



IDS-2

IDS Intelligence and Development Scales™ –
2nd Edition

“To understand and assess the whole child.”

Prof. Alexander Grob, Ph.D., Author



Intelligence and Development Scales – 2nd Edition

Comprehensive and Diagnostic

The IDS-2 is a global assessment of children covering an age range from 5 to 20 years, designed to identify their knowledge, strengths and relevant areas for development. With 30 subtests covering six domains, the IDS-2 offers the most comprehensive psychometric diagnostic assessment available.

Much as a doctor's medical bag contains more "instruments" than he or she is likely to use to diagnose a particular patient being examined, the IDS-2 is a bag full of "subtests" designed to help the psychologist understand what he or she will need in order to capture the unique abilities of a particular child being tested.

With a modular design and friendly test materials, the IDS-2 makes it easy for the practitioner to personalize the testing session for each child.

Overview

- Second edition of the highly successful German IDS, first published in 2009.
- Appropriate for ages 5.0 years to 20.11 years.
- Evaluates the "whole child" by looking at Intelligence, Executive Functions, and General Development.
- General development includes Psychomotor Skills, Social-emotional Skills, Basic Skills, and Motivation and Attitude.
- Test booklets and record forms are color-coded for easy use during the testing session.
- Adaptation and standardization in 12 languages with more than 20,000 children.

The Complete Picture

When a child or adolescent is referred for an assessment, the psychologist first takes the time to understand why the referral was made, and what tests should be used. From this assessment then, a comprehensive view of the “whole child” can be acquired.

Typical uses of the IDS-2 include the identification and diagnosing of intellectual disabilities and learning disorders, as well as the evaluation of cognitive and motor skills. The IDS-2 can also provide the professional with a better understanding of a child’s emotional strengths and weaknesses.

- Intelligence
- Executive Functions
- Psychomotor Skills
- Social-emotional Skills
- Basic Skills
- Motivation and Attitude



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 has at their disposal to acquire knowledge – instead of only looking at the knowledge that the child has already acquired.

There are three scores available. The Screening score looks at a verbal and a nonverbal component. The General Intelligence 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 functioning 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 behaviors that facilitate the attainment of chosen goals.

Three basic mechanisms: inhibition, working memory and cognitive flexibility, are measured on 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 school 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 (visuo-motor skills) – all recorded in the context of psychomotor activity.

This domain plays a crucial 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 young 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 that situation could be regulated appropriately.



Basic Skills

Understanding learning disabilities often means looking at cognitive ability versus academic achievement, so the IDS-2 contains school-based tests of learning. To stay true to the native language of the child, and to best represent what is truly understood and learned, each adaptation of the IDS-2 basic school skills is different – as it is based on local teaching curriculum.

However, all IDS-2 language adaptations contain some measure of 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 difficult to measure in children, it is important to understand a child's desire to perform well and experience success. Performance motivation exhibits positive correlations with scholastic, academic and professional success, and can help to explain variances in intelligence.

Children ages 10–20 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.



State-of-the-Art Scoring

To help eliminate errors, normative scores for the IDS-2 tests are calculated through the Hogrefe Testsystem (HTS), an online test platform designed by psychologists for psychologists. No license is needed to use the HTS; a scoring credit is allotted with the purchase of each paper record form, so scoring is always convenient and less prone to calculation errors.

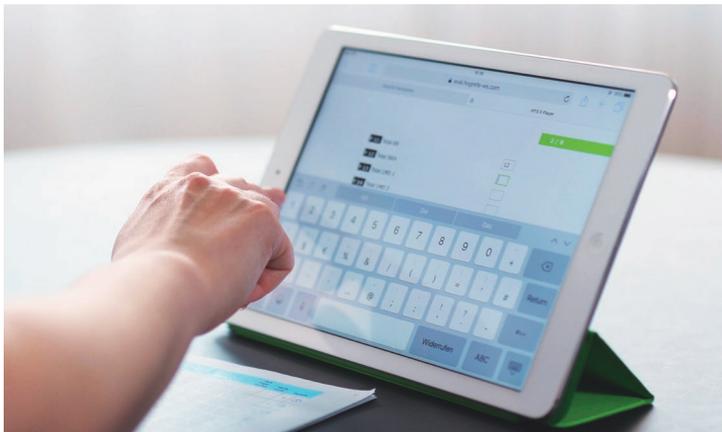
In addition to providing online scoring now, HTS is currently being adapted for online administration of the IDS-2. This unique and engaging process will allow psychologists the opportunity to immediately have a complete picture of the child's assessment results, without the traditional transfer from paper to computer.

Global Database

The IDS-2 is now available for use with children and adolescents in German- and Dutch-speaking countries.

International adaptations are currently underway in ten additional countries: Brazil, Denmark, Finland, France, United Kingdom, Italy, Norway, Poland, Sweden and Spain.

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 their cognitive and developmental strengths and challenges.



Standardization

Norms for the IDS-2 in every language use a state-of-the-art psychometric technique known as “continuous norming”. This process provides very precise norms (with one-month intervals), which can be critical information concerning a child’s development.

Modular Approach

Set up as true “toolkit”, the psychologist can choose which subtests in the IDS-2 are appropriate for the child being evaluated. The IDS-2 has a modular design so that each assessment session covers the areas needed in an individual way.

Testing times (approximate)

Intelligence: IQ Screening (10 minutes)
IQ General Intelligence (50 minutes)
IQ Complete Profile (90 minutes)

Executive Functions (30 minutes)

Psychomotor Skills (20 minutes)

Social-emotional skills (15 minutes)

Basic Skills (according to age: 30–60 minutes)

Motivation and Attitude (7 minutes)





Authors



Prof. Alexander Grob, Ph.D., is trained in developmental and clinical psychology. He received his academic degrees from the Universities of Fribourg and Berne in Switzerland. Since 2005, he has been a professor and Head of Division of Personality and Developmental Psychology; Founding Director of the Master of Advanced Studies in Child and Adolescent Psychology; and Founding Director of the Graduate Programme in School Psychology, Educational Counselling and Developmental Diagnostics at the University of Basel.



Priska Hagmann-von Arx, Ph.D., is trained in psychology and received her doctorate from the University of Basel in Switzerland. She is a senior researcher there and is also Head of School Services and School Psychological Services in Sursee, Switzerland. Her research interests are two-fold: the development, standardization and validation of psychometric tests and the interplay between cognition and psychophysiological functioning (sleep, stress, gait) in children with ADHD and autism, particularly during middle childhood.

Contact

Hogrefe Publishing Corp.
361 Newbury Street, 5th Floor
Boston, MA 02115, USA

Tel. +1 857 880 2002

hogrefe.com/us

IDS-2

The background of the page is filled with a dense, scattered pattern of small, colorful paper scraps or confetti. The colors include various shades of blue, green, yellow, orange, red, pink, and purple, creating a vibrant and celebratory atmosphere.

IDS Intelligence and Development Scales™ –
2nd Edition

Dimensions

- Intelligence
- Executive Functions
- Psychomotor Skills
- Social-emotional Skills
- Basic Skills
- Motivation and Attitude

Age Range

5–20 years

More information

www.ids-2.com

Hogrefe Publishing Group

Göttingen · Berne · Vienna · Oxford · Paris
Boston · Amsterdam · Prague · Florence
Copenhagen · Stockholm · Helsinki · Oslo
Madrid · Barcelona · Seville · Bilbao
Zaragoza · São Paulo · Lisbon

www.hogrefe.com