

# Developmental-Behavioral Pediatrics (DBP) Training Program Fact Sheet

## PROGRAM PURPOSE

The purpose of the Developmental-Behavioral Pediatrics (DBP) Training Program is to increase access to evaluation and services for children with a wide range of developmental and behavioral concerns, including autism. The intent of the program is to train the next generation of leaders in DBP and build the workforce capacity to evaluate, diagnose or rule out developmental disabilities (DD), including autism, as well as other behavioral health concerns, and support research and clinical care in the broad range of behavioral, psychosocial, and developmental issues.

This is accomplished through:

- Preparing DBP fellows and other long-term trainees for leadership roles as teachers, investigators, and clinicians.
- Providing pediatric practitioners, residents, and medical students with essential biopsychosocial knowledge and clinical expertise.
- Provide technical assistance (TA) to strengthen systems of care for children who may have autism/DD and their families.

## PROGRAM PROFILE

MCHB currently funds 13 programs with an annual total of approximately \$3,440,000. The next competition for Developmental Behavioral Pediatrics Training grants is anticipated in FY 2028.



## PROGRAM IMPACT

**Trainees.** In FY 2021, the MCHB DBP Training Program prepared 63 long-term trainees, 650 medium-term trainees, and 2,648 short-term trainees. Over 30% of long-term trainees are from underrepresented racial groups and over 6% are Hispanic/Latino.

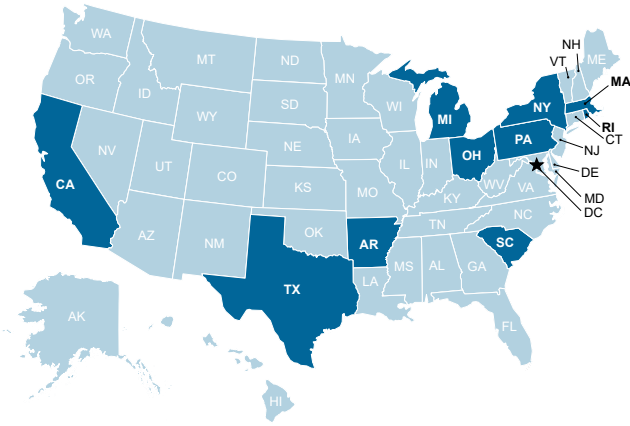
**Faculty.** In FY 2021, 208 DBP faculty members from across the network mentored fellows using innovative clinical and didactic curricula to increase the number of professionals ready to work with children with autism/DD and provided 439 continuing education events. Faculty, staff, and fellows successfully published 376 peer-reviewed journal articles and 534 other documents and presentations.

**Interdisciplinary Care.** In FY 2021, DBP programs conducted 20,257 diagnostic evaluations to confirm or rule-out DD, including autism.

**Title V.** In FY 2021, all DBP training programs reported collaborating with State Title V (MCH) agencies or other MCH-related programs on 422 activities in areas of service, training, continuing education, technical assistance, and product development.

Photo Credit: © jovannig/Adobe Stock

# Developmental-Behavioral Pediatrics (DBP) Training Program Fact Sheet



## PROGRAM LOCATIONS

### Arkansas

- University of Arkansas for Medical Sciences

### California

- Children's Hospital Los Angeles
- Stanford University
- University of California, Davis
- University of California, San Diego

### Massachusetts

- Boston Children's Hospital

### Michigan

- University of Michigan

### New York

- Albert Einstein College of Medicine

### Ohio

- Cincinnati Children's Hospital Medical Center

### Pennsylvania

- Children's Hospital of Philadelphia

### Rhode Island

- Rhode Island Hospital, Providence

### South Carolina

- Medical University of South Carolina, Charleston

### Texas

- Baylor College of Medicine

## DIVISION OF MCH WORKFORCE DEVELOPMENT (DMCHWD)

DMCHWD, part of the Health Resources and Services Administration's Maternal and Child Health Bureau, provides national leadership and direction in educating and training our nation's current and future leaders in maternal and child health (MCH). The Division also provides leadership through state and community-based capacity building programs.

Special emphasis is placed on the development and implementation of interprofessional, family-centered, community-based and culturally competent systems of care across the entire life course.

DMCHWD supports programs established in federal legislation (Title V of the Social Security Act, the American Rescue Plan Act, Autism CARES Act, and the 21st Century CURES Act) to complement state and local health agency efforts. DMCHWD partners with state MCH programs, academic institutions, professional organizations, and other health training programs of the federal government to ensure that MCH workforce development programs are grounded in emerging and evidence-based practices.