Dear [Name],

Thank you for participating in the 2023 Annual Meeting of the Society for Developmental-Behavioral Pediatrics (SDBP). The meeting will be held in Minneapolis, Minnesota, from September 9-11, 2023.

**Detailed Schedule**

All sessions are included in the meeting registration unless otherwise noted.

*Pre-meeting workshops September 8th & 9th – see separate schedules for details*

---

**Saturday, September 9**

**7:30am – 6:00pm central**

*Registration*

**12:00pm – 1:00pm central**

JDBP Editorial Board Lunch *(invitation only)*

SDBP Committee Meetings: *Diversity, Equity, Inclusion (DEI); Education; Practice Issues*

**1:00pm – 1:45pm central**

*Welcome & Presidential Address*

**Tanya Froehlich, MD**
Professor of Pediatrics
Sonya G. Oppenheimer Endowed Chair and Director of Research
Developmental-Behavioral Pediatrics Fellowship Associate Director
Division of Developmental and Behavioral Pediatrics
Cincinnati Children’s Hospital Medical Center

---

**2:00pm – 3:30pm central (3 options)**

1. **Topical Symposium: Getting Started in Research! A Topical Symposium From Folks Who Love Research**
   - Kate Wallis, MD, MPH; Sue Berger, PhD, Northwestern; Alan Mendelsohn, MD, NYU Grossman School of Medicine; Carol Wilkinson, MD, PhD, Boston Children’s Hospital

*Description*

This session aims to inspire and provide first steps for attendees to get involved in research. Engaging early career fellows and faculty in research who may not otherwise have training opportunities can help address disparities in research workforce diversity and increase the capacity of the workforce to produce high-quality research to drive the DBP evidence base. This symposium aims to empower participants to engage in research by providing practical steps in how to (1) identify feasible research questions relevant to the interest, skills, and resources of the investigator; (2) refine research questions and study design; and (3) identify and utilize resources at their institution and beyond.

---

Looking forward to seeing you at the meeting.

Sincerely,

[Your Name]
Target audience
This topical symposium is broadly aimed at conference participants with limited research experience but who are interested in exploring research. We encourage trainees across all levels including first-year fellows, medical students, graduate students and residents, as well as early-career faculty to attend. Individuals from multiple disciplines may be interested including physicians, psychologists, nurses, social workers and representatives of other fields who wish to make research a component of their careers.

Learning Objectives
To recognize the criteria for a research project that is feasible, important, novel, ethical and relevant (FINER); To identify the steps of developing a feasible research question relevant to the interest, skills, and resources of the investigator; To identify relevant resources that may be available to attendees to help them successfully design and develop a research study.

Keywords: Research

2. Topical Symposium: Updates on the Screening, Diagnosis, and Care of Children and Adolescents with the Dual Diagnosis of Autism Spectrum Disorder and Down Syndrome

Description
Autism Spectrum Disorder (ASD) occurs in upwards of 1 in 6 individuals with Down syndrome (DS) compared to around 1 in 66 in the general population. However, diagnostic assessments for individuals with the dual diagnosis of autism spectrum disorder and Down syndrome (DS-ASD) are often delayed or denied in persons with DS due to factors such as the child’s sociability clouding underlying social communication deficits, caregivers’ reluctance to take on another categorization, ASD features being misattributed to developmental delay, and the myth that ASD doesn’t occur in DS. Because an ASD diagnosis is often overlooked, denied, or not obvious in the preschool years, diagnosis commonly occurs later, even into adulthood, and so clinicians need to be aware of red flags in older children. In this symposium, participants will learn about early signs of ASD in children with DS, including how varied presentations can be among this group and the utility of established screening tools for various ages and levels of development, utilizing a case-based presentation and facilitated discussion format with experienced clinicians.

Target audience
This symposium is designed for clinicians and researchers at all stages of career development that interact with and/or study individuals with DS and other genetic conditions faced with the same issues. The information will be appropriate for clinicians from all disciplines who are new to DS, ASD, and/or DS-ASD, as well as for those who have seen these patients throughout their careers. The session will meet the professional needs of the audience by providing information on knowing when to suspect ASD, presenting screening and diagnostic approaches, discussing the identification and management of comorbid medical and psychiatric conditions including the use of psychopharmacology, and allowing participants to obtain the latest educational and outreach materials composed by members of the Down Syndrome Medical Interest Group (DSMIG).

Learning Objectives
Provide a step-wise approach and rationale for pursuing evaluation of Autism Spectrum Disorder in individuals with Down syndrome; Identify the common patterns of social communication in those with Down syndrome to contrast the presentation of Autism Spectrum Disorder in patients with Down syndrome; Upon completion of this session, participants should be able to formulate treatment plans for mental health conditions in patients with ASD and DS. Prepare attendees to be strong advocates for the needs of children and adults with dual diagnoses of DS and ASD in the community.

Keywords: Clinical Practice, Interprofessional Practice

3. Research Platform: Screening/Early Access (5 abstracts)

Primary Care Pediatrician Use of the RITA-T to Streamline Autism Referrals
Shawna McCafferty, MD; Ashley Early, LISW; Henry Lemon, MD; Silvia Pereira-Smith, MD; Laura Carpenter, PhD; Michelle Macias, MD, Medical University of South Carolina

Improving Access to Early Developmental Evaluation in at Risk Patients in Academic Pediatric Primary Care Clinics
Jennifer Ehrhardt, MD, MPH, Zeina Samaan, MD; Jennifer Hardie, MD; Mary Carol Burkhardt, MD, MHA; Pam Williams Arya, MD; Jayna Schumacher, MD; Kristen Copeland, MD; Makeba Taylor, BA; Allison Reyner, MS; Cyndi White, MS, RRT-NPS, CPHQ, James M. Anderson, Cincinnati Children’s Hospital Medical Center
4. Topical Symposium: Improving Access to Developmental Evaluations & Services in Community Settings

**Description**
Access to developmental evaluations is severely limited. Without a diagnosis, families can wait years to receive needed therapies, educational accommodations, and treatments. Primary care providers are often required to fill the need gap without the benefit of a diagnosis or specialty support. This presentation features two distinct models for improving access to developmental evaluations in the community setting. In Washington state, the Washington Healthcare Authority created an Autism Training and Certification program that allowed PCP’s to diagnose autism in their patients to facilitate access to early intervention services. On the other side of the country, in Wilmington, NC a community health center created an Intellectual and Developmental Delay Team which collaborates with a local psychologist to expedite the completion of developmental evaluations and get families the services they need. Members of both of these interdisciplinary teams will discuss their novel approaches to expanding access to families impacted by developmental delay.

**Target audience**
Primary care providers, pediatric providers, nurse practitioners, developmental pediatricians, child psychologists, social workers, case workers, health policy advocates, disability advocates, health care administrators, medical directors, educators, practice managers, and anyone who is interested in improving access to disability evaluations and early intervention services for young children with disabilities.

**Learning objectives:**
Describe strategies to: reduce systemic barriers to autism evaluations and early intervention services; reduce provider burnout while providing autism evaluations; support families from diverse backgrounds in supporting children with disabilities; Understand the role of 1) multidisciplinary teams, 2) interagency collaboration, 3) institutional policies and practices - in meeting the needs of families impacted by intellectual and developmental delay.

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

5. Topical Symposium: EEG 101: A primer for DBP Clinicians – What are common EEG methods and analyses, and what is EEG research teaching us about neurodevelopmental disorders?

**Description:**
Use of electroencephalography (EEG) in neurodevelopmental disorders holds great promise in providing biological markers that could be used clinically for diagnosis, prognosis, and monitoring of treatment response. In addition, EEG research can improve our understanding of the underlying neurobiology of developmental disorders. For DBP
clinicians, understanding the EEG literature can be challenging without a foundational understanding of the method and analyses. However, as EEG becomes more prominent in neurodevelopmental research and in clinical trials, it is important for DBP clinicians to be skilled consumers of these methods that will soon be part of our clinical toolbox. This symposium aims to provide the audience with a foundational understanding of EEG collection and analyses while also highlighting current EEG research in common neurodevelopmental disorders.

**Target audience:**
The target audience for this topic research symposium is broad and includes participants from all career development stages and those with interest and backgrounds in both research and clinical practice. No background in EEG or research is necessary as talks will be designed to first provide the audience with educational content so they can understand and interpret research findings presented. As EEG methods play a larger role in neurodevelopmental research and clinical trials, it is crucial for the SDBP membership to become skilled consumers of the research literature. Therefore, presentations will be geared toward a clinical audience interested in understanding how EEG may be relevant to their future clinical practice.

**Learning Objectives:**
Identify two differences in resting state EEG power analyses versus evoked-related potentials; Describe framework for reading EEG literature; Identify two barriers to EEG research and their impact on generalizability of findings

**Keywords:** Research

---

6. Research Platform: Equity/Diversity (5 abstracts)

**Primary Care Provider Perspectives on Autism Screening: A Multi-Methods Study of Barriers to Equitable Referral**
Kate Wallis, MD, MPH; Sarah Wozniak, BA; Barbara Chaiyachati, MD, PhD; Sansanee Craig, MD; Whitney Guthrie, PhD; Diana Montoya-Williams, MD, MSCE; Diana Worsley, MPH, Children’s Hospital of Pennsylvania

**Modifiable Barriers to Equity in Autism Clinic Intake: A National Survey**
Anisha Srinivasan, MD, MS, University of California, Davis / MIND Institute; Erika Phelps Nishiguchi, MD, University of Hawaii, Kapi’olani Medical Center for Women and Children; Cassandra Gonzalez, BA, Rutgers Robert Wood Johnson Medical School; Manuel Jimenez, MD, MS, Rutgers Robert Wood Johnson Medical School / Child Health Institute of New Jersey; Katharine Zuckerman, MD, MPH, Oregon Health & Science University; K. Casey Lion, MD, MPH, University of Washington / Seattle Children’s Hospital

**Development of A Family Navigator Intervention To Improve ADHD-Related Treatment Adherence (I2-Art) For Minoritized Children**
Kelly Kamimura-Nishimura, MD, MS; Hannah Bush, MA; Paola Amary de Lopez, MD; Lori Crosby, PhD, Cincinnati Children’s Hospital Medical Center; Farrah Jacquez, PhD, University of Cincinnati; Avani Modi, PhD; Tanya Froehlich, MD, MS, Cincinnati Children’s Hospital Medical Center

**Context: Intersectionality of Race and Autism on the Diagnostic Journeys of Black Families**
Yewande Dada, MHS, Meharry Medical College; Amy Weitlauf, PhD, Vanderbilt University Medical Center; Theodora Pinnock, MD, Meharry Medical College; Alexandra Miceli, BA, Vanderbilt University Medical Center; Alison Vehorn, MS; Joyce Harris, MA; Jeffrey Hine, PhD; Zachary Warren, PhD, Vanderbilt University Medical Center

**Examining Racial and Socioeconomic Differences in Perceived Barriers to Engagement, Parenting Sense of Competence, and Caregiver Satisfaction in a Parent-Mediated Intervention Delivered within an Early Intervention Clinic**
Millena Yohannes, BA; Katherine Pickard, PhD, Marcus Autism Center; Emory University School of Medicine; Nicole Hendrix, PhD, Marcus Autism Center; Children’s Healthcare of Atlanta

**Keywords:** Clinical Practice, Research
Saturday, September 9  continued

5:30pm – 7:00pm central

NEW this year!

**Mentor/Mentee Discussion** – *all are welcome* - *sign up when you register for the meeting!*

The mentor-mentee match has morphed into a session that addresses the most common concerns that **fellows/trainees and junior faculty** raise. Tables will have faculty prepared to discuss negotiating job contracts, obtaining invested time for research, practice development, advocacy, professional development, grants, and other topics. Attendees will have the opportunity to rotate among several tables/topics during the session. This session will also be a great networking opportunity. Faculty mentors will be available to discuss topics and answer questions that attendees have that are not covered at a table.

6:00pm – 7:00pm central

**SIG meetings** – *Autism; Community & Private Practice; Early Childhood; FASD*

7:00pm – 8:00pm central

Opening Reception & Poster Session 1

Sunday, September 10

6:45am – 5:30pm central

**Registration**

7:30am – 8:30am central

**Committee meetings**

*Advocacy; Membership; Past Presidents*

8:00am – 9:00am central

Continental Breakfast

**Poster Session 2**
Lectureship Presentation
Award Recipient: Elizabeth Drame, PhD
University of Wisconsin - Milwaukee
Special Assistant to the Vice Chancellor of the Division of Diversity, Equity and Inclusion
Professor, Department of Teaching and Learning
Autism Spectrum Disorders Program Coordinator

Racial Disparities In Autism Care: Exploring Root Causes And Cultivating Antiracist Practices And Research

Description:
There is increasing acknowledgement of the impact of social determinants of health, such as structural racism, on health equity outcomes in Black communities. In this keynote address, Dr. Elizabeth Drame will discuss health disparities experienced by Black families and their autistic children, examine root causes for these disparities using a critical lens, and propose research and practice shifts which could lead to greater equity.

Objectives
1. Describe specific health disparities for minoritized families in autism diagnosis and care.
2. Examine potential roots of these disparities and the factors maintaining these disparities.
3. Consider antiracist practices and research to foster equity.

Elizabeth Drame, PhD is a special education teacher educator, racial justice advocate, participatory action researcher, traveler, and mother. In her work, she collaborates with Black mothers, community advocates, educators and students to create spaces where Black people’s narratives drive equity change. She is a Professor in the Department of Teaching and Learning at the University of Wisconsin-Milwaukee where she prepares special educators, coordinates the Autism Spectrum Disorders Certificate Program, and chairs the department. Dr. Drame teaches courses in the behavioral supports, assessment of students with disabilities, curriculum accommodations, foundations of autism spectrum disorders, action research and collaborative strategies. Her research centers on fostering positive educational outcomes for students with disabilities in inclusive schools, and social justice and equity issues in special education locally, regionally and internationally with a focus on the African Diaspora. She earned her Ph.D. in Learning Disabilities/Communication Sciences and Disorders from Northwestern University and served as a U.S. Fulbright Senior Research Fellow in the African Regional Research Program from 2011-2012 and 2018-2020 in Senegal, West Africa.

7. Lectureship Follow up session: A mother knows best: Centering Black mothers’ expertise in the care of their autistic children
Elizabeth Drame, PhD

Description: As an extension of the keynote address, Dr. Elizabeth Drame is joined by two co-authors of the book, The Resistance, Persistence, and Resilience of Black Families Raising Children with Autism, to discuss their experiences conducting a collaborative inquiry project examining the lived experiences of Black parents of autistic children. They will share lessons learned about Black scholarship, as well as facilitate scenario-based discussions.

Objectives
1. Discuss who is missing from the body of autism research.
2. Discuss the importance of Black-centered scholarship, particularly when examining lived experiences.
3. Evaluate potential outcomes of either devaluing or centering Black parents’ expertise related to their autistic children in select scenarios.
8. Poster Symposium: Tele-health (4 abstracts)

20-minute viewing, 20-minutes of presentations, 15-minute discussion, 20 minute Q&A

**Moderators of Effectiveness of Tele-PCIT for Young Children with Autism**

Nicholas Manco; Rosmary Ros-DeMarize, PhD, Medical University of South Carolina

**Telehealth Family Navigation for Early Autism Services Access: The Autism ALERT Project**

Mohadesheh Solgi, BS, Oregon Health and Science University; Avneet Sidhu, NA, Portland State University; Annie Hoang, NA, Seattle University; Alicia Feryn, MS, Oregon Health and Science University; Michelle Tae, MEd; Joseline Raja-Vora, PhD; Patricia Cavanaugh, NA, Help Me Grow, Providence Swindell’s Center; Eric Fombonne, MD MPH; Katharine Zuckerman, MD MPH, Oregon Health and Science University

**Referring Provider Skill Building and Caregiver Satisfaction with Telehealth Management of Complex Attention-Deficit/Hyperactivity Disorder (ADHD)**

Andrea Boan, PhD, MSCR, PA-C; Jessie Montezuma, MEd; Laura Carpenter, PhD; Silvia Pereira-Smith, MD, Medical University of South Carolina

Keywords: Clinical Practice, Education, Interprofessional Practice, Research

9. Poster Symposium: DBP Potpourri (3 abstracts)

20-minute viewing, 20-minutes of presentations, 15-minute discussion, 20 minute Q&A

**Does Cognitive-Behavioral Therapy Treatment of Anxiety Improve Sleep in Autistic Children?**

Holly Harris, MD; Minjee Kook, BA; Andrew Guzick, MD; Ariel Lyons-Warren, MD, PhD; Ying-Wooi Wan, PhD; Peter Boedeker, PhD; Robin Goin-Kochel, PhD; Chaya Murali, MD; Leandra Berry, PhD; Eric Storch, PhD, Baylor College of Medicine

**Is More Screen Time Associated with Poorer Health in Children with Autism?**

Mollie Lobl, MD; Ellen J. Silver, PhD; Elisa Muniz, MD; Blanche Benenson, MD; Maria Valicenti-McDermott, MD; Ruth EK Stein, MD, Children’s Hospital at Montefiore

**Examining Individual and School Correlates of Campus Belonging in College Students with Autism Spectrum Disorder**

Kathryn Haik, Bachelor of Sciences; Lisa Turner, PhD; Kimberly Zlomke, PhD, University of South Alabama

Keywords: Clinical Practice, Education

Sunday, September 10 continued

11:30am – 12:45pm central

**Trainee/Recent Grad Lunch**

*Free for lunch*

1:00pm – 2:30pm central (3 options)

10. Topical Symposium: Sexual Health from a Neurodiversity Lens: Common Challenges and Clinical Applications

Caitlin Middleton, PhD; Karen Garay, MD, University of Colorado School of Medicine; Christine Dub, PhD, Maine Health; Lindsey DeVries, PhD, University of Colorado School of Medicine

**Brief Description**
Autistic youth often experience challenges navigating puberty, sexuality, and relationship changes that take place during adolescence. There are often misconceptions related to autism and sexuality and there are currently few formalized supports or interventions for families of autistic youth in navigating the adolescent years. Access to comprehensive sexual health education has been linked to lower rates of sexually transmitted diseases, teen pregnancy, and increased use of contraceptives (Breuner & Matson, 2016). However, autistic youth access formal sexual health courses at a significantly lower rate than non-autistic peers (Graham Holmes et al., 2020). There is also evidence that traditional sexual health courses often neglect important topics for autistic youth (e.g., sensory concerns that arise in puberty, gender diversity and sexual orientation, safety and consent) (Hannah & Stagg, 2016). The purpose of this session will be to first present some of the research on key stakeholder perspectives about sexual health including parents’ and self-advocates’ experiences. We will also present some of the limited outcome research on sexual and reproductive education (SRE) for autistic youth including data from a recent pilot study examining a novel parent-led SRE intervention. We will discuss common challenges in delivering sexual health education for this population, characteristics of ASD that may impact the delivery of these topics, the role of gender identity in SRE interventions, and the most common challenging sexual behaviors. Specific foundational skills for SRE will be presented including resources for providers and parents. Finally, we will discuss recommendations about coordinating care for autistic youth who may see multiple disciplines and receive information about sexual health from a variety of medical professionals.

**Target audience**

The target audience for this session includes trainees and professionals at all levels with backgrounds as clinicians or scholar practitioners working with children and adolescents with neurodevelopmental disabilities in clinical and research settings. We hope audience members will leave with new information about the current research in sexual and reproductive health for autistic youth. We also hope members will learn foundational skills to potentially implement in their practices as well as up to date resources to provide to families.

**Learning Objectives:**

- Identify core components for sexuality and relationship education for autistic youth and their parents;
- Learn skill building strategies for promoting sexual health in a DBP setting;
- Inform their practice approach through direct applications when working with neurodiverse populations

**Keywords:** Clinical Practice, Education

---

### 11. Topical Symposium: Media Matters: Effective Communication Skills for Engagement with Media

Hannah Perrin, MD, University of California, San Francisco (UCSF) School of Medicine; Jennifer Cervantes, MSW, LCSW; Dinah Godwin, MSW, LCSW, Baylor College of Medicine/Texas Children’s Hospital; Robert Keder, MD, Connecticut Children’s Medical Center / University of Connecticut; Marissa Toomey, MD, University of Kentucky (UK) Healthcare/Kentucky Children’s Hospital; Hannah Perrin, MD, University of California, San Francisco (UCSF) School of Medicine; Jennifer Cervantes, MSW, LCSW; Dinah Godwin, MSW, LCSW, Baylor College of Medicine/Texas Children’s Hospital; Robert Keder, MD, Connecticut Children’s Medical Center / University of Connecticut; Marissa Toomey, MD, University of Kentucky (UK) Healthcare/Kentucky Children’s Hospital; Jenna Wallace, PsyD, West Virginia School of Medicine

**Brief Description:**

There are 19 million children and adolescents in the US with disorders of development and learning, but there are fewer than 800 developmental pediatricians nationally, along with similarly low numbers of other specialists with specific expertise in the area of developmental-behavioral pediatrics such as psychologists, nurse practitioners, and neuro-developmental disabilities doctors (NDDs). An estimated 255 developmental pediatricians will be retiring in the next five years, but in 2022, only 26 fellowship trainees matched across programs nationally. The number of developmental specialists continues to decrease as the number of children with developmental needs continues to rise, particularly as the national spotlight has shifted to children’s mental health and developmental-behavioral concerns post-pandemic. It is becoming increasingly more important for the DBP field to be visible and engage not only in advocacy on behalf of patients and families, but also on behalf of the profession itself. DBP professionals/Developmental specialists bring a unique perspective for engagement with media on a variety of different topics. DBPs can speak to advocacy related to legislation, advocacy for patients and families, advocacy for the field, or advocacy related to a “hot topic” that falls under the expertise of a developmental specialist. Although many developmental specialists appreciate the importance of visibility for the field, most have not received adequate training to feel confident and proficient in engaging with media. The potential implications for patients, families, and the field of DBP are vast when developmental specialists contribute to these critical conversations. However, it is important to know how to (1) communicate effectively, (2) deliver a compelling message, and (3) frame and pivot a conversation to advance one’s goals. This symposium will empower developmental specialists to engage with media in a more confident and strategic way by practicing these skills. This symposium will provide the audience with information regarding the importance of engagement with media as well as implications for families and the DBP field. Presenters will engage the audience through presentation, modeling/role-playing of core media communication skills, and large group discussions. This symposium is intended to not only increase trainee and professional knowledge on the importance of engagement with media in their practice but to also increase knowledge regarding how messages can be more compelling and effective, with the goal that participants will learn core media communication skills to implement immediately upon completion of the symposium.

**Target Audience:**

This symposium is intended for a target audience along the full spectrum of career development stages (trainees and early – late career practitioners) as well as a variety of professionals in the developmental-behavioral pediatrics field such as physicians, psychologists, advanced practice providers, nurses, and social workers in both clinical and research roles.
Learning Objectives
Attendees will: recognize the important role that media plays in advocacy for the DBP profession, as well as for patients and families; understand the intricacies of how advocacy messages are developed and received; leave with core communication strategies to use when engaging with media.

Keywords: Advocacy

12. Research Platform: Literacy and Education (5 abstracts)

Dyslexia Articles Unboxed: Analyzing Their Readability Level
Yusuke Matsuura, MD; Chung Jaeah, MD, Mount Sinai Kravis Children’s Hospital, Icahn School of Medicine at Mount Sinai

DBP Clinicians’ Perspectives on Education Transitions for Young Children with Developmental Disorders
Sally Cohen, RN, PhD, New York University; Timothy Guetterman, PhD, University of Michigan; Jennie Olson, RN, MS, CPNP, PMHS, Children’s Village, Bend, OR

Pre-literacy skills in children who are Deaf/Hard of Hearing (DHH): secondary analysis of the Technology-Assisted Language Intervention Randomized Trial (TALI).
Elodie Betances, MD FAAP; Susan Wiley, MD; Meredith Tabangin, MPH; Jareen Meinzen-Derr, MPH; Rose Sheldon, MSLP; Laura Lane, MPH, Cincinnati Children’s Hospital and Medical Center

Rapid Online Assessment of Reading (ROAR): Evaluation of a Web-Based Tool for Screening Reading Skills in a Developmental-Behavioral Pediatrics Clinic
Elizabeth Barrington; Sadie Sarkisian, Undergraduate, Stanford University; Jason Yeatman, PhD, Stanford University, Graduate School of Education and Department of Psychology; Heidi Feldman, MD PhD, Stanford School of Medicine, Stanford, CA

Factors Associated With Receipt of Special Education Services in a Nationally Representative Sample of 6-17 year old Children with Autism Spectrum Disorder
Mary Elizabeth Calabrese, DO; Natalie Slopen, ScD, Harvard T.H. Chan School of Public Health, Boston, MA

Keywords: Clinical Practice, Interprofessional Practice, Research

Sunday, September 10 continued

2:45pm – 4:15pm central (3 options)

13. Topical Symposium: Fetal Alcohol Spectrum Disorders in the Teen Years: Navigating the Complexity with Case Discussions and the new FASD Transition Toolkit
Yasmin Senturias, MD, Atrium Health and Wake Forest School of Medicine; Adiaha Spinks-Franklin, MD, Baylor School of Medicine; Kimberly Burkhart, PhD; Denise Bothe, MD, Rainbow Babies and Children’s Hospital; Purmina Valdez, MD, Duke University; Catherine Lipman, MD, Cleveland Clinic Children’s Hospital; Tanaporn Jasmine Wilaisakditipakorn, MD, UC Davis MIND Institute; Laura Shamblin, MD, OU Child Study Center University of Oklahoma Health Sciences Center; Kimber Mork, LCSW, Atrium Health, Charlotte, NC

Description:
This symposium will explore the complex issues surrounding Fetal Alcohol Spectrum Disorders in adolescents including the impact on the following: mental health, sexuality, internet use, drug use, and involvement with the legal system. Individuals with FASD face these challenges given their neurobehavioral deficits in self-regulation (including attention, impulse control and mood regulation), neurocognition (including executive function, learning, IQ, memory and visual spatial skills) and adaptive skills (including social and daily living skills). This presentation will discuss fetal alcohol spectrum disorders and sexuality in teens, including the potential for exploitation and the importance of developmentally-appropriate sex education and anticipatory guidance. It will also explore the impact of internet use on individuals with FASD, including the potential for online victimization and cyberbullying. The presentation will address the overrepresentation of individuals with FASD in the legal system, and the need for interventions to support this population. We will discuss issues surrounding mental health and substance abuse in this population; examine legal issues related to FASD such as the vulnerability to criminalization especially for black and brown teens with FASD. Given the innate challenges of transitioning to the adult world with a neurodevelopmental disorder, we will discuss the newly created FASD transition toolkit that will help parents and providers navigate the transition to adulthood for teens with an FASD. In this toolkit, we will discuss the need for support services and a roadmap or transition plan to adulthood. Overall, this presentation will provide insight into the unique challenges faced by teens with FASD and the need for tailored interventions and support services to address these challenges.
Target audience:
The target audience is all developmental-behavioral pediatricians and APPs, psychologists, social workers, trainees in DBP, psychology, social work, speech therapy, occupational therapy, physical therapy.

Learning Objectives
Attendees will: gain knowledge on neurobehavioral challenges in FASD that make adolescence a particularly vulnerable period; participate in case discussions related to mental health, substance abuse, sexuality, internet use, criminalization, and legal issues in adolescents with FASD; participate in a case discussion on the role of DBP clinicians in caring for teens with FASD using the new FASD Toolkit for Teens.

Keywords: Advocacy, Clinical Practice, Education, Ethics, Interprofessional Practice, Research

14. Conversational Roundtable: Community-based models of ASD diagnosis: Progress and Future Directions
Rebecca McNally Keehn, PhD, Indiana University School of Medicine; Katharine Zuckerman, MD, MPH, FAAP, Oregon Health and Science University; Carol Weitzman, MD, Harvard Medical School/Boston Children’s Hospital; Melanie Penner, MD, FRCP(C), University of Toronto; Kristin Sohl, MD, FAAP, University of Missouri School of Medicine

Central theme of roundtable:
While reliable diagnosis of autism spectrum disorder (ASD) is often possible in the second year of life, many children wait months to years to receive a diagnostic evaluation. This delay is often due to an access bottleneck caused by shortages of trained DBP specialists, clustering of specialists in metropolitan areas, and labor- and cost-intensive evaluation models and assessment tools. Given that diagnostic delays impede enrollment in interventions that can improve outcomes, finding feasible and scalable solutions to the ASD diagnosis bottleneck is a public health imperative. Tiered community-based approaches that build the capacity of primary care providers (PCP) and community practitioners to conduct diagnostic evaluations of young children at risk for ASD have shown promise for reducing delays and disparities. The objective of this Roundtable Conversation is to bring together interdisciplinary experts in community models of ASD diagnosis to 1) identify the needs and opportunities to enhance primary care and community practitioner capacity in ASD diagnosis, and 2) determine the critical next steps for scaling implementation and building the evidence base to advance innovation in tiered community models. Proposed outcomes from this Roundtable Conversation are two-fold. First, the insights gained from discussion with panel members and attendees will be leveraged to identify prioritized activities for the SDBP Access to Care Workgroup (subgroup of ASD SIG). Second, this session will allow for developing expert consensus on the focus of an impactful scholarly product, such as review paper or commentary to be submitted to the Journal of Developmental Behavioral Pediatrics.

Learning Objectives:
Describe tiered community models of ASD diagnosis that may lead to a reduction in ASD diagnostic delays and disparities; Identify two current challenges in implementation and scale-up of tiered community models and a potential solution that may be feasible in addressing each challenge; Identify one avenue for strengthening the evidence base for tiered community models of ASD diagnosis.

Keywords: Clinical Practice, Research

15. Research Platform: Family/ACES (5 abstracts)
The Interrelationships between Medical, Social, and Relational Health Risks in Childhood According to Preterm Birth Status
Genevieve Guyol, MD, MAT; Margaret Parker, MD MPH, UMass Department of Neonatology; Jonathan Litt, MD, MPH, ScD, Beth Israel Deaconess Medical Center, Boston, MA

Utility of ACEs Screening Tool vs. Traditional Interview in a Developmental Behavioral Pediatrics Clinic
Laura Shamblin, MD; Xiaolan Liao, PhD, University of Oklahoma Health Sciences Center; Helen Milojevich, PhD, Duke University; Carisa Wilsie, PhD; Ami Bax, MD, University of Oklahoma Health Sciences Center

Lessons Learned from Screening for Adverse Childhood Experiences in a Pediatric Resident Continuity Clinic
Elizabeth J. Volpicelli, MD; Christine Thang, MD, UCLA, Los Angeles, CA

Obesity and Neighborhood Adversity in Children and Youth with Special Health Care Needs
Adriana Verwey, MD; Hongyue Wang, PhD; Elizabeth Anderson, MPH; Suzannah Iadarola, PhD; Susan Hyman, MD, University of Rochester Medical Center, Rochester, NY

Keywords: Clinical Practice, Education, Research
Sunday, September 10  continued

4:20pm – 5:10pm central
Business/Member Meeting & Incoming Presidential remarks
The SDBP member business meeting includes: SDBP meeting update; Financial Report; JDBP update; Committee/SIG/Section outgoing chairs and acknowledgment of service; 2023 Research Grant and Award recipients; Recognition of outgoing and new Board of Directors and transition of presidency; Incoming Presidential Remarks

5:20pm – 6:20pm
Committee Speed Dating
All are welcome to come and learn about the SDBP Committees!

JDBP “Meet the Editors” Session
All are welcome – meet and chat with JDBP editors and learn more about SDBP’s Journal

7:00pm – 10:00pm
Social Dinner
Includes dinner, music, band, dancing!

Monday, September 11

7:00am – 1:00pm central
Registration

7:30am – 8:30am central
SDBP Committee Meetings: Communications; Research; Program

8:00am – 9:00am central
Continental Breakfast

9:00am – 9:45am central
PLENARY: Invited Speaker: Redlining, Systemic Racism, and Health Outcomes of Black and First American Children in Minneapolis (DEI Track Part 1)
Ernest Lloyd, DPA, University of Minnesota / Hennepin History Museum
Description
Ernest Lloyd, DPA is a highly respected and knowledgeable historian in Minneapolis, MN, whose research explores the impact of redlining and Urban Renewal policies on the health of Black residents of Minneapolis (Lloyd, Ernest Lee, "How Routing an Interstate Highway Through South Minneapolis Disrupted an African-American Neighborhood" (2013). School of Business Student Theses and Dissertations. (https://digitalcommons.hamline.edu/hsb_all/25 ). He will apply the general overview of redlining in this initial lecture kicking off the DEI track to the SDBP 2023 Annual Meeting. It will also include more granular detail of Minneapolis, the host city of the SDBP conference.
Audience
For all DBP professionals, including students, trainees, early-career, mid-career, later-career, and retired clinicians, researchers, and child advocates; developmental-behavioral pediatricians, psychologists, advanced practice clinicians, social workers, and allied health professionals; also appropriate for general pediatric and family practice professionals who care for children with developmental disabilities and behavior disorders.

**Learning Objectives**
Review the history of federal, state, and local redlining policies and how they shaped racial residential segregation in the United States; Describe the root causes of disparities in child health, development, and behavior outcomes for children and families living in formerly redlined neighborhoods; Explain the ways in which redlining policies in Minneapolis continue to impact child development, behavior, and health today.

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

**10:00am – 11:15am central (3 options)**

Adiaha Spinks-Franklin, MD, MPH, DBP Doc, PLLC; Irene Loe, MD, Stanford University; Ernest Lloyd, DPA, University of Minnesota, Hennepin History Museum; Sadiqa Cash, PhD, Sadiqa Cash, PLLC; Tanya Froehlich, MD, MS, Cincinnati Children's Hospital Medical Center; Robert Keder, MD, University of Connecticut; Connecticut Children's; Shruti Mittal, MD, Atrium Health; Silvia Pereira-Smith, MD, Medical University of South Carolina Children's Health; Purnima Valdez, MD, Duke Pediatrics; Jennifer Walton, MD, Nationwide Children's Hospital; Ohio State University

**Description**
Children's health, development, and behaviors are directly impacted by public policy. Professionals who care for neurodivergent populations should be acutely aware of how local, state, and federal policies affect their patients' lives. Healthcare providers still have a deficit in knowledge about the ways in which systemic racism, public policy, and government-sanctioned discrimination play a role in child health, development, and behavior while creating adverse childhood and community experiences. This topical symposium will address this gap in knowledge and give participants tools to evaluate their patients' neighborhood characteristics and provide local community resources that can address their needs.

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

**17. Research Platform: Professional/Education (5 abstracts) [revised presentation order]**

**Addressing the Gap in Autism Education with Simulation: A Program Evaluation**
Carlyn Glatts, MD; Samar Hamdan, MBBS, Hillary Kruger, MD, FAAP, The Children's Hospital of Philadelphia

**Does early exposure change pediatric residents’ perceptions of developmental-behavioral pediatric care?**
Kristen Stefanski, MD; Jessica Foster, MD, MPH; Mira Brown, PStat, PhD; Diane Langkamp, MD, MPH, Akron Children’s Hospital, Akron, OH

**Implementation of a Longitudinal Multi-Modal Behavioral Health and Development Curriculum Within a General Pediatric Residency Program**
Brian Harris, MD; Stephanie Spinelli, OT; Hanane Dahoui, MD; Gene Chen, MD, Arnold Palmer Hospital for Children, Orlando, FL

**A mixed-methods approach to the development of a PCP training program for the evaluation of Latine toddlers at-risk for ASD**
Ann Marie Martin, PhD, Indiana University School of Medicine; Gisela Perez, BS, Indiana University-Purdue University Indianapolis; Angela Paxton, BS; Mary Ciccarelli, MD; Rebecca McNally Keehn, PhD, Indiana University School of Medicine

**Evaluating pediatric resident curricula for diagnosing and managing Attention-Deficit/Hyperactivity Disorder**
Elizabeth Barrington; Lynne Huffman, MD; Irene Loe, MD; Lauren Hubner, MD, MPH, Stanford University, Menlo Park, CA

**Keywords:** Clinical Practice, Education, Interprofessional Practice, Research
18. Topical Symposium: Global health partnership to advance care for children with autism in Kenya
Megan McHenry, MD; Rebecca McNally Keehn, PhD, Indiana University School of Medicine; Mandy Rispoli, PhD, University of Virginia; Saina Chelagat, MBChB, MMED Psych, Moi Teaching and Referral Hospital, Eldoret, Kenya; Amira Nafiseh, BS, Indiana University School of Medicine; Eren Oyungu, MBChB, MMED, MPH, Moi University School of Medicine, Eldoret, Kenya
Description
Although significant strides have been made in awareness, diagnosis, and intervention for individuals with autism spectrum disorder (ASD) and related neurodevelopmental disabilities (NDD), much of this work has occurred in high income countries. Because of competing health priorities and insufficient health-system capacity, there is limited access to ASD/NDD services in low resource settings resulting in deleterious long-term consequences to health and wellbeing. This symposium will present lessons learned in developing and sustaining equitable global health partnerships to advance care for children with ASD/NDD, with illustrations from our programmatic efforts in western Kenya. These efforts have been conducted within the Academic Model Providing Access to Healthcare (AMPATH) Program, a 30-year global health partnership between a consortium of North American academic institutions and Moi University School of Medicine/Moi Teaching and Referral Hospital in Eldoret, Kenya. Our global interdisciplinary research team, including US/Kenyan physicians, psychologists, researchers, medical students, and child disability experts, will present on the development and outcomes of key clinical and research initiatives conducted over the last 5+ years including: identification of need, community-based assessment of disability perspectives; securing funding for building a neurodevelopmental center for children with NDDs within the public sector, provision of community training in ASD detection/diagnosis; and development and implementation of interventions to support caregivers and educators of children with ASD/NDD. Successes, challenges, and future directions will be shared. The critical importance of centering the values of reciprocity, mutual learning, and equity across global health partnerships will be a core theme. Additionally, we will review how community and global partnerships can benefit innovation in low resource settings of the US and across the globe. This symposium will include live presentations, synchronous remote participation from the Kenyan team, video and photo documentation of program activities, and audience Q&A.
Audience
This topical symposium is appropriate for all DBP learners and professionals at any career stage who are interested in learning about global health partnerships. Panelists represent interdisciplinary professionals at multiple career stages, including early-mid career academic pediatrician/psychologist, clinical psychiatrist, and senior academic scholar. We will also include content from medical students receiving training in Kenya and Kenyan community-based disability experts. We will meet the learning needs of a wide audience through demonstration of collaboration across the discipline and career stage spectrum using a multimodal presentation format (i.e., traditional oral presentation supplemented by written presentation slides, synchronous video and photos, and audience discussion). This presentation will be of educational value to those interested in global health, equity, and building collaborative teams to address practice issues, clinical care needs, and research in low resource settings.
Learning Objectives
Understand the importance of reciprocity, mutual learning, and equity across global health ASD/NDD partnerships; Describe how community and global partnerships can advance ASD/NDD care and innovation in low resource settings within the US and across the globe; Identify three key lessons from ASD/NDD global health partnerships.
Keywords: Clinical Practice, Education, Research

Monday, September 11 (continued)

11:30am – 1:00pm central (3 options)

Carol Weitzman, MD, Boston Children’s Hospital; Marilyn Augustyn, MD, Boston Medical Center; Cy Nadler, PhD, Children’s Mercy Kansas City
Brief Description:
Youth with neurodevelopmental disabilities (NDDs) face significant obstacles accessing health care, often resulting in foregone care or untoward consequences and adversity. As a result, well-documented disparities in morbidity and mortality that emerge in childhood persist into adulthood. Developmental-behavioral professionals can play a crucial role in improving equitable access to care for pediatric patients with NDDs within their clinics, broadly within their institutions, as well as within larger healthcare systems. The purpose of this topical symposium is to expand awareness and engagement in these efforts. First, we will review the need for efforts to improve care access and describe the SAFE (Supporting Access For Everyone) initiative, which is an interprofessional initiative that includes parents of children and adults with neurodevelopmental disabilities as well as self-advocates to establish best practices for supporting youth with neurodevelopmental disabilities across all healthcare settings. Next, we will invite self-advocates and the parent of a child with a neurodevelopmental disorder to describe their experiences
within healthcare settings and accommodations and events that facilitated both positive and negative encounters. Finally, we will engage in moderated conversation and Q&A with the speakers and the audience focused on disability rights, intersectionality, and clinical/research/advocacy priorities for improving equitable healthcare access and challenges and barriers that currently exist.

Invited guests:

Donnie TC Denome (MPH) is a nonspeaking autistic self-advocate, health educator, and award-winning journalist. They work for a national advocacy group to create and curate plain language materials focused on promoting autonomy, dignity, and access to equitable healthcare for disabled people.

Morénike Giwa Onaiwu (PhD, Culture and American Studies; MA, Special Education) is a global advocate, educator, disabled person of color, non-binary woman, and parent of children on the autism spectrum. Their work focuses on community involvement and leadership, disability, racial and gender equity and they serve on the Interagency Autism Coordinating Committee.

Yetta Myrick (BA, Communications) is the mother of a teenage son diagnosed with autism spectrum disorder and intellectual disability. She is the founder of DC Autism Parents (DCAP), a non-profit focused on autism advocacy and serves on the DHHS IACC. Ms. Myrick serves as the Parent Educator/Advocate on the ECHO Autism HUB Team at Children's National Hospital.

Audience:

This session’s content will be relevant for attendees from all disciplines and at all professional development levels. The combination of didactics, (to level-set among attendees) description of efforts to develop SAFE healthcare environments and moderated discussion among the presenters with professional and/or lived experience (to achieve depth of understanding related to the diversity of experiences within health care settings for people with neurodevelopmental disabilities, along with complex considerations of disability rights, racial equity, etc.) will allow all attendees to meaningfully engage as well as expand their understanding of the urgent need to address significant safety and access issues within healthcare settings. Substantial time will be allotted at the end of the session to allow attendees to ask questions and offer their own reflections as well.

Learning Objectives:

Describe actionable strategies for improving access to medical care for youth with NDDs; Discuss challenges in developing and implementing hospital-based accessibility programs; Identify priorities for advocacy, research, and dissemination of strategies to support care access.

Keywords: Advocacy, Interprofessional Practice

20. Topical Symposium: Where There is No Fetal Alcohol Spectrum Disorders Clinic: Strategies for Simplifying the Fetal Alcohol Spectrum Disorders Diagnosis

Catherine Lipman, MD, Cleveland Clinic Children’s Hospital; Yasmin Senturias, MD, Atrium Health-Levine Children’s Hospital; Prachi Shah, MD, University of Michigan; Denise Bothe, MD, UH Rainbow Babies and Children’s Hospital; Susan Buttross, MD, University of Mississippi Medical Center; Jasmine Wilaisakditipakorn, MD, UC Davis MIND Institute; Rachel Tangen, PhD, UH Rainbow Babies and Children’s Hospital

Brief Description:

Fetal alcohol spectrum disorders (FASD) are common, affecting 1-5% of school aged children in the United States, yet they continue to be under-recognized and under-diagnosed. The complexity of the FASD diagnosis contributes to an exceptionally low diagnostic capacity for this spectrum of disorders in the United States. Multiple diagnostic guidelines exist, each with somewhat different but overlapping criteria, and diagnostic assessments involve multidisciplinary evaluations. This can make the ability to diagnose FASD seem inaccessible, even to providers who routinely evaluate children with neurodevelopmental disorders. As children with FASD face challenges in developmental, behavioral, social/emotional, mental health and learning domains, it is important that developmental-behavioral pediatricians and psychologists feel they have the ability to make a FASD diagnosis, even with limited resources. The goal of this symposium is to empower providers to feel confident in their FASD diagnostic abilities, thus increasing the national diagnostic capacity for this prevalent spectrum of disorders.

This group of panelists has clinical experience using a variety of FASD diagnostic criteria (Washington 4 digit code, National Institute on Alcohol Abuse and Alcoholism, Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition) and range from solo practitioners to providers involved in multidisciplinary clinics in the fields of social work, neuropsychology and developmental-behavioral pediatrics. We will briefly review the diagnostic guidelines, compare and contrast them from multiple perspectives, and then focus on how providers can make the differences in guidelines work for them during diagnostic assessments, depending on their type of practice and access to resources. We will highlight the minimal criteria necessary to make a FASD diagnosis and give tips for how to use readily available resources (e.g. school evaluations) to make assessments.

Audience:

The core target audience for this symposium is developmental-behavioral pediatricians, psychologists, neuropsychologists and social workers in practice and training. The focus of this symposium is to address the clinical issue of FASD diagnosis complexity and identify models of diagnosis that will make providers feel confident making FASD diagnoses even with limited resources. We will be addressing the practice gap in FASD diagnosis and provide information to improve clinical skills.

Learning Objectives:
Understand differences in FASD diagnostic guidelines; Identify how to use readily available resources (e.g. early intervention and school evaluations) to assess for the core neurodevelopmental deficits present in children with FASD; Create a plan for assessing for FASD tailored to providers’ practice and access to resources

**Keywords:** Clinical Practice

### 21. Research Platform: Patient/Family Perspectives (5 abstracts)  [revised presentation order]

**Parent and Clinician Perspectives on Acceptability of Pediatric Autism Therapies**  
*Isabelle Caven; Melanie Penner, MD, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada*

**Autistic Perspectives on the Acceptability of Pediatric Autism Therapies**  
*Isabelle Caven; Melanie Penner, MD, Holland Bloorview Kids Rehabilitation Hospital, Toronto, Canada*

**How Much Is Too Much? Caregiver Communication Preferences During New Diagnostic Evaluations**  
*Jennifer Cervantes, MSW, LCSW; Dinah Godwin, MSW, LCSW, Baylor College of Medicine/Texas Children’s Hospital*

**Assessment of Length, Content, and Readability of Autism Clinic Intake Forms**  
*Anisha Srinivasan, MD, MS, University of California, Davis, MIND Institute; Cassandra Gonzalez, BA, Rutgers Robert Wood Johnson Medical School; Erika Phelps Nishiguchi, MD, University of Hawaii Pediatrics, Kapiolani Medical Center for Women and Children; Manuel Jimenez, MD, MS, Rutgers Robert Wood Johnson Medical School, Child Health Institute of NJ; Katharine Zuckerman, MD, MPH, Oregon Health & Science University; K. Casey Lion, MD, MPH, University of Washington, Seattle Children’s Hospital*

**A Qualitative Exploration of Family Navigation in Access to Autism Care**  
*Mohades Se Solgi, BS, Oregon Health and Science University; Avneet Sidhu, NA, Portland State University; Alicia Feryn, MS, Oregon Health and Science University; Michelle Tae, MEd, Joseline Raja-Vora, PhD, Patricia Cavanaugh, NA, Help Me Grow Providence Swindell’s Center; Eric Fombonne, MD MPH; Katharine Zuckerman, MD MPH, Oregon Health and Science University*

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

---

**Monday, September 11 (continued)**

**1:00pm – 2:00pm central**

**SIGs - Special Interest Groups:** ADHD, International, **NEW:** Transition SIG

---

**Annual Meeting Adjourned**