



SOS Certification – Course Details & Outline

Certification Program Learning Objectives:

Practitioners successfully completing this Certification Program will be able to demonstrate competency in the following areas:

Global Understanding of SOS Principles

- Define and describe the four basic tenants of the SOS Approach to Feeding
 1. Myths about Eating interfere with understanding and treating feeding problems
 2. Systematic Desensitization is the best first approach to feeding treatment
 3. Normal Development of feeding gives us the best blueprint for feeding treatment
 4. Food Hierarchies/choices play an important role in feeding treatment. You can achieve sensory and oral-skill progression with food choices rather than 'doing to' the child. Food hierarchies help sensory systems shift slowly into accepting new foods
- Discuss the central ideas in the Top 10 Myths about Mealtimes
- Describe specific feeding milestones within the domains of oral motor, sensory processing, gross and fine motor, postural, cognitive, and emotional development
- Discuss typical feeding development as it relates to the Steps to Eating and the Developmental Food Continuum
- Describe the principles of Operant, Classical and Social Learning Theories and how they relate to different approaches of feeding treatment

Intervention

- Demonstrate the ability to set up specific conditioning cue complexes for learning to eat
- Demonstrate the ability to carry out activities designed to help a child reach an optimal state of arousal, as well as to maintain or re-gain an optimal arousal state for learning about food if they become distressed.
- Demonstrate the ability to meet minimal nutrition and texture requirements when building a Food Hierarchy
- Discuss the clinical rationale behind all foods selected in the Food Hierarchy
- Discuss and demonstrate progression in Food Hierarchies to develop specific oral motor and sensory skills for feeding for a client
- Demonstrate the understanding of and ability to use Systematic Desensitization principles during feeding treatment
- Demonstrate the use of Key Phrases in a therapy session
- Describe and demonstrate the ability to recognize sensory based reactions and utilize Sensory Based Problem Solving during feeding therapy
- Sets up an environment for therapy that optimizes a child's ability to learn about food
- Demonstrates the ability to document and interpret progression along the Steps to Eating, across a set number of therapy sessions

Parent Education

- Document implementation of Parent Education and training in SOS treatment tenets and techniques to facilitate carryover of skills into the home environment
- Discuss the unique needs of parents of children with feeding difficulties, related to the need for written materials and repeated explanations

Personal Development

- Demonstrate the ability to reflect upon a session, describe what went well, what did not go as well as expected, and what changes are planned to improve the next session.

Participant Expectations:

1. Participant is currently treating clients for Feeding Therapy utilizing the SOS Approach to Feeding and has an ACTIVE feeding client who will agree to participate as a consistent case study throughout the timeframe of the course (i.e. will commit to a minimum of 7 treatment sessions over the course's scheduled dates)
2. Participant is expected to attend all scheduled course meetings live on-line via Blackboard Online. If a participant is unable to attend a scheduled course due to illness, family emergency, or unexpected life event, they are expected to notify the instructor in advance of the course to discuss making up the course material through independent review of the session and homework assignments prior to the next scheduled meeting of the course
3. During scheduled class meetings, participants are expected to actively participate in course discussion through the asking of questions, offering observations, discussing presenter's therapeutic questions about the session, and creation of hypothesis.
4. Participants are expected to complete weekly homework assignments including documentation of therapy sessions, 2 case study presentations, assigned readings, and assigned quizzes.
 - a. Case Study Presentation 1 (40-60 minutes) Overview:
 - i. *Case Introduction:* including brief clinical overview of presenting problem, child/family strengths, assessment of challenges, and relevant background information.
 - ii. *Preparation for the Therapy Meal:* discussion of sensory preparation activities and goals, Food Hierarchy selection related to child's strengths and challenges, goals for the session, video clip set-up, and therapeutic questions after reflection of the session
 - iii. *Video Clip of Therapy Meal:* presentation of 15-20 minute video clip of a therapy session. Primary focus of the video should be on the therapeutic work with the foods in the Therapy Meal. Throughout the video there will be clinical reasoning discussion between the presenter, participants and moderator surrounding hypothesis creation, the presenter's therapeutic questions, and the offering of constructive feedback.
 - b. Case Study Presentation 2 (40-60 minutes) Overview:
 - i. *Brief Re-Introduction of Case & Progress Summary:* review of client's presenting problems, strengths, and challenges; discuss gains made in therapy including where skills were consolidated at the start of therapy compared to now, the child's ability to utilize coping strategies and Sensory Based Problem Solving, their biggest gains made in therapy to date, and areas of ongoing challenge that still need to be addressed
 - ii. *Parent Education:* discuss your method for completing parent education and training, the family's ability to implement recommendation, and barriers to implementation and/or parent teaching

- iii. *Preparation for the Therapy meal:* foods in Hierarchy presented; video clip set-up, and therapeutic questions for after reflection on the session
- iv. *Video Clip of Therapy Meal:* presentation of 15-20 minute video clip of therapy session. Primary focus of the video should be on the work with the foods in the Therapy Meal. Throughout the video there will be clinical reasoning discussion between the presenter, participants and moderator surrounding hypothesis creation, the presenter's therapeutic questions, and the offering of constructive feedback.

Demonstration of Competency

Certification Program Participants will be evaluated based upon review of their written course work, video tape review of therapeutic intervention with actual Client Cases, response to constructive feedback provided, and final examination score. Outcomes of the Certification Program can include:

- Successful completion = SOS Approach to Feeding Certification Awarded
- Remedial completion = additional mentorship will be required, including submission of additional course work and video case studies prior to being awarded a Certification. Depending upon the level of additional mentorship, an additional fee may apply.
- Unsuccessful completion = participant will not be awarded an SOS Approach to Feeding Certification

Materials Required:

1. Computer with the following system requirements
 - a. Operating System Windows 7, 8, or 10; Mac OSX 10.7, 10.8, 10.9 or higher
 - b. Ideally 2 GB of RAM or higher
 - c. Free Hard Disk Space of 5GB or higher to enable installation of Java, Micromedia Flash Player, and Blackboard Operating System
2. Reliable broadband (high-speed) internet connection with a minimum speed of 1.5 mbps (4 mbps or higher preferred)
3. Either built into computer or external:
 - a. Web Cam
 - b. Headset or Headphones
 - c. Microphone
4. Digital Video Camera able to record a minimum of 20 continuous minutes (for videotaping of Therapy Sessions with clients)

Continuing Education

At this time SOS Approach to Feeding is not an approved Continuing Education Provider for ASHA or AOTA. Participants in the Certification Program are able to report their time as Professional Development Units on their renewal application.

Schedule

WINTER 2023 CERTIFICATION SCHEDULE & EXPECTATIONS

1. PRIOR to 1st Class (completed by January 20th)

- a. Email deborahlagerborg@sosapproach.com a picture and short bio to be shared with other participants
- b. Read through all course documents sent in Welcome Email and posted on SharePoint.
- c. Ensure you have the set up necessary for Zoom. The Zoom link is in your Welcome Email. This will be the same link you will use for each session we have. Please flag this somehow in your email so you have access to it for the entire 12 weeks.
 - i. In order to ensure you have a good connection, we highly recommend that you hardwire into your internet system/router for all class times.
 - ii. It works best if you have headphones to be able to hear the conversation as well as block out background noise. This help decrease static and/or echoing during class too.
- d. Review Case Presentation and homework documents and identify client/family who can be a consistent case study throughout the course, complete Video/Record release form with family, and begin to video tape therapy sessions if possible.

2. CLASS 1: January 23rd

a. Course Expectations:

- i. Log onto Zoom & Troubleshoot Connection
- ii. Discussion on expectation of course presentations and answer questions from participants
- iii. Watch Example Case Presentation 1 and actively participate in discussion.

b. Homework Expectations:

- i. Begin to prepare for Case 1 Presentation Requirements:
 1. Finalize identification of a client/family who can be used as case study throughout the course; Complete video/records release form with family
 2. Begin to video tape Therapy Sessions
 3. Start Case 1 Presentation Homework Documentation

3. CLASS 2: January 30th

a. Course Expectations:

- i. Case Presentation 1 A
- ii. Case Presentation 1 B
- iii. Non-presenters will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected contribute to the conversation at least twice per presentation.

b. Homework Expectations:

- i. A & B are required to upload Case Presentation Homework documentation and link to video **NO LATER THAN Friday February 3rd** via SharePoint.
- ii. A & B will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study (even if has not presented yet) via SharePoint
- iv. Everyone will submit Permission for Use of Video for Case Study Client via SharePoint

4. CLASS 3: February 6th

a. Course Expectations:

- i. Case Presentation 1 C
- ii. Case Presentation 1 D
- iii. Non-presenters will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected to contribute to the conversation at least twice per presentation.

b. Homework Expectations:

- i. C & D are required to upload Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY February 10th** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study

5. CLASS 4: February 13th

a. Course Expectations:

- i. Case Presentation 1 E
- ii. Case Presentation 1 F
- iii. Non-presenters will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected to contribute to the conversation at least twice per presentation.

b. Homework Expectations:

- i. C & D are required to upload Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY February 17th** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study

6. CLASS 5: February 20th

a. Course Expectations:

- i. Case Presentation 1 G
- ii. Case Presentation 1 H
- iii. Non-presenters will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected to contribute to the conversation at least twice per presentation.

b. Homework Expectations:

- i. C & D are required to upload Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY February 24th** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study

7. CLASS 6: February 27th

a. Course Expectations:

- i. Review of Case 1 Presentations
- ii. Lecture/Discussion on Themes from Case 1 Presentations
- iii. Watch Example Case Presentation 2 and actively participate in discussion.

b. Homework Expectations:

- i. Begin to Prepare for Case Presentation 2 including homework and video taping of sessions.
- ii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study by Friday March 3rd.

8. CLASS 7: March 6th

a. Course Expectations:

- i. Case Presentation 2 A
- ii. Case Presentation 2 B
- iii. Non-presenters will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected contribute to the conversation at least twice per presentation.

b. Homework Expectations:

- i. A & B are required to send Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY March 10th** via SharePoint.
- ii. A & B will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study (even if has not presented yet)

9. CLASS 8: March 13th

a. Course Expectations:

- i. Case Presentation 2 C
- ii. Case Presentation 2 D
- iii. Non-presenter will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected contribute to the conversation at least twice per presentation.

b. Homework Expectations this week:

- i. C & D are required to send Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY March 17th** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study (even if has not presented yet)

10. CLASS 9: March 20th

a. Course Expectations:

- i. Case Presentation 2 E
- ii. Case Presentation 2 F
- iii. Non-presenter will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected contribute to the conversation at least twice per presentation.

b. Homework Expectations this week:

- i. C & D are required to send Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY March 24th** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study (even if has not presented yet)

11. CLASS 10: March 27th

a. Course Expectations:

- i. Case Presentation 2 G
- ii. Case Presentation 2 H
- iii. Non-presenter will be expected to actively watch, offer constructive feedback about session presentation, and engage in discussion regarding presenting questions. Participants are expected contribute to the conversation at least twice per presentation.

b. Homework Expectations this week:

- i. C & D are required to send Case Presentation Homework documentation and link to video **NO LATER THAN FRIDAY March 31st** via SharePoint.
- ii. C & D will have 30-60 minute follow-up discussion with Deborah or Susan with additional feedback on therapy session and discuss presentation scoring results that will occur after presentation and before next scheduled class.
- iii. Everyone will submit Food Hierarchy Plan and weekly therapy documentation for their Case Study (even if has not presented yet)

12. Class 11: April 3rd

a. Course Expectations:

- i. Completion of the Final Examination including General SOS Treatment Principles
- ii. Review of Case 2 Presentations
- iii. Discussion on Themes from Case 2 Presentations

b. Homework Expectations this week:

- i. Completion of course evaluation
- ii. Submit any final questions you have to be discussed in last class

13. Class 12: April 10th

a. Course Expectations:

- i. Discuss Final Examination and any questions from participants
- ii. Open forum to discuss format of the course and any questions participants have on the implementation of the SOS Approach to Feeding.
- iii. Completion of course evaluation form