THURSDAY, September 7

2:00pm – 7:00pm
Board of Directors
Room: Directors Row 2 (third floor)

3:45pm – 8:30pm
Research Scholars Symposium (invite only)
Room: The Gallery (lobby level)

FRIDAY, September 8

7:30am - 12:30pm
Research Scholars Symposium (invitation only)
Room: The Gallery (lobby level)

11:00am - 6:00pm
Registration
Room: 3rd floor foyer

1:00pm – 7:20pm
Teaching DBPeds Workshop
Room: Conrad A; Conrad B/C
See separate breakout schedule

1:00pm – 1:45pm
Welcome & Presidential Address
Room: Minneapolis Grand Ballroom

1:00pm-5:00pm - Quiet Room
Room: Conrad D

2:00-8:00pm – Exhibits
Room: Minneapolis Ballroom EFG

2:00pm – 3:30pm
Topical Symposium: Updates on the Screening, Diagnosis, and Care of Children with the Dual Diagnosis of ASD and Down Syndrome
Room: Minneapolis Grand Ballroom

2:00pm Coffee break with Exhibitors
Room: Minneapolis Ballroom EFG

SATURDAY, September 9

7:30am – 6:00pm
Registration
Room: 3rd floor foyer

9:00am - 12:00pm
Workshop C: ”It’s All About the Money!” Making the 2023 DBP Billing and Coding Updates Work for You
Room: The Gallery (lobby level)

9:00am - 12:00pm
Exploring DBP Program Dedicated to the Legacy of Nancy Packert Shashaty, MD
Room: Conrad B/C

12:00pm – 1:00pm
JDBP Editorial Lunch
Room: Conrad A

1:00pm – 1:45pm
Welcome & Presidential Address
Room: Minneapolis Grand Ballroom

1:00pm-5:00pm - Quiet Room
Room: Conrad D

2:00-8:00pm – Exhibits
Room: Minneapolis Ballroom EFG

2:00pm – 3:30pm
Topical Symposium: Getting Started in Research!
Room: Orchestra ABCD

3:30pm Coffee break with Exhibitors
Room: Minneapolis Ballroom EFG

3:45pm – 5:15pm
Topical Symposium: Improving Access to Developmental Evaluations
Room: Minneapolis Grand Ballroom

5:30pm – 7:00pm
Mentor/Mentee Meet Discussion
Room: The Gallery (lobby level)

5:30pm – 7:00pm
Mentor/Mentee Meet Discussion
Room: The Gallery (lobby level)

6:00pm – 7:00pm
Special Interest Group (SIG) meetings:
Autism: Minneapolis Grand Ballroom
Comm & Private Practice: Conrad B/C
Early Childhood: Orchestra ABCD
FASD: Conrad A

7:00pm – 8:00pm
Opening Reception & Poster Session 1
Room: Minn. Grand Ballroom EFG

#SDBP2023 | Visit sdbp.org/annual-meeting for more information & detailed schedule.
### SUNDAY, September 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am - 5:30pm</td>
<td>Registration</td>
<td>Room: 3rd floor foyer</td>
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<tr>
<td>7:30am - 8:30am</td>
<td>Committee Meetings</td>
<td>Advocacy: Conrad B/C</td>
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<td></td>
<td>Committee Meetings</td>
<td>Membership: Conrad A</td>
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<td></td>
<td>Committee Meetings</td>
<td>Past Presidents: Symphony II</td>
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<tr>
<td>8:00am-6:30pm</td>
<td>Exhibits</td>
<td>Room: Minneapolis Ballroom EFG</td>
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<tr>
<td>8:00am - 9:00am</td>
<td>Continental Breakfast with Exhibitors &amp; Poster Session 2</td>
<td>Room: Minneapolis Ballroom EFG</td>
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<tr>
<td>9:00am - 10:00am</td>
<td>Plenary: Lectureship Presentation by Elizabeth Drame, PhD</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>9:00am-5:00pm</td>
<td>Quiet Room</td>
<td>Room: Conrad D</td>
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<tr>
<td>10:15am - 11:30am</td>
<td>Follow-Up Discussion with Elizabeth Drame, PhD</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>11:30am - 12:45pm</td>
<td>Trainee/Recent Grad Lunch</td>
<td>Room: Conrad B/C</td>
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<tr>
<td>1:00pm - 2:30pm</td>
<td>Topical Symposium: Sexual Health from a Neurodiversity Lens</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>2:30pm Coffee break w/ Exhibitors</td>
<td>Room: Minneapolis Ballroom EFG</td>
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<tr>
<td>2:45pm - 4:15pm</td>
<td>Topical Symposium: Fetal Alcohol Spectrum Disorders in Teen Years...</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>4:20pm - 5:20pm</td>
<td>Business Meeting and Incoming Presidential remarks</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>5:20pm - 6:20pm</td>
<td>Committee Speed Networking (all are welcome!)</td>
<td>Room: Conrad B/C</td>
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<tr>
<td>5:30pm - 6:30pm</td>
<td>Section meetings</td>
<td>Adv. Practice Clinician (APC): Conrad D</td>
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<td></td>
<td>Section meetings</td>
<td>Fellowship Training: Symphony Ballroom III</td>
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<td></td>
<td>Section meetings</td>
<td>Psychology: Conrad A</td>
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<tr>
<td>7:00pm - 10:00pm</td>
<td>Social Dinner</td>
<td>Includes dinner, music, band, dancing!</td>
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<td></td>
<td>Social Dinner</td>
<td>Room: Marquette Ballroom</td>
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### MONDAY, September 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>7:00am - 1:00pm</td>
<td>Registration</td>
<td>Room: 3rd floor foyer</td>
</tr>
<tr>
<td>7:30am - 8:30am</td>
<td>Committee Meetings</td>
<td>Communications: Conrad B/C</td>
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<td></td>
<td>Committee Meetings</td>
<td>Research: Orchestra A</td>
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<td></td>
<td>Committee Meetings</td>
<td>Program: Symphony II</td>
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<tr>
<td>8:00am-12:00pm</td>
<td>Exhibits</td>
<td>Room: Minneapolis Ballroom EFG</td>
</tr>
<tr>
<td>8:00am - 9:00am</td>
<td>Continental Breakfast with Exhibitors</td>
<td>Room: Minneapolis Ballroom EFG</td>
</tr>
<tr>
<td>9:00am - 9:45am</td>
<td>Plenary with Invited Speaker: Redlining, Systemic Racism, and Health Outcomes of Black and First American Children in Minneapolis</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>9:00am-1:00pm</td>
<td>Quiet Room</td>
<td>Room: Conrad D</td>
</tr>
<tr>
<td>10:00am - 11:15am</td>
<td>Plenary follow up: Redlining Begat Adverse Childhood Experiences...</td>
<td>Room: Minneapolis Grand Ballroom</td>
</tr>
<tr>
<td>11:30am - 1:00pm</td>
<td>Topical Symposium: Supporting Access for Everyone (SAFE) care in healthcare settings...</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td></td>
<td>Topical Symposium: Where There is No Fetal Alcohol Spectrum Disorders Clinic: Strategies for Simplifying the FASD Diagnosis</td>
<td>Room: Minneapolis Grand Ballroom</td>
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<tr>
<td>1:00pm - 2:00pm</td>
<td>Special Interest Group (SIG) meetings: ADHD: Orchestra ABCD</td>
<td>International: Conrad D</td>
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<tr>
<td></td>
<td>Special Interest Group (SIG) meetings: ADHD: Orchestra ABCD</td>
<td>NEW: Transition SIG: Conrad B/C</td>
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<tr>
<td></td>
<td>Special Interest Group (SIG) meetings: ADHD: Orchestra ABCD</td>
<td>NEW: School Age SIG: Symphony II</td>
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<tr>
<td></td>
<td>Research Platform: Professional/Education</td>
<td>Room: Conrad B/C</td>
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</table>

Meeting Adjourned
General Information

Who Should Attend
This program is planned to meet the needs of pediatricians (researchers, teachers, and/or clinicians), pediatric psychologists, nurses, social workers and other healthcare providers and researchers interested in developmental and behavioral pediatrics. A variety of educational formats will encourage the exchange of new scientific and clinical information and support the interchange of opinions regarding care and management issues relevant to developmental and behavioral pediatrics. Scientific material will be presented through symposia, oral abstracts, concurrent sessions, plenary sessions, small group sessions designed for in-depth exploration of specific topics, and poster presentations.

Purpose
Bring together interprofessional clinicians, educators, and researchers to advance the knowledge and management of children with developmental-behavioral issues and their families.

Objectives
1. Assemble interprofessional clinicians, educators, and researchers to advance the knowledge and management of developmental-behavioral conditions presenting in children and adolescents.
2. Explore variations in and assess outcomes/effectiveness of assessment and treatment practices for developmental-behavioral conditions.
3. Describe the trajectory of various developmental-behavioral conditions throughout childhood and transition into young adulthood.
4. Discuss evidence-based treatments/interventions for various developmental-behavioral conditions and their implementation into practice.

Registration
All attendees must be registered for the meeting. Registration hours are listed in the Schedule-at-a-Glance.

Half-Day Workshops
A select number of courses addressing the needs of pediatricians, psychologists and other professionals caring for children with developmental or behavioral problems will be presented. Workshops will be in half-day formats and registration for these sessions is in addition to the Annual Meeting registration.

Teaching DBPeds Workshop
The annual Teaching DBPeds Workshop is designed to assist program directors, rotation directors, and faculty in the development and implementation of innovative, efficient, and effective curricula and teaching strategies for interprofessional trainees in Developmental-Behavioral Pediatrics. This 5-6 hour workshop is made up of general sessions and breakout sessions and registration for this workshop is in addition to the Annual Meeting registration.

Abstracts
Abstracts selected for the 2023 SDBP Annual Meeting will be presented in multiple formats comprised of professional development and research presentations that highlight the most outstanding papers from a variety of subspecialties related to pediatric developmental and behavioral medicine.

Poster Sessions
Two different Meet the Author poster sessions highlighting both new and previously presented research will be held on Saturday, September 9 from 7pm – 8pm and on Sunday, September 10 from 8am – 9am. All accepted poster abstracts of new and previously presented research will be available on the SDBP
Meeting App. Abstracts presenting new scientific findings will also be published online in the *Journal of Developmental and Behavioral Pediatrics*.

**Exhibits**
Exhibits will be located in **Minneapolis Grand Ballroom EFG** throughout the duration of our meeting.

**Continuing Education**

**Satisfactory Completion**
Learners must complete an evaluation form to receive a certificate of completion. Your chosen sessions must be attended in their entirety. Partial credit of individual sessions is not available. If you are seeking continuing education credit for a specialty not listed below, it is your responsibility to contact your licensing/certification board to determine course eligibility for your licensing/certification requirement.

**Joint Accreditation Statement**
In support of improving patient care, this activity has been planned and implemented by Amedco LLC and Society for Developmental and Behavioral Pediatrics. Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.
Amedco Joint Accreditation #4008163.

**Nurses (ANCC) Credit Designation**
Amedco LLC designates this activity for a maximum of 19.75 ANCC contact hours.

**Physicians (ACCME) Credit Designation**
Amedco LLC designates this live activity for a maximum of number of credits *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**Psychologists (APA) Credit Designation**
This course is co-sponsored by Amedco and Society for Developmental and Behavioral Pediatrics. Amedco is approved by the American Psychological Association to sponsor continuing education for psychologists. Amedco maintains responsibility for this program and its content. 19.75 hours.

**Social Workers (ASWB) Credit Designation**
As a Jointly Accredited Organization, Amedco is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Amedco maintains responsibility for this course. Social Workers completing this course receive 19.75 GENERAL continuing education credits.

**The following state boards accept courses from APA providers for Counselors:** AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, ME, MO, NC, ND, NH, NE, NJ, NM, NV, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WI, WV

**Mt:** No CE requirements.

**OK:** Accepts APA credit for live, in-person activities but not for ethics and/or online courses.

**The following state boards accept courses from APA providers for MFTs:** AK, AR, AZ, CA, CO, CT, DE, FL, GA, IA, ID, IN, KS, MD, ME, MO, NE, NC, NH, NJ, NM, NV, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WV

**AL MFTs:** Credits authorized by NBCC or any other state licensing agency will be accepted.

**MA MFTs:** Participants can self-submit courses not approved by the MAMFT board for review.

**The following state boards accept courses from APA providers for Addictions Professionals:** AK, AR, CO, CT, DC, DE, GA, IA, IN, KS, LA, MD, MO, MT, NC, ND, NE, NJ, NM, NY (held outside NY ONLY), OK*, OR, SC, UT, WA, WI, WV

**The following state boards accept courses from APA providers for Social Workers:** AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WV

**The following state boards accept courses offering ASWB ACE credit for Social Workers:** AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NC, ND, NE, NH, NM, NV, OH, OK*, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WV*, WY

**OK:** Accepts ASWB ACE for live, in-person activities but not for ethics and/or online courses.

**WV:** Accepts ASWB ACE unless activity is held live in West Virginia.
The following state boards accept courses offering ASWB ACE credit for Counselors: AK, AR, AZ, CA, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, MA, MD, ME, MO, ND, NE, NM, NH, NV, OK*, OR, PA, TN, TX, UT, VA, WI, WY
AL: Activities without NBCC approval may be approved upon receipt of documentation prior to the activity BEFORE the event. No approvals afterward by the board.
MI: No CE requirement

The following state boards accept courses offering ASWB ACE credit for MFTs: AK, AR, AZ, CA, CO, FL, IA, ID, IN, KS, MD, ME, MO, NC, NE, NH, NM, NV, OK*, OR, PA, RI, TN, TX, UT, VA, WI, WY
AL MFTs: Credits authorized by NBCC or any other state licensing agency will be accepted.
MI: No CE requirement.

The following state boards accept ASWB ACE credit for Addictions Professionals: AK, CA, CO, CT, GA, IA, IN, KS, LA, MO, MT, ND, NM, NV, OK, OR, SC, WA, WI, WY, WY

New York Board for Psychology (NY PSY)
Amedco is recognized by the New York State Education Department’s State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0031. 19.75 hours.

American Board of Pediatrics (ABPeds) MOC Part 2 Credits
Successful completion of this CME activity, which includes participation in the activity, with individual assessments of the participant and feedback to the participant, enables the participant to earn 19.75 MOC Part 2 points in the American Board of Pediatrics’ (ABP) Maintenance of Certification (MOC) program. It is the CME activity provider’s responsibility to submit participant completion information to ACCME for the purpose of granting ABP MOC credit. Participant must complete the assessment within 30 days of the activity. Participant information will be uploaded to ABP 30 days post activity.
You must request your certificate within 30 days of the activity to meet the deadline for submission to PARS.

ADA Statement
ADA accommodations will be made in accordance with the law. If you require ADA accommodations, please indicate what your needs are at the time of registration. We cannot ensure the availability of appropriate accommodations without prior notification.

Hilton Minneapolis Accessible Amenities
We have provided information on the SDBP website meetings page – under Hotel Accommodations. For the Hotel listing of accessible amenities – CLICK HERE and then click on the “Accessible Amenities” button.

Full Disclosure Policy
All faculty participating in the continuing medical education programs are expected to disclose to the program audience any real or apparent conflict(s) of interest related to the content of their presentation(s). Full disclosure of faculty relationships can be found on the handouts provided at registration.

Meeting Policies
Session Cancellation Policy: SDBP reserves the right to cancel any educational session or social function due to lack of enrollment or other factors. In the event of a cancellation, registered participants will be notified by email and will have the option to choose an available alternative.

Cancellation Fees: To cancel your registration and receive a refund, a written request must be received in the SDBP office by September 15, 2022. Cancellation requests received by this date will receive a refund less a $50.00 processing fee. Cancellation requests received between September 15 and September 30, 2022, will receive 50% of monies paid. Requests will be processed after the meeting. All requests received on or after September 30, 2022 will forfeit 100% of monies paid.

Photo Release: By attending this SDBP Meeting, you consent to being photographed during the course of the meeting, with the understanding that these images may be used in SDBP documents and publications only. If anyone prefers to not have their photo used by SDBP, please contact info@sdbp.org. We also request that you notify the photographer at the time a photo is being taken in which you may be included.
**Code of Conduct**: SDBP is committed to providing a safe, productive, and welcoming environment for all meeting participants, including, but not limited to, attendees, speakers, volunteers, exhibitors, SDBP staff members, and service providers. SDBP has zero tolerance for any form of bullying, discrimination, or harassment, and reserves the right to take any action deemed necessary and appropriate, including immediate removal from the meeting without warning or refund, in response to any incident of unacceptable behavior. SDBP reserves the right to prohibit attendance at any future meeting, virtually or in person.

**Camera and Cell Phone Use**: Cameras and video cameras are not permitted in any event during the SDBP Annual Meeting. The use of livestreaming devices and other recording devices is prohibited in any of the sessions. As a courtesy to fellow attendees, please turn off or silence cell phones during educational sessions.

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**2023 Program Planning Committee**

**Program Committee Co-Chair**
Kim Zlomke, PhD
University of South Alabama

**Program Committee Co-Chair**
Sarah Nyp, MD
Children’s Mercy Kansas City

**Program Committee members**

Lauren Boyd, MD
Loyola University Health System/Stritch School of Medicine

Daniel Coury, MD
Nationwide Children’s Hospital

Emily Gonzalez, PhD
University of Virginia School of Medicine

Jennifer Heithaus, MD
Saint Louis University School of Medicine

Irene Koolwijk, MD, MPH
University of California, Los Angeles

Nancy Lanphear, MD
British Columbia Children’s Hospital

Britt Nielsen, PsyD, ABPP
MetroHealth Medical Center

Lisa Spector, MD
Nemours Children’s Hospital, FL

Paul Wang, MD
Simons Foundation
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Cincinnati Children’s Hospital Medical Center

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WMU/Homer Stryker MD School of Medicine

Jennifer Walton, MD, MPH
Nationwide Children's Hospital

Jeffrey Yang, MD
Kaiser Permanente Los Angeles Medical Center

2023 Lectureship 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

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 behavioral support, 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.
Please welcome the awardees of the SDBP 2023 Exploring DBP Program!

_The SDBP Exploring DBP Program is dedicated to the Legacy of Nancy Packert Shashaty, MD._
This Program is a unique opportunity for pediatrics residents and medical students to experience the wide world of the subspecialty of DBP.

<table>
<thead>
<tr>
<th>Katherine Alexander</th>
<th>Rebecca Healy</th>
<th>Michelle Paige</th>
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</thead>
<tbody>
<tr>
<td>Pooja Amin</td>
<td>Jinsook Huh</td>
<td>Katherine Pope</td>
</tr>
<tr>
<td>Elizabeth Armenis</td>
<td>Brenna Hynes</td>
<td>Jayalakshmi Pulipaka</td>
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<tr>
<td>Mallory Ashdown</td>
<td>Juyoung Inn</td>
<td>Carson Rogge</td>
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<tr>
<td>Hira Aslam</td>
<td>Marissa Jansen</td>
<td>Yas Seay</td>
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<td>Mariah Bagneris</td>
<td>Jonathan Junqua</td>
<td>Samantha Shear</td>
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<tr>
<td>Jnev Biros</td>
<td>Leen Khalife</td>
<td>SydniShorter</td>
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<tr>
<td>Jamar Borland</td>
<td>Genna Koehn</td>
<td>Mohadeseh Solgi</td>
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<td>Chelsea Bray</td>
<td>Zachary Kravetz</td>
<td>Asia Suarez</td>
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<tr>
<td>Jamuna Buchanan</td>
<td>Margaret LaPorte</td>
<td>Brittany Sullivan</td>
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<tr>
<td>Andrew Burns</td>
<td>Amanda Liu</td>
<td>Madison Sullivan</td>
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<tr>
<td>Adriana Cabrales</td>
<td>Katie McLaughlin</td>
<td>Casey Swann</td>
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<tr>
<td>Sung Jik Cha</td>
<td>Fabiola Medina</td>
<td>Miranda Turnblacer</td>
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<td>Blessing Adanda Chuku</td>
<td>Javier Mota</td>
<td>Mattie Watts</td>
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<tr>
<td>Mica Cunningham-Lilly</td>
<td>Amira Nafiseh</td>
<td>K'Shylah Whitehurst</td>
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<tr>
<td>Maria Diaz Soto</td>
<td>Lydia Newton</td>
<td>Hakeem Whittington-Brooks</td>
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<tr>
<td>Alexandria Dulay</td>
<td>Edith Nieves Lopez</td>
<td>Cassandra Windau</td>
</tr>
<tr>
<td>Marijane Evans</td>
<td>Princess Ogundu</td>
<td>Emily Zientek</td>
</tr>
<tr>
<td>Sabhya Gupta</td>
<td>Favour Ojebiyi</td>
<td>Samantha Zimmer</td>
</tr>
<tr>
<td>Ashley Hardee</td>
<td>Marisse Pardon</td>
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This program is supported by the family of Dr. Nancy Packert Shashaty, an other-centered developmental-behavioral pediatrician who was dedicated to enhancing the lives of children with disabilities and their families. She was successful in this endeavor because of her ability to connect with people through kindness, empathy, generosity, intelligence, pragmatism, optimism, humor, and a heart that embraced everyone she et. Her family wants more people like her to discover the profession she loved so much, Developmental- Behavioral Pediatrics.
DETAILS SCHEDULE

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

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

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, MS (she/her/hers)
Director, Division of Developmental and Behavioral Pediatrics
Thelma & Jack Rubinstein Chair and Professor of Pediatrics
Director, Developmental-Behavioral Pediatrics MCHB Training Program
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.

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

Gabriel Anzueto, MD, University of Texas Houston, Children’s Learning Institute, Duncan Neurodevelopmental Clinic; Nicole Baumer, MD, MEd, Boston Children’s Hospital; Lina Patel, PsyD, University of Colorado School of Medicine; Rudaina Banihani, MD, MHPE, Sunnybrook Health Science Centre; Yamini Jagannath Howe, MD, Private Practice; Mary Pipan, MD, The Children’s Hospital of Philadelphia; Katherine Pope, FNP-BC, APRN, University of Texas Houston, Children’s Learning Institute, Duncan Neurodevelopmental Center; Lindsey Alter, MD, University of Texas Houston; Courtney Huynh, BS, University of Texas McGovern School of Medicine

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 Samean, 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

Boston Outcomes of Autism Spectrum Disorder in Toddlers (BOAT) Study
Elizabeth Harstad, MD; Ellen Hanson, PhD; Stephanie Brewster, MS, CGC; Rafael DePillis, BS; Msc; Georgios Sideridis, PhD; William Barbaresi, MD, Boston Children’s Hospital

Predictors Of Service Receipt For Young Children With Autism Spectrum Disorder
Julia Berg, MD; Georgios Sideridis, PhD; Rafael DePillis, BS; Elizabeth Harstad, MD, MPH, Boston Children’s Hospital

Meta-analysis of the Modified Checklist for Autism in Toddlers, Revised/Follow-Up for Screening for Autism
Shawna McCafferty, MD; Ashley Early, LISW; Henry Lemon, MD; Silvia Pereira-Smith, MD; Laura Carpenter, PhD; Michelle Macias, Ramkumar Aishworiya, MD, MMed, National University Hospital; Van Kim Ma, MD; Susan Stewart, PhD; Randi Hagerman, MD, University of California Davis; Heidi M Feldman, MD, PhD, Stanford University

Keywords: Clinical Practice, Research
3:30pm coffee break with Exhibitors

3:45pm – 5:15pm central (3 options)

4. Topical Symposium: Improving Access to Developmental Evaluations & Services in Community Settings
Khadijia Tribie, MD, MPH, Evie Nicklas, MSW, LCSW; Marlyn Kern, BSW, MedNorth Health Center, Wilmington, NC; Charlrean Batten Mapson, DMin, North Carolina Council on Developmental Disabilities; Heather Buzbee, MSN, CPNP-PC, PMHNP-BC, PhD-S, Sea Mar CHC, Bellingham, WA; James Mancini, MS, CCC-SLP, Institute on Human Development and Disability, University of Washington; Patricia Scott, MD, HopeCentral Pediatrics and Behavioral Health, Seattle, WA

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?
Carol Wilkinson, MD, PhD; Anne Arnett, PhD, Boston Children’s Hospital; Evelyn Law, MD, National University of Singapore; Paul Wang, MD, Clinical Research Associates, NY

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
membrance 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

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### 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 Amaya 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

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### Saturday, September 9 continued

5:30pm – 7:00pm central

**NEW this year!**

**Mentor/Mentee Discussion – all are welcome!**
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

**Special Interest Groups (SIG) Meetings:**
*Autism; Community & Private Practice; FASD (Fetal Alcohol Spectrum Disorders)*
7:00pm – 8:00pm central
Opening Reception &
Poster Session 1
Posters #1-26

Sunday, September 10

7:00am – 5:30pm central
Registration

7:30am – 8:30am central
SDBP Committee meetings: Advocacy; Membership; Past Presidents

8:00am – 9:00am central
Continental Breakfast
Poster Session 2
Posters #27-53

9:00am – 10:00am central
Lectureship Presentation: Racial Disparities in Autism Care: Exploring Root Causes and Cultivating Antiracist Practices and Research

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

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.
10:15am – 11:30am central (3 options)

7. Lectureship Follow up session: A Mother Knows Best: Centering Black Mothers' Expertise in the Care of their Autistic Children
Elizabeth Drame, PhD, Veronica Nolden and Tara Adams

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.

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

Mohadesol 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; Sivia Pereira-Smith, MD, Medical University of South Carolina

Evaluating the Effectiveness of ECHO for Early Intervention Providers Caring for Rural and Underserved Communities
Thea Bregman, MD; Van Ma, MD; Aubyn Stahmer, PhD; Sarah Dufek, PhD; Amber Fitzgerald, MA, BCBA; Sarah Vejnoska, PhD; Robin Stewart, LCSW; Bibiana Restrepo, MD, MIND Institute, University of California, Davis

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
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; 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
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

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### 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
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; Purnima 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 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 (4 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 central
Committee Speed Networking
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

5:30pm – 6:30pm central
SDBP Section Meetings: Advanced Practice Clinicians; Fellowship Training; Psychology

7:00pm – 10:00pm central
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

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)

**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 Nafisheh, 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 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
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)
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
Mohadeseh 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

1:00pm – 2:00pm central
Special Interest Groups (SIG) Meetings: ADHD, International, NEW: Transition SIG, School Age SIG

Annual Meeting Adjourned
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Journal of Developmental and Behavioral Pediatrics
The official journal of the Society for Developmental and Behavioral Pediatrics.

Mayo Clinic
Mayo Clinic is ranked as the best hospital in the nation by U.S. News & World Report. We are the largest integrated, not-for-profit medical group practice in the world with over 4,800 physicians and scientists across all locations working in a unique environment that brings together the best in patient care, groundbreaking research, and innovative medical education.

Nationwide Children's Hospital
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Norton Children's Medical Group is affiliated with the UofL School of Medicine. NCMG the pediatric provider encompasses all pediatric care in over 170 locations in Kentucky and Southern Indiana.

Orlando Health - Arnold Palmer Hospital for Children
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Pediatrix Medical Group
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Phoenix Children's
Phoenix Children’s is Arizona’s only nationally ranked children’s hospital and has grown to become one of the leading pediatric health care systems in the country. Every day our clinical, professional and support staff work collaboratively to deliver on our mission to provide hope, healing and the best health care for children and their families.

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Folate Receptor Antibody Test (FRAT) is a serum-based test that measures the presence of antibodies that interact (either block or bind) with the activity of the Folate Receptor (FRA). Proper folate metabolism into the cell is a critical component for proper neuro-development and neurological function.
Saint Peter’s Healthcare System
As a state-designated acute care children’s hospital, The Children’s Hospital at Saint Peter’s University Hospital offers a full-range of pediatric specialized healthcare services for newborns and children through young adulthood. The Children’s Hospital at Saint Peter’s operates one of the largest, most advanced neonatal intensive care units in the country. Our state-designated Regional Perinatal Center is renowned throughout New Jersey for the exceptional level of high-risk maternity and neonatal care provided.

Simons Foundation / CRA
Non-profit foundation funding research in autism and related conditions, including the SPARK, Searchlight, and L16HTHOUSE projects.

The Permanente Medical Group/Kaiser Permanente
The Permanente Medical Groups (PMGs) are self-governed, physician-led, medical groups composed of more than 23,000 physicians. Together with the Kaiser Foundation Health Plans and Kaiser Foundation Hospitals, we are Kaiser Permanente – an award-winning health care system that delivers care to more than 12.5 million members.

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University of Minnesota Physicians (M Physicians)
University of Minnesota Physicians (M Physicians) is a non-profit organization seeking driven individuals in both clinical and non-clinical areas to help transform health and medicine. Headquartered in Minneapolis, our organization employs more than 1,200 physicians, 300 advanced practice providers and 2,200 health professionals and staff throughout Minnesota and beyond.

University of Missouri Thompson Center for Autism and Neurodevelopment
National leader in confronting the challenges of autism spectrum disorder & other developmental conditions through its collaborative research, training, and service programs.

UW-Madison
The Division of Developmental Pediatrics and Rehabilitation Medicine at UW-Madison comprises a unique combination of subspecialty services for children with a wide range of developmental needs. We serve children with established developmental disorders as well as children who may be at risk of delays in their development, and make available over 25 different clinical programs, all housed in the Waisman Center located directly across from the American Family Children’s Hospital.
The University of Minnesota Masonic Children’s Hospital is ranked by U.S. News & World Report as a “Best Children’s Hospital.” We are nationally ranked #8 in NIH funding for publicly funded U.S. medical schools, and 21st overall; the Department of Pediatrics ranked 12th.

The division includes 4 DBPs among more than 25 faculty providing care across the entire spectrum of peds psychology, peds neuropsychology, and autism and developmental disorder.

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- The University of Minnesota Masonic Children’s Hospital is ranked by U.S. News & World Report as a “Best Children’s Hospital.”

- We are nationally ranked #8 in NIH funding for publicly funded U.S. medical schools, and 21st overall; the Department of Pediatrics ranked 12th.

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At RUSH, our Developmental-Behavioral Pediatrics division works in close collaboration with Pediatric Neurology and Child Psychiatry including the Autism Assessment, Research, Treatment and Services (AARTS) Center, Clinical Genetics, Child Psychology, and the RUSH Communication Disorders Graduate School. Additional on-site providers include psychologists and speech therapists. The RUSH Child Neurology Division houses the second largest Fragile X Clinic in the country. Developmental-Behavioral Pediatric faculty at RUSH have the opportunity to collaborate with Child Neurology divisions in translational research programs with outcome measures research and clinical trials for targeted treatments for fragile X syndrome, Angelman syndrome, Down syndrome, Niemann-Pick type C, muscular dystrophy and Rett syndrome. Additionally, we have strong partnerships with community advocacy organizations that include families and individuals with autism, fragile X, Angelman syndrome, and Down syndrome.

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- Pediatric Neuropsychologist
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A Brief Overview

The Division of Developmental and Behavioral Pediatrics is seeking a Pediatric Board eligible and/or certified physician to provide pediatric outpatient services at our Philadelphia site, as well as to provide care at other Specialty Care Centers to meet Divisional needs (King of Prussia SCC, Bucks County SCC, Brandywine Valley SCC, Voorhees SCC and Atlantic County SCC). The physician will conduct developmental and behavioral pediatric evaluations for children with ASD, ADHD, developmental delay, intellectual disability, or other developmental and behavior conditions as part of outpatient programs in DBP. Responsibilities in addition to direct patient care and teaching medical trainees, includes coordination with other disciplines at CHOP, including speech and language pathologists, occupational therapists, physical therapists, neuropsychologists, geneticists, and social workers to ensure that each patient is comprehensively evaluated and receives the most appropriate treatment. The physician is expected to document the medical findings in an electronic medical record, provide support to patients, families and colleagues, collaborate with other Physicians, nursing, ancillary department staff and CHOP administration. Academic environment at CHOP also provides many opportunities for participation in clinical research. Qualified applicants will be eligible for faculty appointment at the University of Pennsylvania School of Medicine as an Instructor, Assistant, Associate, or full Professor, depending upon qualifications. Excellent salary and full benefits are offered, including medical, dental, vision, 401K with match, tuition reimbursement.

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• Suicidal thoughts and behaviors: Closely monitor all Qelbree-treated patients for clinical worsening and emergence of suicidal thoughts and behaviors, especially during the initial few months of drug therapy, and at times of dosage changes
• Heart rate, blood pressure increases: Qelbree can cause an increase in diastolic blood pressure and heart rate. Assess these measures prior to starting therapy, following increases in dosage, and periodically during therapy
• Activation of mania or hypomania: Noradrenergic drugs may induce a manic or mixed episode in patients with bipolar disorder. Prior to initiating treatment with Qelbree, screen patients to determine if they are at risk for bipolar disorder. Screening should include a detailed psychiatric history, including a personal or family history of suicide, bipolar disorder, and depression
• Somnolence and fatigue: Patients should not perform activities requiring mental alertness, such as operating a motor vehicle or hazardous machinery, due to potential somnolence (including sedation or lethargy) and fatigue, until they know how they will be affected by Qelbree

ADVERSE REACTIONS
The most common adverse reactions (≥5% and at least twice the rate of placebo for any dose) in patients 6 to 17 years were somnolence, decreased appetite, fatigue, nausea, vomiting, insomnia, and irritability, and in adults, insomnia, headache, somnolence, fatigue, nausea, decreased appetite, dry mouth, and constipation.

PREGNANCY
There is a pregnancy exposure registry that monitors pregnancy outcomes in women exposed to Qelbree during pregnancy. Healthcare providers are encouraged to register patients by calling the National Pregnancy Registry for Psychiatric Medications at 1-866-961-2388 or by visiting www.womensmentalhealth.org/preg.

Abbreviations: ADHD, attention-deficit/hyperactivity disorder; SDBP, Society for Developmental and Behavioral Pediatrics.


Please see the full Prescribing Information, including Boxed Warning, at QelbreeHCP.com.
Welcome Home to Northwest Georgia.

Anna Shaw Children's Institute is Seeking a Developmental-Behavioral or Neurodevelopmental Pediatrician and Child Psychologist to Add to Our Team

The Anna Shaw Children's Institute is a developmental-behavioral practice and an affiliate of Hamilton Healthcare System. We provide medical and psychiatric pediatric care services to children with developmental delays and/or behavioral issues related to those delays.

Hamilton Health Care System is located in Dalton, Georgia, a wonderful southern community that is located just 30 minutes from Chattanooga, Tennessee. The system's 255-bed regional acute-care hospital offers major medical, surgical, and diagnostic services.

Achieve the perfect work-life balance through an array of outdoor activities in our community and neighboring counties, including golf, water sports, hiking, tennis, and cycling! We think you will find that we share many of the same goals: advancing your medical career, serving patients, contributing to the community, and helping you to live the life you love.

To inquire about this opportunity, contact Mary Morrow, Hamilton Health Care System Physician Recruitment Coordinator at mmorrow@hhcs.org.
Powerful Software to Observe, Capture and Stream Audio & Video for healthcare research, education & clinical training, and simulation labs.

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Developmental Behavioral Pediatrics Faculty Position

Nationwide Children’s Hospital and the Department of Pediatrics at The Ohio State University College of Medicine are seeking junior or early/mid-career faculty members for the Section of Developmental Behavioral Pediatrics.

The Section of Developmental Behavioral Pediatrics currently consists of 6 clinical faculty and 4 nurse practitioners who work closely with Pediatric Psychology and other disciplines to provide interprofessional care for children with a wide range of emotional, behavioral and developmental disorders. Areas of expertise include Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorder, Down Syndrome, Myelomeningocele, and William Syndrome. The Section leads numerous quality improvement projects at the local, state, and national levels designed to improve clinical outcomes and reduce avoidable harm.

The Section of Developmental Behavioral Pediatrics has a robust fellowship program that is integrated with The Ohio State University’s Leadership Education in Neurodevelopmental Disabilities (LEND) Program. Our Section is also committed to providing high quality developmental behavioral pediatrics training to Nationwide Children’s’ residents.

The Research Institute at Nationwide Children’s Hospital is one of the Top 10 National Institutes of Health-funded free-standing pediatric research facilities in the U.S., supporting basic, clinical, translational and health services research at Nationwide Children’s. Fellows and faculty have the opportunity to collaborate with numerous centers of excellence including the Center for Biobehavioral Health, Center for Innovation in Pediatric Practice, and the Center for Population Health and Equity Research.

Our faculty work closely with Nationwide Children’s Big Lots Behavioral Health Service Line which provides a broad spectrum of inpatient and outpatient behavioral health care. In 2020, Nationwide Children’s opened the Big Lots Behavioral Health Pavilion, the largest comprehensive facility in America dedicated to children and adolescents with behavioral health conditions. The new facility includes a neurobehavioral unit for children with ASD and other developmental disabilities, inpatient psychiatric beds, a crisis evaluation center with observation beds, a crisis stabilization unit, and outpatient programs.

Qualified candidates for this position will possess board certification in Developmental Behavioral Pediatrics or Neurodevelopmental Disabilities and possess expertise in the evaluation and treatment of children with Autism Spectrum Disorders and Developmental/Intellectual Disabilities. Essential skills include excellent verbal and written communication skills, ability to lead interprofessional teams, and experience providing excellence in clinical care.

Named to the Top 10 Honor Roll on U.S. News & World Report’s 2022-23 list of “Best Children’s Hospitals,” Nationwide Children’s is one of America’s largest not-for-profit free-standing pediatric health care systems. Forbes named Nationwide Children’s as one of “America’s Best Large Employers,” ranking in the top 10 among all hospitals in the United States and the No. 1 hospital in Ohio.

To apply or discuss this opportunity, please submit your CV via email to:

Vanessa Ladd
Physician Talent Acquisition Partner
Nationwide Children’s Hospital
Vanessa.Ladd@Nationwidechildrens.org

To learn more about Nationwide Children’s or apply for this position visit us at: NationwideChildrens.org/physician-careers

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.
Scottish Rite for Children’s pediatric specialists are at the forefront of their profession and are recognized globally for their leadership. Our Pediatric Developmental Disabilities division is seeking a Medical Director with a background consistent with a board-certified/eligible Neurodevelopmental Disabilities Pediatrician and/or Developmental Behavioral Pediatrician, or a fellowship-trained Complex Care Pediatrician to lead this dynamic team. This key leader will report to our Chief of Staff. Faculty appointment ranking in Developmental Behavioral Pediatrics through The University of Texas Southwestern Medical Center will be based on experience.

As an institution committed to caring for complex conditions, the team conducts ongoing research to provide the most innovative treatment to this patient population. Our team collaborates with Pediatric Orthopedics, Pediatric Rheumatology, Pediatric Anesthesia, Pediatric Neurology & Rehabilitation Medicine, and other medical team members to provide care to the whole child. Inpatient and outpatient care is provided to Scottish Rite for Children patients.

For additional information or questions, please contact:

**Megan Mattingly**
*Director of Physician Services*
214-559-8658
Megan.Mattingly@tsrh.org

**Richard Adams, M.D.**
*Medical Director of Pediatric Developmental Disabilities*
214-559-7855
Richard.Adams@tsrh.org