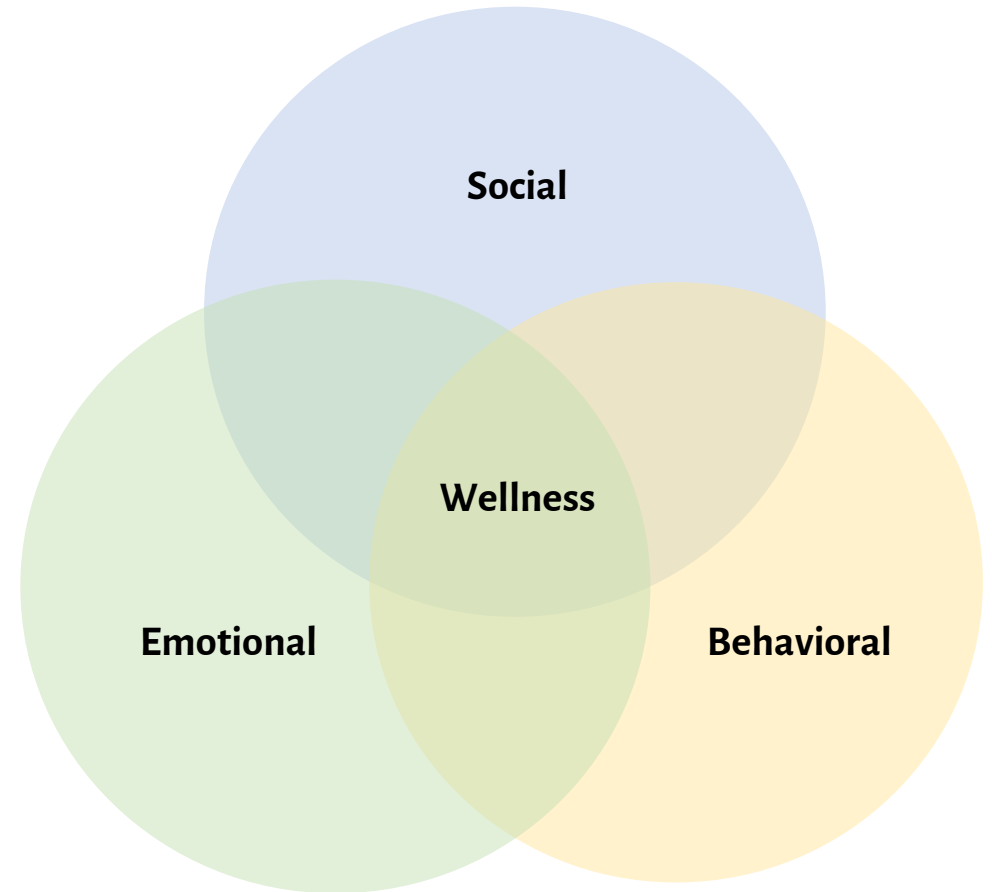


**Mental Health  
is Health.**



# What is Healthy Mental Development?

Developmental process of building **social**, **emotional**, and **behavioral wellness** across the lifespan.



# SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS

- **Practice and workforce viability**
- Advocacy and advocacy skills development
- Justice and Equity
- Supporting primary care pediatrics
- Developing and supporting trainees and early career physicians
- Member communication and engagement



Scroll down to  
**“Initiatives and  
Events”**



# Council on Foster Care, Adoption, and Kinship Care

The Council on Foster Care, Adoption, and Kinship Care is dedicated to improving the health and well-being of children and youth in foster care, kinship care, and those who have been adopted.



# Council on Child Abuse and Neglect

The Council on Child Abuse and Neglect is dedicated to improving the care of infants, children, and adolescents who are abused and neglected.



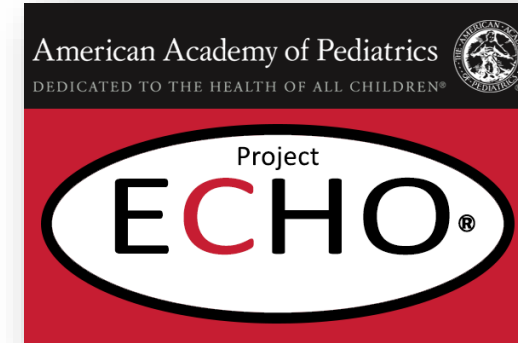


# National Rural Adolescent and Child Health (NRACH) ECHO Training Center

We aim to **increase capacity** of primary care and other health professionals in rural, frontier, and underserved areas **to provide quality pediatric mental and behavioral health services** and specialty care for emerging pediatric health issues in rural primary care settings - **closing gaps** in access to quality care.

## We Offer:

- **ECHO Trainings** on a range of topics for those caring for children across the US
- **Partner launch trainings** for organizations aiming to host their own ECHOs.
- **Technical assistance** (TA) for organizations interest in starting ECHOs and access to pediatric ECHO resources and assistance.
- **Support** with ECHO challenges, sharing ECHO best practices and offering specialized training for your ECHO program.



*This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$475,000 with 100% funded by HRSA/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government*



# AAP and AFSP Suicide Prevention ECHO

The AAP has partnered with the American Foundation for Suicide Prevention (AFSP) to develop a series of ECHO programs that build the capacity of primary care providers and community partners to integrate the *Blueprint for Youth Suicide Prevention* in clinical and community settings

## Suicide Prevention **Ambassador** ECHO

Ambassadors are trained in community strategies described in the *Blueprint* to support suicide prevention activities in AAP and AFSP Chapters

"The ECHO sessions did **accentuate our efforts** to achieve our chapter level goals. It was helpful to ... **draw on the experiences of others**. The didactic component ... was also helpful in **developing and carrying out the goals**."

- Suicide Prevention  
Ambassador ECHO Participant

To request more  
information, scan here:



[www.aap.org/suicideprevention](http://www.aap.org/suicideprevention)

## Suicide Prevention **Clinical** ECHO

Primary care providers are trained in clinical strategies described in the *Blueprint* to increase capacity regarding practices to identify and support youth at risk for suicide

"I like that there was actual concrete suggestions as to how to implement suicide prevention in primary care."

-Suicide Prevention  
Clinical ECHO Participant

American Academy of Pediatrics

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# AAP Pediatric Mental Health Care: Access and Capacity Building in Primary Care ECHO

The goal of this ECHO are to support pediatric PCPs to develop and implement effective strategies to foster long-term relational health and healthy mental development as well as identify, treat, and manage mental and behavioral health concerns in the primary care setting, with a specific focus on utilization of Pediatric Mental Health Care Access (PMHCA) programs.

**New cohorts coming soon!**



To request more information, scan here:



**ECHO Participant Feedback**

*I have increased my connections with my PMHCA and I have shared the information with my practice team.*

*I was grateful for the opportunity to present a case. I found it academically enriching and supportive to my confidence as a clinical provider.*

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# AAP Anxiety and Depression (QI) ECHO

## Anxiety and Depression (QI) ECHO Cohort 4

- Launches in January 2024
- Addresses screening, identification, intervention, and treatment
- Offers optional quality improvement track along with coaching

## Anxiety and Depression Participant Feedback

*"I saw a teen yesterday who was in dire need of help and support, and I was able to assess the situation, make a plan and confidently offer support and resources. Prior to the ECHO I would not have known how to help her."*

*"I felt more confident utilizing screening tools and sharing the results with patients and families."*

**To request more information, scan here:**



Offered in partnership with the National Training and Technical Assistance Center for Child, Youth and Family Mental Health (NTTAC)

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Powered by PediaLink

## Identifying and Caring for Children and Adolescents with Anxiety and Anxiety Disorders

AVAILABLE ON-DEMAND

American Academy of Pediatrics  
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This **PediaLink course** provides pediatric health care providers with practical knowledge and resources to better identify, diagnose, and manage **anxiety and anxiety disorders** within pediatric primary care settings.

Register for free and  
access the course here



*This project is supported by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award funded by CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by American Academy of Pediatrics, CDC/HHS, or the U.S. Government.*

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Powered by PediaLink

## Identifying and Caring for Children and Adolescents with ADHD

AVAILABLE ON-DEMAND

American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN®



Register for free and  
access the course here



This **PediaLink** course provides pediatric health care providers with practical knowledge and resources to better identify, diagnose, and manage **ADHD** within pediatric primary care settings.

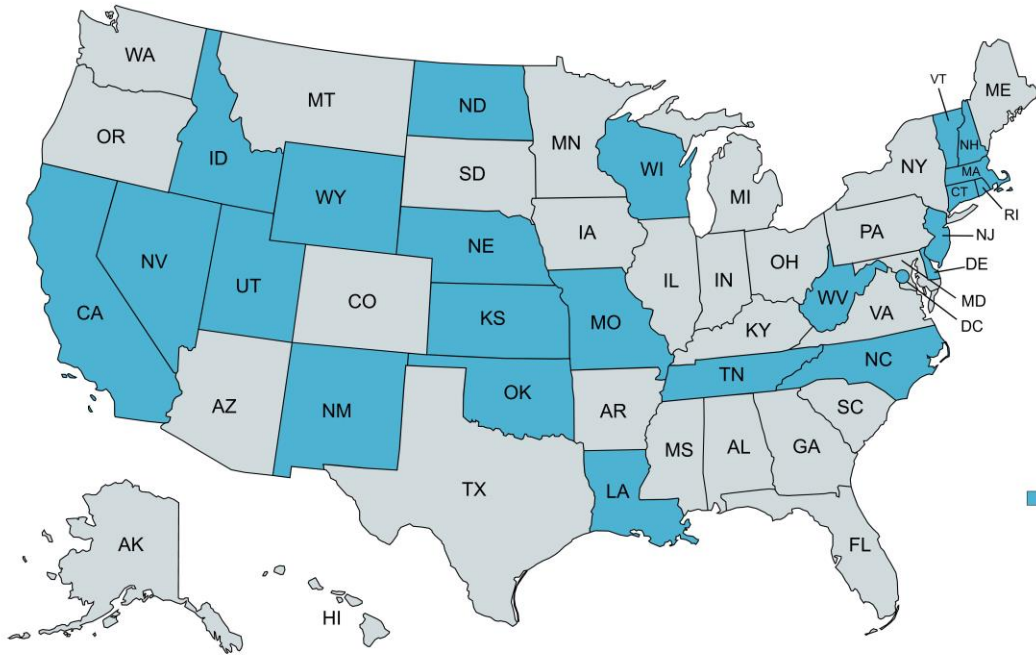
*This project is supported by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award funded by CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by American Academy of Pediatrics, CDC/HHS, or the U.S. Government.*

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# Now Recruiting: AAP Suicide Prevention Ambassadors

The AAP is recruiting pediatric leaders to join the Suicide Prevention Ambassador program. Ambassadors are trained in community strategies described in the *Blueprint for Youth Suicide Prevention* and provide subject matter expertise to engage with community partners that support AAP chapter activities related to youth suicide prevention. Ambassadors will participate between April 2024 – March 2025, and no previous suicide prevention experience is required. Grants of up to \$5,000 are available to AAP chapters.



Credited with mapchart.net

## Benefits of participating:

- Gain leadership skills
- Learn effective community suicide prevention strategies
- Engage with your local AAP chapter
- Have a positive impact in your community
- Join a community of like-minded pediatric leaders
- Receive support from peers and AAP project staff

## Recruitment is open in the following AAP chapters:

California Chapter 3	New Mexico	Rhode Island
Connecticut	North Carolina	Tennessee
DC	North Dakota	Utah
Delaware	Nebraska	Vermont
Idaho	New Hampshire	Wisconsin
Kansas	New Jersey	West Virginia
Louisiana	Nevada	Wyoming
Massachusetts	Oklahoma	
Missouri	Puerto Rico	

For more information, contact Kristen Kaseeska ([kkaseeska@aap.org](mailto:kkaseeska@aap.org))

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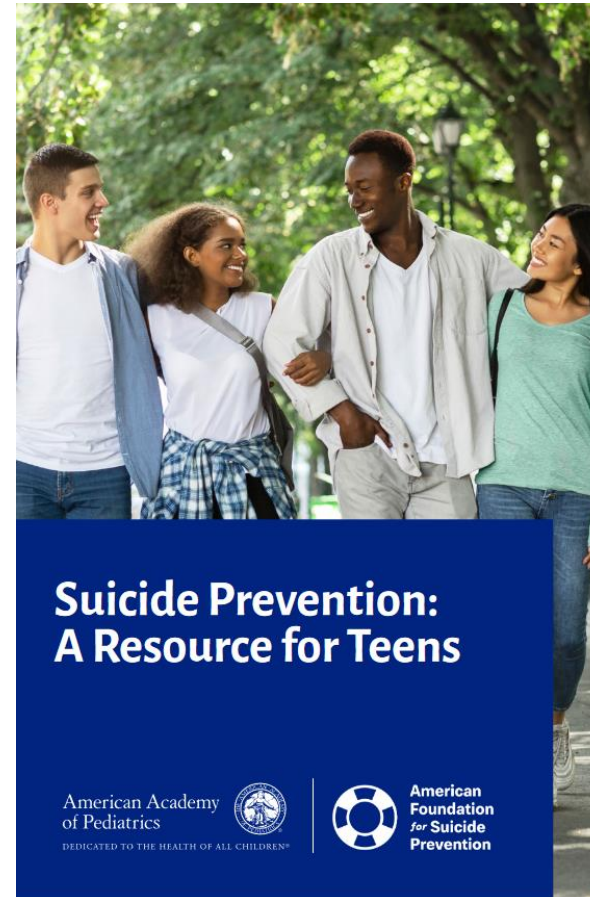


# Suicide Prevention Resources from AAP Now Available

## Resources available to support youth and caregivers:

- Posters
- Brochures

Overview of the *Blueprint for Youth Suicide Prevention* and how to get involved in learning more about the clinical and community strategies described.



Learn more: [www.aap.org/SuicidePrevention](http://www.aap.org/SuicidePrevention)



# What is Trauma-Informed Care (TIC)?



- TIC is medical care in which all parties involved **assess, recognize, and respond to** the effects of traumatic stress on children, caregivers, and healthcare providers.
- TIC is fundamentally **relational health care** – the ability to form safe, stable, and nurturing relationships (SSNRs).



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Wiedeholung sei ebenfalls eine wichtige Methode, um die Inhalte zu festigen und zu vertiefen. In der Literatur wird oft die Bedeutung der Wiederholung betont, insbesondere in der Musik und in der Kunst. Es wird darauf hingewiesen, dass die Wiederholung nicht nur ein Mittel zur Festigung des Gedächtnisses ist, sondern auch ein Mittel zur Entwicklung der Kreativität und der Fantasie. Die Wiederholung kann auch dazu beitragen, die Emotionen zu vertiefen und die Verbindung zwischen dem Betrachter und dem Kunstwerk zu stärken. In der Musik wird die Wiederholung oft als ein Mittel zur Schöpfung von Rhythmus und Melodie verwendet. In der Kunst wird die Wiederholung oft als ein Mittel zur Schöpfung von Komposition und Form verwendet. Die Wiederholung ist also ein wichtiges Element der Kunst und der Musik, das dazu beiträgt, die Inhalte zu festigen und zu vertiefen.

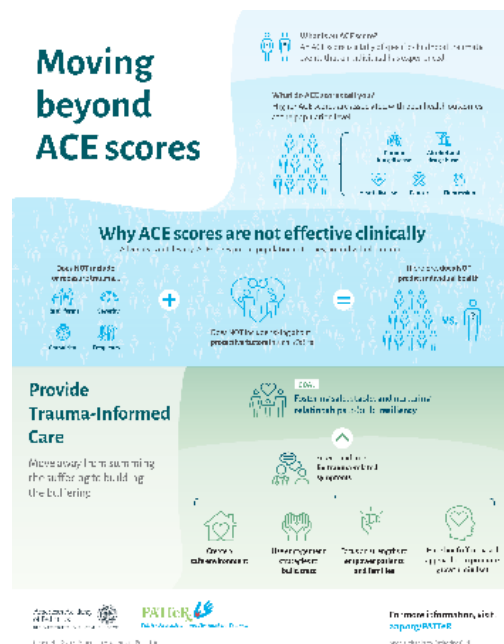
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FROM THE JOURNAL OF THE AMERICAN COLLEGE OF OBSTETRICIANS AND GYNECOLOGISTS



# Trauma-Informed Care Provider Resources



Visit [AAP.org/TIC](https://AAP.org/TIC) to access online courses, practice resources, resources for families, and more!



# New Online Course! Trauma-Informed Care and Resilience Promotion

ONLINE COURSE

## Trauma-Informed Care and Resilience Promotion

**PediaLink**  
The AAP Online Learning Center



This **video-based series** aims to empower pediatricians and healthcare professionals with the knowledge and skills to **implement evidence-based, trauma-informed care and resilience promotion** in their everyday practice. CME and MOC credit available for this course.

**Free for members!**  
**Register here.**



# Video-Case Vignettes

## Demonstrating an effective workflow for surveillance, referral, and follow-up for trauma.

### Video 1: Attachment, Resilience and Trauma

In this video you will see how the pediatrician engages with his 9-year-old patient Jake and his mom and demonstrates predictable compassionate availability, allowing the family to feel safe to express their distress and helping them regulate that distress. The pediatrician models surveillance, screening, and resilience by asking open ended questions and starting from a resiliency approach.

Section 1 – [Engagement](#)

Section 2 – [Attachment](#)

Section 3 – [Surveillance](#)

Section 4 – [Screening](#)

Section 5 – [Resilience](#)

Section 6 – [Trauma reactions](#)

Section 7 – [Naming feelings](#)

Section 8 – [Setting up the framework](#)



**Scan to Access**

### Video 2: Shared Power and Difficult Conversations

In this video the pediatrician reengages with his 9-year-old patient Jake and his mom and demonstrates how nonverbal communication can help regulate and help promote healing. The pediatrician explains the concept of the “invisible suitcase” and refers to a trauma informed mental health provider for therapy.

Section 1 – [Reengagement](#)

Section 2 – [Nonverbal communication](#)

Section 3 – [Matching affect](#)

Section 4 – [Invisible suitcase](#)

Section 5 – [Regulating emotions](#)

Section 6 – [Referral](#)

Section 7 – [Wrapping up](#)

### Video 3: Talking to Teens About Trauma

In this video the pediatrician engages with his teen patient, demonstrates the steps in talking with teens about trauma and explains the importance of displaying acceptance, curiosity, and empathy.

Section 1 – [Steps in talking to teens](#)

Section 2 – [Acceptance](#)

Section 3 – [Curiosity](#)

Section 4 – [Empathy](#)



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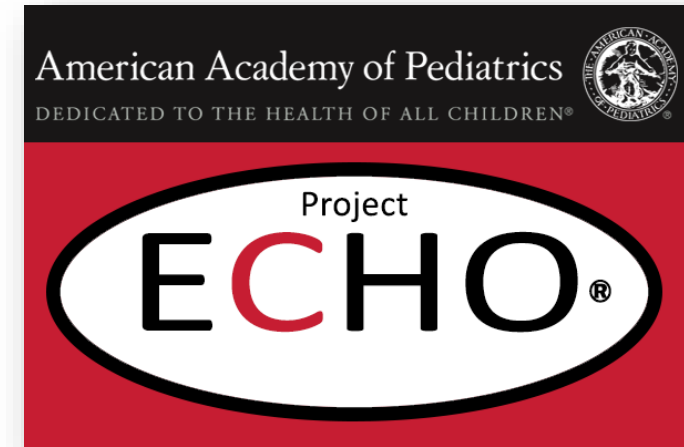
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# Now Recruiting: AAP Trauma-Informed Pediatric Care & Resilience Promotion ECHO

The American Academy of Pediatrics (AAP) is recruiting pediatricians and other pediatric clinicians to join the **AAP Trauma-Informed Pediatric Care and Resilience Promotion ECHO**. This ECHO will serve as a forum for participants to develop effective knowledge and skills that will enable them to **facilitate conversations around childhood trauma with pediatric patients and their families**.



Register for free  
here! →



*This opportunity is supported by the Centers for Disease Control and Prevention Center for State, Tribal, Local and Territorial Support as part of a financial assistance award totaling 1,500,000 with 100% funded by the CDC. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by the CDC or the U.S. Government.*

For more information, contact Robinn Yu ([ryu@aap.org](mailto:ryu@aap.org))





# Trauma & Resilience

## Family Resources

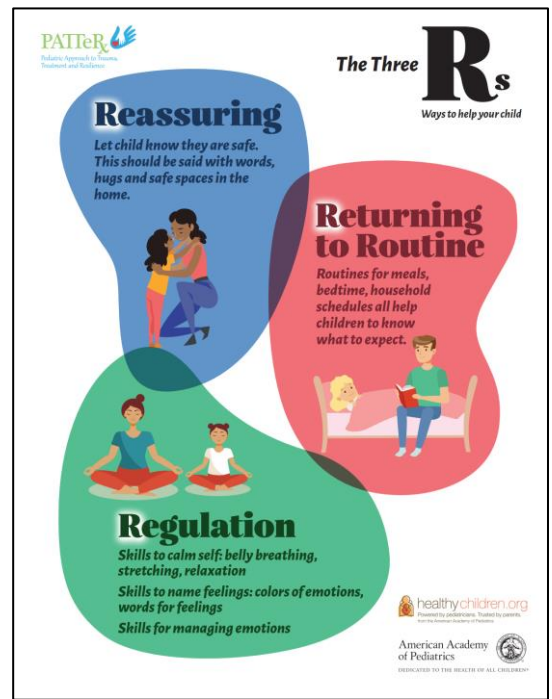
### Childhood Adversity: Buffering Stress & Building Resilience

By: Nerissa Bauer, MD, MPH, FAAP

As a behavioral pediatrician, I have seen and heard it all. Children who have tantrums to end all tantrums in the middle of a store. Children who refuse to eat or won't sit still at a restaurant—which quickly escalates to screaming and throwing food. Children who unbuckle themselves from car seats or kick other children at school for no apparent reason.



Access resources here!

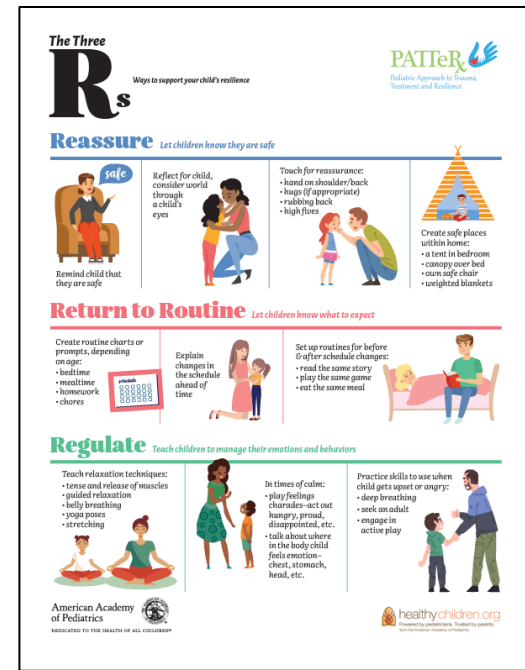
**The Three Rs**  
Ways to help your child

**Reassuring**  
Let child know they are safe. This should be said with words, hugs and safe spaces in the home.

**Returning to Routine**  
Routines for meals, bedtime, household schedules all help children to know what to expect.

**Regulation**  
Skills to calm self: belly breathing, stretching, relaxation  
Skills to name feelings: colors of emotions, words for feelings  
Skills for managing emotions

healthychildren.org  
American Academy of Pediatrics  
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**The Three Rs**  
Ways to support your child's resilience

**Reassure** Let children know they are safe

- Remind child that they are safe
- Touch for reassurance:
  - hand on shoulder/back
  - hugs (if appropriate)
  - rubbing back
  - high fives
- Create safe places within home:
  - a tent in bedroom
  - canopy over bed
  - own safe chair
  - weighted blankets

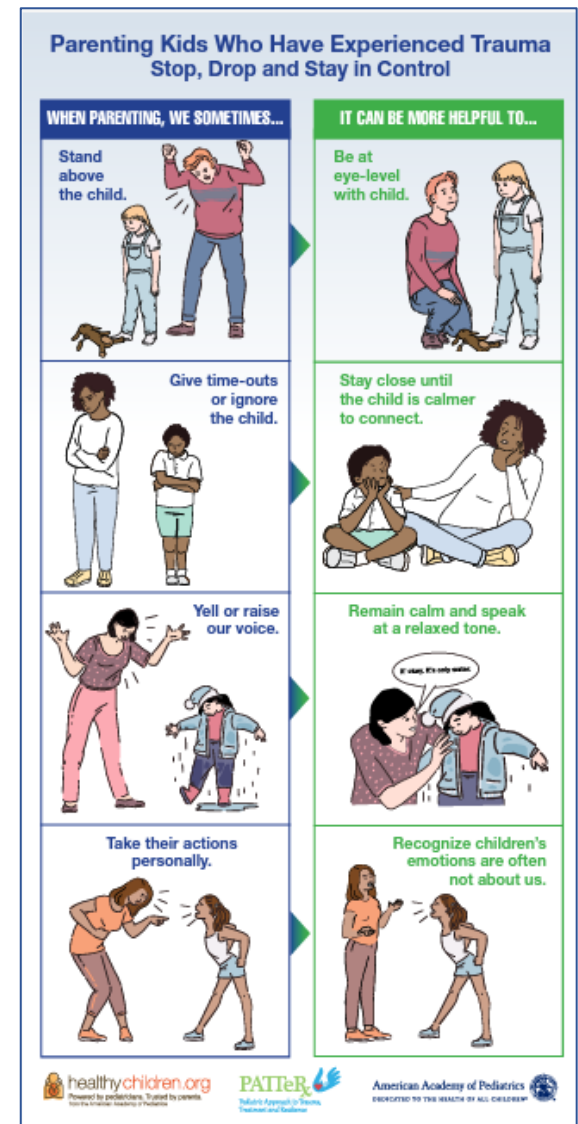
**Return to Routine** Let children know what to expect

- Create routine charts or prompts, depending on age:
  - bedtime
  - mealtime
  - homework
  - chores
- Explain changes in the schedule ahead of time
- Set up routines for before & after schedule changes:
  - read the same story
  - play the same game
  - eat the same meal

**Regulate** Teach children to manage their emotions and behaviors

- Teach relaxation techniques:
  - tense and release of muscles
  - guided relaxation
  - belly breathing
  - yoga poses
  - stretching
- In times of calm:
  - play feelings charades—act out hungry, proud, disappointed, etc.
  - talk about where in the body child feels emotions—chest, stomach, head, etc.
- Practice skills to use when child gets upset or angry:
  - deep breathing
  - seek on adult
  - engage in active play

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**Parenting Kids Who Have Experienced Trauma**  
Stop, Drop and Stay in Control

**WHEN PARENTING, WE SOMETIMES...**

- Stand above the child.
- Give time-outs or ignore the child.
- Yell or raise our voice.
- Take their actions personally.

**IT CAN BE MORE HELPFUL TO...**

- Be at eye-level with child.
- Stay close until the child is calmer to connect.
- Remain calm and speak at a relaxed tone.
- Recognize children's emotions are often not about us.

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For more information, contact Lauren Geary ([lgeary@aap.org](mailto:lgeary@aap.org))



## Recommended NCE Sessions

### Saturday 10/21

8:30 – 10:00am

**I2202: Strategies to “Spark” Positive Parenting, Early Relational Health and Child Development in Primary Care** Location: CC, 143C

2:00 - 3:00pm

**S2501 Multigenerational Trauma: Promoting Safe, Stable, Nurturing Relationships** Location: CC, 202A

### Sunday 10/22

8:30 - 10:00am

**I3203: How to Include Screening for Social Emotional Health in Your Practice (Repeats as I4515)** Location: CC, 149

9:00 - 10:00am

**S3301 Translating Science into Resilience: Implementing TIC in your Pediatric Practice** Location: CC, Rm. 206

### Monday 10/23

8:30 – 4:30pm

**H4003: Council on Foster Care Adoption and Kinship Care Program: Serving Youth in Transition from Foster Care to Adulthood** Location: MM Ballroom Salons 12-13

9:00 - 10:00am

**S4302: Beyond our Biases: Understanding and Overcoming Biases within the Child Welfare System** Location: CC, 151B

### Monday Plenary

**Leveraging Relationships To Address the Pediatric Mental Health Crisis**

Joan Jeung, MD, MPH, FAAP

Pediatricians serve on the front lines of the pediatric mental health crisis and are well-positioned to address mental health symptoms and promote social-emotional wellness. This session will explain how pediatricians can use a healthy mental development framework to promote resilience and build safe, stable, nurturing family relationships to buffer the impacts of trauma and stress.

**Access Conference  
Schedule Here →**



# Tell us about your Trauma-Informed Care Training Needs!

The American Academy of Pediatrics (AAP) is interested in learning more about current knowledge, practices, and resources relevant to trauma-informed care (TIC) among pediatric healthcare professionals. The AAP invites pediatricians and other pediatric healthcare professionals to participate in a brief survey to assess needs related to training on TIC. Survey results will be used to develop resources and learning opportunities for those who care for the pediatric population.

Respond using the QR code!



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# Family Snapshots: Life During the Pandemic


The AAP, in collaboration with the CDC, Prevent Child Abuse America, and Tufts Medical Center, surveyed 9,000 parents and caregivers to measure the impact of the pandemic on family life.

Access reports, videos, infographics, and more at [AAP.org/FamilySnapshots](https://AAP.org/FamilySnapshots). →



## Key Findings: Infographic Series

family snapshots:  
**NAVIGATING CHILD DISCIPLINE AND FAMILY RELATIONSHIPS**



**Parenting through the COVID-19 pandemic is challenging.**  
Stay-at-home orders and household disruptions caused by the pandemic may have added stress on family relationships. This may have affected parenting practices, including child discipline. Additionally, some families

**The Challenges of Parenting During the Pandemic**  
1 in 6 caregivers reported spanking their child(ren) in the past week and 1 in 2 parents reported yelling or threatening their child.

**Navigating Child Discipline and Family Relationships**  
Parenting through the COVID-19 pandemic is challenging, and family relationships are facing additional stress. This infographic summarizes key findings from the Family Snapshot Reports and shares strategies for supporting families and promoting positive discipline strategies.

family snapshots:  
**NAVIGATING THROUGH SCHOOL AND CHILDCARE CLOSURES**



**Concrete and economic supports create positive foundations for families to thrive.**  
Such supports include access to meals, medical or therapeutic care, paid leave, flexible work schedules, and quality childcare and education. However, the COVID-19 pandemic restricted these supports by closing schools and

**The Challenges of School and Childcare Closures**  
Caregivers experienced worry, stress, and extreme concern due to school and childcare closures.  
1 out of 2 caregivers worried their youngest school-aged child fell behind in school. About half of those caregivers constantly felt stressed, nervous, or overwhelmed.

**Navigating Through School and Childcare Closures**  
Families with children faced significant disruptions to their daily lives due to pandemic-related school and childcare closures. This infographic summarizes key findings from the Family Snapshot Reports and highlights different ways of supporting families as they navigate through residual challenges as a result of these closures.

family snapshots:  
**NAVIGATING THROUGH ECONOMIC STRESS**



**Concrete and economic supports create positive foundations for families to thrive.**  
Such supports include clothing, food, medical care, paid leave, quality childcare and education, and safe shelter. However, the COVID-19 pandemic restricted these supports by disrupting employment, draining finances, and increasing

**The Challenges of Economic Stress**  
Caregivers lost their jobs or had to change their hours due to being furloughed, an employer cutting hours, or reducing hours to provide care for a family member.  
From March to November 2020,

**Navigating Through Economic Stress**  
Families endured a number of financial hardships during the pandemic. This infographic summarizes key findings from the Family Snapshot Reports and outlines practical strategies for supporting families as they navigate economic challenges during the pandemic and recovery.

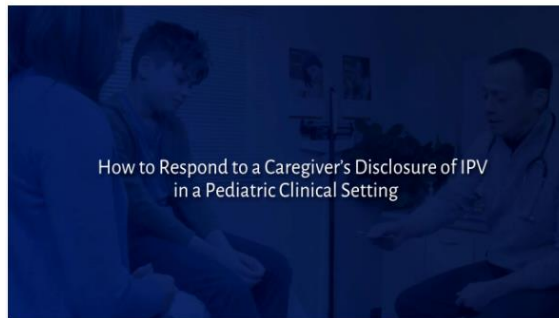
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# Intimate Partner Violence Resources @ AAP

Pediatricians are an important resource for families experiencing IPV and should be aware of the profound effects of exposure to IPV on children. **The AAP has several resources to assist pediatricians in providing support to families who have experienced IPV.** Learn more and access resources at [AAP.org/IPV](https://aap.org/IPV).

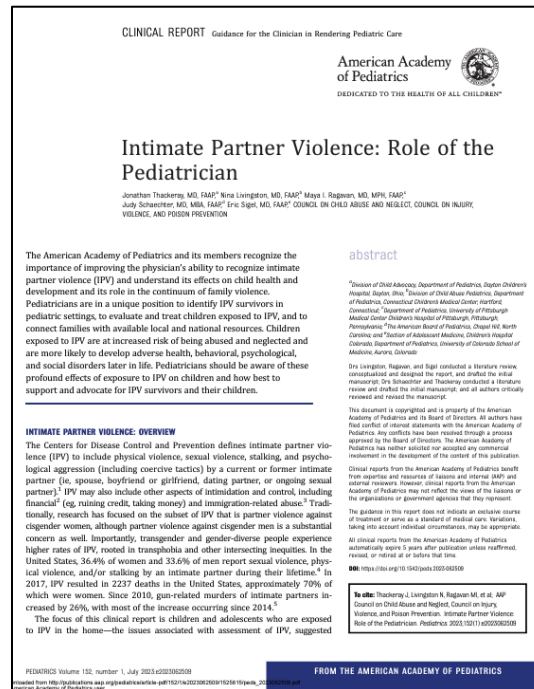


## How to Respond to a Caregiver's Disclosure of IPV in a Pediatric Clinical Setting

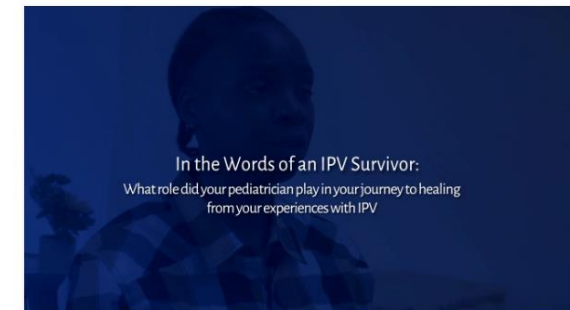
This video demonstrates how pediatricians can use elements of CUES – an evidence-based intervention to address domestic and sexual violence—to support caregiver(s) before and during a disclosure of intimate partner violence.

View

## Video Case Vignettes



## New Clinical Report Published June 2023



## My Pediatrician's Role in My Healing Journey

View

## Short Video Series: In the Words of a Survivor





## Section on Developmental and Behavioral Pediatrics Priorities

- Practice and workforce viability: AAP *SODBP Developmental and Behavioral Pediatrics Workforce Action Plan*
- Advocacy and advocacy skills development
- Justice and Equity
- Supporting primary care pediatrics
- Developing and supporting trainees and early career physicians
- Member communication and engagement

Scroll down to  
**"Initiatives and Events"**



# SODBP Executive Committee and Liaisons

## Executive Committee

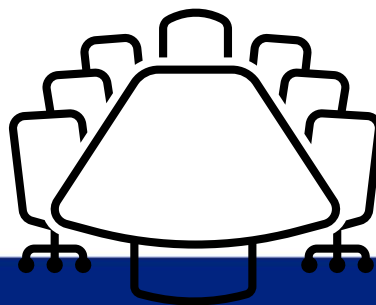
- Peter J. Smith, MD, MA, FAAP, Outgoing Chair
- Jennifer Poon, MD, FAAP, Incoming Chair
- Carol Weitzman, MD, FAAP, Immediate past chair
- Yi Hui Liu, MD, MPH, FAAP
- Adiaha Spinks-Franklin, MD, MPH, FAAP
- Jennifer Walton, MD, MPH, FAAP
- Jennifer Zubler, MD, FAAP
- Marilyn Augustyn, MD, FAAP (beginning November 1, 2023)

## Liaisons

- Beth Ellen Davis, MD, MPH, FAAP, Section member of COPACFH
- Jessica Foster, MD, MPH, FAAP, COCWD Liaison
- Susheel Khetarpal, MD, FAAP, SOPT Liaison
- Amy Kelly, MBA, MNM, Family Liaison

## Additional Leadership Roles

- Sonia Monteiro, MD, FAAP, Newsletter editor
- John Takayama, MD, MPH, FAAP, Membership/Advocacy Co-Chair



# Join the Section on Developmental and Behavioral Pediatrics!

## Member Benefits

- Bi-annual newsletter
- Bi-weekly *Opportunities & Resources* email communications
- Policy authorship opportunity  
Policy Peer Review & mentorship
- Opportunity to contribute to education at the National Conference & Exhibition
- Advocacy Conference Scholarships
- Scholarships to attend the National Conference, Advocacy Conference, DBP Course



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# Providing Technical Assistance on Mental Health Care, Pediatric Mental Health Care Access (PMHCA) Programs

**Aim:** Build **capacity** of pediatricians and other pediatric primary care professionals (PCPs) to:

- Better **support** the mental and relational health needs of children, adolescents, and families, and
- Effectively **connect** with Pediatric Mental Health Care Access Programs (PMHCA) for support and teleconsultation.



Learn More:



# AAP PMHCA Program Cooperative Agreement

## AAP, AAFP & NAPNAP 2023 Chapter Funding Awardees

### AAP Chapter Awardees

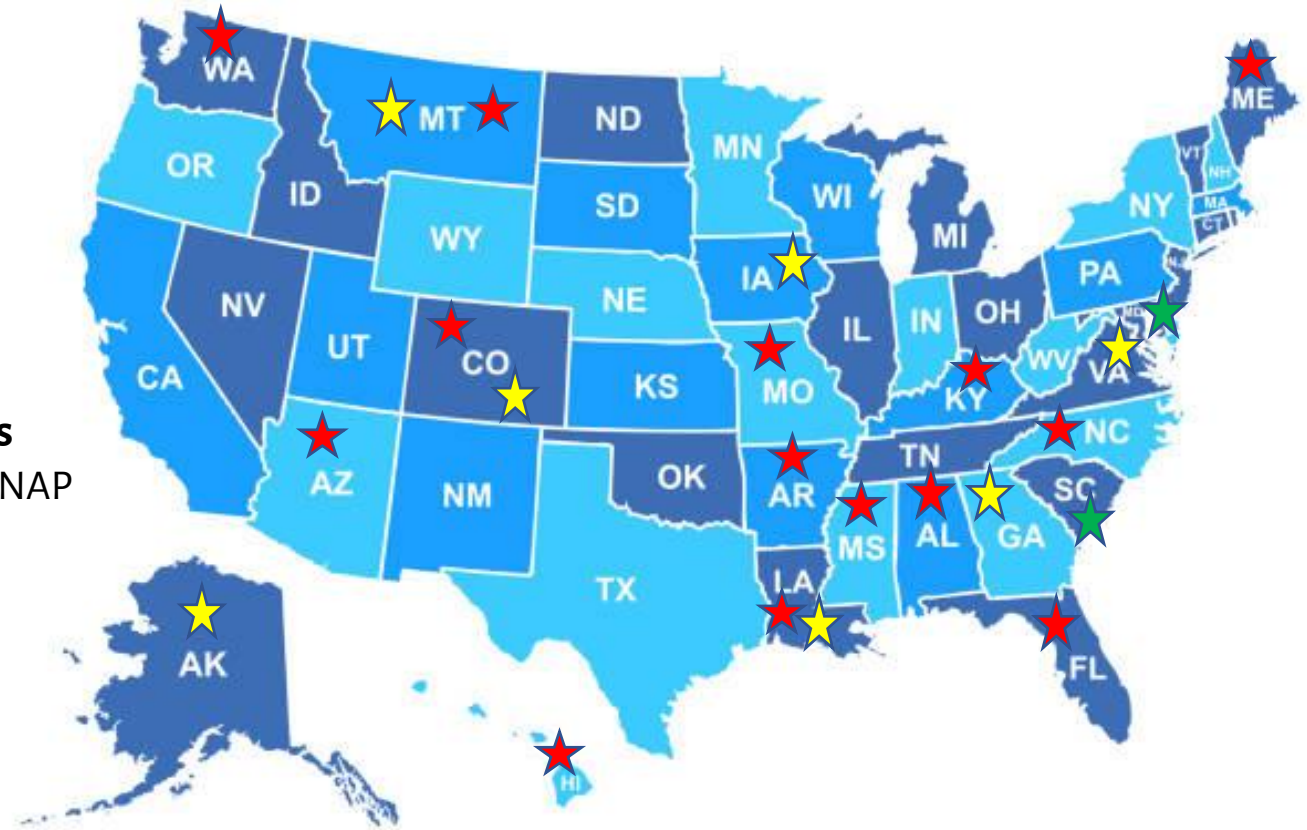
1. Alabama AAP Chapter
2. Arizona AAP Chapter
3. Arkansas AAP Chapter
4. Colorado AAP Chapter\*
5. Florida AAP Chapter
6. Hawaii AAP Chapter
7. Kentucky AAP Chapter
8. Louisiana AAP Chapter\*
9. Maine AAP Chapter
10. Mississippi AAP Chapter
11. Missouri AAP Chapter
12. Montana AAP Chapter\*
13. North Carolina Pediatric Society
14. Washington AAP Chapter

### AAFP Chapter Awardees

1. Alaska AAFP Chapter
2. Colorado AAFP Chapter\*
3. Georgia AAFP Chapter
4. Iowa AAFP Chapter
5. Louisiana AAFP Chapter\*
6. Montana AAFP Chapter\*
7. Virginia AAFP Chapter

### NAPNAP Chapter Awardees

1. Maryland Chesapeake NAPNAP Chapter
2. South Carolina NAPNAP Chapter



\* States with AAP and AAFP awards

★ AAFP Chapters   ★ AAP Chapters   ★ NAPNAP Chapters

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Do you have questions about  
youth and social media?



**We're here  
to help!**

**AAP.ORG/SOCIALMEDIA**



CENTER OF EXCELLENCE  
**Social Media and  
Youth Mental Health**

FROM THE AMERICAN ACADEMY OF PEDIATRICS

## AAP Center of Excellence on Social Media and Youth Mental Health

The American Academy of Pediatrics Center of Excellence on Social Media and Youth Mental Health is dedicated to creating a healthy digital ecosystem for children and adolescents

Visit our webpage to learn more about our:

- Q&A Portal
- Tools
- Multimedia Resources
- And more!

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