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Type Registration	Definition	Price
Group rate	Register 20 or more	\$40
Individual Rate	Single Registration	\$65

Course #	Course Title	
Webinar Date		
Name	Discipline	
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Webinar Cancellation Policy: Motivations, Inc. reserves the right to discontinue or reschedule a course from our listing of options. Should you have already registered, you will receive a full refund. Participants may receive a full refund when requesting cancellation 24 hours prior to the the webinar. After that time, a credit for a future Motivations event may be awarded.

Special Needs Requests: Please email us any special needs related to vision, hearing, accessibility or any other considerations to completing the course so we can assist in advance.



Motivations, Inc.
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ASHA CE
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Motivations, Inc.
Introductory Level
0.2 ASHA CEUs

WEBINAR

#7339 Pediatric Cleft Palate and Craniofacial Differences: Foundations for Care

Instructor: Raquel Garcia, SLP-D, CCC-SLP,
CNT, BCS-S

Audience: Occupational
Therapists, and Assistants,
Speech Therapists

Delivery Options:
Live Webinar
or Self-Study Options

SUMMARY: Working with infants and children who have cleft palate, and /or craniofacial differences is becoming a more frequent population that a community speech-language pathologist and occupational therapists and assistants may encounter on their caseload. Frequently, speech-Language pathologists and occupational therapists and assistants often report that their only experience with cleft palate and/or craniofacial differences they had was acquired through graduate coursework. The purpose of this presentation is to provide an overview of common speech, feeding, and swallowing differences one may identify with infants and children who have cleft palate, and /or craniofacial differences. Participants will be able to recognize differences in typical infant anatomy and atypical anatomy. As well as identify and differentiate types of clefting and common craniofacial differences. Participants can explain use of adaptive bottles and compensatory strategies to improve quality and/or safety of PO feeding and explain components of velopharyngeal dysfunction and how it impacts speech production/resonance. Common tools utilized during assessment will be reviewed, including standardize measures and objective instrumental studies. Clinicians who attend this presentation will have increased understanding of velopharyngeal dysfunction (VPD) and how it can impact speech sound production, resonance, and language development. This presentation will provide foundational knowledge required when assessing and treating this specialized population, including structural versus obligatory errors, as well as team collaboration to maximize the infant or child's functional outcomes. Course instruction methods include lecture, demonstration, videos, case studies and question/answers.

PRESENTER: Raquel Garcia is a trained craniofacial and feeding specialist who has worked in infant critical care units for over 10 years. She has lectured at the national and state level on pediatric feeding disorders. She graduated with her M.S. in communication disorders from Nova Southeastern University and her doctorate of speech-language pathology from Northwestern University. Her clinical interests include cleft palate/craniofacial differences, neonatal care, congenital heart disease, upper airway disorders, infant FEES, parent/baby dyad, and parental health literacy. The instructor(s) received an honorarium for teaching and does not have any financial and non-financial relationships to disclose. *Financial*— Received a teaching honorarium from Motivations Inc. *Nonfinancial*— No relevant nonfinancial relationship exists.

OBJECTIVES: Upon completion of this course, the participant will be able to:

1. Recognize differences in typical infant anatomy and atypical anatomy
2. Differentiate types of clefting and common craniofacial differences
3. Distinguish variances in typical infant feeding patterns versus atypical feeding patterns
4. Identify use of adaptive bottles and compensatory strategies to improve quality and/or safety of PO feeding.
5. List components of velopharyngeal dysfunction and how it impacts speech production/resonance
6. Name at least 2 responsibilities of the cleft palate/craniofacial team.

FORMAT: This is a 3 contact hour course equivalent to 3 CEU's or 0.3 CEUs offered as a live webinar or self-study.

For Live courses, the content is presented via an internet website displaying real time power points. Learners will receive a course instruction link. Instructors lecture through livestreaming internet on your computer. Questions may be asked during the webinar using the chat feature or the "raise hand" feature for live discussion.

For Recorded courses, learners will not be able to participate in real time with questions.

SLP CEU's: This course is offered for 0.2 ASHA CEUs (Introductory, Professional area)



Motivations Inc. is an AOTA Approved Provider of professional development. Course approval ID# 04313. This Distance Learning-Interactive or Distance Learning-Independent activity is offered at 0.3 CEUs, Introductory Level, Occupational Therapy Service Delivery/Foundational Knowledge. The assignment of AOTA CEU's does not imply endorsement of specific course content, products, or clinical procedures.

AGENDA:

Pre-Study: 30 Minutes Plan to read the course materials, references and review the post test before the start time. Please be prepared to share patient case study and related question during the discussion time.

- 20 min: Introduction and Review of embryologic development and typical infant anatomical structures
- 10 min: Review of atypical infant anatomy , Differentiate types of orofacial and craniofacial differences
- 15 min: Identify variances in typical infant feeding patterns versus atypical feeding patterns
- 35 min: Explain use of adaptive bottles and compensatory strategies to improve quality and/or safety of PO feeding.
- 10 Min: Explain velopharyngeal dysfunction
- 10 Min: Review velopharyngeal dysfunction and speech/language acquisition
- 10 Min: Review role of designated cleft palate and/or craniofacial team
- 10 Min: Questions /Wrap Up

Post-test: 30 Minutes Research, identify, and submit your post test question answers on the online form. This is an open book test you can take multiple times if needed to obtain the 70% score. Complete the evaluation feedback survey and needs assessment. Obtain, review and save your auto-emailed certificate for your files.