

NCLEX Pediatric Growth and Development Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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. A 5-year-old in traction following a femur fracture; which activity is most appropriate?**
 - A. Crayons and coloring book**
 - B. A radio**
 - C. Large picture books**
 - D. A sports video**

- 2. A 14-month-old attempts to insert a paper clip into an electrical outlet after having been shocked. What is the best interpretation of this behavior?**
 - A. Her cognitive development is delayed.**
 - B. Toddlers are not very developed.**
 - C. This is typical because of inability to transfer knowledge to new situations.**
 - D. This is not typical because toddlers should know better.**

- 3. When introducing solid foods, what should the initial amount be?**
 - A. Begin with one tablespoon of food**
 - B. Mix foods together**
 - C. Eliminate a refused food from the diet**
 - D. Introduce each new food 4-7 days apart**

- 4. Around 15 months, which developmental activity is expected?**
 - A. Roll from abdomen to back**
 - B. Put feet in mouth when supine**
 - C. Scribble spontaneously**
 - D. Walk independently a short distance**

- 5. Routine health assessments of adolescents should include questions that assess the presence of suicidal ideation or intent.**
 - A. Not at all.**
 - B. Yes, it should be included.**
 - C. Only if there are signs.**
 - D. Only with parental consent.**

- 6. A 16-year-old admitted for appendectomy; which nursing intervention best promotes normal growth and development?**
- A. Allow the child to participate in activities with other individuals in the same age group when the condition permits**
 - B. Encourage the child to rest and read**
 - C. Allow the family to bring in the child's favorite computer games**
 - D. Encourage the parents to room-in with the child**
- 7. Which stage of development is most unstable and challenging regarding development of personal identity?**
- A. Infancy**
 - B. Adolescence**
 - C. Toddlerhood**
 - D. Childhood**
- 8. To help school-age children cope with fears, what is recommended?**
- A. Discuss the fears individually or as a group.**
 - B. Hide fears to avoid teasing.**
 - C. Ignore the fears.**
 - D. Deny the fears.**
- 9. Which fine motor milestone is expected for a 7-month-old infant?**
- A. Transfer objects from one hand to the other.**
 - B. Use thumb and index finger in crude pincer grasp.**
 - C. Hold crayon and make a mark on paper.**
 - D. Release cubes into a cup.**
- 10. What gross motor skill best describes a 24-month-old child?**
- A. Skips**
 - B. Rides a tricycle**
 - C. Broad jumps**
 - D. Walks up and down stairs**

Answers

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

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Explanations

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1. A 5-year-old in traction following a femur fracture; which activity is most appropriate?

- A. Crayons and coloring book**
- B. A radio**
- C. Large picture books**
- D. A sports video**

When a child is in traction after a femur fracture, the priority is to keep the injured leg immobilized and comfortable while still supporting age-appropriate development and engagement. Crayons and a coloring book allow the child to participate in a quiet, near-bed activity with minimal movement of the affected leg. This helps maintain alignment, reduces risk of dislodging the traction, and provides distraction and cognitive engagement typical for a 5-year-old. A radio is entertaining but doesn't involve creative or fine-motor activity, large picture books require more arm movement and reaching, which could disturb the traction, and a sports video might be stimulating and involve more active rocking or changing positions that aren't ideal while the leg is immobilized.

2. A 14-month-old attempts to insert a paper clip into an electrical outlet after having been shocked. What is the best interpretation of this behavior?

- A. Her cognitive development is delayed.**
- B. Toddlers are not very developed.**
- C. This is typical because of inability to transfer knowledge to new situations.**
- D. This is not typical because toddlers should know better.**

Toddlers learn primarily through concrete exploration and have a limited ability to transfer learning from one situation to a new one. At 14 months, a child is still in the early stages of cognitive development and is driven by curiosity and the desire to manipulate objects. Even after being shocked by an outlet, the child may not generalize that danger to all similar situations, so attempting to insert a paper clip into an outlet can occur again. This behavior reflects normal development—their thinking is concrete, and impulse control is still growing, not a sign of delay or “not very developed.” In practice, it's a cue to reinforce safety: keep outlets covered, remove small metal objects from reach, supervise closely, and redirect curiosity with safe alternatives while offering simple, age-appropriate explanations as they grow older.

3. When introducing solid foods, what should the initial amount be?

- A. Begin with one tablespoon of food**
- B. Mix foods together**
- C. Eliminate a refused food from the diet**
- D. Introduce each new food 4-7 days apart**

Starting solid foods should begin with a very small amount to gauge tolerance and reduce choking risk. The initial amount commonly recommended is about one tablespoon of a smooth, single-ingredient food offered on a spoon. This small amount lets you observe how the infant handles swallowing solids, any gag reflex response, and overall acceptance, without overwhelming the baby. As tolerance is shown, you can gradually increase the amount over days. Mixing foods together makes it harder to identify which ingredient might cause a reaction and can complicate texture development early on. If the baby refuses a food, it's not necessary to eliminate it completely right away; many infants need multiple exposures to accept new flavors and textures. Introducing each new food 4-7 days apart is a practice used to monitor for allergies, but it doesn't address how much to start with.

4. Around 15 months, which developmental activity is expected?

- A. Roll from abdomen to back**
- B. Put feet in mouth when supine**
- C. Scribble spontaneously**
- D. Walk independently a short distance**

Around 15 months, children begin to show emerging fine motor skills through spontaneous scribbling. They start to explore making marks on paper, holding a crayon with a palmar grasp, and enjoy the sensation and cause-and-effect of drawing. This marks a shift from random movement to intentional hand use and hand-eye coordination, which is typical for this age. In contrast, rolling from abdomen to back is a much earlier gross motor achievement, and putting feet in the mouth while supine happens in infancy as mobility develops. Walking a short distance can occur around this general time frame for some toddlers, but scribbling specifically reflects the fine motor and purposeful activity expected at about 15 months.

5. Routine health assessments of adolescents should include questions that assess the presence of suicidal ideation or intent.

A. Not at all.

B. Yes, it should be included.

C. Only if there are signs.

D. Only with parental consent.

Directly asking about suicidal thoughts is essential because adolescents may not volunteer this information on their own, even when risk is present. Routine, universal screening for suicidal ideation helps identify teens who are at risk early, enabling timely safety planning and referral to appropriate care. Risk can exist without obvious signs, so waiting for symptoms to appear misses opportunities for intervention. If a positive screen occurs, follow with a thorough safety assessment and connect the patient with necessary resources, rather than assuming there is no immediate risk. Parental involvement policies vary by setting, but the need to screen routinely remains clear.

6. A 16-year-old admitted for appendectomy; which nursing intervention best promotes normal growth and development?

A. Allow the child to participate in activities with other individuals in the same age group when the condition permits

B. Encourage the child to rest and read

C. Allow the family to bring in the child's favorite computer games

D. Encourage the parents to room-in with the child

Promoting peer interaction and autonomy is key for adolescent growth. At 16, teens form identities partly through relationships with peers and through being able to engage in regular activities with others their age. Allowing the adolescent to participate in activities with same-age peers when medically feasible supports social development, helps maintain a sense of normalcy, and builds coping and independence during recovery from surgery. Resting and reading, while helpful for healing, doesn't address social and identity development as effectively. Bringing in favorite computer games can provide comfort but may not offer meaningful peer interaction. Rooming-in with parents can be supportive, but giving the adolescent opportunities to connect with peers promotes the growth of independence and social skills that are essential during this stage.

7. Which stage of development is most unstable and challenging regarding development of personal identity?

A. Infancy

B. Adolescence

C. Toddlerhood

D. Childhood

Adolescence is the stage when personal identity is most unstable because teens are actively forming who they are. Puberty brings physical changes, while cognitive growth lets them think about abstract ideas like values, beliefs, and future roles. They test different identities—styles, friends, hobbies, and potential career paths—and compare themselves to peers and societal expectations. This exploration happens while they strive for greater independence, which can create fluctuating self-perceptions and uncertainty as they integrate new experiences with family and cultural norms. In contrast, infancy centers on developing trust, toddlerhood on autonomy, and childhood on building skills and social roles, with less focus on the deep, ongoing quest to define the self.

8. To help school-age children cope with fears, what is recommended?

A. Discuss the fears individually or as a group.

B. Hide fears to avoid teasing.

C. Ignore the fears.

D. Deny the fears.

Discussing fears openly with school-age children helps them name what's worrying, hear that others may share similar worries, and learn practical ways to cope. In this age group, fears about safety, separation, performance, or everyday changes are common, and a supportive setting—whether one-on-one with a trusted adult or in a small group—normalizes those feelings. By talking through the fears, caregivers and teachers can validate the child's emotions, reduce stigma, and model coping strategies such as deep breathing, positive self-talk, and stepwise problem-solving. This approach also makes it easier to identify when fears are affecting functioning and to provide appropriate support. Hiding fears tends to keep the worry inside and can heighten anxiety, while ignoring or denying fears signals that emotions aren't important and prevents the child from learning how to manage them.

9. Which fine motor milestone is expected for a 7-month-old infant?

- A. Transfer objects from one hand to the other.**
- B. Use thumb and index finger in crude pincer grasp.**
- C. Hold crayon and make a mark on paper.**
- D. Release cubes into a cup.**

Around 7 months, infants begin to demonstrate improved hand coordination by transferring objects from one hand to the other. This bilateral hand skill shows the ability to coordinate both hands and bring objects toward the midline, which is a typical development milestone at this age. The other options reflect later refinements: a crude pincer grasp using the thumb and index finger tends to emerge around 9 to 12 months; scribbling with a crayon and making marks usually appears around 12 to 15 months; releasing cubes into a cup requires more deliberate release and hand-eye coordination that develops in the later first year. So transferring objects between hands is the best fit for a 7-month-old.

10. What gross motor skill best describes a 24-month-old child?

- A. Skips**
- B. Rides a tricycle**
- C. Broad jumps**
- D. Walks up and down stairs**

At 24 months, gross motor development centers on improving balance and coordination as children gain more independent mobility. Walking up and down stairs with support demonstrates this progression: the child can shift weight, place both feet on each step, and maintain an upright posture while navigating elevation, though they still rely on a handrail or adult guidance. This level of stair negotiation reflects the typical milestone for a 2-year-old better than more advanced skills. Skipping is a later milestone that usually appears around preschool age, when balance and motor planning are more refined. Riding a tricycle requires more leg strength and coordinated pedaling, generally developing a bit later than age two. Broad jumps can occur in toddlers but are less consistently achieved at this age than stair negotiation with assistance. So, walking up and down stairs with support best fits the 24-month developmental stage.

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://nclexpediagrowthdev.examzify.com>

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

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