

ch



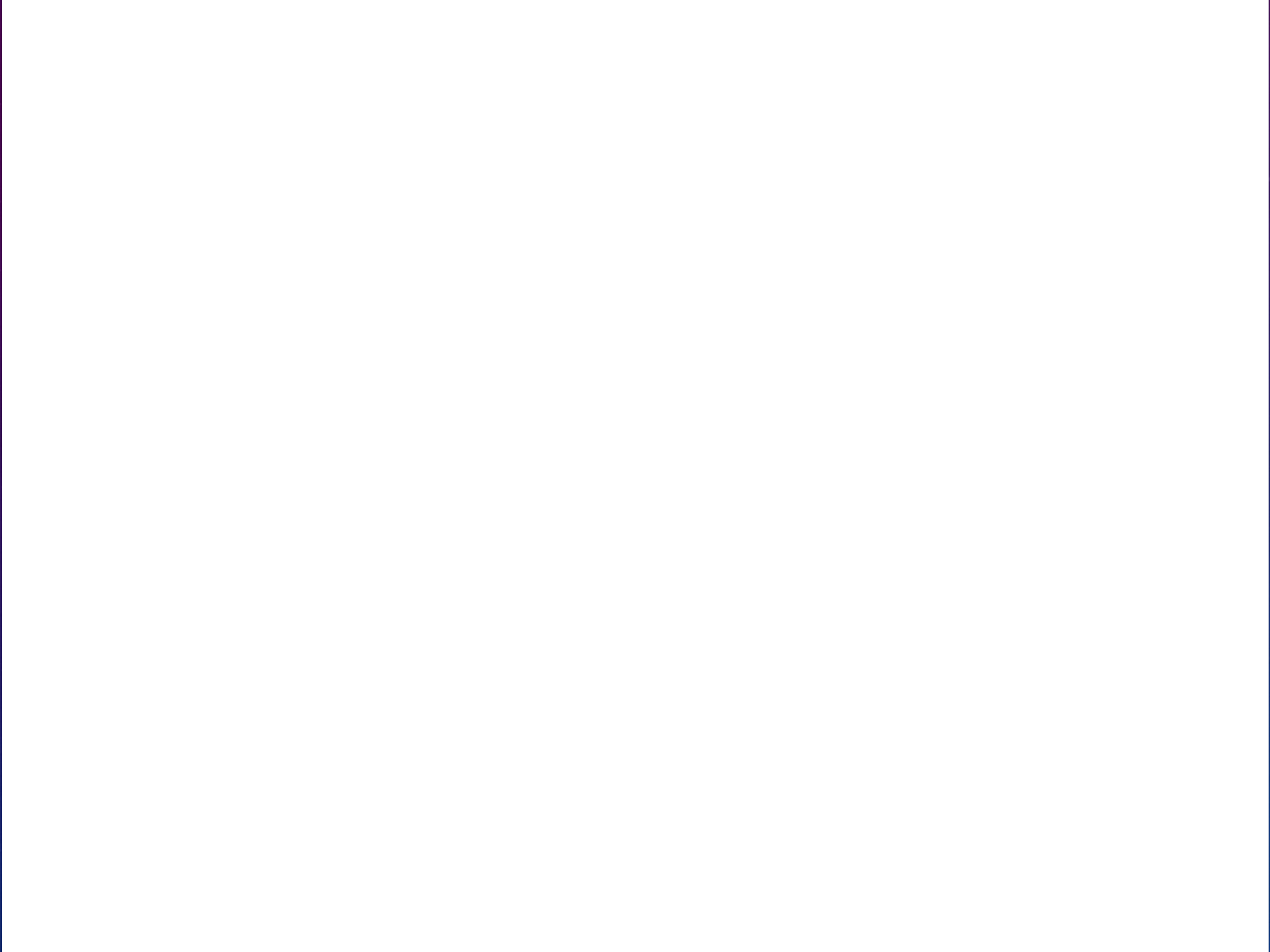
intelligence endorsed this definition: "Intelligence is a very general mental capacity that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience" (Gottfredson, 1997, p. 13). In an attempt to update the Neisser et al. summary just



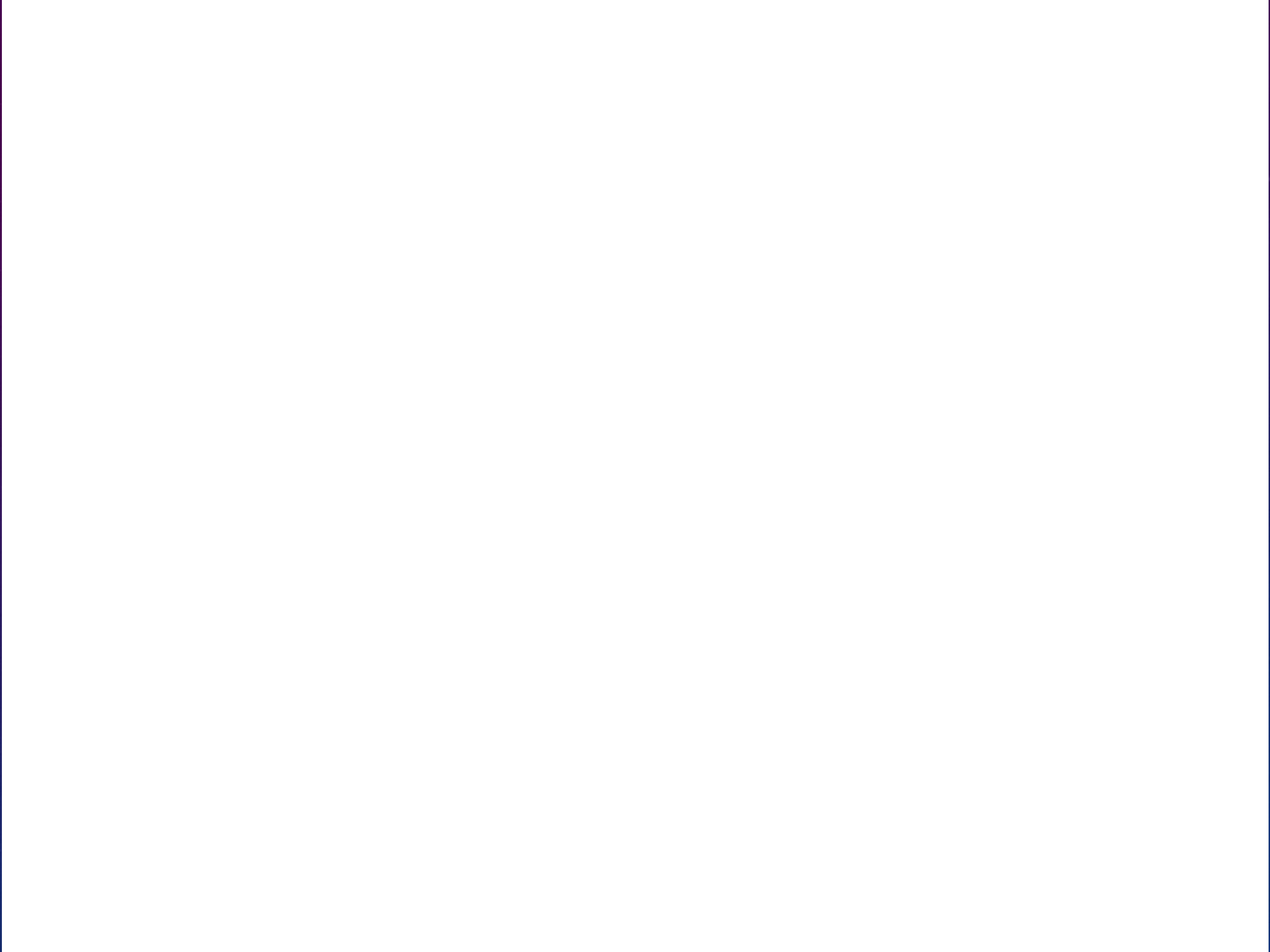
IQ pod normou
Deficit adaptivních schopností
< 18 let

High IQ Society	percentile	1/x	IQ level
International High IQ Society	5	1/20	124
Mensa International, High Potentials Society, Mysterium Society	2	1/50	130
Top One Percent Society, Intertel, Elateneos	1	1/100	135
Poetic Genius Society, Colloquy Society	0.5	1/200	139
Infinity International Society	0.37	1/270	140
Exactiq High IQ Society, ePiq	0.3	1/333	141
Glia Society, International Society for Philosophical Inquiry, Triple Nine Society	0.1	1/1000	146
Prometheus Society, Tetra Society, Homo Universalis Society	0.003	3/100,000	160
The Ultranet	0.001	1/100,000	164
The Mega Society, The Omega Society	0.000001	1/1000,000	172
PARS Society	0.0000003	1/3333,333	175









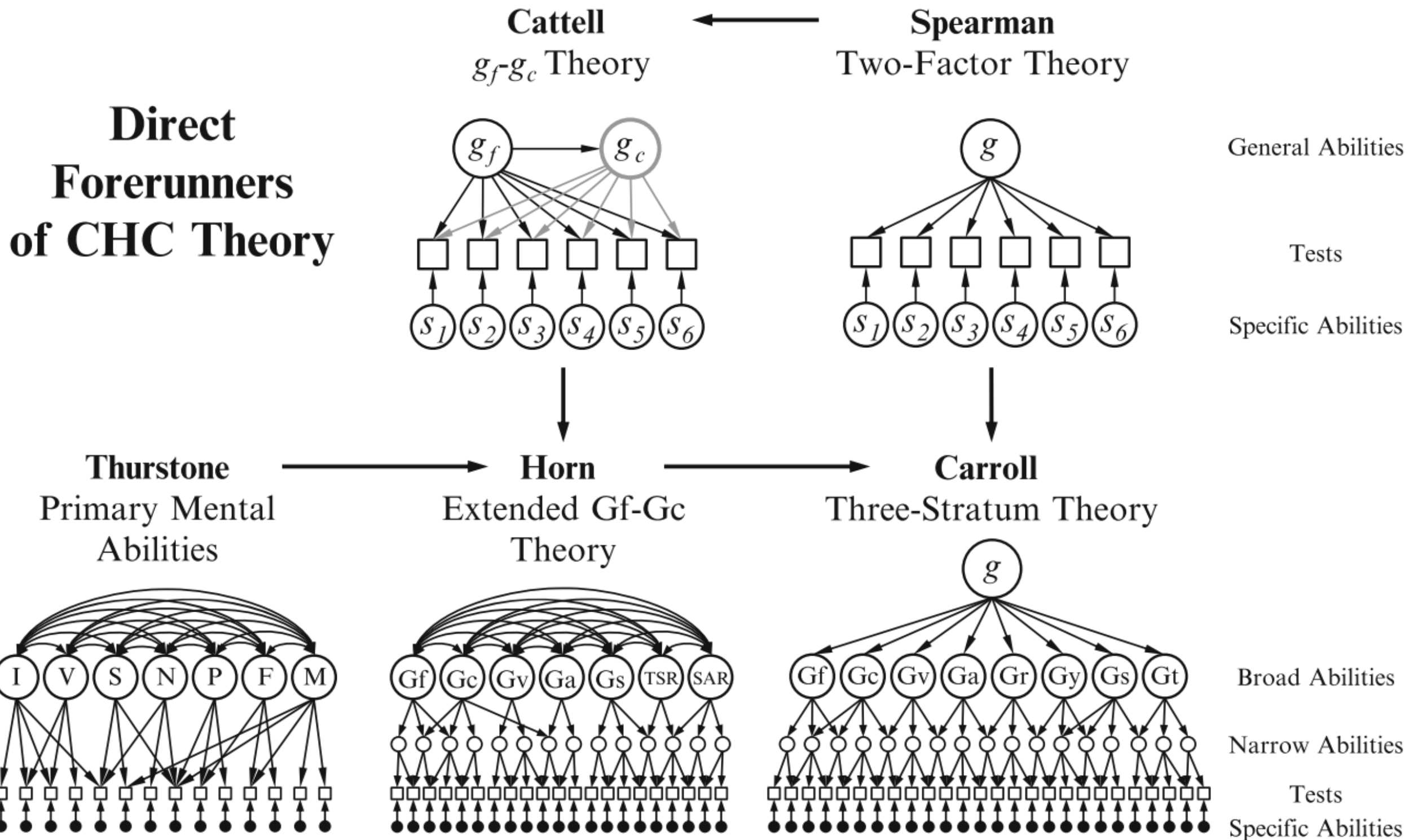


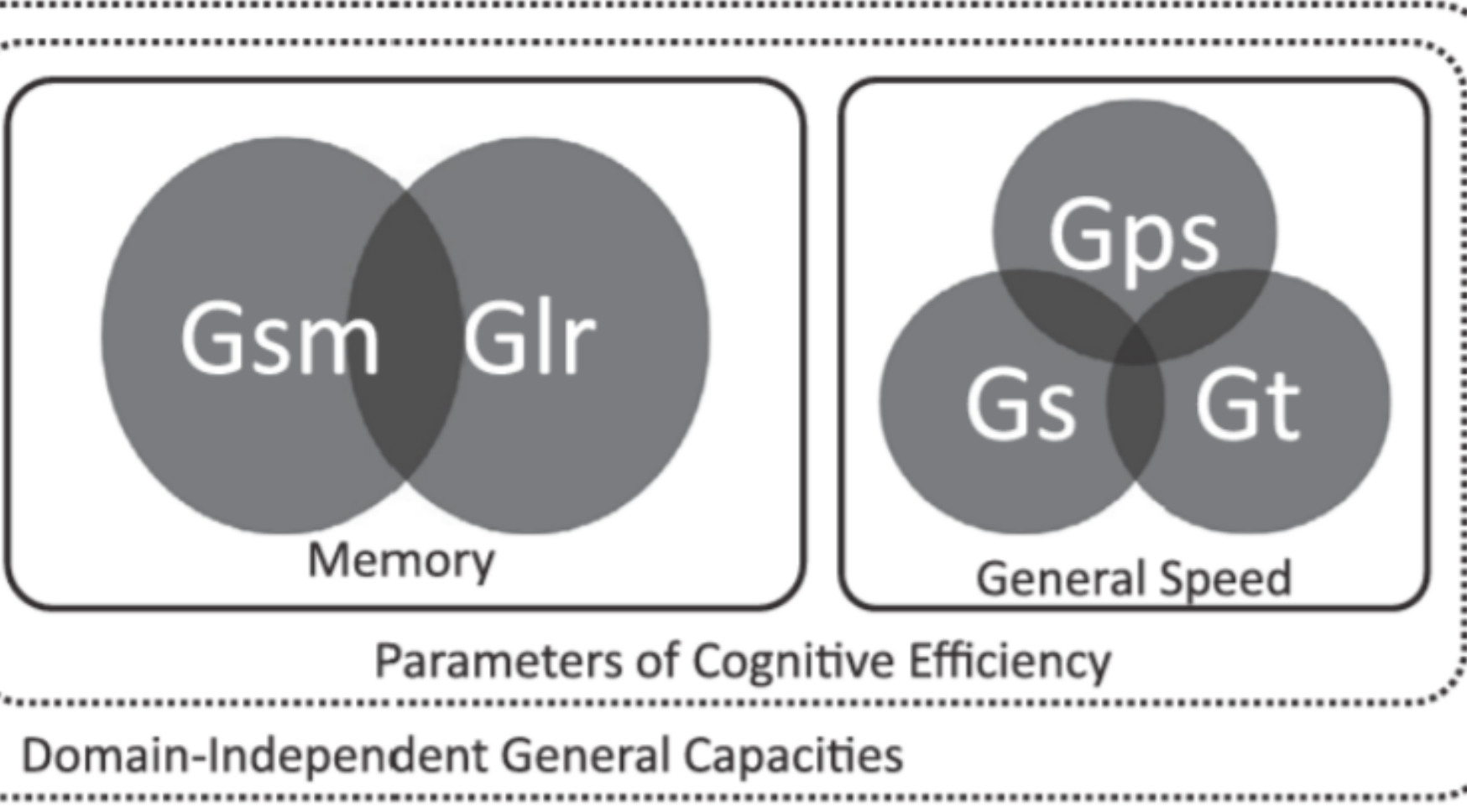
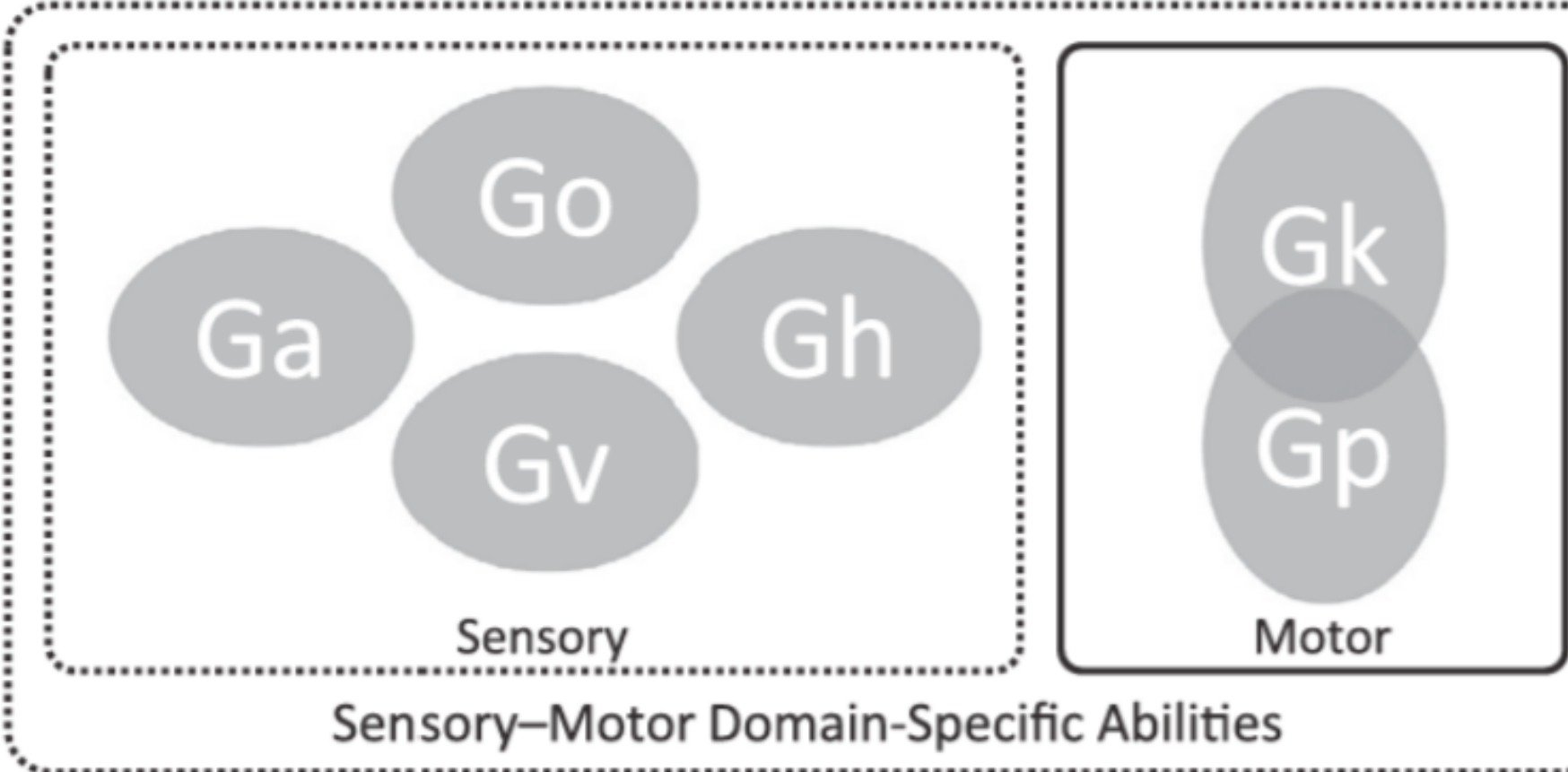
Fig. 21.1 Direct forerunners of CHC theory







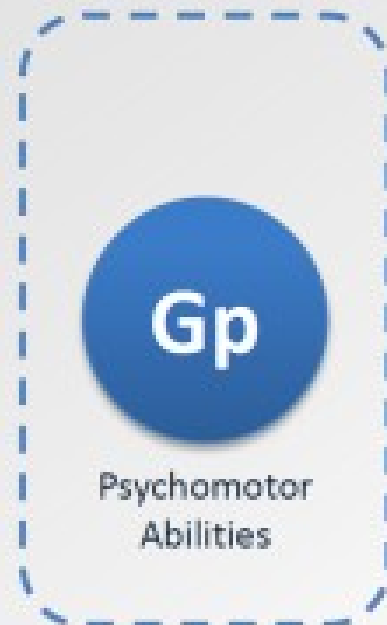




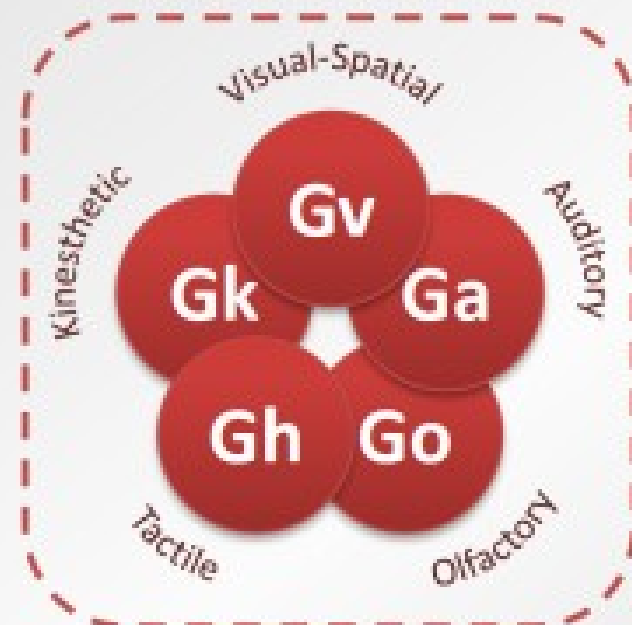
Functional Grouping —

Cattell-Horn-Carroll Theory of Cognitive Abilities

Motor



Perception



Controlled
Attention



Knowledge



Gps

Psychomotor
Speed

Gt

Speed
of Perception

Speed

Gs

Attentional
Fluency

Glr

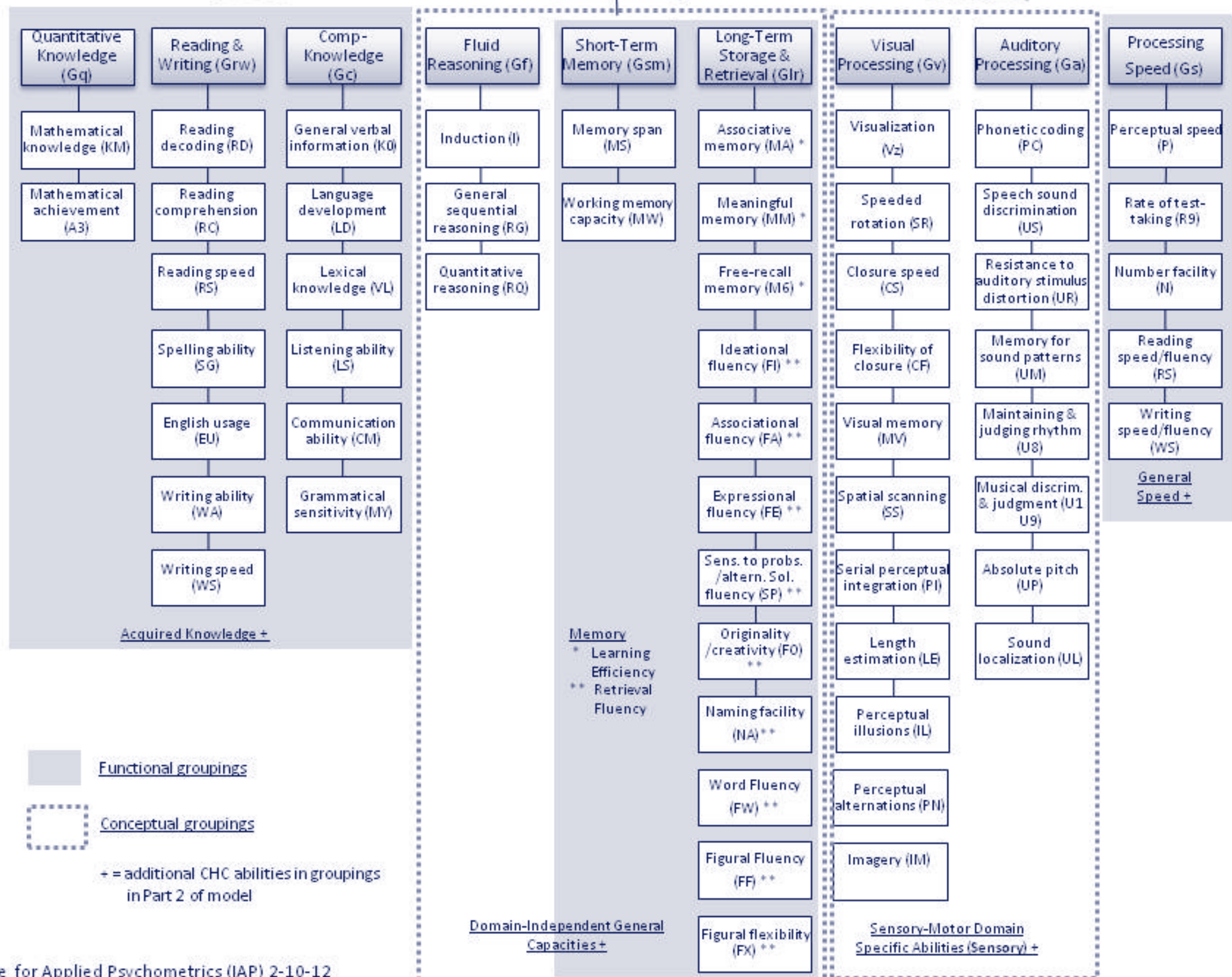
Learning Efficiency
& Retrieval Fluency

General

General Intelligence (g)

Broad

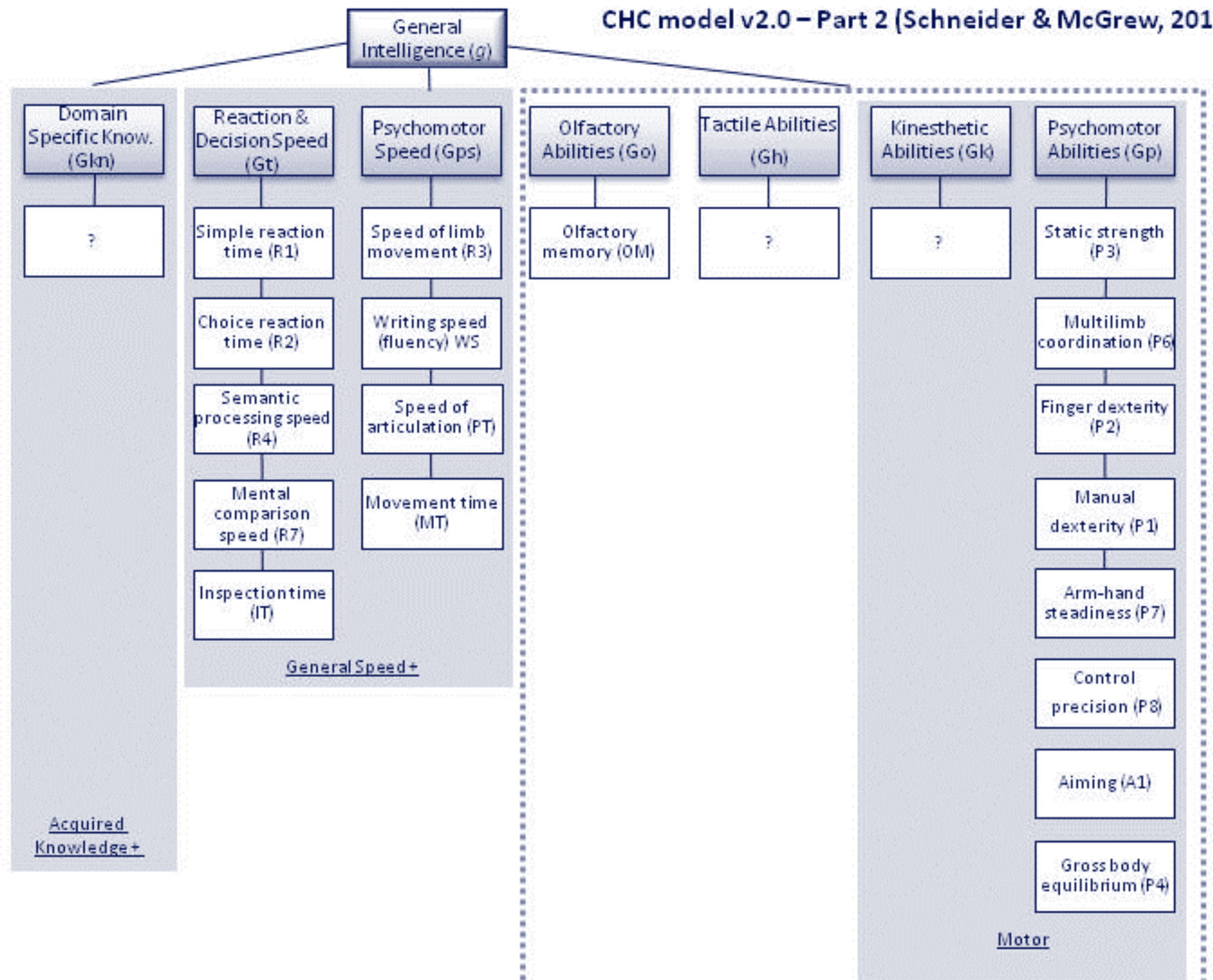
Narrow



General

Broad

Narrow



Functional groupings

Conceptual groupings

+ = additional CHC abilities in groupings in Part I of model

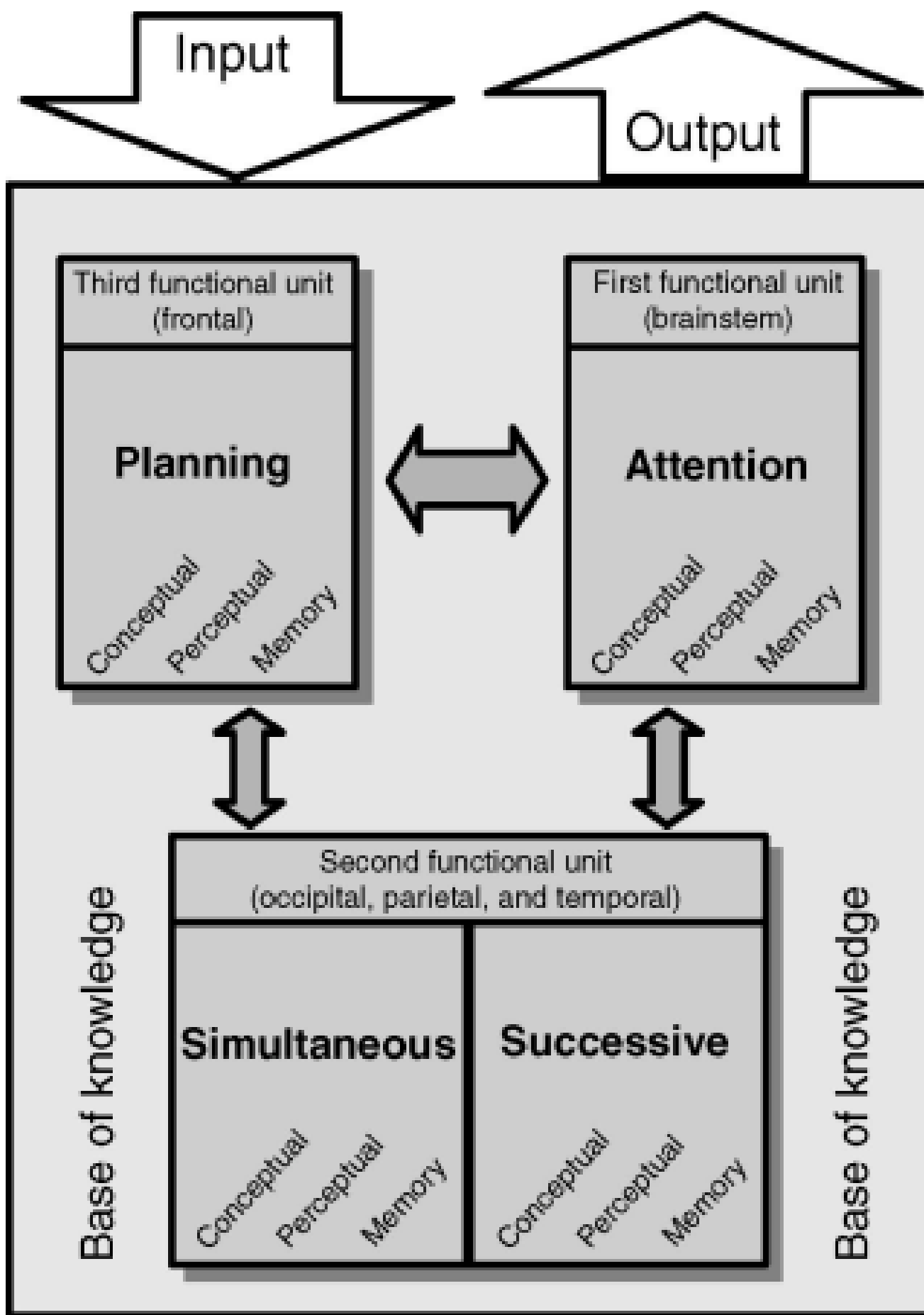
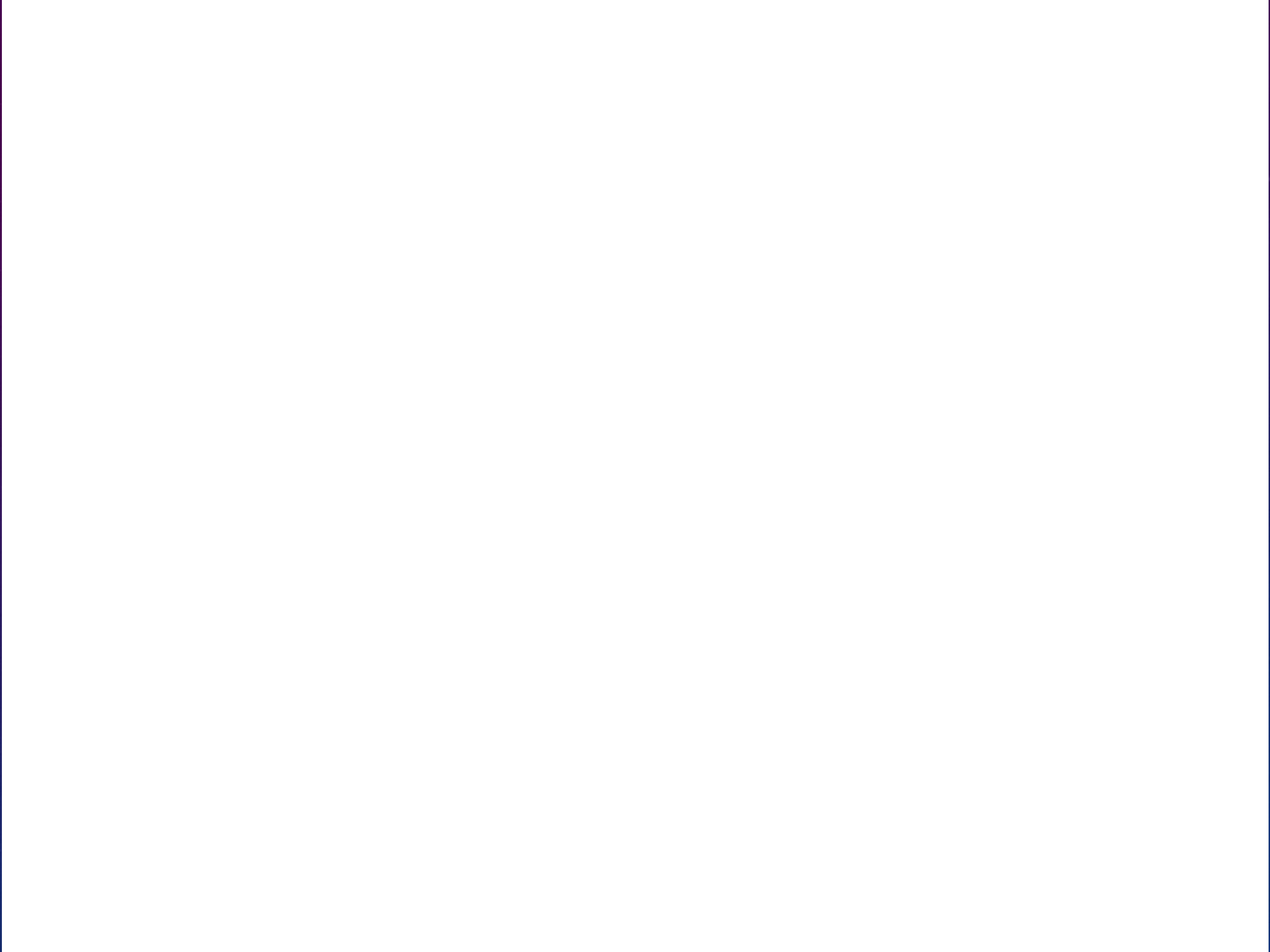


FIGURE 7.1. PASS theory.



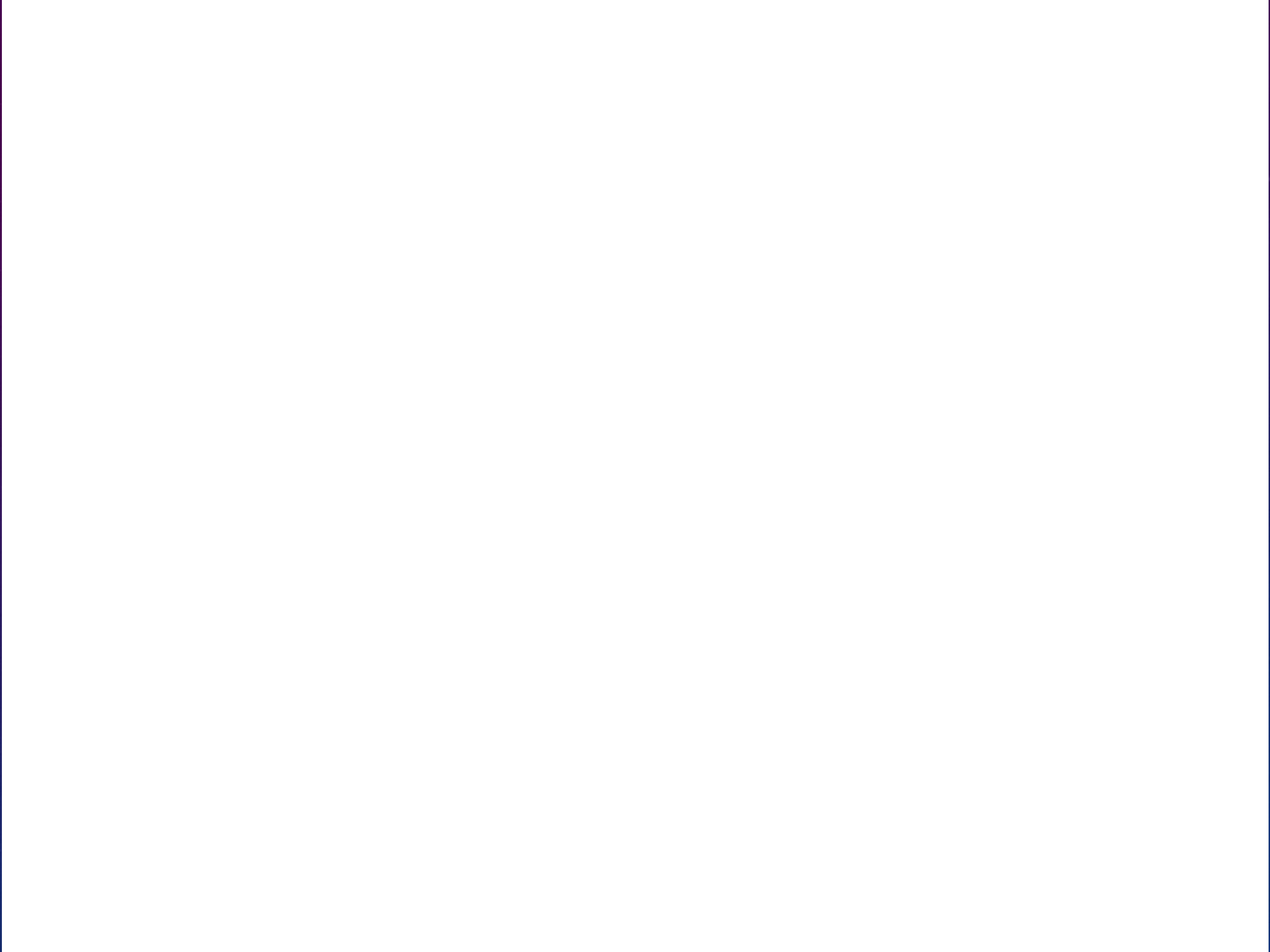




lescents, or adults. Intelligent testing rests on five assumptions, discussed in the sections below:

1. IQ tasks measure what the individual has learned.
2. IQ tasks are samples of behavior and are not exhaustive.
3. IQ tests like the WAIS-III, KAIT, and WJ III assess mental functioning under fixed experimental conditions.
4. IQ tests are optimally useful when they are interpreted from an information-processing model.
5. Hypotheses generated from IQ test profiles should be supported with data from multiple sources.





BLOCK DESIGN: Influences Affecting Subtest Scores

- Cognitive style (field dependence-field independence)
- Visual-perceptual problems
- Working under time pressure

SIMILARITIES: Influences Affecting Subtest Scores

- Flexibility
- Interests
- Negativism (“They’re not alike”)
- Overly concrete thinking
- Outside reading

DIGIT SPAN: Influences Affecting Subtest Scores

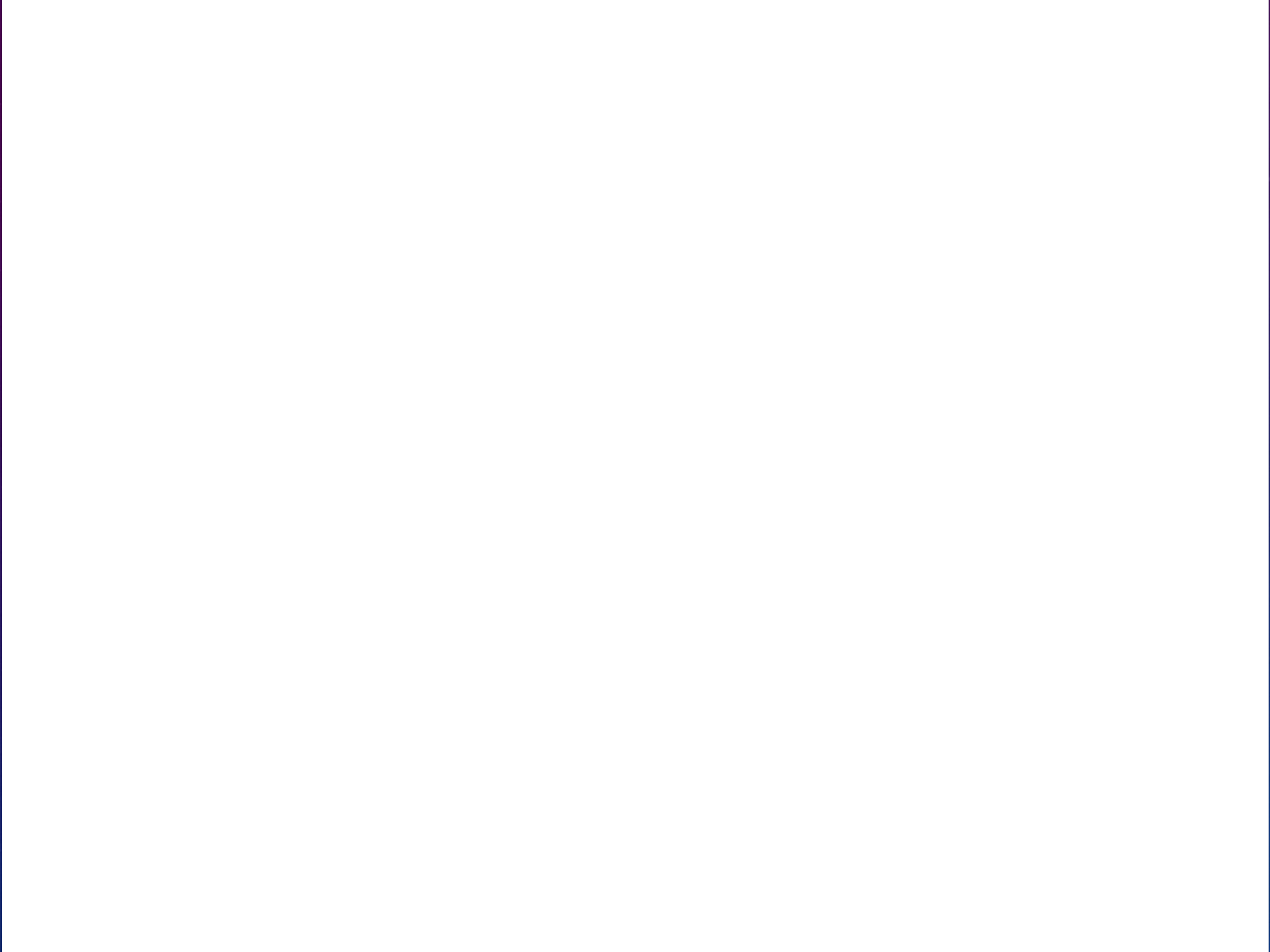
- Ability to receive stimuli passively
- Attention span
- Anxiety
- Distractibility
- Flexibility (when switching among forward, backward, and sequencing)
- Learning disabilities
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Negativism (refusal to try to reverse digits, to exert effort until the more challenging Backward or Sequencing items, or to take a “meaningless” task)





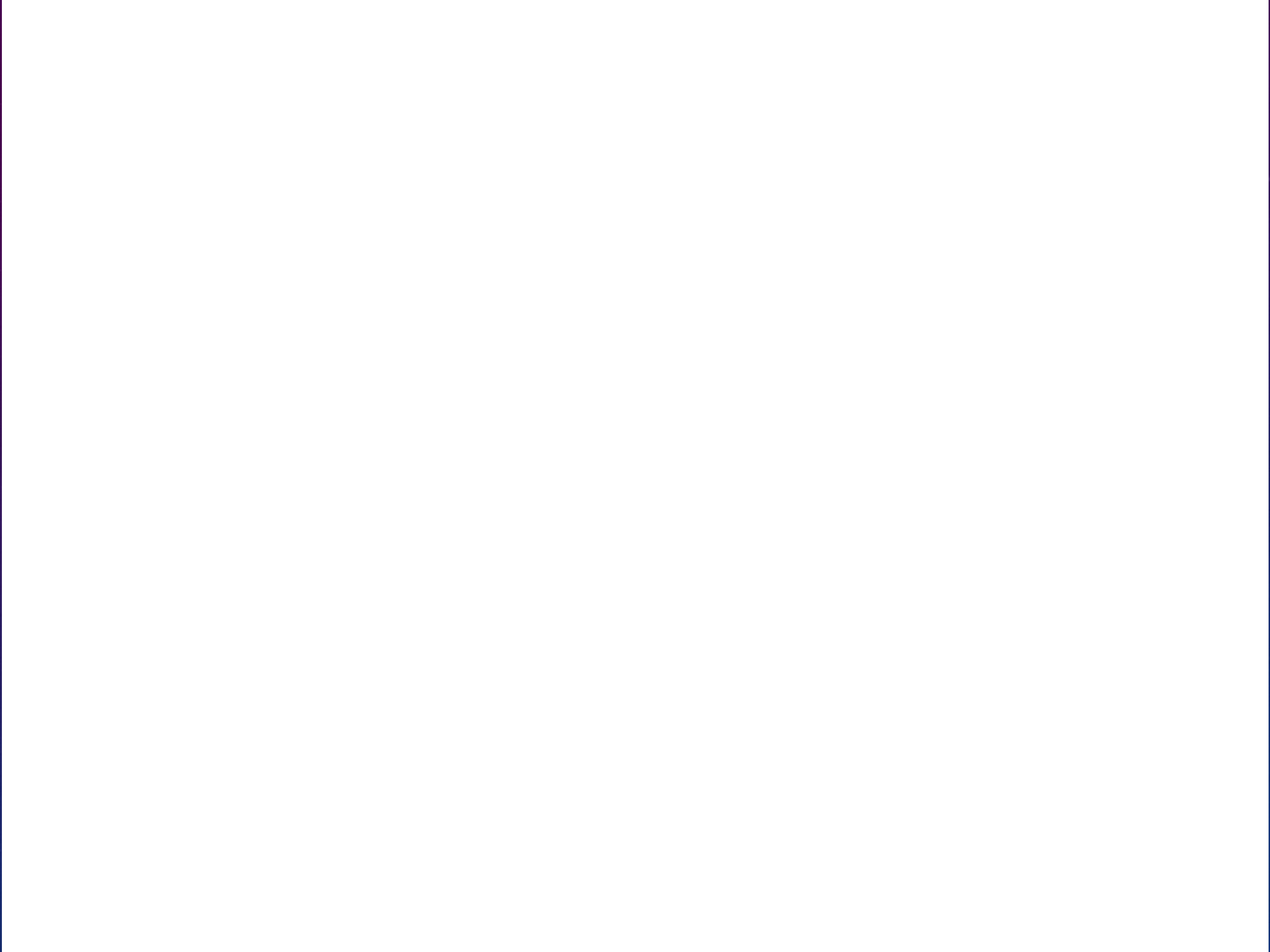






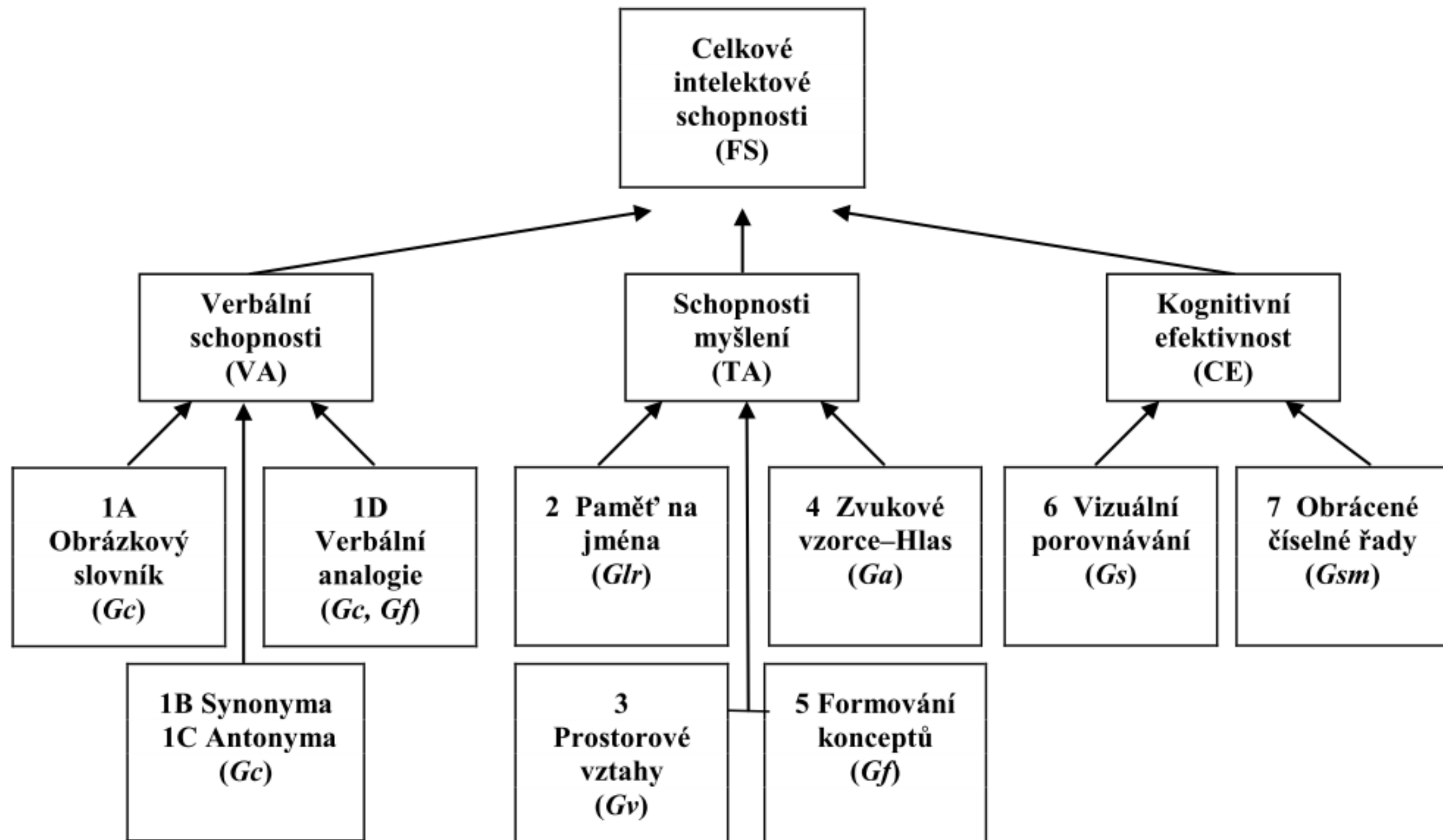
Diskrepanční analýza výsledků konkrétního klienta umožňuje znázornit rozdíly mezi verbálním a performačním IQ i mezi jednotlivými indexovými skóry.

Porovnání diskrepancí		Skór 1	Skór 2	Rozdil	Hladina statistické významnosti 0,15	Frekvence rozdílu ve standard. vzorku
Kombinovaná úroveň	Verbální IQ – Performační IQ	VIQ 106	PIQ 120	-14	12,14	19,5 %
	Verbální porozumění – Percepční uspořádání	IVP 101	IPU 113	-12	12,48	32,7 %
	Verbální porozumění – Pracovní paměť	IVP 101	IPP 110	-9	14,06	50,6 %
	Percepční uspořádání – Rychlost zpracování	IPU 113	IRZ 123	-10	13,90	49,8 %
	Verbální porozumění – Rychlost zpracování	IVP 101	IRZ 123	-22	12,71	17,5 %
	Percepční uspořádání – Pracovní paměť	IPU 113	IPP 110	3	15,33	84,6 %
	Pracovní paměť – Rychlost zpracování	IPP 110	IRZ 123	-13	15,33	37,2 %
Úroveň subtestu	Nejdelší číselná řada dopředu	7				5,26 %
	Nejdelší číselná řada dozadu	4				31,58 %
	Řady dopředu – dozadu	DP 7	DZ 4	3		2,00 %





<http://www.hmhco.com/hmh-assessments/clinical-and-special-needs-assessment/wj-iv>

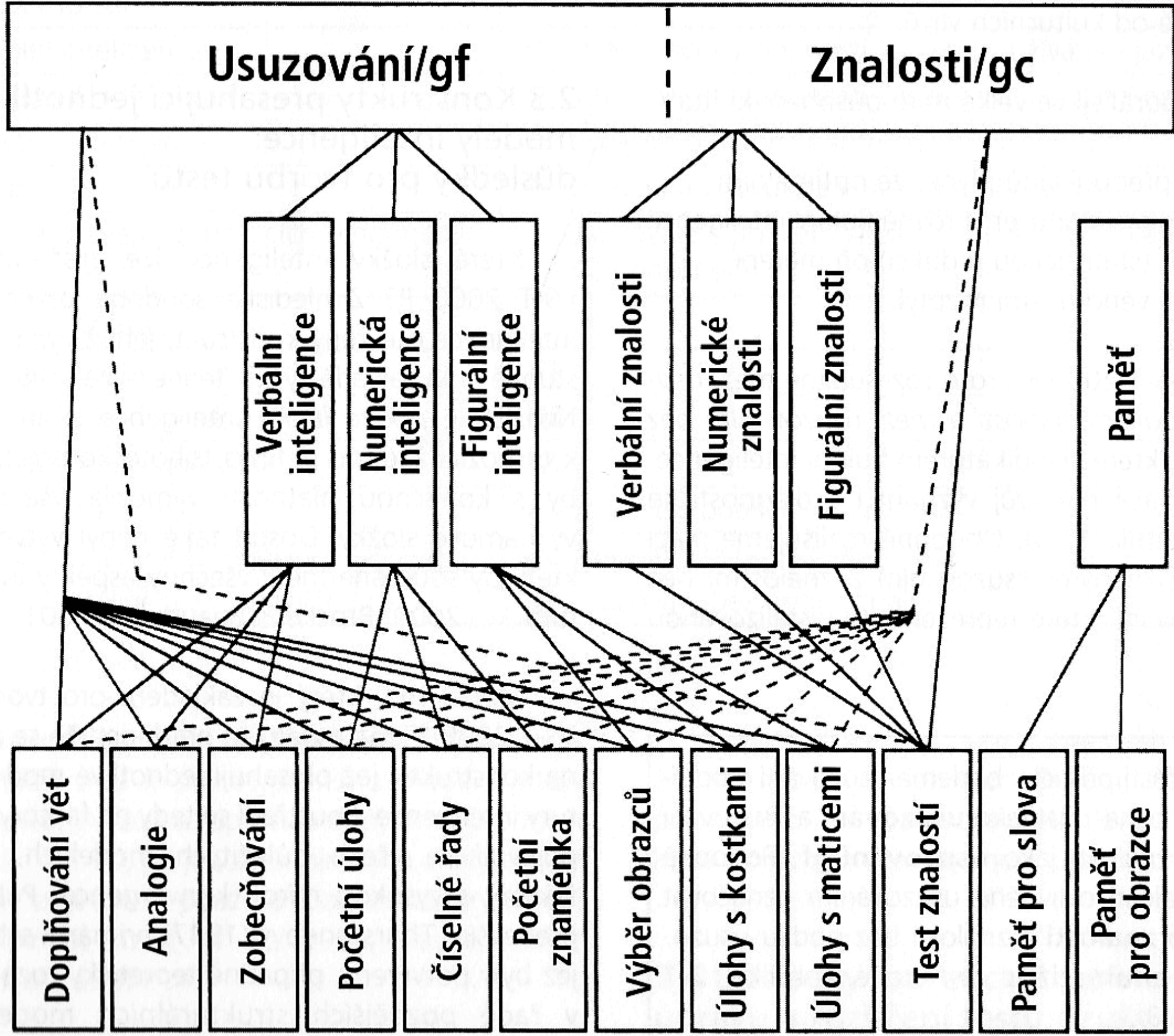


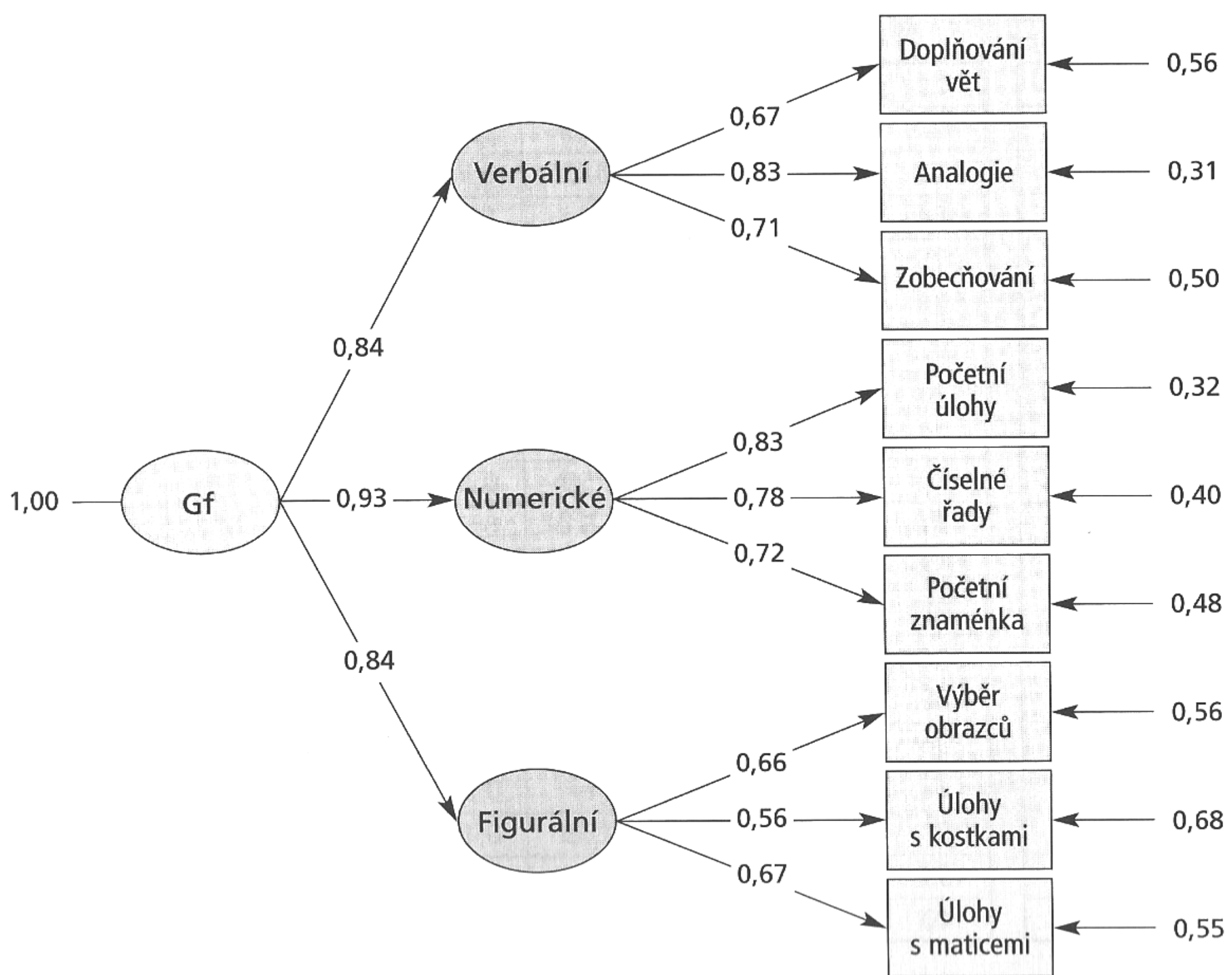
Obrázek 1-1. Mezinárodní edice Woodcock-Johnson: Testy kognitivních schopností – testy a trsy.

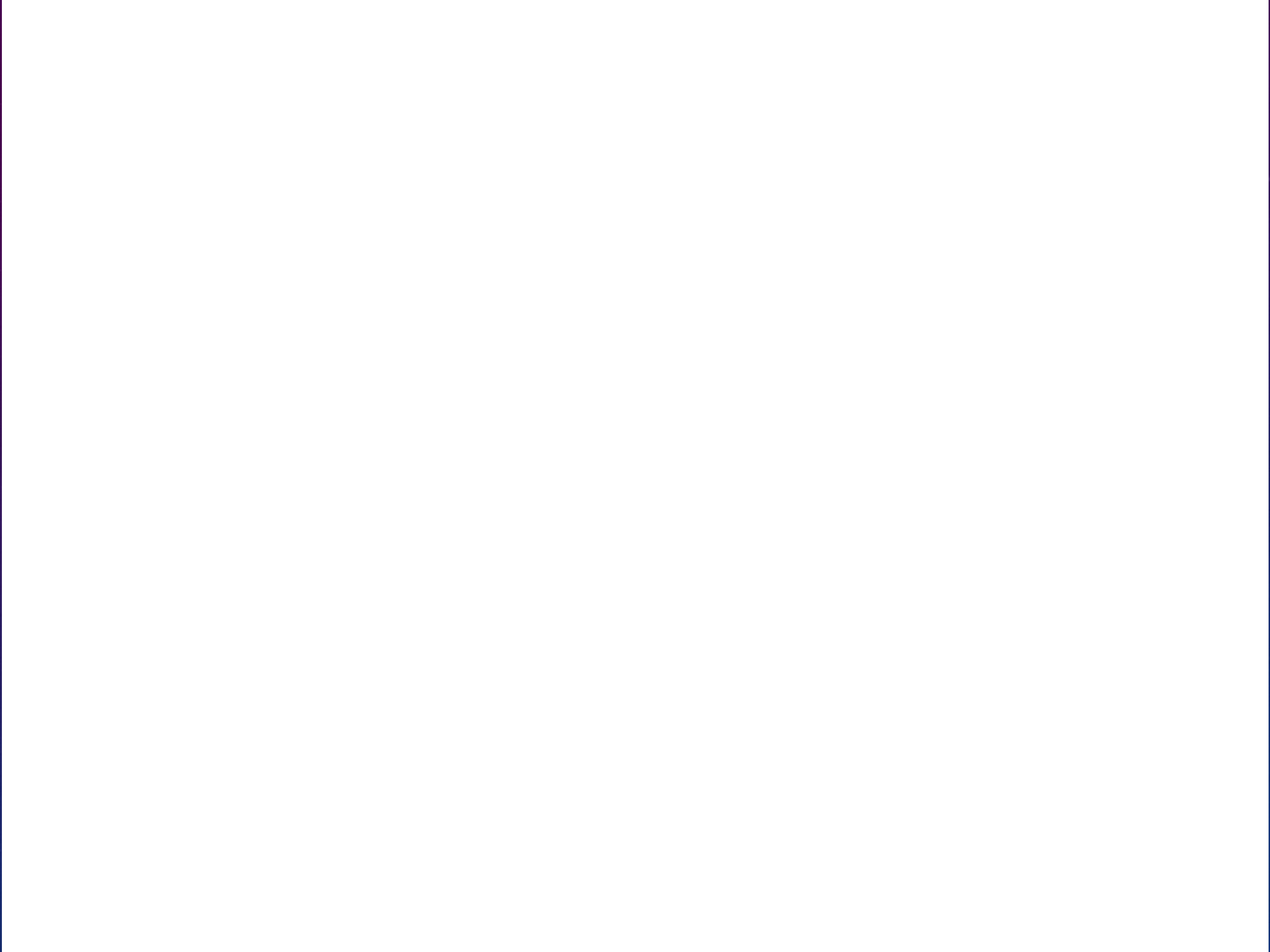
















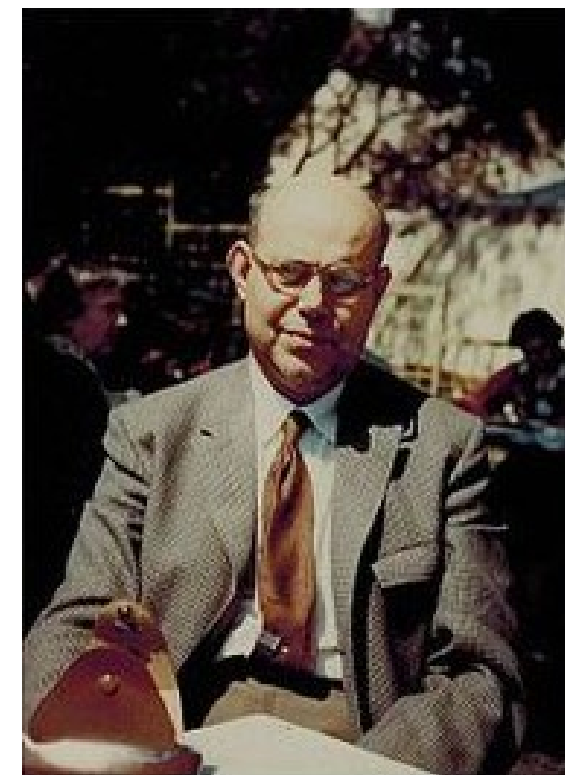
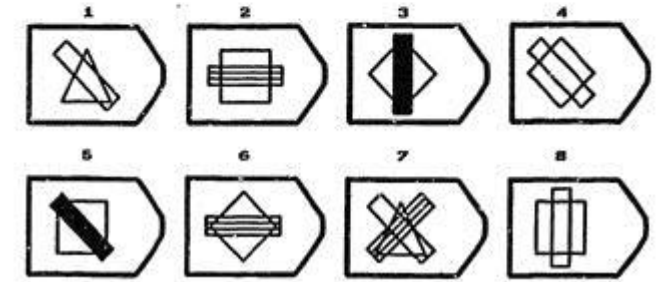
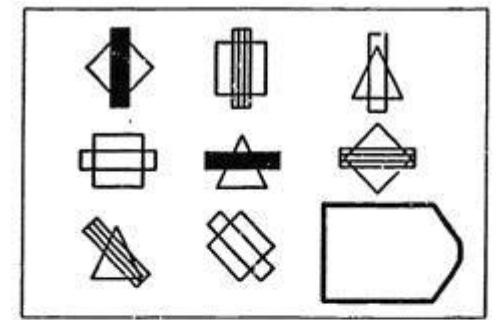
Essentials

of **Assessment with Brief Intelligence Tests**

- Complete coverage of administration, scoring, interpretation, and reporting
- Expert advice on avoiding common pitfalls
- Conveniently formatted for rapid reference

**Susan R. Homack
Cecil R. Reynolds**

Alan S. Kaufman & Nadeen L. Kaufman, *Series Editors*

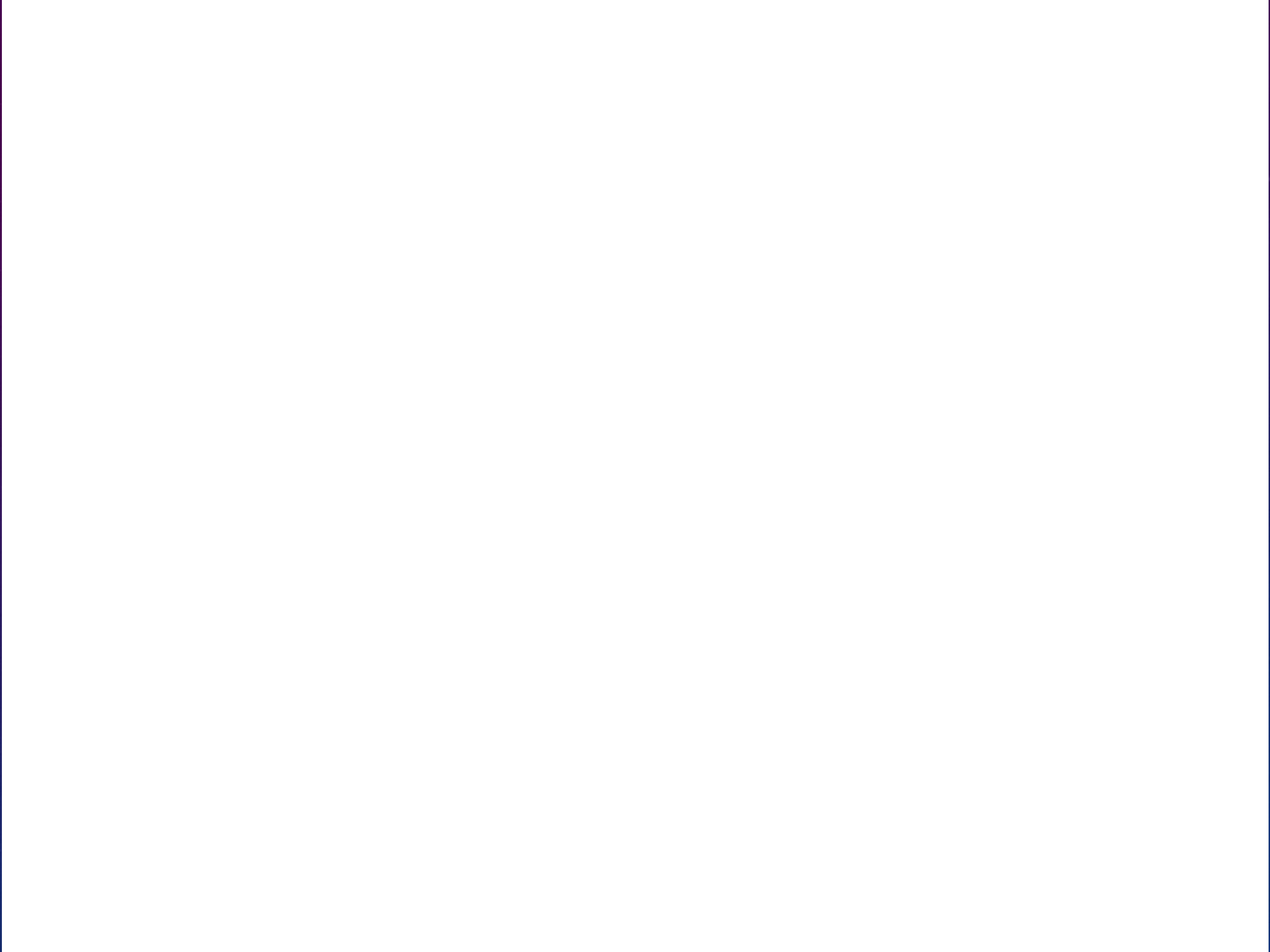






KIT





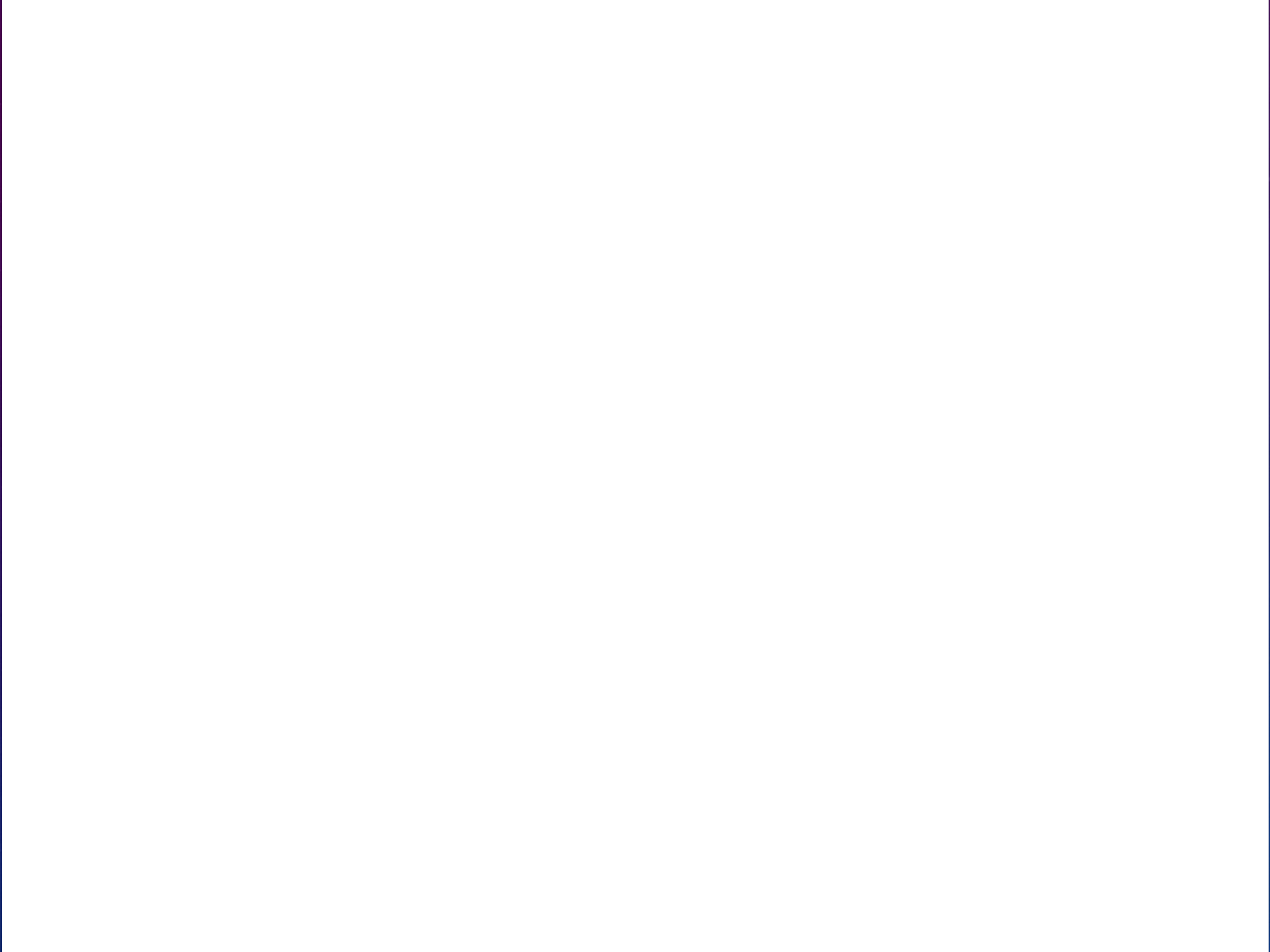




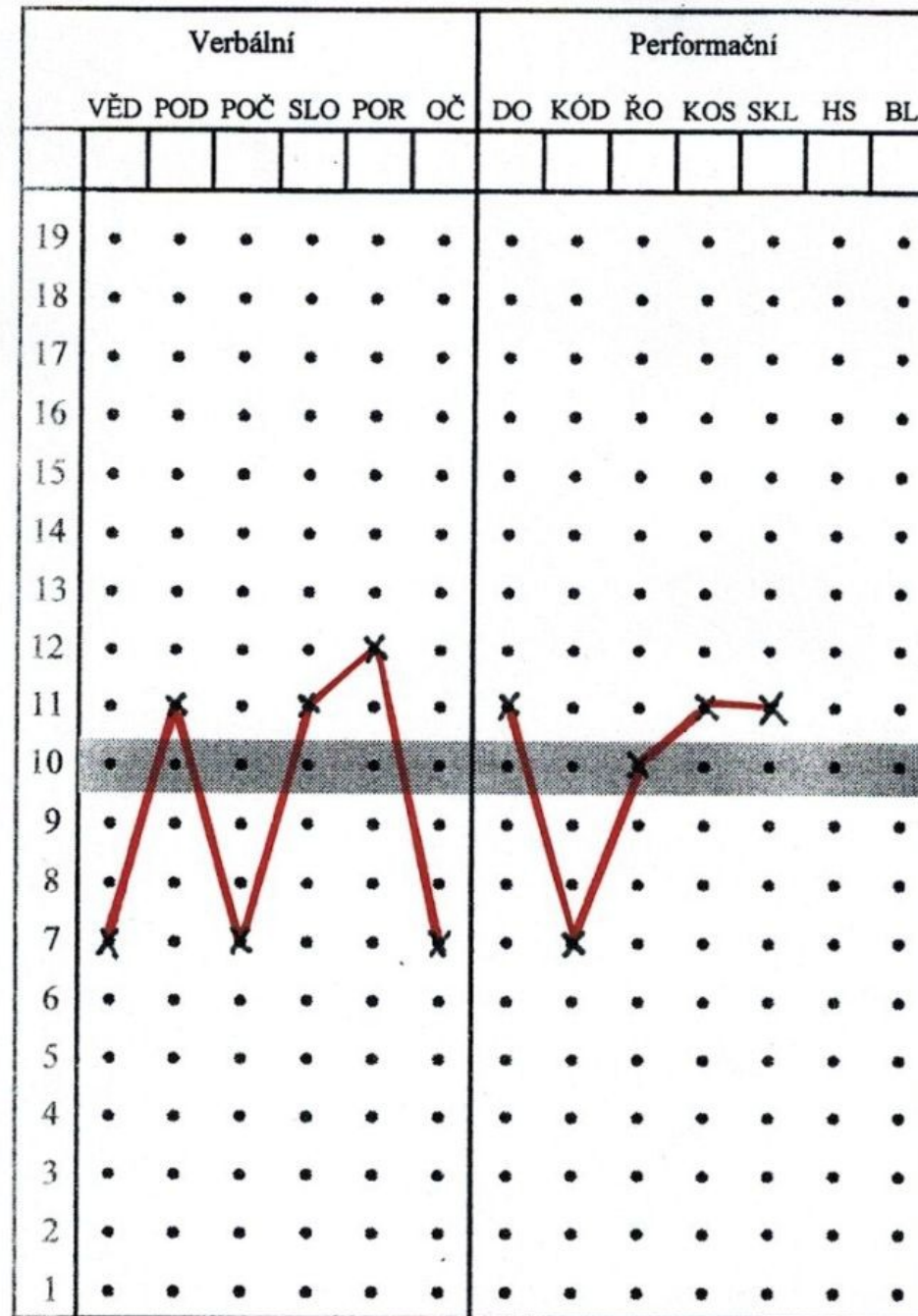


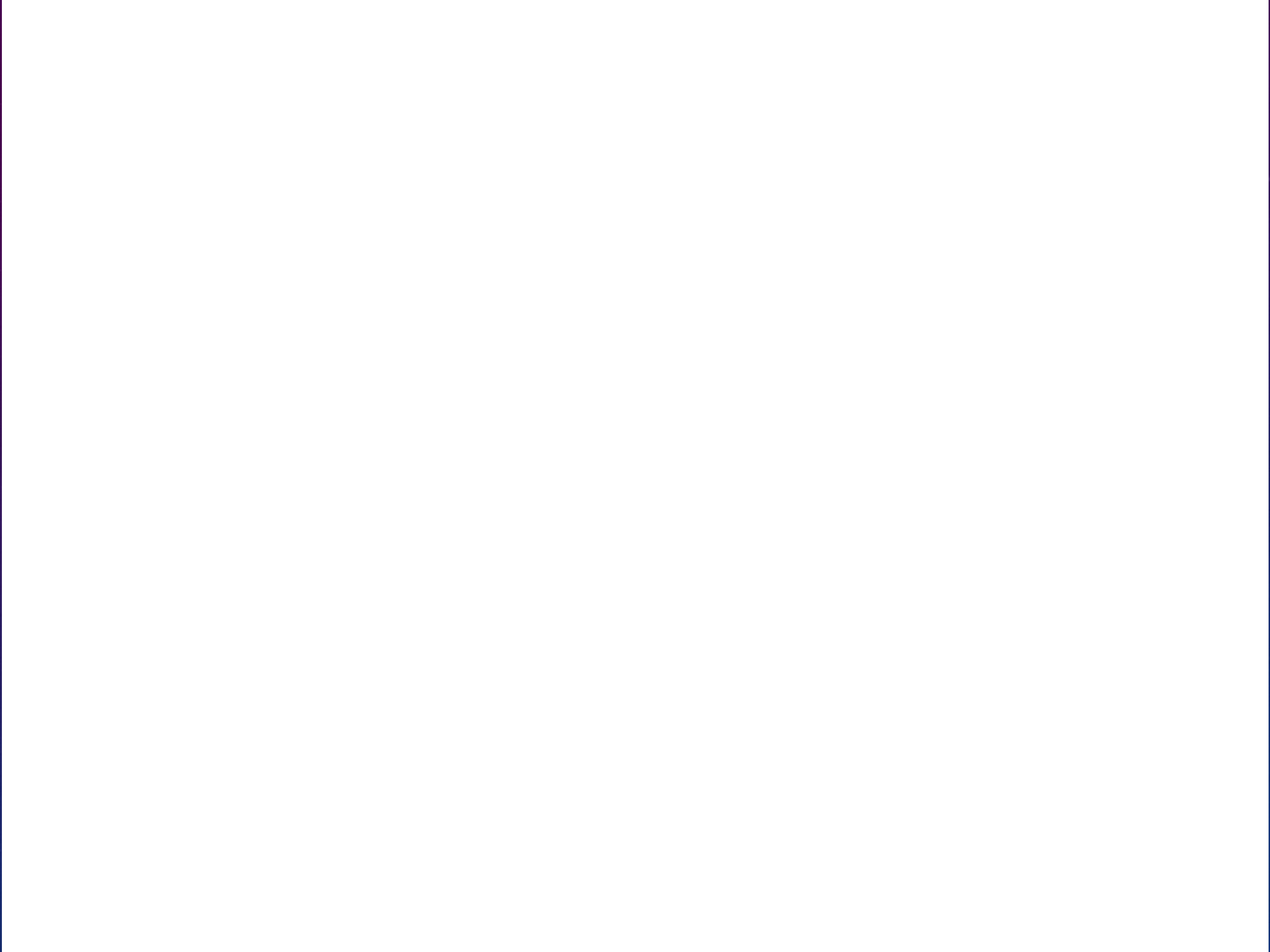






WISC-III^{UK} Profil vážených skóre









KAUFMANŮV PSYCHOMETRICKÝ PŘÍSTUP

Kaufman (1979): *Intelligent testing with WISC-R*

Zdroj	Definice	Reliabilita	Validita
Celkový skór	IQ	Dobrá	Dobrá
Kombinované subtestové skóry	Dva nebo více subtestů, z nichž se vyvozují závěry	Dobrá	Uspokojivá, až nedostatečná
Skóry z jednotlivých subtestů	Skóry z jednotlivých subtestů	Uspokojivá	Nedostatečná





