

Nordic adaptation of IDS-2: A new test battery for assessing intelligence and development in children, adolescents, and emerging adults

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The 1st version of the Intelligence and Developmental Scales (IDS) was introduced in 2009 by the authors Alexander Grob and Priska Hagmann-von Arx. It became soon clear that the test needed some modifications. The German version of IDS-2 was published in 2015 and is globally the first test battery providing a measure of intelligence and developmental domains for people aged 5 to 20 years. IDS-2 includes as much as six modular domains: intelligence (90 minutes), executive functions (30 minutes), psychomotor skills (20 minutes), social-emotional skills (15 minutes), academic skills (30-60 minutes), motivation and attitudes (7 minutes). Altogether, the IDS-2 includes 30 subtests, although, as a modular test, it is possible to select which subtests that are appropriate for the person being evaluated. Regarding the verbal subtests, each country has made its own adaptations. In the Nordic countries the adaptation process is complete, and the standardization process has begun.

By including several different domains, the IDS-2 allows for the analysis of individual profiles of performance, and hence to identify strengths and areas for development. Performance across individual subtests or individual domains can be set in relation to the individual's own average performance, or in relation to age- and gender-specific norms. The modular approach used in the IDS-2 also means that IDS-2 does not only provide information about intelligence, but can also be used to investigate associations between intelligence and other important developmental aspects such as socio-emotional functioning, academic skills and motor development.

The present symposium will include the following aspects: 1) the theoretical structure of the IDS-2, 2) examples of subtests that are used within each one of the six domains and explanation of how subtests vary between different ages, 3) a presentation of the challenges that we have faced when working with the Nordic adaptations of IDS-2 and 4) a discussion of the importance of using country-specific norms when assessing children's development within either clinical or educational settings.