IDS-2 Case Study
Concerns regarding school progress (Leonie)

Leonie is six years old. She is an only child. Her class teacher is of the opinion that Leonie is still very playful and rather immature, and that she also appears restless and rather overactive. The teacher thinks that Leonie is generally of average ability and engages well in class activities. She has already mastered many scholastic skills such as reading and writing letters and a range of words, and she knows numbers up to about 100 and solves addition and subtraction tasks in the number range up to 20. However, the teacher has noticed issues in Leonie’s social skills. Leonie is a loner and is often excluded from the activities of other children. The other children obviously don’t want to play with her, probably also because Leonie wants to control everything and tries to dominate. The parents notice that Leonie is increasingly reluctant to go to school, although she clearly shows an interest in scholastic activities.

Based on the teacher’s judgement, it can be assumed that Leonie’s cognitive performance is appropriate for her age. However, the teacher and the parents are concerned about Leonie’s social difficulties and the impact these may have on her future engagement and progress in school.
**IDS-2 test procedure**

To check whether Leonie’s cognitive abilities show average development, IQ-Screening is carried out. In addition, *Psychomotor skills, Social-emotional skills, and Scholastic skills* are assessed using the IDS-2.

**IDS-2 test results**

Leonie’s test scores were calculated using the IDS-2 norms. Standard scores are calculated to show 'above-average', 'average' or 'below average' performance. The way in which IDS-2 scores are calculated is explained fully in the IDS-2 Test Development & Interpretation Manual. IQ-Screening results in a score of 103 (95% confidence interval: 93–112) which indicates an average level of intelligence.

The scores for *Psychomotor skills* are divided into Gross motor skills (Standard Score 9), Fine motor skills Time (SS 15), Fine motor skills, Quality (SS 15), Visual motor skills, Time (SS 14) and Visual motor skills, Quality (SS 16). Apart from the first subtest, which obtained an average score, all are in the above-average range for Leonie’s age group.

The answers to the questions on *Social-emotional skills* suggest that overall performance in this area is below-average. Examination of the individual subtests shows below-average scores in the areas, Identifying emotions (SS 5) and Socially competent behaviour (SS 6). On the other hand, Leonie achieves an average score in the area of Regulating emotions (SS 9).

For *Scholastic skills*, performance in Logical mathematical reasoning (SS 13) is at the top end of the average range relative to the age norm. There are average scores for the Phonological awareness tasks (SS 12) and above-average scores for Expressive language (SS 15) and Receptive language (SS 14).

**Conclusions**

Measurement of the above-mentioned developmental areas show an inconsistent profile with clear strengths and weaknesses in relation to standard scores. The scores provide evidence to confirm the assumption that Leonie’s cognitive potential is age-appropriate, and her strengths lie in language and fine motor skills as well as visual motor skills. In addition, the scholastic interest observed by the parents is reflected in the results of these subtests. Weaknesses exist in two of the three areas of *Social-emotional skills*: Leonie has strategies for regulating emotions, but it is difficult for her to recognise the emotions of other children and to provide strategies to respond appropriately to social situations. Leonie’s development in this area may be assisted by support from her parents and teachers to reflect on the consequences of her social behaviour. She may benefit from modelling of appropriate social behaviour from other children and greater positive feedback of her displays of appropriate social interactions. Her above-average performance in language production and comprehension may serve as a resource to help her learn these new skills.