The Intelligence and Development Scales – 2nd Edition (IDS-2)

The most comprehensive diagnostic assessment available
Introducing the Intelligence and Development Scales – 2nd Edition (IDS-2)

The IDS-2 is a global cognitive assessment for children and adolescents, unrivalled in its ability to capture their knowledge, strengths, and developmental needs in one complete picture. With 30 subtests covering six domains across Intelligence, Executive Functions and General Development, the IDS-2 is the most comprehensive diagnostic assessment available.

The second edition of the highly successful German IDS, which was first published in 2009, the IDS-2 has UK norms from 2020. Covering an extensive age range of 5 to 20 years, the IDS-2 will be of particular value to educational, clinical, child and developmental psychologists and paediatricians – becoming an essential new toolkit for everyday practice.

much as a doctor’s medical kit contains more ‘instruments’ than he or she is likely to use to diagnose an individual, the IDS-2 comprises subtests designed to help the user understand what they will need in order to capture the abilities of the child or adolescent being tested.

With a uniquely flexible modular design and user-friendly test materials, the IDS-2 makes it easy to personalise the testing session and identify with precision where support is needed to help the test taker achieve their potential.

Overview

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<th>Age range</th>
<th>5;0 to 20;11 years</th>
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<tr>
<td>Kit contents</td>
<td>Administration and Scoring Manual; Test Development and Interpretation Manual; 5 administration booklets; 6 sets of record forms (in packs of 5); test sheets, response booklets and stimulus materials; online scoring credits for use with the Hogrefe Testsystem (HTS); kit case</td>
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<td>Product code</td>
<td>5562001</td>
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<td>Qualification level</td>
<td>Level 3</td>
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<td>Scoring method</td>
<td>Online scoring through HTS</td>
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<td>Reporting options</td>
<td>7 reports options available</td>
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<td>Size of UK norm group</td>
<td>1367</td>
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<td>Administration times</td>
<td>Administration times will vary according to the subtests selected for assessment (see further information on page 6)</td>
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<td>Adaptations</td>
<td>The IDS-2 will be available in 12 languages, and is currently being standardised on more than 20,000 children/adolescents</td>
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“To understand and assess the whole child.”

Prof. Alexander Grob, Ph.D., Author

When a child or adolescent is referred for an assessment, the practitioner first takes the time to understand why the referral was made, and what tests should be used. Following this assessment, a comprehensive view of the ‘whole child’ can be acquired.

The IDS-2 can be used for a diverse range of applications – typical uses include identifying and diagnosing intellectual disabilities and learning disorders, evaluating cognitive and motor skills, and understanding emotional strengths and weaknesses. The IDS-2 is helpful in the education sector to determine aptitude or assist with school enrolment or transition between primary and secondary, providing meaningful results to pinpoint specific actions and interventions.
The six domains of the IDS-2

**Intelligence**
The IDS-2 assesses intelligence based on the extensive and empirically supported Cattell-Horn-Carroll theory of hierarchical intelligence (CHC theory; McGrew, 1997). CHC theory describes the structure of intelligence as being rooted in different dimensions, and performances within these dimensions are measured with a selection of performance variables, or tasks. Using a variety of these types of tasks, the IDS-2 can assess the tools a child or adolescent has at their disposal to acquire knowledge – instead of only looking at the knowledge that they have already acquired.

There are three scores available. The IQ-Screening score looks at a verbal and a nonverbal component. The IQ score measures seven factors, and the complete IQ-Profile measures each factor twice, with different tasks inside the subtests – all designed to ensure children and adolescents have every opportunity to show their cognitive strengths.

**Executive Functions**
Executive Functions is an overall term that encompasses the set of higher-order processes that enable us to plan, focus attention, remember instructions, and manage multiple tasks. These cognitive processes are necessary to select and successfully monitor behaviours that facilitate the attainment of chosen goals.

Three basic mechanisms: inhibition, working memory and cognitive flexibility, are measured with the IDS-2. As Executive Functions can display a developmental growth beyond preschool and school age into adolescence and early adulthood, measuring these processes can be significant in the context of developmental requirements for school readiness and academic success.

**Psychomotor skills**
Psychomotor activity includes the sensory, perceptive, cognitive and motivational processes that are the basis for posture and movement. In the IDS-2 a child is assessed on overall coordination, gross motor skills, fine motor skills and hand-eye coordination (visual motor skills) – all recorded in the context of psychomotor activity.

This domain plays a key role in healthy childhood development. Disruptions in coordination can lead to an inhibition of the development of physical and social capabilities, and psychomotor activity can display a corresponding relationship with self-esteem, anxiety and somatic problems.

**Social-emotional skills**
The value of healthy social and emotional development in children is well established. Research has shown that as children develop social and emotional skills, they gain the confidence and competence needed to build relationships across settings, problem solve, and cope with challenges. The IDS-2 measures the constructs of emotional and social skills by asking children and adolescents to both identify emotions that are pictured, and to describe how situations could be regulated appropriately.

**Scholastic skills**
Understanding learning difficulties often means looking at cognitive ability versus academic achievement, so the IDS-2 contains school-based tests of learning. To best represent what is truly understood and learned, the Scholastic skills subtests in the UK adaptation of IDS-2 are based on the UK school curriculum.

These tests measure mathematical reasoning, as well as language skills in reading and spelling. Logical mathematical competences have been shown to influence the educational and professional opportunities of an individual, and linguistic skills have relationships with cognitive development and social-emotional skills.

**Motivation and Attitude**
Although motivation and attitude are sometimes difficult to measure in children and adolescents, it is important to understand their desire to perform well and experience success. Achievement motivation exhibits positive correlations with scholastic, academic and professional success, and can help to explain variances in intelligence.

Children and adolescents aged 11–20 years are asked to rate themselves in the areas of tidiness, sense of duty, goal orientation, self-discipline, deliberation and pursuit of achievement. These areas were chosen to measure the child’s conscientiousness and achievement motivation, as studies show that conscientiousness can explain variance in scholastic and occupational success above and beyond the variance that is explained by intelligence.
Key features

Unique modular approach
The IDS-2 removes the need to switch between multiple test instruments based on different samples. Set up as a true ‘toolkit’, users can simply select which subtests in the IDS-2 are appropriate for the child or adolescent being evaluated. The IDS-2 has a modular design so that each testing session covers the areas needed in an individual way.

Practical administration
The IDS-2 has high-quality, child-friendly materials, and booklets and record sheets have been colour-coded for ease of use during the testing session. The kit also comes in a portable case for easy transportation.

State-of-the-art norms and scoring
The IDS-2 uses continuous norming and can offer the precise information which can be critical when assessing a test taker’s development. Easy online scoring is provided through the user-friendly and time-efficient electronic test evaluation programme in the Hogrefe Testsystem (HTS), which eliminates errors and enables automatic profiling and reporting. This provides graphical displays of standard scores and individual performance profiles for clear feedback of the test results. No licence for HTS is necessary; an online account and initial supply of scoring credits is included with every kit purchase, and scoring credits will always be included with record form purchases – so the number of credits you have aligns with your record forms.

Detailed reporting
The IDS-2 allows for the analysis of a test taker’s profile of performance to identify strengths and areas for development. This can be done either at the level of individual subtests or at the level of overall development based on performance in the different domains. In this way, performance across the individual subtests or the individual domains can be set in relation to the test taker’s own average performance, or in relation to the performance of others.

Available scores and reports:
- 7 report options are available through HTS – including Intelligence, IQ-Screening, Executive Functions, General Development (for the 3 different age groups) and an Overall Development Profile.
- Standardised scores are reported as mean 10, SD 3 and certain scores in the Intelligence domain on the IQ scale as mean 100, SD 15.
- Test scores can also be analysed using age norms and school year norms for comparison at an individual or group level.

Detailed guidance for generating and interpreting test results is available in the IDS-2 Administration and Scoring Manual and the Test Development and Interpretation Manual.

UK and international norms
The IDS-2 has been standardised on 1367 children and adolescents aged 5;0 to 20;11 years in the UK. Standardisation testing was conducted by Oxford Brookes University from 2018 to 2020. The UK norm sample was matched to 2011 Census data and stratified by parent education level. There are norms for each year age group between 5;0 and 20;11. School half-year norms are also available – allowing highly accurate interpretations to be made.

The IDS-2 has also been standardised in:
- German: n = 1672 in Germany, Austria and Switzerland from 2015 to 2017.
- Dutch: n = 1665 in the Netherlands from 2016 to 2017.
- Italian: n = 1111 in Italy from 2017 to 2019.

Further adaptations are in progress to be published in Danish, Finnish, Norwegian, Portuguese, Spanish and Swedish.

With respect to validity, several studies in German, Dutch, and Italian were completed that showed very good correlations to other cognitive assessments (e.g. the WISC-V) and this was also found to be true in the UK. As the IDS-2 also measures other areas that provide a fuller picture of the individual’s strengths and areas for development, good correlations were also found with assessments designed to measure those constructs (e.g. the Brief-2 for Executive Functions; the MABC-2 for Psychomotor Development; etc.).

Dedicated support and resources
Hogrefe is here to help users build their confidence and competence in the use of the IDS-2. Users are supported with dedicated IDS-2 training and learning opportunities, friendly and technical assistance from our team, and a website of additional resources.

Robust reliability and validity
The reliability of the IDS-2 was established by measuring internal consistency using Cronbach’s alpha and with additional test-retest studies during the development of the UK edition.
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
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 13), 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
The measurement of the developmental areas mentioned above 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.

How to order
Customers in the public sector are invited to place their order via Purchase Order. These can be sent to orders@hogrefe.co.uk. Alternatively, you can order via our website or over the phone. Note that we will need to check end user qualifications before we can complete the sale.

Qualifications for use of IDS-2
The IDS-2 is designed for use by a psychologist or professional who has had training and/or experience in administering cognitive or developmental assessments to children and adolescents. Users in the UK would be qualified with an HCPC registration as a Practitioner Psychologist and/or be a Chartered Psychologist with the BPS, or would be a paediatrician registered with the GMC. Child Psychologists and those with the protected title of Educational Psychologist, Clinical Psychologist, Forensic Psychologist, or Counselling Psychologist are also typically considered qualified to administer the IDS-2. Please contact us to discuss.

User responsibilities
Due to the complexities of test administration, interpretation and diagnosis, users of the IDS-2 should have had training and gained expertise in the administration and interpretation of standardised clinical assessments. They should also have had training in, or experience of, testing children/adolescents whose ages, linguistic, clinical, cultural or educational backgrounds are similar to those they will be evaluating.