



SDBP Virtual Winter Workshops

1 Day Conference

February 10, 2023

Note: workshops in GREEN were previously presented at the 2022 Annual Meeting in Denver.

10:00am – 12:30pm eastern – choose one:

Workshop 1: Transition to Adulthood for Youth with Autism Spectrum Disorder: A Guide to Launching Your Multidisciplinary Team Approach

Erin Babbitt, PsyD; Marie Clark, MD; Kim Burkhart, PhD, Rainbow Babies and Children's Hospital, University Hospitals, Cleveland, OH

Brief Description of Workshop

Individuals with autism spectrum disorder (ASD) face many obstacles during adult transition related to education, employment, legal status, mental health, and independent functioning. This interactive workshop will guide participants in creating a template for supporting youth and their families through the transition process.

Participants will work through a case exemplifying common transition challenges. Working in small groups, participants will learn how to engage with families about topics such as independent functioning, educational and legal decision making, and parenting strategies. Participants will learn effective communication strategies to use with families. Participants will also leave with a toolkit for implementing a multi-disciplinary transition clinic.

Target learner group:

This topic is relevant to any health care provider with an interest in youth with ASD such as developmental-behavioral pediatricians, general pediatricians, nurse practitioners, psychologists, and social workers.

Goals and Learning Objectives

1. Describe the common challenges families of youth with ASD face in the transition process
2. List several resources and tools that can address some of these common challenges
3. Analyze their individual roadmap and template for coordinating resources for families of youth with ASD

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

Workshop 2: 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.

Goals and 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 3: 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, Baylor College of Medicine, Houston, TX; Trista Perez-Crawford, PhD, Children's Mercy/University of Missouri-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; Silvia Pereira-Smith, MD, Medical University of South Carolina, Charleston, SC

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.

Goals and 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**

2:30pm – 5:00pm eastern – choose one:

Workshop 4: Mental Health Parity For DBP Professionals: Strategies To Improve Service Access And Equity For Individuals With Autism Spectrum Disorder

Rebecca McNally Keehn, PhD, Indiana University School of Medicine, Indianapolis, IN; Rebecca Lieb, PhD, Kennedy Krieger Institute, Baltimore, MD; Katharine Zuckerman, MD, MPH, Oregon Health & Science University, Portland, OR; Ami Bax, MD, University of Oklahoma Health Sciences Center, Oklahoma City, OK; Judith Ursitti, CPA, Council of Autism Service Providers, Wakefield, MA; Amy Weinstock, MA, Univ. of Massachusetts Medical School/EK Shriver Center, Worcester, MA; Cy Nadler, PhD, Children's Mercy Kansas City, Kansas City, MO

Brief Description of Workshop

Mental health parity is the equal coverage of services for both physical and mental/behavioral health conditions, including ASD. The patchwork of federal and state laws governing parity, and regional and payer-specific variations in practice requirements, has produced a convoluted DBP practice environment where access to evidence-based

care is frequently disrupted, especially for those from racial/ethnic minority and low socioeconomic backgrounds and medically underserved areas. This workshop, led by interdisciplinary presenters (psychologists/ physicians/ parent advocates), will apply a mental health parity lens to insurance-imposed barriers to medically necessary care and explore applied strategies for DBP professionals to improve service access and equity.

Target learner group:

DBP clinicians, advocates, and related professionals

Goals and Learning Objectives

Specific Goals: Upon completion of this workshop, each participant will:

- Define mental health parity and related law as applied to ASD and developmental disabilities services.
- Discuss the ways in which health plans impact delivery and access to care, including ASD diagnostic evaluation and intervention services.
- Generate and identify considerations for implementing strategies to overcome health plan barriers to delivery of evidence-based quality health care for individuals with ASD.

Learning Objectives:

- Attendees will describe the core concepts of mental health parity.
- Attendees will identify examples of quantitative and nonquantitative limitations on ASD care that they have faced in their DBP practice.
- Attendees will assess how parity gaps/violations exacerbate barriers to equitable care.
- Attendees will recognize how parity gaps impede efficient delivery of evidence-based ASD evaluation and/or intervention services.
- Attendees will identify strategies to implement to address health plan barriers and/or advance advocacy around mental health parity.

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

Workshop 5: Practical Updates in Psychometric Testing for DBPeds Providers

Anna Hickey, PhD, Southern Illinois University School of Medicine, Springfield, IL; Jessica Emick, PhD, Fielding Graduate University, Willoughby Hills, OH; Kimberly Burkhart, PhD, Rainbow Babies and Children's Hospital/Case Western Reserve University, Cleveland, OH; Veronica Bordes Edgar, PhD, University of Texas Southwestern, Dallas, TX; Janet Patterson, MD, Southern Illinois University School of Medicine, Springfield, IL

Brief Description of Workshop

Presenters will provide an overview of updates in psychometric testing, including new/revised assessment tools and online administration platforms, considerations in selecting the most appropriate assessment tools, and strategies to support engagement and compliance with testing while respecting standardization procedures. Through a series of 3 case discussions, participants will work in small groups to apply knowledge and skills to design evidence-based assessment batteries. Participants will leave with a resource list and guide for psychometric test selection and interpretation.

Target learner group:

MDs, Psychologists, Nurse Practitioners, Social Workers/Therapists, Trainees

Goals and Learning Objectives

The overarching goal of this workshop is to enhance participants' skills in planning and administering efficient, valid assessment batteries to diverse patient populations. By the end of this workshop, participants should be able to:

- Identify at least 2 up-to-date assessment tools across domains (cognitive, academic, social-emotional, executive function, ASD), including online administration formats, to address specific referral questions
- Analyze the strengths and limitations of various assessment tools for diverse populations
- Apply at least 2 strategies to modify assessment approaches (e.g., behavior management, limit testing) while maintaining standardization

Workshop Keywords: **Clinical**

Workshop 6: 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.

Goals and 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**

