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An Item Analysis of the Cattell Infant Intelligence Scale

Mary Lou Strassmaier
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AN ITEM ANALYSIS OF THE CATTELL INFANT INTELLIGENCE SCALE

by

Mary Lou Strassmaier

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

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LIFE

Mary Lou Strassmaier was born in Eugene, Oregon, July 12, 1936.

She was graduated from St. Francis High School, Eugene, Oregon, June, 1954, and from Marylhurst College in Portland, Oregon, June, 1958, with the degree of Bachelor of Arts.

Graduate studies were begun by the writer at Loyola University in September, 1958. In October, 1958, she began working in the capacity of a trainee in clinical psychology at the Guidance Center of Catholic Charities of the Archdiocese of Chicago.
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CHAPTER I

INTRODUCTION

The somewhat knotty problem of infant intelligence testing has confronted interested psychologists since the pioneering efforts of Kuhlmann, Gesell, and Buehler in 1922, 1927, and 1935, respectively. Since these early efforts, others have followed and all, with the possible exception of Gesell, have found themselves immersed in essentially the same difficulty, the poor predictive status of the resulting tests. Although various explanations have been offered, the problem continues to be an open one and one within which further investigation seems essential from a theoretical as well as a practical point of view.

Theoretically, the investigation of infant mental development is important in terms of that scientific curiosity which motivates psychologists to study human behavior from the cradle to the grave. The researcher is interested in investigating developmental behavior in order to study its structure and specific function, and to attempt to isolate the emergence and follow the evolution of the more intricate high order mental processes observable in children and adults.

Valid infant testing is of most immediate interest to the practitioner. From the standpoint of positive mental health it is important to detect mental deficiency at as early an age as possible in the interests of
parental guidance as well as planning for the care and training of the retarded child. Finally, one of the most extensive uses of infant intelligence tests is made by adoption agencies. It is essential that the mentally retarded be screened out and that the infant's intellectual potential be estimated so that he can be placed with a family of similar capabilities.

In spite of the urgent needs for valid infant tests, validity studies of those tests currently available have yielded disappointing results. A recent study by Bledsoe summarized those investigations considered most indicative from a methodological point of view. While the correlations resulting from these investigations varied from -.20 to .47, all were low when compared to correlations yielded by most intelligence tests used at the childhood and adult levels. Furthermore, longitudinal studies have pointed to considerable long term variability in individual test performance. The Berkeley Growth Studies, a twenty-five year project the primary purpose of which has been to study the development of intelligence as measured by tests, are perhaps the most extensive example of such research. Data published by Bayley as a result of the Berkeley Studies indicate that the most variability occurs during the first eighteen months or two years of life and then begins to taper off as the growth of the child becomes less rapid and more constant. In the light of such early unstable growth careers, one


would expect poor predictive efficiency of infant tests, especially when retest age extends beyond the infancy period as it does in the studies reported by Bledsoe.3

Some explanations of IQ inconstancy in infancy have been summarized by Bayley in various publications:

(a) "Intelligence is fundamentally innate, but...its growth is irregular because it is the resultant of numerous functions that develop both concomitantly and successively, each growing out of previously established abilities but developing in its own way. As a result mental organization changes as new components develop and as older matured ones cease to play an important role in differentiating abilities in all except cases of extreme retardation."4

(b) Intellectual growth is inherently stable and could be predicted if adequate tests were used and used correctly. Bayley points out that this hypothesis assumes that intellectual development progresses consistently because it is a unit factor or a "g" factor which could theoretically be isolated from specific factors.

(c) If intelligence is native and composed of a unit factor which increases in efficiency throughout childhood, then the rate of increase cannot be predicted because it is variable for some unknown reason.

3 The reader is referred to Table 3 in the appendix.

4 Bayley, "Mental Growth in Young Children," p. 50.
(d) Opposed to the former is the assumption that variations in rate of mental growth are the results of different environmental and emotional influences which act on the organism in different ways at different stages of development.  

In her discussion of these hypotheses, Bayley considers the first to be the most tenable in the light of the Berkeley Growth Studies' findings. The second seems to be nullified by her failure to find a general factor during the first three years of life, and by the lack of correlation between scores during the first nine months and those at four years of age. In rejecting the fourth hypothesis, Bayley points out that the scores do become stable prior to the time the children are subject to the leveling experience of similar school environments, and that school entrance does not seem to reintroduce instability. While she admits that environment may be operative in changing scores, its effect should be suspected only when there is a wide diversity of home background and opportunities for stimulation, or in the case of children suffering from the effects of accidents or disease. Bayley concludes then, that intellectual growth is composed of a group of developing functions which are, in their early stages, separately timed, inherently unstable, and incapable of prediction except in cases of extreme retardation. Her most recently published position in regard to the value of infant tests is that they are useful

5 Ibid., p. 30.
6 Ibid., p. 31.
as a gross evaluation of the normality or abnormality of developmental status, and for research purposes in terms of the relationship of development to learning and ways in which personality structures are formed. 8

The long term research of Arnold Gesell at the Yale Clinic has, on the other hand, led him to conclusions opposing those of Bayley. Gesell stresses the orderly progress of growth and its predictability when clinical rather than exclusively psychometric techniques are applied. His studies of thirty children, from infancy to the teens or older, have led him to consider growth as a patterning process which results in behavior which is symptomatic of the maturity of the nervous system. Development, he indicates, is capable of diagnosis because the patterning process is determined by lawful growth forces. 9 "Growth is a progression which proceeds in orderly relation to age from conception to death. A scientific extrapolation of the age factor will inevitably lead to the pattern of future growth. The refinement of this extrapolation is prediction. Growth is lawful. In spite of its bewildering complexity, the growth of the child mind will also be found to be within the realm of law." 10 Gesell continues to point out, however, that his success in prediction does not depend entirely upon psychometric procedure but upon behavioral examinations supported by interview, developmental history, and incidental

9 Arnold Gesell and Catherine Armatruda, Developmental Diagnosis (New York, 1941), p. 4.
As Bayley and others have pointed out, Gesell's limited use of quantitative scoring and statistical methods open to question his conclusions in regard to the predictability of mental growth. However, it is interesting in this respect to report a study by Simon and Bass which attempted, as did Gesell, to make a clinical evaluation of infant development but with the application of statistical procedures in order to measure the significance of the results obtained. The study, described by the authors as a pilot study, attempted to control biological and life experiential data and the emotional relationship of the infant to the test situation as qualifying test findings. As part of the study, a group of 45 infants were examined with Cattell and Gesell items at an age of less than one year. Later examinations were administered, post-school age, to the same subjects. The initial measure of contingency was .45, with an acceptable level of significance obtained. When the group of records were adjusted for the depressing effects of non-optimal conditions such as poor previous foster home care, long term hospitalization, etc., the degree of association improved to .63 and again attained an acceptable level of significance. The results of this research, then, indicate that an acceptable degree of prediction is possible when clinical rather than strictly psychometric procedures


are utilized.\textsuperscript{13}

In spite of the disagreement as to the possibility of validly measuring mental ability as early as the infancy period, infant tests continue to be in rather widespread use. For example, the Child Welfare League of America reported that 62 of its 96 member agencies used infant testing to help determine adoptability and the selection of adoptive families.\textsuperscript{14} It would seem essential to continue research with infant tests in order to explore every possibility for their valid use. A number of investigators, rather than taking the clinical approach to the problem as did Gesell, Simon and Bass, have turned their attention to the construction of infant tests with the hope that more adequate item selection would improve over-all validity. Underlying these efforts can be found agreement with Bayley's second hypothesis mentioned above, that mental ability can be measured as early as infancy if only the instruments of measurement were more precise. While a number of studies, to be discussed in the next chapter, have made some item analyses, the Cattell Infant Intelligence Scale, considered to be one of the most satisfactory instruments available,\textsuperscript{15} has never to the writer's knowledge been treated in this manner.

The writer has at her disposal 110 Cattell Scale records of six month old


\textsuperscript{15}Anastasi, p. 283.
infants who were tested for adoptive placement by the Chicago Catholic Charities. The group was retested with the Revised Stanford-Binet, Form L, as a result of a study done by Patricia Bledsoe in partial fulfillment of the requirements of Loyola University for the degree of Doctor of Philosophy in clinical psychology. The purpose of Bledsoe's study was to investigate the predictive value of the Cattell Scale. As a result of her investigation, Bledsoe concluded that the Cattell Scale is unsuccessful as a predictive instrument. "The data points clearly to the fact that there were such wide variations in scores among the children studied that in only one out of every two infant examinations could the examiner hope to come reasonably close to estimating later status. Further, the present results disprove the claim by Cattell...that the Cattell Scale can detect extreme variations from the norm even at early ages. These findings render the scale of little value in clinical practice in predicting for individual children."16

While the results of the above research are disappointing from the point of view of total score, the foregoing discussion suggests value in investigating the predictive strength of the individual items. It would be ultimately hoped that studies similarly designed on different infant tests could explore and compare the behavior and predictive potential of individual items, thereby providing at some later date an item pool from which could be drawn a more adequate test than those currently in existence.

16 Bledsoe, p. 51.
Accordingly, the writer's research will be concerned with the extent of agreement between the performance of the infant sample on the individual Cattell items and their later total test performance on the Stanford-Binet. A statistical analysis of such a comparison may be expected to shed some light on the predictive aspect of the items studied. Specifically, the null hypothesis, that no relationship exists between Cattell Scale items administered at six months of age and later Stanford-Binet performance, will be investigated. The results of this research will then be compared with those of similar investigations in order to observe and discuss similarities and differences.
CHAPTER II

REVIEW OF THE LITERATURE

Because this research purports to explore the validity of test items currently available in the Cattell Infant Intelligence Scale, it was deemed necessary to discuss the problems inherent in finding items appropriate to infant testing, to investigate the methods of item selection utilized by the authors of infant tests, to discuss the types of behavior measured by test items, and finally, to report studies similar to that of the writer which have attempted to evaluate the predictive efficiency of infant test items.

Difficulties of Infant Testing

The period of infancy usually considered to extend from birth up to eighteen months,\(^1\) is perhaps one of the most interesting periods of life to study due to the rapid rate of growth which is observable. On the other hand, the infant presents formidable difficulties as the subject of psychological testing. Because the infant relates to his surroundings in a primitive, nonverbal manner, it is necessary for the examiner, as Anastasi points out, "to set the stage" so that the desired response is

stimulated. Such a procedure necessitates test items which, because of their intrinsic interest, will capture and maintain the infant's attention long enough to provoke a scoreable reaction. As Anastasi also indicates, the scoreability of the response poses an added difficulty due to the absence of an objective criterion of performance. To complicate the procedure even more, the nature of the infant response, considerably more than that of the child or adult, appears to lie on a continuum ranging from an emphatic negative to a perfect plus. Rather than being strictly dichotomized on a pass-fail basis, most individual responses seem to lie somewhere between the positive and negative poles of this continuum.

Bledsoe has suggested that the physical and experiential immaturity of the infant narrows his range of responsiveness considerably, thereby limiting that observable behavior from which test items may be drawn. The absence of language in particular prevents the tester from tapping those aspects of general intelligence, such as the abilities to abstract and relate, which may be presumed to be at least potentially present.

As a result, a survey of currently available infant test items reveals an abundance of sensorimotor tasks, especially at age levels prior to one year, which have been shown to have little relationship to later intellectual status.

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2 Ibid., p. 287.
3 Ibid., p. 287.
4 Bledsoe, p. 3.
Methods and Criteria for Item Selection

One of the first attempts at infant testing comprised a special revision and downward extension of the Binet scale. In 1922, Kuhlmann's revision of the Binet extended the test down to the third month level.6 In 1939, Kuhlmann revised his scale further using four criteria for item selection and placement:

(a) The increase in median raw score on a test between adjacent age levels was reported to be the chief criterion of item validity.

(b) Increase at successive age levels in percentage passing was also considered important; each test was placed at the exact level at which 50 per cent of the subjects passed.

(c) Variability in raw score was also considered a valuable criterion, high variability being regarded as undesirable on the assumption that it might prove to be an index of unreliability and/or validity.

(d) A measure of internal consistency was obtained by correlating each item with total test score.7

A survey of those infant test manuals now available indicates that most authors have relied heavily on items originally developed by Gesell and to some degree those initiated by Buehler and Wolfe. The Gesell Developmental Schedules, first published in 1925, and most recently revised in 1947, were the result of long term observations of infant behavior at

6Anastasi, p. 283.

the Yale Clinic of Child Development. Items deemed to be representative of
four behavioral areas, motor, language, adaptive, and personal-social, were
selected and placed by determining that age at which an aspect of behavior
could normally be expected to make its appearance. 8

Bushler's Baby tests were constructed on the basis of 24 hour laboratory ob-
servations of infant behavior. Attempts were made to include behaviors which
were natural and characteristic of infants at particular ages. 9 Bushler re-
ports that items were eliminated under the following conditions: for technical
reasons, because they did not fit in with the infant's interest or capacities
of attention, when the desired response was not stimulated, when there was
undue environmental influence, when there were excessive individual differences
in performance, and when results did not comply with statistical requirements.
Statistical selection and placement of items was carried out by determinin,
the age level at which 66 per cent of all subjects passed a task. 10

Another early scale, mainly utilizing Gesell items, was constructed
by Linfert and Hierholzer and published in 1928. The authors report that
items were eliminated which failed to show satisfactory correlation between
age in months and percentage passing. The resulting test extended from one
to twelve months. Age norms were to be calculated from a table indicating
percentage of successes on the various tests administered. The test authors

8Arnold Gesell and Catherine Amentrud, Developmental Diagnosis (New
York, 1941), pp. 6-7.

9Charlotte Bushler and H. Hetzer, Testing Children's Development from

10Ibid., pp. 84-87.
reported that the total point scores indicated a linear increase with age.  
Bayley published the California First Year Mental Scale in 1933.  
Borrowing largely from Gesell items, she also included some tasks from 
other available infant tests. Tentative scales were administered to 61 
infants at monthly intervals starting at approximately one month of age. 
Items were finally selected on the basis of the following criteria: (a) 
their occurrence in all or most of the infant subjects; (b) increase 
in percentage passing from one age level to the next; (c) internal consist­
tency with the total behavioral criterion; (d) their apparent relevance as 
intellectual or adaptive functions.  
The resulting scale extended from one 
to eighteen months with the items placed in ascending order of difficulty 
by means of the Thurstone Method of Absolute Scaling.  
Fillmore published the Iowa Tests for Young Children in 1936, as a 
result of a study made on 643 children from one to forty months of age. 
Initially the tests were selected and placed on the basis of percentage 
passing; tests were discarded when a high percentage passing demonstrated 
their facility. This method was discarded in favor of Thurstone's Method 
of Absolute Scaling. Fillmore was the only author surveyed by this writer 
who carried out tests of item validity using external criteria as part of 
her standardization procedure. Her procedure and results will be discussed 


12Nancy Bayley, "Mental Growth During the First Three Years," p. 12.

13Ibid., p. 50.
Gilliland, in 1940 and 1951, published the Northwestern Infant Intelligence Scale. In their 1949 publication, Gilliland and Shotwell proposed four item criteria for standardization:

(a) Age progression: younger infants should be expected to fail more difficult items upon which older infants succeed; progress in mastery from elementary to more complex stages of a function should parallel age progress.

(b) Variability of success at any one age level: an item should be considered correctly placed if 75 per cent of the infants at a given age level pass it.

(c) Internal consistency of items: each item should agree with total score.

(d) Item validity: correlation of each item with IQ's secured later from other standardized tests.15

Published data reveal no evidence that the fourth criterion was ever tested.16

The most recent infant test was published in 1954, by the British psychologist, Ruth Griffiths. The test is divided into five separate scales: Locomotor, Personal-Social, Hearing and Speech, Eye and Hand, and


16 Ibid., pp. 167-177; Bledsoe, p. 10; Anastasi, p. 286.
Performance. Each scale yields a separate score although a general quotient may be obtained as an indication of total performance. Griffiths has also drawn from the Gesell Schedules. Items were placed on the basis of percentage passing. 17

The Cattell Scale, which is the instrument utilized in the writer's study, will be described in detail in the next chapter, however, it is appropriate here to report Cattell's methods of item selection and placement. During the first three years of the Harvard study, which stimulated the construction of the Cattell Scale, Gesell tests were given all children under two years of age. 18 Later the less satisfactory items were eliminated and additional items were included from other sources. 19 Cattell's criteria for item elimination were as follows:

(a) Items which showed insufficient increase in percentage passing from one age group to the next.

(b) Items which increased irregularly in number of passes from age to age, and those which showed plateaus or failed to approach the 100 per cent mark at any age.

(c) Items which were difficult to administer or which required unduly subjective judgment on the part of the examiner.

(d) Items which failed to hold the attention of the child.

(e) Items requiring cumbersome materials.

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19 Ibid., p. 23.
(f) Items thought to come under appreciable influence of home training.

(g) Items which appeared to test control of the large muscles.

(h) Items which seemed to test similar abilities to those already tapped at the same age level.

(i) Items at age levels for which an adequate number of more or equally satisfactory items were available.\(^{20}\)

Selected items were placed at age levels according to percentage passing. In order to insure close comparability of scores with the Stanford-Binet, certain groups of standardization subjects were retested at three years of age with Form L of the Revised Stanford-Binet, and the Cattell item placements were adjusted so as to produce approximately the same median IQ as that later obtained by the same subjects on the Stanford-Binet.\(^{21}\)

Item Rationale and Factor Analysis

A number of test authors have attempted some rationale of the nature of the behavior underlying their various test items. Gesell sees growth as a "continuum complex" of elementary components.\(^{22}\) He analyses these components into the four fields of behavior previously enumerated, and his descriptions of these are perhaps the most vivid to be found in the literature. The motor area comprises both gross bodily control and fine muscle coordinations, examples of which include postural reactions, head balance, sitting, standing, creeping, walking, prehensory approach to an

\(^{20}\)Ibid., p. 27.

\(^{21}\)Ibid., p. 45.

object, and grasp and manipulation of an object. The adaptive field of behavior is composed of finer sensorimotor adjustments to objects and situations such as coordination of eyes and hands in reaching and manipulatory activities, the use of the motor equipment appropriately in the solution of practical tasks, the ability to initiate new adjustments in the presence of simple problem situations, and resourcefulness. Under the heading of language are included visible and audible forms of communication: facial expression, gesture, postural movements, vocalizations, words, phrases, sentences, mimicry, and the comprehension of the communications of others.

The final division, personal-social behavior, generally includes reactions to the social culture in which the infant or young child lives: bladder and bowel control, feeding abilities, sense of property, self-dependence in play, cooperativeness, and responsiveness to training in social conventions. As can be seen from the foregoing and as Gesell himself has pointed out, these areas of behavior are closely related and in many specifically observed activities of the infant would be found to overlap one another. For example, a test item requiring the infant to obtain a ring by pulling on the attached string would require adaptivity but also considerable fine motor proficiency.

Similarly to Gesell, Buehler and Griffiths have also attempted item classifications. In Buehler's first presentation of her infant tests, each item was labeled according to the aspect of development it was supposed to examine: bodily control, mental ability, manipulation of objects, and social

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23Gesell and Armatruda, Developmental Diagnosis, pp. 4-6.
Griffiths' division, as was indicated above, was according to the five categories which make up the five separate scales of her test. Bayley's studies brought her to the conclusion that mental growth is a composite of a number of maturing functions, a viewpoint similar to that of Gesell. However, rather than considering the functions to be simultaneous or parallel, Bayley believes that they are successive but overlapping to the point that they are not, for the most part separable into discrete classifications. Bayley attempted a number of classifications which were unsatisfactory and ultimately presented two broad categories of behavior, sensorimotor and adaptive. Bayley's research indicated that items of the California Scale measured behavior which was largely sensorimotor during the first six or eight months, while truly adaptive behavior was measured by items beyond that period. In a more recent publication, Bayley has suggested that, if intelligence is a complex of developing functions as her work seems to indicate, then factor analysis of test items may contribute to an understanding of its nature.

Bayley's suggestion has been followed by two studies reported in the published literature. Hofstaetter analyzed Bayley's set of correlations between mental ages from birth to maturity by means of Thurstone's method into three statistically independent factors. It was found that the California Scale undergoes changes during the first three years of life.

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25 Bayley, "Mental Growth During the First Three Years of Life," pp. 53-63.
but remains fairly constant thereafter. The first factor, sensory alertness, predominates up to 20 months and from 40 months on contributes almost nothing. From 20 to 40 months, factor II, persistence, was found to be dominant. From 40 months on the third factor, manipulation of symbols, accounts for most of the variance of intelligence test scores. Hofstaetter's results seem to agree with Bayley's conclusions that the California Scale is largely sensorimotor in character during the first year of life and that adaptive behavior is not significantly measured until after that period.

Another factor analysis was carried out by Nelson and Richards on sixth month Gesell items. The writers intercorrelated seventeen items at this level in the middle range of difficulty (25 per cent to 75 per cent passing) and found that three factors seemed to account for most of the variance in behavior of the six month old infants studied. The factors were designated as testability or halo effect, alertness, and motor ability. As can be seen, these results are comparable to those of Hofstaetter in that the sensorimotor component seems to dominate at this early age.

Predictive Item Validity

Four studies of item analysis have been carried out in attempts to


ascertain predictive efficiency. As part of the standardization procedure for the Iowa Tests, Fillmore correlated performances on her items with Stanford-Binet and Kuhlmann IQ's obtained from one to two years after initial testing. The biserial technique was utilized in processing the data statistically. Results indicated that successes on the items of the infant test were not markedly related to the child's later mental status as shown by his IQ on the Kuhlmann and Binet tests. Fillmore attempted to explain her results on the basis of a number of considerations:

(a) A single item could be expected to be less valid than a battery of items well selected.

(b) The criterion IQ's themselves were shown to be inconsistent so that a selected IQ, as used in the study, may not have been wholly reliable.

(c) The one to two year lapse of time between infant and criterion testing may have allowed for some stimulation of mental development.

(d) The Iowa Tests and the Stanford-Binet and Kuhlmann tests seemed to be measuring intelligence in different ways so that lack of correlation between them does not necessarily prove lack of validity.

(e) The child's openness to the examiner's verbal stimulation at the upper age levels could account for better performance at this point and contribute to low correlations between infant item performance and later IQ.²⁷

²⁷Fillmore, pp. 23-31.
Another study by Nelson and Richards investigated the interrelationships between performances on the sixth month items of the Gesell Developmental Schedules and the Merrill-Palmer test at 24 months, and the Stanford-Binet at 36 months. Twenty-three subjects were initially examined at or near their sixth month birthdays and then re-examined at the two ages referred to above. The data obtained was manipulated in several ways: (a) biserial correlations were computed to show the relationships between performances on the sixth month items of the Gesell and the total Schedule score, or "Developmental Quotient"; (b) biserial correlations were computed to show the relationships between performances on the sixth month items and the Merrill-Palmer test administered at 24 months; (c) biserial correlations between the sixth month items and the 1916 revision of the Stanford-Binet, using mental age values at three years of age, were computed. The results of the first manipulation indicated that those items which correlated best with the total number of items passed are of a distinctly more grasping and manipulative nature than are those which correlated least. The authors interpreted these results to mean that, at the sixth month level, Gesell items primarily involve grasping, reaching and manipulative behavior, with such features as posture, locomotion, and perception occupying a secondary position. Correlations between the sixth month Gesell items and 24 month Merrill-Palmer performances indicated a tendency for items designated as "awareness of distance perception" by the authors to increase in their relative rank of importance, while motor items tended to decrease. The highest coefficient obtained by this manipulation (.53) was deemed somewhat low in that its forecasting efficiency was computed to be 19 per cent. The authors
conclude that the sixth month Gesell items may not be considered to measure
more than 50 per cent of that which the Merrill-Palmer measures at two years.
As in the case of the Merrill-Palmer correlations, the strictly motor items of
the Gesell tended to have lower correlations with the Binet than those design-
ated as "awareness of distance perception". Other results of the third
manipulation suggested that as much as 60 per cent of the variance in mental
age at three years is sampled by the sixth month Gesell items. Results of
multiple correlation procedures between the Gesell items and the Binet indi-
cated that some items were better predictors of later intellectual status than
the total schedule. When these items (five in number which correlated about
.54 with the Binet mental ages) were combined, a correlation of .80 resulted.\(^\text{30}\)

Anderson attempted to construct a more predictively efficient infant
scale by means of the item selection method using five year old mental age
status on the Stanford-Binet (1916 revision) as the criterion. Items
initiated by Gesell, Bushler, Linfert and Hierholzer, as well as some devised
by the author of the study were administered. A total number of 91 infants
were examined by this improvised scale at the ages of 3, 6, 9, 12, 18, and
24 months; the Stanford-Binet was administered at five years of age. The
criterion data was then dichotomized into two groups: those obtaining the
15 highest and 15 lowest Stanford-Binet IQ's. Each item of the infant scale
was examined with respect to the number passing and failing in each of the
dichotomized groups at each age. The most diagnostic items were then

\(^{30}\)Virginia L. Nelson and T.W. Richards, "Studies in Mental Development:
I. Performance on Gesell Items at Six Months and Its Predictive Value for
Performance on Mental Tests at Two and Three Years," J. genet. Psychol.,
Vol. 52 (June, 1932), pp. 303-325.
selected on this basis and correlated with five year test status. Odd-even reliability coefficients were also calculated. Less significant items were then added until the largest predictive coefficients and highest odd-even reliabilities were secured. It was found that the number of items at each age which had some significance when checked against the criterion groups was low. A marked characteristic of the descriptive items at the earlier age levels (three and six months) was that they involved alertness to external environmental stimulation. The author summarized the study by stating that the item analysis technique did effect more predictive efficiency.\(^3\)

The most recent study to be found in the literature involving item analysis was reported by Bayley. In a preliminary study of the items of the California First Year Mental Scale, six children were selected at each extreme of ability as measured by the 14 to 16 year California tests. It was noted the age at which each of these twelve children passed each of the first year items. Results indicated that the high scoring teenagers, as infants, had passed 31 items two months or more in advance of the low scorers. Bayley states that most of these items occurred in the second half of the year and that they were an "odd assortment" revealing little rationale for their discriminative quality. The scores for the total Berkeley Growth Study sample were then computed on the 31 item scale for ages six, nine, and twelve months. The correlations of these scores with

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\(^3\) L. D. Anderson, "The Predictive Value of Infancy Tests in Relation to Intelligence at Five Years," *Child Developm.*, Vol. 10 (September, 1939), pp. 203-212.
the mean intelligence sigma scores at ages 16, 17, and 18 years were .09 
at six months, .32 at nine months, and .30 at twelve months. None of the 
correlations were significant.32

It is noteworthy that the above studies vary in their optimism in 
regard to the efficacy of item analysis. The results of Bayley and Fill-
more seem to indicate that little can be contributed to the overall validity 
of infant testing as a result of the low correlations obtained between the 
individual items and criterion performance. On the other hand, the results 
of Nelson and Richards, and Anderson seem more optimistic particularly when 
a number of items with relatively high correlations are combined when 
correlated with the criterion. In view of the apparent conflict, a discus-
sion of this writer's results in comparison to the above would seem warranted 
and will be attempted in Chapter IV.

CHAPTER III
PROCEDURE

The Cattell Infant Intelligence Scale

The Cattell Infant Intelligence Scale was published in 1940, as one result of a longitudinal study of child development conducted at Harvard University. Items used by Cattell were adapted largely from those included in Buehler's infant tests and the Gesell Developmental Schedules. Stanford-Binet items were interspersed from the twenty-second to the thirtieth month levels. Cattell presents her test as a downward extension of the Stanford-Binet and, as was previously pointed out, Cattell Scale items were rearranged on the basis of a retest study so that the median IQ's for each age level were as close as possible to the median IQ of 106 obtained on the Stanford-Binet at 36 months.

The scale extends from 2 to 30 months with five items and one or two alternates being included in each age level. The age levels are placed one month apart for the first year and two months apart thereafter. Administration and scoring are similar to the Stanford-Binet except that serial testing is permitted in order to secure the interest and cooperation

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1 Information given under this heading is from Psyche Cattell, The Measurement of Intelligence of Infants and Young Children (New York, 1940), pp. 11-49.
of the infant. A basal age is established at the level at which successes are obtained on all five items and testing is continued up to the level at which all five items are failed. In computing the mental age, additional credits are added to the basal age. Since there are five items placed one month apart throughout the first year level, two-tenths of a months credit is given for each success beyond the basal age. The chronological age of the subject is also estimated in tenths of months and the IQ may be computed in the conventional manner.

After 1346 examinations of 274 children were administered, items were allocated to age levels on the basis of percentage passing. The subjects included in the standardization sample were examined at the ages of 3, 6, 9, 12, 18, 24, and 30 months. While each was not examined at every age level, the subjects averaged five examinations each. Items were allocated to age levels between the standardization ages (2, 4, 5, 7, 8, 10, and 11 months during the first year) on the basis of percentage passing at the adjacent standardized age levels. Retests by Cattell indicated close agreement between the IQ obtained at the ages at which the test was standardized and the between ages which were estimated.

Cattell reported that the criteria for enrollment in the Harvard study, as well as the retest Stanford-Binet mean IQ, suggest that her sample was socially and intellectually somewhat above the general population. Enrollment requirements included good physical health and normal delivery of the infant, primarily North European national origin of the parents, more or less permanent employment of the father, and the mother's willingness to cooperate with the demands of the study over a period of years. While a
few parents had professional backgrounds, most were employed in such positions as policeman, clerk, and storekeeper.

Using the prediction of 36 month Stanford-Binet scores as a criterion, Cattell found that her scale becomes increasingly more valid after 12 months and less valid prior to that age. The validity coefficient at 6 months was .10, at 9 months it was .34, at 12 months .56, at 18 months .67, and at 24 months .71. Odd-even reliability coefficients were reported by Cattell to be .56 at 3 months, .83 at 6 months, .86 at 9 months, .87 at 12 months, .80 at 18 months, .85 at 24 months, and .71 at 30 months.

Selection and Description of the Subjects2

The data utilized in the writer's investigation was gathered as a result of a validity study of the Cattell Infant Intelligence Scale completed by Patricia Bledsoe in 1955. The subjects were infants who had been placed for adoption during the first month of life from Saint Vincent's Infant Asylum and Misericordia Hospital, two maternity and infant homes which are conducted under the auspices of Catholic Charities of the Archdiocese of Chicago. Agency policy in regard to adoptive infants requires a six months probationary period during which time the infants are in the adoptive homes under the supervision of a social worker. Approximately one month prior to the completion of legal adoption the infants are brought to Catholic Charities Guidance Center for a psychological examination. Bledsoe's records were available as a result of this procedure.

Three phases of sample selection were reported in Bledsoe's study.

2Information given under this heading is from Bledsoe, pp. 33-36.
From the several hundred Cattell Scale records available, all administered by the same psychologist, Bledsoe's general aim was to obtain a sampling of valid tests administered at the same age level. Furthermore, she attempted to obtain a sample which was representative of all children placed by the agency in early infancy. Accordingly, selection was initially restricted to the records of infants who had been tested with the Cattell Scale between January 1, 1950, and June 30, 1952. This method allowed two previous years of supervised infant testing experience by the administering psychologist.

The second step involved examining the 1950-52 records according to the following criteria: (a) examinations within one week of the sixth month birthdays of the infants, (b) reasonable indication, in the light of the examiner's opinion and the test behavior as recorded in the report accompanying each test record, that the examination was valid, (c) placement in the adoptive home during the first month of life, (d) full term gestation. The records of 150 infants were found to conform to the above requirements.

The final phase of selection involved securing the cooperation of the adoptive families in returning their children for retesting with the Stanford-Binet. The children were, at the time of retesting, between three and one-half to six years of age. Bledsoe reported that 115 families responded to a letter explaining the project and requesting their cooperation, 20 additional families were contacted by telephone, and the remaining 23 families could not be located. Of the 135 families contacted, 110 eventually brought their children to the clinic for retesting. Bledsoe indicated that 10 families stated that they were unable to return due to a number of reasons, and 5 responded that they did not wish to participate in the study.
Following the selection of the sample, the Revised Stanford-Binet, Form L, was administered by Bledsoe to 107 children; three examinations were given by two other psychologists of the Guidance Center Staff. In each case the tests were administered and scored in accordance with the directions outlined in the manual, and all scoring was checked by a psychologist other than the administrator. The Cattell Scales were also administered in accord with the requirements outlined in the Cattell manual. In order to provide a constant physical environment, both Binet and Cattell examinations were administered to all subjects in the offices of the Guidance Center.

Bledsoe ascertained that her sample of 110 children is representative of all the children placed in adoption in early infancy by the Chicago Catholic Charities. She stated that the group is also probably representative of the children placed in infancy by most adoption agencies in large urban communities. As a result, however, of strict agency policies in regard to adoptive infants, it was suggested that the study group is somewhat select as compared to the general population.

In the first place, the policy of the agency precludes early placement of infants for whom adoption is contraindicated by reason of birth injury, serious physical disorder, or background incidence of mental illness. Second, although almost all of the children in the study group were born out of wedlock, the available data on the education of their true parents (which can be employed as a rough index of mental status) indicated that the true parents surpassed the educational level of the general population. Third, the stimulation and opportunities afforded by the adoptive environs have probably been above average. According to the data on the educational status of the adoptive fathers, this group of adoptive parents surpassed the averages for the country as a whole in these areas. Agency standards for the adoptive homes are high and investigations are rigorous, with the result that the families are "middle class" in character and a genuine desire for a child can be assumed after careful
Bledsoe reported the mean retest age of the sample to be four years, eight months, with a range from three years, one month to five years, eleven months. Within the range of five years to five years, eleven months were 41 children; 50 children were between the ages of four years and four years, eleven months; 19 children were between the ages of three years and three years, eleven months. Of the 110 subjects, one was Negro and the remainder were caucasian. No serious health problems were noted in the case histories of the children. One boy was reported to have had a mild congenital heart murmur and one girl had a visual defect which required glasses.

No siblings were reported in the families of 33 subjects; 67 children had one sibling who was in each case also adopted. Of the latter group, 29 subjects had an older brother or sister, and 38 had younger siblings. One child had five brothers and sisters who were either adopted or placed with the family on a boarding care basis. In 9 cases the siblings were the natural children of the adoptive parents.

The educational backgrounds of the sample were in all cases on the preschool level. In the five to six year age group, 18 children had some kindergarten experience; the average attendance was reported to have been about four months. No consistent nursery school experience was indicated for any of the younger children.

\[3\text{Ibid., p. 35.}\]
Description of True and Adoptive Parents

Information regarding the true parents of the study group was obtained by Bledsoe from the case records compiled by agency caseworkers while the true mothers were awaiting delivery of the infants. In a few cases the information given in the case records was incomplete and it was pointed out that information gained about the true fathers was second-hand and therefore may be of limited reliability.

The mean age of the true mothers at the time of birth of the subjects was 24 years, 4 months; ages ranged from 16 to 41 years. The mean age of the true fathers at the time of birth of the subjects was 28 years, 6 months; true father ages ranged from 18 to 50 years.

The educational status of 101 true mothers was reported in the case records. The grades reported in the records seemed, as far as could be determined, to represent grades completed. The mean grade completed was 11.45 years, the median was 12.14 years, and the standard deviation was 1.74. Nineteen of the true mothers had continued their education beyond the high school level; one was a college graduate and five were graduate nurses. Of the remaining 82 mothers, 44 were high school graduates, 27 had had 9, 10, or 11 years of schooling, 8 girls had completed grammar school, and one girl had completed seventh grade.

The educational backgrounds of the true fathers were obtainable in 72 cases. The mean grade completed was 12.38 years, the median grade completed was 12.63 years, and the standard deviation was 2.33. It was reported that

4 Information given under this heading is from Bledsoe, pp. 36-40.
true fathers had continued their educations beyond the high school level; 8 were college graduates and 3 had received some graduate training. Forty-three of the true fathers were high school graduates, 8 had had 9, 10, or 11 years of schooling, 2 were grammar school graduates, and one had had 5 years of schooling.

Bledsoe reported that the occupational status of the true mothers approximated that expected in the general population for women of about 24 years of age. The majority of the true fathers were classified as semi-skilled or slightly skilled laborers. Forty-five per cent fell into the professional, semi-professional, and clerical categories.

It was stated in Bledsoe's study that background information pertinent to the adoptive parents was obtained from the case records of the Catholic Home Bureau, the adoption agency of the Chicago Catholic Charities. The occupational status of the adoptive fathers was reported to have been verified at the time of retesting.

The mean age of the 110 adoptive mothers at the time of retesting was 37 years, 6 months, with a range in years from 30 to 46. At the time the infants were placed, the adoptive mothers were in a mean age range from 31 to 34 years. While this is several years in advance of the mean maternity age, Bledsoe points out that it is probably typical of an adoptive mother population.

At the time of retesting, the mean age of the adoptive fathers was 39 years, 4 months, with a range from 30 to 54 years. The group ranged from 35 to 56 years when the children were placed for adoption as infants.

The mean grade completed by the 110 adoptive mothers was 11.9 years,
the median grade was 12.48, and the standard deviation was 2.21. Thirty-
five of the adoptive mothers were educated beyond the high school level; 10
were college graduates, and one had some graduate training. Of the remainder
of the group, 50 were high school graduates, 25 had completed 9, 10, or 11
years of schooling, and 11 had graduated from grammar school.

The mean grade completed by the adoptive fathers was 12.75, the median
was 12.80, and the standard deviation was 2.59. Some education beyond the
high school level was received by 48 of the adoptive fathers; 18 were college
graduates, and 7 had graduate training. Thirty-five were high school graduates,
21 had 9, 10, or 11 years of schooling, 5 had completed 8 grades, and one
had completed 7 grades.

Few occupations were reported for the adoptive mothers, probably due to
the fact that most of them were functioning as housewives at the time of
retesting. The adoptive fathers were reported to be superior in occupational
and social status to the true fathers and to the general employed male
population. Seventy-one per cent were classified in professional, semi-
professional, and clerical groupings. None were reported to be in the
unskilled working group. The reader can refer to Tables 4 and 5 in the
appendix in order to compare in detail the educational and occupational
status of the true and adoptive fathers. Summarily, it may be stated that,
while the educational backgrounds of the two groups were similar, the adop-
tive fathers were superior to the true fathers in occupational status.

Statistical Procedure

Bledsoe's data was used by the writer to compile data sheets for each of
the 110 subjects investigated. The data sheets contained chronological
ages, mental ages, and IQ's resulting from the administrations of the Cattell Scales and Stanford-Binet. The subject's performance on each item of the Cattell Scale was also recorded just as it was marked on the record by the administering psychologist. Each data sheet was then compared to the original record by the writer and an assistant in order to insure accuracy.

Each item of the fifth, sixth, seventh, and eighth month levels was subsequently analyzed in terms of percentage of subjects passing and failing it. While a few subjects were administered the third, fourth, tenth, and eleventh month items, the number of cases was considered too small to submit to statistical analysis; 4 cases were administered third month items, 19 were administered fourth month items, 15 subjects were administered items at the tenth month level, and only 2 cases were included at the eleventh month level.

An item was considered to have been passed by the subject when the record indicated a plus sign after it. Items were considered failed when either a minus or a question mark was recorded. Question marks were considered to denote failures due to the fact that such items were consistently given no credit in the computation of the mental age. In a few cases, there were no marks to indicate the subject's performance on an item, even though the item may have occurred prior to the maximal age level. In such cases, the subject's performance on that particular item was not included in the statistical analysis because it was impossible to ascertain whether the item had been omitted in administration or whether the examiner had forgotten to record it. In no case of this kind did the omission of an item make the mental age questionable, for the examiner credited only those
items marked with a plus sign.

Biserial correlations were computed between Cattell Scale items and Stanford-Binet IQ's. In computing the biserial correlations, Cattell Scale performance was treated as a dichotomous variable on a pass-fail basis, and Stanford-Binet performance was treated as a continuous variable. Only those Cattell items which 90 per cent of the subjects passed or failed were included in this analysis. It is pointed out by McNemar that one can place little confidence in a biserial correlation when the dichotomies are more extreme than .10 or .90. In such situations, the resulting correlations may be considered to be more an indication of the difficulty level of the item than of its predictive validity.

As a final procedure, the sampling errors of all but the minus biserial correlations were computed. The null hypothesis, that no correlation exists, was then tested by reference to the normal curve, as is indicated when samples are as large as that used by this investigation.6

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6 Ibid., p. 195.
CHAPTER IV

RESULTS

The sample group, consisting of 110 adopted children, obtained a mean IQ of 114.3 when tested at six months of age with the Cattell Infant Intelligence Scale. The standard deviation at this age level was 8.9, and the IQ's ranged from 84 to 135. When the sample was retested with the Stanford-Binet at ages ranging from 3 years, 1 month to 5 years, 10 months, the mean IQ was 115.34 and the standard deviation was 11.8. The retest IQ's ranged from 85 to 145. Both the Cattell mean IQ and the Stanford-Binet mean IQ obtained from this sample are somewhat above the level expected from the general population. Such a result is understandable in the light of the rigid selection procedures carried out by the adoption agency which placed the infants in their adoptive homes. The higher than average mean IQ's indicated in this study are in conformity with the findings of other investigators who have studied adoptive children.1

The percentages of children passing each Cattell Scale item from the fifth to the ninth month levels are tabulated on Table 1. It can be seen from this presentation that all items on the fifth month level and items

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one, two, and five on the sixth month level were too easy for this sample in that 100 per cent, 92 per cent, and 91 per cent of the group passed them. This seems to be explained by the higher than average mean IQ obtained on the Cattell Scale. Had the mean IQ been around 100, one would have expected the percentage passing to have been lower on these items.

When these results are compared to those of Cattell with six month infants, it can be seen that the items were generally easier for the writer's sample. A comparison of central tendencies between the two studies suggests that the writer's group was somewhat superior to the Cattell sample, as well as to the general population. Cattell reported a median IQ of 108 at six months, no mean IQ was available for her group.²

Biserial correlations between Cattell items which less than 90 per cent of the infants passed or failed are presented on Table 2. Of the eleven items which survived the 90 per cent cut-off point, six resulted in positive correlations ranging from .25 to .01, and only one of these, a language item placed at the eighth month level, could be expected to predict later intellectual status better than chance. The remaining items resulted in negative correlations ranging from -.02 to -.16.

While the positive correlations indicate a very minor relationship to the criterion, there seems to be a trend suggesting slightly greater conformity between test and retest results as higher age levels are approached. It is notable in this respect that the only significant item was placed at the eighth month level. This tendency conforms to the results.

²Cattell, p. 30.
Table 1
Percentage of Subjects Passing Cattell Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Writer's study</th>
<th>Cattell's study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% passing</td>
</tr>
<tr>
<td>5 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns to bell</td>
<td>77</td>
<td>99</td>
</tr>
<tr>
<td>Attains ring</td>
<td>77</td>
<td>96</td>
</tr>
<tr>
<td>Transfers object from hand to hand</td>
<td>78</td>
<td>96</td>
</tr>
<tr>
<td>Regards pellet</td>
<td>77</td>
<td>95</td>
</tr>
<tr>
<td>Picks up spoon</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>6 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attains cube</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>Lifts cup</td>
<td>110</td>
<td>99</td>
</tr>
<tr>
<td>Manipulates mirror</td>
<td>110</td>
<td>87</td>
</tr>
<tr>
<td>Unilateral reaching</td>
<td>108</td>
<td>85</td>
</tr>
<tr>
<td>Approaches second cube</td>
<td>110</td>
<td>91</td>
</tr>
<tr>
<td>7 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts pellet</td>
<td>110</td>
<td>83</td>
</tr>
<tr>
<td>Pats and smiles at mirror</td>
<td>109</td>
<td>62</td>
</tr>
<tr>
<td>Inspects ring</td>
<td>110</td>
<td>57</td>
</tr>
<tr>
<td>Takes two cubes</td>
<td>110</td>
<td>82</td>
</tr>
<tr>
<td>Exploits paper</td>
<td>109</td>
<td>53</td>
</tr>
<tr>
<td>8 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulls ring by string</td>
<td>105</td>
<td>17</td>
</tr>
<tr>
<td>Interested in string</td>
<td>106</td>
<td>56</td>
</tr>
<tr>
<td>Says &quot;mama&quot; or &quot;dada&quot;</td>
<td>105</td>
<td>23</td>
</tr>
<tr>
<td>Rakes pellet</td>
<td>104</td>
<td>51</td>
</tr>
<tr>
<td>Interested in details of bell</td>
<td>106</td>
<td>00</td>
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</table>

continued
Table 1 continued

Percentage of Subjects Passing Cattell Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Writer's study</th>
<th>Cattell's study^a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% passing</td>
</tr>
<tr>
<td>Scissors grasp of</td>
<td>36</td>
<td>01</td>
</tr>
<tr>
<td>pellet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks for spoon</td>
<td>77</td>
<td>06</td>
</tr>
<tr>
<td>Rings bell</td>
<td>70</td>
<td>06</td>
</tr>
<tr>
<td>Adjusts to gestures</td>
<td>81</td>
<td>00</td>
</tr>
<tr>
<td>Adjusts to words</td>
<td>72</td>
<td>03</td>
</tr>
</tbody>
</table>

^aCattell, pp. 50-54.
Table 2
Correlations Between Cattell Item Performance and Later Stanford-Binet IQ's

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>rb</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 months</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulates mirror</td>
<td>110</td>
<td>-.16</td>
<td></td>
</tr>
<tr>
<td>Unilateral reaching</td>
<td>108</td>
<td>.08</td>
<td>.29</td>
</tr>
<tr>
<td><strong>7 months</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts pellet</td>
<td>110</td>
<td>-.02</td>
<td></td>
</tr>
<tr>
<td>Pats and smiles at mirror</td>
<td>109</td>
<td>-.01</td>
<td></td>
</tr>
<tr>
<td>Inspects ring</td>
<td>110</td>
<td>-.05</td>
<td></td>
</tr>
<tr>
<td>Takes two cubes</td>
<td>110</td>
<td>.08</td>
<td>.29</td>
</tr>
<tr>
<td>Exploits paper</td>
<td>109</td>
<td>.11</td>
<td>.25</td>
</tr>
<tr>
<td><strong>8 months</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulls ring by string</td>
<td>105</td>
<td>-.08</td>
<td></td>
</tr>
<tr>
<td>Interest in string</td>
<td>106</td>
<td>.02</td>
<td>.44</td>
</tr>
<tr>
<td>Says &quot;mama&quot; or &quot;dada&quot;</td>
<td>105</td>
<td>.25a</td>
<td>.008</td>
</tr>
<tr>
<td>Rakes pellet</td>
<td>104</td>
<td>.11</td>
<td>.19</td>
</tr>
</tbody>
</table>

*Significant at better than the .01 level.*
of Bayley, who, in her item analysis found that the most diagnostic items occurred during the second half of the first year.  

The singular significance of the language item is in agreement with the findings of Anderson, whose correlational analysis and analysis of significant items reflected the major role played by the progress of language development in the prediction of later intellectual status.  

Another conclusion of Anderson, as well as the findings of Nelson and Richards, are however, not born out by the writer's investigation. Anderson reported that items which involved the infant's positive reaction to immediate environmental happenings with a beginning interest in contextual exploration of objects, were also important as early indicators of intellectual development. Nelson and Richards found that items involving a more or less perceptual reaction to specific stimulus correlated better with Merrill-Palmer and Stanford-Binet results than items defined as motor and postural-locomotor. The writer's results are more in agreement with those of Bayley who found little rationale behind the few significant items her study revealed. In some cases in the writer's analysis where two items could be expected to measure the same aspect of behavior, one correlated positively and the other negatively with later Stanford-Binet

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4Anderson, p. 207.
5Ibid., p. 207.
performance. The difference in correlations between the two items which involve the pellet will serve as an example: "Fakes pellet" correlated .11, while "attempts pellet" correlated -.02, with the criterion.

A comparison of the awareness items which Nelson and Richards found to be good predictors to similar Cattell items suggests further discrepancies. Nelson and Richards' "reacts to mirror image", which correlated .30 with later Stanford-Binet performance, and "regards pellet", which correlated .32, are similar to three Cattell items studied by the writer: "attempts pellet", "manipulates mirror", and "pats and smiles at mirror". It can be seen from Table 2 that the Cattell items, which correlated -.02, -.16, and -.02 respectively, are significantly lower than the results reported by Nelson and Richards.

The conflicting findings of these studies are somewhat difficult to evaluate due to the fact that different tests with different administration and scoring procedures were used. The conflict may be due to the latter. In the case of Nelson and Richards' investigation, it may be due to the fact that their sample was bimodal in character. In such cases, the point biserial technique may have yielded lower quantities. It should be noted in relation to Anderson's study that the criterion for significant items was not, as far as could be determined, a statistical one. Therefore, re-evaluation on a statistical basis could reveal somewhat different results.


9 Ibid., p. 818.
While Anderson was able to find a number of items at earlier age levels (3, 6, and 9 months) which could be combined by the multiple correlation technique into a more predictive scale, such a procedure does not look promising for the Cattell Infant Intelligence Scale at the earlier age levels because of the numerous low positive and negative correlations. Anderson's results are explainable because he began his investigation from a relatively large item pool contributed to by a number of available infant tests. Nelson and Richards also attempted the multiple correlation technique with six month Gesell items with apparent success. However, one would question whether an adequate number of highly correlated items would have been available if the point biserial procedure had been used in their study.
CHAPTER V

SUMMARY AND CONCLUSIONS

The investigation of infant mental development has long been of concern to psychologists. This study derives its importance not only from scientific curiosity concerning the genesis of those mental processes which are manifest in the child and the adult, but also as a result of the relatively wide practice of infant intelligence testing as an aid in the selection and placement of adoptive children.

Since the first efforts of Kuhlmann, Gesell, and Buehler to devise infant tests, the question of the predictive validity of these scales and those which have followed has become a point of extensive investigation and considerable disagreement. The conflict has resolved itself into two opposite camps led primarily by Nancy Bayley and Arnold Gesell. As a result of her participation in the Berkeley Growth Studies, Bayley has come to the conclusion that the satisfactory prediction of later intellectual status as a result of infant tests is impossible due to the extensive organizational changes which take place during the early phases of intellectual development. She regards infant tests to be valuable primarily as aids to a gross evaluation of developmental normality and abnormality, and for research purposes.
Gesell's studies at the Yale Clinic have brought him to a different conclusion. He maintains that, in spite of its bewildering complexity, intellectual growth is an orderly and lawful progression of patterned processes. Because of its lawful nature, mental development is amenable to diagnosis and prediction providing the total life picture of the infant can be assessed by the examiner, preferably over a period of time.

In spite of Gesell's optimism, the results of validity studies of the various infant tests have been disappointing. In efforts to investigate as many avenues of approach as possible, some investigators have turned their attention from correlating the total score with a criterion to an analysis of the individual items which make up the tests. Results of some of these attempts have been somewhat more encouraging.

While the Cattell Infant Intelligence Scale, published in 1940, is widely used in clinical practice, it has never, to the knowledge of the writer, been investigated by means of item analysis. Accordingly, the purpose of the writer's study has been to investigate the extent of agreement between the performance of 110 adoptive infants on the individual Cattell items and their later total test performance on the Revised Stanford-Binet, Form L. Biserial correlations were computed from the infants' performances on the Cattell item and their later Stanford-Binet IQ's. The item performances of the subjects were dichotomized on a pass-fail basis, while Stanford-Binet performances were treated as a continuous variable. The resulting biserial correlations were submitted to the appropriate test of statistical significance.

The results of the writer's study indicate only one item, a language
item placed at the eighth month level which was significantly predictive of later Stanford-Binet status. There was also some tendency for positive correlations to occur more often on the seventh and eighth month levels than on the sixth month level. However, because of the preponderance of insignificant relationships, it is difficult to draw any confident conclusions from this tendency.

The writer’s study was in agreement with the findings of Bayley in that there seemed to be little explanation why some items resulted in positive correlations and others in negative correlations. The findings of Nelson and Richards, and Anderson, that certain types of behavior such as awareness of distance perception were more significant as predictors were not confirmed by this investigation. The results of the writer’s study also cast some doubts on the feasibility of using a multiple correlation technique with the early age levels of the Cattell Scale in order to combine items into a more adequately predictive test.

On the basis of the writer’s findings, Bayley’s pessimism in regard to the impossibility of adequate prediction of later intellectual status by means of tests administered in early infancy seems to be greatly strengthened. One could conclude that language seems to be the first clue to the extent of intellectual potential which could be expected to actualize as the infant develops. It seems probable that other clues must remain out of the reach of the tester until language has developed to a more appreciable degree than the first utterances of “mama” and “dada”.

If further research involving the evaluation and prediction of mental ability in infancy is to take place, it seems valid to conclude
that the psychometric approach cannot offer a singular satisfactory method. It was noted in the survey of the literature that some investigators have found more comprehensive clinical techniques to be of value. More studies utilizing developmental and environmental histories together with repeated observations by means of tests may realize fruitful results. Since this is the practice which is used most in clinics, it would seem valuable to submit it more extensively to the rigors of scientific investigation in order to evaluate its efficacy.
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B. ARTICLES


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C. UNPUBLISHED MATERIAL


II. SECONDARY SOURCES

### Table 3

Retest Correlations from Published Validity Studies of Six-Month-Old Infant Test Performances

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Test</th>
<th>N</th>
<th>Criterion</th>
<th>Retest Age</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furfey and Muhlenbein</td>
<td>L-E H Scale</td>
<td>42</td>
<td>S-B</td>
<td>4 yrs. 2 mos.</td>
<td>-.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1916)</td>
<td>(median)</td>
<td></td>
</tr>
<tr>
<td>Fillmore</td>
<td>Iowa Tests</td>
<td>7</td>
<td>S-B</td>
<td>2 or 3 yrs.</td>
<td>.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1916)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anderson</td>
<td>Buehler &amp; Gesell items</td>
<td>91</td>
<td>S-B</td>
<td>5 yrs.</td>
<td>.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1916)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson and Richards</td>
<td>Gesell</td>
<td>31</td>
<td>S-B</td>
<td>36 mos.</td>
<td>.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1916)</td>
<td>(MA)</td>
<td></td>
</tr>
<tr>
<td>Bayley</td>
<td>California Scale</td>
<td>61</td>
<td>Cal Preschool Scale</td>
<td>27, 30, &amp; 36 mos.</td>
<td>.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattell</td>
<td>Cattell Scale</td>
<td>42</td>
<td>S-B</td>
<td>36 mos.</td>
<td>.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1937)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 4

**Minnesota Occupational Scale Distribution of 110 Adoptive Fathers and 85 True Fathers**

<table>
<thead>
<tr>
<th>Group</th>
<th>True Fathers</th>
<th></th>
<th>Adoptive Fathers</th>
<th></th>
<th>U.S. Males (1950 census)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
<td>Per cent</td>
<td></td>
</tr>
<tr>
<td>I: Professional</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>II: Semi-professional, managerial</td>
<td>9</td>
<td>11</td>
<td>24</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>III: Clerical, retail business, skilled</td>
<td>24</td>
<td>29</td>
<td>44</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>IV: Farmers</td>
<td>2</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>10</td>
</tr>
<tr>
<td>V: Semi-skilled</td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>VI: Slightly skilled</td>
<td>26</td>
<td>31</td>
<td>6</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>VII: Laborers</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>14</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>85</strong></td>
<td><strong>100</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

\[\text{Ibid., p. 39.}\]
Table 5

Educational Status of the True Parents and the Adoptive Parents

| Years of Schooling | True parents | | | Adoptive parents | | |
|-------------------|--------------|-----------------|--------------|-----------------|-----------------|
|                   | Father       | Mother          | Father       | Mother          | |
|                   | Number Per cent | Number Per cent | Number Per cent | Number Per cent |
| 17 - 20           | 5            | 4               | 7            | 6               | 1               |
| 13 - 16           | 15           | 21              | 19           | 19              | 41              | 37              |
| 9 - 12            | 51           | 71              | 73           | 72              | 56              | 51              |
| 5 - 8             | 3            | 4               | 9            | 9               | 6               | 6               |
| Mean              | 12.44        | 11.43           | 12.75        | 11.90           |
| Median            | 12.63        | 12.14           | 12.80        | 12.48           |
| Standard deviation| 2.33         | 1.74            | 2.57         | 2.21            |

*Ibid., p. 40.*
The thesis submitted by Mary Lou Strassmaier has been read and approved by a board of three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

May 29, 1961
Date
Frank Kobler
Signature of Adviser