

NATURE OF INTELLIGENCE AND MEMORY IN VISUALLY IMPAIRED CHILDREN



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REFERENCES

INTELLIGENCE

definition by **Wechsler**

“The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.”

Intelligence is like a muscle; if you don't use it, it loses strength. If it is used, neural connections in the brain are changed in responses to environmental cues and intelligence will grow, developing most strongly during childhood (Garlick, 2002). IQ (intelligence quotient) isn't fixed either. It can change during a lifetime of a person.

Nature of Intelligence in Visually Impaired Children

- **Growth of Intelligence**

From birth to 16 or 18yrs, VERTICAL GROWTH then HORIZONTAL (accumulation of knowledge & acquisition of skills)



- **Nature & nurture**

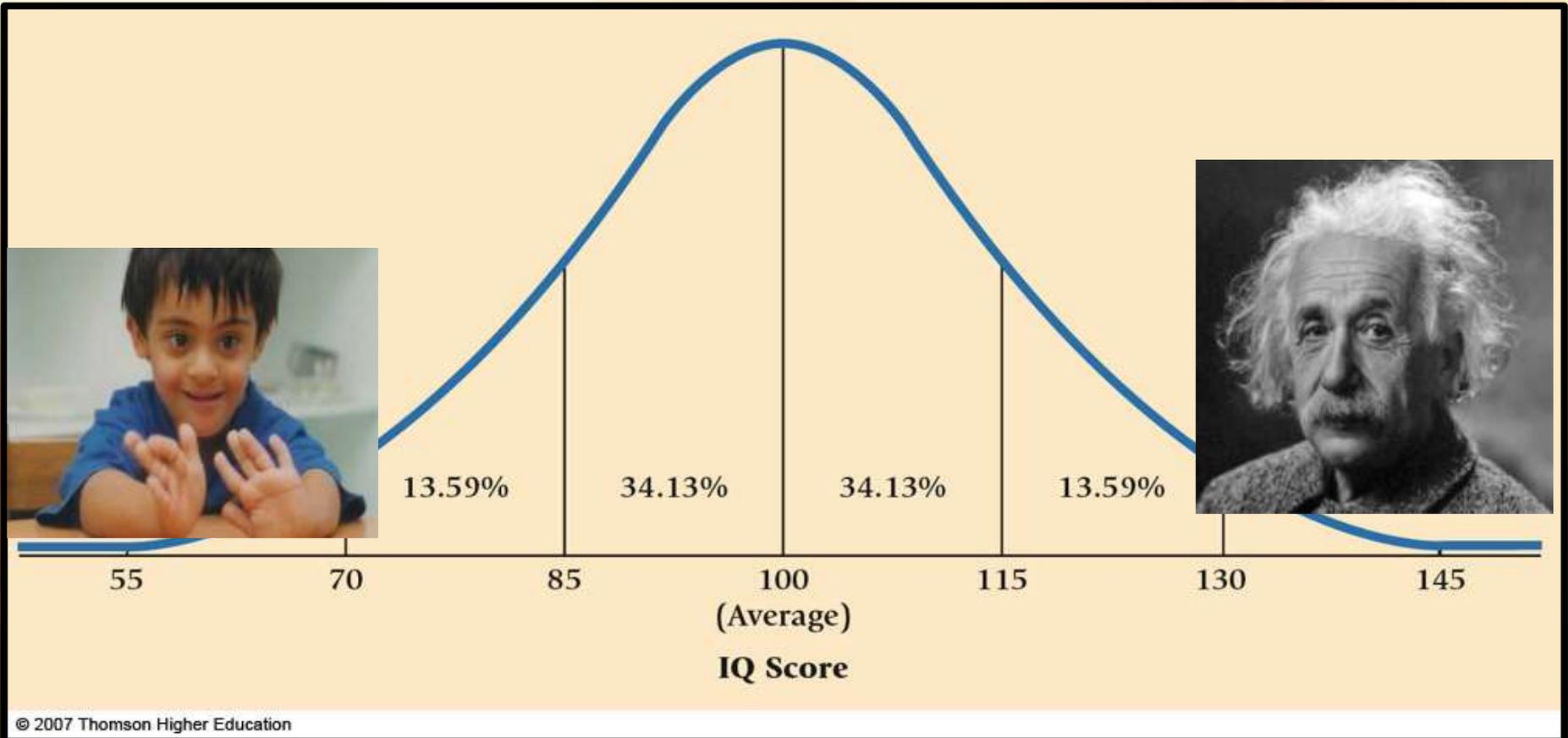
Neither can be considered more important than other.

- **Gender & Intelligence**

There is
no significant
difference



• Individual Differences



• Race & Culture



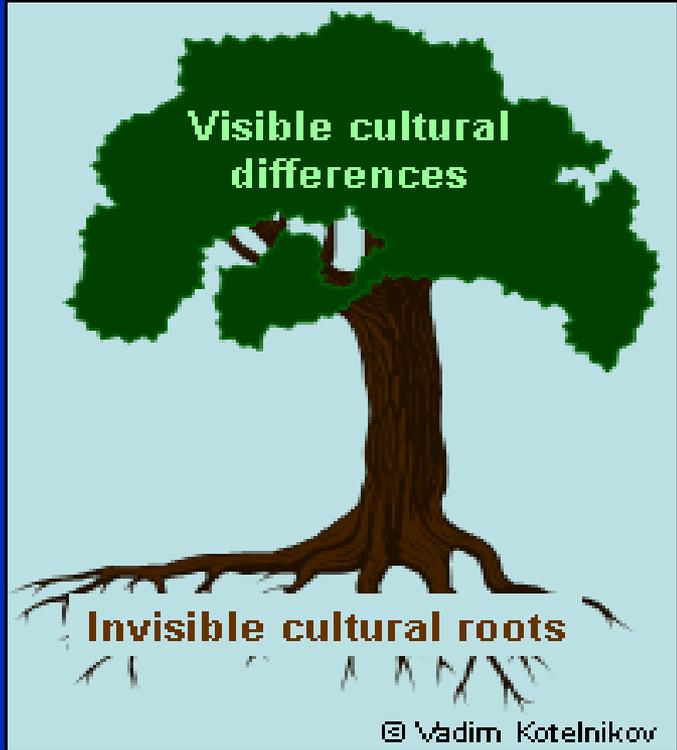
Managing Cultural Differences Six Fundamental Patterns of Cultural Difference

What's different?

1. Communication styles
2. Attitudes towards conflict
3. Approaches to completing tasks
4. Decision-making styles
5. Attitudes towards disclosure
6. Approaches to knowing

What's hidden below surface?

1. Beliefs
2. Values
3. Perceptions
4. Expectations
5. Attitudes
6. Assumptions



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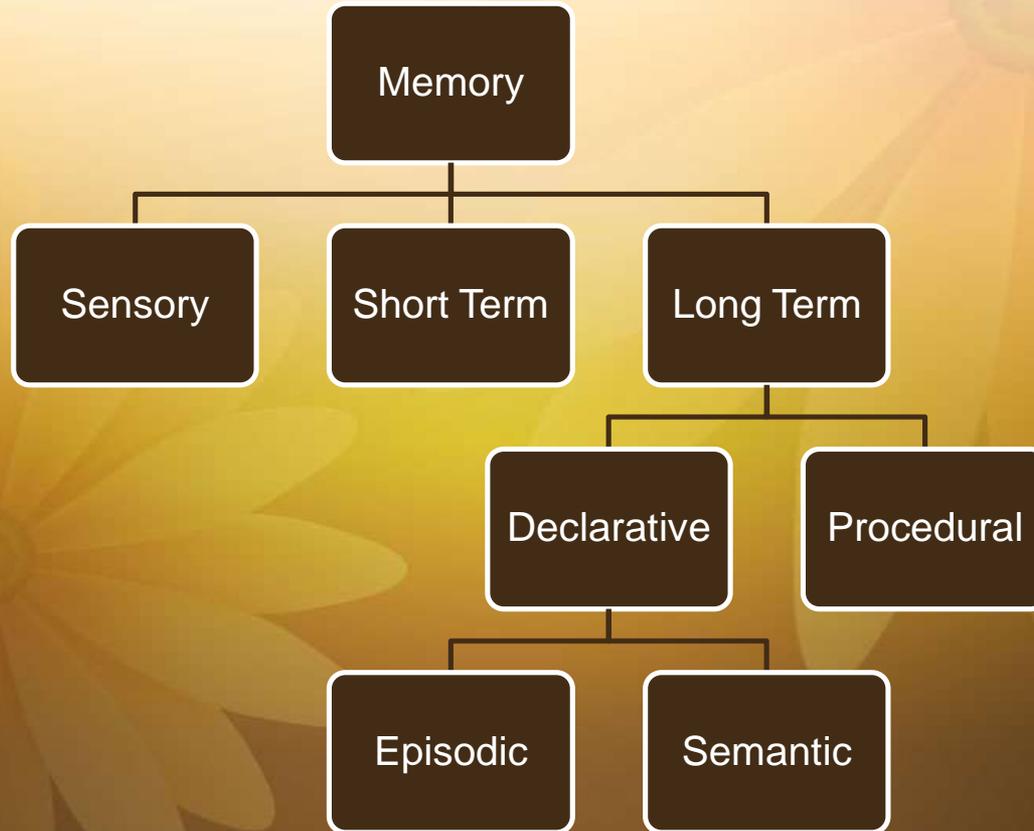
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Findings of some studies about Intelligence in V.I.C.

- In general, average IQ scores do not differ significantly for blind children as compared to sighted children (Kolk (1977)).
- Tillman (1967) and Barg (1967) refer to a more concrete concept bias at the cost of an understanding of abstract terms in the early childhood of blind children.
- Gerhradt (1982) reported that in terms of early categorical classification of form and function, as would be expected in free play, visually impaired infants of 14, 16 and 18 months followed the expected developmental path as for sighted.

MEMORY

Most accepted model of Memory divides the memory into three major parts:



Findings of some studies about memory in V.I.C.

- **blind did not forget their experiences in quite the same way as their sighted counterparts. (e.g. Pring, 1995)**
- **significant advantages for short-term memory (STM) in children born with severely impaired vision, compared to sighted peers (e.g. Hull & Mason, 1995; Smits & Mommers, 1976).**
- **Indeed advantages in STM have been noted in a wide variety of domains from pitch memory, sentence recall, auditory recall and memory for Braille and tactile illustrations (Pring, 2008).**