

Clinical Practice Guide Update 2021-2023

Melissa Lachapelle, BSc RD

Provincial Practice Lead, Nutrition Services

PEAS Standardized Practice & Education Chair



Welcome & Objectives

- Overview of this year's updates to the PEAS Clinical Practice Guide
 - Screening
 - Diagnosing Pediatric Feeding Disorder
 - Facilitating Safe Swallowing & Skill Development
 - Sensory Processing
 - Enteral Nutrition Home Blended Feeding, Tolerance
 - Enteral Nutrition Administration, Weaning
 - Relational Feeding & the Neurorelational framework
 - Surgical management



Provincial Practice Lead

Melissa Lachapelle, RD

Today's Speakers:

Melissa Lachapelle BSc RD

Julia Giesen MSc. SLP, R.SLP, S-LP(C)

Patty O'Krafka BSc OT, MSc

Kristina Van Nest MSc RD

Keri Fehler MSc RD

Dr. Carole-Anne Hapchyn MD, FRCPC

Dr. Hamdy El-Hakim MB ChB, FRCS (Ed), FRCS (ORL), FRCS(C)



Clinical Practice Guide Update

The image shows a Zoom Webinar Chat window. The window title is "Zoom Webinar Chat". The chat content area is empty. Below the chat area, there is a "To:" dropdown menu set to "All panelists and attendees" and a note that says "Your text can be seen by panelists and other attendees". At the bottom of the Zoom interface, there are three icons: "Chat", "Raise Hand", and "Q&A".

For Comments
Use the **Chat** and select “All panelists and attendees” for public comments.

For Questions
Use the **Q&A** or **Raise Hand**. We will address them at the end of the presentation

Audio Settings ^

Chat Raise Hand Q&A

We begin by acknowledging that our work is conducted on the territories of Treaty Six, Seven, and Eight and the homeland of the Metis.

We also acknowledge the many indigenous communities that have been forged in urban centres across Alberta.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with indigenous communities in a spirit of reconciliation and collaboration.



**EVERY
CHILD
MATTERS**



Project Scope

The Pediatric Eating And Swallowing (PEAS) Project is a provincial **quality improvement** initiative with the purpose of developing a provincial eating, feeding, and swallowing **clinical pathway** to standardize and improve care for children with a **pediatric feeding disorder**.¹

Target population: Patients receiving care from provincial Outpatient Clinics, Home Care, or Community Rehabilitation

¹ Goday PS et al. *Pediatric Feeding Disorder: Consensus Definition and Conceptual Framework*. J Pediatr Gastroenterol Nutr. 2019 Jan;68(1):124-129.

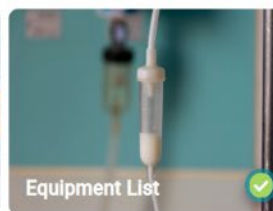
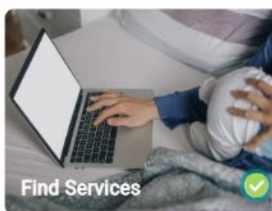
Find relevant information

For families and care providers of children with an eating, feeding and swallowing disorder

FOR FAMILIES

FOR PROVIDERS

Popular Resources for Families



peas.ahs.ca

Screening & Diagnosing PFD

Melissa Lachapelle BSc RD
Provincial Practice Lead
Nutrition Services



- 5.1 Feeding Screening
 - Addition of the 6-question screener
- 5.2 Swallowing Screening
 - Parent-Reported Outcome Questionnaire for Swallowing Dysfunction in Healthy Infants and Toddlers

6-QUESTION SUBSET

Does your baby/child let you know when he is hungry?	YES	NO	
Do you think your baby/child eats enough?	YES	NO	
How many minutes does it usually take to feed your baby/child?	<5	5-30	>30
Do you have to do anything special to help your baby/child eat?	YES	NO	
Does your baby/child let you know when he is full?	YES	NO	
Based on the questions above, do you have concerns about your baby/child's feeding?	YES	NO	

Red flag answers are in orange. If 2 or more of your answers are orange please contact your pediatrician.

Concerned? Take the full questionnaire:
feedingmatters.org/questionnaire

PEDIATRIC FEEDING DISORDER

Diagnosing Pediatric Feeding Disorder

Alberta Health Services (AHS) recommends the term **Pediatric Feeding Disorder (PFD)** to diagnose children with impaired oral intake that is:

- ✓ not age-appropriate,
- ✓ lasts at least 2 weeks, and
- ✓ is associated with one or more disturbance of medical, nutritional, feeding skills, and/or psychosocial function.

PFD is a multifaceted disorder associated with functional impairments impacting a child's eating, feeding, or swallowing.

IT IS NOT

- **An eating disorder** – a psychiatric disorder with severe and persistent disturbance in eating behaviours and associated distressing thoughts and emotions (see DSM-5 criteria).
- **Related to food insecurity** or congruent with cultural norms.
- **Avoidant Restrictive Food Intake Disorder (ARFID)** – a psychiatric disorder with anxiety resulting in nutrition sequelae (see DSM-5 criteria). It is important to rule out underlying medical or skill dysfunction as the diagnostic criteria for ARFID can overlap with PFD.

See the PFD Clinical Practice Guide for [more information](#)

Use the term PFD to:

1. Assess your patient using the PFD criteria
2. Make a diagnosis for your patient
3. Document in Connect Care or alternative health information system
4. Refer to the appropriate health care professionals

Benefits of using the PFD term:

- Consistent messaging for parents and families
- Awareness and consistent identification of children with PFD
- Better understanding of conditions associated with PFD across health domains
- Accurate calculation of prevalence data in Alberta

Did you know? Pediatric Feeding Disorder is available as a diagnostic term in Connect Care.



For more information on Pediatric Eating, Feeding and Swallowing, visit peas.ahs.ca



PEDIATRIC FEEDING DISORDER

Diagnostic Criteria: Pediatric Feeding Disorder

A A disturbance in oral intake of nutrients, inappropriate for age, lasting at least two weeks and associated with one or more of the following:

Medical dysfunction

- a. cardiorespiratory compromise during oral feeding
- b. aspiration or recurrent aspiration pneumonitis



Nutritional dysfunction

- a. malnutrition
- b. nutrient deficiency or significantly restricted intake resulting from decreased diet diversity
- c. reliance on enteral feeds or oral supplements



Psychosocial dysfunction

- a. active or passive avoidance behaviors by child when feeding or being fed
- b. inappropriate parent or caregiver management of child's feeding and/or nutrition needs
- c. disruption of social functioning within a feeding context
- d. disruption of parent-child relationship associated with feeding



Feeding skill dysfunction

- a. need for texture modification of liquid or food
- b. use of modified feeding position or equipment
- c. use of modified feeding strategies



B Absence of the cognitive processes consistent with eating disorders and pattern of oral intake that is not due to a lack of food or congruent with cultural norms

(Goday, et al., 2019)

References

Goday, P. S., Hui, S. Y., Silverman, A., Lukens, C. T., Dodrill, P., Cohen, S. S., Delaney, A. L., Feuling, M. B., Noel, R. J., Gisel, E., Kenzer, A., Kessler, D. B., Kraus de Camargo, O., Browne, J., & Phalen, J. A. (2019). Pediatric Feeding Disorder: Consensus Definition and Conceptual Framework. *Journal of pediatric gastroenterology and nutrition*, 68(1), 124-126.

Feeding Matters <https://www.feedingmatters.org/what-is-pfd/>

Dodrill, P. New Diagnosis Codes Clarify Pediatrics Feeding Disorder Reimbursement. *The ASHA Leader* (2022).



For more information on Pediatric Eating, Feeding and Swallowing, visit peas.ahs.ca



Facilitating Safe Swallowing & Feeding Skill Development

Julia Giesen

M.Sc, R.SLP, S-P(C)



8.2 Facilitating Safe Swallowing

- **Goal** of dysphagia management = facilitate oral intake while minimizing risk of airway compromise
- **Nature** of dysphagia multifaceted (medical, surgical, skill, nutrition)
- **Multidisciplinary team** is best practice to manage dysphagia
- Feeding and swallowing are *neurodevelopmental* skills

Individualize care based on etiology

Strategies:

- **Compensatory** – i.e. alter pace, texture, equipment
- **Rehabilitation** – improve oropharyngeal physiology
- **Habilitation** – develop or maintain skills
- [Table 8](#)

TABLE 8: COMPENSATORY, REHABILITATIVE, AND HABILITATIVE TECHNIQUES FOR DYSPHAGIA MANAGEMENT

MANAGEMENT	STRATEGY	EXAMPLE	OBJECTIVE
COMPENSATION			
	Pacing	Moderate the rate of intake by controlling or titrating the rate of presentation liquid or food provided, moderating the rate of presentation of food or liquid, and the time between bites or swallows	Encourage breathing (infants) Discourage overfilling the oral cavity (children)
	Modify texture	Offer moist, cohesive consistency	Reduce piecemeal deglutition, reduce choking risk
	Modify liquid viscosity	Thickened liquids consistency	Reduce risk of aspiration
	Modify position	Elevated side-lying positioning or semi-prone (for infants)	Maximize control of muscles for deglutition, reduce bolus flow, improve integration of suck-swallow-breathe sequence, reduce airway obstruction
	Provide head or face posture support	Provide jaw, lip, or cheek assist	Reduce risk of aspiration
	Use alternative equipment	Trial slow flow nipples	Reduce risk of aspiration
	Use adaptive equipment	Trial flexible cut-out cup	Reduce risk of aspiration
	Increase oral sensorimotor awareness	Alter food taste, temperature, tactile quality	Stimulate receptors of the tongue and oropharynx Provide additional sensory input for swallowing
REHABILITATION			
	Practice biting and chewing	Offer transitional foods which quickly dissolve	Improve underlying oropharyngeal physiology

8.2 Facilitating Safe Swallowing

- New! Pill Swallowing
- Updated: Medication Modifications
- Mode of delivery is important in pediatric dysphagia

8.5 Feeding Skill Development

- Consider neurodevelopmental stage
- Importance of early, timely, individualized assessment and intervention
- Collaborative goal setting is essential
- Building a responsive feeding relationship

Apply principles of motor learning

- developmental progression
 - consistency and repetition
 - functional, motivating tasks
 - facilitate speed and endurance
 - simplify tasks, provide specific support
 - taper support, increase contexts & environments
- continually reassess to upgrade goals and reduce support while maintaining safety

Update: 8.5 Feeding Skill

New! Considerations for soother use

- Benefits: development of non-nutritive sucking, regulation
- Risks of long-term use

Considerations for feeding: breast, bottle, solids

Sensory Processing

Patty O’Krafka, OT

BSc OT, MSc



Sensory Processing

Patty O'Krafka, OT

BSc OT, MSc



Update: 8.7 Sensory Processing

- Full content review and update
- Authored by interdisciplinary team
- *NEW! Sensory Processing Occupational Therapy Pediatric Clinical Practice Guide*

Sensory Processing	
Occupational Therapy Pediatric Clinical Practice Guide	
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Home Blended Food for Tube Feeding

Assessing Tube Feed Tolerance

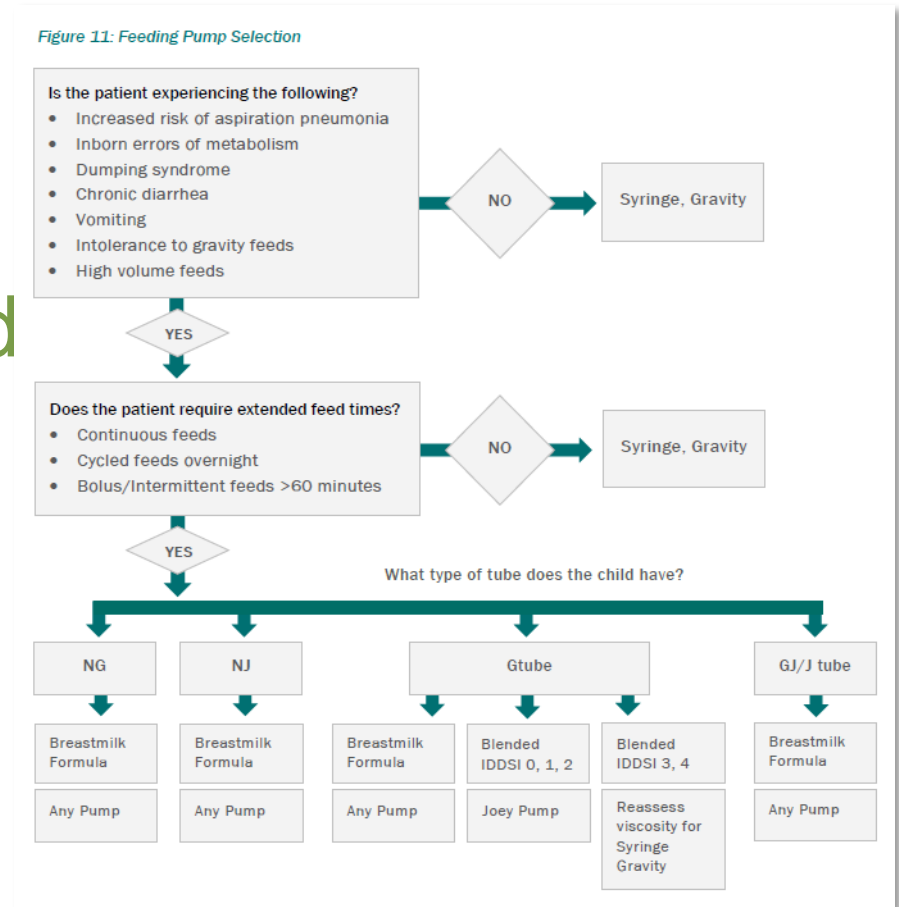
Kristina Van Nest, MSc RD

Pediatric Clinical Dietitian, Nutrition Services
Neurosciences, ACH



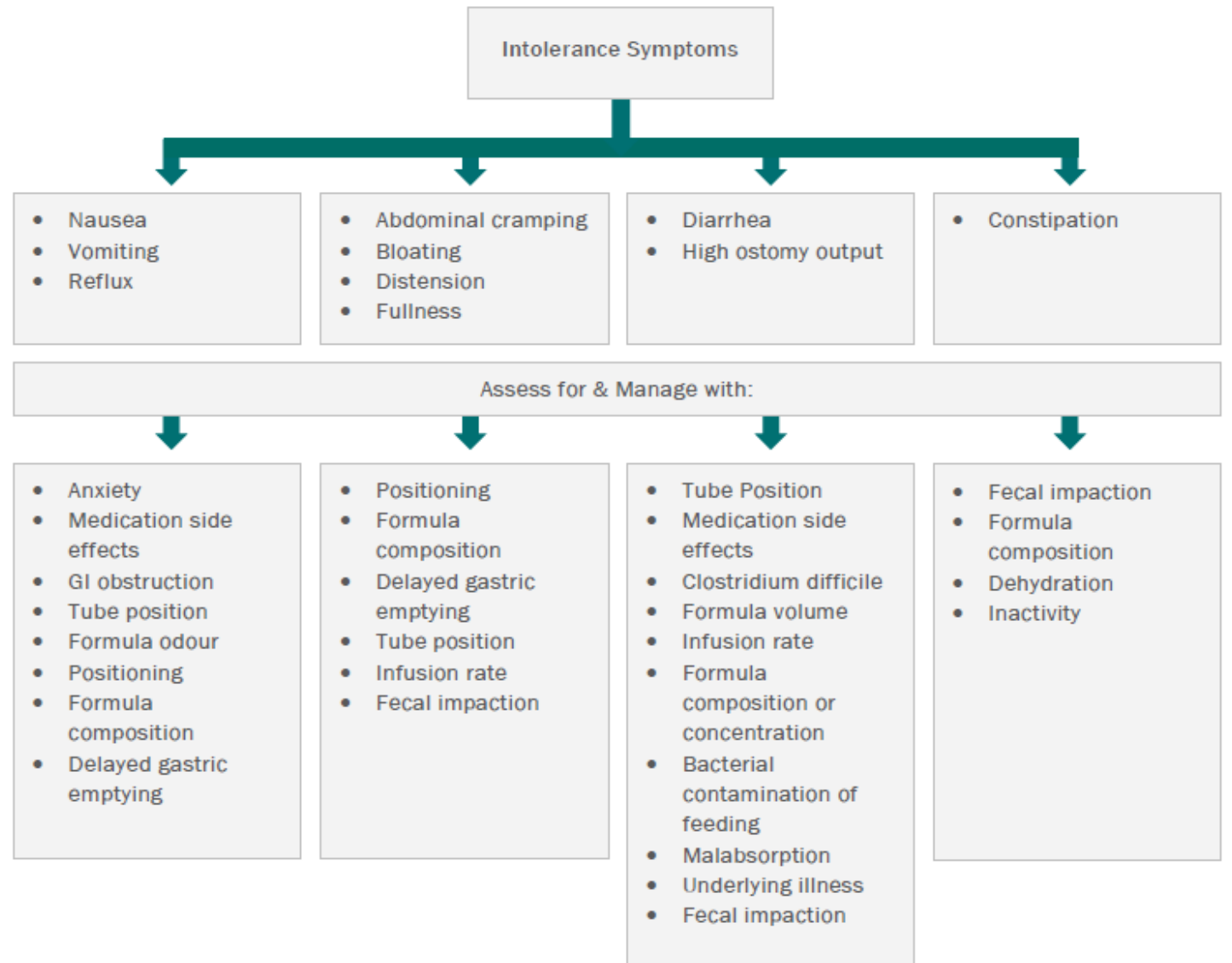
New: Home Blended Food for Tube Feeding

- When to consider home blended food
- Candidates for home blended food
- Challenges that may arise
- Administration of home blended food
 - Pump eligibility (Table 12 & Figure 11)



New! 9.1.10 Assessing tube feed tolerance

Figure 12: Identifying Cause of Tube Feeding Intolerance



Enteral Nutrition Administration Tube Weaning

Keri Fehler, MSc RD

Pediatric Clinical Dietitian, Nutrition Services
North Pediatric Home Nutrition Support Program



New: Enteral Nutrition Administration

- Safe administration time at room temperature (hang time) chart
 - Compare hospital to home setting by feed type
- Bacterial contamination
- Fat and energy loss

New: Reuse and cleaning of EN equipment

- Potential source of bacterial contamination:
 - syringes, feeding sets (bag with tubing), adaptors, tube extensions, and enteral feeding pumps
- PHNSP equipment cleaning recommendations
- PHNSP equipment reuse recommendations

Update: Tube Weaning to Oral Feeding

- Tenets of the models used in literature and practice based on 3 approaches.
 - Behavioral
 - Child- and Family-Centered
 - Biomedical
- Recommendation for outpatient weaning program as first-line
 - Readiness, positive feeding relationship, normalization of feeding and eating behaviors and use of behavioral techniques to increase oral intake

Relational Feeding Neurorelational Framework

Dr. Carole-Anne Hapchyn
MD, FRCPC



Updates: Relational Feeding

- Relevant sections were updated to be intentional with wording for relational and responsive feeding
 - 2.3 Responsive Feeding Therapy definition
 - Section 3
 - Section 6
 - 8.5
 - 8.6
 - Appendix 1

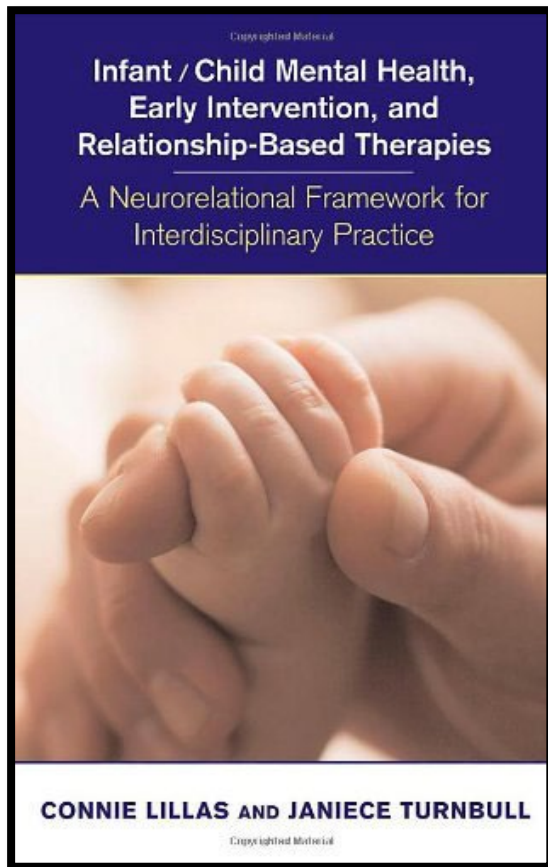
Updates: Relational Feeding

- Overview of relational and responsive feeding
- NeuroRelational Framework
- How and when to engage with psychology/mental health services?
- Resources

Updates: Relational Feeding

- Feeding as a relational and responsive process
- Serve and return – non-verbal and verbal reciprocity
- Cue sending and cue reading for the child and parent
- Child develops self-regulation in the context of the caregiver providing co-regulation
- Responsive Feeding Therapy

Updates: NeuroRelational Framework



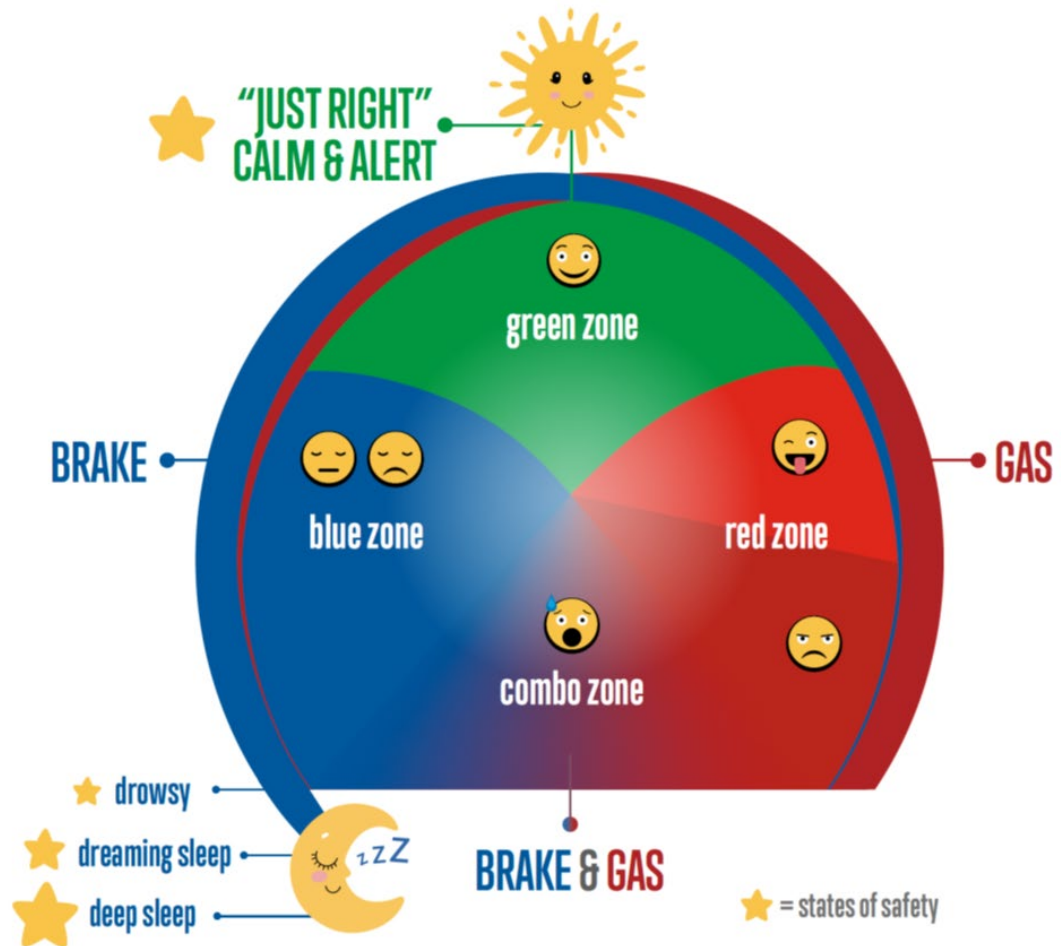
THE NEURORELATIONAL FRAMEWORK'S

Safety-Challenge-Threat Triad

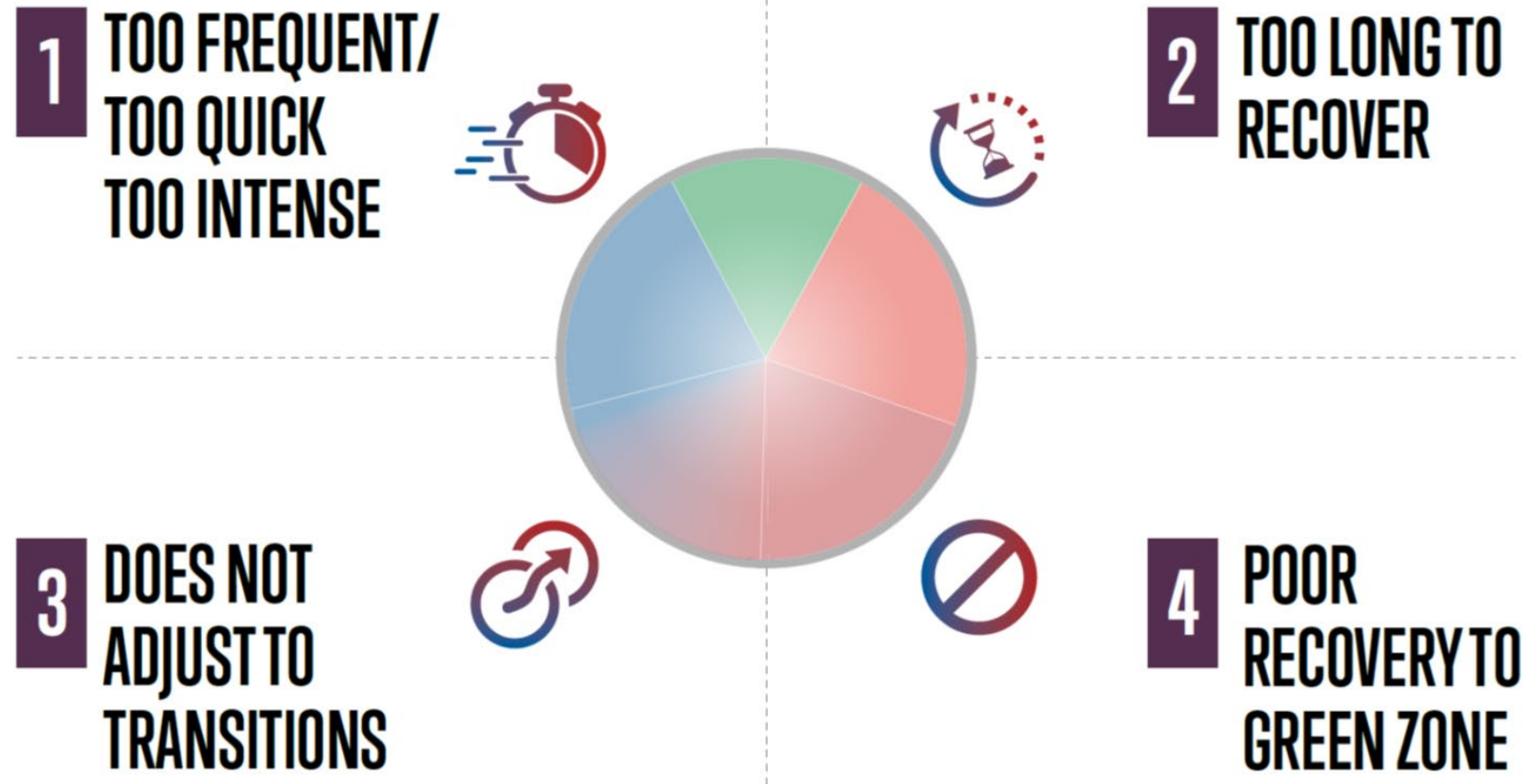


Sleep-Wake States Arc

SUPPORTS HEALTH



How Do We Identify Toxic Stress Patterns?



How and when to engage with psychology/mental health services?

When:

- child and/or parent has experienced trauma and is suffering symptoms that are affecting function
- Child and/or parent has other mental health challenges

How: this is a problem in our current systems of care

Resources:

- [Tips for Success – Getting Through Mealtime Struggles:](https://www.youtube.com/playlist?list=PLOdesgeSAts2pb0d9ShY05tR67RKGrIgc)
<https://www.youtube.com/playlist?list=PLOdesgeSAts2pb0d9ShY05tR67RKGrIgc>
- www.NRFcare.org
- https://share.albertahealthservices.ca/teams/HPSP/AHPPE/Education/publicedlistings/Shared%20Documents/@NeuroRelational_Intro_Resource_Listings.pdf
- <https://www.aaimh.ca/neurorelational-framework>
- <https://developingchild.harvard.edu/science/key-concepts>

Surgical Management

Dr. Hamdy El-Hakim

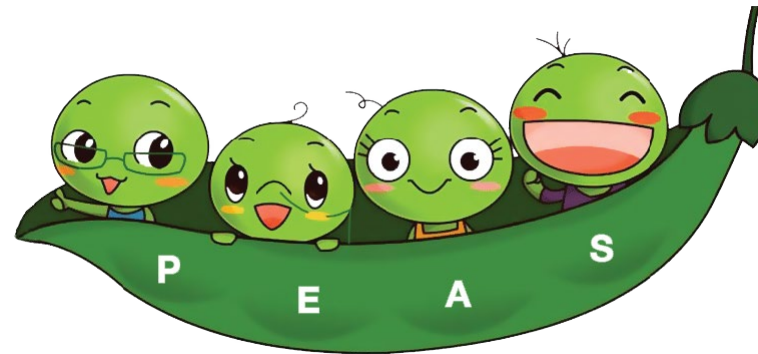
MB ChB, FRCS (Ed), FRCS (ORL),
FRCS(C)





Questions & Comments?

Thank you!



PEAS.Project@ahs.ca

https://redcap.link/peas_cpg2023

30 Min Percolator (optional)

Sharron Spicer

Melissa Lachapelle





Contact Us

PEAS.Project@ahs.ca