Slide 1:
No Narration

Slide 2:
You, along with other professionals and parents, are engaged in the exciting enterprise of early intervention. Each person brings to this enterprise their knowledge, hopes and convictions about improving the future for young children and families. Plans and activities within the field of early intervention are affected by broader social contexts, such as developments in science and technology, economic conditions, changing demographics of our state and nation, and governmental policies and funding levels. Furthermore, current early intervention efforts are influenced by courses of action that were taken in the past by other Americans who were also driven by their hopes and convictions about what is best for humanity.

Slide 3:
This module presents four early 20th Century trends which had significant impact on medical, therapeutic, educational treatment as well as on social expectations and opportunities for children with disabilities and their families. These include:

• Theory of static intelligence
• Eugenics
• Medical model of disability, and
• Social segregation.

Slide 4:
The first lesson in this chapter focuses on how the dominant theory of intelligence affected the lives of many persons with disabilities during the first half of the 20th century.

Slide 5:
At the outset of the 20th century scientists were struggling with questions about the nature of intelligence. In France, the government was interested in providing alternative instruction for children who were unlikely to benefit from the traditional school curriculum (Plucker, 2003).

Slide 6:
French psychologist Alfred Binet took the lead in developing an intelligence scale that could identify those children (Plucker, 2003; Safford & Safford, 1996). In 1905, he introduced a system for use in French schools. His test involved a hierarchy of tasks which were ranked in order of the age at which most children were able to perform them. For example, a six year old level task was one that could be performed by most six-year-olds, but was too difficult for younger children. When a child reached the level at which he or she could no longer perform successfully, the child’s “Mental Age” had been identified (PBS OnLine, 2003; Plucker, 2003; Safford & Safford, 1996). (133)


Slide 7:
The American psychologist Henry H. Goddard viewed intelligence as a “static” or unchangeable trait. Goddard believed that identifying mentally defective persons was essential to solving the problem of “social degeneracy” (Plucker, 2003; Zenderland, 2001). In 1910, he published an English translation of Binet’s scale (Plucker, 2003; Safford & Safford, 1996). Goddard also added a set of labels for ranking individuals whose scores indicated mental deficit. His rubric used the terms “idiot,” “imbecile,” or “moron.” (Plucker, 2003; Safford & Safford, 1996).
Use of intelligence tests as the sole criterion for categorizing students continued in schools for decades, and so did the use of Goddard's labeling system. (150)

Permission for photo- Henry Goddard.  Permission was granted on December 5, 2007 by the Museum of disABILITY History. Doug Platt, Curator, would like you to credit the Museum of disability. The picture is under the Eugenics Timeline.

**Slide 8:**
Answer: Imbecile

**Slide 9:**
In 1916, American psychologist Lewis M. Terman and associates at Stanford University published a revision of the intelligence scale which included a formula for arriving at an intelligence quotient, or “IQ score”. This figure was derived by dividing the test-taker’s mental age (MA) by his or her chronological age (CA) and multiplying that quotient by 100 (Safford & Safford, 1996). The resulting IQ score allowed for comparisons between an individual’s tested amount of intelligence and the “norm” - the amount of intelligence assumed to be possessed by most people.

**Slide 10:**
During the first part of the 20th century, the theory that intelligence is static was coupled with confidence that intelligence tests could predict human potential. Often, intelligence scores were the only factor used to determine whether a child would be schooled. Many people thought it pointless to teach children whose scores indicated a subnormal amount of learning potential. Many states did not require schools to educate children with low test scores. Some districts had policies excluding such children from classes, or assigning them to separate classes, where they received limited instruction and social contact. Many students were misidentified as having cognitive disabilities. Without opportunities for appropriate education, millions of children were abandoned by the public school system, and families were left to their own devices for providing any training for their children. (143)
Chapter 1: Early 20th Century Influences on Treatment and Opportunity for Children with Disabilities

Lesson 1: Theory of static intelligence

Outcome: Early intervention personnel demonstrate an understanding of the theoretical, historical, philosophical, legal and organizational components that provide the foundation for Part C of the Individuals with Disabilities Education Act (IDEA) and South Carolina's BabyNet early intervention system.

Early Intervention Core Competency 1.0

Early Intervention Policy and Practice

Theoretical

Philosophical

Historical

Early 20th Century Influences

Eugenics

Medical model of disability

Theory of static intelligence

Social segregation

Treatment and Opportunity

Early 20th Century Efforts to Understand Intelligence

- What is intelligence?
- How can intelligence be measured?
- Is intelligence inherited?
- Does experience influence intelligence?
- How can information about an individual’s intellectual status be used?

Measuring Children’s Minds

Some school children do not succeed in the standard academic curriculum. A measure of Mental Age could help identify children who may benefit from alternative instruction.

Alfred Binet, French Psychologist 1857-1911
Intelligence is "static" Label intellectually deficient children Determine Mental Age (MA): MA 2 years or less = idiot MA 3 – 7 years = imbecile MA 8 – 12 years = moron

If an eight-year-old child received a Mental Age score of five years, on the Binet Scale, which label would the child be given (idiot, imbecile, or moron)? How comfortable do you feel about applying these labels to children or adults? In what contexts, if any, would you use such words?

The Intelligence Quotient

- Mental Age (MA) – measured by test
- Chronological Age (CA) – measured in years
- MA ÷ CA x 100 = IQ (intelligence quotient)
- IQ = Destiny

Policies

- Provide schooling only to children who are intellectually normal or above normal
- Use intelligence tests to determine educational potential
- Identify and label children
- Deny public education to labeled children

Effects

- Children were inappropriately evaluated and labeled
- Many children received inadequate education or were excluded from school
- Children were unprepared to function later as adults in society
- Families were left with the entire responsibility for the care and training of their children

Summary

- Intelligence is a single entity
- Intelligence is biologically inherited
- Intelligence is measurable
- Intelligence is static (unchangeable)