

PEDIATRICS DEVELOPMENTAL MILESTONES 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. How many baby reflexes are noted at birth?**
 - A. 3
 - B. 6
 - C. 9
 - D. 12
- 2. When do infants typically begin to recognize their parents?**
 - A. 4 months
 - B. 5 months
 - C. 6 months
 - D. 8 months
- 3. Which of the following is a gross motor red flag for an infant?**
 - A. Not rolling by 2-3 months
 - B. Not saying simple words by 12 months
 - C. Not making eye contact by 6 months
 - D. Not pointing by 18 months
- 4. Which of the following would indicate a potential fine motor issue in a child under 18 months?**
 - A. Playing with one finger
 - B. Holding objects with both hands
 - C. Using only fist movement
 - D. Pushing toys with both hands
- 5. When can infants begin to eat cereal?**
 - A. 3 months
 - B. 4-6 months
 - C. 6-8 months
 - D. 9 months
- 6. Which skill generally indicates a child can stoop and recover by 18 months?**
 - A. Head up when prone
 - B. Jump on two feet
 - C. Sitting up
 - D. Pulling to stand

- 7. At what age do children typically develop depth perception?**
- A. 6 months
 - B. 9 months
 - C. 11 months
 - D. 12 months
- 8. What is the most important guidance regarding smoking for parents of infants?**
- A. Smoking outdoors is acceptable
 - B. No smoking at all
 - C. Only smoking in another room
 - D. Limit smoking to weekends
- 9. When can children usually begin to print some letters and write their name?**
- A. 3 years
 - B. 4 years
 - C. 5 years
 - D. 6 years
- 10. When do children typically begin to follow simple instructions?**
- A. 9 months
 - B. 11 months
 - C. 12 months
 - D. 15 months

Answers

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

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Explanations

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1. How many baby reflexes are noted at birth?

- A. 3
- B. 6**
- C. 9
- D. 12

At birth, a newborn exhibits several primitive reflexes that are essential for their survival and development. The correct answer is six reflexes commonly recognized in infants. These reflexes include the rooting reflex, which helps the baby find food; the sucking reflex, allowing for feeding; the grasp reflex, which is evident when something touches the baby's palm; the Moro reflex, often referred to as the startle reflex; the stepping reflex, which can be observed when the baby appears to walk when held upright; and the Babinski reflex, characterized by the fanning of the toes when the sole of the foot is stroked. Understanding that these reflexes serve fundamental roles in early life helps contextualize their importance. They not only facilitate interactions between the infant and their environment but also provide essential cues about the infant's neurological development. The presence of these reflexes is part of the expected newborn examination and indicates normal development in the early stages of life.

2. When do infants typically begin to recognize their parents?

- A. 4 months
- B. 5 months
- C. 6 months**
- D. 8 months

Infants typically begin to recognize their parents around 6 months of age. This recognition is an important milestone in social and emotional development. By this time, infants have developed more advanced visual and cognitive skills, enabling them to differentiate between familiar faces and strangers. They often respond with smiles or excitement when they see their caregivers, indicating an emotional connection and attachment. In addition to visual recognition, this stage also coincides with increased social interaction, where infants may seek out their parents for comfort and reassurance. The development of attachment is crucial for healthy emotional development, laying the groundwork for future relationships and social skills. This milestone reflects not only recognition but also the deepening bond that infants form with their caregivers during this stage of development.

3. Which of the following is a gross motor red flag for an infant?

- A. Not rolling by 2-3 months**
- B. Not saying simple words by 12 months
- C. Not making eye contact by 6 months
- D. Not pointing by 18 months

The identification of a gross motor red flag is crucial in assessing the developmental progress of an infant. Not rolling over by 2 to 3 months of age is indeed a significant milestone that should be observed. Rolling over is one of the early indicators of gross motor development, reflecting an infant's ability to engage their core muscles and demonstrate coordination and balance. At this age, the expected gross motor skills include some movement on the stomach (tummy time) and the ability to roll from front to back or back to front, which signifies that the infant is progressing in their physical development. Failure to achieve this milestone by 3 months could indicate delays in muscular development or neurological issues, warranting further evaluation and monitoring. In contrast, the other options relate to different developmental domains. Speech and language development, as well as social communication skills, are being assessed, which are important in their own right but are not categorized under gross motor skills. Thus, the focus on rolling over provides a clear basis for classifying that aspect of development as a red flag when it is not achieved in the expected timeframe.

4. Which of the following would indicate a potential fine motor issue in a child under 18 months?

- A. Playing with one finger
- B. Holding objects with both hands
- C. Using only fist movement**
- D. Pushing toys with both hands

Using only fist movement in a child under 18 months can indicate a potential fine motor issue because it suggests limited dexterity and control over hand movements. At this developmental stage, children are expected to start demonstrating more sophisticated hand function, such as the ability to manipulate objects with their fingertips and engage in a variety of grasp patterns. By this age, typically developing children begin to exhibit a pincer grasp, where they use their thumb and forefinger to pick up small objects, reflecting an important milestone in fine motor development. When a child relies solely on fist movements, it may indicate that they are not progressing appropriately in their fine motor skills, which are critical for tasks like feeding themselves, stacking blocks, or engaging in creative play. In contrast, other options like playing with one finger or holding objects with both hands represent normal variations of motor skills that don't necessarily signal a developmental delay. Pushing toys with both hands is also common and reflects appropriate motor development by demonstrating coordination. Therefore, the reliance on fist movements is a key indicator of potential concern in the development of fine motor skills.

5. When can infants begin to eat cereal?

- A. 3 months
- B. 4-6 months**
- C. 6-8 months
- D. 9 months

Infants can typically begin to eat cereal around 4 to 6 months of age. At this stage of development, many babies have developed the necessary motor skills to sit up with support and have better head and neck control, which are important for safely eating solid foods. This age range also corresponds to the time when infants lose the tongue thrust reflex, allowing them to push food out of their mouths more effectively and start exploring different textures. Additionally, by 4 to 6 months, infants' digestive systems are maturing, making it more suitable for them to handle fortified cereals such as rice cereal, which is often recommended as a first food due to its iron content. Introducing cereal during this window supports the transition from a diet primarily consisting of breast milk or formula, which is crucial for their growth and nutrition. Earlier than 4 months may lead to potential risks, as infants may not yet be ready for solid foods, increasing the risk of choking or digestive issues. Waiting beyond 6 months can delay the introduction of essential nutrients, like iron, that the baby starts to need more as they grow. Therefore, the correct timeframe for introducing cereal aligns with the developmental readiness of the infant at 4 to 6 months.

6. Which skill generally indicates a child can stoop and recover by 18 months?

- A. Head up when prone
- B. Jump on two feet**
- C. Sitting up
- D. Pulling to stand

The ability to stoop and recover is a significant milestone in motor skill development for young children, typically seen around 18 months of age. This skill indicates a child's progress in overall coordination, balance, and strength. Jumping on two feet, which involves bending the knees, propelling the body upward, and landing safely, demonstrates not only the ability to create and maintain balance but also indicates that the child has developed the necessary muscle strength and control to navigate such movements. When a child can jump on two feet, it suggests they have a solid understanding of their body's positioning and can transition into different physical activities smoothly. This proficiency is closely related to the ability to stoop down to pick something up and then return to an upright position without falling, highlighting the overall progress in gross motor development. The other choices pertain to earlier developmental milestones that typically occur before 18 months. For instance, keeping the head up while prone, sitting up, and pulling to stand are important stages in physical growth but do not directly indicate the complex coordination and balance required for stooping and recovering. Jumping signifies a child's readiness for more advanced physical activities and reflects a greater level of physical competency characteristic of the expected development around 18 months.

7. At what age do children typically develop depth perception?

- A. 6 months
- B. 9 months**
- C. 11 months
- D. 12 months

Children typically develop depth perception around 9 months of age. At this stage, infants have gained sufficient visual experience and coordination to begin recognizing differences in distance and the spatial relationship between objects. This ability is crucial for their development, as it enhances their ability to navigate their environment, reach for toys, and interact with people and objects more effectively. Around this age, infants also become more mobile, often starting to crawl, which encourages them to explore and experience the world in a more three-dimensional way, supporting their depth perception skills. The development of stereopsis, or the ability to perceive depth using both eyes, usually improves significantly as their visual cortex matures and as they gain more visual input and experience. Understanding when depth perception develops is essential for caregivers and healthcare providers to monitor children's visual development and ensure that they are meeting these important developmental milestones.

8. What is the most important guidance regarding smoking for parents of infants?

- A. Smoking outdoors is acceptable
- B. No smoking at all**
- C. Only smoking in another room
- D. Limit smoking to weekends

The most important guidance regarding smoking for parents of infants is that there should be no smoking at all. Infants are particularly vulnerable to the harmful effects of tobacco smoke, which can lead to serious health issues, including sudden infant death syndrome (SIDS), respiratory problems, and long-term developmental challenges. Research has shown that even exposure to secondhand smoke poses significant risks for infants, contributing to respiratory illnesses and affecting their immune systems. Eliminating smoking completely ensures a healthier environment for the infant, as any level of exposure, whether direct or through smoke lingering in the air, can have detrimental effects. Encouraging parents to refrain from smoking entirely helps protect the child from these health risks and promotes better overall well-being. The guidance recognizes the clear dangers associated with tobacco exposure in young children and the necessity for parents to prioritize their infant's health by not smoking at all.

9. When can children usually begin to print some letters and write their name?

- A. 3 years
- B. 4 years
- C. 5 years**
- D. 6 years

Children typically begin to print some letters and write their name around the age of 5 years. At this developmental stage, children are refining their fine motor skills and gaining more control over writing instruments. They start to understand the concept of letters and words, which allows them to reproduce simple letters and their name. During this time, many children also begin to recognize letters and can identify some of them in writing, showcasing the connection between their cognitive understanding of language and their physical writing abilities. The skill often develops through exposure to writing and drawing activities, as well as encouragement from caregivers and teachers, further supporting their ability to write both letters and their names.

10. When do children typically begin to follow simple instructions?

- A. 9 months**
- B. 11 months
- C. 12 months
- D. 15 months

Children typically begin to follow simple instructions around the age of 12 months. At this stage in development, toddlers are becoming increasingly aware of language and communication, which allows them to understand and act on straightforward verbal commands, such as "come here" or "give me the ball." As children approach this age, they start to make connections between words and their meanings, reflecting their growing cognitive and language skills. While some may show understanding of simple requests as early as 9 months, it is more common for most children to reach this milestone by 12 months when their language comprehension significantly improves. Following simple instructions is an important developmental milestone that indicates a child's ability to process and respond to social cues, which is essential for effective communication and interaction with caregivers and peers. This skill sets the foundation for more advanced language and comprehension abilities as they continue to develop.

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://pediadevmilestones.examzify.com>

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

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