2026 SDBP Annual Meeting Request for PRE-CONFERENCE Proposals
New Orleans, LA

- **Half-Day Workshops - Saturday, October 24, 2026**
- **Teaching DBP: An Interactive Workshop - Saturday, October 24, 2026**
- <mark>**NEW: Clinical Symposium** - **Saturday, October 24, 2026**</mark>

Submission Deadline is Wednesday, March 18, 2026.

Should you encounter any problems during your submission, please contact info@sdbp.org.

PROPOSAL INFORMATION AND INSTRUCTIONS

This call is for the Half-Day Interactive Workshops, Teaching DBP Interactive Workshop, <mark>and new this year: *call for Clinical Symposia.*</mark> *A call for oral Research, Topical Symposia, and Poster Abstracts will come out under a separate notice in March.*

Please note: Limited funds are available to support **invited speakers** (topic experts) who are ***not*** members of SDBP and would therefore be unlikely/unable to present at the meeting without the availability of supplemental funding. Please review and follow the Invited Speaker policy and submit the required Letter of Intent to the Program Committee co-chairs Sarah Nyp: ssnyp@cmh.edu & Julie Pajek: [jpajek@metrohealth.org.](mailto:jpajek@metrohealth.org)

Requests for funding to support invited speakers must be submitted by the submission due date - download policy here: [SDBP Invited Speaker policy - Annual Meeting.](#)

Requests for Invited Speaker funding will not be reviewed after the deadline or after workshop acceptance.

Online Submissions:

Proposals must be completed and submitted through the SDBP online portal using your SDBP member login or creating a new login for non-members. Here, you can start your submission and save it, so that you can work on the abstract over several days. When your proposal is complete, click "submit." Once you submit, you will receive an e-mail message confirming successful receipt of the abstract; this e-mail message will also contain a copy of the proposal received.

Responsibility of submitting author: The person submitting the workshop abstract is listed as the presenting/lead author. This author will be the sole point of contact for information regarding the submission and is responsible for notifying all co-authors regarding the outcome of the workshop submission and any changes to the program, as communicated by SDBP, in a timely manner.

Use of AI Disclosure Statement
AI may be used as a tool for specific portions of the abstract, but authors must disclose the AI tools used for generating abstract content. Additionally, the authors will be responsible for the accuracy of AI-generated content.

The meeting will be CME/CE accredited and therefore ACCME essentials for planning the meeting must be followed. Accepted sessions may be required to provide multiple choice questions for CME/MOC (Maintenance of Certification) purposes.

Meeting Registration for Selected Submissions: Authors/presenters who are <mark>attending **only** their Pre-Conference session</mark> will not be required to register for the Annual Meeting, but **ARE responsible for their own travel expenses.**

Permission to Record in Digital Formats: Acceptance of an invitation to give a pre-conference presentation based on a submitted abstract signifies that all presenters/authors have given permission for the presentation to be recorded in digital formats of SDBP choosing and for distribution and/or sale by SDBP for educational purposes.

NOTE: Faculty for a program may not independently solicit funding for the program from industry, the government, or other agencies without prior approval from the Program Committee and the SDBP Executive Board.

Half-Day Interactive Workshops

Half-Day Workshops focus on developing skills related to developmental and behavioral pediatrics. These can include ethics, advocacy, research, or clinical skills submissions. **All submissions must be interactive** and conducive to adult learning. Participants in the workshops should be able to take practical skills back to their respective practices and/or professional lives. **Half-Day Workshops are 3 hours in length, with a 15-minute break included.** Session proposals typically involve multiple co-leaders, and it is highly recommended that co-leaders come from multiple disciplines.

SDBP membership represents various disciplines and practice locations. Education that can be specifically applied and tailored to community/private practice clinicians who may not have access to other mechanisms of clinical updates and education is highly desired.

Priorities for this year's workshops include (but are not limited to) the following:

- Implementation strategies for parenting/behavioral support within the clinic setting
- Use of AI in clinical practice models and/or research
- Updates and advancement in clinical guidelines that impact care
    - *Assessment & diagnosis, interventions and therapies*
    - *Implementing guidelines in community settings*
- Advanced psychopharmacology
- Advanced psychotherapy
- Topics addressing intersectionality
- Evaluating and implementing clinically impactful research
- Ethical & legal topics: testing, guardianship, custody, consent
- Identifying and treating mental health disorders in neurodevelopmental disability
- Suicide/self-harm screening and management
- Cultural tailoring of evidence-based interventions
- Evaluating complementary medicine approaches through evidence-based medicine

Clinical Symposia – *NEW*

Clinical Symposia focus on developing clinical skills related to developmental and behavioral pediatrics. **All submissions must be interactive** and conducive to adult learning. Clinical symposia are intended to be practical, applied and include case-based learning. Participants in the clinical symposia should be able to take practical skills back to their respective practices and/or professional lives. **The Clinical Symposium is 4 hours in length, with breaks included.**

Session proposals should involve co-leaders from multiple institutions and/or practice locations, and it is highly recommended that co-leaders come from multiple disciplines.

SDBP membership represents various disciplines and practice locations. Education that can be specifically applied and tailored to community/private practice clinicians who may not have access to other mechanisms of clinical updates and education is highly desired.

Priorities for this year's CLINICAL SYMPOSIA include (but are not limited to) the following:

- Identifying and treating mental health disorders in neurodevelopmental disability
- Suicidality/self-harm screening, assessment and management
- Parenting/behavioral support
- Challenging or emerging areas/issues in clinical practice

Proposals for Half Day Workshops and Clinical Symposia must contain the following components:
1. Name, professional title (e.g. developmental-behavioral pediatrician, psychologist, occupational therapist) address, and email for all authors/presenters. All authors/presenters who are current trainees should be noted as such (e.g., medical student, psychology fellow).
2. The title of the session.
3. A brief description that will be utilized in registration materials.
4. Statement of Need. (How did you determine the need for this topic? What data support this need?) Include 1-2 citations for publications supporting this need in continuing medical education (CME).
5. Target audience for this workshop/clinical symposium.
6. Specific goals and learning objectives of the workshop.
   1. *Chatterjee D, Corral J. How to write well-defined learning objectives. J Educ Perioper Med. 2017; 19(4):E610. PMID: 29766034. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/*
7. Description of how the proposed session prioritizes and values diversity, equity, and inclusion (DEI) or enhances attendee skills in DEI.
8. A complete agenda including order of presentation, all content areas to be presented by each proposed speaker, and presentation strategies to be utilized by each proposed speaker. *Note: All information in the abstract body should be provided by identifying presenter/authors **without** using names. Examples for identification of presenters/authors: Presenter A (PhD, Psychology); Presenter B (MD, Developmental Pediatrics); Author C (PhD, LCSW), etc., in order for SDBP to review maintain anonymity in the submission review process.*
9. Specific listing of interactive presentation activities.
10. Description of how attendees will gain practical skills for clinical practice, research, administration activities, or advocacy.
11. At least 5 references, 3 of which are from the last 5 years.
12. Identify workshop domains and provide up to three keywords for workshops/clinical symposia.
13. Artificial Intelligence (AI) Disclosure.
14. For Workshops: provide the availability of speakers – *AM or PM sessions/virtual conference*.
15. Audio-Visual Requests: SDBP will try to meet all AV needs within budgetary limits. Requests for additional AV equipment *after* the session is accepted will not be approved. **Presenters must bring personal laptops for presentations.**
16. The submitting author is encouraged to review the sample half-day workshop submission provided below. Incomplete submissions or submissions that do not contain adequate details are not likely to be accepted. Given that reviews are completed in an anonymous format, a speaker's history of previous successful workshop delivery cannot be included during the review/selection process.

Click here for sample half-day workshop submission

Each program proposal must include a list of all presenters and designate one faculty member as the lead presenter/point of contact. It is strongly recommended, but not required, that faculty from multiple

disciplines are included. The SDBP Program Committee requests that every effort be made to include individuals who may not have been part of the faculty of a previous SDBP workshop or symposium. Presentations from younger investigators and clinicians are also encouraged. The SDBP Program Committee will communicate with the lead faculty member and will be happy to answer any questions.

All Half Day Workshop and Clinical Symposia proposals will be reviewed by the SDBP Program Committee, which will consider the merits of the proposal as well as the balance of topics presented at the meeting in making decisions to accept or reject a proposal. A high level of importance is placed on the interactive and learner-centered activities that will be utilized for the educational program.

Teaching DBP: An Interactive Workshop

The focus of this interprofessional workshop is the enhancement of faculty teaching and evaluation skills for those who participate in the developmental-behavioral training of learners from a variety of professional fields and educational levels (i.e., graduate-level, medical school, residency, fellowship, advance practice providers). Workshop sessions should fill a 60–90-minute time slot and are designed to equip participants with the necessary knowledge and tools to implement similar teaching and evaluation methods in their local programs. Proposals that are not focused on training the trainer in DBP education will not be considered.

Priorities for this year's Teaching DBP Workshop include, but are not limited to:

- Supporting neurodivergent learners in medical education
- Educating learners on health misinformation and clinical trust.
- Strategies for making trainees a meaningful part of the team through active engagement in the clinical setting
- Use of pediatric resident Entrustable Professional Activities (EPAs) in DBP education for residents
- Using artificial intelligence in medical education
- How to engage a new generation of learners (e.g. tips for microlearning strategies)
- Actively engaging learners who are interested in different subspecialties (e.g. how to connect the future cardiology fellow in a DBP rotation).
- Teaching the 75th percentile developmental milestones
- Advanced practice provider curricula

Proposals for Teaching DBP: An Interactive Workshop must contain the following components:
1. Name, professional title (e.g. developmental-behavioral pediatrician, psychologist, occupational therapist) address, and email for all authors/presenters.
2. The title of the workshop.
3. A brief description of the workshop to be utilized in registration materials.
4. Specific goals and objectives for your workshop - *including how this will "train the trainer."*
5. Description of how the workshop will promote trainee's knowledge, skills and/or attitudes of groups that have been historically underrepresented or subject to discrimination-based race, ethnicity, LGBTQ+ status, disability, age, socioeconomic status, immigration status etc.
6. Identification of the target learner group for your educational innovation. Please specify the trainee type (i.e. medical, psychology, nursing) and trainee level (i.e. student, resident, fellow).
7. Description of teaching methods and format of workshop.
8. Description of how interactive and learner-centered techniques will be used in facilitating the workshop.
9. A complete workshop proposal including all proposed speakers, content of their presentation, in order of presentation. This is critical to include - specifically noting the time that will be devoted to

each portion of the presentation and the interactive methods and learning that will occur under each co-presenter/leader. *Note: All information in the abstract body should be provided by identifying presenter/author names as: Presenter A (PhD, Psychology); Presenter B (MD, Developmental Pediatrics); Author C (PhD, LCSW), etc., in order for SDBP to review blind submissions.*

10. Provide AI (Artificial Intelligence) Disclosure.
11. Audio-Visual Requests: SDBP will try to meet all AV needs within budgetary limits. Requests for additional AV equipment *after* the workshop is accepted will not be approved. **Presenters must bring laptops for presentations**.
12. The submitting author is encouraged to review the sample workshop submission provided below. Incomplete submissions or submissions that do not contain adequate details are not likely to be accepted. Given that reviews are completed in an autonomous format, a speaker's history of previous successful workshop delivery cannot be included during the review/selection process.

Click here for sample of Teaching DBP workshop submission

The Education Committee will review proposals for the Teaching DBP Workshop and consider the merits of the proposal as well as the balance of topics presented at the meeting in making decisions to accept or reject a proposal. A high level of importance is placed on interactive and learner-centered activities that will be utilized for the educational program.