Purpose of this report

The purpose of this report is to provide feedback to the developmental-behavioral pediatrics community regarding content areas of strength and weakness, information which may be useful for identifying potential gaps in knowledge and guiding the development of educational materials. Using data from the American Board of Pediatrics' (ABP) Maintenance of Certification Assessment for Pediatrics (MOCA-Peds), this report summarizes diplomate performance on the questions within each of the 50 content areas assessed in 2022.

MOCA-Peds content areas

In 2022, MOCA-Peds—Developmental-Behavioral Pediatrics consisted of questions from a total of 50 content areas, broken down as follows:

- 45 learning objectives¹ Each diplomate initially received one question from each of the 45 specific content areas drawn from the developmental-behavioral pediatrics content outline.
- Four featured readings¹ Each diplomate also received two questions per featured reading (eg, clinical guidelines, journal articles) for a total of eight featured reading questions.
- One emerging topic Diplomates also received one question pertaining to a timely or pressing clinical pediatric issue.

A pool of questions was developed for each learning objective and for each featured reading. Questions were then drawn from the pool and administered to diplomates throughout 2022 according to the specifications described in the bulleted list above.

Understanding this report

This report provides a graphical summary of diplomate performance on each of the 50 content areas assessed in 2022. Within the graphic and in the example below, the point (•) reflects the average percent correct for all questions within that learning objective or featured reading. The bar (—) reflects the range of percent correct values for the questions within that learning objective or featured reading. More specifically, the bar's lower endpoint indicates the most difficult question (ie, answered correctly by the lowest percentage of diplomates) and the bar's upper endpoint indicates the easiest question (ie, answered correctly by the highest percentage of diplomates).



¹Each diplomate also received 15 "repeat" questions selected from their original subset of learning objective and featured reading questions. Performance on the repeat administrations is not included in this report.

A note of caution

Many factors (eg, specific content of the question, wording of the question, plausibility of the incorrect answers) can impact diplomate performance on any question. It is thus difficult to determine if poor performance on a single question, or small set of questions, within a given content area reflects a true gap in diplomate knowledge or if the question(s) associated with that content area were difficult for other reasons (or some combination of both). Collectively, the entire set of MOCA-Peds questions (across all content areas) constitutes a psychometrically valid assessment of the diplomate's overall level of knowledge. Performance within a given content area is based on fewer questions, however, and is therefore less useful for making inferences about diplomate knowledge in that specific content area.

It is important to note again that for security reasons, a pool of questions was developed for each content area so that each diplomate received a unique set of questions. In addition, the number of questions can vary from one content area to the next. In cases where a content area had a relatively large pool of questions, the number of diplomates who answered each question was reduced, which diminished the statistical precision of each question's percent correct value. In cases where a content area had a relatively small number of questions, each question was answered by a larger number of diplomates, but the overall breadth of the content being assessed within that content area was constrained, which limits the generalizability of the results.

In other words, MOCA-Peds was designed to assess individual diplomates with respect to their overall level of knowledge in developmental-behavioral pediatrics. It was not designed to provide the pediatric community with diagnostic feedback pertaining to specific content areas within developmental-behavioral pediatrics. The results within this report may be informative and useful for that secondary purpose, but they should be interpreted with a degree of caution.

Additional notes

- To protect the security of the content of the assessment, the questions themselves, along
 with information about the number of questions in the pool for any particular learning
 objective or featured reading, are not provided in this report.
- This report contains data aggregated across many diplomates participating in the MOCA-Peds program and cannot be used to make inferences or draw conclusions regarding any particular diplomate.

2022 Content Area Feedback Report Developmental-Behavioral Pediatrics

	Learning Objective	0 P	Percent Correct 25 50 75 10		
	-	<u> </u>	-	+ +	
1.	Know the basic concepts of quality improvement science.			—	
2. 3.	Recognize common symptoms of attachment disorders at various ages. Know the developmental and behavioral outcomes associated with hypoxic–ischemic encephalopathy.		:	_	_
3. 4.	Know the language milestones of child development.		:		
5.	Differentiate conversion disorder from factitious disorder.		:	: :	
6.	Plan the management of a child with an anxiety disorder.				
7.	Practice guideline: Treatment for insomnia and disrupted sleep behavior in children and adolescents with		:	: :	
	autism spectrum disorder (Featured Reading)				•
8.	Evaluate a child with encopresis.				•
9.	Neurodevelopmental and Academic Outcomes in Children With Orofacial Clefts: A Systematic Review		:	:	
	(Featured Reading)				
10.	Know risk factors for infant maltreatment.				-
11.	Know the management for a child with epilepsy and ADHD.				•
12.					-
13.	Differentiate nightmares from sleep terrors.		: : :	<u>:</u> :	-
	Interpret adaptive behavior assessments.				•
15.	Monitor for side effects in a child being treated with an SSRI.		:	: :	
16.	Understand the concept of evidence–based practice.		:	: :	-
	Understand strategies for youth suicide prevention (Emerging Topic)		:		
18. 19.	Know the developmental and learning profiles in children with muscular dystrophies. Describe components of evidence–based parent training programs.				
	Formulate the etiologic evaluation of a child with ASD.			: :	
21.	Plan the management of a preschool–age child who is pulling out their hair.		:	: :	-
22.	Know methods to assess for ASD.		:	: :	-
	Know the treatment options for gender dysphoria in adolescents.		:		
					•
25.	Recognize youth with anorexia nervosa.		:	: :	-
26.	Counsel parents of a child with a phobia.				•
27.	Identify methods of prevention and management of behavioral problems developing after illness or				
	hospitalization.		:	<u> </u>	
28.	Pediatrician Guidance in Supporting Families of Children Who Are Adopted, Fostered, or in Kinship Care (Featured Reading)				-
29	Society for Developmental and Behavioral Pediatrics Clinical Practice Guideline for the Assessment and		:	: :	
25.	Treatment of Children and Adolescents with Complex Attention – Deficit/Hyperactivity Disorder (Featured				
	Reading)				
30.	Counsel an adolescent who reports difficulty falling asleep at night.		;	: :	-
	Understand the components of a successful bullying prevention program.		:	: :	•
32.	Identify the concepts taught in parent training programs.				•
33.	Assess adolescent alcohol use for alcohol use disorder.		· ·	: :	•
34.	Know management strategies for a child with developmental coordination disorder.				•
35.	Know the appropriate educational interventions and accommodations for children with learning				
	disabilities.				
36.	Recognize the investigators' responsibility when enrolling a person with cognitive limitations in a				•
	research study.				
37.	Describe the situations in which it is appropriate to use FDA-approved non-stimulant medications in the				
	treatment of ADHD.		:	:	
38.	Recognize the symptoms of disorders of written expression.				•
	Counsel regarding potential effects from prenatal toxin exposure.		:	: :	•
40.	Know methods to assess a child's or adolescent's attention span, impulsivity, and hyperactivity.		:		_
41.	Identify the appropriate educational interventions and accommodations for a child with ID. Apply the diagnostic criteria for ADHD in children with ID.		:	: :	
	Apply the diagnostic criteria for intermittent explosive disorder.		•	: :	
	Summarize the young adult outcomes for ADHD.		:	1	
45.	Know genetic mechanisms that contribute to the etiology of developmental and behavioral disorders.			<u>:</u>	
46.	Categorize the different types of cerebral palsy.				
	Know the developmental and behavioral features of fetal alcohol spectrum disorders.				
48.	Apply the diagnostic criteria for ASD.				
_	Apply the clinical use of antipsychotic medications for problems seen in developmental and behavioral			: <u>; ;</u>	
	pediatrics.				
50.	Know the educational interventions for children with reading disorders.				•