

SDBP 2025 ANNUAL MEETING

Half Day Workshops

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



Friday, September 19th - 3:00pm – 6:00pm Pacific
Workshops A, B, C – choose 1

Workshop A: Healing Through Stories: Engaging with Narrative Medicine in Clinical and Personal Practice

Roxanne Almas, MD, MSPH, UC San Francisco; Dana Eisenberg, MA/MS, PPCNP-BC, Connecticut Children's; Brandon Sultan, MD, MS, MBE, University of Virginia; Samantha Bonge, BS, Wake Forest University School of Medicine
Description

Narrative Medicine (NM) is an interdisciplinary field that uses narrative techniques to promote understanding, empathy, and well-being in healthcare for clinicians, caregivers and patients alike. It is a practice in which we recognize, absorb, metabolize, and allow ourselves to be moved by stories of illness and health. Narrative Medicine intersects with Developmental and Behavioral Pediatrics harmoniously because our field is by nature narrative, as it seeks to understand a child's story from beginning to present. This workshop will introduce participants to the principles and practices of NM, emphasizing its applications in Developmental & Behavioral clinical settings to improve patient care, foster workplace connection, and promote well-being. This will be achieved through interactive sessions with group discussions, reflective writing, and storytelling exercises. Activities are designed to cultivate self-reflection by exploring emotional responses to patient interactions in the context of clinical work. The workshop aims to foster increased mindfulness, self-awareness, and empathy through interaction with various perspectives and those who hold them.

Target audience

This workshop is designed to create a safe space for participants across all disciplines and career stages. In particular, we welcome individuals from historically excluded groups, such as women, BIPOC, LGBTQ+ individuals, parents, and caregivers, who often experience higher levels of burnout in medicine. Additionally, those interested in developing reflective writing practices within their own personal or professional identity are encouraged to attend.

Learning Objectives:

1. Connect with fellow SDBP attendees by listening to each other's stories and perspectives.
2. Experience Narrative Medicine techniques - writing and sharing - to enhance perspective-taking and reflective skills.
3. Learn how reflective writing can help us process situations and emotions, allowing for expansion of personal and professional resilience.
4. Understand the value of diverse perspectives and interpretations through activities and application to patient care and experience.

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

Keywords: Narrative Medicine, Reflective Writing, Burnout

Workshop B – CANCELLED -hoping to reschedule this for the 2026 Winter Virtual Conference

~~Workshop B: Differential Diagnosis and Treatment of Avoidant/Restrictive Food Intake Disorder: Guidance in an Individualized Treatment Approach~~

~~Teresa Burrell, PhD, Burrell Behavioral Consulting; Caitlin Waddle, MS, Sprout Pediatric Nutrition~~
~~Description~~

Avoidant/ Restrictive Food Intake Disorder (ARFID) is a mental health diagnosis affecting individuals across the lifespan with multifaceted contributing factors and impact on health and psychosocial functioning. ARFID differs from other eating disorder diagnoses in that individuals with ARFID do not restrict intake due to concerns with weight gain, body shape or size and often presents at a younger age than Anorexia Nervosa (AN) and Bulimia Nervosa (BN). Rather, there are three distinct presentations of ARFID including individuals who may reject specific foods due to the sensory properties of the food (e.g. texture, smell), individuals who restrict due to a prior aversive event related to eating (e.g. choking, allergic reaction), or individuals who restrict due to a lack of interest in food or the intrinsic motivation to eat due to hunger. Individuals with Autism Spectrum Disorder (ASD) and anxiety disorders are at higher risk for developing ARFID. Due to the high rates of co-occurring conditions as well as possible nutritional and medical impact of ARFID, individuals may seek services across health disciplines including physicians, dietitians, mental health and rehabilitative providers. Therefore, it is critical that all provider types are knowledgeable about ARFID, its impact and necessary treatment. Evidence-based approaches for ARFID treatment has derived from a variety of pre-existing treatments for Eating Disorders (EN), Anxiety, ASD, and Pediatric Feeding Disorders (PFD) with some more structured approaches now specifically available for individuals with ARFID. However, due to the diversity in clinical presentation, etiology, and co-occurring conditions, navigating ARFID treatment can be complex. This workshop will help you identify/diagnose ARFID, discern which multidisciplinary providers should be involved in treatment, develop and implement a person-centered, individualized treatment plan based on the clinical presentation, co-occurring conditions, and impact of ARFID on the patient their families:

Workshop C: Beyond Milestones: Advancing Functional Development, Resilience, and Equity in Down syndrome Across the Lifespan

Gabriel Anzueto, MD, UT Houston; Rudaina Banihani, MD, MEd, Sunnybrook Health Sciences Centre, University of Toronto; Michael Msall, MD, University of Chicago; Julija Atanasova, MD, The Hospital for Sick Children; Stephanie Tower, LCSW, Dan L Duncan Children's Neurodevelopmental Center, UTHealth
Description

Traditional milestone-based developmental models often fail to capture the functional variability, adaptability, and strengths of individuals with Down syndrome (DS). This interactive half-day workshop presents a lifespan-based, neuroscience-driven framework that integrates functional assessments, individualized supports, and equity-focused advocacy to help individuals with DS thrive across different life stages. This workshop addresses critical gaps in Down Syndrome and Autism Spectrum Disorder (DS-ASD) recognition, functional assessment, and intervention, incorporating North American and international perspectives on healthcare system challenges. It also highlights Canadian family perspectives, where families report similar barriers to accessing early DS-ASD screening and intervention.

Target audience

- Developmental-Behavioral Pediatricians, Neonatologists, General Pediatricians in all stages of career development
- Psychologists, Occupational Therapists, Speech-Language Pathologists
- Educators, Researchers, and Policy Advocates in DS care
- Family members and individuals with lived experience

Learning Objectives:

1. Critically evaluate the limitations of milestone-based assessments and apply a lifespan-based functional framework in DS evaluation.
2. Recognize and address diagnostic challenges in DS, including DS-ASD, regression disorder, and sensory processing difficulties.
3. Implement evidence-based strategies that promote developmental adaptability, participation, and individualized goal-setting.
4. Develop advocacy-based interventions that enhance access to individualized support in medical, educational, and community settings.

Workshop Domains: **Advocacy**, **Clinical**, **Education**

Keywords: Down syndrome, Developmental Milestones, Equity

Saturday, September 20th - 8:30am – 11:30am Pacific
Workshops D, E, F, G – choose 1

Workshop D: Delivering Behavior Management Training to Caregivers in Clinic: A Workshop for Pediatric Professionals Across Disciplines

Anne Arnett, PhD, Boston Children's Hospital; Veronica Meneses, MD, MSHS, Yale Child Study Center, Yale University School of Medicine; Heather Potts, PhD, Boston Children's Hospital/Harvard Medical School; Elizabeth Diekroger, MD, UH Rainbow Babies and Children's Hospital; Evelyn C Law, MD, National University of Singapore; Jason Fogler, PhD, Boston Children's Hospital; Virginia Peisch, PhD, Boston Children's Hospital; Marie Trace, MD, University of Kentucky/UK HealthCare; Carina Vecchi, PsyD, Children Hospital Los Angeles; Julie Gocey, MD, University of Wisconsin SMPH; Tyler Lackey, MD, Oklahoma Children's Hospital

Description

This half-day workshop will explore parent management training (PMT; also known as parent training in behavioral management [PTBM]) with a broad audience of pediatric clinicians. Unlike a traditional PMT training, this workshop is geared toward busy pediatric providers who may only have a brief amount of time during a clinic visit to guide caregivers in behavior management strategies. The workshop will include an overview of behavior management principles, followed by application of these principles to audience-determined areas of need such as sleep, screen time, and tantrums. The last part of the workshop will be an intensive presentation and Q&A on strategies to elicit caregiver buy-in, with a focus on individually- and culturally-adaptive approaches to applying the behavior management principles. Handouts will be provided to workshop attendees that include additional free, online resources for providers and patients.

Target audience

This workshop will be geared toward developmental behavioral professionals, including developmental behavioral pediatricians, general pediatricians, pediatric psychiatrists, pediatric psychologists, mental health counselors, nurse practitioners, nurses, and social workers.

Learning Objectives

1. Explain behavior modification principles used in PMT interventions.
2. Guide parents in connecting antecedent-behavior-consequence to target 3 common behavior challenges in childhood (sleep, screen time, emotional outbursts).
3. Educate patient families about behavior management strategies using a flexible, patient-centered approach

Workshop Domains: [Clinical](#), [Education](#)

Keywords: Behavior management, ADHD, Parenting

Workshop E: Who Makes Decisions? Legal and Ethical Considerations in Medical Decision-Making for Young Adults with Intellectual and Developmental Disabilities

Gayatri Mahajan, MD, University of California - Davis - MIND Institute; Sarah Schlegel, MD, Connecticut Children's/University of Connecticut School of Medicine

Description

Can a young adult with intellectual and developmental disabilities (IDD) make their own decisions? If not, who makes decisions for them as they transition to adulthood? What is the difference between power of attorney, advance directives, and conservatorship/guardianship? Can the terms conservatorship and guardianship be used interchangeably? Join us to learn how you can answer some of these questions and engage in shared decision-making with your young adult patients and their families. This workshop will serve as a primer to the varying levels of alternative decision-making support for young adults with IDD, from the least restrictive options such as release of information and supported decision-making to more restrictive options of substituted decision-making including power of attorney and conservatorship/guardianship. A brief introduction to terminology, decision-making capacity, varying laws across different states, and legal and ethical aspects of conservatorship/guardianship and its alternatives will be discussed. Interactive case-

based learning will then be used to discuss and elaborate on these concepts. Useful resources will be provided to all participants.

Target audience

Developmental-behavioral pediatricians, advanced practice providers, psychologists, and social workers who support transition-age youth either in general developmental-behavioral pediatrics practice or in specialized transition clinics; trainees at all levels in the aforementioned disciplines

Learning Objectives:

1. Identify the unique challenges faced by adolescents with IDD who are nearing adulthood and their families with respect to preparing for medical decision-making in adulthood.
2. Understand the difference between supported and substituted decision-making.
3. Compare and contrast supported decision-making, power of attorney, advanced directives, and conservatorship/guardianship.
4. Learn how to help youth and their families consider developmentally-appropriate options for future decision-making, while promoting the empowerment and autonomy of youth with IDD.
5. Solidify understanding of content by discussing and reviewing representative vignettes with area experts.

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

Keywords: guardianship, supported decision-making, consent

Workshop F: Improving Cerebral Visual Impairment Awareness in Developmental Pediatrics Practices

Katherine Burns, MD, Taking Flight Developmental Pediatrics; Kimberly Litscher, MS, The Britain Center; Molly Conn, MS, Johnson County First Steps

Description

Cerebral Visual Impairment, or CVI, affects an estimated 180,000 children in the United States. Many of the conditions which increase the likelihood that a child will require services of a DBP clinician also increase the risk of CVI. Join us for an interactive workshop where we discuss CVI symptoms, learn how to read a functional vision evaluation, experience simulations of CVI symptoms, and practically apply these lessons to common DBP situations.

Target audience

This workshop is for individuals at all levels of practice, and focuses on clinical practice. As CVI has been recognized as an area of need by both the AAP and the AAPOS, this workshop will provide practical experience and education to further this common gap in education. By combining physician and teacher experience, we will be able to facilitate not just didactic knowledge, but discussions of real life applications of this knowledge. Many developmental pediatricians, psychologists, occupational therapists, speech language therapists, and physical therapists do not meet teachers for the visually impaired in their training programs.

Learning Objectives

1. Attendees will gain knowledge of risk factors for and presentations of CVI
2. Attendees will become familiar with CVI symptoms and be able to ask screening questions
3. Attendees will better understand the components of functional vision assessments and how to integrate this information into DBP assessments
4. Attendees will consider the appropriateness of various components of common DBP assessments (ADOS and Bayley) in patients with CVI
5. Attendees will become familiar with abbreviations and terms associated with CVI

Workshop Domains: **Clinical**

Keywords: cerebral visual impairment, disability, screening

Workshop G: Genes, Judgment, and Jargon: Practical Genetics for the Non-Geneticist

Kathryn K. Ostermaier, MD, Rosina Connelly, MD; Johanna Domer, MD, Texas Children's Hospital/Baylor College of Medicine; Nikki Gambhir, MBChB, Baylor College Of Medicine; Caitlyn Gold, MD; Holly Harris, MD; Jamar Borland, MD, Texas Children's Hospital/Baylor College of Medicine; Stacey Hudspeth, MSN, Texas Children's Hospital; Jinsook Huh, MD; Rashida Jawadwala, MBBS, Texas Children's Hospital/Baylor College of Medicine; Erica Laber, MD, Baylor College Of Medicine; Steven M. Lazar, MD; Noël Mensah-Bonsu, MD; Sonia Monteiro, MD; Elisa Moran; Janki Patel, DO; Jennifer Swanson-Zamora, MD; Erica Villalobos, MD, Texas Children's Hospital- Baylor College of Medicine

Description

This workshop will focus on the evolving landscape of genetic testing for neurodevelopmental disabilities. As we continue to gain a deeper understanding of the genetic factors that influence conditions such as autism, intellectual disability and other developmental disorders, it's crucial that providers update and refine their clinical frameworks. Genetic testing has the potential to offer critical insights into diagnosis, treatment options, and personalized care, but these advancements come with new challenges. This workshop will explore why it is essential to integrate updated genetic testing protocols into clinical practice, ensuring that providers have the knowledge and resources to support individuals with neurodevelopmental disabilities in an informed and compassionate way. This workshop will address the latest research and genetic testing recommendations, how to navigate ethical and cultural implications, options to improve access to testing, and considerations for good communication and health literacy skills in the exam room. Participants will leave feeling better equipped to serve the neurodevelopmental community in this rapidly changing field of genetic testing.

Target audience

Medical students, residents, fellows, nurse practitioners, general pediatricians, neurodevelopmental disability pediatricians, developmental behavioral pediatricians.

Learning Objectives

1. Identify current guidelines for genetic testing and when to refer for genetic evaluation.
2. Interpret the results of common genetic tests (e.g., CMA, Fragile X, Whole Exome Sequencing, and Whole Genome Sequencing).
3. Navigate legal, ethical, and insurance considerations related to genetic testing.
4. Develop effective strategies for discussing genetic results with families, considering health literacy and cultural factors.
5. Apply knowledge through case-based discussions and decision-making exercises.

Workshop Domains: [Clinical](#), [Education](#), [Ethics](#)

Keywords: Genetic Testing, Genetic Counseling, Ethics in Genetic Testing