

DEVELOPMENTAL STAGES: INFANCY TO ADOLESCENTS PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://devstagesinfancytoadolescents.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

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

SAMPLE

- 1. Which statement about a 2-month-old's cognitive development is accurate?**
 - A. Sensorimotor development
 - B. Preoperational development
 - C. Concrete operational development
 - D. Formal operational development
- 2. At what approximate age do children typically pass false-belief tasks, indicating theory of mind development?**
 - A. About 4-5 years old
 - B. About 2-3 years old
 - C. About 6-7 years old
 - D. About 9-10 years old
- 3. Which statement best describes the role of the Zone of Proximal Development in education?**
 - A. It represents tasks a learner can perform with guidance but not yet independently; guiding supports scaffold learning
 - B. It represents tasks learners can already perform independently
 - C. It is the maximum difficulty a student can handle
 - D. It is unrelated to instruction
- 4. Which Eriksonian stage dominates early childhood and what is its core motivation?**
 - A. Initiative vs. Guilt
 - B. Trust vs. Mistrust
 - C. Autonomy vs. Shame and Doubt
 - D. Identity vs. Role Confusion
- 5. For a 3-year-old with temper tantrums, which strategy reflects appropriate guidance?**
 - A. Set limits on the child's behavior.
 - B. Ignore temper tantrums as normal.
 - C. Provide a vague explanation with no specifics.
 - D. Reward tantrums to draw attention.

- 6. What is the dominant Eriksonian stage of middle childhood and its main goal?**
- A. Industry vs. Inferiority; children strive to master skills and gain competence
 - B. Trust vs. Mistrust; forming attachments
 - C. Autonomy vs. Shame and Doubt; independence
 - D. Identity vs. Role Confusion; defining identity
- 7. Which statement about adolescent sleep needs is correct?**
- A. Adolescents need that amount of sleep every night.
 - B. Adolescents require less sleep than before.
 - C. Sleep patterns are unrelated to mood.
 - D. Sleep duration should be reduced on weekends.
- 8. Which motor skill is typical for a 4-year-old?**
- A. Hops on one foot for several steps
 - B. Draws a straight line
 - C. Reads simple words
 - D. Balances on one foot for two seconds
- 9. Puberty is the biological transition to reproductive maturity. Which statement accurately distinguishes primary and secondary characteristics and typical onset ages?**
- A. Primary characteristics are hormonal changes; Secondary are reproductive organs; Onset: girls around 8-13, boys around 9-14.
 - B. Primary characteristics are the reproductive organs; Secondary characteristics are physical changes such as breast development or facial hair; Onset: girls around 8-13, boys around 9-14.
 - C. Puberty involves cognitive changes only; Onset occurs around age 16.
 - D. Primary characteristics are physical growth spurts; Secondary characteristics are changes in mood; Onset: girls around 10-12, boys around 12-14.
- 10. Which term describes the range of tasks a learner can perform with guidance but not yet independently?**
- A. Zone of Proximal Development
 - B. Working Memory
 - C. Sensorimotor Stage
 - D. Attachment Security

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which statement about a 2-month-old's cognitive development is accurate?

- A. Sensorimotor development**
- B. Preoperational development
- C. Concrete operational development
- D. Formal operational development

Two-month-olds learn about the world by acting and sensing, which is the hallmark of the sensorimotor stage. In this period, cognition develops through reflexes and the infant's growing ability to coordinate senses with motor actions. They explore by looking, tracking, grasping, and reacting to new stimuli, and they begin to form simple cause-and-effect understandings through repeated actions (primary circular reactions). Language, symbolic thought, and logical reasoning haven't emerged yet, which is why later stages like preoperational, concrete operational, and formal operational don't fit an infant this age. Object permanence starts to solidify later in infancy, beyond two months, reinforcing that the primary cognitive framework here is sensorimotor.

2. At what approximate age do children typically pass false-belief tasks, indicating theory of mind development?

- A. About 4-5 years old**
- B. About 2-3 years old
- C. About 6-7 years old
- D. About 9-10 years old

Understanding that others can hold beliefs different from one's own is what false-belief tasks measure. When children pass these tasks, they show a theory of mind: they realize someone else can hold a belief about the world that is not the same as reality or their own knowledge, and that this belief can guide that person's actions. Most children reach this milestone around four to five years old. Prior to that, around two to three, children often assume others know what they know and have trouble recognizing that another person's beliefs may be false. Later on, by six to seven (and older) many children do pass, but the typical developmental window used in education and research is four to five years.

3. Which statement best describes the role of the Zone of Proximal Development in education?

- A. It represents tasks a learner can perform with guidance but not yet independently; guiding supports scaffold learning**
- B. It represents tasks learners can already perform independently
- C. It is the maximum difficulty a student can handle
- D. It is unrelated to instruction

The Zone of Proximal Development is about the gap between what a learner can do on their own and what they can do with help. In teaching, the goal is to work within this space by providing just the right amount of support—scaffolding—that lets the learner perform the task with guidance and then gradually do it independently as their competence grows. This is why the best statement describes tasks that the learner can perform with guidance but not yet independently, with the support helping to bridge toward independence. For example, a student might be able to solve a math problem with a teacher's hints and steps shown, and through practiced guidance they internalize strategies to do it alone later. It isn't about things the student can already do without help, nor about the absolute maximum difficulty they could handle with or without support, and it isn't unrelated to instruction.

4. Which Eriksonian stage dominates early childhood and what is its core motivation?

A. Initiative vs. Guilt

B. Trust vs. Mistrust

C. Autonomy vs. Shame and Doubt

D. Identity vs. Role Confusion

During early childhood, children begin to act with purpose and seek to undertake tasks with others. In Erikson's model, this is the stage of initiative versus guilt. The core drive here is initiative—the urge to start activities, plan play, and take on leadership in tasks and games. When adults and peers support these efforts, the child develops a sense of purpose and competence. If their attempts are continually thwarted or punished, they may feel guilty about acting on their impulses, which can undermine their willingness to take initiative. This is why initiative is the dominant motivational force in this period. For context, trust vs. mistrust is an infancy stage, autonomy vs. shame and doubt occurs in the toddler years, and identity vs. role confusion is associated with adolescence.

5. For a 3-year-old with temper tantrums, which strategy reflects appropriate guidance?

A. Set limits on the child's behavior.

B. Ignore temper tantrums as normal.

C. Provide a vague explanation with no specifics.

D. Reward tantrums to draw attention.

Temper tantrums are a normal part of a 3-year-old learning to communicate and cope with big feelings, so guiding them effectively hinges on setting clear, consistent limits. When adults establish predictable rules and follow through, the child knows what behavior is acceptable and what isn't, which reduces confusion and builds a sense of security. This approach pairs structure with empathy: acknowledge the emotion, then calmly state the expectation and offer a simple, concrete way to proceed. For instance, you can say, "We walk to the car. If you can't walk calmly, we'll take a ride in the car," and give the child a brief choice within the limit, like choosing between two acceptable actions. Praising the child when they use words or controlled behavior reinforces the positive pattern. Ignoring tantrums or giving vague explanations doesn't teach what's expected and can leave the child feeling unheard, while rewarding tantrums teaches the behavior that it's an effective way to get attention. The clear, consistent limits approach helps the child learn self-control and communication skills in a supportive way.

6. What is the dominant Eriksonian stage of middle childhood and its main goal?

- A. Industry vs. Inferiority; children strive to master skills and gain competence**
- B. Trust vs. Mistrust; forming attachments
- C. Autonomy vs. Shame and Doubt; independence
- D. Identity vs. Role Confusion; defining identity

During middle childhood, the focus is on industry versus inferiority. The main drive is to master skills and tasks—schoolwork, reading, sports, arts, and social abilities—and to gain a sense of competence from doing well and receiving encouragement. When children experience success and positive feedback, they develop a confident belief in their abilities and a motivation to keep learning. If efforts are often frustrated or met with failure, they may develop feelings of inferiority, doubt their talents, and become less inclined to try new challenges. This fits because the described goal—mastering skills and feeling competent—belongs to the industry side of the stage. In contrast, trust versus mistrust is about infancy and forming basic attachments; autonomy versus shame and doubt relates to early childhood and independence; identity versus role confusion emerges in adolescence and centers on forming a sense of self.

7. Which statement about adolescent sleep needs is correct?

- A. Adolescents need that amount of sleep every night.**
- B. Adolescents require less sleep than before.
- C. Sleep patterns are unrelated to mood.
- D. Sleep duration should be reduced on weekends.

Adolescents generally need about 8 to 10 hours of sleep every night, and meeting that amount consistently supports mood, attention, and daytime functioning. The statement that adolescents need that amount of sleep every night is best because, even though bedtimes may shift later during puberty, their overall sleep requirement stays high and should be met across weekdays and weekends. It's not that sleep needs decrease in adolescence; rather, factors like later schedules can make it harder to get enough sleep, making consistency even more important. Sleep and mood are closely linked, so getting enough rest helps regulate emotions and energy levels. Reducing weekend sleep isn't advisable because it disrupts rhythm and can worsen weekday sleep debt.

8. Which motor skill is typical for a 4-year-old?

- A. Hops on one foot for several steps**
- B. Draws a straight line
- C. Reads simple words
- D. Balances on one foot for two seconds

Preschoolers show growing balance, leg strength, and coordinated movement, and they start to perform more dynamic tasks. Hopping on one foot for several steps reflects this level of gross-motor control—it's not just balancing, but moving with control and transferring weight from one leg to another, which is typical for a four-year-old. The other options tap into different skills: drawing a straight line is mainly fine-motor/pre-writing skill that can show up earlier; reading simple words is a literacy milestone rather than a motor milestone; balancing on one foot for a couple of seconds is a simpler, less demanding balance task that doesn't demonstrate the more advanced hopping ability expected at this age.

9. Puberty is the biological transition to reproductive maturity. Which statement accurately distinguishes primary and secondary characteristics and typical onset ages?

A. Primary characteristics are hormonal changes; Secondary are reproductive organs; Onset: girls around 8-13, boys around 9-14.

B. Primary characteristics are the reproductive organs; Secondary characteristics are physical changes such as breast development or facial hair; Onset: girls around 8-13, boys around 9-14.

C. Puberty involves cognitive changes only; Onset occurs around age 16.

D. Primary characteristics are physical growth spurts; Secondary characteristics are changes in mood; Onset: girls around 10-12, boys around 12-14.

Understanding the difference between primary and secondary characteristics is key. Primary characteristics are the reproductive organs and their functions, while secondary characteristics are visible physical changes that occur with puberty but are not directly involved in reproduction. Breast development and facial hair are classic examples of secondary characteristics. The typical onset ages—girls around 8-13 and boys around 9-14—fit this distinction. So the statement that primary characteristics are the reproductive organs and secondary characteristics are physical changes like breast development or facial hair, with onset in those age ranges, is the best match. Other options misstate what counts as primary versus secondary or give inaccurate onset ages.

10. Which term describes the range of tasks a learner can perform with guidance but not yet independently?

A. Zone of Proximal Development

B. Working Memory

C. Sensorimotor Stage

D. Attachment Security

The range of tasks a learner can perform with guidance but not yet independently is described by the zone of proximal development. This concept captures what a learner can achieve with support and scaffolding from a more knowledgeable other, versus what they can do on their own. The gap between independent performance and assisted performance shows where instruction can most effectively help, with the teacher gradually fading support as competence grows. For example, a student learning to solve word problems might need hints or demonstrations but can succeed with those cues, illustrating tasks in the ZPD. The other terms don't fit because working memory concerns how much information can be held and manipulated in mind, the sensorimotor stage refers to early infancy how knowledge is gained through senses and movement, and attachment security relates to the emotional bond with caregivers that influences exploration rather than the specific range of guided tasks.

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://devstagesinfancytoadolescents.examzify.com>

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

SAMPLE