




HUMAN INTELLIGENC E

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DEFINATION

- Intelligence is an inferred process that humans use to explain the different degrees of adaptive success in people's behavior
 - The mental abilities that enable one to adapt to, shape, or select one's environment
 - The ability to judge, comprehend, and reason
 - The ability to understand and deal with people, objects, and symbols
 - The ability to act purposefully, think rationally, and deal effectively with the environment

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- A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience...it reflects a broader and deeper capability for comprehending our surroundings—"catching on", "making sense" of things, or "figuring out" what to do.

How do we know intelligence even exists?

Through psychological assessments

- Psychometricians specialize in measuring psychological characteristics for intelligence and personality. By using patterns of test scores, they have found evidence for general intelligence as well as for specific abilities

How is Intelligence Measured?

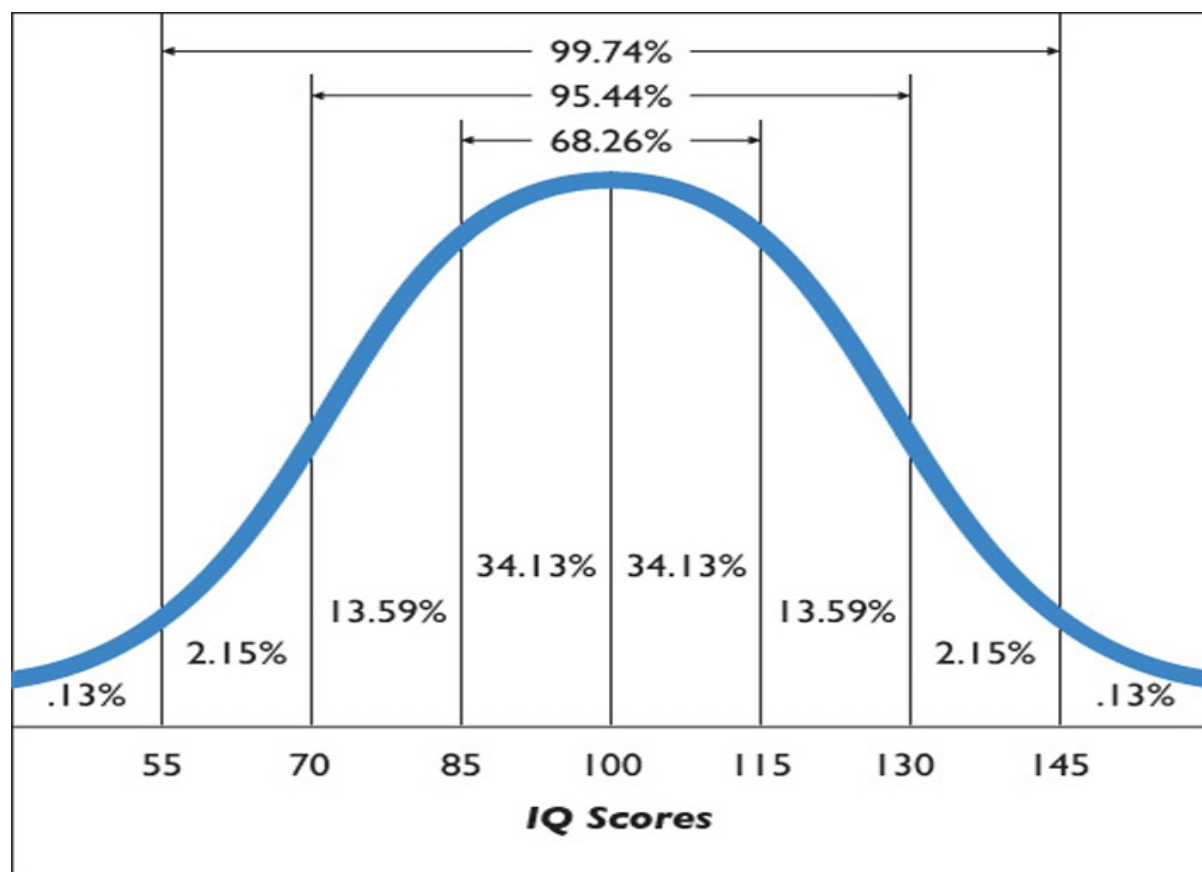
- Through Psychological Tests
- The first Intelligence test was created by Binet and Simon using simple tasks to distinguish children who would do well in school from those who wouldn't
- Binet and Simon used Mental age to distinguish “bright” from “dull” children

What is IQ

- Lewis Terman revised Simon and Binet's test and published a version known as the *Stanford-Binet Test* in 1916.
- Performance was described as an intelligence quotient (IQ) which was imply the ratio of mental age to chronological age multiplied by 100:
 - $IQ = MA/CA \times 100$
- IQ tests measure an individual's probable performance in school and similar settings
- An IQ test measures performance... but an IQ test does not explain performance

Measuring Intelligence

IQ Range ("deviation IQ")	IQ Classification
130 and above	Very Superior
120–129	Superior
109–119	High Average
90–109	Average
80–89	Low Average
70–79	Borderline
69 and below	Extremely Low



□ Giftedness

- A major point of consensus among all scholars of intellectual giftedness is that there is no generally agreed definition of giftedness.
- Although there is no scholarly agreement about identifying gifted learners, there is a de facto reliance on IQ scores for identifying participants in school gifted education programs.
- In practice, many school districts in the United States use an IQ score of 130, including about the upper 2 or 3 percent of the national population, as a cut-off score for inclusion in school gifted programs.

Low Emotional Intelligence

Aggressive
Demanding
Egotistical
Bossy
Confrontational



Easily Distracted
Glib
Selfish
Poor Listener
Impulsive



Resistant to Change
Passive
Un-Responsive
Slow
Stubborn



Critical
Picky
Fussy
Hard to Please
Perfectionistic



High Emotional Intelligence

Assertive
Ambitious
Driving
Strong-Willed
Decisive

Warm
Enthusiastic
Sociable
Charming
Persuasive

Patient
Stable
Predictable
Consistent
Good Listener

Detailed
Careful
Meticulous
Systematic
Neat



- What if there were ways to harness emotions and use them to everyone's mutual advantage? There is, it is called
 - **EMOTIONAL INTELLIGENCE**



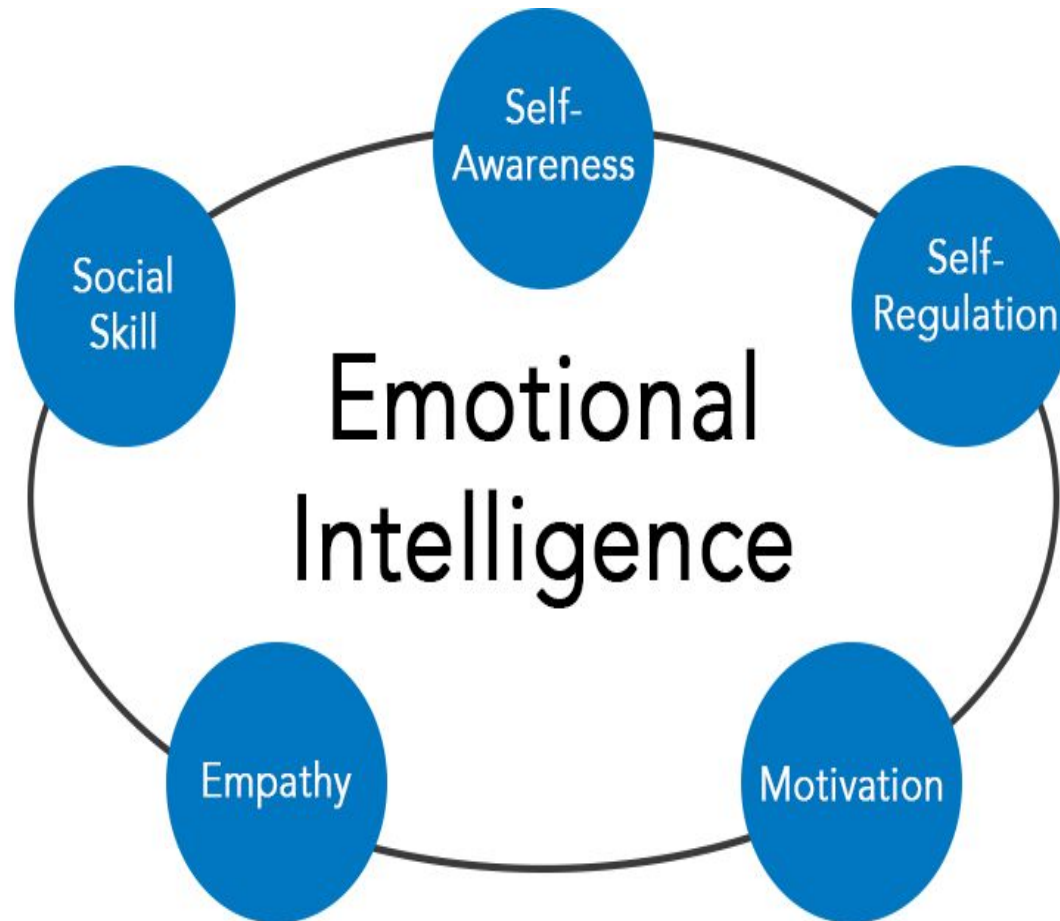
What is emotional Intelligence?

- Self-awareness & developing a positive sense of self-worth
- Problem-solving
- Emotional management / Impulse control
- Decision-making
- Relationship-building / Empathy / Social Skills
- Taking responsibility for one's actions

□ What is Emotional Intelligence?

- **Emotional Intelligence** is an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. EI is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.





❑ Some Effects of Poor EI

- ❑ Withdrawal and social problems
- ❑ Anxiety and depression
- ❑ Attention or thinking problems
- ❑ Delinquency and aggression
- ❑ Fights, put downs and name calling at
 - ❑ school/work
- ❑ Poor parent child relationship
- ❑ Poor teacher child relationship
- ❑ Poor therapist child relationship