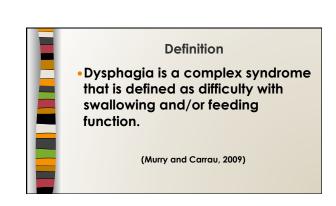
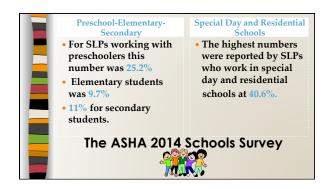
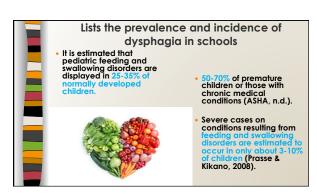




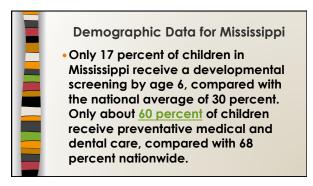
Presentation Goals Lists the prevalence and incidence of dysphagia in schools. Discuss issues and challenges of comprehensive dysphagia management in schools. List ways to conduct an assessment for pediatric dysphagia using the appropriate tools. Describe an intervention program for pediatric dysphagia. Discuss the role of cultural and linguistic diversity in pediatric populations and their families.



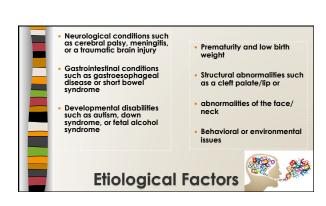










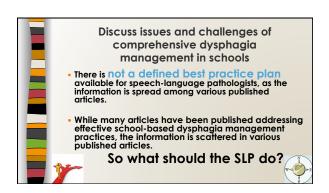






Feeding, Swallowing and Mealtimes Do I frequently remind my child to eat or to finish the food that is on the plate? Why? What would happen if I didn't remind my child to eat or drink? Do I serve only foods I know my child will eat? What might happen if I offer new foods? Do I offer special foods, favorite toys or videos to get my child to eat? Why? What do I believe would happen if I didn't offer these special rewards for eating?

Law and Services Relative to Dysphagia Services • Even though there is some debate among school-based SLPs and administrators about whether feeding and swallowing services are appropriate in schools. The U.S. Department of Education Individuals with Disabilities Education Improvement Act of 2004 (IDEA) supports these services.

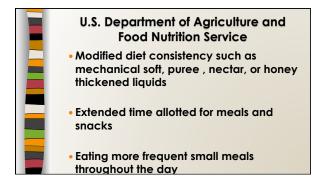


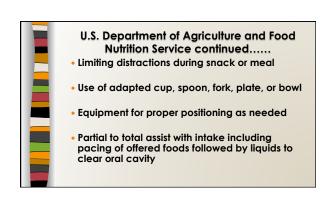
Issues and Challenges for Parents

How are sensory issues affecting feeding choices and behaviors?

Has my child been evaluated for potential sensory integration issues?

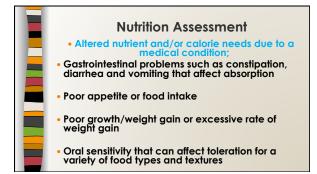
Does my child dislike the feel of food on her hands, mouth or face?

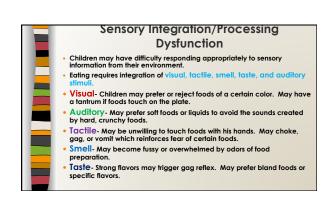


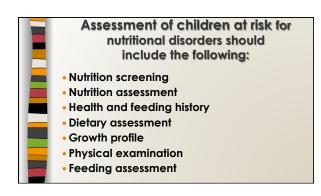


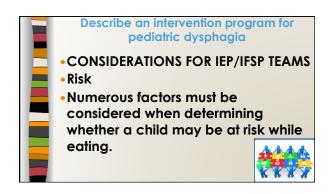




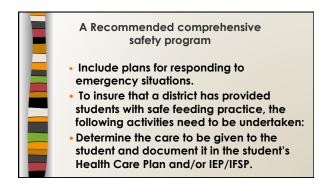


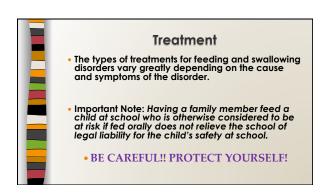






Risk factors may include: Abnormal muscle tone Seizure disorder Sensory issues Behavioral issues Frequent respiratory illnesses Inability to ingest adequate nutrients to sustain growth and development Other health conditions







Behaviors which are considered to be negligent and which may elicit charges of malpractice include:

• Failure to follow physician's written precautions.

• Failure to follow standard procedures for your profession.

• Failure to recognize a student's needs and follow up with appropriate intervention.

• Timely re-evaluations.















