

ABSTRACT

The goal of the diploma thesis is to map the relationship between two intelligence tests for children based on comparison of selected verbal subtests used on pre-school children. The thesis deals with the verification of the so-called Flynn effect in relation to the different age of S-B IV. test and IDS test.

The theoretical section describes the intelligence as a concept, individual approaches to its research and diagnostics, including specifics of working with children in this age group. Different tests of intelligence designed for children are presented with more attention paid to the tests used in the research. The theoretical part also deals with the development period of pre-school children, speech and issues with an obsolescence of the tests.

In the empirical section of the thesis, the data from 30 children that have undergone the tests are processed using correlation and regression analyses. Conclusions based on the statistical analyses are developed further in an empirical section while the study revealed the following surprising findings. A significant relationship between the S-B IV. test and IDS test has not been found and there was no confirmation of the Flynn effect hypothesis.

The discussion section focuses on the reflection of the research conclusions including the limitations of the thesis and this section also contains a recommendations for possible future research.

KEYWORDS

S-B IV. revise, IDS, measuring intelligence, intelligence tests for children, verbal skills, preschool children, Flynn effect