**AP Psychology**

**Van Over**

**Unit XI: Testing and Individual Differences**

**DIRECTIONS: For extra credit you should complete the following areas using appropriate detail. Complete sentences are not required and bullet notes are acceptable. However, it is important that your work reflect that you’re paying attention to detail in order to qualify for the extra credit.**

**Module 60: Introduction to intelligence**

 **Intelligence**

 **Intelligence Test**

One Ability or Several Abilities??

 Charles Spearman and **General Intelligence** (“g”)

 Why is Spearman’s single intelligence score controversial?

 Factor Analysis

 L.L. Turstone

 Satoshi Kanazawa

Theories of Multiple Intelligence

 Howard Gardner

 **Savant Syndrome**

* What disorder to many people with Savant Syndrome also have?

 Kim Peak (Rain Man)

 Summarize Gardner’s **Multiple Intelligences Theory**

 **What are each of the Multiple Intelligences?**

“Grit”

Sternberg’s Three Intelligences

 Who is Robert Sternberg?

 Analytical Intelligence

 Creative Intelligence

 Practical intelligence

Emotional Intelligence—Defined:

 Social intelligence

 Emotional intelligence’s four components

Is Intelligence neurologically measurable?

 Brain size and complexity

 Brain function

Table 60.1 Comparing Theories of Intelligence

|  |  |  |  |
| --- | --- | --- | --- |
| Theory | Summary | Strengths | Other Considerations |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

**Module 61: Assessing Intelligence**

The origins of Intelligence Testing

 Francis Galton

Alfred Binet:

 Mental age

 Lewis Terman

 Stanford-Binet Test

 Intelligence Quotient

Modern Tests

 Achievement tests

 Aptitude tests

 Summarize the difference between Aptitude and Achievement Tests:

 Wechsler Adult Intelligence Scale (WAIS)

Figure 61.1 Copy the figure and explain it in the space below



 Explanation of Figure 61.1

Principles of Test construction

 Standardization

 Normal curve

 Flynn effect

Figure 61.2 Copy the figure and explain it in the space below



Figure 61.3

Copy the figure and explain it in the space below



Reliability—Define This:

 Test retest reliability—What is this? How does it fit in with intelligence testing?

 Split half scores-- What is this? How does it fit in with intelligence testing?

Validity—Define This:

 Content validity—What is this? How does it fit in with intelligence testing?

 Predictive validity—What is this? How does it fit in with intelligence testing?

**Module 62: Dynamics of Intelligence**

Aging and Intelligence

 Cross sectional evidence

 Longitudinal evidence

 Crystallized intelligence

 Fluid intelligence

Figure 62.1 Copy the figure and explain it in the space below



Figure 62.2 Copy the figure and explain it in the space below



Stability of Intelligence over the life span

Life spans of more intelligent people

Figure 62.4 Copy the figure and explain it in the space below



Extremes of Intelligence

The low extreme

 Intellectual Disability

 Criterion for intellectual disability (What criteria is necessary to be considered intellectually disabled):

 Down Syndrome

The high extreme

 Talented and gifted

**Module 63: Studying genetic and environmental influences on intelligence**

Twin and Adoption Studies: What have these demonstrated?

 Heritability

Figure 63.1 Copy the figure and explain it in the space below



Figure 63.2 Copy the figure and explain it in the space below



Environmental Influences

 Early environmental influences

 Tutored Human Enrichment (What does this mean and how does it work?)

 Baby Einstein

 Schooling and Intelligence

 Head Start programs

 Growth Mindset (Dweck)

**Module 64: Group Differences and the Question of Bias**

Group Differences in Intelligence test scores: (What are the differences, and why?)

Racial and Ethnic Similarities and Differences

Considerations in environmental differences accounting for race differences (six)

The Question of Bias

Two meanings of bias

Test Takers Expectations

 Spencer 1997

 Stereotype Threat

 Obama Effect

 Steele 1995