

Table 7.1 From Prototypes to Atypical Examples (Most Typical to Least Typical)

VEHICLES	FRUITS
Car	Orange
Bus	Apple
Train	Peach
Bicycle	Grape
Airplane	Strawberry
Boat	Grapefruit
Wheelchair	Watermelon
Sled	Date
Skates	Tomato
Elevator	Olive

Source: Adapted from Rosch & Mervis (1975), p. 576.

7.1-2

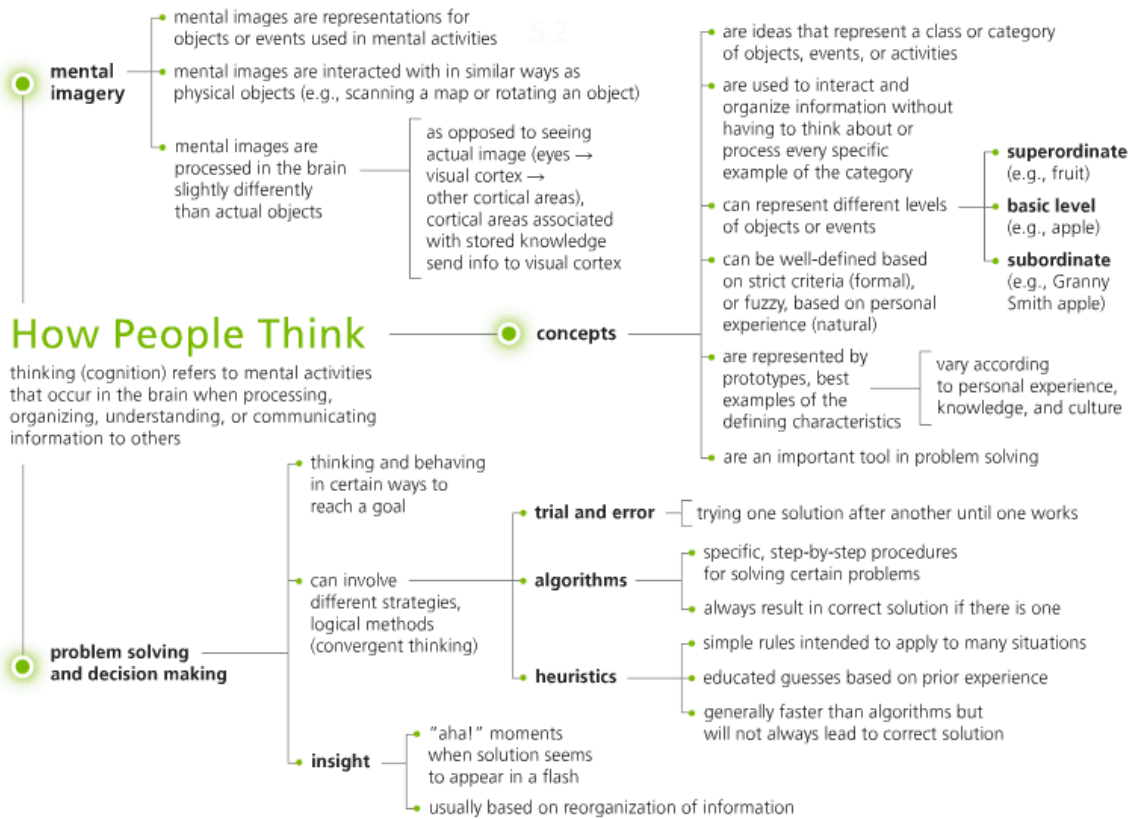


Table 7.2 Stimulating Divergent Thinking

Brainstorming	Generate as many ideas as possible in a short period of time, without judging each idea's merits until all ideas are recorded.
Keeping a Journal	Carry a journal to write down ideas as they occur or a recorder to capture those same ideas and thoughts.
Freewriting	Write down or record everything that comes to mind about a topic without revising or proofreading until all of the information is written or recorded in some way. Organize it later.
Mind or Subject Mapping	Start with a central idea and draw a "map" with lines from the center to other related ideas, forming a mental image of the concepts and their connections.

7.3

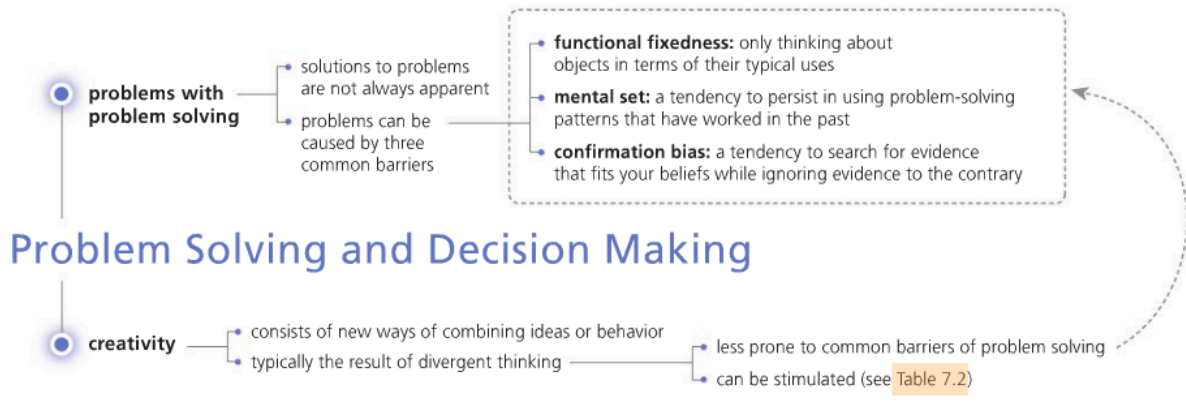


Table 7.3 Gardner's Nine Intelligences

TYPE OF INTELLIGENCE	DESCRIPTION	SAMPLE OCCUPATION
Verbal/linguistic	Ability to use language	Writers, speakers
Musical	Ability to compose and/or perform music	Musicians, even those who do not read musical notes but can perform and compose
Logical/mathematical	Ability to think logically and to solve mathematical problems	Scientists, engineers
Visual/spatial	Ability to understand how objects are oriented in space	Pilots, astronauts, artists, navigators
Movement	Ability to control one's body motions	Dancers, athletes
Interpersonal	Sensitivity to others and understanding motivation of others	Psychologists, managers
Intrapersonal	Understanding of one's emotions and how they guide actions	Various people-oriented careers
Naturalist	Ability to recognize the patterns found in nature	Farmers, landscapers, biologists, botanists
Existentialist	Ability to see the "big picture" of the human world by asking questions about life, death, and the ultimate reality of human existence	Various careers, philosophical thinkers

Table 7.4 Paraphrased Items from the Stanford-Binet Intelligence Test

AGE*	TYPE OF ITEM	DESCRIPTION OF ITEM
2	Board with three differently shaped holes	Child can place correct shape into matching hole on board.
4	Building block bridge	Child can build a simple bridge out of blocks after being shown a model.
7	Similarities	Child can answer such questions as "In what way are a ship and a car alike?"
9	Digit reversal	Child can repeat four digits backwards.
Average adult	Vocabulary	Child can define 20 words from a list.

*Age at which item typically is successfully completed.

Source: Roid, G. H. (2003).

Table 7.5 Paraphrased Sample Items from the Wechsler Adult Intelligence Scale (WAIS-IV)

VERBAL SCALE

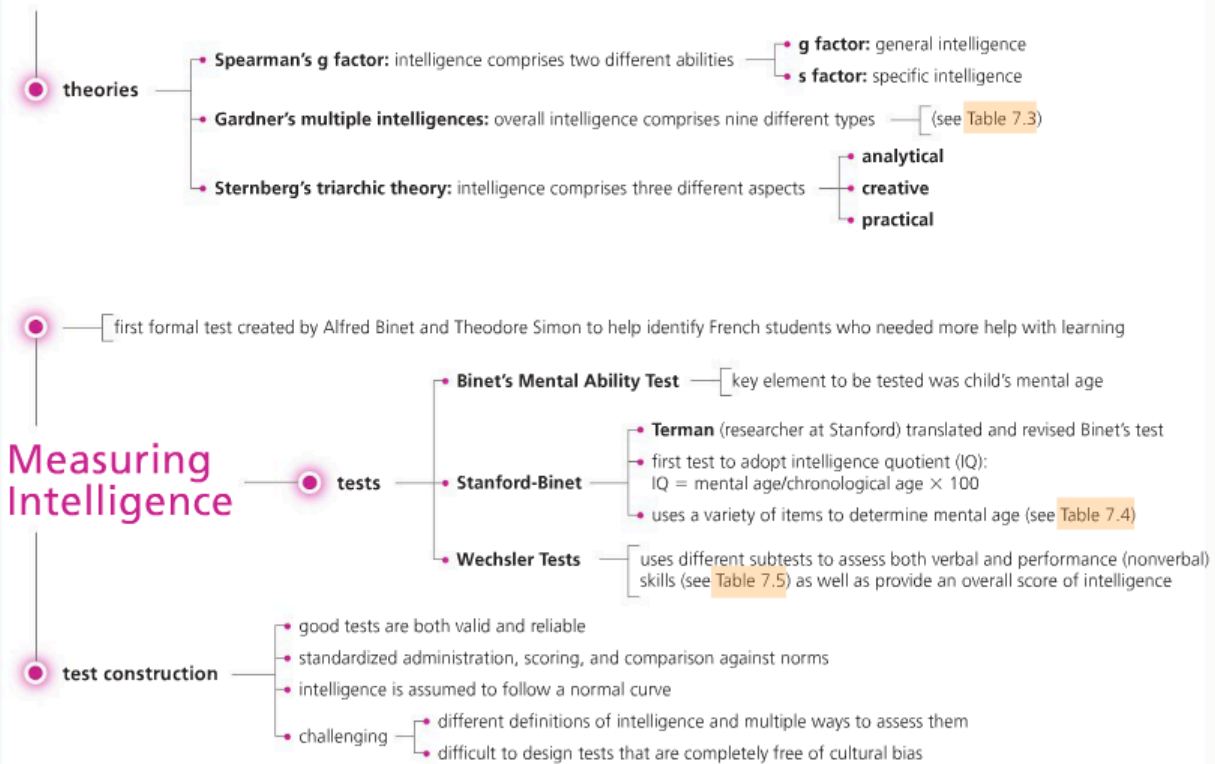
Information	What is steam made of? What is pepper? Who wrote <i>Tom Sawyer</i> ?
Comprehension	Why is copper often used in electrical wire? What is the advantage of keeping money in a bank?
Arithmetic	Three women divided eighteen golf balls equally among themselves. How many golf balls did each person receive? If two buttons cost \$.15, what will be the cost of a dozen buttons?
Similarities	In what way are a circle and a triangle alike? In what way are a saw and a hammer alike?
Vocabulary	What is a hippopotamus? What does "resemble" mean?

PERFORMANCE SCALE

Picture Arrangement	A story is told in three or more cartoon panels placed in the incorrect order; put them together to tell the story.
Picture Completion	Point out what's missing from each picture.
Block Design	After looking at a pattern or design, try to arrange small cubes in the same pattern.
Object Assembly	Given pieces with part of a picture on each, put them together to form objects such as a hand or a profile.
Digit Symbol	Learn a different symbol for each number and then fill in the blank under the number with the correct symbol. (This test is timed.)

Intelligence

(the ability to learn from one's experiences, acquire knowledge, and use resources effectively)



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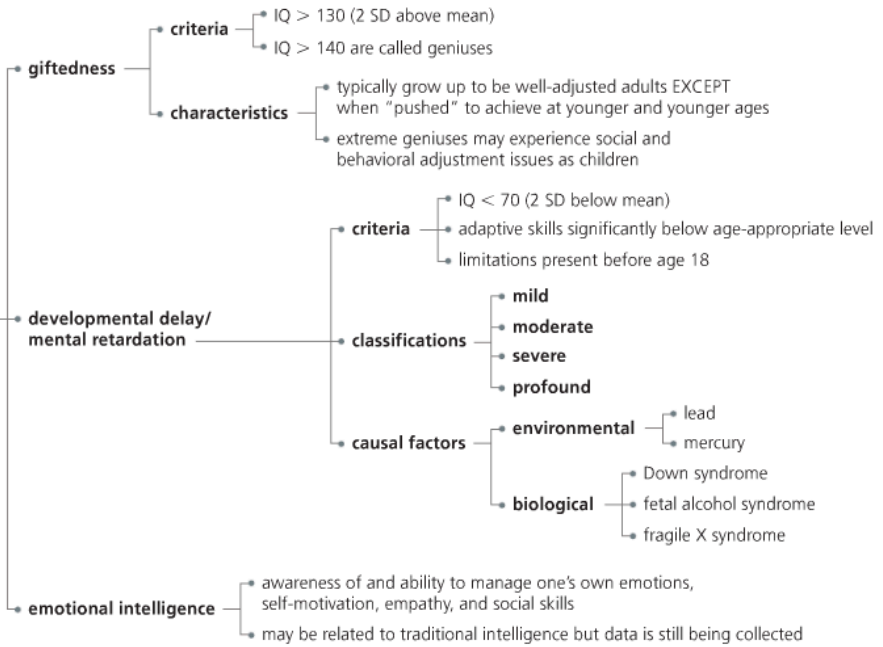
Table 7.7 Classifications of Developmental Delay

CLASSIFICATION	RANGE OF IQ SCORES	ADAPTIVE LIMITATIONS	PERCENTAGE OF DEVELOPMENTALLY DELAYED POPULATION
Mild	55–70	Can reach sixth-grade skill level. Capable with training of living independently and being self-supporting. (This category makes up the vast majority of those with developmental delays.)	90%
Moderate	40–55	Can reach second-grade skill level. Can work and live in sheltered environments with supervision.	6%
Severe	25–40	Can learn to talk and perform basic self-care but needs constant supervision.	3%
Profound	Below 25	Very limited ability to learn, may only be able to learn very simple tasks, poor language skills and limited self-care.	1%

Source: Table based on classifications in DSM-IV-TR (American Psychiatric Association, 2000).

Intelligence

individual differences
IQ tests can be used to identify individuals who differ significantly from those of average intelligence

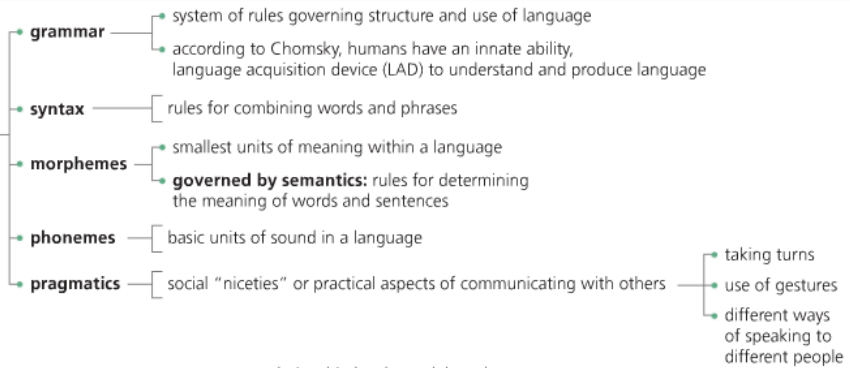


nature vs. nurture

- identical twins reared together show a correlation of .86 between their IQs — [correlation is not 1.00, so environment also has to play a part
- heritability estimates apply *within* groups of people, not *between* groups, not to individuals, and only in a general sense — [current heritability estimate is about .50

Language

levels of language analysis
language structures worldwide share common characteristics



the relationship between language and thought

