

Western Governors University (WGU) EDUC2216 D094 Educational Psychology and Development of Children and Adolescents Practice Exam (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. What stage of development lasts from birth to 18-24 months?**
 - A. Early childhood**
 - B. Infancy**
 - C. Middle childhood**
 - D. Adolescence**

- 2. How might hypervigilance manifest in a child who has experienced trauma?**
 - A. Excessive relaxation in new environments**
 - B. Increased nervousness and alertness**
 - C. Heightened creativity**
 - D. Absence of fear in potentially dangerous situations**

- 3. What type of instructional context includes worksheets, textbooks, lab equipment, and computers?**
 - A. Learning Context**
 - B. Social Context**
 - C. Physical Instructional Context**
 - D. Cognitive Context**

- 4. What is a defining feature of the Preconventional Stage of moral development?**
 - A. Influence of societal norms**
 - B. Focus on consequences, rewards, and punishments**
 - C. Understanding of justice and rights**
 - D. Internalization of societal values**

- 5. What do voice disorders mainly concern?**
 - A. Difficulties in understanding meaning**
 - B. Challenges with the quality of speech sounds**
 - C. Issues related to the pitch and loudness of the voice**
 - D. Limitations in expressive vocabulary**

- 6. Which theory suggests that intelligence consists of several independent abilities?**
- A. Spearman's g Factor**
 - B. Multiple Intelligence Theory**
 - C. Triarchy Theory of Intelligence**
 - D. Behaviorist Theory**
- 7. What type of memory refers to memories that may not be articulated?**
- A. Explicit Memory**
 - B. Sensory Memory**
 - C. Implicit Memory**
 - D. Long-term Memory**
- 8. What are potential effects of brain injuries on children?**
- A. Increased intelligence and creativity**
 - B. Personality and mood changes**
 - C. Enhanced learning abilities**
 - D. Improved social interactions**
- 9. What does Visual-Spatial Intelligence enable a person to do?**
- A. Perform calculations**
 - B. Comprehend maps and graphical information**
 - C. Analyze literature**
 - D. Express emotions through music**
- 10. What does the "Create" level of Bloom's Taxonomy include?**
- A. Putting elements together to form a new entire entity**
 - B. Applying knowledge from the past**
 - C. Understanding and explaining concepts**
 - D. Recalling facts and terms**

Answers

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

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Explanations

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1. What stage of development lasts from birth to 18-24 months?

- A. Early childhood**
- B. Infancy**
- C. Middle childhood**
- D. Adolescence**

The stage of development that lasts from birth to 18-24 months is known as infancy. This period is crucial for brain development and lays the foundation for all future learning and development. During infancy, significant milestones are achieved in physical growth, sensory and motor skills, and social-emotional development. Infants begin to develop attachment to caregivers, explore their environment, and start communicating through non-verbal cues and sounds. This stage is characterized by rapid changes and developments that set the stage for subsequent growth during early childhood and beyond. Understanding this stage helps educators and caregivers support infants' needs effectively during this critical phase of their development.

2. How might hypervigilance manifest in a child who has experienced trauma?

- A. Excessive relaxation in new environments**
- B. Increased nervousness and alertness**
- C. Heightened creativity**
- D. Absence of fear in potentially dangerous situations**

Hypervigilance is a common response in children who have experienced trauma. It refers to a state of heightened alertness and sensitivity to their surroundings, where the child remains on guard for potential threats or dangers, even in situations that may not be harmful. This state can lead to increased nervousness as the child consistently scans their environment for signs of danger. Manifestations of hypervigilance can include behaviors such as being easily startled, having difficulty relaxing, and showing signs of anxiety in response to normal stimuli. The persistent state of being alert can overwhelm the child, leading to elevated anxiety levels and difficulty in focusing on tasks or social interactions. Other choices do not align with the typical responses associated with trauma. For instance, excessive relaxation in new environments contradicts the hypervigilant state, as a child experiencing trauma may feel more anxious and insecure. Heightened creativity, while a positive outcome for some in dealing with trauma, is not a direct manifestation of hypervigilance. Similarly, an absence of fear in potentially dangerous situations would indicate a lack of awareness or care regarding peril, which is opposite to how hypervigilance presents itself. Thus, increased nervousness and alertness are indeed indicative of hypervigilance in children who have

3. What type of instructional context includes worksheets, textbooks, lab equipment, and computers?

- A. Learning Context**
- B. Social Context**
- C. Physical Instructional Context**
- D. Cognitive Context**

The chosen answer, which identifies the type of instructional context as the physical instructional context, is accurate because it refers to the tangible resources that support learning environments. The physical instructional context encompasses all the materials and tools that facilitate instruction, such as worksheets, textbooks, lab equipment, and computers. These materials are essential for providing hands-on experiences and aiding in the educational process, allowing students to engage with content actively and effectively. In contrast to other contexts, like learning context, which pertains more to the overall environment in which learning occurs, or social context, which focuses on the interactions and relationships between students and educators, the physical instructional context specifically emphasizes the concrete resources used during teaching and learning. The cognitive context relates to the mental processes involved in learning, such as how students think, remember, and understand information. Thus, by recognizing the significance of physical resources, one can better appreciate how they support the learning process and engage students in their education.

4. What is a defining feature of the Preconventional Stage of moral development?

- A. Influence of societal norms**
- B. Focus on consequences, rewards, and punishments**
- C. Understanding of justice and rights**
- D. Internalization of societal values**

The Preconventional Stage of moral development is characterized primarily by a focus on immediate consequences, rewards, and punishments. This stage, as described by Lawrence Kohlberg in his theory of moral development, is typical of young children who make decisions based on the tangible outcomes of their actions rather than any understanding of societal norms or values. At this stage, moral reasoning is largely self-serving; individuals are primarily concerned with how their actions will affect their own well-being directly. For example, a child might obey rules to avoid punishment or seek rewards, reflecting an understanding that behavior is driven by personal gain or loss rather than greater ethical principles or the interests of others. In contrast, the other choices reference more advanced stages of moral reasoning. The influence of societal norms and the understanding of justice and rights emerge in later stages, where individuals begin to consider the perspectives of others and societal values rather than merely personal consequences. Thus, the defining feature of the Preconventional Stage remains focused on consequences and personal ramifications, distinguishing it from higher levels of moral thought.

5. What do voice disorders mainly concern?

- A. Difficulties in understanding meaning
- B. Challenges with the quality of speech sounds
- C. Issues related to the pitch and loudness of the voice**
- D. Limitations in expressive vocabulary

Voice disorders primarily concern issues related to the pitch and loudness of the voice, which is why this choice is accurate. These disorders can manifest as voice quality abnormalities including hoarseness, breathiness, and strain, which directly affect how a person's voice is heard and perceived. The voice's characteristics—pitch and loudness—play crucial roles in effective communication and can impact social interactions and self-esteem. Other options relate to different aspects of communication. Difficulties in understanding meaning often involve language processing or comprehension rather than the production of voice itself. Challenges with the quality of speech sounds are more aligned with articulation disorders, which focus on how sounds are formed at the speech level rather than the voice quality. Limitations in expressive vocabulary relate to a child's language development and the ability to convey their thoughts and ideas, which is a separate concern from the qualities of voice. Thus, the focus of voice disorders is indeed centered around pitch and loudness, making this answer the most appropriate.

6. Which theory suggests that intelligence consists of several independent abilities?

- A. Spearman's g Factor
- B. Multiple Intelligence Theory**
- C. Triarchy Theory of Intelligence
- D. Behaviorist Theory

The theory that suggests intelligence consists of several independent abilities is Multiple Intelligence Theory. Proposed by Howard Gardner, this theory posits that instead of viewing intelligence as a singular, fixed trait, it should be understood as a variety of cognitive capacities that are relatively independent from one another. Gardner identified a range of different intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. This framework encourages a more nuanced understanding of human abilities, recognizing that individuals may excel in different areas and that traditional measures of intelligence, such as IQ tests, may not fully capture a person's potential or capabilities. This perspective has significant implications for education, as it promotes the idea of tailored instructional strategies that cater to diverse learning styles. The other theories, such as Spearman's g Factor, focus on intelligence as a general ability or a single underlying factor, while the Triarchic Theory of Intelligence emphasizes analytical, creative, and practical aspects but still considers them interrelated rather than completely independent. The Behaviorist Theory generally focuses on observable behaviors rather than internal mental capacities, which differs fundamentally from the concepts surrounding intelligence as outlined in Multiple Intelligence Theory.

7. What type of memory refers to memories that may not be articulated?

- A. Explicit Memory**
- B. Sensory Memory**
- C. Implicit Memory**
- D. Long-term Memory**

Implicit memory refers to memories that are not easily articulated or consciously accessed. This type of memory includes learned skills and conditioned responses, which individuals can perform without being able to explicitly describe how they learned them. For example, someone may be able to ride a bicycle or play a musical instrument without being able to explain the specific steps they took to learn these activities. Implicit memory operates unconsciously, and it often influences behaviors and skills without the individual being aware of it. This is different from explicit memory, which involves conscious recollection of facts and events and can be verbalized. In the context of memory types, implicit memory is critical for tasks that involve motor skills and certain types of learning that do not require deliberate thought. Sensory memory, on the other hand, pertains to the brief retention of sensory information, while long-term memory encompasses both explicit and implicit memory but does not specify the non-verbal characteristics that define implicit memory. Therefore, implicit memory is the most accurate choice for describing those memories that are not easily articulated.

8. What are potential effects of brain injuries on children?

- A. Increased intelligence and creativity**
- B. Personality and mood changes**
- C. Enhanced learning abilities**
- D. Improved social interactions**

Brain injuries in children can significantly impact their development and functioning in various ways. One of the potential effects is the alteration of personality and mood changes. A brain injury might disrupt normal emotional regulation and social responses, leading to difficulties in managing anger, anxiety, or depression. Children may exhibit new behavioral patterns, changes in their interests, or altered social skills as a result. This is particularly salient in young individuals whose brains are still developing; as such, any disruption can lead to both immediate and long-term consequences for their emotional wellbeing. Understanding that brain injuries can lead to such changes is crucial for educators, caregivers, and mental health professionals, as it highlights the importance of providing appropriate support and interventions for affected children. In contrast, ideas such as increased intelligence, enhanced learning abilities, and improved social interactions are not typically associated with brain injuries, as damage usually impairs these functions instead of enhancing them.

9. What does Visual-Spatial Intelligence enable a person to do?

A. Perform calculations

B. Comprehend maps and graphical information

C. Analyze literature

D. Express emotions through music

Visual-Spatial Intelligence is one of the multiple intelligences proposed by Howard Gardner and is characterized by the ability to visualize and think in three dimensions. This intelligence enables individuals to comprehend maps, diagrams, charts, and other forms of graphical information effectively. Those with strong visual-spatial intelligence can interpret visual data and understand how different elements relate to one another in space, making them adept at tasks involving navigation, architecture, and art. This quality is evident in various professions, such as architects, engineers, artists, and even surgeons, all of whom rely on their ability to visualize complex spatial relationships. The understanding of maps and graphical information is crucial in many educational and practical contexts, as it allows individuals to process visual inputs and manipulate mental images, contributing to clearer communication and better problem-solving in visual contexts.

10. What does the "Create" level of Bloom's Taxonomy include?

A. Putting elements together to form a new entire entity

B. Applying knowledge from the past

C. Understanding and explaining concepts

D. Recalling facts and terms

The "Create" level of Bloom's Taxonomy focuses on the ability to put elements together to form a new and original entity. This encompasses a higher-order cognitive skill that goes beyond merely understanding or applying knowledge; it involves synthesizing information from multiple sources to generate unique ideas or products. For example, a student at this level might develop a new theory, design a project, or compose a piece of music by integrating various concepts and skills they have learned. This skill is crucial in education as it encourages students to think critically and innovatively, fostering creative problem-solving abilities that are essential in many fields. The other levels referenced in the incorrect options reflect lower-order thinking skills. For instance, applying knowledge from the past pertains to application, while understanding and explaining concepts relates to comprehension, and recalling facts is tied to the knowledge level of the taxonomy. The distinction between these levels is important in recognizing the progression of cognitive development and the complexity of tasks students are capable of undertaking as they advance in their education.

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://wgu-educ2216-d094.examzify.com>

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

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