

# What is Intelligence ?

- **David Wechsler defines it as "the global and aggregate capacity of an individual to think rationally, act purposefully, and, deal effectively with his/her environment"**

# Two Factor Theory: Charles Spearman

- Using a statistical method called factor analysis
- general factor (g factor)
- Specific factors (s factors)

# Measurement of Intelligence

- **Alfred Binet & Theodore Simon** - first formal measurement of Intelligence
- **William Stern**
- $$IQ = \frac{MA}{CA} \times 100$$
- **Mental Age:** measure of a person's development relative to people of her/his age group
- **Chronological Age:** biological age

# Levels of Intelligence

| IQ Range         | Descriptive Label                |
|------------------|----------------------------------|
| Above 130        | Very Superior                    |
| 120 - 130        | Superior                         |
| 110 - 119        | High Average                     |
| 90 - 109         | Average                          |
| 80 - 89          | Low Average                      |
| 70 - 79          | Borderline                       |
| 55 - 70 approx.  | Mild Intellectual Disability     |
| 40 - 55 approx.  | Moderate Intellectual Disability |
| 25 - 40 approx.  | Severe Intellectual Disability   |
| Below 25 approx. | Profound Intellectual Disability |

# Levels of Intelligence

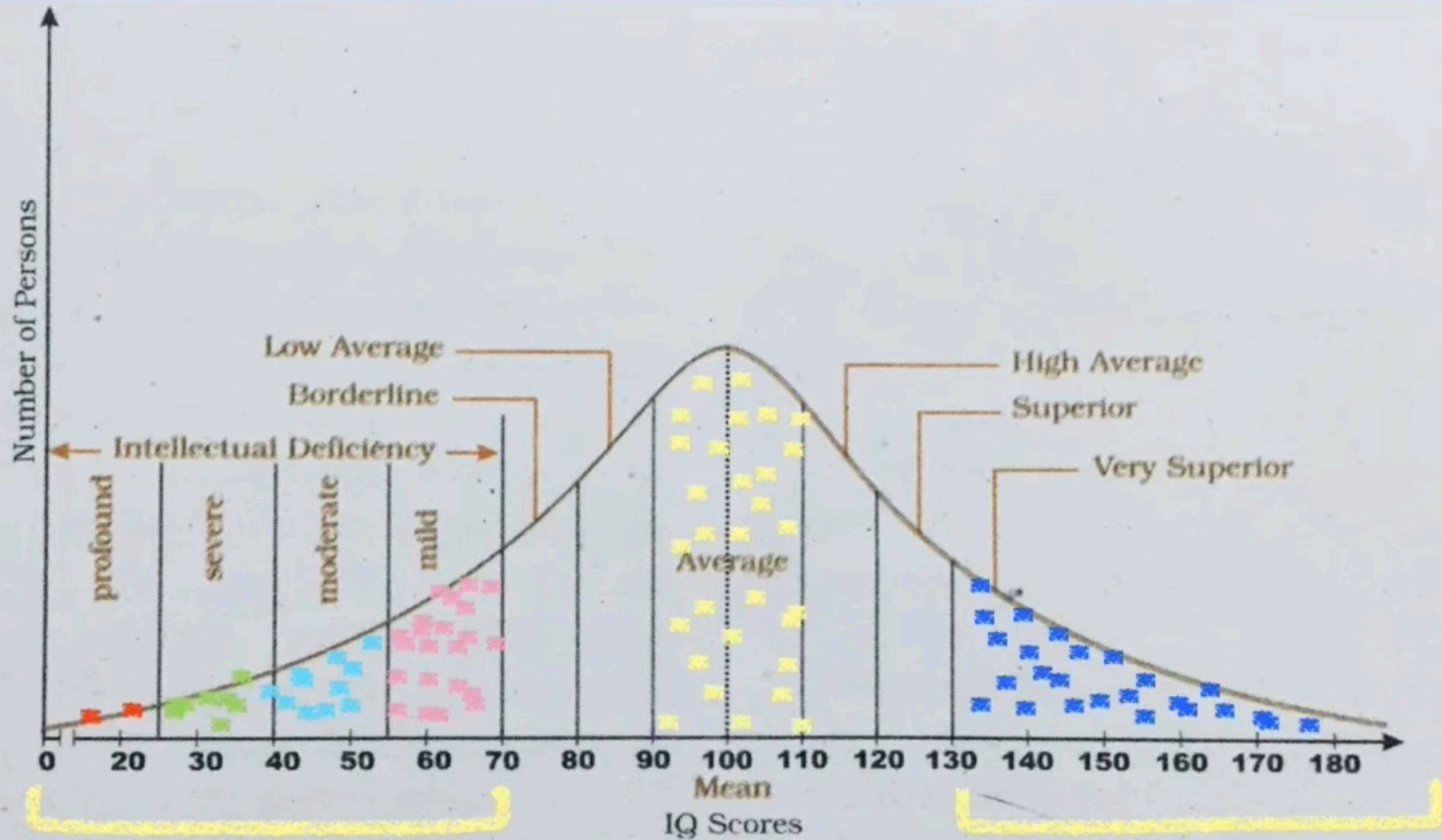


Fig.1.2 : Normal Curve Pattern Showing Distribution of IQ Scores in the Population

Source: Psychology  
Textbook Class XII

# Levels of Intelligence

- People differ in their intellectual capacities.
- Some are gifted with exceptionally high intelligence level with IQ above 130. This group is referred to as intellectually gifted.
- On the other hand are people who have IQ below 70. Such people are assumed to be suffering from intellectual deficiency or intellectual disability.
- Intellectual disability includes people with varying levels of intellectual deficiency or disability. These levels are referred to as **mild, moderate, severe and profound** disability.

# Mild Intellectual Disability: Characteristics

| Area of functioning      | Mild Intellectual Disability (IQ: 55 - 70 approx.)                        |
|--------------------------|---|
| Self-help skills         | Feeds and dresses self and cares for own toilet needs                     |
| Speech and Communication | Understands communication;<br>Receptive & expressive language is adequate |
| Academics                | Third to sixth grade;<br>Optimal learning environment                     |
| Social Skills            | Has friends;<br>Can learn to adjust quickly                               |
| Vocational skills        | Can hold a job;<br>Can achieve economic self-sufficiency                  |
| Adult living             | Usually marries & has children;<br>Needs support during stress            |

# Moderate Intellectual Disability: Characteristics

| Area of functioning      | Moderate Intellectual Disability (IQ: 40 - 55 approx.)                             |
|--------------------------|--|
| Self-help skills         | Has difficulties & requires training but can learn adequate self-help skills       |
| Speech and Communication | Receptive & Expressive language is adequate but delayed<br>Speech problems present |
| Academics                | Very few academic skills;<br>Grade I or II at the most                             |
| Social Skills            | Capable of making friends and can handle themselves in socially appropriate ways   |
| Vocational skills        | Sheltered work environment;<br>Usually needs consistent supervision                |
| Adult living             | Usually does not marry or have children;<br>Mostly live a dependent life           |



# Severe Intellectual Disability: Characteristics

| Area of functioning      | Severe Intellectual Disability (IQ: 40 - 55 approx.)<br>3 percent of the population affected by Intellectual disability |
|--------------------------|---|
| Self-help skills         | Severe motor impairment;<br>Many not even able to master self-help skills   |
| Speech and Communication | Gross Receptive & Expressive language deficits present;<br>Speech severely retarded                                     |
| Academics                | Academic skills absent;<br>Not educable at all  |
| Social Skills            | Display absolutely no interest in surroundings;<br>Social skills absent   |
| Vocational skills        | Cannot learn vocational skills  |
| Adult living             | No marriage or children   |

# Profound Intellectual Disability: Characteristics

- This group makes 1.5 percent of the total intellectually disabled population. It is characterised by the most severe symptoms of mental retardation as given below:
- The individuals belonging to this category never attain in adult life an intellectual level greater than that of an average 2 year old child.
- They are severely deficient both in their intellectual capacities and adaptive behaviour. The symptoms associated with them are retarded growth, physical deformities, pathology of the central nervous system, autism, severe speech disturbances, motor incoordination, deafness and convulsive seizures.
- They are unable to protect themselves from common dangers and are unable to manage their own affairs and satisfy their physical needs.
- Their life span, as a result of their low resistance is too short.
- Such individuals are completely dependent on others and need the care and supervision given to an infant.
- Essentially, they need to be institutionalized as their condition deteriorates.
- These individuals often suffer psychologically because of the biased attitude of the parents/other care givers and stressful demands of their environment

# Intellectual Giftedness

**Intellectual Giftedness:** Exceptional general ability shown in superior performance in a wide variety of areas

**Gifted Child:** The gifted child is the one who possesses exceptional general ability that shows in superior performance in a wide variety of areas.