IDS-2

Intelligence and Development Scales for Children and Adolescents

Ellen Example
ID 245-782
female

E – General Development Domains (7–10-year-olds)

Test administrator:
Anne Administrator

Date of assessment:
05/05/2021

Date of birth:
04/11/2011

Age at assessment:
9;6

Results

Interpretation

The IDS-2 assesses the current level of performance of a child or adolescent in the domains of Intelligence, Executive Functions, and General Development. If the IDS-2 is administered more than once, at intervals of time, it can furthermore describe and track the developmental course of the child or adolescent.

Interpretation of the General Development domains

The ***General Development*** domains assessed for 7–10-year-olds consist of the areas of *Psychomotor skills*, *Social-emotional skills*, and *Scholastic skills*.

Detailed information on interpreting all domains, together with case studies and supporting literature, is provided in the IDS-2 Test Development and Interpretation Manual.

Intra- and inter-individual analysis and critical differences

Where there are fluctuations in a profile, a distinction should be made between *intra*- and *inter*-individual strengths and weaknesses. An *intra*-individual weakness is found where a particular score within a domain lies significantly below the child or adolescent's average score across that domain. An *inter*-individual weakness exists where the child or adolescent's score is significantly below the average for his or her age group or school year. In the same way, strengths may be intra-individual (shown by a score significantly above the individual's own average) and/or inter-individual (shown by a score significantly above the average for the age group or school year).

Inter-individual analysis is supported by grey shading in the profile diagrams. Light grey shading shows the average range for the norm sample, medium grey is used for scores above and below average, and dark grey for scores far above and far below average. More detailed descriptions of score bands can be found in Tables 8 and 10 in the IDS-2 Administration and Scoring Manual.

Intra-individual analysis is supported by red lines drawn across the profile. The dashed red line shows the individual's mean standard score across the given domain. The solid red lines show the mean deviation of scores found in the norm sample. The exact values of the mean deviation in the norm sample can be found, for each domain, in Table 11 in the IDS-2 Administration and Scoring Manual.

From person to person, profiles will vary in the amount of intra-individual fluctuation they exhibit: they can be *homogeneous* or *heterogeneous*. A criterion for deciding whether a profile is homogeneous or heterogeneous is given by the difference between the highest and lowest standard scores within the profile. Table 12 in the IDS-2 Administration and Scoring Manual specifies the *critical difference* for each performance area beyond which the profile is classed as heterogeneous, in other words, beyond which the performance levels in some subtests or factors are considered to differ significantly from others.

Where a profile is heterogeneous, it should be questioned whether the overall score (the mean average of its component scores) adequately reflects performance in the given domain. In the case of highly heterogeneous profiles, it may make sense to focus on the profile analysis itself rather than on interpreting the overall score.

The IDS-2 as a means of communication

When discussing the results with parents, teachers, psychologists, SEN professionals, paediatricians, GPs, or other professionals, it can be worthwhile to show them not only the profile graphs in this report but also examples from the IDS-2 materials themselves. A detailed illustration of the tasks completed by the child or adolescent during the assessment can help to clarify the meaning of the test results and provide parents and others with a deeper understanding and appreciation of the performance levels achieved.

When communicating results, it makes sense to focus not on exact scores but on ranges in which the scores fall. The following ranges can be highlighted: far below average and far above average (dark grey shading), below and above average (medium grey) and average (light grey). A more nuanced desciption could then refer to the position of the score within the band, still without referring to numerical values. For example, scores could be described as being in the upper or lower part of the average band.

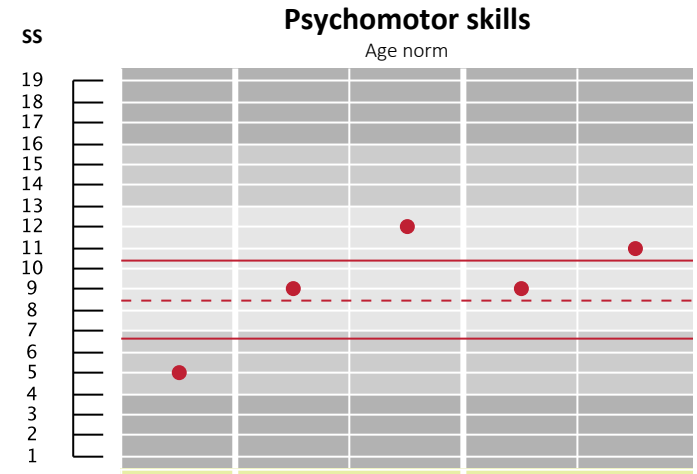
Drawing conclusions about a child's nature or abilities should be avoided when communicating findings from the IDS-2. For example, a child who has achieved low scores in the Social-emotional skills domain should not be described as aggressive. Rather, this finding could be phrased as showing that 'in the assessment setting, the test taker showed few strategies for regulating emotions and behaving in socially competent ways.' The focus of the discussion should then be on how the child or adolescent can be supported in the relevant areas. The IDS-2 profile can thus serve as the basis for further action or intervention.

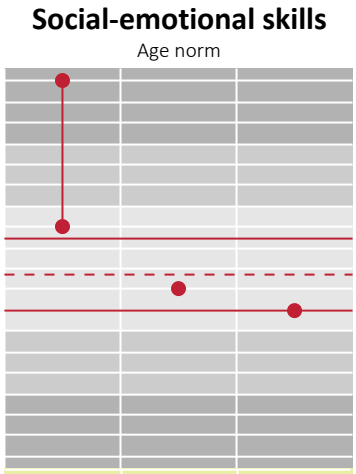
Opportunities and support

When communicating IDS-2 results, it is important to emphasise positive findings at least as much as negative ones. Strengths can be referred to as development strengths or development advantages, and weaknesses as development deficits. Feedback should also highlight how strengths in the profile might be drawn upon when providing support in other areas. For example, a good level of performance motivation can moderate low scores in cognitive development. Thus, for a child or adolescent with strong motivation alongside a learning difficulty, feedback could help parents and teachers fully appreciate the value of maintaining and building on this child's motivation during his or her learning journey.

Whatever scores the child or adolescent achieves, knowledge about his or her level of development should be conveyed as an opportunity to better support and encourage the child or adolescent according to his or her abilities.

GENERAL DEVELOPMENT DOMAINS (7–10-year-olds)



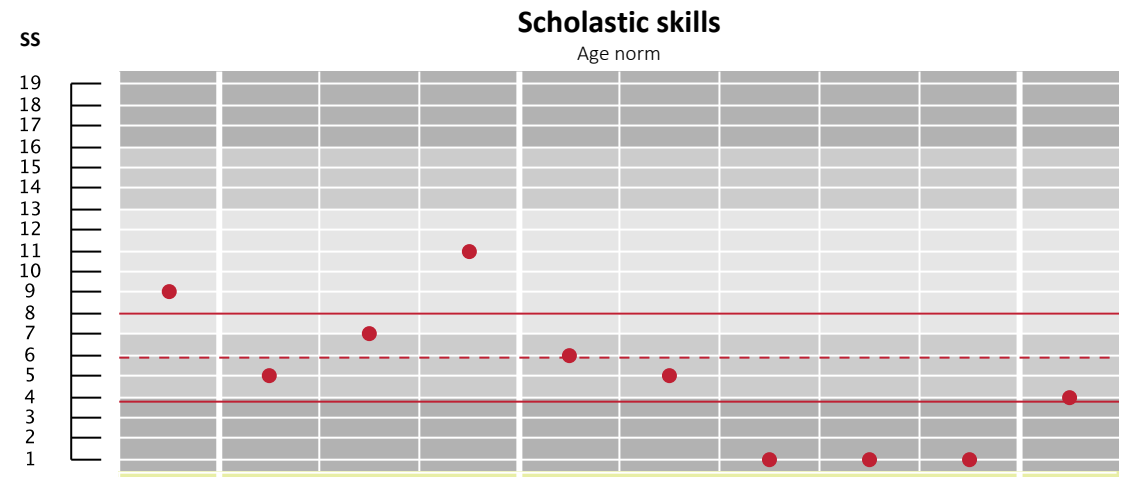


	Gross motor skills	Fine motor skills		Visual motor skills	
		Time	Quality	Time	Quality
Raw score	9	32	30	41	47
SS	5	9	12	9	11
		Fine motor skills average SS = 10.5		**Visual motor skills average SS = 10**	

Psychomotor skills
øSS = ΣSS ÷ 3
øSS ± SD = 8.5 ± 1.9

	Identifying emotions	Regulating emotions	Socially competent behaviour
Raw score	9	10	12
SS	12-19	9	8

Social-emotional skills
øSS = ΣSS ÷ 3
øSS ± SD = 9.7 ± 1.7



	Logical mathe-matical reasoning	Language skills			Reading					Spelling
		Phono-logical awareness	Expressive language	Receptive language	Single word fluency	Single nonword fluency	Reading speed – Passage: -	Reading speed – Passage: -	Compre-hension	
Raw score	27	81	13	28	25	9	-	-	-	8
SS	9	5	7	11	6	5	1	1	1	4
		Language skills average SS = 7.7			**Reading average SS = 2.8**					

Scholastic skills
øSS = ΣSS ÷ 4
øSS ± SD = 5.9 ± 2.1

Note. SS: Standard score; SD: Standard deviation. Dashed red line: intra-individual average.

Cooperation during testing: Raw score 31: in the expected range for the respondent's age

Scholastic skills: error analysis

Age norm

Reading

Task		Total errors	Critical error threshold		Errors at or above threshold?	
			PR < 16	PR < 10	PR < 16	PR < 10
Reading	Passage: -	-	5	6	no	no
Reading	Passage: -	-	4	5	no	no

Spelling

Raw score	Raw score threshold		Score at or below threshold?	
	PR < 16	PR < 10	PR < 16	PR < 10
8	14	12	yes	yes

Note. PR: Percentile rank.

Item-level analysis

No.	Item (abbreviated)	Response
Gross motor skills		
E 01	Total GM	9
Fine motor skills		
E 02	Total FM Time 1	16
E 03	Total FM Quality 1	15
E 04	Total FM Time 2	16
E 05	Total FM Quality 2	15
Visual motor skills		
E 06	Total VM Time 1	11
E 07	Total VM Quality 1	5
E 08	Total VM Time 2	15
E 09	Total VM Quality 2	28
E 10	Total VM Time 3	15
E 11	Total VM Quality 3	14
Identifying emotions		
E 12	Total IE	9
Regulating emotions		
E 13	Total RE	10
Socially competent behaviour		
E 14	Total SCB	12
Logical mathematical reasoning		
E 15	Total LMR items 1–8	23
E 16	Total LMR items 9–14	4
E 17	Total LMR items 15–19	
Language skills		
E 18	Total PA Syllable segmentation	9
E 19	Total PA Rhyme detection	9
E 20	Total PA Identifying initial phonemes	9
E 21	Total PA Identifying final phonemes	9
E 22	Total PA Phoneme segmentation	18
E 23	Total PA Elision	18
E 24	Total PA Spoonerisms	9
E 25	Total EL	13
E 26	Total RL	28

No.	Item (abbreviated)	Response
Reading		
E 27	Total words read SWF	27
E 28	Total words read incorrectly SWF	2
E 29	Total nonwords read SNF	12
E 30	Total nonwords read incorrectly SNF	3
E 31	Speed (time in seconds) RP 1	
E 32	Number of words read incorrectly RP 1	
E 33	Total UP 1	
E 34	Speed (time in seconds) RP 2	
E 35	Number of words read incorrectly RP 2	
E 36	Total UP 2	
E 37	Speed (time in seconds) RP 3	
E 38	Number of words read incorrectly RP 3	
E 39	Total UP 3	
E 40	Speed (time in seconds) RP 4	
E 41	Number of words read incorrectly RP 4	
E 42	Total UP 4	
Spelling		
E 43	Total SP	8
Cooperation during testing – General Development		
E 44	Total Cooperation – General Development Domains	31
(Auxiliary)		
Adm	Test administrator	Anne Administrator