

00:00:09.000 --> 00:00:14.869

Liz Grillo (she/her): welcome to episode, 7 of the Csd at Wcu podcast.

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00:00:15.310 --> 00:00:21.309

Liz Grillo (she/her): Today, we are featuring featuring discussion related to pediatric feeding and swallowing disorders.

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00:00:21.390 --> 00:00:26.429

Liz Grillo (she/her): My name is Elizabeth Grillo. I'm a professor in the department of Csd. At Wcu.

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00:00:26.640 --> 00:00:31.960

Liz Grillo (she/her): and I have 3 amazing panelists who will be joining me tonight for our discussion.

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00:00:32.070 --> 00:00:39.329

Liz Grillo (she/her): So I will let each of them introduce themselves, and I want them to talk about the current stage of their career.

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00:00:39.510 --> 00:00:50.090

Liz Grillo (she/her): their education and professional background, and how they became interested in the topic of pediatric feeding and swallowing. So let's start with Professor Sarah Moreau.

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00:00:51.100 --> 00:00:58.140

Sarah Moreau: Hi, I'm Sarah. I'm currently the Director of Clinical Services at Westchester University's Department of Communicative Sciences and Disorders.

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00:00:58.190 --> 00:01:05.490

Sarah Moreau: It is a true joy to be back at Westchester since earning my bachelor's and my Master's degree at Westchester University.

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00:01:06.080 --> 00:01:14.459

Sarah Moreau: As a professional, I'm certified in the Sos. Approach to feeding, and I previously held the certification of lactation, counseling for 6 years.

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00:01:14.970 --> 00:01:25.110

Sarah Moreau: When I think about my interest in pediatric feeding and swallowing, I can trace it back to a conversation that I had with one of my doctors, who specialized in hormone infertility treatment

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00:01:25.360 --> 00:01:33.289

Sarah Moreau: at the time. I knew that I really loved swallowing, but I didn't know if I wanted to commit myself to working with the geriatric side of the lifespan.

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00:01:33.620 --> 00:01:51.970

Sarah Moreau: but whenever I was listening to this doctor he was telling me that he started off his career in cancer research, and after doing that for several years, there was just an emotional drain on him just seeing patient after patient pass away, or not really get better in the way that he had expected to.

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00:01:52.503 --> 00:02:00.139

Sarah Moreau: So then he said he, he changed his career, and he then started working with couples that had difficulty with infertility.

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Sarah Moreau: so he completely changed his trajectory, moved to a different side of the lifespan, and that really gave me the inspiration to work with a pediatric population instead of a geriatric population.

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00:02:11.490 --> 00:02:14.870

Sarah Moreau: and I I wouldn't have it any other way. I love it.

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00:02:15.580 --> 00:02:17.020

Liz Grillo (she/her): That's awesome.

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00:02:17.330 --> 00:02:21.620

Liz Grillo (she/her): So now let's move to Hannah Breslin. Go ahead, Hannah.

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00:02:21.997 --> 00:02:26.990

Breslin, Hanna: My name is Hannah Breslin. I am currently a clinical fellow within the school district of Haverford township.

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00:02:27.170 --> 00:02:32.429

Breslin, Hanna: I graduated with my master's degree in speech, language, pathology from Westchester earlier this year.

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00:02:32.860 --> 00:02:38.189

Breslin, Hanna: and I became interested in pediatric feeding and swallowing. Mostly during my graduate program.

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00:02:38.450 --> 00:02:46.809

Breslin, Hanna: I knew going into grad school. I wanted to focus on the medical side of the field, but I feel like I really found my niche within the pediatric feeding and swallowing community.

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00:02:46.960 --> 00:02:51.499

Breslin, Hanna: especially during our interactive learning center simulations.

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00:02:53.130 --> 00:02:56.700

Liz Grillo (she/her): Awesome. We're so excited to have you on board with our discussion.

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00:02:56.750 --> 00:02:59.120

Liz Grillo (she/her): So now, turning to Nicole, Diversa.

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00:02:59.790 --> 00:03:09.060

D'Aversa, Nicole: Hi, my name's Nicole Diversa. I'm currently a second year graduate student at Westchester University, getting my master's in speech, language, pathology.

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00:03:09.625 --> 00:03:16.390

D'Aversa, Nicole: I have a nutrition background. So that's kind of where my interest in pediatric feeding and swallowing started.

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00:03:16.530 --> 00:03:24.329

D'Aversa, Nicole: I knew pretty much since I started college. I wanted to work with the pediatric population in feeding in some capacity.

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00:03:24.550 --> 00:03:39.009

D'Aversa, Nicole: and my history is long and complicated. But essentially I fell down the rabbit hole of working in a Nicu, and then having a niece who has complex medical needs, who needed pediatric feeding and swallowing swallowing services

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00:03:39.540 --> 00:03:45.027

D'Aversa, Nicole: and all roads lead to us. And I just really kind of saw

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00:03:45.510 --> 00:03:50.020

D'Aversa, Nicole: my niche in that area, and I grabbed onto it, and I have never looked back so.

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00:03:50.330 --> 00:04:00.200

Liz Grillo (she/her): Awesome I am. So I'm so thrilled. So just to tell people a little bit more about me. My background is in adult medical speech, language, pathology, specifically voice disorders

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00:04:00.220 --> 00:04:06.940

Liz Grillo (she/her): dysphagia. And I've been teaching the graduate Dysphagia course at Westchester for too many years to mention.

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00:04:07.050 --> 00:04:17.839

Liz Grillo (she/her): so I won't mention that. But through the years I have really kind of taught myself aspects of pediatric feeding and swallowing. I am no way near

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00:04:17.920 --> 00:04:23.069

Liz Grillo (she/her): an expert in this area, but I want to make sure that I provide.

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00:04:23.120 --> 00:04:43.920

Liz Grillo (she/her): you know, depth well, as much as I can across the lifespan in my dysphagia course. I think generally the field in Asha speech, language, pathology. We tend to focus more on adults with dysphagia, with less of an emphasis on pediatric feeding and swallowing disorders. So I am trying to get students interested in that area so that they can go on and become specialized in that

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00:04:44.150 --> 00:04:58.469

Liz Grillo (she/her): in terms of pediatric feeding and swallowing. So let's begin with Sarah. So, Sarah, you mentioned that you are. You have expertise in the Sos. Approach. So please tell us about it. What is it? And how do you use it in your clinical practice?

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00:04:59.260 --> 00:05:05.309

Sarah Moreau: So the Sos approach to feeding Sos stands for sequential oral sensory.

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00:05:05.320 --> 00:05:14.029

Sarah Moreau: It is a transdisciplinary and systematic framework for feeding therapy that was created by Dr. K. Toomey in the early 2 thousands.

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Sarah Moreau: But you know, before we zoom in on just the Sos approach to feeding, I think it's valuable to offer context

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Sarah Moreau: that Dr. Jerry Logoman's pioneering work in Dysphagia. It occurred in the 19 seventies which also had strong multidisciplinary ties, but then it led to Asha, officially putting the use

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00:05:33.370 --> 00:05:39.969

Sarah Moreau: of slps, conducting the fee studies as part of our official scope of practice only in 2,001.

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00:05:40.520 --> 00:05:49.340

Sarah Moreau: So let's just pause and reflect that that's only about 30 years. It's pretty ridiculous whenever you think about that from the adult population.

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00:05:49.420 --> 00:05:54.420

Sarah Moreau: But then, even more crazy is that just in 2021

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00:05:54.780 --> 00:06:00.170

Sarah Moreau: there has been the diagnostic, the diagnosis of a pediatric feeding disorder with.

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00:06:00.170 --> 00:06:02.539

Liz Grillo (she/her): So only 3 years. That's only 3 years.

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00:06:02.540 --> 00:06:22.570

Sarah Moreau: Yeah, yeah, so, and we know that there's about a 17 year gap from research to implementation. So we're just thinking that you know, we're on the cutting edge of of what this means for treatment. For some of these children there's been different types of disciplines who have tried to to work separately to to help these kiddos. But

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00:06:22.630 --> 00:06:35.829

Sarah Moreau: really, what I like about the Sos approach to feeding is that it takes all of the different disciplines, and it. It kind of systematize, systematizes them and and puts them together so that it is kind of in one package

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00:06:35.850 --> 00:06:39.980

Sarah Moreau: that a therapist can be trained in, which is really helpful.

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00:06:40.400 --> 00:06:58.699

Liz Grillo (she/her): And Sarah. It's any therapist. It's speech, language, pathology. But it's so. People who are trained in Sos can be from registered dietitian occupational therapy, physical therapy. And those are all these multidisciplines who are able to do this approach. It doesn't just have to be an slp doing it.

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00:06:58.930 --> 00:07:20.610

Sarah Moreau: Absolutely. Yeah. The strongest presence is within registered dietitian psychology and behavior technician or Aba. And then I don't know if I said occupational therapy. I don't think I did, and then speech. So those are the strongest presence, but it can absolutely be for a nurse or for parents can go to this training as well to help their children.

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00:07:20.760 --> 00:07:27.060

Liz Grillo (she/her): I just wanted to say one thing. Thank you for putting this in perspective. When I went to graduate school way back.

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00:07:27.510 --> 00:07:30.939

Liz Grillo (she/her): Dysphagia was not a required course.

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00:07:31.450 --> 00:07:31.840

Sarah Moreau: Yeah.

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00:07:31.840 --> 00:07:41.090

Liz Grillo (she/her): I did not sit in a dysphagia class once a week, I learned on the job. So you know, and that's I mean, I'm not that old.

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00:07:41.140 --> 00:07:45.420

Liz Grillo (she/her): So it's it's really amazing that you put that in in perspective.

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00:07:47.380 --> 00:07:49.760

Liz Grillo (she/her): So how does so go ahead. Go ahead, Sarah.

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00:07:49.760 --> 00:08:02.660

Sarah Moreau: So I was going to say, you know, we think about the Sos approach to therapy. It really is to help us just scratch the surface of you know what are the complexities for for any individual with a pediatric feeding disorder?

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00:08:04.130 --> 00:08:10.589

Sarah Moreau: and and having the transdisciplinary approach really helps us not just look at one area, but to be able to

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00:08:10.760 --> 00:08:35.239

Sarah Moreau: effectively assess and treat a child from all different parts of development. So instead of just looking at one part from a speech pathology, lens. We really have the privilege and now information, to look at them from a psychological perspective, from a developmental perspective, from gross motor and fine motor to see. Is it just that we need to focus on chewing? Or are there other things that we can support them

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00:08:35.250 --> 00:08:38.189

Sarah Moreau: in, as well to help their chewing.

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00:08:40.280 --> 00:08:44.280

Liz Grillo (she/her): How does someone learn more about the Sos approach?

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00:08:45.930 --> 00:08:46.940

Sarah Moreau: so

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00:08:47.370 --> 00:08:59.950

Sarah Moreau: somebody who most likely Sos is is recommending that it's second year graduate students at the earliest under the supervision of somebody who has been Sos trained?

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00:09:01.230 --> 00:09:07.400

Sarah Moreau: and they can take the basic training course, which is a handful of days conference.

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00:09:07.490 --> 00:09:10.400

Sarah Moreau: And then after that there can be a mentorship.

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00:09:10.490 --> 00:09:17.640

Sarah Moreau: And then following that, there can be certification which is kind of more intensive mentorship where you're you're giving videos of

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00:09:17.650 --> 00:09:24.509

Sarah Moreau: you doing therapy. And the Sos. Professors, they help you along, and for myself, going through all of those stages

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00:09:24.520 --> 00:09:28.740

Sarah Moreau: that has been extremely instrumental in in honing my craft.

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00:09:29.590 --> 00:09:35.240

Liz Grillo (she/her): Yeah, that's wonderful. I mean, I'm an Estill master trainer related to the Estill Voice training system.

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00:09:35.430 --> 00:09:48.589

Liz Grillo (she/her): And I can reflect on, you know, a similar experience. I you know, I started in baby steps learning the approach, and I thought it was valuable to pursue the certification process, because, as I went through each step.

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00:09:48.960 --> 00:09:57.300

Liz Grillo (she/her): You know I've become an better. I've become a better instructor in the method as I go through. So it's valuable that

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00:09:57.310 --> 00:09:59.969

Liz Grillo (she/her): you know this Sos. Has a similar framework.

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00:10:00.080 --> 00:10:10.019

Liz Grillo (she/her): Can you provide one clinical example of how, using the approach the Sos approach helped improve clinical outcomes for a child and a caregiver that you were, that you have worked with.

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00:10:10.460 --> 00:10:13.919

Sarah Moreau: Yeah, now, before I do that, here's my disclosure.

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00:10:14.250 --> 00:10:23.490

Sarah Moreau: The Sos approach to feeding is a specific framework to help families and children with pediatric feeding disorders make progress, improve their outcomes and their quality of life.

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00:10:23.550 --> 00:10:28.240

Sarah Moreau: However, as we know as clinicians, one size doesn't always fit all.

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00:10:28.280 --> 00:10:32.679

Sarah Moreau: but at least for the clients that I've had gravitate towards my practice.

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00:10:32.760 --> 00:10:39.869

Sarah Moreau: I can kind of make Sos fit the majority of my clients just because it is a flexible model.

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00:10:40.000 --> 00:10:43.000

Sarah Moreau: but it doesn't necessarily work for everybody.

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00:10:43.070 --> 00:10:52.770

Sarah Moreau: So before before I continue, I wanted to say that. So here's an example of an 8 year old boy who is

profoundly autistic.

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Sarah Moreau: He's minimally verbal, who came to me about a year or so ago.

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00:10:57.030 --> 00:11:05.939

Sarah Moreau: and after making minimal success with other approaches to feeding therapy, the mom was just really, really kind of devastated and looking for somebody who would see her son

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00:11:06.160 --> 00:11:07.300

Sarah Moreau: as

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00:11:07.710 --> 00:11:14.552

Sarah Moreau: as a well rounded child. And not just somebody who has a feeding disorder.

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00:11:15.030 --> 00:11:18.409

Sarah Moreau: And so he only had about 3 foods in his repertoire.

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00:11:18.430 --> 00:11:21.589

Sarah Moreau: and while he wasn't underweight, which is often a

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00:11:21.850 --> 00:11:46.359

Sarah Moreau: a common issue. The mother had obvious concerns about him, just not deciding to eat even his preferred foods, and so this is called food juggling whenever somebody will have a preferred food, and they eat it over and over and over again, and then they just burn out on the food. So he was doing that, but he only had 3 foods, and he wasn't showing any signs of wanting to learn about new foods.

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00:11:47.527 --> 00:11:59.890

Sarah Moreau: So I will be honest that the Sos. Approach to feeding certainly is not a magic wand of progress. However, it did provide a framework to teach me how to really see this boy in all of his complexities.

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00:12:00.030 --> 00:12:26.810

Sarah Moreau: I taught him how to problem, solve so that he could stay, regulated, and be with me at the table and be engaged with me. And Mom was right there, too. So that's probably one of the biggest things that Sos did is it's systematic. And it taught him how to be engaged thinking about him being profoundly autistic. Engagement has to come 1st before learning does so. Through this we eventually expanded his food repertoire.

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00:12:26.810 --> 00:12:51.879

Sarah Moreau: and whenever I left my therapy job to come to the university. He was starting to put a variety of different pretzel sticks in his mouth. So thinking about pretzel rods versus pretzel sticks versus there's these things called dippers were like they're in the middle. And he was eating different types of cheeses, so like mozzarella sticks or American cheese, or like grilled cheese. His progress was slow, but it was steady.

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00:12:51.970 --> 00:13:18.419

Sarah Moreau: and every step of his progress he made while he was calm and comfortable, and we know that whenever kids and adults, for that matter, are calm and comfortable, they're actually going to retain what they learn better. And so that's 1 of my favorite parts is that he was calm and comfortable. But then my other favorite part was seeing the hope in his mother's eyes when she saw him learning about food, and then also being respected as an individual with sensory needs.

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00:13:19.150 --> 00:13:22.429

Sarah Moreau: And I, just, I have story after story of this, where

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00:13:22.580 --> 00:13:31.610

Sarah Moreau: I see the hope in these parents eyes light up, not because I'm able to offer a radical solution in 12 to 24 weeks.

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00:13:31.640 --> 00:13:38.300

Sarah Moreau: but it's because I'm able to teach them how to do what I do. But also there, there's hope for the long term.

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00:13:38.630 --> 00:13:46.650

Liz Grillo (she/her): Oh, that's such a great story. Wow! Can you? So his mom, just, you know, kind of a sigh of relief and look, he was able to

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00:13:46.790 --> 00:13:56.619

Liz Grillo (she/her): learn and and develop a positive relationship with trying different food options. Right? Oh, wow! What a positive outcome! That's wonderful.

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00:13:57.410 --> 00:14:05.300

Liz Grillo (she/her): So let's move to Nicole. So, Nicole, I know that you recently completed the online. Sos course.

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00:14:05.320 --> 00:14:18.619

Liz Grillo (she/her): how long was it? And then you know, what do you learn? I know you're currently in my dysphagia class now. So I'm interested to hear how many days was it? What did you learn? How? How are you applying what you're using? You know, in the class with me. Now.

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00:14:18.850 --> 00:14:35.999

D'Aversa, Nicole: Yeah. So I think Sarah gave a really great overview of what it is. So it was 4 days long, and I actually did the zoom option. Just because there wasn't anything local to Philadelphia at the time, and I wanted to make sure I had it in my back pocket before I graduated.

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00:14:36.894 --> 00:14:44.810

D'Aversa, Nicole: Let's see, it was 4 days long, 8 and a half hours a day, sitting on zoom with about a hundred 50 other professionals from

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00:14:45.160 --> 00:14:54.369

D'Aversa, Nicole: all disciplines, from all over the world. I think there was ot dieticians, physical therapists. Somebody

was from Norway.

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00:14:54.740 --> 00:14:56.379

D'Aversa, Nicole: It was all encompassing.

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00:14:57.263 --> 00:15:12.180

D'Aversa, Nicole: So like, I said. Sarah hit the nail right on the head about kind of what I learned, but I think the biggest thing that I learned from this conference is one how to use the transdisciplinary approach in my practice.

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00:15:12.737 --> 00:15:25.622

D'Aversa, Nicole: That's something I've kind of always geared and gravitated towards, because I always think like I don't always know the answer, so I love kind of learning how I can use that in my future practice.

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00:15:25.990 --> 00:15:28.477

D'Aversa, Nicole: And then how to

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00:15:29.190 --> 00:15:33.890

D'Aversa, Nicole: Sorry I lost my train of thought oral motor skills. That's the word I'm looking for.

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00:15:34.300 --> 00:15:41.300

D'Aversa, Nicole: We learned a lot about oral motor skills. And the one thing I really appreciated about this course was, I

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00:15:41.940 --> 00:15:50.569

D'Aversa, Nicole: just always kind of thought. Feeding and swallowing were always always under the same umbrella, and I didn't realize that there was technically a difference.

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00:15:51.050 --> 00:16:10.490

D'Aversa, Nicole: I just kind of assumed they were one in the same. So I really loved learning the feeding aspect of that, and how to treat the feeding component of the feeding and swallowing, and then utilize learning in your class all about the swallowing. I think I'm now able to kind of. Put it all together into one neat package, and it just

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00:16:10.650 --> 00:16:13.266

D'Aversa, Nicole: makes everything make so much more sense.

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00:16:13.640 --> 00:16:15.360

Liz Grillo (she/her): So I'm going to put you on the spot.

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00:16:15.360 --> 00:16:15.990

D'Aversa, Nicole: Yeah.

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00:16:15.990 --> 00:16:21.829

Liz Grillo (she/her): Can you define or describe feeding disorder versus a swallowing disorder for the audience?

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00:16:22.700 --> 00:16:23.649

D'Aversa, Nicole: That's right.

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00:16:24.150 --> 00:16:29.449

Liz Grillo (she/her): You can do it. You you just told us you know the difference. Put it in, put it in your words.

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00:16:29.750 --> 00:16:32.389

D'Aversa, Nicole: So a feeding disorder.

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00:16:32.730 --> 00:16:37.489

Liz Grillo (she/her): And Sarah and Hannah can help. You know, we're having a discussion.

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00:16:37.730 --> 00:16:44.759

D'Aversa, Nicole: So I think thinking about a feeding disorder in terms of the Sos approach. It almost is.

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00:16:45.640 --> 00:16:47.350

D'Aversa, Nicole: how do I want to say this?

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00:16:47.550 --> 00:17:03.959

D'Aversa, Nicole: It's more than just chewing right? Like it's not always necessarily. Oh, somebody or a child cannot chew this food. Maybe that is the case. Maybe they have some, you know, some tongue tip lateralization impairments where basically they can't move their tongue back and forth. Maybe they have weak jaw. They can't chew

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00:17:04.535 --> 00:17:19.339

D'Aversa, Nicole: but I also think, and what I learned from the Sos approach is maybe something else is going on like maybe something sensory, maybe something different, whereas I think of a swallowing disorder as

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00:17:19.510 --> 00:17:27.000

D'Aversa, Nicole: they can. They're having trouble swallowing. There is some sort of impairment within their swallow mechanism that's

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00:17:27.329 --> 00:17:27.960

D'Aversa, Nicole: happening.

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00:17:28.069 --> 00:17:30.790

D'Aversa, Nicole: It's probably not the most eloquent way to put it, but.

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00:17:30.990 --> 00:17:34.720

Liz Grillo (she/her): I think it's I think it's a good start. I know Hannah wanted to add to it. Go ahead, Hannah.

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00:17:34.720 --> 00:17:35.650

D'Aversa, Nicole: Sorry. Hannah. Go ahead.

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00:17:35.650 --> 00:17:44.859

Breslin, Hanna: No, it's okay. I was just going to say I feel like feeding disorders and therapy are much more holistic than looking at the swallowing portion.

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00:17:44.890 --> 00:17:50.909

Breslin, Hanna: whereas the feeding part you're looking at the whole body. You're looking at the environment. You're looking at a lot of different factors.

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00:17:50.940 --> 00:17:57.030

Breslin, Hanna: whereas the swallowing it's much more black and white. It's this is here, or it's not. You can do this, or you can't.

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00:17:58.410 --> 00:18:00.930

Liz Grillo (she/her): yeah, I, Sarah, do you want to add to that? Go ahead. Sarah.

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00:18:00.930 --> 00:18:20.049

Sarah Moreau: Sure can. So if we think about what a pediatric feeding disorder is, the definition of that is going to be impaired. Oral intake, that's not age appropriate. That lasts 2 weeks or more, and at least one or more of the following areas. And the 4 areas are going to be medical. So that's where dysphagia and swallowing is going to be under

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00:18:20.050 --> 00:18:31.009

Sarah Moreau: nutritional. If there is, they're underweight or a lack of nutrients feeding skills which encompasses any sensory difficulties, or they're having difficulty regulating themselves with food

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00:18:31.130 --> 00:18:46.820

Sarah Moreau: and or their oral motor skills. So oral motor skills is under feeding skills. And then psychosocial dysfunction. If there's a psychological issue, there's behavioral issues, maladaptive issues coming to the table. That's what defines a feeding disorder.

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00:18:46.820 --> 00:18:49.490

Liz Grillo (she/her): Yes, and that's 2021 correct.

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00:18:49.490 --> 00:18:50.220

Sarah Moreau: Yeah.

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00:18:50.220 --> 00:18:53.139

Liz Grillo (she/her): Yeah, because it now. Oh, that's only 3 years old.

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00:18:53.140 --> 00:18:53.959

Sarah Moreau: That's right. That's right.

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00:18:53.960 --> 00:19:02.260

Liz Grillo (she/her): Everybody. So you know, when we think about a swallowing, you know, in terms of the adult mindset, geriatric tends to be more geriatric leaning.

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00:19:02.340 --> 00:19:08.479

Liz Grillo (she/her): You know you're talking about the 4 stages of Swallow, you know. Where is the breakdown in the oral prep oral pharyngeal esophageal.

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00:19:08.630 --> 00:19:15.360

Liz Grillo (she/her): but you can see how the pediatric piece adds those 2 of 2 of the 4 dimensions. Is that correct, Sarah?

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00:19:15.410 --> 00:19:18.179

Liz Grillo (she/her): At least at least 2 of the 4. Is that what you said.

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00:19:18.931 --> 00:19:20.929

Sarah Moreau: You need at least one of them. But in the Jerry.

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00:19:20.930 --> 00:19:22.760

Liz Grillo (she/her): I'll just remember we.

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00:19:22.760 --> 00:19:24.699

Sarah Moreau: There's not really the nutritional component.

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00:19:24.700 --> 00:19:25.270

Liz Grillo (she/her): There's not.

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00:19:25.270 --> 00:19:27.779

Sarah Moreau: Really the psychosocial component.

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00:19:27.780 --> 00:19:28.930

Liz Grillo (she/her): Yeah, right?

149

00:19:29.580 --> 00:19:36.679

Liz Grillo (she/her): Okay. So, Nick, I just want to ask you 1 1 other question, Nicole. So can you talk a little bit about how.

150

00:19:36.810 --> 00:19:41.410

Liz Grillo (she/her): So this on the Sos online course that you just completed in September.

151

00:19:41.480 --> 00:19:49.960

Liz Grillo (she/her): How is that impacting your experience in the graduate program? And how is that helping you to prepare for your affiliation that you'll be doing this summer.

152

00:19:50.480 --> 00:19:57.350

D'Aversa, Nicole: I think learning about feeding, and like I said, it kind of makes everything come together a little bit more for me.

153

00:19:57.510 --> 00:20:03.680

D'Aversa, Nicole: like we were talking about. Swallowing is just one piece of the puzzle, but actually learning what happens before the swallowing

154

00:20:04.390 --> 00:20:12.729

D'Aversa, Nicole: just makes everything make so much more sense. And I'm even pulling some stuff from my nutrition undergrad that I never in a million years thought I would

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00:20:13.400 --> 00:20:17.540

D'Aversa, Nicole: ever use, because that was too many years ago.

156

00:20:18.500 --> 00:20:30.250

D'Aversa, Nicole: But yeah, it just it completely just opened up everything. And I think learning everything into one mechanism. Not one mechanism, but one process now

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00:20:30.260 --> 00:20:37.939

D'Aversa, Nicole: is just so much more beneficial, and I understand swallowing. I'll think a lot more because of it, because I understand what happens before.

158

00:20:38.640 --> 00:20:50.529

D'Aversa, Nicole: and I can kind of put it all together, and then, in terms of summer, I have to definitely brush up on the Sos approach to work with Sarah this summer because it was a lot of information in 4 days.

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00:20:50.550 --> 00:20:55.550

D'Aversa, Nicole: and even preparing for the podcast and just kind of going over. You know what I learned to

160

00:20:55.630 --> 00:21:01.179

D'Aversa, Nicole: talk about it. I was like, Oh, wow! I learned a lot. And

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00:21:01.200 --> 00:21:03.490

D'Aversa, Nicole: it's a lot of information. Yeah.

162

00:21:03.680 --> 00:21:10.210

Liz Grillo (she/her): And and part of the process. And I believe this is the Sos certification process. Right, Sarah.

163

00:21:10.270 --> 00:21:13.720

Liz Grillo (she/her): People have to 1st participate in a course.

164

00:21:14.060 --> 00:21:25.439

Liz Grillo (she/her): like Nicole did, and then they move on, and they practice with a mentor who's already certified in the approach, etc. You talked a little bit about that. But is there? Are there different levels of certification in the approach.

165

00:21:25.440 --> 00:21:28.289

Sarah Moreau: So there's there's either certified or bust. So there's.

166

00:21:28.290 --> 00:21:29.310

Liz Grillo (she/her): Oh, okay.

167

00:21:29.820 --> 00:21:55.109

Sarah Moreau: There's a basic training. And then, after that, I think you're encouraged to take their advanced courses. Sos actually provides about 10 different advanced courses in different topics, and I've taken probably 4 or 5 of them, and that you get asked to Ceus for them. But they're extremely helpful. And then, after you take some advanced courses, then you can be up for the mentorship level one, and then the after that, there's like the kind of mentorship level 2, which is the actual certification process.

168

00:21:55.180 --> 00:21:57.170

Liz Grillo (she/her): Where are you in the process.

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00:21:57.300 --> 00:21:58.699

Sarah Moreau: I'm I'm complete. I'm certified.

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00:21:58.700 --> 00:22:05.249

Liz Grillo (she/her): Oh, okay, okay. And you, you think it was highly worth it to go. How how long did it take you? Are we talking about years.

171

00:22:05.250 --> 00:22:08.023

Sarah Moreau: No, no, no, I I think it's honestly

172

00:22:08.800 --> 00:22:12.039

Sarah Moreau: How how well you can

173

00:22:12.160 --> 00:22:35.030

Sarah Moreau: use what you've learned from each step. So for me. I think it. It's taken maybe 4 years, but that that's just like, well, I just finished one course. I have all this new information. I need to implement this before I think I'm ready for the next step. But I don't think there's anything necessarily holding people back. You have to pass one level before you get to the next, but still worth it, so worth it.

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00:22:35.170 --> 00:22:41.259

Liz Grillo (she/her): And are there many speech language pathologists who have gotten as high as you have? Or is it unusual

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00:22:41.660 --> 00:22:44.240

Liz Grillo (she/her): to have an slp as advanced.

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00:22:44.240 --> 00:22:54.340

Sarah Moreau: Yeah, you know, I think that Sos is growing I. So part of the reason why it took me a while to become certified as I was on a wait list because they needed enough people to run the course.

177

00:22:54.824 --> 00:23:02.649

Sarah Moreau: So there's there's not a lot of certified Sos speech pathologists. But I hope that that'll change.

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00:23:02.650 --> 00:23:12.120

Liz Grillo (she/her): Yeah, that's wonderful. Okay, so let's turn to Hannah. So Hannah, in your introduction, you talked to us a little bit about your medical affiliation experience this past summer.

179

00:23:12.270 --> 00:23:28.649

Liz Grillo (she/her): So you know, let's talk about your experience this summer. How were you selected for this for the process, for the experience? What was the interview process like, can you offer any advice for current graduate students who may be listening to this on how to prepare for that amazing children's

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00:23:28.890 --> 00:23:32.210

Liz Grillo (she/her): a hospital of Pennsylvania experience. You had.

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00:23:32.780 --> 00:23:39.379

Breslin, Hanna: Sure, so like you said I had a wonderful experience at chop. It was truly a privilege to learn from their clinicians.

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00:23:39.670 --> 00:23:42.640

Breslin, Hanna: so I submitted an application.

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00:23:42.880 --> 00:23:49.230

Breslin, Hanna: and was selected for an interview, and this was conducted with the woman. That would be my supervisor.

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00:23:49.570 --> 00:23:54.490

Breslin, Hanna: and ultimately, after the interview is when I was selected for the position.

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00:23:54.830 --> 00:24:04.519

Breslin, Hanna: and during the interview she reviewed my resume application materials. She asked a lot of follow up questions about my previous career, and then some of the questions that I answered.

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00:24:04.750 --> 00:24:11.239

Breslin, Hanna: She was fascinated by all of the simulation activities we did in our graduate program.

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00:24:11.390 --> 00:24:14.420

Breslin, Hanna: And just the technology we had access to.

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00:24:14.640 --> 00:24:16.590

Breslin, Hanna: because this is something that not

189

00:24:16.900 --> 00:24:18.920

Breslin, Hanna: many universities have.

190

00:24:19.020 --> 00:24:22.939

Breslin, Hanna: and having the hands-on experience really puts you in a higher

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00:24:23.240 --> 00:24:33.219

Breslin, Hanna: position, going into an affiliation experience like that. Because you're not starting from scratch, you have a foundation to continue learning on, and.

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00:24:33.220 --> 00:24:46.759

Liz Grillo (she/her): Yeah, and I would. And I would say an advantage to the Supervisor would be, you know, from a supervisor hat that I'm going to put on. Maybe I don't have to spend as much time teaching this student foundational knowledge because the students already coming to me with that.

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00:24:46.880 --> 00:24:52.760

Liz Grillo (she/her): So it's almost like less work for the supervisor. And and actually the work becomes.

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00:24:52.930 --> 00:24:59.390

Liz Grillo (she/her): you know, with more depth, more advancement than you than you would typically do with A, with a graduate student.

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00:24:59.890 --> 00:25:14.160

Breslin, Hanna: Yeah, by the end of the experience it felt more collaborative rather than supervisory. I I really felt like I built my confidence a lot. And granted I had a phenomenal supervisor. She just had a real gift when it comes to teaching.

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00:25:14.710 --> 00:25:18.490

Breslin, Hanna: I think also having the Mbs. In P training

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00:25:18.590 --> 00:25:25.170

Breslin, Hanna: prior to my affiliation, filled in a lot of the gaps that many students come in with.

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00:25:25.170 --> 00:25:25.710

Liz Grillo (she/her): -

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00:25:25.710 --> 00:25:26.610

Breslin, Hanna: So

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00:25:26.890 --> 00:25:31.109

Breslin, Hanna: understanding the anatomy what to look for on Mbs.

201

00:25:31.120 --> 00:25:38.650

Breslin, Hanna: You know how to approach clients at bedside, how to talk to families. I have the Mbs. In PI have the simulation experience.

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00:25:38.730 --> 00:25:40.790

Breslin, Hanna: and it really propelled me

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00:25:40.850 --> 00:25:43.450

Breslin, Hanna: into the position. I felt very prepared.

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00:25:43.650 --> 00:25:52.319

Liz Grillo (she/her): And what? So you were working on the pediatric? Where? Where were you in chop? What type of floors were you? On? What type of families and clients. Were you working with.

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00:25:52.800 --> 00:25:58.620

Breslin, Hanna: So I was the only acute care student intern, so I was lucky enough to experience a couple of different units.

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00:25:58.660 --> 00:26:02.890

Breslin, Hanna: My supervisor was primarily on treec vent and picu.

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00:26:03.100 --> 00:26:05.150

Breslin, Hanna: But then I also got to

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00:26:05.300 --> 00:26:10.070

Breslin, Hanna: work on the oncology unit, Nicu, general peds and neurology.

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00:26:10.520 --> 00:26:16.040

Breslin, Hanna: I don't know which would be my favorite, because they all have so many cool aspects to them, but

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00:26:16.130 --> 00:26:19.339

Breslin, Hanna: to get a little bit of each one was really awesome.

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00:26:20.230 --> 00:26:27.249

Liz Grillo (she/her): Wow! And so you worked with preemies all the way up to 18 year olds is is that your age range.

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00:26:27.870 --> 00:26:33.909

Breslin, Hanna: They do actually see people over the age of 18 depending on the disorder. So if somebody

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00:26:34.650 --> 00:26:40.789

Breslin, Hanna: has a unique disorder or diagnosis, and there's a specialist at Job. They will not turn them away from their age, but

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00:26:40.930 --> 00:26:44.200

Breslin, Hanna: primarily it's preemie to 18.

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00:26:44.550 --> 00:26:51.820

Liz Grillo (she/her): So you were working in acute care. How long were children on your caseload? What? What was the length of time? Typically.

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00:26:52.640 --> 00:27:02.919

Breslin, Hanna: A lot of that varied so chapters, geographic scheduling. So if I had a patient that was on, you know, the trach vent unit and they were able to come off the vent.

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00:27:03.200 --> 00:27:11.890

Breslin, Hanna: and they noticed any kind of neuro impairment. They would get sent to the neuro floor, and then they would be off my caseload, but still a current patient.

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00:27:12.270 --> 00:27:19.240

Breslin, Hanna: So I had kids that I would see for a day, and I had some that were there for the duration of my affiliation.

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00:27:19.550 --> 00:27:26.169

Breslin, Hanna: which is not common in most acute care settings but chop being chop.

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00:27:26.400 --> 00:27:28.829

Breslin, Hanna: They do have kids that stay a little bit longer.

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00:27:29.360 --> 00:27:37.599

Liz Grillo (she/her): What was it like working with families, with really medically complex children in those in that type of acute setting? What was the experience like for you?

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00:27:38.450 --> 00:27:43.949

Breslin, Hanna: It was a really eye opening experience and a difficult adjustment, because

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00:27:44.840 --> 00:27:55.370

Breslin, Hanna: some kids you knew were going to recover and rehabilitate and move on, and others you knew it was more of a grieving process that you know some of these skills would not be

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00:27:55.670 --> 00:28:02.409

Breslin, Hanna: debilitated, or some skills would never be able to be learned because of the nature of the disorder diagnosis.

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00:28:02.750 --> 00:28:04.300

Breslin, Hanna: And I think.

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00:28:04.400 --> 00:28:06.329

Breslin, Hanna: having that empathy

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00:28:06.850 --> 00:28:09.599

Breslin, Hanna: continue to build throughout the affiliation

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00:28:10.200 --> 00:28:20.169

Breslin, Hanna: really hones in on like how much we do as speech therapists, because we have to treat the neck up, and that includes, you know, that counseling piece

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00:28:20.380 --> 00:28:23.929

Breslin, Hanna: and being someone that can educate, listen, and counsel.

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00:28:24.710 --> 00:28:30.540

Liz Grillo (she/her): Yeah, awesome. So, reflecting on our what we talked about pediatric feeding and swallowing disorders.

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00:28:30.890 --> 00:28:37.900

Liz Grillo (she/her): Were you thinking in that mindset? Was it because they're acute, was it? Was the focus more on swallowing. Were you? Were you doing both?

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00:28:38.420 --> 00:28:39.940

Liz Grillo (she/her): Can you talk about that?

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00:28:39.940 --> 00:28:45.489

Breslin, Hanna: Most of the focus was on swallowing, because chop has a pediatric feeding clinic.

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00:28:46.200 --> 00:28:52.819

Breslin, Hanna: and that's primarily outpatient, based. So we knew that we had to get our kids up to a certain point.

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00:28:52.950 --> 00:28:57.000

Breslin, Hanna: and then we're able to transition them to that pediatric feeding team.

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00:28:57.090 --> 00:29:12.400

Breslin, Hanna: And it was a really seamless transition, because a lot of the therapists there do both. They work in acute care, and then they do one or 2 days a week in the clinic, and I think that's really beneficial, because you're going in with a little bit of background on that kid and what they look like, how they present.

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00:29:13.310 --> 00:29:17.129

Breslin, Hanna: So for us. It was mostly the swallowing treatment.

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00:29:17.130 --> 00:29:18.580

Liz Grillo (she/her): Okay.

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00:29:18.720 --> 00:29:27.599

Liz Grillo (she/her): so what do you think? Students who are listening to this, who are interested? In pursuing an affiliation at the children's hospital of Philadelphia. Aka chop.

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00:29:27.830 --> 00:29:35.760

Liz Grillo (she/her): What do you think they should do to prepare or early career professionals to be successful in the type of position you had this past summer.

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00:29:36.400 --> 00:29:44.410

Breslin, Hanna: I think it's important to review what you know about pediatric feeding and swallowing, and also just working with parents and caregivers.

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00:29:44.770 --> 00:29:54.190

Breslin, Hanna: and then go into it and just trust yourself. You know you got there for a reason. You have to believe in what you know, and I think it's also important to know your limits

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00:29:54.390 --> 00:29:59.670

Breslin, Hanna: and understand that it's okay to say you don't know, and that you're looking forward to learn from it

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00:30:00.040 --> 00:30:02.489

Breslin, Hanna: because we're not expected to know everything.

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00:30:03.370 --> 00:30:04.200

Liz Grillo (she/her): Yeah.

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00:30:04.480 --> 00:30:10.019

Liz Grillo (she/her): And so I think earlier, you said that you're not. You are currently working in a school

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00:30:10.600 --> 00:30:21.089

Liz Grillo (she/her): during your clinical fellowship period. So how? How do you apply what you learned to chop to what you're doing now in a very different environment. But you're still working with children.

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00:30:22.240 --> 00:30:32.420

Breslin, Hanna: Yeah, I think from working at chop. What I learned the most is seeing things from a broader lens and a broader perspective, because when you look too closely, you tend to miss a lot.

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00:30:32.670 --> 00:30:40.239

Breslin, Hanna: and I think there's a lot of similarities working in a school, whereas if you focus on what the disorder or diagnosis is on the Iep

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00:30:40.930 --> 00:30:46.960

Breslin, Hanna: you tend to miss. You know what you can help that child learn or benefit from, or experience.

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00:30:47.420 --> 00:30:53.370

Breslin, Hanna: and even though it's school versus medical. It's 2 very opposite ends of the spectrum of what we do.

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00:30:53.500 --> 00:30:55.390

Breslin, Hanna: There is that layover.

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00:30:57.500 --> 00:31:03.610

Liz Grillo (she/her): Sarah Nicole. Did. Did anybody else want to ask anybody a question or make additional comments?

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00:31:04.575 --> 00:31:07.660

D'Aversa, Nicole: Sarah, can I ask you a question that I don't think I've ever asked you.

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00:31:08.110 --> 00:31:09.630

Sarah Moreau: Oh, sure, I know.

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00:31:09.630 --> 00:31:11.725

D'Aversa, Nicole: It was so tantalizing.

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00:31:12.290 --> 00:31:19.000

D'Aversa, Nicole: How did you hear about the Sos Sos approach? And how did you get involved with it? I don't know if I've ever asked you this.

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00:31:19.000 --> 00:31:22.250

Sarah Moreau: That's a really good question. Okay? So

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00:31:22.669 --> 00:31:31.419

Sarah Moreau: I came out of graduate school and I I thought I knew everything with feeding and swelling. I thought I was really good at this.

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00:31:33.760 --> 00:31:35.119

D'Aversa, Nicole: Dr. Gurlough was your professor.

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00:31:35.120 --> 00:31:36.210

Liz Grillo (she/her): No, because.

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00:31:36.210 --> 00:31:42.421

Sarah Moreau: And I, yeah, yeah, I just I killed it. I nailed it in graduate school

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00:31:44.380 --> 00:31:59.080

Sarah Moreau: going into the field. I'm like, yeah, I'm gonna I'm gonna do this. And actually, you know, it halfway worked where I was able to to build for myself, really a position where I said, hey, I'm gonna specialize in this. You're gonna want me?

264

00:31:59.456 --> 00:32:08.889

Sarah Moreau: And so they said, Yeah, Yeah, I think you're you're convincing. Yeah, we want you. I said, great. We're both convinced. But whenever I got to it

265

00:32:09.440 --> 00:32:18.109

Sarah Moreau: about I don't know 60% of the cases I knew what I was doing with, but it was like another 40 where I'm like, I don't think I

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00:32:19.110 --> 00:32:20.110

Sarah Moreau: out here.

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00:32:20.440 --> 00:32:29.410

Sarah Moreau: Why, why don't I know what to do here? I I asked for all the expensive textbooks for Christmas. I read through them cover to cover.

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00:32:31.170 --> 00:32:37.669

Sarah Moreau: I really should know what's going on. And so that's whenever I was looking at. I'm like there's there's got to be something else like

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00:32:38.070 --> 00:32:43.070

Sarah Moreau: how how could I not understand the basics of how to teach somebody how to chew?

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00:32:43.130 --> 00:32:45.259

Sarah Moreau: And what? What am what am I missing?

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00:32:45.949 --> 00:33:02.140

Sarah Moreau: And so, yeah, you know, by Divine Providence I found the Sos approach. And I'm like, I I think I think this is what I need. I think this is what I need. I haven't heard of anything like this before. And so yeah, I signed up. And my gosh! Everything changed from there.

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00:33:02.360 --> 00:33:07.999

Liz Grillo (she/her): Yeah, I have. I have a similar experience related to voice. I mean, I don't know if Sarah knows the story, but

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00:33:08.100 --> 00:33:16.149

Liz Grillo (she/her): you know before. So I thought, similar to you that oh, I knew what I was doing. I was a good. I thought I was a good voice therapist, you know

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00:33:16.750 --> 00:33:18.779

Liz Grillo (she/her): but then I said, You know what.

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00:33:19.020 --> 00:33:32.750

Liz Grillo (she/her): Maybe there's something better. I've been reading some. I've been talking to my friend Carrie. Tell us about Estill. I've been reading about this. I know Kim Steinhauer, I'm like, let me learn what this is. So as soon as I took my 1st Estill Voice training course

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00:33:32.860 --> 00:33:39.190

Liz Grillo (she/her): I was like, Wow, look at all the stuff I've been missing before. And so now

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00:33:39.390 --> 00:33:46.990

Liz Grillo (she/her): I I think that I'm a better therapist. I think I'm a better instructor now of how to teach students how to help people with voice

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00:33:47.050 --> 00:33:49.619

Liz Grillo (she/her): differences, problems, disorders.

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00:33:50.517 --> 00:33:54.999

Liz Grillo (she/her): So point to new practicing clinicians.

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00:33:55.180 --> 00:33:59.589

Liz Grillo (she/her): This may happen to you. You know you're you're going out, and you're practicing for a period of time.

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00:33:59.690 --> 00:34:08.549

Liz Grillo (she/her): And you're realizing that oh, wow! Maybe there's something else out there. So I'm going to

investigate and see if there's other options. So always stay open to learning something new.

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00:34:09.050 --> 00:34:13.630

Liz Grillo (she/her): right? Because it will improve your your clinical practice. Clinical outcomes.

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00:34:14.159 --> 00:34:20.409

Sarah Moreau: And you know, I really like that, Liz. And and I think that there's also a point where it's not just like

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00:34:20.579 --> 00:34:49.959

Sarah Moreau: one approach is absolutely 100% the best. I think, that there can be approaches that are really, really helpful. And are they worth your time? Yeah, are they worth your money. Yes, they are but similar to staying open minded. It doesn't have to be, you know. One approach is the best over, absolutely everything else. I think that there's benefit to a lot. And so just staying open minded and being willing to learn from different people as new research comes as new researchers come in and figure out, how do we synthesize this information to

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00:34:49.959 --> 00:35:11.539

Sarah Moreau: bring it to therapists that takes time, real time? And if we just kind of lock ourselves in this one textbook where there's 1 way to do things, then we're missing out. And more importantly, our patients are missing out. So you know, feeding matters is the nonprofit organization that is leading the research in feeding disorders, and

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00:35:11.639 --> 00:35:18.749

Sarah Moreau: they have had tremendous growth over. I don't know the past 10 years, and and even more than that, and

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00:35:18.939 --> 00:35:26.719

Sarah Moreau: just seeing how how they have different action steps and what they're doing for advocacy, and and just trying to learn and stay open minded.

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00:35:26.769 --> 00:35:34.849

Sarah Moreau: It's very humbling for me that while you know, I think yep, I can. I can work with this population. I can make a living for myself. Well.

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00:35:35.159 --> 00:35:42.639

Sarah Moreau: there's going to be more coming down the pipe soon, and and to be ready for that, and to be ready to be malleable and to change.

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00:35:42.640 --> 00:35:53.720

Liz Grillo (she/her): Right? Yeah, flexible. Adapt your practice to improve outcomes for our clients, caregivers and families. Because that's ultimately why we why we do what we do so being open to those new ideas.

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00:35:54.460 --> 00:35:58.799

Liz Grillo (she/her): Does Hannah, did you want to ask or say anything else? Ask a question or.

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00:35:59.450 --> 00:36:01.389

Breslin, Hanna: I was just gonna say, like.

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00:36:01.830 --> 00:36:09.790

Breslin, Hanna: we're learning every day. And I think just exposing yourself to as much knowledge and expertise as you can is so beneficial

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00:36:09.840 --> 00:36:14.840

Breslin, Hanna: like. I've learned a lot talking to Sarah and Nicole today about the Sos approach that

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00:36:15.570 --> 00:36:17.420

Breslin, Hanna: you know you think you have

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00:36:17.800 --> 00:36:23.909

Breslin, Hanna: a well-rounded idea of what something is, and then somebody says something, and it puts it in a whole new perspective.

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00:36:24.925 --> 00:36:25.700

Liz Grillo (she/her): Yeah.

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00:36:25.970 --> 00:36:32.799

Liz Grillo (she/her): So to all of you, what additional advice can you offer professionals who are interested in this topic

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00:36:32.870 --> 00:36:39.490

Liz Grillo (she/her): that we haven't already talked about whether it's early career professional students, people who are later in their career.

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00:36:39.630 --> 00:36:41.929

Liz Grillo (she/her): Do you have any additional advice for them?

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00:36:43.490 --> 00:36:52.009

D'Aversa, Nicole: So one thing I was thinking about during this when I was preparing is, what advice would I give to my 18 year old self

302

00:36:52.130 --> 00:36:56.100

D'Aversa, Nicole: fresh off to Penn state has no idea what she wants to do.

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00:36:56.250 --> 00:37:01.660

D'Aversa, Nicole: and I look back on my experience, and I think of all the things that I said yes, to

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00:37:01.770 --> 00:37:10.059

D'Aversa, Nicole: all the research opportunities, all the you know, school opportunities, the job opportunities. And I think, wow!

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00:37:10.160 --> 00:37:16.939

D'Aversa, Nicole: I'm so happy I never left one stone unturned, because I used so much of the information that I learned

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00:37:17.050 --> 00:37:20.339

D'Aversa, Nicole: along the way that I just never thought I would use.

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00:37:20.900 --> 00:37:33.859

D'Aversa, Nicole: so I think if I could give one piece of advice to anybody interested in this field, it's always say yes, never close the door. You never know what you're going to learn, and you never know how it's going to impact your life in the future.

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00:37:33.970 --> 00:37:37.539

D'Aversa, Nicole: And yeah, that's I think that's my biggest takeaway.

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00:37:37.660 --> 00:37:38.580

Liz Grillo (she/her): Awesome.

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00:37:39.880 --> 00:37:41.280

Breslin, Hanna: I think for me. It's.

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00:37:41.280 --> 00:37:42.059

Sarah Moreau: Go ahead, Hannah!

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00:37:42.300 --> 00:37:43.090

Breslin, Hanna: Thanks, Sarah.

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00:37:43.330 --> 00:37:45.580

Breslin, Hanna: always ask the questions.

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00:37:45.600 --> 00:37:50.480

Breslin, Hanna: no matter how dumb you think they are. I'm sure Dr. Grillo can attest. My hand was always up

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00:37:50.730 --> 00:37:53.150

Breslin, Hanna: in that classroom. Yes.

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00:37:53.150 --> 00:38:06.340

Liz Grillo (she/her): Appreciate. Listen, instructors are obsessed with questions. We want that. We want questions, we want discussion. It can't just be me talking the whole time. So I love that. Please ask questions. Go ahead, Anna.

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00:38:06.530 --> 00:38:13.260

Breslin, Hanna: Yeah, I just, I think asking questions not only benefits you and your classmates, but it can open discussions that may not have been planned.

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00:38:13.610 --> 00:38:23.289

Breslin, Hanna: And that's where a lot of carryover happens when you're really thinking outside the box and putting things into a conversation where you can connect to it.

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00:38:24.100 --> 00:38:25.040

Liz Grillo (she/her): Awesome.

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00:38:26.050 --> 00:38:32.840

Sarah Moreau: I think I have 2. I think my 1st one is specific to to pediatric feeding, then my second one is more general.

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00:38:33.221 --> 00:38:39.859

Sarah Moreau: My 1st one. I mentioned in my introduction that I had held the certification for lactation, counseling for 6 years.

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00:38:40.371 --> 00:38:48.390

Sarah Moreau: That was super beneficial for me, and and getting an an understanding of how do I even begin to counsel somebody

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00:38:48.470 --> 00:38:57.769

Sarah Moreau: who might be in a stage of life that is different than mine, or even beyond that might be in a stage of of grief or suffering, or missed expectations.

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00:38:58.480 --> 00:38:59.120

Sarah Moreau: Then

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00:38:59.150 --> 00:39:02.352

Sarah Moreau: then what I I would even understand

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00:39:02.820 --> 00:39:17.789

Sarah Moreau: and so that really helped build up my counseling chops. So the the certified lactation counselor is through healthy children's project. So I think it's just healthychildrensproject.org. And then you could get your Clc. Is what it's called

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00:39:18.094 --> 00:39:25.455

Sarah Moreau: and just for the stage of, of, or the season of life that I was in, I didn't renew my certification, but it was absolutely

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00:39:25.900 --> 00:39:35.719

Sarah Moreau: a really valuable tool for me, and I would recommend it to anybody. Thinking about how to help parents

with with breastfeeding, chest feeding, and

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00:39:36.030 --> 00:39:40.160

Sarah Moreau: and really how to walk with somebody. So that was really influential for me.

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00:39:40.390 --> 00:39:52.099

Sarah Moreau: The second one is to be dedicated to learning about other professions. So we think about multidisciplinary care. And how do we work together with interdisciplinary goals?

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00:39:52.260 --> 00:39:54.750

Sarah Moreau: And I think for me, I've just.

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00:39:54.850 --> 00:40:00.560

Sarah Moreau: I've just loved learning about what my Bcba does. I've loved learning about what my occupational therapy does.

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00:40:00.600 --> 00:40:11.909

Sarah Moreau: and I feel like that has really enriched how I can view the larger development of a child, and had I not done that and been dedicated to that, I would be missing out on so much.

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00:40:13.130 --> 00:40:21.670

Liz Grillo (she/her): That's wonderful advice, all of you. And now I want to see if you have any advice for families and caregivers who are supporting someone

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00:40:21.700 --> 00:40:26.659

Liz Grillo (she/her): with pediatric feeding or swallowing disorders. What advice do we have for our community

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00:40:26.690 --> 00:40:34.409

Liz Grillo (she/her): to walk alongside them, to provide support for them as they work with their children who have pediatric and swallowing needs.

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00:40:36.760 --> 00:40:37.730

Liz Grillo (she/her): Hannah.

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00:40:37.730 --> 00:40:40.349

Breslin, Hanna: Jump in, I think, be open minded.

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00:40:40.510 --> 00:40:47.600

Breslin, Hanna: I think a lot of what we do, especially as slps can be child led, and sometimes it's hard to see the therapeutic benefit to it

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00:40:47.660 --> 00:40:58.329

Breslin, Hanna: as somebody that's outside the field. But being open minded, and again asking questions and just immersing yourself in the process to support your child is going to help everybody along the way.

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00:40:58.730 --> 00:40:59.750

Liz Grillo (she/her): Awesome.

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00:41:00.240 --> 00:41:01.200

Liz Grillo (she/her): Nicole, yeah.

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00:41:01.490 --> 00:41:07.600

D'Aversa, Nicole: To kind of piggyback off Hannah. I definitely think open-mindedness is a huge one, and encouraging them to be open minded.

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00:41:07.710 --> 00:41:15.799

D'Aversa, Nicole: but also encouraging them to ask the question, to seek out additional resources. If something's not working.

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00:41:16.130 --> 00:41:22.890

D'Aversa, Nicole: I think, about my nieces and nephews. My one nephew is autistic, and my one niece, Paige.

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00:41:22.920 --> 00:41:37.369

D'Aversa, Nicole: has cerebral palsy, and I just think about having discussions with my sister-in-laws and them being so stuck and so bogged down by their diagnosis, sometimes about not knowing where to go.

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00:41:37.440 --> 00:41:44.330

D'Aversa, Nicole: and I'm always encouraging them. Ask the question if you're unsure of something, try to seek out additional help.

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00:41:44.450 --> 00:41:51.629

D'Aversa, Nicole: Chances are. You're going to find somebody that can help you. It just might take a little bit of like work. So keep the open mind and

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00:41:51.810 --> 00:41:53.440

D'Aversa, Nicole: never be afraid to ask.

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00:41:56.100 --> 00:42:02.769

Sarah Moreau: I think, for me. One of my favorite parts of working with this population is, I get to walk alongside the parents.

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00:42:03.136 --> 00:42:09.879

Sarah Moreau: And I think the most valuable lesson that I've learned from that is that I need to kind of be a detective

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00:42:09.910 --> 00:42:14.850

Sarah Moreau: of progress. I need to be a detective of growth and bright spots in that child's life.

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00:42:14.970 --> 00:42:18.799

Sarah Moreau: because even as a therapist, you have your goals.

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00:42:18.890 --> 00:42:38.190

Sarah Moreau: and sometimes you're just not meeting them, and it can be very, very difficult and discouraging if it's session after session, and what you had expected for that child they're not meeting, and even more, that's not my child, that's that child belongs to these 2 parents, and how discouraging is it for them if

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00:42:38.190 --> 00:43:01.460

Sarah Moreau: if the therapist can't even find something bright and encouraging to say, not that we have to have this toxic positivity, but I think that the most beneficial thing that we can teach parents is really how to reframe their thinking about what is success? What is success for that child? Is it that they're eating a wide variety of fruits and vegetables?

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00:43:01.480 --> 00:43:02.640

Sarah Moreau: Maybe

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00:43:02.780 --> 00:43:04.759

Sarah Moreau: in 25 years.

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00:43:06.390 --> 00:43:16.261

Sarah Moreau: But what does success look like right here right now? Is it maybe, that a child pushed away a food instead of eloping or leaving the table. Maybe that it's that

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00:43:16.750 --> 00:43:37.299

Sarah Moreau: They they engaged for 10 seconds instead of one second. Maybe it's a child is is writing. Let's go in the cheese instead of throwing the cheese off the table, and like perseverating on the cheese. And Nicole watched this happen during one of my sessions.

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00:43:37.930 --> 00:43:43.090

Sarah Moreau: and it didn't seem like I had any control over the situation. But that's progress, that's progress.

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00:43:43.230 --> 00:43:59.580

Sarah Moreau: And so if I can highlight that for a parent, then slowly over time. The longer parent is going to walk with me and walk with any therapist, and they're going to be able to see that child in a different light, and they're going to have just a more positive outlook which is going to be better for everybody.

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00:43:59.580 --> 00:44:08.570

Liz Grillo (she/her): Yes, that is amazing advice. I appreciate that, Sarah. That's so realistic and functional. Thank you for providing that example. That was great.

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00:44:09.080 --> 00:44:13.609

Liz Grillo (she/her): Does anybody have any final thoughts or comments to anything we talked about.

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00:44:15.950 --> 00:44:17.280

Sarah Moreau: I have a question for you, Liz.

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00:44:17.280 --> 00:44:18.540

Liz Grillo (she/her): Oh, yes, oh, boy!

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00:44:19.070 --> 00:44:22.250

Sarah Moreau: What what do you think is?

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00:44:22.280 --> 00:44:27.079

Sarah Moreau: Maybe one of the best things that you've learned about pediatric feeding disorders in the past 5 years.

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00:44:28.330 --> 00:44:31.839

Liz Grillo (she/her): Well, it has to be related to what you do, Sarah.

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00:44:32.260 --> 00:44:41.099

Liz Grillo (she/her): So I have, you know, thanks to Sarah, she has opened my eyes, related to the Sos. Approach.

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00:44:41.180 --> 00:44:47.570

Liz Grillo (she/her): She has come into my class Dysphagia class for a number of years now to lead a discussion towards the end of the semester.

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00:44:48.040 --> 00:44:55.119

Liz Grillo (she/her): and just even, you know, knowing about it, the little bit I know of it, just knowing that it's there and what it does generally

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00:44:55.440 --> 00:45:09.080

Liz Grillo (she/her): has been a real positive growth for me. And, like I said, my my goal has been since I've been teaching this class that I want to make sure to the best of my ability that I cover as best as I can. It's a lot to cover

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00:45:09.300 --> 00:45:18.560

Liz Grillo (she/her): the age spectrum in a short period of time, and we're kind of touching on on some of these subjects, and even with the adults. We are, too, because I can't do everything.

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00:45:18.780 --> 00:45:28.549

Liz Grillo (she/her): But we also cover craniofacial anomalies kind of overview. And we talk about nicu feeding.

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00:45:28.580 --> 00:45:39.649

Liz Grillo (she/her): and some ideas for positioning and pacing and bottles and nipples all the way to our geriatric population at the end of life. So it's a big

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00:45:39.790 --> 00:45:49.250

Liz Grillo (she/her): area to cover. But I am just. You know, my training was an adult medical therapist. I was not trained in pediatric feeding and swallowing at all.

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00:45:49.340 --> 00:45:55.970

Liz Grillo (she/her): So it has been cool for me to see how I've grown across the age spectrum as I've taught this class.

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00:45:56.320 --> 00:46:05.100

Liz Grillo (she/her): and as an instructor I always try to be open to new things and figure out, how can I bring this information to the students

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00:46:05.350 --> 00:46:10.299

Liz Grillo (she/her): right? Because the students are going to be the ones who are the new professionals out advancing the field.

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00:46:10.350 --> 00:46:21.529

Liz Grillo (she/her): And you all are going to be the difference makers. So if I can encourage you to be critical thinkers and think about how I can improve outcomes moving forward in my career in my professional career.

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00:46:22.010 --> 00:46:23.970

Liz Grillo (she/her): Awesome, then I've done my job.

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00:46:23.980 --> 00:46:26.369

Liz Grillo (she/her): and and like I say in class.

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00:46:26.410 --> 00:46:32.469

Liz Grillo (she/her): I'm not teaching you to be an average slp. I know I've said this. You might have remembered me saying that

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00:46:32.540 --> 00:46:39.899

Liz Grillo (she/her): my goal is to not teach you to be the average person in the room. My goal is to teach you to be the most outstanding.

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00:46:40.110 --> 00:46:54.759

Liz Grillo (she/her): Think outside the box way above average speech language pathologists like the 3 of you in this room, because you're all making positive differences in the lives of your clients, families, caregivers, and other professionals. You work with.

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00:46:57.650 --> 00:46:59.129

D'Aversa, Nicole: We will live up to it, I promise.

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00:46:59.745 --> 00:47:00.359

Liz Grillo (she/her): No.

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00:47:00.360 --> 00:47:01.210

D'Aversa, Nicole: Pressure.

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00:47:01.210 --> 00:47:07.079

Liz Grillo (she/her): Yeah, so this has really been fun again. I've always loved learning new things and learning about this topic.

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00:47:07.230 --> 00:47:14.089

Liz Grillo (she/her): So I hope we hope you enjoyed listening to our podcast. And thank you. Everybody. Thank you. Amazing panelists.

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00:47:14.730 --> 00:47:15.716

D'Aversa, Nicole: Thank you.