

# SDBP ANNUAL MEETING 2023

## 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, September 8, 2023: 3:00pm – 6:00pm central (Workshop A, B)

#### **Workshop A: ADHD SIG: Complex ADHD Case Workshop 2023**

*Elizabeth Diekroger, MD, UH Rainbow Babies and Children's Hospital, Cleveland, OH; Emily Haranin, PhD, Children's Hospital Los Angeles, Los Angeles, CA; Irene Koolwijk, MD, MPH, David Geffen School of Medicine, Los Angeles, CA; Trevena Moore, MD, Kansas University Medical Center, Kansas City, KS; Shruti Mittal, MD, Atrium Health, Concord, NC; Robert Nutt, MD, MPH, Clinic for Special Children, Wilmington, NC; Tyler Whitney, BS, University of Oklahoma College of Medicine, Oklahoma City, OK; Demvihin Ihyembe, MD, University of Oklahoma Health Sciences Center, Oklahoma City, OK; Johanna Lewis-Esquerre, PhD, LifeStance Health, Inc., Manchester, NH; Veronica Meneses, MD, MSHS, Scottish Rite Children's Hospital University of Texas Southwestern, Dallas, TX; Gabriela Granados García, OTR, MS, Universidad Teletón, Mexico City, NA, Mexico*

#### **Brief Description:**

The workshop will organize Complex ADHD Case discussion around five cases highlighting aspects of ADHD related to co-occurring conditions and/ or specific aspects of identity or development. The discussion will highlight the content of the Complex ADHD Guideline and give participants time to learn from one another in small groups. Based on the feedback from last year's session, we have taken several steps to enhance engagement opportunities by including formatting changes and process changes. The current workshop will include fewer cases, case presentations by presenters will be shorter, while additional time will be available for small group discussion and large group debriefing. Presented cases will focus more on information gathered and less on steps taken by a presenter, and will include additional content designed to increase discussion and prompt the use of guidelines. Additionally, individual tables/ groups will be provided with various supplemental details that enrich and complicate the basic case stem in an effort to expand discussion content.

#### **Target learner group:**

This workshop targets the entire inter-professional membership of the Society for Developmental Behavioral Pediatrics, especially those who are in clinical practice, as complex ADHD is a common concern.

#### **Learning Objectives**

1. 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 back on track.
2. 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.
3. Participants will identify how their own identity and biases may impact the care they provide for patients with ADHD and how participants can support patients and families with intersecting identities.

**Keywords:** [Advocacy](#), [Clinical](#)

#### **Workshop B: Using the ICF to Support Mental Wellness In Children With Complex Developmental Disabilities And Their Families**

*Katherine Steingass, MD; Ann Levine, Psy.D; Elizabeth Barnhardt, DO; Amber Dupre, M.S., CCC-SLP, CLC; Kendall Abbas, MD; Lauren Misik, MD; Linda Solamen, MD, Nationwide Children's Hospital, Columbus, OH*

#### **Brief Description:**

Care for developmental disabilities has traditionally been approached using the medical model which focuses on diagnosing a specific problem and treating with a specific intervention. However, developmental conditions tend to be less precise diagnoses which have multiple influences and often do not have a specific intervention that leads to a cure. The International Classification of Functioning, Disability, and Health (ICF) is an alternative to the traditional medical model of disability. It provides a framework for describing and organizing information on functioning and disability recognizing the dynamic interplay between health conditions, environmental influences, and personal and

family factors. Use of the ICF framework to approach the clinical care of individuals with disabilities helps to shift the focus from specific impairments to the whole person and from cure to promotion of functioning and participation in activities. During this collaborative workshop, we will share our experiences of integrating these concepts into practice. This integration has enriched our professional lives and we believe our patients' families' lives. We invite you to create with us processes of how to apply the tools directly to improve the fit between your patients and their surroundings.

**Target learner group:**

Target audience: Clinicians of various disciplines (developmental behavioral pediatrics, psychology, speech language pathology, advanced practice nursing, general pediatrics, social work) across the range of career development stages

**Learning Objectives**

1. Recognize limitations of the medical model in the care of children with developmental disabilities
2. Apply the ICF model to the evaluation of a behavioral concern in a child with complex neurodevelopmental disability
3. Identify ways to support mental wellness in children with developmental disabilities and their families using the ICF model
4. Revise a developmental assessment report using a strengths-based approach and incorporating ICF concepts

**Keywords:** **Clinical**

## Saturday, September 9, 2023: 9:00am – 12:00pm central (Workshops C, D)

### **Workshop C: “It’s all about the money!” Making the 2023 DBP Billing and Coding Updates Work for You**

*Shruti Mittal, MD, Atrium Health Levine Children’s Hospital, Charlotte, NC; Lisa Nalven, MD, MA, Kireker Center for Child Development-Valley Health System, Paramus, NJ; Marilyn Augustyn, MD, Boston University Medical Center, Boston, MA; Yi Hui Liu, MD, MPH, University of California San Diego, San Diego, CA; Shawna McCafferty, MD; Silvia Pereira-Smith, MD, Medical University of South Carolina, Charlotte, SC; Kanchana S. Boseroy MD, University of Arizona, Phoenix College of Medicine, Kaiser Permanente Medical Center, Riverside, CA*

**Brief Description:**

This workshop will provide an update on current CPT codes including code definitions, how codes represent the work that is done, factors influencing how a clinician codes, and ultimately how coding impacts reimbursement for the work completed. Implications for how coding can impact the structure of a clinician's schedule as well as contract negotiations with employer and payers will be discussed. During breakout sessions, participants will work through case examples of coding and billing strategies.

**Target learner group:**

Our target audience is any individual interested in learning effective billing and coding utilization for DBP patient care, both face to face and non-face to face. This includes practicing DBPs (in both academic and private practice ), supervising attendings, general pediatricians with DBP patients, advance practitioners (APRN, PA, NP, etc), DBP fellows and pediatric trainees who are involved in coding. Target level ranges from trainee to seasoned faculty.

**Learning Objectives**

1. Participants will utilize codes effectively for common DBP visits, such as: visits and extended time associated with developmental/behavioral assessments (established visit level 3-5, consult visits level 3-5, new patient visit level 3-5, 99417); developmental/behavioral assessments and report preparation (96112, 96116); non-face to face time associated with developmental/behavioral assessments (99417, 99258)
2. Participants will learn about visit template/structure models and implications for productivity measures and reimbursement
3. DBP Fellows will have a better understanding of DBP billing and coding best practices to utilize during and after fellowship training
4. Supervising attendings will understand the coding requirements when working with trainees and be provided with a DBP reference coding sheet to share with fellows

**Keywords:** **Advocacy, Clinical**

## Workshop D: Managing Unique Medication Side Effects

*Stacey Cobb, MD; Marjorie Cloninger, PhD, Prisma Health Midlands, Columbia, SC; Beth Emrick, MD, Marshall Health, Scott Depot, WV; Dianna Inman, DNP, PMHNP-BC, University of South Carolina, Columbia; Emily Lowell, PhD, Prisma Health Midlands, Columbia, SC; Zeel Patel, DO, Prisma Health Upstate, Greenville, SC*

### **Brief Description:**

Amid the current mental health crisis, pediatric providers are increasingly responsible for complex psychopharmacological management. Managing side effects of these medications is a time-consuming and stressful challenge for providers, patients, and families. Providers can be more efficient and confident in clinical practice when equipped with a management plan for side effects from the common to the rare. Join us for an interactive and collaborative workshop to sharpen medication management skills and learn strategies for reducing stress on patients and their families during medication challenges.

### **Target learner group:**

Physicians and Advanced Practice Providers in Pediatrics, Family Medicine, and Mental Health, including residents, fellows, and APP students

### **Learning Objectives**

1. Describe common, as well as rare but more serious, side effects for commonly used psychopharmacological medication classes.
2. Formulate a plan for managing side effects for their most prescribed medication class by the end of the workshop.
3. Incorporate one stress-reducing strategy into the clinical plan for a patient experiencing medication side effects.

**Keywords:** [Clinical](#), [Education](#)

