

SDBP Virtual Winter Meeting

February 20, 2026

10:00am – 4:30pm (EST)



REGISTRATION gives you access to ALL SESSIONS!

Plenary 10:00-10:30am EST	Finding My Place at the Table: An Early Career's DBP's Reflections on Education, Leadership, and the Future Workforce Elizabeth Barnhardt, DO, MA(Ed) <i>recipient of the SDBP Early Career Award</i>	
Workshop Breakouts 10:45am -12:15pm EST (choose 1)	Workshop 1: Differential Diagnosis and Treatment of Avoidant/Restrictive Food Intake Disorder: Guidance in an Individualized Treatment Approach <i>Teresa Burrell, PhD, Lydia White, Dietitian</i>	Workshop 2: Management of Digital Media Concerns for DBP Patients <i>Tiffany Munzer, MD; Kimberley Levitt, MD, Libby Milkovich, MD, Deanna Pennewitt, MD</i>
BREAK		
Plenary 12:45pm-1:15pm EST	Reflections on Being Mentored Martin Stein, MD <i>recipient of the SDBP Career Achievement Award</i>	
Plenary 1:30pm -2pm EST	Integrating an Equity Lens in Research: New Editorial Guidance on Research Equity from the <i>Journal of Developmental and Behavioral Pediatrics</i> Nia Heard-Garris, MBA, MSc, Associate Editor for Research Equity; Lee M. Pachter DO, Editor-in-Chief, <i>Journal of Developmental & Behavioral Pediatrics</i>	
Workshop Breakouts 2:15pm-3:45pm EST (choose 1)	Workshop 3: Exome and Genome Ordering in the DBP Clinic: <i>Empowering DBP Clinicians with Practical Skills and Tools to Complete Informed Consent</i> <i>Amelle Shillington, DO, Cassandra Conrad, MD, Rachel Doberstein MS, LGC</i>	Workshop 4: Developing Solutions to Engage Fathers in Developmental and Behavioral Care— They're Just Like Us <i>Kate Wallis, MD, MPH, Joel Austin, Doula, Jamiel Owens, NA, Adiaha Spinks-Franklin, MD, MPH, Irene Loe, MD</i>
Plenary 4pm-4:30pm EST	From Consultation to Cohesion: Building True Interdisciplinary Teams Jennifer Cervantes, MSW, LCSW-S <i>recipient of the SDBP Mid-Career Award</i>	

Full list and descriptions on following pages...

10:00am – 10:30am eastern

PLENARY: Finding My Place at the Table: An Early Career's DBP's Reflections on Education, Leadership, and the Future Workforce

SDBP 2025 Early Career Award Recipient: Elizabeth Barnhardt

Developmental and Behavioral Pediatrics (DBP) stands at a critical intersection of medicine, education, and interprofessional practice—yet its role in shaping the future healthcare workforce remains underdeveloped and underrecognized. This session will explore the current state of medical education in DBP across the training continuum, drawing on recent research, national trends, and emerging models of innovation. We will examine how DBP clinicians and educators can more intentionally lead educational efforts not only within pediatrics, but across disciplines including psychology, therapy services, nursing, social work, and public health.

Using programs such as LEND (Leadership Education in Neurodevelopmental and Related Disabilities) and Project ECHO as exemplars, this session will highlight effective strategies for interprofessional teaching, curriculum design, and educational scholarship. Participants will reflect on existing gaps, opportunities for collaboration, and the imperative for DBPs to expand their impact as educators, mentors, and advocates in academic and clinical training environments.

Learning Objectives:

- Describe the current landscape of medical education in Developmental & Behavioral Pediatrics, including recent research and identified gaps.
- Discuss the role of DBP faculty in advancing medical education across the continuum of learners—medical students, residents, fellows, and other health professionals.
- Explain how interprofessional collaboration enhances DBP education, identifying successful models such as LEND and Project ECHO.
- Identify strategies for DBPs to expand their leadership and scholarship in medical and interprofessional education, including curriculum design, assessment, and faculty development.
- Evaluate how educational innovations in DBP can improve patient care, access, and equity for neurodevelopmentally diverse populations.

10:45am – 12:15pm eastern Workshop Breakouts *(choose one)*

WORKSHOP 1: Differential Diagnosis and Treatment of Avoidant/Restrictive Food Intake

Disorder: Guidance In An Individualized Treatment Approach

Teresa Burrell, PhD, Burrell Behavioral Consulting; Lydia White, Dietitian

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). 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. 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.

Learning Objectives:

Attendees will: learn how to recognize the signs and symptoms of ARFID in the pediatric population; become familiar with the contributing factors and impact of ARFID and common co-occurring conditions; acquire

knowledge of the multidisciplinary providers needed in providing clinical care to children with ARFID; increase their knowledge on evidence-based treatment approaches for youth with ARFID; learn to develop a treatment plan to address ARFID.

WORKSHOP 2: Management of Digital Media Concerns for DBP Patients

Tiffany Munzer, MD; Kimberley Levitt, MD, University of Michigan; Libby Milkovich, MD, Children's Mercy Kansas City; Deanna Pennewitt, MD, University of Michigan

Description

The ever-evolving digital landscape now encompasses many more novel ways for children to watch, play, and engage. Accordingly, while previous guidance around screen media focused on “screen time” alone, no singular clinical approach is likely to address the multifaceted and nuanced ways in which families are using digital media currently. This proposed workshop therefore addresses various permutations of children’s digital media use, including AI, pertaining to a Developmental-Behavioral Pediatric population. In this proposed workshop, we share findings and lessons learned from a Quality Improvement project aimed to improve provider knowledge, clinical lines of questioning, and management of pediatric digital media concerns. Additionally, we will share clinical case discussions, overarching guidance around digital media by developmental stage pertaining to our patient population, resources, and smartphrases for clinical use.

Learning Objectives

Participants will: Discuss three nuanced individual factors that shape digital media experiences for children and teens, and how these might intersect for a population specific to DBP; Counsel families on three high-priority items on how to navigate digital media experiences and create a plan that is specific to family circumstances; Name three digital media structural and other systemic factors that shape families’ digital media experiences; Provide three practical resources to families and smart phrases for individual reasons around digital media use.

BREAK

12:45pm – 1:15pm eastern

PLENARY: Reflections on Being Mentored

2025 SDBP Career Achievement Award Recipient: Martin Stein, MD

Description

Mentoring is a process of relationship building and setting goals. It is a reciprocal and collaborative relationship that most often occurs between a senior and junior person for the purpose of the mentee’s growth, learning, and career development. Mentoring relationships are based upon advice giving and direction. More than 1 in 3 young adults say they grew up without the support of any mentor. Often the mentor and mentee are internal to an organization, and there is an emphasis on organizational goals, culture, career goals, advice on professional development, and work-life balance. Effective mentors often function as role models and sounding boards for their mentee and provide guidance to help them reach their goals. I will describe experiences with mentors at various stages of child and adult development.

Learning objectives

- To encourage continuous self-reflection to understand the trajectory of professional and personal progress.
- To show how individuals from diverse backgrounds, and occasionally at unexpected times, influence us at various stages of development.

1:30pm – 2pm eastern

PLENARY: JDBP session: Integrating an Equity Lens in Research: New Editorial Guidance on Research Equity from the Journal of Developmental and Behavioral Pediatrics

Nia Heard-Garris, MBA, MSc, Associate Editor for Research Equity; Lee M. Pachter DO, Editor-in-Chief, Journal of Developmental & Behavioral Pediatrics

More information to come

2:15pm – 3:45pm eastern – Workshop Breakouts (*choose one*)

WORKSHOP 3: Exome and Genome Ordering in the DBP Clinic: Empowering DBP Clinicians with Practical Skills And Tools to Complete Informed Consent

Amelle Shillington, DO, Cassandra Conrad, MD; Rachel Doberstein MS, LGC, Cincinnati Children's Hospital

Description

Genetic testing for developmental, intellectual and behavioral problems is now considered a standard of care. However, there is a lack of awareness of the utility of genetic evaluation, and a shortage of genetics professionals to provide this care. Initiating genetic testing within the DBP clinic is an opportunity to increase access to genetic testing. This session provides DBP clinicians with skills to complete informed consent for exome and genome sequencing, the current recommended first tier testing for neurodevelopmental disorders.

Learning Objectives

Participants will learn and practice consent and ordering of genetic testing and locate resources for this process and considerations to take.

WORKSHOP 4: Developing Solutions to Engage Fathers in Developmental and Behavioral Care—They're Just Like Us

Kate Wallis, MD, MPH, Children's Hospital of Philadelphia; Joel Austin, Doula, Daddy University Inc.; Jamiel Owens, NA, Children's Hospital of Philadelphia; Adiaha Spinks-Franklin, MD, MPH, DBP Doc, PLLC; Irene Loe, MD, Stanford University School of Medicine

Description

In this workshop, participants will learn about the experience of 2 Black fathers in navigating maternal-child care with their families, including for autism, and to learn about the historical roots of inequitable inclusion of fathers in caregiving roles. Participants will have the opportunity to develop solutions and strategies to incorporate into their own developmental and behavioral care, to increase the authentic engagement of fathers in care.

Learning objectives

Attendees will: Appreciate the roles of fathers within different family structures as caregivers for children (e.g., two-parent families, single sex couples, adoptive families, separated/divorced parents, single parent households); Engage in self-reflection to recognize their own biases related to fathers' intersectional identities that may impact clinicians' ability to engage fathers in developmental and behavioral care for children, as well as the historical contributors.; Develop practical strategies and solutions to meaningfully and empathetically engage dads, and Black dads in particular, in developmental-behavioral health care and to re-envision them as critical partners in care.

4:00pm – 4:30pm eastern

PLENARY: From Consultation to Cohesion: Building True Interdisciplinary Teams

2025 SDBP Mid-Career Award Recipient: Jennifer Cervantes, MSW, LCSW-S

Description

In developmental medicine, effective and holistic care depends on the collaboration of diverse professionals, each of whom bring a unique expertise and lens to support patients and families. However, true team cohesion goes beyond just consultation. This session will examine the unique roles and contributions of interdisciplinary team members, the common challenges in consultative models, and how these can hinder team effectiveness. This presentation will focus on practical and actionable strategies to move from occasional consultation to fully integrated, cohesive team functioning.

Learning objectives

- Identify the unique contributions of interdisciplinary professionals in developmental medicine.
- Analyze common challenges in interdisciplinary and consultative models.
- Describe practical strategies for fully integrating interdisciplinary team members and building team cohesion.

