

SOS APPROACH TO FEEDING: **ASSESSMENT AND TREATMENT OF PEDIATRIC FEEDING CHALLENGES**

TRAINING COURSE

PART 1 = PRE-RECORDED ONLINE SEGMENT - (9 hours Educational content)

- 15 minutes **Chapter 1: Introduction and Requirements**
- Host Introduction
 - Course logistics and requirements to pass
- 2 hours, 30 minutes **Chapter 2: Prevalence and Scope of Problem**
- A. Scope of Problem & Development of SOS
 - B. Prevalence Data – Growth Problems
 - C. Prevalence Data – Feeding Problems
 - D. Feeding Prevalence & Neurodivergent Populations
 - E. SOS Iceberg
- 2 hours, 30 minutes **Chapter 3: SOS Tenets and Top Ten Myths**
- A. Complexity of Feeding/Eating & the Role of the Environment
 - B. Tenets of SOS & Top 10 Myths - Overview
 - C. Myth 8: Picky Eaters vs Problem Feeders and PFD vs ARFID
- 2 hours **Chapter 4: The Role of Learning in Feeding** - How children learn to AND not to eat
- A. Learning Theory
 - B. Feeding Therapy Options
 - C. Conditioning Video
- 1 hour **Chapter 5: Foundations of Feeding Development** - Motor and Sensory
- A. Motor Milestones
 - B. Sensory Milestones
- 1 hour **Chapter 6: Foundations of Feeding Development** - Cognitive
- A. Cognitive Milestones

PART 2 = IN-PERSON SEGMENT

DAY 1:

- 7:30am to 8:00am Registration
- 8:00am to 8:15am **Course Announcements** – Logistics and Requirements
- 8:15am to 10:00am **I. Introduction**
- A. Overview – SOS Tenets & PFD
- II. Feeding Theory & Milestones** - How children learn to AND not to eat
- A. Myth 1 = Breathing
 - B. Myth 1 = Posture
 - C. Oral-Motor Skill Acquisition & Developmental Food Continuum
- 10:00am to 10:15am **Break**

DAY 1: (continued)

- 10:15am to 12:00pm **II. Feeding Theory & Milestones** – continued
C. Oral-Motor Skills & Developmental Food Continuum – continued
- 12:00pm to 1:00pm **Lunch** - On Your Own
- 1:00pm to 3:00pm **II. Feeding Theory & Milestones** - continued
D. Sensory Skill Acquisition
E. Understanding the Role of Sensory Integration In Feeding
- 3:00pm to 3:15 pm **Break**
- 3:15pm to 5:00pm **II. Feeding Theory & Milestones** – continued
F. Steps to Eating - Overview
G. Cognitive Development
- 5:00pm to 5:15pm **End of Day Quiz** – open book

DAY 2:

- 8:00am to 10:00am **II. Feeding Theory & Milestones** – continued
G. Cognitive Development – continued
H. Psychological Developmental Stages
- III. Treatment/Interventions**
A. General Treatment Strategies
1. Social Role Modeling
- 10:00am to 10:15am **Break**
- 10:15am to 12:00pm **III. Treatment/Interventions** - continued
A. General Treatment Strategies - continued
2. Structure/Routine
3. The Correct Use of Reinforcement
- 12:00pm to 1:00pm **Lunch**
- 1:00pm to 3:00pm **III. Treatment/Interventions** - continued
A. General Treatment Strategies - continued
4. Accessing the Cognitive
B. Food Jags
- IV. Assessment of Feeding Problems**
A. Referral Candidates
B. Assessment Process
- 3:00pm to 3:15pm **Break**
- 3:15pm to 5:00pm **IV. Assessment of Feeding Problems** - continued
C. Assessment by Subsystems
1. Reasons Children Won't Eat
2. What to Observe
3. Practice Videos
D. Assessment Vignette 1 - Medically Complicated
- 5:00pm to 5:15pm **End of Day Quiz** – open book

DAY 3:

8:00am to 10:00am

IV. Assessment of Feeding Problems - continued

- E. Assessment Vignette 2 - Family**
- F. Parents' Experience**

V. The SOS Approach to Feeding – Theoretical Requirements

- A. Systematic Desensitization**
- B. Cues to Eating**

10:00am to 10:15am

Break

10:15am to 12:00pm

V. The SOS Approach to Feeding – Theoretical Requirements - continued

- C. Language Use**

VI. The SOS Approach to Feeding – Therapy Sessions

- A. Therapy Format - Child**
 - 1. Room Set-Up + Modifications**
 - 2. Session Structure & Routine**

12:00pm to 1:00pm

Lunch

1:00pm to 3:00pm

VI. The SOS Approach to Feeding – Therapy Sessions - continued

- B. Therapy Format – Parent**
- C. Modifications Across Settings**
- D. Sensory Based Problem Solving**
- E. Progression Across Sessions**
- F. Graduation Criteria & SOS Data**

3:00pm to 3:15pm

Break

3:15pm to 5:00pm

VI. The SOS Approach to Feeding – Therapy Sessions - continued

- G. Building a Food Hierarchy**
 - 1. Requirements**
 - 2. Practice**

5:00pm to 5:15pm

End of Day Quiz – open book

DAY 4:

8:00am to 10:00am

VI. The SOS Approach to Feeding – Therapy Sessions - continued

- G. Building a Food Hierarchy** - continued
 - 2. Practice** - continued
- H. Hierarchy Strategies – Moving Children Up the Steps**
 - 1. Disciplines' Roles**
 - 2. Play with a Purpose**
 - 3. Play techniques per Step**
 - 4. Practicing hierarchy strategies**

10:00am to 10:15am

Break

10:15am to 12:00pm

VI. The SOS Approach to Feeding – Therapy Sessions - continued

- H. Hierarchy Strategies – Moving Children Up the Steps** - continued
 - 3. Play techniques per Step** - continued
 - 4. Practicing hierarchy strategies** - continued
- I. Hierarchy Strategies – Oral Motor Steps to Eating**

12:00pm to 1:00pm	<u>Lunch</u>
1:00pm to 3:15pm	<u>VI. The SOS Approach to Feeding – Therapy Sessions</u> - continued I. Hierarchy Strategies – Oral Motor Steps to Eating - continued J. Videos: Progression Within Session (Sessions 1 & 12) K. SOS Data
	<u>VII. Managing Other Maladaptive Behaviors</u> A. Emotion Based Discipline
3:15pm to 3:30pm	<u>End of Day Quiz</u> – open book

This Hybrid SOS Training Course (5 Days) has a 100% Attendance requirement. Registrants are expected to complete the 9-hour pre-recorded Online Segment of the Training Course at least one week prior to attending the In-Person Segment of the Course. During the In-Person Segment of the Training Course, Registrants are expected to fully participate for the entire length of each day: Days 1, 2 & 3 from 8:00am to 5:00pm and on Day 4 from 8:00am to 3:15pm. Registrants will miss crucial information needed to be able to correctly use the SOS Approach to Feeding program if they come late or leave the Training Course early. Registrants who arrive late or leave early will not receive their Certificate of Completion or their CEU credits. There will be no partial CE credit awarded for this SOS Training Course.