

# SDBP ANNUAL MEETING 2022

## Half Day Workshops

SDBP Half-Day Workshops focus on developing skills related to developmental and behavioral pediatrics. *Extra fee applies to attend - see registration.*

## Friday, October 21, 2022: 3:00pm – 6:00pm MDT (2 workshops A, B)

### Workshop A: You've Got This! Empowering & Training Parents in the Role of Parent As Advocate

*Robert Keder, MD, Connecticut Children's Medical Center/University of Connecticut, Farmington, CT; Jenna Wallace, PsyD, West Virginia School of Medicine, Morgantown, WV; Annie Berens, MD, MSc, MA, Stanford University, Stanford, CA; Jennifer Cervantes, MSW, LCSW, Texas Children's Hospital, Houston, TX; Dinah Godwin, MSW, LCSW, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX; Anna Hickey, PhD, SIU School of Medicine, Springfield, IL; Hannah Perrin, MD, University of California, San Francisco (UCSF) School of Medicine, San Francisco, CA; Lisa Spector, MD, Nemours Children's Hospital, Orlando, FL; Marisa Toomey, MD, University of Kentucky (UK) HealthCare/Kentucky Children's Hospital, Lexington, KY; Melanie Tyner-Wilson, MA, U of KY-Dept of Peds-Div of DBPeds, Lexington, KY*

#### Brief Description:

Caregivers of neurodivergent children including children with identified disabilities feel overwhelmed advocating for their child. This skill-building workshop aims to equip attendees with clinical tools, skills, and strategies to teach caregivers to advocate on behalf of their children and communities. The presenters will utilize hands-on teaching of motivational interviewing strategies, case examples, small group reflection, and role play. A toolkit will be provided to attendees providing including support materials for families. Clinical cases highlight the intersectionality of federal special education law, state law/department of education regulations, and regional/municipal resource disparities experienced by children and families from underrepresented communities.

#### Target learner group:

All meeting attendings who work with families to support equitable access to special education services. This includes all disciplines providing clinical care (physicians, psychologists, advanced practitioners, and allied health professionals) at all levels of experience (trainee to faculty) and in all practice settings (private practice to academic medical centers).

#### Learning Objectives

Recognize family and child-level factors related to inequities in social and educational outcomes for neurodivergent children including children with identified disabilities; Use an ecosystems-based framework to approach the intersectionality of special education law and social inequities at the clinical/family level; Use motivational interviewing skills with caregivers to: a.) Identify a child's barriers and needs; & b.) Increase caregiver engagement in advocacy those needs; Employ strategies and language in written documentation that facilitates access to services in an equitable manner; Teach practical skills that providers can use to connect caregivers to and facilitate relationships with family advocates; Utilize toolkit to enhance training of caregivers as self-advocates and to engage in systems level advocacy.

**Workshop Keywords:** **Advocacy, Clinical, Education, Ethics**

### Workshop B: Do As I Say...And As I Do: Prioritizing Our Wellness & Leading By Example

*Crystal Cederna-Meko, PsyD, Hurley Medical Center/Michigan State University, Flint, MI; Christina Low Kapalu, PhD, Children's Mercy Kansas City, University of Missouri Kansas City, Kansas City, MO; Jason Fogler, PhD, Boston Children's Hospital/Harvard Medical School, Boston, MA; Danika Perry, PsyD, Nemours Children's Health, Delaware Valley, New Castle, DE; Justin Williams, PhD, Children's Healthcare of Atlanta, Aflac Cancer & Blood Disorders Center & Emory University School of Medicine, Atlanta, GA*

#### Brief Description:

Clinicians within developmental-behavioral pediatrics routinely support patients, families, and trainees in wellness engagement but fall short in intentional, routine attention to their own wellness. In our current global climate, with structurally-perpetuated marginalization and ever-increasing service demands, it is our ethical imperative to prioritize our wellness and model this for the clinicians of the future. This multi-method, interactive workshop briefly reviews the most recent literature on clinician wellness, then focuses on practical, individual-level, culturally-informed strategies to optimize personal wellness.

**Target learner group:**

Clinicians of all disciplines and career stages, training directors, and those in leadership positions are encouraged to attend this workshop. Individuals with aspects of their multicultural identity that are minoritized, stigmatized, disadvantaged, and disproportionately impacted by global events (e.g., women, BIPOC, LGBTQ+, parents, and caregivers) are particularly encouraged to attend. Attendees can expect content that relates to, validates, and aligns with their lived experiences.

**Learning Objectives**

Name at least 3 threats to intentional and routine clinician engagement in wellness promoting strategies; List 3 individual-level, culturally responsive strategies clinicians can routinely employ to promote personal wellness and mitigate the effects of stress; List 3 practical strategies clinicians can employ during patient encounters in order to promote personal wellness; Identify 1 personal strength that can be leveraged amidst everyday stressors to promote resiliency, along with 1 strategy to improve a self-identified area for personal growth; Create a personalized and culturally responsive wellness plan.

**Workshop Keywords:** Clinical, Education, Ethics

## Saturday, October 22, 2022: 9:00am – 12:00pm MDT (4 workshops C, D, E, F)

**Workshop C: Elephants in the Nursery: unpacking the intersection of implicit bias and parenting to provide equitable parenting practices in clinical settings**

*Robert Keder, MD, Connecticut Children's Medical Center/University of Connecticut, Farmington, CT; Adiaha Spinks-Franklin, MD, MPH, Texas Children's Hospital/Baylor College of Medicine, Houston, TX; Trista Perez-Crawford, PhD, Children's Mercy/University of Missouri-Kansas City School of Medicine, Kansas City, MO; Marie Clarke, MD, MPH, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Shruti Mittal, MD, Atrium Health, Concord, NC; Elisa Muniz, MD, MS, Children's Hospital at Montefiore, Bronx, NY; Lauren Tarnok, MD, Children's Specialized Hospital, Union, NJ; Bethany Ziss, MD, AHN Pediatrics, Pittsburgh, PA*

**Brief Description:**

This highly interactive workshop provides an opportunity to examine and process the Elephants in the Nursery; the impact of provider implicit bias on providing equitable clinical parenting support. Participants will explore the hidden strings and connections that affect the lenses through which we work with parents and families. Participants will select a case series that explores the intersection of parenting work in terms of a lens of bias of their choice (racism, religion, ableism, or classism). Tools and resources on using culturally affirming language and anti-bias strategies in clinical settings. Cross-cultural parenting resources will be shared by leaders and participants alike. Laptops/tablets encouraged.

**Target learner group:**

All/any individuals who address parenting practices in clinical settings. This includes physicians (general pediatrics, DBP, psychiatry, etc.), psychologists, social workers, and advanced practitioners (APRN, PA, etc.) in either private practice or academic settings. Target level ranges from trainee to seasoned faculty.

**Learning Objectives**

Identify internalized, interpersonal, and systemic factors in clinical parenting work; Utilize the process of peer debriefing to discuss navigating internalized, interpersonal, and systemic factors in clinical parenting work; Recognize bias when falling into the pitfall of assumption of out-group homogeneity; Utilize patient/family recovery skills for when engaging in unintended micro-aggressions in the clinical setting (micro-lecture, cases); Recognize diversity in parenting practices through lenses of race/ethnicity, religion, gender identity, sexual identity, and socioeconomic status; Frame and provide parenting support in a culturally affirming manner; Utilize affirming language to connect families to additional services and supports in an affirming manner; Apply anti-bias strategies for supporting parents clinically; Utilize a pooled resource list of diverse and inclusive parenting tips, pearls, resources, and curricula to be shared with families in clinical settings.

**Workshop Keywords:** Advocacy, Clinical, Education, Ethics

## **Workshop D: A Deeper Dive into Complex ADHD through Challenging Cases**

*Elizabeth Diekroger, MD, Rainbow Babies and Children's Hospital, Cleveland, OH; Jason Fogler, PhD, Boston Children's Hospital & Harvard Medical School, Brookline, MA; Yi Hui Liu, MD, MPH, FAAP, University of California San Diego School of Medicine, San Diego, CA; Tanya Froehlich, MD, MS, Cincinnati Children's Hospital Medical Center, Cincinnati, OH; Trevena Moore, MD, MPH, Kansas University Medical Center, Kansas City, KS; Michele Ledesma, MD, Boston Children's Health Physicians/Maria Fareri Children's Hospital, Hawthorne, NY; Angel Rios Medina, MD, Hospital Infantil De Mexico Federico Gomez, Mexico City, Mexico; Lisa Campbell, MD, Children's Mercy Hospital, Kansas City, MO; Shruti Mittal, MD, Atrium Health, Concord, NC; Cara Soccorso, PsyD, Boston Children's Hospital, Boston, MA; Emily Haranin, PhD, University of Southern California Keck School of Medicine, Los Angeles, CA*

### **Brief Description:**

In-depth discussion of complex ADHD diagnosis and management cases with facilitated small group discussion which will highlight what is (and is not) covered by the SDBP Complex ADHD Guideline.

### **Target learner group:**

This workshop targets the entire interprofessional membership of the Society for Developmental Behavioral Pediatrics, especially those who are in clinical practice, as the vast majority will encounter cases of complex ADHD.

### **Learning Objectives**

- A. Participants will recognize and identify at least three indicators of complex ADHD based on one or more of the following: (a) unexpected or suboptimal response to psychostimulant medication; (b) symptoms that transcend the boundaries of standard ADHD criteria (i.e., 6 of 9 symptoms of inattention, hyperactivity/impulsivity, or both conditions); and/or (c) symptom onset earlier than age 4 years or later than age 12 years.
- B. Participants will reference the Complex ADHD Guideline to work through empirically defined clinical pathways to a) suggest algorithmic modifications to pharmacological or behavioral treatment (and/or systematic approaches to re-assessment/data collection), and b) get treatment get back on track.
- C. Participants will develop skills in management of complex cases where the interaction of multiple disciplines and medical, psychosocial, or educational factors make it difficult to determine how best to apply existing guidelines and evidence based practices.

### **Workshop Keywords: Clinical**

## **Workshop E: Pediatric Disaster Preparedness and Response DBP Toolkit: Creating Individualized Action Plans as Subject Matter Experts**

*Carolyn E. Ievers-Landis, PhD, Rainbow Babies & Children's Hospital, Akron, OH; Kimberly Burkhart, PhD, Rainbow Babies and Children's Hospital/Case Western Reserve University, Cleveland, OH; Sarah Ronis, MD, MPH, Rainbow Babies & Children's Hospital, Cleveland, OH; Denise Bothe, MD, University Hospitals Health System, Rainbow Babies & Children's Hospital, Cleveland, OH*

### **Brief Description:**

Workshop participants will acquire an operational knowledge of the Developmental Behavioral Pediatrics Disaster Preparedness and Response Toolkit--assembled during the COVID-19 pandemic by an intra-professional group of national experts from HRSA's Pediatric Pandemic Network and the ASPR Pediatric Disaster Centers of Excellence. Led through the toolkit by case vignettes, attendees will intermittently break off into small groups to create individualized action plans to become subject matter expert responders. Participants will play an integral role in brainstorming the proposed creation of either a DBP ad hoc task force or special interest group for pediatric disaster preparedness and response.

### **Target learner group:**

The target audience for this workshop is quite broad and includes all disciplines, from developmental behavioral pediatricians, to psychologists, to nurses at all levels of training and experience. Each workshop attendee will have the opportunity to become familiar with additional resources, trainings, and programs curated by experts in pediatric disaster preparedness and response and develop their own action plan to lend their subject matter expertise to disaster preparedness. Finally, workshop attendees will be called upon as active creators of a proposed DBP ad hoc task force or special interest group for this workshop to be a catalyst for disaster preparedness for children with SHCN.

### **Learning Objectives**

- 1) To become familiar with the DBP Disaster and Response Toolkit through the lens of various DBP-specific case illustrations;
- 2) To gain the skills of creating an individualized action plan in a small-group setting using Qualtrics that includes specific timelines to be better prepared for both current and future pediatric disasters, particularly in their roles as DBP subject matter experts, and;
- 3) To become more experienced in the process of brainstorming in an intra-professional group for the conceptualization of a proposed DBP pediatric disaster preparedness and response task force or special interest group.

### **Workshop Keywords: Advocacy, Clinical, Education, Ethics, Research**

## **Workshop F: Strength in the Numbers: Updates in Psychometric Testing and Incorporating the Perspectives of Inter-professional Teams in DBP Practice**

*Christina Sakai, MD; Kathleen Reilly, MS; Jenifer Walkowiak, PhD; Cristina Bird Collado, MD; Yu-Hsun Wang, MD, Tufts Medical Center, Boston, MA; Nora Turok, MA, William James College, Newton, MA*

### **Brief Description:**

Psychometrics is the data that informs clinical impressions and treatment decisions. This workshop uses case studies to illustrate the properties of psychometrics, within well-known and updated standardized measures. The workshop is appropriate for clinicians who receive testing reports as well as for those who conduct their own standardized testing. Participants will examine data in its forms and discuss the application of data in clinical presentations, including examples of data misuse.

### **Target learner group:**

DBPs, clinical practitioners (Nurse Practitioners and Physician Assistants), SW and LMHC

### **Learning Objectives**

Each participant will: Better understand the use of psychometric testing and the limitations associated with their use in DBP practice; Recognize when discrepancy in data is present and recommend actions to disambiguate the data; Analyze the details of each domain within various cognitive assessments and factors which influence performance; Know the psychometric measures which help to delineate social emotional, language, and cognitive factors influencing pragmatic functioning; Target recommendations for learners at risk based on psychometric testing in younger children; Utilize data within clinical assessments to support treatment recommendations to school and family.

**Workshop Keywords:** [Clinical](#)

