

ACADEMIC INTELLIGENCE AND CREATIVITY-II

Genetics Early Experiences Life Space Learning Expectancies
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- I. I.Q. Scores as Cultural Achievement Scores
 - 1. SAT measures advanced academic skills
 - 2. White children in 1980's taking 1930 intelligence tests.
 - A. Similarity to white-black comparison in 1990s
- II. To what extent does environment permit Genetic Influences to be expressed?
 - 1. Heritability: percent of observed phenotype due to genetics
 - 2. Intelligence heritability gradually increases from birth to 7 years, at which time it is at adult level. Adult level: White: 4-.7; Black: .2-.5
 - 3. Implications
- III. Race and Intelligence Test Scores
 - 1. Intelligence Test Scores, not intelligence
 - 2. Distributions - Black & White Populations
 - 3. Relative Deficit same in 1st grade as 12th grade.
 - A. Implications
 - 4. Longitudinal data on Black/White verbal achievement
 - 5. Longterm data on upper and lower SE group IQS
- IV. Early Interventions--Effects; Why and For How Long.
 - 1. Head Start Program
 - 2. Prehead Start Program
 - 3. Follow Through Program
 - 4. Upward Bound Program
 - 5. Comprehensive Employment and Training Act
 - 6. Results: February 1996 report:

- A. The foundations' researchers culled results of nearly 150 studies to conclude that children exposed to early childhood education have higher reading scores, are less likely to be held back a grade or put into expensive special education classes and are more likely to graduate from high school than those who are not. In addition, participants in preschool programs are less likely to go on welfare or become involved in the criminal justice system.

V. Study of Middle-class Children; 0-8 years of age. Still going on.

1. At age 8 tested with Wechsler Intelligence Scale for Children (WISC)
2. Those with IQ 130 or above: Gifted
3. Basic Points on Difference between Gifted and Others:
 - A. Evident at 1.5 years of age, demanded more from environment
 - B. Only communality for Gifted -- developed at a faster pace
 - C. Gifted -- high G-intelligence scores, did better in school, more motivated, better classroom behavior
 - D. No difference in emotional adjustment
 - E. Working or not status of mother not important, nor was occupational level of father
 - F. Big difference: Educational level of parents
 - G. Big difference -- Gifted/Other -- Amount of educational enrichment the children were exposed to: Reading to them, trips to library