

Utah State Human Development Practice Test (Sample)

Study Guide



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Questions

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- 1. Which of the following is a key characteristic of the sensorimotor stage?**
 - A. Use of logical reasoning**
 - B. Development of abstract thinking skills**
 - C. Knowledge of the world developed through sensory impressions**
 - D. Proficiency in mathematical operations**
- 2. In kinship care, who typically becomes the approved caregiver?**
 - A. A teacher or guardian**
 - B. A social worker**
 - C. A relative, usually a grandparent**
 - D. A family friend**
- 3. What is the goal of associative play?**
 - A. Children develop independent play skills**
 - B. Children learn to collaborate on the same task**
 - C. Children engage in games with strict rules**
 - D. Children comment on each other's separate activities**
- 4. Which period of prenatal development is characterized as the longest?**
 - A. Germinal period**
 - B. Embryonic period**
 - C. Fetal period**
 - D. Pre-conception period**
- 5. What is a significant consequence of the protein deficiency seen in Kwashiorkor?**
 - A. Improved eye health**
 - B. Higher vulnerability to diseases**
 - C. Better coordination of small movements**
 - D. Increased physical strength**

- 6. What defines sociodramatic play?**
- A. Children play aggressively with no storytelling**
 - B. Children engage in practice performance to build skills**
 - C. Children act out various roles and themes in stories**
 - D. Children play independently in a structured setting**
- 7. What behavior might indicate a secure attachment in an infant?**
- A. Displaying distress upon caregiver's departure**
 - B. Showing no interest when the caregiver returns**
 - C. Clinging to a stranger**
 - D. Avoiding eye contact with the caregiver**
- 8. What best describes the naming explosion?**
- A. A sudden decrease in vocabulary**
 - B. A gradual increase in sentence complexity**
 - C. A sudden increase in an infant's vocabulary, especially nouns**
 - D. An expansion of grammatical understanding**
- 9. What does engaging in edgework provide individuals with, according to the concept?**
- A. Severe anxiety**
 - B. Exhilaration from risk-taking**
 - C. A sense of stability**
 - D. An increase in academic performance**
- 10. What is the language acquisition device (LAD) theorized to be responsible for?**
- A. The ability to interpret complex language**
 - B. The innate ability to learn language, including grammar and vocabulary**
 - C. The general understanding of body language**
 - D. Social interaction in language contexts**

Answers

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

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Explanations

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1. Which of the following is a key characteristic of the sensorimotor stage?

- A. Use of logical reasoning**
- B. Development of abstract thinking skills**
- C. Knowledge of the world developed through sensory impressions**
- D. Proficiency in mathematical operations**

The sensorimotor stage, which occurs from birth to approximately two years old, is characterized primarily by the way infants and toddlers understand the world around them through their senses and motor actions. During this stage, children engage with their environment by exploring and manipulating objects, which helps them to learn about the properties of those objects and the effects of their actions. This experiential learning process leads to the formation of cognitive schemas that are foundational to their cognitive development. Children in this stage do not yet possess logical reasoning or the ability to think abstractly, as these abilities are developed in later stages of cognitive development. Similarly, mathematical operations are not a focus during the sensorimotor phase, as children are primarily concerned with concrete experiences rather than complex calculations or abstract concepts. Therefore, the statement about knowledge of the world being developed through sensory impressions accurately reflects the primary characteristic of the sensorimotor stage.

2. In kinship care, who typically becomes the approved caregiver?

- A. A teacher or guardian**
- B. A social worker**
- C. A relative, usually a grandparent**
- D. A family friend**

In kinship care, the approved caregiver is typically a relative, often a grandparent. This is because kinship care prioritizes the idea of keeping children within their family network whenever possible, which helps maintain their sense of stability and connection to family heritage and traditions. By placing children with relatives, the system aims to minimize trauma associated with foster care placements, allowing children to remain in familiar environments and relationships. The emphasis on relatives stems from research suggesting that children benefit emotionally and developmentally from staying connected to family. Grandparents, specifically, often have established bonds with the children and can provide a more nurturing environment that feels like a continuation of their familial support system. In contrast, while teachers, social workers, or family friends may also play supportive roles in a child's life, they typically do not hold the same kinship ties that are crucial for successful kinship care placements.

3. What is the goal of associative play?

- A. Children develop independent play skills**
- B. Children learn to collaborate on the same task**
- C. Children engage in games with strict rules**
- D. Children comment on each other's separate activities**

Associative play primarily involves children engaging with one another while not necessarily working towards a common goal or task. The focus during associative play is on social interaction rather than collaboration. In this type of play, children may be involved in different activities but they communicate and comment on what each other is doing, sharing experiences and building social skills. This forms the foundation for more complex social interactions later in development, where cooperation becomes more integral in play activities. Consequently, associating through conversation and interaction, while not playing together in a structured way, is the essence of associative play. The other options describe different aspects of play. Independent play skills are developed through solitary play, collaboration involves working together towards a shared objective, and games with strict rules reflect a more advanced stage of cooperative play where structure and agreed-upon rules dictate the engagement.

4. Which period of prenatal development is characterized as the longest?

- A. Germinal period**
- B. Embryonic period**
- C. Fetal period**
- D. Pre-conception period**

The fetal period is the longest stage of prenatal development, lasting from about the ninth week after conception until birth. During this phase, the developing baby is known as a fetus, and it undergoes significant growth and maturation. This period is crucial as it involves the development of the organs and systems needed for survival outside the womb, as well as rapid physical growth. In contrast, the germinal period occurs in the first two weeks post-conception and involves the formation of the zygote and initial cell division. The embryonic period follows, lasting from the second to the eighth week, and is characterized by the development of basic structures and the groundwork for organs, but it is a shorter timeframe. The pre-conception period, while important for planning and health aspects before pregnancy, is not considered part of prenatal development itself. Thus, the fetal period stands out as the longest stage, pivotal in preparing the fetus for life after birth.

5. What is a significant consequence of the protein deficiency seen in Kwashiorkor?

- A. Improved eye health**
- B. Higher vulnerability to diseases**
- C. Better coordination of small movements**
- D. Increased physical strength**

The significant consequence of protein deficiency in Kwashiorkor is higher vulnerability to diseases. Kwashiorkor primarily arises in children who have a diet low in protein despite possibly having adequate caloric intake from carbohydrates. One of the body's essential functions of protein is to maintain a healthy immune system. Inadequate protein intake compromises the body's ability to produce antibodies and other immune-response proteins, making individuals more susceptible to infections and illnesses. In addition, the lack of protein can result in edema, skin lesions, and other symptoms that further weaken the health of a person suffering from this condition, consequently increasing the risk of severe complications. Thus, the impact of protein deficiency on overall immune function leads to a heightened likelihood of falling ill. This consequence is a critical aspect of understanding the broader implications of malnutrition and the specific challenges faced by affected individuals.

6. What defines sociodramatic play?

- A. Children play aggressively with no storytelling**
- B. Children engage in practice performance to build skills**
- C. Children act out various roles and themes in stories**
- D. Children play independently in a structured setting**

Sociodramatic play is characterized by children acting out various roles and themes in stories, which is precisely what the correct answer describes. This form of play allows children to explore different social situations and emotional experiences by pretending to be characters from stories or their own imagination. Engaging in role play helps children develop social skills, empathy, and understanding of different perspectives as they negotiate scenarios and interact with peers. In addition to role-playing, sociodramatic play encourages creativity and storytelling, which are fundamental aspects of cognitive and emotional development in early childhood. Through this type of play, children can practice language skills, experiment with different roles, and navigate complex social dynamics in a safe and supportive environment. The other choices do not capture the essence of sociodramatic play. Some focus on aggressive play without storytelling, while others mention independent play or performance skills, which do not emphasize the collaborative and narrative-driven aspect that is central to sociodramatic play.

7. What behavior might indicate a secure attachment in an infant?

- A. Displaying distress upon caregiver's departure**
- B. Showing no interest when the caregiver returns**
- C. Clinging to a stranger**
- D. Avoiding eye contact with the caregiver**

Displaying distress upon a caregiver's departure can be indicative of a secure attachment in an infant. A securely attached infant typically experiences a healthy level of dependence on their caregiver, which means they form a strong emotional bond that allows them to feel safe and secure in their presence. When the caregiver leaves, the infant may express distress because they are comfortable and have developed a reliable expectation that the caregiver will return. This behavior reflects the infant's understanding that the caregiver is a source of comfort and security. Once the caregiver returns, a securely attached infant often seeks contact, comfort, and engagement, demonstrating trust in their relationship. This contrasts with behaviors associated with insecure attachment, such as showing no interest when the caregiver returns, which may signal a lack of trust or a secure base. Similarly, clinging to a stranger or avoiding eye contact with the caregiver are behaviors more typically associated with an insecure attachment style and do not reflect the trust and bond found in secure attachments.

8. What best describes the naming explosion?

- A. A sudden decrease in vocabulary**
- B. A gradual increase in sentence complexity**
- C. A sudden increase in an infant's vocabulary, especially nouns**
- D. An expansion of grammatical understanding**

The naming explosion refers to a significant and rapid increase in an infant's vocabulary, particularly emphasizing the acquisition of nouns. This phenomenon typically occurs between the ages of 18 months and 2 years, when toddlers begin to develop more robust language skills and show a marked interest in naming objects, people, and concepts in their environment. During this period, children often learn new words at an accelerated pace, which leads to a noticeable expansion of their vocabulary. This phase is critical in language development as it lays the groundwork for more complex language use in the future. The naming explosion not only involves learning new words but also reflects an increasing cognitive ability to categorize and label their experiences, which is essential for meaningful communication and social interaction. In contrast, the other options do not capture the essence of this rapid vocabulary increase. While a gradual increase in sentence complexity or an expansion of grammatical understanding could occur later in language development, these do not specifically define the naming explosion. Similarly, a sudden decrease in vocabulary does not accurately relate to this concept, as the naming explosion is characterized by growth rather than reduction.

9. What does engaging in edgework provide individuals with, according to the concept?

- A. Severe anxiety**
- B. Exhilaration from risk-taking**
- C. A sense of stability**
- D. An increase in academic performance**

Engaging in edgework is a concept that emphasizes the benefits experienced by individuals when they take risks and push their limits. This can lead to a sense of exhilaration and excitement derived from stepping outside of comfort zones. The thrill associated with risk-taking activities, whether in extreme sports, challenging events, or other high-stakes environments, often provides a rush of adrenaline, reinforcing the desire to seek out more risks. This exhilaration can enhance personal growth, boost confidence, and foster a deeper appreciation for life experiences. By embracing edgework, individuals may find themselves feeling more alive, cultivating a sense of adventure, and experiencing moments of clarity and intensity that can be incredibly rewarding. In contrast, engaging in such activities does not typically lead to severe anxiety, a sense of stability, or an increase in academic performance as directly or positively as it does with personal exhilaration.

10. What is the language acquisition device (LAD) theorized to be responsible for?

- A. The ability to interpret complex language**
- B. The innate ability to learn language, including grammar and vocabulary**
- C. The general understanding of body language**
- D. Social interaction in language contexts**

The language acquisition device (LAD) is a theoretical construct introduced by linguist Noam Chomsky, which is posited to explain the innate capacity humans have for acquiring language. According to this theory, the LAD is a mental mechanism or framework that allows children to effortlessly learn the grammar and vocabulary of their native language during their formative years. This is particularly significant because it suggests that the ability to grasp complex grammatical structures and comprehend language is not solely reliant on environmental stimuli but is instead facilitated by an inherent cognitive capability. The idea that the LAD is responsible for the innate ability to learn language underscores the view that humans are born predisposed to acquire language, supporting the notion of a universal grammar that underlies all human languages. This perspective emphasizes the unique role that biological factors play in the process of language development, distinguishing it from mere verbal mimicry or learned behavior observed in other species.