

NJSHA Webinar

Date: Tuesday, November 17, 2026

Time: 7:00pm-9:00pm EST

Level: Introductory

CEU Credits: 0.20 ASHA CEUS

Presentation Title: *Understanding Pediatric Feeding Disorders in the School Setting*

Presenter: Harla Rudolph, MS, CCC-SLP

Presenter Bio:

Harla Rudolph, MS, CCC-SLP is a New Jersey state-licensed and ASHA certified speech-language pathologist with over 25 years of experience working with children and their families. She is the owner and founder of The Speech Tree, a private practice established in 2009, providing speech, feeding, and ABA therapy services across locations in Princeton, Monroe, and Morganville, New Jersey.

Harla specializes in working with infants, toddlers, and school-aged children with feeding, oral motor, sensory, and speech-language disorders. She regularly presents and provides webinars and professional trainings for parents and professionals throughout New Jersey and New York on topics including pediatric feeding disorders, early communication, and sensory-based feeding challenges.

Abstract:

Pediatric Feeding Disorder (PFD) is a complex condition that can impact a student's safety, nutrition and participation in the educational environment. This webinar will provide speechlanguage pathologists and related professionals with foundational knowledge of PFD, including its medical, nutritional, feeding skill, social-emotional and behavioral components. Participants will examine how feeding difficulties present in the school setting and learn how to differentiate between swallowing disorders, oral motor skill deficits, sensory-based feeding challenges, and barriers to mealtime participation. The role of the school-based SLP will be discussed, with a focus on identifying how feeding difficulties can impact a student's education, contributing to team-based assessment and intervention, and supporting safe and functional participation during the school day. Strategies for effective collaboration with families, nurses, occupational therapists, educators, behavior specialists, and administrators will be discussed to promote coordinated, student-centered care. The webinar will also highlight approaches to

educating school teams and administrators about PFD to foster shared understanding and informed decision-making.

Ethical considerations will be reviewed, including scope of practice, professional competency, documentation, and the alignment of services with educational need. Participants will also examine key differences between school-based and outpatient service delivery models, including how services are planned, implemented, and supported within each setting.

Finally, this session will outline essential components of a school-based feeding program, including team composition, referral processes, evaluation practices, staff training, individualized goal development, and progress monitoring. Attendees will leave with practical knowledge to support students with PFD and to contribute effectively to interdisciplinary school teams.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the characteristics of pediatric feeding disorder and its impact on student safety, nutrition, and participation in the educational setting.
2. Differentiate between swallowing disorders, oral motor deficits, sensory-based feeding challenges, and barriers to mealtime participation in the school setting.
3. Identify the roles of the school-based SLP and interdisciplinary team members in supporting students with PFD, including key differences between school-based and outpatient service delivery models.

Time-Ordered Agenda (120 minutes)

0–10 minutes (Introduction)

Course objectives, and overview of pediatric feeding disorder in schools

10–25 minutes (Definition of Pediatric Feeding Disorder) -PFD

Overview of PFD as a multidomain disorder

Differences between PFD, picky eating, dysphagia, and other feeding challenges

Common signs and red flags in school-aged students

25–40 minutes (PFD in the Educational Setting)

Impact on school meals, classroom participation, attendance, health, and stamina

Social-emotional and behavioral considerations

Impact on learning and participation in the school day

40–55 minutes (Role of the School-Based SLP in Feeding Disorders)

Scope of practice in the school setting

Screening, observation, assessment contribution, goal development, and consultation

Distinction between medical and educational models

Supporting safe and functional participation during the school day

55–70 minutes (Interdisciplinary Collaboration in the School Setting)

Roles of OT, PT, school nurse, special education staff, behavior specialists, administrators, paraprofessionals, and family

Communication across team members

Determining when outside medical collaboration is needed

70–80 minutes (Legal and Ethical Considerations)

Scope of practice and professional competency

Documentation and alignment with educational needs

Overview of school-based vs. outpatient service delivery models

80–95 minutes (Challenges Impacting Students with PFD in Schools)

Staffing and training considerations

School-based systems and policy considerations

Mealtimes environment factors

Student complexity and carryover • Access and equity considerations

95–110 minutes (Developing a School-Based Feeding Program)

Core team members

Referral process and evaluation procedures

Mealtimes plans, goals, accommodations, and staff training

Progress monitoring and program infrastructure

110–120 minutes (Case examples, Q&A)

Level of Education: Introductory



New Jersey
Speech-Language-Hearing
Association

Introductory Level
0.2 ASHA CEUs

Financial Disclosures: Harla Rudolph is the owner of The Speech Tree, a private practice providing ABA, speech and feeding therapy services.

Non-Financial Disclosures: Harla Rudolph has no non-financial disclosures.