

**October 22 & 23, 2010
St. Louis, Missouri**

**ADVANCED
COURSE**

**Treatment of Severe Feeding Aversion:
Dealing with “No!” *The Best of Both Worlds –
Food Chaining® and The Get Permission Approach***

PRESENTED BY: **Marsha Dunn Klein, M.Ed., OTR/L
Cheri Fraker, MS, CCC/SLP, CLC
Laura Walbert, MS, CCC/SLP, CLC**



COST: \$429 includes an extensive course syllabus, continental breakfast, refreshment breaks and Certificate of Attendance

REGISTRATION DEADLINE: **October 14, 2010**

COURSE OVERVIEW

This advanced course will combine the best of **two treatment approaches** that focus on dealing with feeding aversion, food refusal, and understanding aversive behaviors. The **“Get Permission” approach** builds a foundation of trust in the feeding relationship and supports children who have sensory mealtime challenges to eat with enjoyment and confidence. **Food Chaining®** programs emphasize multidisciplinary evaluation and non-threatening, child-centered intervention based on analysis of the child’s food preferences. The workshop is filled with practical mealtime and treatment suggestions. DVD cases will be used throughout the course to maximize the learning outcomes.

COURSE OBJECTIVES

By the conclusion of this course, the participant will be able to:

- define and understand the significance of anatomical, physiological, and gastrointestinal factors that negatively impact the development of feeding skills/desire to eat;
- demonstrate understanding of and USE the principles of Pre/Food Chaining Programs with the Get Permission approach in regard to development of multidisciplinary intervention program for infants, children, and their families;
- specify oral sensory motor techniques and positioning strategies to improve lip seal, cheek activation, tongue position, and jaw stability;
- describe the intervention plan and educate family/caregivers regarding strategies for successful mealtimes appropriate for children with diagnoses of autism, prematurity, cerebral palsy, feeding aversion, food allergies, behavioral and/or sensory-based feeding disorders..

WHO WILL BENEFIT – Speech/Language Pathologists, Occupational and Physical Therapists, Dietitians and E.I.’s who are working with difficult cases.

| SPECIFICS TO BE ADDRESSED: | |
|-----------------------------------|--|
| DAY ONE (Friday Morning) | |
| TIME | TOPIC |
| 7:15-7:45 am | Registration/Continental Breakfast |
| 7:45-9:30 | The Evaluation Process Red flags in the medical history Nutritional status and readiness for intervention Oral sensory motor and swallow function Allergies – types of food allergies, recognizing signs of food allergy vs. food intolerance |
| 9:30-10:15 | Treatment of Pediatric Dysphagia Aspiration, Laryngeal penetration, Delayed swallow |
| 10:15-10:30 | Break |
| 10:30-11:15 | Why Children Say No Why feeding disorders develop Classification of the severity of aversion |
| 11:15-Noon | Treatment: The Get Permission Approach Overview The feeding relationship What is a mealtime Positive vs. negative tilt What makes mealtimes work Pitfalls of force feeding Dealing with no |
| Noon-1:00 | Lunch on your own |
| 1:00-1:45 | Treatment: Pre-Chaining Programs Precautionary care programs |
| 1:45-3:00 | Mealtime STRETCH Techniques with Food Chaining Practical oral motor treatment How to work functionally using foods/utensils/products to improve oral motor skills Building oral confidence |
| 3:00-3:15 | Break |
| 3:15-4:15 | Feeding Sensory vs Motor Perspective Dealing with “No!” - Audience Participation Experience Experiencing Good, Sensory Continuum |
| 4:15-5:15 | Treatment: Application of the Six Steps of Food Chaining, Food Refusal and Strategies for Treatment |
| DAY TWO | |
| 7:30-8:00 am | Continental Breakfast |
| 8:00-8:45 | The Language of Food Chaining and How to Say “Take Another Bite” Without Saying “Take a Bite” Food education Augmentative communication in feeding therapy |
| 8:45-9:45 | Get Permission Treatment Sessions |
| 9:45-10:30 | Food Chaining Treatment Sessions Treatment programs Selecting the right foods to match the child’s individualized eating and sensory profile |
| 10:30-Noon | Ideas to Successfully Expand Diet Picking the right foods to modify Using the Food Chaining rating scales Teaching about food What-to-do-when and why Minimizing risk of food refusals Shaping positive behaviors Therapist child/parent child interaction at meals Tips for successful meals Home programs Children with special needs |
| Noon-1:00 | Lunch on your own |
| 1:00-3:00 | Brainstorming and Problem-solving Case studies Putting it all together More on special needs Audience participation |
| 3:00 | CE CERTIFICATES PRESENTED / DISMISSAL |

CONTINUING EDUCATION RECOGNITION

Each participant will receive a certificate documenting attendance and the awarding of 1.4 CEUs or 14 contact hours/clock hours/PDUs. For specific details related to your discipline, please see *General Information* page.

This course is offered for 1.4 ASHA CEUs (Advanced level, Professional area).

Course Location/Hotel Information

WHEN & WHERE?

• **October 22 & 23, 2010
St. Louis, Missouri**
Sheraton Lakeside Chalet
191 Westport Plaza
PARKING – complimentary
LOCATION – just off I-270 and Page Avenue East

OVERNIGHT ACCOMMODATIONS

Sheraton Lakeside Chalet
191 Westport Plaza
800-822-3535 HOTEL RESERVATIONS*
Rates: \$99* single/double
***When reserving a hotel room, identify yourself with CEPA to obtain this rate.**
Cutoff on rooms – Sept. 30, 2010
HOTEL AMENITIES – lovely suburban hotel in an entertainment/dining complex.
ARRIVING BY AIR? – hotel offers complimentary shuttle to and from the airport.

CONTINUING EDUCATION RECOGNITION

Each participant will receive a certificate documenting attendance and CEU’s and/or contact hours/clock hours/PDU’s. (see specific courses for exact amount of CE credit). For SLPs . . .



Continuing Education Programs of America is approved by the Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.