



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

The most comprehensive diagnostic assessment available



Introducing the 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 and clinical psychologists, paediatricians and SpLD Assessors – 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

Age range	5;0 to 20;11 years
Kit contents	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); eLearning; kit case
Product code	5562001
Administration method	Face-to-face, paper-and-pencil
Scoring method	Online scoring through HTS
Reporting options	7 reports options available
Size of UK norm group	1367
Administration times	Administration times will vary according to the subtests selected for assessment (see further information on page 6)
Adaptations	The IDS-2 will be available in 12 languages, and is currently being standardised on more than 20,000 children/adolescents
Publication date	2021

'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 helping to diagnose 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 provide evidence of need to support access arrangements applications, to determine aptitude, or assist with school enrolment or transition between primary and secondary, providing meaningful results so users can pinpoint specific actions and interventions.

The six domains of the IDS-2

Intelligence

The IDS-2 assesses intelligence based on the 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 the child or adolescent has at their disposal to acquire knowledge – instead of only looking at the knowledge that they have already acquired.

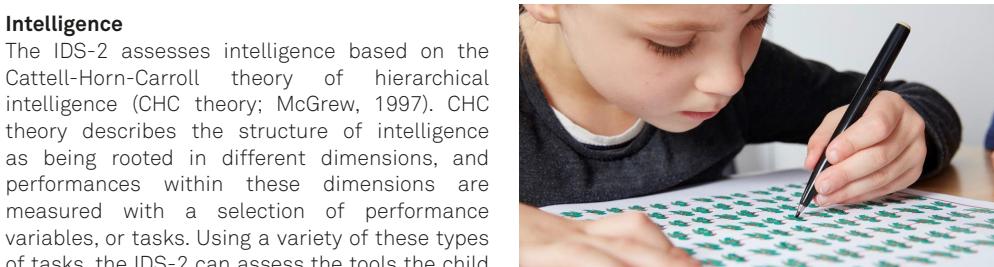
There are three scores available: IQ-Screening looks at a verbal and a nonverbal component; IQ measures seven factors (visual processing, long-term memory, processing speed, auditory short-term memory, visual spatial short-term memory, abstract reasoning and verbal reasoning); and IQ-Profile measures each factor twice, with different tasks inside the subtests.



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 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

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.



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 phonological awareness, receptive and expressive language, 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.

Approximate testing times are:

- Intelligence: IQ-Screening (10 minutes); IQ (50 minutes); IQ-Profile (90 minutes).
- Executive Functions (30 minutes).
- Psychomotor skills (20 minutes).
- Social-emotional skills (15 minutes).
- Scholastic skills (according to age 30–60 minutes).
- Motivation and Attitude (7 minutes).

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:

- Seven report options are available through HTS – including Intelligence, IQ-Screening, Executive Functions, General Development (for the three 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 Czech, Danish, Finnish, French, Norwegian, Portuguese, Spanish, Swedish and US English.

All participating in this work have access to a global database, where research can continue to be conducted and reported on the measurement of children and adolescents, and their cognitive and developmental strengths and challenges.

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.

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 BRIEF2 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 eLearning opportunities, friendly and technical assistance from our team, and a website of additional resources.

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. Please contact us to discuss or visit our website for guidance.

Users in the UK would be required to:

- Be registered with the HCPC as a Practitioner Psychologist and/or be a Chartered Psychologist with the BPS.
- Be a paediatrician registered with the GMC.
- Have the protected title of Educational Psychologist, Clinical Psychologist, Forensic Psychologist, or Counselling Psychologist.
- Be an SpLD Assessor – for full details and guidance please visit our website.

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.

Hogrefe Ltd
Hogrefe House
Albion Place
Oxford
OX1 1QZ

Tel. +44 1865 797920
customersupport@hogrefe.co.uk
www.hogrefe.com