E-411 PRMA

LECTURE 15 - INTELLIGENCE

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INTELLIGENCE

What is intelligence?

What makes someone intelligent?

Write one item that you measures intelligence

INTELLIGENCE IS ...

- There is no consensus on what intelligence is
- There is no single instrument to measure intelligence
- To Sternberg's public, intelligence means
  - "Reasons logically and well"
  - "Reads widely"
  - "Displays common sense"
  - "Keeps an open mind"
  - "Reads with high comprehension"

INTELLIGENCE COULD INVOLVE (STERNBERG'S FINDINGS)

- Problem-solving ability
- Verbal ability
- Social competence
- + academic behaviors (Academic intelligence)
- + interest learning & culture (Everyday intelligence)

INTERACTIONIST VIEWS OF INTELLIGENCE

Galton - heritable; possessing great sensory (hearing, visual) abilities; measured sensorimotor and perception task

Binet - involves reasoning, judgment, memory, and abstraction and these cannot be assessed seperately

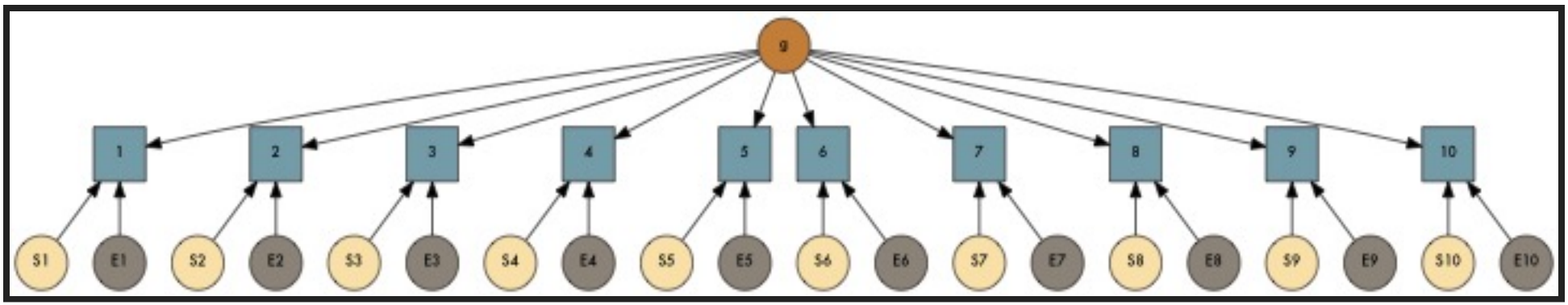
Wechsler - aggregate capacity made of measurable, qualitatively different abilities that interact in a complex, non-additive ways; affected by nonintellective factors (e.g. personality traits); verbal and performance abilities (historical?)

Piaget - evolving biological adaption to the world; assimilation and accomodation

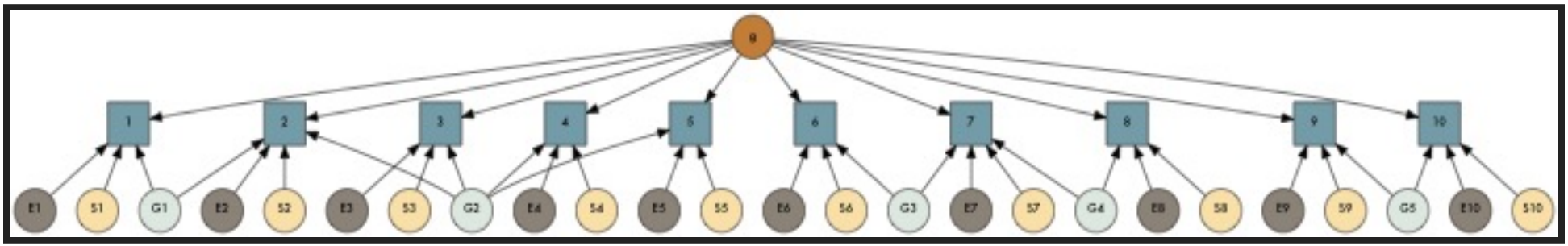
FACTOR ANALYSIS AND INTELLIGENCE

- Structure of intelligence exmamined thoroughly using factor analysis to explore relationships between abilities measured on tests
- Spearman (1927), two-factor theory of intelligence
- Existence of a general ability factor, *g* and specific factors, *s*, and unexplained factor variability (*e*)

NO GROUP FACTORS



GROUP FACTORS

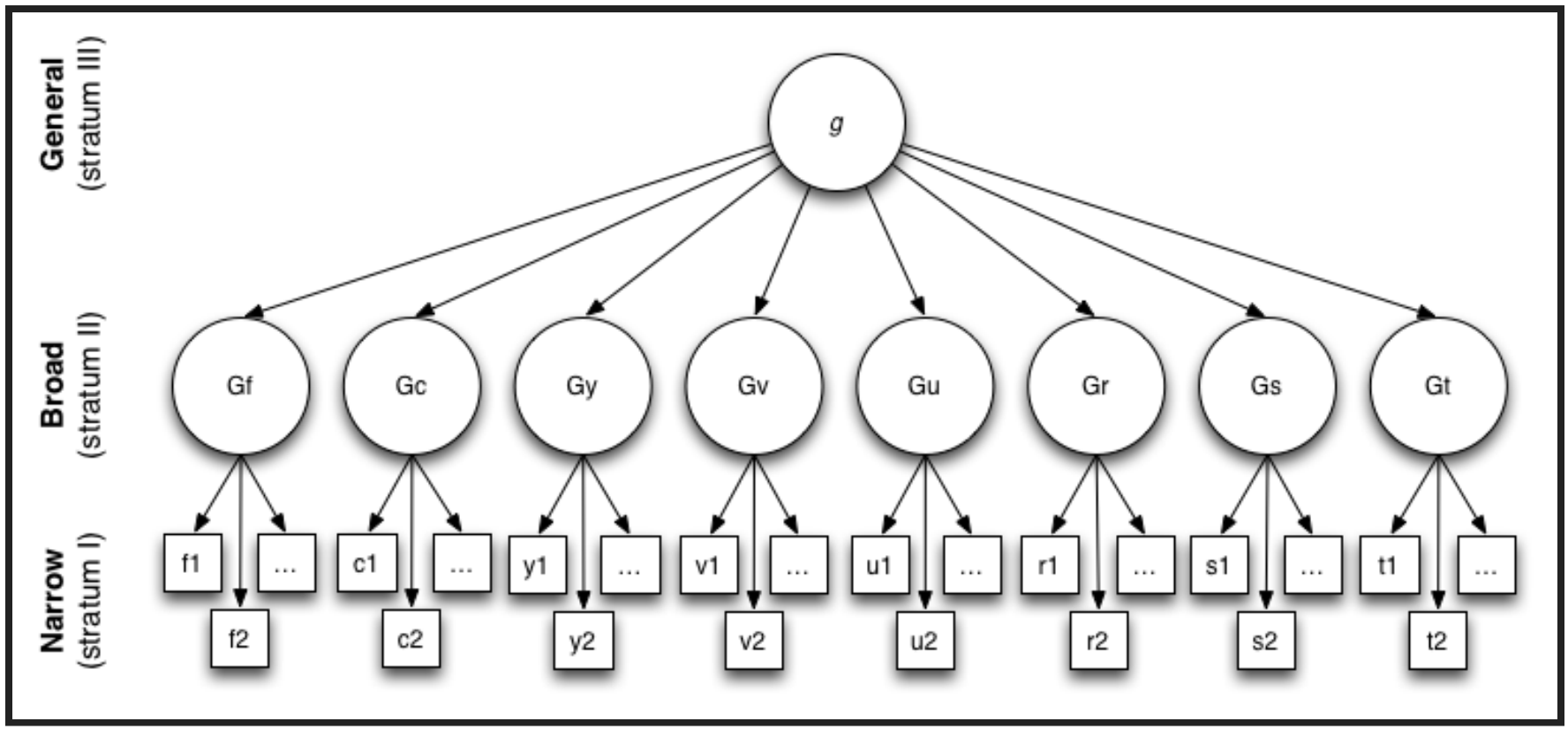


- Group factors common to a group of activities but not *g*
- Thurstone purposed a 7 factor structure of intelligence but could not escape *g*
- Gardner adds interpersonal (working with others) and intrapersonal (working with yourself) to intelligence

MOTIVATION FOR THE CHC MODEL

- Cattell proposed a theory consisting of crystallized and fluid intelligence (no *g*)
- crystallized intelligence, *Gc*, ability to use skills, experience, & knowledge (e.g. retrieving and applying information)
- fluid intelligence, *Gf*, capacity for solving novel problems
- Horn added several factors *G*s (e.g. visual, auditory processing); some are vulnerable, others maintained
- Carroll hierarchical view of intelligence

CARROLL'S MODEL



CHC MODEL

McGrew and colleagues tried to reconcile these approaches

Proposed a modified Carroll model without a *g*

Omission of *g* based on the lack of utility for their needs

McGrew calls for adoption of the CHC model and made data available here

CHC MODEL

There are 10 broad-stratum abilities

- fluid, crystallized, quantitative knowledge, reading/writing ability, short-term memory, visual processing, auditory processing, long-term storage/retrieval, processing speed (perform automatic cognitive tasks, couple minutes), and decision time/speed (reaction time, couple seconds)

There are 70 narrow-stratum abilities

WHY ARE THERE SO MANY MODELS?

WHAT IS THE PROBLEM WITH FACTOR ANALYSIS?

WHAT IS THE PROBLEM WITH EXPLORATORY VS. CONFIRMATORY FACTOR ANALYSIS?

INFORMATION-PROCESSING FRAMEWORK

- Rather than using factor analysis to derive "what" intelligence is, examine how information is processed
- simultaneous processing, integration at once
- successive processing, sequential integration
- Extant tests do not take into account problem solving strategy
- Sternberg proposed successful intelligence, how well we adapt, share, shape, select environments that confirm to personal and societal success

HOW TO MEASURE INTELLIGENCE?

- Myriad of tasks developed depending on age of testtaker
- Infants focused on sensorimotor skills; shift towards verbal and performance abilities as children age
- Mental age has fallen out of favor
- For children, tests often used for school placement
- Adults, test more diverse and typically used clinically

PROBLEMS IN INTELLIGENCE

- Nature vs. nurture
  - Preformationism & predeterminism - slave to your genes
  - Twin studies
  - Interactionist view - unlimited potential
- Stability
  - Young adult intelligence most important predictor of intelligence of older adults
  - Aging, physical/mental health, medications - confounders
  - "Early ripe, early rot"

- Early ripe, early rot

MORE PROBLEMS

Flynn effect - rise in intelligence test scores expected to occur on a normed intelligence test from the date the test was first normed.

TED Talk by Flynn

Personality ≡ Intelligence

Gender differences?

Family effects starting in the womb?

Cultural considerations? Culture-loading and creation of culture-fair tests

WHAT CAN WE FIND OUT ABOUT THE STANDARD IQ TESTS?

Vist either Stanford-Binet or Weschler website.

- Purpose
- Usuage
- How it was normed
- Validity information

STANFORD-BINET IQ TEST

- Conceived by Binet to screen for children with developmental disabilities
- Originally intelligence calculated as the ratio of mental age to true age
- Deviation score, mean of 100 and standard deviation of 15
- Measures fluid reasoning (fluid), knowledge (crystallized), quantitative knowledge, visual-spatial, and working memory (see Table 10 - 2)
- Adaptive

FIFTH EDITION

- Full scale IQ from ten subtests
- Subtest scores can be combined to get other composite scores (e.g. verbal score)
- Standardized for the USA population aged 2 to 85
- Manual reports high internal consistency, test-restest, and inter-rater reliability (though items with low reliability were pruned)
- Criterion-Related VE from concurrent and predictive data
- Use in a clinical population and factor structure unclear

WESCHLER INTELLIGENCE TESTS

- Age-appropriate tests for very young children; children; adults
- All originally used a verbal, performance, and FSIQ, now only young children uses V and P scales
- Many subtests and items specific just to Weschler's tests (Table 10 - 3)
- Consists of core subtest and supplementals used to extract clinical information
- Short forms exist, but discouraged
- Good psychometric properties?

MEASUREMENT CHECK

Will the reliablity and validity statistics reported in a technical manual be applicable to you as a test administrator?

If they report coefficient alpha of 0.95, what will your coefficient alpha be?

If the correlation between the IQ score obtained from the Stanford-Binet and an achievement test is reported as .75, will you have that same correlation for your group?

COMPARISON AND OTHER TESTS

- Both purport to measure intelligence
- Highly correlated, differ by amount of *g*
- Both work within the CHC model
- Both represent gold standard
- Different factor structures and definitions of intelligence
- Kaufman test focus on processing not structure

GROUP TESTS

- USA army developed tests for recruits in WWI
- Alpha, those who could read, Beta, those who couldn't
- Assigned duty and service based on performance
- Tests used in post-war because they were much cheaper
- Later, Army General Classification Test and Armed Service Vocational Aptitute Battery
- Also used in the schools in the USA for placement (not as much now)