

# IDS-2

## Intelligence and Development Scales for Children and Adolescents

**Ellen Example**  
**ID 245-778**  
**female**

A – Intelligence (5–20-year-olds)

Test administrator:  
Anne Administrator

Date of assessment:  
05/05/2021

Date of birth:  
04/01/2011

Age at assessment:  
10;4

# 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 Intelligence domain

The **Intelligence** domain assesses general cognitive performance, composed of *Visual processing, Long-term memory, Processing speed, Auditory short-term memory, Visual spatial short-term memory, Abstract reasoning* and *Verbal reasoning*. Each of these factors is measured through two subtests which set similar tasks.

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 description 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.

Below-average findings in cognitive development can be particularly difficult to communicate, but it is important to give parents an accurate picture. The following methods have proven helpful when communicating information about intelligence levels and cognitive scores.

Intelligence scores between 70 and 84 indicate low or below-average intelligence. In a conversation with parents, this result could be communicated as follows: 'The test results suggest that your child has (intellectual) difficulties in following lessons' or '... has difficulties in achieving the learning objectives at this level.' For intelligence scores lower than 70, parents need to understand that their child may not be able to achieve the learning objectives and targets of mainstream schools.

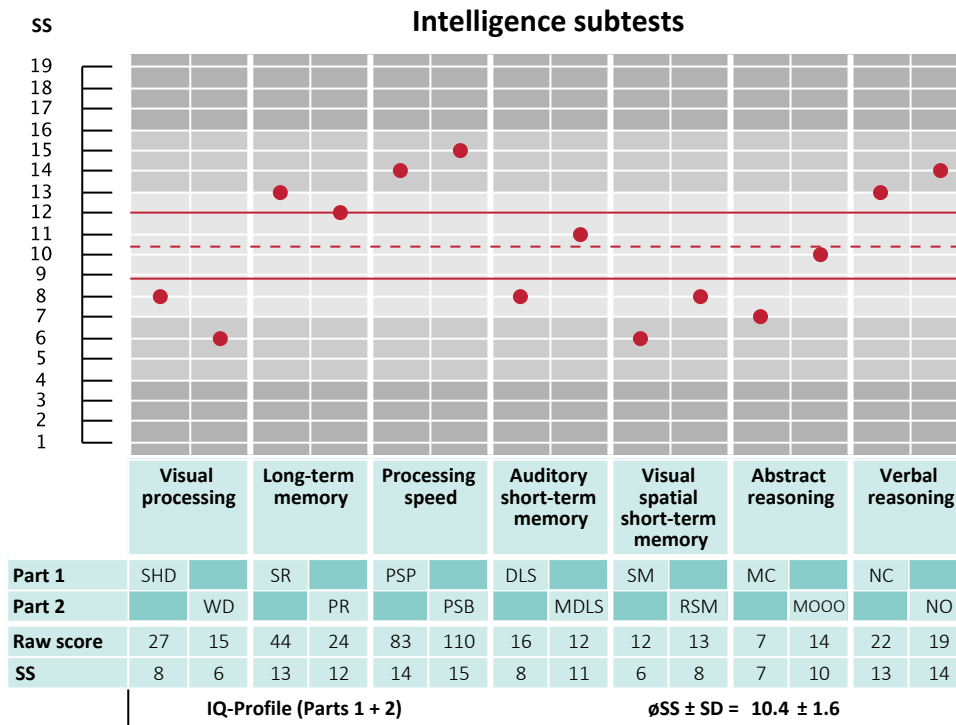
## Opportunities and support

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.

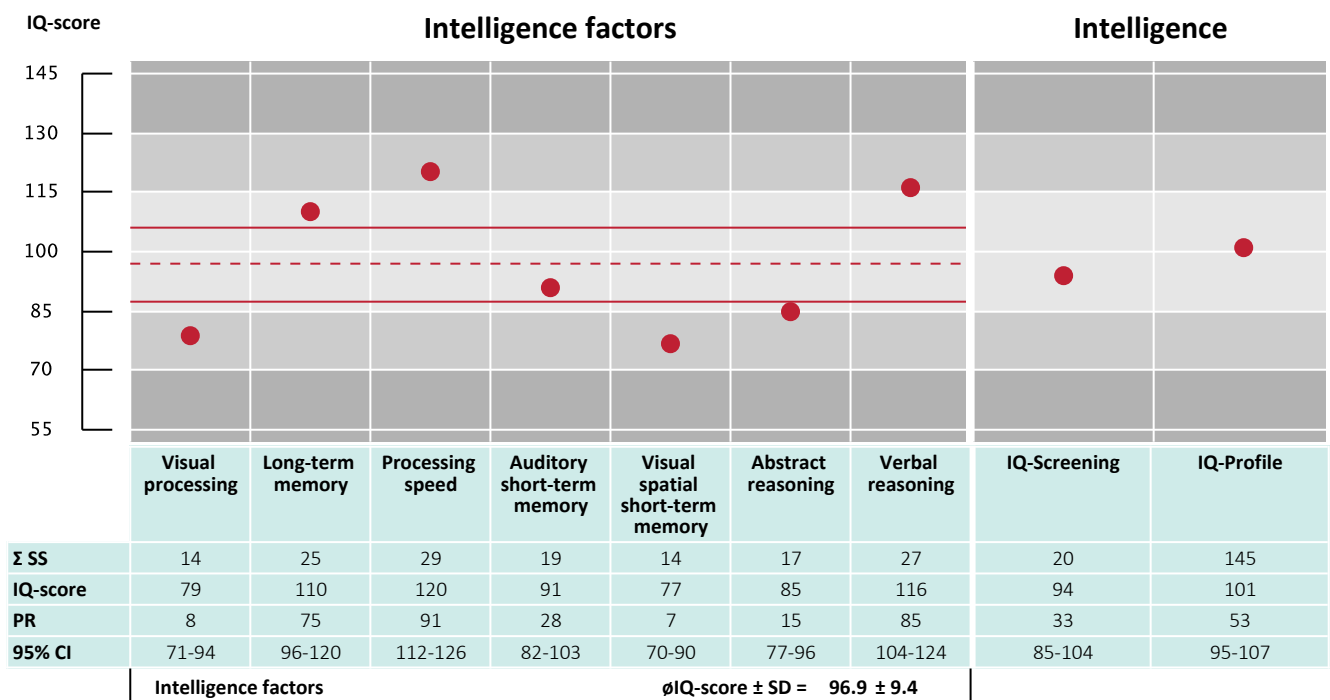
Whatever scores the child or adolescent achieves, knowledge about his or her level of development should be conveyed as an opportunity to better support and encourage the child or adolescent according to his or her abilities.

# COGNITIVE DOMAINS: INTELLIGENCE

Age norm



Note. SS: Standard score; SD: Standard deviation; SHD: Shape design; SR: Story recall; PSP: Processing speed: parrots; DLS: Digit and letter span; SM: Shape memory; MC: Matrices: completion; NC: Naming categories; WD: Washer design; PR: Picture recall; PSB: Processing speed:boxes; MDLS: Mixed digit and letter span; RSM: Rotated shape memory; MOOO: Matrices: odd one out; NO: Naming opposites.



Note. SS: Standard score; Σ SS: Sum of standard scores; SD: Standard deviation; IQ: Intelligence quotient; PR: Percentile rank; CI: Confidence interval.

**Cooperation during testing: Raw score 22: in the expected range for the respondent's age**

# Item-level analysis

No.	Item (abbreviated)	Response
<b>Shape design</b>		
A 01	Total SD 1	24
A 02	Total SD 2	3
<b>Processing speed: parrots</b>		
A 03	Total PSP correctly crossed out parrots (CC)	85
A 04	Total PSP incorrectly crossed out parrots (IC)	2
<b>Digit and letter span</b>		
A 05	Total DLS 1	14
A 06	Total DLS 2	2
<b>Shape memory</b>		
A 07	Total SM	12
<b>Matrices: completion</b>		
A 08	Total MC	7
<b>Naming categories</b>		
A 09	Total NC items 1–15	15
A 10	Total NC items 16–34	7
<b>Story recall</b>		
A 11	Total SR cued recall 1	1
A 12	Total SR free recall 1	30
A 13	Total SR cued recall 2	3
A 14	Total SR free recall 2	10
<b>Washer design</b>		
A 15	Total WD	15
<b>Processing speed: boxes</b>		
A 16	Total PSB correctly crossed out groups (CC)	111
A 17	Total PSB incorrectly crossed out groups (IC)	1
<b>Mixed digit and letter span</b>		
A 18	Total MDLS 1	9
A 19	Total MDLS 2	3
<b>Rotated shape memory</b>		
A 20	Total RSM	13
<b>Matrices: odd one out</b>		
A 21	Total MOOO	14

No.	Item (abbreviated)	Response
<b>Naming opposites</b>		
A 22	Total NO items 1–15	15
A 23	Total NO items 16–34	4
<b>Picture recall</b>		
A 24	Total PR key features	16
A 25	Total PR details	8
<b>Cooperation during testing – Intelligence</b>		
A 26	Total Cooperation – Intelligence	22
<b>(Auxiliary)</b>		
Adm	Test administrator	Anne Administrator