

# Lifespan Development

Middle Childhood  
Chapter 9: Physical & Cognitive  
Development

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# Agenda

- Presentation – How children learn during middle childhood
- Intelligence – perspectives
  - Historical – Binet/Terman
    - Stanford-Binet IQ test
  - Contemporary – Sternberg/Gardner
  - Applied – Wechsler
- Intelligence assessment

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# Intelligence

- History
  - Alfred Binet – early 1900's contracted with the Paris schools to create a test to identify students likely to have difficulties
  - Terman's revision – Stanford Binet
- Newer conceptualizations
  - Sternberg's Triarchic Theory
  - Gardner's Multiple Intelligences

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## Sternberg's Triarchic Model

- Componential- skills that contribute to intelligent behavior
  - Performance
  - Knowledge acquisition
  - Metacomponents
- Experiential – deal with novel tasks, use relevant information
- Contextual – practical – survival skills

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## Gardner's Multiple Intelligences

- Linguistic
- Logical-mathematical
- Musical
- Spatial
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic
- Existential?

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## Intelligence

- Wechsler's conceptualization
  - the aggregate capacity to act purposefully, think rationally, and deal effectively with his or her environment
  - Wechsler-Bellevue Intelligence Scale (1939)

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## Weschler Tests – current

- Wechsler Adult Intelligence Scale-3<sup>rd</sup> edition (WAIS-3)
- Wechsler Intelligence Scale for Children-3<sup>rd</sup> edition (WISC-3)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
- verbal, performance, and total (FS) IQ score
- mean = 100, standard deviation = 15

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## WISC-III Demonstration

- In spite of the documented shortcomings of the tests, the Wechsler Scales have become the standard.
- Anyone want to volunteer?
- Representative items from different scales.

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## What determines intelligence?

- Nature vs. Nurture
  - Genes
  - Environment
  - Interaction
- Genes setting limits within which environmental factors determine final outcome
- Twin research

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