

ADOLESCENCE AND DEVELOPMENTAL PSYCHOLOGY PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which hormones contribute to the adolescent growth spurt?**
 - A. Insulin and cortisol.
 - B. Growth hormone, thyroid hormones, and androgens.
 - C. Melatonin.
 - D. Oxytocin and prolactin.
- 2. In longitudinal studies, what is a common threat to validity due to participants dropping out?**
 - A. Attrition
 - B. Selection bias
 - C. Instrument decay
 - D. Experimenter bias
- 3. What is a cohort-sequential design and why is it used in adolescence research?**
 - A. A simple longitudinal study only.
 - B. A design combining cross-sectional and longitudinal elements to separate age effects from cohort effects.
 - C. A cross-sectional study only.
 - D. A qualitative interview method.
- 4. Bronfenbrenner's macrosystem refers to which of the following?**
 - A. Microsystem
 - B. Exosystem
 - C. Chronosystem
 - D. Macrosystem
- 5. Which puberty-driven process produces secondary sexual characteristics?**
 - A. Pubertal hormonal changes (gonadarche/adrenarche)
 - B. Growth spurts
 - C. Sleep cycle shifts
 - D. Changes in appetite

- 6. Divided attention refers to the ability to:**
- A. Focus on a single task with high efficiency.
 - B. Focus on more than one task at the same time.
 - C. Ignore all distractions completely.
 - D. Switch rapidly between tasks without loss of performance.
- 7. Which brain region is linked to the development of attention in adolescence?**
- A. Occipital lobe
 - B. Cerebellum
 - C. Brainstem
 - D. Prefrontal cortex
- 8. What is a structured observation?**
- A. A laboratory situation set up to evoke behavior, allowing all participants to display the behavior.
 - B. An informal interview in natural settings.
 - C. An unstructured observation in the field.
 - D. A long-term ethnographic study.
- 9. Name a protective factor that reduces adolescent risk-taking.**
- A. Low parental monitoring
 - B. Negative peer networks
 - C. Supportive school climate
 - D. Strong family connectedness
- 10. What type of thinking takes place in the prefrontal cortex?**
- A. Planning ahead, intuitive decision making, evaluating risks and rewards.
 - B. Spatial navigation and motor coordination.
 - C. Basic reflexive responses.
 - D. Short-term memory encoding.

Answers

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1. B
2. A
3. B
4. D
5. A
6. B
7. D
8. A
9. D
10. A

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Explanations

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1. Which hormones contribute to the adolescent growth spurt?

- A. Insulin and cortisol.
- B. Growth hormone, thyroid hormones, and androgens.**
- C. Melatonin.
- D. Oxytocin and prolactin.

A rapid adolescent growth spurt comes from a coordinated rise in growth-promoting signals, especially growth hormone interacting with thyroid hormones and sex steroids. Growth hormone drives the lengthening of bones by stimulating chondrocyte proliferation at the growth plates and boosting IGF-1, which acts on bone and cartilage to lengthen the skeleton. Thyroid hormones are essential for normal growth and help tissues respond to growth hormone; without adequate thyroid hormone, growth slows even if GH is present. Androgens surge during puberty and markedly accelerate growth by boosting protein synthesis and bone formation, while also increasing the growth plates' sensitivity to GH and IGF-1. This combination—GH providing the main growth signal, thyroid hormones enabling and sustaining growth, and androgens driving the rapid increase in height during puberty—produces the adolescent growth spurt. Other choices don't play the primary role: insulin and cortisol aren't the central drivers of the pubertal growth surge, melatonin is related to sleep, and oxytocin with prolactin are tied to other reproductive or lactational functions rather than the height increase seen in adolescence.

2. In longitudinal studies, what is a common threat to validity due to participants dropping out?

- A. Attrition**
- B. Selection bias
- C. Instrument decay
- D. Experimenter bias

Attrition is when participants drop out of a study over time. In longitudinal designs, this loss of participants can threaten validity because those who leave the study may differ in important ways from those who stay, leading to biased estimates of trends or effects. If dropouts are related to the outcome or to key characteristics, analyses based only on remaining participants can overstate or understate true relationships, and the study loses statistical power as the sample shrinks. This is distinct from selection bias (bias in how participants are chosen at the start), instrument decay (measurement tools becoming less reliable over time), or experimenter bias (the researcher's expectations influencing measurements). Mitigation includes retention efforts and statistical approaches that handle missing data, like methods assuming data are missing at random.

3. What is a cohort-sequential design and why is it used in adolescence research?

- A. A simple longitudinal study only.
- B. A design combining cross-sectional and longitudinal elements to separate age effects from cohort effects.**
- C. A cross-sectional study only.
- D. A qualitative interview method.

A cohort-sequential design blends cross-sectional and longitudinal methods by following several age cohorts over multiple time points. This approach lets researchers see how people change with age while also separating differences that come from being born in different years (cohort effects) from changes caused by aging itself or by the period of measurement. In adolescence research, this is especially helpful because teen development happens quickly and the social context keeps changing (technology, schooling, policies). By studying younger and older teens at the same times and tracking them over time, you can map true age-related developmental trajectories while minimizing confounding influences from cohort-specific experiences. It's also more efficient than waiting for a single group to age through the entire interval, and it broadens the generalizability since multiple cohorts are included, though it requires careful planning and analysis to handle multiple groups and potential dropout.

4. Bronfenbrenner's macrosystem refers to which of the following?

- A. Microsystem
- B. Exosystem
- C. Chronosystem
- D. Macrosystem**

The broad cultural and societal context that shapes development is the macrosystem. This layer encompasses the values, beliefs, laws, norms, and resources of a culture or society, which filter down to influence how families, schools, and communities operate. Think of how national policies, economic conditions, religious or ethnic traditions, and general worldviews set the stage for what adults consider appropriate, how much support is available, and what opportunities children encounter. Because it reflects the overarching climate in which a child grows, the macrosystem helps explain why different cultures or time periods can produce different child-rearing practices and developmental experiences. Other levels fit inside this larger context. The immediate settings a child interacts with daily—like family and school—are the microsystem. Settings the child doesn't directly enter but that still affect them indirectly, such as a parent's workplace, fall into the exosystem. The chronosystem adds the dimension of time, capturing life changes and historical shifts that alter the other systems over the life course.

5. Which puberty-driven process produces secondary sexual characteristics?

- A. Pubertal hormonal changes (gonadarche/adrenarche)**
- B. Growth spurts
- C. Sleep cycle shifts
- D. Changes in appetite

Secondary sexual characteristics are produced by pubertal hormonal changes. The activation of the gonads (gonadarche) and adrenal glands (adrenarche) raises sex steroids like estrogen and testosterone, triggering physical markers of maturation such as breast development, pubic and underarm hair, and voice changes. Growth spurts occur due to growth hormones and sex hormones but aren't the traits themselves. Sleep-cycle shifts and appetite changes reflect broader puberty effects rather than the specific sexual-maturation markers.

6. Divided attention refers to the ability to:

- A. Focus on a single task with high efficiency.
- B. Focus on more than one task at the same time.**
- C. Ignore all distractions completely.
- D. Switch rapidly between tasks without loss of performance.

Divided attention is the ability to distribute attention across two or more tasks at once. Our cognitive resources are limited, so trying to handle multiple activities simultaneously means sharing those resources between tasks, which often affects performance on one or both tasks. This fits with the idea of focusing on more than one task at the same time. In contrast, focusing on a single task reflects selective or focused attention, ignoring distractions is about filtering irrelevant input, and rapid switching between tasks describes task-switching rather than truly doing two tasks at once.

7. Which brain region is linked to the development of attention in adolescence?

- A. Occipital lobe
- B. Cerebellum
- C. Brainstem
- D. Prefrontal cortex**

Attention during adolescence is largely supported by the maturation of the prefrontal cortex, the brain's center for higher-order control. This region governs top-down attention—keeping goal-directed focus, selecting relevant information, and suppressing distractions. As adolescents grow, the prefrontal cortex continues to develop through processes like pruning and increased myelination, strengthening cognitive control and the ability to sustain and switch attention as tasks demand. The prefrontal cortex also works with parietal areas to guide attentional shifts and maintain task goals over time, which is key for improved attention during adolescence. In contrast, the occipital lobe mainly handles visual processing, the brainstem supports basic arousal and autonomic functions, and the cerebellum contributes to motor coordination and some timing-related cognitive functions but is not the central region underlying the development of attentional control in adolescence.

8. What is a structured observation?

- A. A laboratory situation set up to evoke behavior, allowing all participants to display the behavior.**
- B. An informal interview in natural settings.
- C. An unstructured observation in the field.
- D. A long-term ethnographic study.

A structured observation is a method where behavior is observed in a carefully arranged, controlled setting—often a laboratory—designed to elicit the specific behavior of interest and to keep conditions the same for every participant. This standardization helps researchers compare responses reliably across individuals because external factors are minimized and observers use consistent criteria. The described option fits this idea: a laboratory situation set up to evoke behavior, with all participants given the same opportunity to display it. In contrast, informal interviews in natural settings rely on self-report and are not focused on observing behavior under controlled conditions; unstructured observation in the field is naturalistic and flexible rather than standardized; and a long-term ethnographic study involves immersive, extended fieldwork to understand cultures or groups, not a controlled elicitation of a particular behavior.

9. Name a protective factor that reduces adolescent risk-taking.

- A. Low parental monitoring
- B. Negative peer networks
- C. Supportive school climate
- D. Strong family connectedness**

A protective factor that reduces adolescent risk-taking is the sense of strong family connectedness. When adolescents feel closely bonded to their family, they experience emotional support, open communication, and clear, consistent expectations. This connection helps them process peer and social pressures, turn to parents for guidance, and model prosocial behaviors. The family relationship acts as a stable foundation that buffers stress and reduces the appeal of risky actions, because teens trust that their family has their best interests in mind and they have a trusted source of advice and supervision. In contrast, low parental monitoring can leave teens without guidance or boundaries, and negative peer networks increase exposure to risky activities. A supportive school climate does offer protection by promoting norms and resources within the school, but it's the ongoing, everyday influence of a caring family that most directly shapes choices and coping strategies in adolescence.

10. What type of thinking takes place in the prefrontal cortex?

- A. Planning ahead, intuitive decision making, evaluating risks and rewards.**
- B. Spatial navigation and motor coordination.
- C. Basic reflexive responses.
- D. Short-term memory encoding.

Executive thinking in the prefrontal cortex involves planning ahead, evaluating risks and rewards, and guiding decisions. This is why this description best fits the prefrontal cortex: it coordinates goals, sequences actions, weighs possible outcomes, and adjusts behavior based on potential consequences. Other described functions point to different brain regions—spatial navigation and motor coordination rely more on hippocampal and motor networks; basic reflexive responses come from the brainstem; short-term memory encoding involves a broader memory network with the prefrontal cortex playing a supporting role rather than being defined by it. In adolescence, maturation of these executive processes continues, which helps explain ongoing development in planning and risk evaluation.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://adolescencedevpsych.examzify.com>

We wish you the very best on your exam journey. You've got this!

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