







Interprofessional Communication

- ▶ Listen actively, and encourage ideas and opinions of other team members.
- ▶ Recognize how one's own uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

Teams and Teamwork

- ▶ Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with patients, families, and community members.
- ▶ Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies.

Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Infants and Families in the NICU Environment -Ad Hoc Committee on Speech-Language Pathology Practice in the NICU

- ▶ **6.0 Role:** Collaborate with other team members in identifying the need for additional assessments and consultations.
- ▶ **Knowledge of:** The roles and responsibilities of all professionals on or associated with the NICU team. The implications of the infant's condition and the family concerns as they relate to the need for additional information to resolve issues of comprehensive care. Related assessments and procedures that may facilitate comprehensive care of the infant. Models of collaborative team based decision-making.
- ▶ **Skills:** Delineate the roles of the SLPs and identify roles of other professionals on the NICU team. Apply knowledge to initiate timely and pertinent referrals. Use appropriate referral procedures. Participate with other professionals in interpreting information and planning culturally appropriate interventions.

Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Infants and Families in the NICU Environment
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- **7.0 Role:** Collaborate with the family and other team members regarding management decisions for care of the infant and family.
- **Knowledge of:** The roles and responsibilities of team members in management of infants and their families in the NICU environment. The specialized expertise of team members pertinent to assessment and intervention of infants with communication, cognition, feeding, and swallowing disruptions and disabilities. The techniques or processes in effective facilitation and maintenance of team communication and interaction. Team management and service delivery models. The appropriate methods of documentation that delineate team decisions and recommendations. The data and procedures that are needed to support SLP participation as an integral member of the NICU team (e.g., cost accounting and productivity factors). Knowledge of the impacts of cultural beliefs, values, and practices on team interactions.
- **Skills:** Identify core team members and supportive services. Facilitate culturally appropriate and family-directed communication among team members. Participate as an integral member in team based decision-making. Document team activity and data for supporting the SLP as an integral team member to maximize quality of care. Acknowledge and respect multiple perspectives of culturally diverse families and other team members. Acknowledge and respect professional perspectives of all disciplines involved in the NICU. Demonstrate use of a solution focused approach to resolution of differences and conflicts among team members.

Survey of Nurses and Paraprofessionals

- Please comment on the most helpful aspects of working with the speech-language pathologists on your team.
- Please comment on the most challenging aspects of working with the SLPs on your team.
- How do the SLPs on your team help children progress with a plan of care for eating and drinking by mouth?
- How do the SLPs on your team help children stay safe when learning to eat and drink by mouth?
- Please list clinical ideas and strategies for helping children develop feeding and swallowing skills that you have learned from the SLPs on your team.
- Please list something about pediatric feeding and swallowing that you would like to learn from the SLPs on your team.
- Please list and all outstanding questions or comments about pediatric feeding and swallowing for the SLPs on your team.

Results of Survey

- Please comment on the most helpful aspects of working with the speech-language pathologists on your team.
 - The processes are well planned.
 - Everyone who loves(s) the child helped in making and meeting the goals.
 - The best experience I have had as a nurse in my 30 years.
 - Help with feeding techniques.
 - Clarification of different purce consistencies and liquid thickness.
 - I use the strategies that we talk about in my daily routines and assignments.
 - Teaching as we go along. Teaching as we work. Ms. Kerrie and Ms. Tracey use our time wisely.
 - You have a tone that just soothes the babies...and changes the energy in the classroom. I am working on that tone.

Results of Survey

- Please comment on the most challenging aspects of working with the SLPs on your team.
 - Communication with the health personnel to know what goals were achieved; for example, what the child can eat, like mashed, ground, regular toddler food, or puree.
 - Timing feeds based on when they are available to work with the patient.
 - More training on equipment (i.e., standers) and seating. I know how to use the equipment I have training and practice using, but some of the equipment in the toddler room...I go, "How does *that* work?"
 - Differing opinions between therapists on equipment.

Survey results

- How do the SLPs on your team help children progress with a plan of care for eating and drinking by mouth?
 - Work with patients with feeding issues 1:1.
 - Doing assessments every single visit.
 - I enjoy seeing all the different phases of the therapy; for example, all the parts in learning how to chew.
 - Anastasia couldn't eat. Then we just started going through all the steps and all the parts with Speech. Then one day she could eat and Mom was in here in tears.

Survey results

- How do the SLPs on your team help children stay safe when learning to eat and drink by mouth?
 - 1:1 care.
 - Work with the care team to get swallow studies as needed.
 - Checking in/following up on food consistencies and texture.
 - Posting instructions and "memos" about safety and plan of care.
 - Correct portions on the spoon, not "overloading" the spoon.
 - "Bringing them up for air..." (Pacing cues to slow the feed and provide rest breaks during bottle feeding.)
 - Communicate with the health personnel to understand the goals that we reach with the child.

Survey Results

Please list clinical ideas and strategies for helping children develop feeding and swallowing skills that you have learned from the SLPs on your team.

- Letting children play with the spoon before eating.
- Checking for pocketing food.
- Working with play foods like pudding or whipped cream.
- Putting food on the side of the mouth. That helped Ana learn to chew.
- Textures of food.
- Thickened liquids.
- Special spoons.
- Special cups.
- How to monitor when the child has swallowed.
- How to monitor when the child is actually chewing and what to do.

Results of Survey

Please list something about pediatric feeding and swallowing that you would like to learn from the SLPs on your team.

- Presentation of dysphagia
- How to decrease oral aversion in patients who are tube-fed
- Infant state regulation

Results of Survey

Please list and and all outstanding questions or comments about pediatric feeding and swallowing for the SLPs on your team.

- Working with the SLPs has been and will be a wonderful experience.
- The dedication and love that comes with the daily Speech Therapy is a blessing.
- The goals achieved with these children is unique.

**Action Plan:
Caregiver-Caregiver
Communication Folder**

**Action Plan: Staff Training
Videos
Empty Spoon**

- Introduce feeding utensil and routine to children who are NPO
- Strengthen tongue mid blade
- Teach lingual cupping under the spoon
- Introduce lingual lateralization, weight-bearing to the lower jaw
- Facilitate bolus formation
- Establish comfort level with the sensory, motor, and behavioral experiences of a spoon
- Coordinate with the SLP to determine an appropriate developmental or adjusted age to start

Spoon to tongue mid blade

- Strengthen tongue mid blade
- Teach lingual cupping under the spoon
- Improve anterior-posterior transition of bolus
- Decrease anterior-anterior lingual pumping (or "tongue thrust")
- Weight lifting for the tongue improves tongue strength, provides sensory feedback, and begins to establish tone
- Coordinate with the SLP to determine whether empty spoon, coated spoon ("spoon dips"), or 1/2 teaspoon bolus are appropriate
- Almost always use a maroon spoon or shallow infant-toddler feeding spoon. Decide with your SLP!

Spoon and lateral placement

- Lingual lateralization (the tongue moving to the side) is a prerequisite skill for chewing.
- Use smooth puree on a spoon and place the spoon to the lower, lateral gums. Press down using a moderate pressure. Tell your SLP to show you!
- Practicing lingual lateralization with smooth puree on a spoon helps the child develop the skill with a safe, less demanding consistency of food.
- The child will feel safe and enjoy the food while developing a new skill at the same time.
- Use the strategy when lingual lateralization is an expected milestone for the child's adjusted or developmental age.
- Moving the tongue laterally and moving the tongue independent of the jaw will support the child's speech development as well as feeding development.

Lateral placement mashed solids and small-diced soft solids

- Provides much-needed tactile input and feedback to children with low tone, decreased sensory response
- Engages the tone in the lower jaw
- Cues the prerequisite motor movement of lingual lateralization to maximize chewing success
- Slightly overcook the fruit or veggie. Use a 1/4-inch dice to start, then mash. Place on the lower, lateral molars or the lower, lateral gums
- Repeat the cue when the child forgets to continue chewing.
- Pair the strategy with upward jaw support.
- Appropriate for children on thick puree or mechanical soft consistency diets. Consult with the SLP about this strategy.

Cup drinking

- Nectar thick and honey thick, "Smoothies"
- Open nosey cup
- Two-handled trainer cup
- "Starbucks style" cut-out
- Honey bear sipper straw
- Hold the cup with your dominant hand. Provide lower jaw support with your non-dominant hand.
- Provide tactile cue of downward (moderate) pressure to the lower lips, jaw, and tongue.
- Important! Please remember: Position the child sitting up with head and neck in slight flexion. Please check in with your SLP, PT, and OT about positioning.
- Provide a small, single sip for most children. Watch for laryngeal elevation (and forward movement) to make sure the child has swallowed before presenting the next sip.
- Please practice alongside your SLP before using this strategy.

Positive Behavior Support

- ▶ Florida's Positive Behavioral Interventions & Support Project
 - ▶ College of Behavioral & Community Sciences
 - ▶ University of South Florida
 - ▶ 13301 Bruce B. Downs Blvd, MHC2113A
 - ▶ Tampa, FL 33612
 - ▶ PH: 813-974-6440
 - ▶ Facebook: Program-Wide Positive Behavior Support at USF

References

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Acknowledgements

- ▶ Thank you to the team, the children, and families at Pediatrics PPEC in Brandon, Florida
- ▶ Krisi Brackett, MS, CCC-SLP
- ▶ Donna Edwards, MA, CCC-SLP, BCS-S
- ▶ Suzanne Schneider, MS, CCC-SLP, the team at TGH, and the MESPA Board
- ▶ Enid Gildar, MA, CCC-SLP
