeth Barnett	None	Planner/Reviewer	None
Elizabeth Curney, MS, OTR/L	St. Mary's Healthcare System for Children	Faculty/Speaker	None
Elizabeth Evenson	Nationwide Children's Hospital	Faculty/Speaker	None
Emily Bragg	UNC Health	Faculty/Speaker	None
Emily C. McGowan, MD PhD	University of Virginia School of Medicine	Faculty/Speaker	None

Emily Moran	Massachusetts General Hospital	Faculty/Speaker	None
Emily Zimmerman	Northeastern University	Faculty/Speaker	None
Erin Ross	Feeding FUNdamentals	Faculty/Speaker	None
Galahitiya Gam Acharige Nadeesha Nirmani	Wickramarachchi Hearing Care, Kadawatha , Sri Lanka	Faculty/Speaker	None
Georgia Malandraki	Purdue University	Faculty/Speaker	None
Gilson Capilouto	Part time employment University of Kentucky	Planner/Reviewer	None
Hannah Daw	The Feeding Trust as a freelance nutritionist	Faculty/Speaker	None
Hayley Henrikson Estrem	University of North Carolina at Wilmington	Faculty/Speaker	None
Helen Tager-Flusberg	Boston University	Faculty/Speaker	None
Ida Barresi	Rose F. Kennedy Center children's Evaluation & Rehabilitation Center at Montefiore	Faculty/Speaker	None
Isabella Herold	Community Healthcare Network	Faculty/Speaker	None
Isuru Dharmarathna	KITE, Toronto Rehabilitation Research Institute, University Health Network, Canada	Faculty/Speaker	None
Jeanne Marshall	Children's Health Queensland Hospital and Health Service; The University of Queensland; The Informed SLP	Faculty/Speaker	None
Jena Twete	Special Olympics Colorado and PASCO (Personal Assistance Services of Colorado)	Faculty/Speaker	None
Jennifer Casteix	The University of Arizona	Planner/Reviewer	None
Jennifer House	self employed - First Step Nutrition	Planner/Reviewer	None
Jennifer J. Thomas, Ph.D.	Massachusetts General Hospital, Harvard Medical School	Faculty/Speaker	None
Jennifer Kefford	NSW Health	Faculty/Speaker	None
Jenny McGlothlin	UT Dallas Callier Center for Communication Disorders	Faculty/Speaker	None
Jessica Martin	Orlando Health	Faculty/Speaker	None
Jessica Owens	UNC Health	Faculty/Speaker	None
Jessie Menzel	Equip	Faculty/Speaker	None
Karen V. Chenausky	MGH Institute of Health Professions	Faculty/Speaker	None
Kay Toomey	Toomey & Associates, Inc.	Planner/Reviewer	None

Kelly Fitzpatrick	Pediatric Gastroenterology Hepatology and Nutrition of Florida	Faculty/Speaker	None
Kelsey Thompson	University of North Carolina Chapel Hill; Thrive Speech Pathology	Planner/Reviewer	None
Kristen M. West Ed.D. CCC-SLP	Pennsylvania Western University (PennWest)	Planner/Reviewer	None
Kristine Perez	Orlando Health- Arnold Palmer Hospital	Faculty/Speaker	None
Laura Loveless	Texas Children's Hospital	Planner/Reviewer	None
Lauren Hamilton	Student: U of Arizona College of Medicine Phoenix	Faculty/Speaker	None
Leslie-Anne Dietrich	University of Texas Health San Antonio	Faculty/Speaker	None
Lily Gullion	University of North Carolina Chapel Hill- Research Assistant, Graduate Assistant Office of Special Education Programming: Early Childhood Intervention Doctoral Consortium	Faculty/Speaker	None
Lindsay Beckerman, MOT, OTR/L	Developmental FX Toomey & Associates	Faculty/Speaker	None
Lucy Bates	Feeding Trust CIC Lucy Bates Children's OT Ltd	Faculty/Speaker	None
Madeleine Amdur	Community Healthcare Network	Faculty/Speaker	None
Margaryta Kuzmin	NYC Department of Education (D75- Special Education); Right Start Inc. Early Intervention	Faculty/Speaker	None
Marion Russell	Creighton University NoTube LLC	Planner/Reviewer	None
Meagan Glover Short	None	Faculty/Speaker	None
Meg Simone	Massachusetts General Hospital	Faculty/Speaker	None
Megan Lachapelle	Wellesley Pediatric Speech Therapy	Planner/Reviewer	None
Melanie Van Noy	Therapy 2000/Green Apple Therapy Baylor Scott & White Health	Faculty/Speaker	None
Memorie Gosa	The University of Alabama; Druid City Hospital; LeBonheur Children's Hospital	Faculty/Speaker	None
Michelle Beechamp	Desert Valley Pediatric Therapy	Faculty/Speaker	None
N.T.P.G.Buddhika Prasangi	Miracle L Speech and Hearing Center, Battaramulla, Sri Lanka.	Faculty/Speaker	None
Natalie Raven Morris	The Feeding Trust; Integrated Therapy Solutions Ltd	Faculty/Speaker	None
Nazish Pervez	Community Healthcare Network	Faculty/Speaker	None

Nick Hopwood	University of Technology Sydney	Faculty/Speaker	None
Nikhila Raol	Children's Healthcare of Atlanta	Faculty/Speaker	None
Pamela Dodrill	Brigham and Women's Hospital, Boston	Faculty/Speaker	None
Paula Rabaey	University of Minnesota	Faculty/Speaker	None
Preceous Jensen	Johns Hopkins All Children's Hospital	Planner/Reviewer	None
Raquel Garcia	Joe Dimaggio Children's Hospital, Nova Southeastern University	Planner/Reviewer	None
Ravi Mishra	Advocate Health	Faculty/Speaker	None
Rebecca Packer	The University of Queensland	Faculty/Speaker	None
Ross Westemeyer	Northeastern University	Faculty/Speaker	None
Ruth Bourque	Memorial Health	Faculty/Speaker	None
Sarah Smith-Simpson	Nestle Nutrition	Planner/Reviewer	None
Sharon Wallace RD CSP LDN	University of North Carolina Hospitals /UNC Children's Hospital Chapel Hill NC	Faculty/Speaker	None
Stefanie LaManna	American Speech-Language Hearing Association; Advanced ENT and Allergy	Faculty/Speaker	None
Stephanie Kern	Orlando Health	Faculty/Speaker	None
Stephanie Waters	St. Mary's Hospital for Children, NYU Langone, Therapy Insights, Adelphi University	Faculty/Speaker	None
Susan Hodges	Desert Valley Pediatric Therapy	Planner/Reviewer	None
Tegan Medico	Morrison/University of Virginia Health	Faculty/Speaker	None
Tessa Gonzalez	South Carolina Pediatric Alliance; The Therapy Place	Planner/Reviewer	None
Theresa Bartholomew	Jade Behavioral Consultants	Faculty/Speaker	None
Toneisha Bush	AMN Healthcare; The Flower Institute	Faculty/Speaker	None
William G. Sharp	Emory + Children's Pediatric Institute	Faculty/Speaker	None
Grant Morris	Geisinger Health System	Faculty/Speaker	None
Suzanne Thoyre	The University of North Carolina at Chapel Hill. In this role, I am currently receiving NIH funding to study the development of feeding disorders.	Faculty/Speaker	None
Madison Farmer	None	Faculty/Speaker	None
Ronise Benson	I am an occupational therapy student at Northern Arizona University	Faculty/Speaker	None
Lisa LaGorio	1. Rush University 2. Advocate Illinois Masonic Medical Center	Faculty/Speaker	None
Anna Manilla	Rush Medical Center	Faculty/Speaker	None

Alexa Rogers	Greater Los Angeles VA	Faculty/Speaker	None
Morgan Hatfield	Northwestern University	Faculty/Speaker	None
Hannah Phillips	Northeastern University	Faculty/Speaker	None
Jordan Greene	MGH Institute of Health Professions	Faculty/Speaker	None
Elizabeth Ward	University of Queensland	Faculty/Speaker	None
Jinhee Park	Boston College William F. Connell School of Nursing	Faculty/Speaker	None
Maria Valicenti	Rose F. Kennedy Center, Children's Evaluation & Rehabilitation Center at Montefiore	Faculty/Speaker	None
Richard Joseph Noel	Duke University School of Medicine	Faculty/Speaker	None

DISCLOSURE OF UNLABELED USE

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DISCLAIMER

Participants have an implied responsibility to use the newly acquired information to enhance patient outcomes and their own professional development. The information presented in this activity is not meant to serve as a guideline for patient management. Any procedures, medications, or other courses of diagnosis or treatment discussed or suggested in this activity should not be used by clinicians without evaluation of their patient's conditions and possible contraindications and/or dangers in use, review of any applicable manufacturer's product information, and comparison with recommendations of other authorities.

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LIST OF PRINCIPAL FACULTY AND CREDENTIALS

	Faculty/Author/Planning Names	Credentials
1	Adina Seidenfeld	Ph.D.
2	Alaina Martens	M.S. CCC-SLP
3	Amber Mieras	Parent, FAC Chair
4	Amy Delaney	PhD
5	Amy Kurowski-Burt	EdD, MOT, OTR/L
6	Anna Ierardo	Parent
7	Anne Albi	M.S., CCC-SLP, IBCLC
8	Anya Holit-Gsell	LMSW
9	Blair Carsone	PhD, MOT, OTR/L
10	Brianna Miluk	CCC-SLP
11	Brooke Hatfield	MS, CCC-SLP
12	Bryce Smith	OTD, OTR/L
13	Buddhika Prasangi	BSc Honours
14	Cassandra Miller	EdD, MS, CCC/SLP
15	Chris Elliot	B.Med (Hons) FRACP
16	Colleen Lukens	PhD
17	Cindy Lund	PhD, CCC-SLP, C/NDT
18	Courtney Green	M.S., CF-SLP
19	Cuyler Romeo	MOT, OTR/L, SCFES, IBCLC
20	Cynthia Lira-Crame	MSN, RNC-NIC, NPD-BC
21	Dana Kizer	MS, OTR/L, BCP, Family Advocate
22	Deanna Montalbano	Content Expert- Billing and Finance
23	Denise Clark	Parent
24	Elizabeth Curney	M.S., OTR/L
25	Emily Bragg	MS, CCC-SLP

26	Emily McGowan	MD, PhD
27	Emily Zimmerman	PhD, CCC-SLP
28	Emily Moran	SLP-CF
29	Erin Ross	PhD
30	Georgia Malandraki	Ph.D., CCC-SLP, BCS-S, F-ASHA
31	Hannah Daw	MSc (RD)
32	Hayley Estrem	PhD, RN
33	Helen Tager-Flusberg	PhD
34	Ida Barresi	M.A., CCC-SLP
35	Isabella Herold	MPH RDN CDN CLC
36	Isuru Dharmarathna	PhD
37	Jeanne Marshall	B Sp Path, PhD
38	Jennifer Kefford	MSLP
39	Jenny McGlothlin	MS, CCC/SLP, CLC
40	Jenny Thomas	PhD, FAED
41	Jessica Martin	MS OTR/L, CLT, CLC
42	Jessica Owens	CPNP-PC
43	Jessie Menzel	PhD
44	Karen V. Chenausky	PhD, CCC-SLP
45	Kelly Fitzpatrick	CCC-SLP, CLC
46	Kristine Perez	MS CCC-SLP
47	Lauren Hamilton	MD Student, Class of 2026
48	Leslie-Anne Dietrich	MD, IBCLC
49	Lily Gullion	OTR/L (PhD Student at UNC- Chapel Hill)
50	Lindsay Beckerman	MOT, OTR/L
51	Liz Evenson	MS, RD, LD, CLC
52	Lucy Bates	Bsc (Hons) (OT)
53	Madeleine Amdur	LCSW MPH

54	Margaryta Kuzmin	MA, CCC-SLP, TSSLD-BE
55	Meagan Short (Glover)	CCC-SLP
56	Meg Simione	PhD, CCC-SLP
57	Melanie Van Hoy	MS, CCC-SLP, CLC, CNT, NTMTC
58	Memorie Gosa	PhD, CCC-SLP, BCS-S
59	Michelle Beechamp	OTD, OTR/L
60	Nadeesha Nirmani	BSc Honours (SLP)
61	Natalie Morris	MSc, BA (Hons) (SLP)
62	Nazish Pervez	RD CDN CLC
63	Nick Hopwood	BA (Hons) MSc PhD MD (Honoris Causa)
64	Nikhila Raol	MD, MPH
65	Pamela Dodrill	PhD
66	Paula Rabaey	PhD
67	Ravi Mishra	MD, FAAP
68	Rebecca Packer	PhD
69	Ross Westemeyer	Ph.D., CCC-SLP
70	Ruth Bourque	MS, OTR/L
71	Sharon Wallace	RD, CSP, LDN
72	Stefanie LaManna	MS, CCC-SLP, CNT
73	Stephanie Kern	MS OTR/L, CLC
74	Stephanie Waters	MS, CCC-SLP, CLC
75	Suzanne Thoyre	PhD, RN, FAAN
76	Tegan Medico	MS, MPH, RDN, CNSC
77	Theresa Bartholomew	BCBA
78	Toneisha Bush	M.A. CCC-SLP
79	Will Sharp	PhD
80	Grant Morris	MD, MPH, FAAP
81	Jena Twete	MS, CSCS

82	Cassidy Martinez	RN, BSN
83	Brooke Hatfield	MS, CCC-SLP
84	Madison Farmer	OTD/S
85	Ronise Benson	OTD/S
86	Lisa LaGorio	PhD, MPH, CCC-SLP
87	Anna Manilla	MS, CCC-SLP
88	Alexa Rogers	MS, CCC-SLP
89	Morgan Hatfield	MS, CCC-SLP
90	Hannah Phillips	B.S.
91	Jordan Greene	Ph.D., CCC-SLP
92	Elizabeth Ward	PhD
93	Jinhee Park	PhD, RN
94	Maria Valicenti	MD
95	Rokki Garcia	SLPD, CCC-SLP, CNT, BCS-S
96	Danielle Petrozelle Griffin	MS, OTR/L, BCP, CKTP, CEIM
97	Sarah Smith Simpson	PhD
98	Kay Toomey	PhD
99	Tessa Gonzalez	MD FAAP
100	Susan Hodges	OT/L
101	Marion Russell	OTD, MOTR/L, SCFES
102	Kristen West	Ed.D. CCC-SLP
103	Preceous Jensen	DO, MPH
104	Megan Lachapelle	M.S. Ed, CCC-SLP
105	Brandt Perry	Parent
106	Laura Loveless	MS, CCC-SLP, BCS-S, CLC
107	Gilson Capilouto	PhD, CCC-SLP
108	Elizabeth Barnett	Parent
109	Jennifer Casteix	MS, CCC-SLP

110	Jennifer House	MSc, RD
111	Kelsey Thompson	PhD, CCC-SLP
112	Anne Elise Nicoladis	MS, CCC-SLP

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