

SDBP Concurrents / Platforms – Virtual Schedule

Saturday, October 23, 1:45pm – 3:15pm

Concurrent 1: Teaching and Trivia Techniques for LGBTQ Health Topics in Youth with Disabilities: Information and Instruction in an Innovative Format

Abigail Kissel, MD; Jenny Francis, MD, MPH; Jason Jarin, MD; Julia Durante, MD; Laura Kuper, PhD, UT Southwestern, Dallas, TX; Veronica Meneses, MD, MSHS, Texas Scottish Rite Hospital, Dallas, TX; Alla Vash-Margita, MD, Yale University, New Haven, CT

Brief Description:

Teaching should be interactive. This session will use a lighthearted trivia and “phone a friend” format to model questions relevant to LGBTQ health topics for adolescents with disabilities to our DBP and AYA fellow as “contestants.” As presenters on two of the topics, they will demonstrate some of their immediate knowledge, while our diverse faculty presenters will come to their aid via a demonstration of a new teaching technique to help the fellow, and you, remember the information for other topics. List of covered topics below in content description.

Keywords: Clinical Practice, Education, Interprofessional Practice

Concurrent 2: Promoting Equity for Youth with Autism and Developmental Disabilities

Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO; Kate Wallis, MD, MPH, Children's Hospital of Philadelphia, Philadelphia, PA; Katharine Zuckerman, MD, MPH; Ben Sanders, MD, MSPH, MS, Oregon Health & Science University, Portland, OR; Trista Perez Crawford, PhD, Children's Mercy Kansas City, Kansas City, MO; Sandra Magaña, PhD, MSW, University of Texas at Austin, Austin, TX; Irene Loe, MD, Stanford University School of Medicine, Stanford, CA

Brief Description:

This session will present a roadmap for supporting equitable service delivery for youth with autism and developmental disabilities, and then highlight ongoing work to address identified disparities in the areas of primary care screening, parent training for disruptive behavior, and parent education on autism/developmental disabilities. The session will close with a moderated discussion among the presenters and the audience focused on challenges and opportunities for fostering equity in DBP. This session is co-sponsored by the DEI and Autism Special Interest Groups.

Keywords: Advocacy, Clinical Practice, Interprofessional Practice, Research

Platform 1: Family and Environmental Factors (Abstracts 1 - 5)

Abstract 1: Comparison of Sources of Emotional Support for Caregivers in Grandparent- and Parent-Headed Households in the United States

Abstract 2: The Contribution of 1- and 1.5-Year Screen Time to Later School-Age Executive Function Deficits

Abstract 3: Parent report of Forward Actionable Positive Childhood Experiences (FA-PCE) improves the Clinical Utility of the standard ACE

Abstract 4: Adverse Childhood Experiences and Protective Factors Associated with Behavior Problems, Developmental Delay, and Learning Concerns in Preschool Age U.S. Children

Abstract 5: Impact of COVID 19 on Childcare, Household Routines and Mental Health in Families with Young Children

Saturday, October 23, 4 :00pm – 5:30pm

Concurrent 3: Family-School-Medical Tele-Partnerships for Children with Neurodevelopmental Needs

Meredith Brinster, PhD, University of Texas at Austin Dell Children's Medical Center, Austin, TX; Amy Hess, BS, Mast.Cert., Nationwide Children's Hospital, Columbus, OH; Alex Holdaway, PhD, Children's Hospital of Philadelphia, Philadelphia, PA; Cody Hostutler, PhD, Nationwide Children's Hospital, Columbus, OH; Nithya Mani, MD, University of Texas at Austin Dell Children's Medical Center, Austin, TX; Jennifer Mautone, PhD, Children's Hospital of Philadelphia, Perelman School of Medicine at University of Pennsylvania, Philadelphia, PA; Maryellen McClain, PhD, Utah State University, Logan, UT; Amy Newmeyer, MD, Nationwide Children's Hospital, Columbus, OH; Puja Patel, PhD, University of Texas at Austin Dell Children's Medical Center, Austin, TX; Thomas Power, PhD; Billie Schwartz, PhD, Children's Hospital of Philadelphia, Perelman School of Medicine at University of Pennsylvania, Philadelphia, PA; Jeffrey Shahidullah, PhD, University of Texas at Austin, Austin, TX

Brief Description:

In this concurrent session, we focus on how family-school-medical tele-partnerships benefit children with neurodevelopmental concerns, including those from minoritized communities. Presentation 1 highlights a school-community tele-partnership for autism identification for minoritized populations. Presentation 2 discusses a community-family tele-partnership to provide parent training for marginalized families who have children with ADHD. In presentation 3, we describe a tele-partnership between professionals and families fostered through the collaborative medical education and care management model Project ECHO to increase family support, competence, and access to information related to IDD/ASD. The discussant will conclude with an integration of findings, practice implications, and future research needs.

Keywords: **Clinical Practice, Interprofessional Practice**

Concurrent 4: State of the Psychology Workforce in DBP: Telehealth and Practice Trends, Provider Well-Being, and Interprofessional Collaboration

Karla Fehr, PhD, Southern Illinois University -Carbondale, Carbondale, IL; Jack Dempsey, PhD, Children's Hospital Colorado, Aurora, CO; Jason Fogler, PhD, Boston Children's Hospital & Harvard Medical School, Boston, MA; Melissa Armstrong-Brine, PhD, MetroHealth Medical Center, Parma, OH; Sarah Soden, MD, Children's Mercy Kansas City, Kansas City, MO; Bethany Leraas, MA, Southern Illinois University, Carbondale, IL; Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO

Brief Description:

This Concurrent Session, sponsored by the Psychology Section, will highlight evolving psychology practice and professional trends in the wake of COVID-19. Presenters will share survey data on changes in telehealth usage among SDBP-affiliated psychologists and describe the impact of telehealth transitions on key psychology practice areas (assessment, treatment, training), including data on DBP psychology provider burnout. Finally, these issues will be discussed in the context of interprofessional collaboration in DBP practice.

Keywords: **Clinical Practice, Education, Ethics**

Platform 2: NDD Phenotypes and Treatment (Abstracts 6 - 10)

Abstract 6: Awake-Behaving Corticoaccumbal Recordings and Optogenetic Rescue of Social Behavioral Deficits in a Preclinical Model of Neurofibromatosis Type 1

Abstract 7: The Role of Perspective-Taking In Facial Memory in an Undiagnosed Group and a Group with Autism Spectrum Disorder

Abstract 8: A Pivotal Study of ZYN002 Cannabidiol Transdermal Gel in Children and Adolescents with Fragile X Syndrome [CONNECT-FX (ZYN2-CL-016)]

Abstract 9: First-line Behavioral Health Treatment Prior to Stimulant or α 2-Agonist Use for Preschoolers on Kentucky Medicaid

Abstract 10: Influence of Co-existing Conditions on Medication Choice and Effectiveness in Preschool Aged Children with ADHD: A DBPNet Study

Sunday, October 24, 2:15pm – 3:45pm

Concurrent 5: Improving EPIC Efficiency! How to Use Tools/ Builds Within EPIC to Reduce Documentation Time

Paul Dressler, MD,MPH, Vanderbilt University, Nashville, TN; Veronica Edgar, PhD, University of Texas Southwestern Medical Center, Dallas, TX; Lisa Herzig, MD, Seattle Children's Hospital, Seattle, WA; Patty Huang, MD, Children's Hospital of Philadelphia, Philadelphia, PA; Abigail Kissel, MD, University of Texas Southwestern Medical Center, Dallas, TX; Maria Mendoza, MD, Norton Children's Hospital- University of Louisville, Louisville, KY; Rohan Patel, MD, Nationwide Children's Hospital, Columbus, OH; Karen Ratliff-Schaub, MD, Prisma Health, Greenville, SC; Brian Tang, MD, Sutter Health- PAMF, Palo Alto, CA

Brief Description:

Increased demands to reduce wait times, increased clinic volumes, and shared notes with families make the ability to efficiently and accurately document a requirement for preventing burn out. EPIC (EMR) is making its way into more institutions but does not yet have DBP templates built into their foundation system, forcing all to re-invent the DBP template wheel on their own. This session seeks to share and inspire build possibilities that providers can take back to their institution, to either start a build on their own or in partnership with their IT team.

Keywords: **Advocacy, Clinical Practice**

Concurrent 6: Autism Diagnosis in the Age of COVID-19: A Home-Based Telediagnostic Model

Trevena Moore, MD; Catherine Smith, PhD, Kansas University Medical Center, Kansas City, KS

Brief Description:

This concurrent session addresses the use of home-based telediagnosis for the evaluation of symptoms of autism in young children, ages 0-4 years, using an interdisciplinary team approach. The presenters will highlight the limited use of telediagnosis in the assessment of autism prior to the start of the COVID-19 pandemic and the pivot to widespread use of telediagnosis. Presenters will describe a novel approach for using telediagnostic assessments in the evaluation of autism, including the before visit preparatory work for the patient and the team evaluators, assessment scales and tools used and the use of diagnostic formulations for accessing services.

Keywords: **Clinical Practice, Interprofessional Practice, Research**

Concurrent 7: Pragmatic Development in Deaf and Hard of Hearing Children

Amy Szarkowski, PhD, Boston Children's Hospital/Harvard Medical School, Boston, MA; Susan Wiley, MD, Cincinnati Children's Hospital, Cincinnati, OH

Brief Description:

This presentation will describe challenges in pragmatics for children who are deaf or hard of hearing (DHH) and argue for the importance of attending to this topic - even for professionals who do not specialize in working with this population. Further, it will highlight opportunities to intervene and support families early in their journey with a child who is DHH by mapping pragmatic development to other developmental milestones that often tracked during well child visits and/or developmental monitoring visits by DBPs. It will provide realistic and manageable recommendations for medical and allied health professionals to promote DHH children's pragmatic abilities.

Keywords: **Clinical Practice**

Platform 3: Neurodevelopment and Mental Health Over Time (Abstracts 11 - 15)

Abstract 11: "Not a Bad Word:" A Qualitative Study of Parents' Experience Disclosing the Diagnosis of Autism Spectrum Disorder to Their Children

Abstract 12: Adverse Outcomes Among Children and Transition-Aged Youth with Comorbid Autism Spectrum Disorder (ASD) and Disruptive Behavior Disorders (DBD) Across Lifespan

Abstract 13: Associations between Bullying and Condition Severity among Youth with Chronic Developmental Disabilities and Mental Health Conditions

Abstract 14: Documenting the Feasibility of Routine Screening for Social-Emotional/Behavioral (SEB) Problems in Primary Care

Abstract 15: The Carolina Autism Transition Study (CATS): A Longitudinal Assessment of Outcomes Among Children and Transition-Aged Youth with ASD Compared to ID and Population Comparison Groups

Sunday, October 24, 4:00pm – 5:30pm

Concurrent 12: ADHD SIG: Implementing Best Practice Community-Based Behavioral Parent Training

Yi Hui Liu, MD, MPH, University of California San Diego, San Diego, CA; Emily Haranin, PhD, Children's Hospital Los Angeles, Los Angeles, CA; Anil Chacko, PhD, New York University, New York, NY

Brief Description:

The SDBP Clinical Practice Guideline (CPG) for Complex ADHD emphasizes behavioral treatment as foundational. Behavioral parent training can be challenging to access. This concurrent session will focus on strategies for implementing evidence-based behavioral parent training using community-based models, particularly in underserved communities, or other areas with limited access or resources.

Keywords: **Clinical Practice, Interprofessional Practice, Research**

Platform 4: Assessment and Practice in DBP (Abstracts 16 - 20)

Abstract 16: Item Level Differences in the Modified Checklist for Autism in Toddlers with Follow-Up (M-CHAT/F) by Race/Ethnicity

Abstract 17: Caregiver Perceptions of Telediagnostic Evaluations for Autism Spectrum Disorder: Barriers and Facilitators

Abstract 18: Family Experience of Telediagnostic Evaluations for Autism Spectrum Disorder in Young Children

Abstract 19: A Descriptive Analysis of Documentation Time for the DBP Workforce Within a Commercial Electronic Health Record System

Abstract 20: Child, Clinician and Assessment Characteristics Associated with Consistency of Autism Diagnosis by Developmental-Behavioral Pediatricians: A DBPNet Study

Platform 5: Primary Care and Community Partners (Abstracts 21 - 25)

Abstract 21: Part C Early Intervention Eligibility Determination for Children with Diagnosed Medical Conditions in Oregon

Abstract 22: Developmental changes after at least 5 months in a child care program: National survey

Abstract 23: "We have the tools, now what?" An Educational Needs Assessment of Primary Care Providers Regarding Screening for Autism Spectrum Disorders

Abstract 24: Coordination of Care for Children with Autism Spectrum Disorder at an Urban Primary Care Pediatric Practice

Abstract 25: Pivotal Partnerships: Improving Access to Early Identification and Intervention for Toddlers at Risk for Autism Spectrum Disorder (ASD) in Under-Resourced Communities

Monday, October 25, 11:00am – 12:00pm

PLENARY: Decolonizing Pediatric Research: Reconsidering the Use of Race and Ethnicity Data

Tanya Froehlich, MD, MS, Cincinnati Children's Hospital, Cincinnati, OH; Kate Wallis, MD, MPH, Children's Hospital of Philadelphia, Philadelphia, PA; Irene Loe, MD, Stanford, Palo Alto, CA; Lee Pachter, DO, Christiana Care, Newark, DE; Nia Heard-Garris, MD, MSc, Ann & Robert H. Lurie Children's Hospital of Chicago, Chicago, IL

Brief Description:

This session will engage participants in reconsidering the appropriate use of race/ethnicity in each stage of conducting pediatric research. This session will describe considerations for conceptualizing, measuring, analyzing, and describing research findings related to the constructs of race, ethnicity, and racism, including using community-engaged methods. Finally, we will discuss how the Journal of Developmental and Behavioral Pediatrics is re-envisioning equity and inclusion in publication. The session will close with a moderated discussion among the presenters and audience focused on best practices for including race/ethnicity data in pediatric research. This session is co-sponsored by the DEI and Research Committees.

Keywords: **Ethics, Research**

Monday, October 25, 12:15pm – 1:45pm

Concurrent 8: Implementing an evidence-based approach to promoting participation and inclusion among children with disabilities in a low resource setting in India

Roopa Srinivasan, DNB, Ummeed Child Development Center, Mumbai, India; Nandita deSouza, MD, Sethu Center for Child Development and Family Guidance, Goa, India; Laura Turner, M.OT, Conestoga College, Hamilton, ON, Canada; Rachel Teplicky, M.OT, CanChild, Hamilton, ON, Canada

Brief Description of Abstract

Environmental barriers and supports (physical, social, attitudinal) are a crucial component of the World Health Organization's International Classification of Functioning, Disability, and Health -Children and Youth Version (ICF-CY)¹. The Pathways and Resources for Engagement and Participation (PREP) is an evidence-based intervention model that is not diagnosis-specific and is based on the ICF-CY². The PREP model adopts a family-centered approach to reduce physical, social, attitudinal barriers while building supports to enhance participation in diverse contexts. This session will describe an international collaboration for implementing the PREP model in two low-resource settings in India.

Keywords: **Advocacy, Clinical Practice, Interprofessional Practice**

Concurrent 9: Follow up discussion to Plenary: Decolonizing Pediatric Research: Reconsidering the Use of Race and Ethnicity Data

Tanya Froehlich, MD, MS, Cincinnati Children's Hospital, Cincinnati, OH; Kate Wallis, MD, MPH, Children's Hospital of Philadelphia, Philadelphia, PA; Irene Loe, MD, Stanford, Palo Alto, CA; Lee Pachter, DO, Christiana Care, Newark, DE; Nia Heard-Garris, MD, MSc, Ann & Robert H. Lurie Children's Hospital of Chicago, Chicago, IL

Brief Description:

Continue the conversation and discussion!

Keywords: **Ethics, Research**

Concurrent 10: Culturally-Informed Pediatric Evaluations For Autism Spectrum Disorder

Daphna Shaw, DNP, APRN, CPNP-PC; Veronica Bordes Edgar, PhD, ABPP; Abigail Kissel, MD, University of Texas Southwestern Medical Center, Dallas, TX; Veronica Meneses, MD, Texas Scottish Rite Hospital, Dallas, TX; Regilda Romero, PhD, University of Florida, Gainesville, FL; Christine Salinas, PsyD, Neuropsychology Concierge, Winter Park, FL

Brief Description:

This session will discuss the cultural and linguistic factors affecting developmental and neuropsychological evaluations for ASD. It will also introduce the use of the comprehensive ECLECTIC (Education, Culture and Acculturation, Language/Language Proficiency, Economics, Communication, Testing Situation, Intelligence Concept, and Context of Immigration) Framework (Fujii, 2018) as a scaffold in which to frame culturally-informed pediatric evaluations for ASD. Recommendations for clinical applications will be provided. Interactive breakout sessions will use case demonstrations to practice the implementation of the model in real time, and allow for small group discussion to answer questions and concerns regarding its use.

Keywords: **Advocacy, Clinical Practice, Ethics, Interprofessional Practice**

Concurrent 11: Early Childhood SIG: Challenges and Lessons Learned from the COVID-19 Pandemic Related to Neonatal Follow-Up Care

Allison Dempsey, PhD, University of Colorado - Denver, Denver, CO; Rachel Goode, MD, Vanderbilt University Medical Center, Nashville, TN; Katherine Steingass, MD, Nationwide Children's Hospital, Columbus, OH; Sandra Friedman, MD, Children's Hospital Colorado, Aurora, CO; Sonia Monteiro, MD, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Howard Needelman, MD, University of Nebraska Medical Center, Omaha, NE

Brief Description:

This session describes multiple systemic changes and stressors related to the COVID-19 pandemic, including NICU hospital visitation restrictions, increased parental mental health challenges, and reduced support services for infants and family members. A panel of clinicians in neonatal follow-up (NFU) programs will describe various challenges and lessons learned from providing care during COVID-19. This will include a discussion of gaps/challenges encountered related to accessing early intervention services, strengths and challenges of using telehealth, and perceptions of impact on care for families from diverse backgrounds. The session will conclude with a discussion of recommendations and practices for work in NFU programs.

Keywords: **Clinical Practice**, **Interprofessional Practice**