

2025-2026 ROVINSKY FAMILY LECTURESHIP SERIES

Wednesday, January 14, 2026 | 12:00 – 1:30 pm EST | Live Webinar



"NO...THEY WON'T GROW OUT OF IT;" AN INTRODUCTION TO BEHAVIORAL PEDIATRICS

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Osteopathic Medicine

PROGRAM DESCRIPTION

This presentation will introduce behavioral pediatrics, a subspecialty within applied behavior analysis emphasizing service to the pediatric primary care population. Behavioral pediatrics serves children and their families by applying behavior analytic principles to address routine behavior problems, behavior problems with medical dimensions, and medical compliance. Applied behavior analysis (ABA) is the science of human behavior with roots extending back to the early 20th century. The approach incorporates the discovery of environmental variables that reliably predict and influence socially important behaviors, and the development of a behavior change technology dedicated to improving the lives of all individuals (Cooper, Heron, & Heward, 2023). Unfortunately, this vision is incomplete as the technology of ABA has focused primarily on work with individuals with developmental disabilities, including those with autism, leaving concerns of the more mainstream population to practitioners offering a more traditional psychotherapeutic approach (Friman, 2010). Adding to the dilemma are parents of young children within the mainstream group whose problem behaviors are typical and rarely warrant a referral for more intensive intervention, but, left unaddressed, can develop into more serious problem behaviors with the potential for long-term adverse outcomes.

This population offers behavior analysts an opportunity to expand service delivery through partnerships with pediatricians and work in primary care settings. The presentation will describe the evolution of behavioral pediatrics and the scope of services provided by behavior analysts working in partnership with pediatricians or within primary care settings, including supportive health education and prescriptive behavioral treatments.

LEARNING OBJECTIVES

Based on the presentation, the participants will be able to:

- » Explain the rationale for expanding behavior analysis services through pediatric primary care partnerships
- » Describe a functionalist approach to problem conceptualization
- » Discuss at least one behavioral training method used in behavioral pediatrics
- » Name at least two clinical metafactors and why they are important in behavioral pediatrics

Level of Instruction: Intermediate

Credits Offered: NBCC, APA, ABAI, AOA

Cost: \$20, free for PCOM faculty, staff, alumni, students, clinical supervisors, \$15 PBTA

ABOUT THE PRESENTER

Barry McCurdy, PhD, NCSP, BCBA-D is a Clinical Professor of School Psychology in the School of Professional and Applied Psychology at Philadelphia College of Osteopathic Medicine. His research and clinical interests are focused on prevention and intervention strategies for students with emotional and behavioral disorders. His work in this field has led to several grant-funded prevention/early intervention initiatives, including the development and evaluation of multi-tiered systems of support (MTSS) in urban and alternative school settings, school-based parent training, and teacher training in class-wide positive behavior support. More recently, with colleagues from Devereux and the Children's Hospital of Philadelphia, Dr. McCurdy has been involved in the development and evaluation of a model for school-based mental health integrated within an MTSS framework. In addition to his work in the schools, Dr. McCurdy is an active member of several professional organizations concerned with school psychology, special education, behavior analysis and school-based behavioral health.

SUGGESTED READINGS

- Bruni, T.P., & Lancaster, B.M. (2019). Applied behavior analysis in pediatric primary care: Bringing ABA to scale. *Behavior Analysis: Research and Practice*, 19(1), 5–13. <https://doi.org/10.1037/bar0000152>
- Chorpita, B. F., Daleiden, R. L., Park, A. L., Ward, A. M., Levy, M. C., Cromley, T., Chiu, A. W., Letamendi, A. M., Tsai, K. H., & Krull, J. L. (2017). Child STEPs in California: A cluster randomized effectiveness trial comparing modular treatment with community implemented treatment for youth with anxiety, depression, conduct problems, or traumatic stress. *Journal of Consulting and Clinical Psychology*, 85(1), 13–25. <https://doi.org/10.1037/ccp0000154>
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2023). *Applied behavior analysis* (3rd ed.). Pearson.
- Dishion, T., Forgatch, M., Chamberlain, P., & Pelham, W. E. (2016). The Oregon model of behavior family therapy: From intervention design to promoting large-scale system change. *Behavior Therapy*, 47(6), 812–837. <https://doi.org/10.1016/j.beth.2016.05.004>
- McGinnis, J. C. (2024). Introduction to primary care behavioral pediatrics: A guide for behavior analysts. Routledge.
- Slane, M., & Lieberman-Betz, R. G. (2021). Using behavioral skills training to teach implementation of behavioral interventions to teachers and other professionals: A systematic review. *Behavioral Interventions*, 36(4), 984–1002. <https://doi.org/10.1002/bin.1828>

CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine.



PSYCHOLOGISTS: Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



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Further information about the Refund/Cancellation Policy and any other questions may be obtained by contacting the Coordinator of Continuing Education, PCOM School of Professional and Applied Psychology, at SPAP-CE@pcom.edu.