

# **IDS-P:** Intelligence and Development Scales – Preschool (Skale Inteligencji i Rozwoju dla dzieci w Wiekach Przedszkolnym)

## Full Profile Review

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## **Name of the measure**

IDS-P: Intelligence and Development Scales – Preschool (Skale Inteligencji i Rozwoju dla dzieci w Wiekach Przedszkolnych)

## **Author(s) / Publisher(s)**

- Czech translation (CZ): <http://www.testcentrum.com/testy/ids-p>

Author: D. Krejčířová.

Publisher: Hogrefe – Testcentrum Poland

- German original (CH):

<https://www.testzentrale.de/shop/intelligence-and-development-scales-preschool-70048.html>

Author: A. Grob, G. Reimann, J. Cut, M.-C. Frischknecht-Brunner.

Publisher: Hogrefe AG

- Polish translation (PL):

<https://www.practest.com.pl/ids-p-skale-inteligencji-i-rozwoju-dla-dzieci-w-wieku-przedszkolnym>

Author: D. Fecenec, A. Jaworowska, & A. Matczak.

## **Age Range**

3-7 years

## **Age Range Information**

3 to 5 years; 11 months

## **SEL Skills targeted**

Social awareness, Self-management, Social and emotional development

## **Scales and Subscales**

The test consists of 18 sub-tests to explore six different spheres of children's behaviour including: cognitive skills (measured by the sub-tests Visual perception, Selective attention, Phonological memory, Visual-spatial memory, Spatial reasoning, Conceptual reasoning, and Auditory memory), psycho-motoric skills (measured by the sub-tests Motorics, Manipulation, Visual and auditory co-ordination), social and emotional competence (measured by the sub-test Social and emotional competence), mathematical skills (measured by the sub-test Logical and mathematical reasoning), language skills (measured by the subtests Expressive speech, Vocabulary, and Receptive speech), and motivation (measured by the sub-test Gratification delay and by the scales Persistence and Achievement satisfaction)

Cognition

Visual perception

Attention selective

Memory phonological

Memory spatial-visual

Memory auditory

Thinking figuratively

Thinking conceptually

Psychomotor skills

Gross motor skills

Fine motor skills

Eye-hand coordination

Social-Emotional Competence

Recognizing the emotions of children by their facial expressions; understanding and explaining social situations

Thinking Logical-Mathematical

Solve logical-mathematical comprehension exercises

Language

Language expressive

Vocabulary

Language receptive

Handling of the test situation

Theory of Mind

Delayed gratification

Willingness to achieve

### **Sources of information**

Child

### **Formats for administration**

Direct assessment, Observation

### **Administration**

Individual application

IDS-P can be used modularly

Processing time total test: 60-90 minutes

Cognition: approx. 40 minutes

Psychomotor skills: approx. 15 minutes

Social-emotional competence: approx. 5 minutes

Thinking logical-mathematical: approx. 5 minutes

Language: approx. 10 minutes

Handling of the test situation: approx. 10 minutes

### **Scoring**

Manual, Electronic

### **Scoring information**

Raw value sums are converted into value points that are standardized with  $M = 10$  and  $SD = 3$ . Age standard as a reference.

Results were normalized for tests (scale 1-19 with M=10 and SD=3), intelligence scales and development spheres (IQ with M=100 and SD=15); manual scoring.

## Psychometric Properties

### Reliability

Internal consistency of the functional areas: Cognition (intelligence)  $\alpha = .91$ , psychomotor skills  $\alpha = .92$ , social-emotional competence  $\alpha = .72$ , thinking Logical-mathematical  $\alpha = .84$ , language  $\alpha = .85$ ; retest reliability of the functional areas after 5 months: Cognition (intelligence) rtt = .90, psychomotor skills rtt = .85, social-emotional competence rtt = .53, logical-mathematical thinking rtt = .80, language rtt = .69.

### Validity

A confirmatory factor analysis confirms the expected structure of the functional areas. The performance of foreign-language children, children with trisomy 21, children with language developmental problems, children with general developmental problems and prematurely born children differs from the performance of inconspicuous children, which is evidence of the differential validity.

The IDS-P was standardized with 700 children from Germany, German-speaking Switzerland and Austria.

### Polish adaptation:

Reliability: internal coherence for the Fluid Intelligence Scale estimated separately for each particular normalization groups took a value between 0,90 and 0,96. For the Crystallized Intelligence Scale the value was between 0,85 and 0,90, and for the General Intelligence Scale it was between 0,90 and 0,96. These are high values that allow for the IDS-P to be used in individual diagnosis. Reliability of results in spheres for each group does not fall below 0,80, whereas internal coherence of tests takes diverse values. The absolute stability of the results is satisfactory: it takes the highest value in the case of each intelligence scale (from 0,87 to 0,92), and slightly lower value in the case of tests and spheres (from 0,61 to 0,87).

Validity: confirmatory factor analysis confirmed that the original version and the Polish adaptation of IDS-P are strictly parallel. Correlations between IDS-P and such tests as Leiter International Performance Scale, Vocabulary Test for Children (TDS), or Rapid Naming Test: Version for Younger Children (TNS-M) prove its validity as a tool to assess various cognitive skills. High validity of the competence tests was proved, in turn, by the coherence of their results with teachers' and parents' assessments. Compared with the results in clinical groups (with Down syndrome, FASD, specific disorders of speech and language development) the results of children in the general population were different as expected. It also turned out that in the case of children with speech and language disorders it is possible to define a profile of IDS-P results specific for each disorder.

## Training

Eligibility: Psychologists and psychiatrists.

Training recommended but not mandatory.

Poland: Master's degree in psychology required; training recommended but not mandatory

## Strengths and Weaknesses

Strengths: Area-specific strengths and weaknesses of the child can be related to the individual development profile and to that of the age group. In the scoring, a distinction is made between cognitive and general levels of development. An intelligence value can be calculated.

Flexible and individually adapted testing thanks to modular test design. Predominantly language-free intelligence assessment.

## Other Relevant Information

Polish adaptation:

Skale Inteligencji i Rozwoju dla dzieci w Wiekui Przedszkolnym IDS-P. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP, 2015.

Intelligence and Development Scales - Preschool (Skale Inteligencji i Rozwoju dla Dzieci w Wiekui Przedszkolnym IDS-P) measures fluid, crystalized and general intelligence and also different spheres of development but only one sphere – social and emotional competence (measured by the sub-test Social and emotional competence) refers to social competencies directly.

## Citation

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