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 47 content areas assessed in 2021.

MOCA-Peds content areas

In 2021, MOCA-Peds—Developmental-Behavioral Pediatrics consisted of questions from a total of 47 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.
- Two featured readings¹ Each diplomate also received two questions per featured reading (eg, clinical guidelines, journal articles) for a total of four 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 2021 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 47 content areas assessed in 2021. 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.

2021 Content Area Feedback Report Developmental-Behavioral Pediatrics

			Percent Correct			
	Learning Objective	0	25	50	75	100
1.	Understand informed consent.	'			•	
2.	Know the management of gender dysphoria.				•	_
3.	Understand the consequences of adolescent cannabis use.		:		-	_
4.	Counsel families on the risk of recurrence of ASD.		•		-	_
5.	Recognize the association between media exposure and adolescent behavior.				-	_
6.	Evaluate a child with an oral motor feeding problem.			•	-	_
7.	Understand the role of joint attention in the evaluation of children with ASD.				-	
8.	Understand the physical findings and the evaluation of a child with hypotonia.				-	-
9.	Differentiate between acute grief and clinical depression.	_			•	
10.	Understand the role of DNA methylation in gene–environment interactions.				•	_
11.	Plan the management of a child with somatic symptoms not fully explained by a medical condition.				-	
12.	Know the effects of chronic health conditions on child development.			•	•	<u> </u>
13.	Apply the principles of transition to adulthood planning for youth with ID.				-	—
14.	Know the range of treatments for conduct disorder.				-	_
15.	Plan the management of a child with ADHD and comorbid tics.					
16.	Know the developmental and behavioral characteristics of individuals with myelodysplasia.					
17.	Understand the natural history of ADHD.				-	
18.	Counsel regarding normal variation in childhood fears and anxiety.				_	•
19.	Evaluate a patient with enuresis.					ullet
20.	Recognize the cognitive phenotypes of children with Down syndrome.					•
21.	Understand the processes involved in cortical plasticity.				-	•
22.	Implement appropriate laboratory evaluations for global developmental delay.					•
23.	Describe the appropriate management for learning disability.					•
24.	Know the differential diagnosis of language disorders.					•
25.	Know the medical evaluation of a child with ID.					•
26.	Understand the association between coercive parenting and externalizing behaviors.				-	•
27.	Know the motor milestones of child development.					•
28.	Plan the management of a patient with OCD.					•
29.	Distinguish statistical significance from clinical importance.					
30.	Evaluate a child with sleep disturbance.					•
31.	Understand how timing of nutritional deficiencies can affect development.					•
32.	Know the factors associated with functional outcomes in children with ASD.					•
33.	Plan the evaluation of a child with staring spells.					•
34.	Recognize the side effects of stimulant medication in the treatment of ADHD.					•
35.	Recognize the role of temperament in clinical practice.					•
36.	Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of					
	Attention-Deficit/Hyperactivity Disorder in Children and Adolescents (Featured Reading)					•
37.	Understand the impact of vision impairment on development.					•
38.	Executive Summary: Identification, Evaluation, and Management of Children with Autism Spectrum Disorder					
	(Featured Reading)					•
39.	Plan the management of a child with ODD.					•
40.	Understand the parameters of confidentiality of pediatric patients to physicians.					•
41.	Know the risk factors of obstructive sleep apnea.					•
42.	Provide counseling regarding childhood stuttering.					•
43.	Know the benefits of early intervention on children's development.					•
44.	Describe the natural history of tics and tic disorders.					•
45.	Manage a child who has experienced psychological maltreatment.					•
46.	Know the indications and side effects of alpha-agonists.					•
47.	Identify risks for suicidal ideation in a teenager.					•

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 2021 (N = 226).