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 49 content areas assessed in 2020.

MOCA-Peds content areas

In 2020, MOCA-Peds—Developmental-Behavioral Pediatrics consisted of questions from a total of 49 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.

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 2020 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 49 content areas assessed in 2020. 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.

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Percent Correct 100 0 Learning Objective Know the impact of deafness on academic achievement. Guidelines for adolescent depression in primary care (GLAD-PC): Part II Treatment and ongoing management (Featured Reading) 3. Understand the applications of behavior theory. Differentiate between disease incidence and prevalence. Guidelines for adolescent depression in primary care (GLAD-PC): Part I Practice preparation, identification, and initial management (Featured Reading) Comparative efficacy and tolerability of medications for attention-deficient hyperactivity disorder in children, adolescents and adults: a systematic review and network meta-analysis (Featured Reading) Differentiate between ODD and other externalizing disorders. 8. Interpret a three-generation pedigree. Know the behavioral management of ADHD that can be utilized in the classroom. 9. Develop a plan for addressing resistance to toilet training. Know the developmental and behavioral characteristics of children with sex chromosome disorders. Apply Piaget's theory of cognitive development to practice Know the impact of a child's illness on child behavior and family functioning. Understand children's reactions to death in the family Know the effects of commonly used medications on sleep. 15. The impact of antidepressant dose and class on treatment response in pediatric anxiety disorders: a meta-analysis (Featured Reading) Know the etiology and risk factors for ID. Recommend treatment for a child with repetitive behaviors and habits Interpret cognitive assessment results. 19. Know the differential diagnosis for ASD. Know the differential diagnosis of somatic disorders. Manage a child or adolescent who is being bullied in school. 23. Understand the etiology and environmental contributors to PTSD. Understand the impact of prematurity on motor development. Understand the skills necessary for reading. 25. 26. Manage a child with bedtime resistance. 27. Know the differential diagnosis for ID. Understand the components of IDEA. 28. Know the medical differential diagnosis for ADHD. Understand the behavioral intervention strategies for children with ASD Know how to evaluate a school-age child with aggressive behavior. 32. Know the diagnostic criteria for depressive disorders. Manage a child with picky eating. Identify child and family factors that affect adherence to treatment plans. 34 Apply the different definitions for learning disabilities to children with school problems. Know the evaluation for ADHD in preschool-age children. 37. Recognize the signs and symptoms of phobias and anxiety disorders. Differentiate between special education and 504 supports 38. Counsel regarding sexual behavior throughout development. Counsel about sexuality in individuals with developmental disabilities. 40. Manage a patient with encopresis. 42. Implement pharmacologic interventions for emotional and behavioral disorders in children with ID. Know the common developmental and behavioral sequelae of chronic neglect. Understand the complications associated with cerebral palsy. 45. Recognize the benefits and drawbacks of inclusion on child education. Recognize how poverty relates to development and behavior. Understand the impact of exposure to more than one language on language development. Recognize the comorbid conditions to ASD. Understand the consequences of tobacco exposure and use.

Sample: Included in the sample were all diplomates who currently have a Part 3 (exam) requirement that could be fulfilled through MOCA–Peds and answered at least one question in 2019 (N = 161).