Overview of the DAS-II Early Years Spanish Supplement
Gloria Maccow, Ph.D., Assessment Training Consultant

Agenda
• describe the purpose of the DAS-II;
• describe the structure of the DAS-II Early Years Battery;
• describe the DAS-II Early Years Spanish Supplement.

Description of DAS-II
• Individually administered clinical instrument consisting of 20 subtests.
• Designed to assess cognitive abilities of children and adolescents from 2 years 6 months through 17 years 11 months.
• Consists of two batteries: Early Years Battery (ages 2:6-6:11) and School-Age Battery (ages 7:0-17:11).
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Purposes and Uses

Classification
The composite score can be used in making classification and placement decisions.

Diagnostic
A reliable profile of intra-individual cognitive strengths and weaknesses is needed to determine, for example, why a child is struggling to learn to read and what methods we can use to improve learning.

Applications of DAS-II Spanish

• Suitability, Fairness, and Interpretive Considerations.
• Testing Children from Culturally and Linguistically Diverse Backgrounds.
• Testing Monolingual Spanish and Bilingual Spanish-English Speakers.
• Out-of-Level Testing.
• Testing Children With an Interpreter.
• Testing Young Children.
• Testing Children With Special Needs.

CHC Structure

![Diagram of CHC Structure]

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Historical Perspective

2006  Publication of Differential Ability Scales-II.
2012  Publication of DAS-II Early Years Spanish Supplement.

Early Years Battery

Ages 2:6-6:11
Lower Level  2:6-3:5
Upper Level  3:6-6:11
Core Subtests
Diagnostic Subtests

DAS-II Early Years Spanish Supplement

- Cognitive assessment battery that is especially appropriate for children from monolingual Spanish-speaking homes.
- Consists of 17 subtests: 6 core subtests and 11 diagnostic subtests.
- The subtests are translations and adaptations of the subtests in the Early Years Battery of the DAS-II.
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**DAS-II Early Years Spanish Supplement**

- Enables clinicians to obtain a more accurate picture of the cognitive strengths and needs of Spanish-speaking children by assessing them in their primary language.
- Is child-friendly and supplements the DAS-II Complete Kit to provide an in-depth analysis of learning abilities across a wide range of domains.

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**Early Years Battery**
Ages 2:6 - 3:5 (Lower Level)

**Core Subtests**
- Verbal Comprehension
- Naming Vocabulary
- Picture Similarities
- Pattern Construction

**Diagnostic Subtests**
- Recall of Digits Forward
- Recognition of Pictures
- Early Number Concepts

**GCA**

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**Early Years Battery**
Ages 3:6 - 6:11 (Upper Level)

**Core Subtests**
- Verbal Comprehension
- Naming Vocabulary
- Picture Similarities
- Matrices
- Pattern Construction
- Copying

**Supplemental Score**
- Special Nonverbal Composite
  - PSim + PCon + Mat + Copy

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Early Years Battery
Ages 3:6 - 6:11 (Upper Level)

Diagnostic Subtests
- Early Number Concepts
- Matching Letter-Like Forms
- Phonological Processing
- Recall of Sequential Order
- Recall of Digits Backward
- Speed of Information Processing
- Rapid Naming
- Recall of Objects—Immediate
- Recall of Objects—Delayed
- Recall of Digits Forward
- Recognition of Pictures

School Readiness
- Working Memory
- Processing Speed

Test Materials

DAS-II Kit
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**DAS-II Early Years Spanish Supplement Kit**
- Administration and Technical Manual
- DAS-II Early Years Spanish Supplement Stimulus Book
- DAS-II Early Years Spanish Supplement Record Forms (25)
- DAS-II Early Years Spanish Supplement Interpreter’s Handbook
- DAS-II Early Years Spanish Supplement Recall of Objects Card

**Organization of Interpreter’s Handbook**
The Interpreter’s Handbook provides guidance for clinicians working with an interpreter prior to, during, and after administering the DAS–II Spanish.
- Testing children from diverse cultural and linguistic backgrounds and using an interpreter.
- Selecting, training, and working with a variety of interpreters.
- Guidance for interpreters, working with an English-speaking clinician to administer DAS–II Spanish.
- Subtest administration procedures for the interpreter.

**Organization of Interpreter’s Handbook**
Appendices provide additional resources for use with interpreters collaborating on DAS–II Spanish administration.
- Interpreter’s Information Sheet.
- Interpreter’s Quick Reference to the DAS–II Spanish.
- Interpreter’s Response Form.
- List of terms.
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Development
All Subtests Were Translated
Four Subtests Were Changed

Subtests Changed
- Phonological Processing - complete adaptation.
- Rapid Naming - sample item administration modified.
- Recall of Objects - developed new stimulus card to accommodate language variation.
- Recall of Sequential order - replaced some words and items.

Developing and Equating the DAS-II Early Years Spanish
- Translating and Adapting DAS-II to DAS-II Spanish.
- Collecting the Equating Sample.
- Developing Final Scoring Rules.
- Establishing Equivalency Between DAS-II Spanish and DAS-II.
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EQUATING SAMPLE

<table>
<thead>
<tr>
<th>Cluster/Composite</th>
<th>Average Coefficient</th>
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<td>Verbal Ability</td>
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<tr>
<td>Nonverbal Reasoning Ability</td>
<td>.90</td>
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<td>Spatial Ability</td>
<td>.94</td>
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<tr>
<td>School Readiness</td>
<td>.95</td>
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<tr>
<td>Working Memory</td>
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<td>Processing Speed</td>
<td>.89</td>
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<tr>
<td>General Conceptual Ability</td>
<td>.95</td>
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<tr>
<td>Special Nonverbal Composite</td>
<td>.94</td>
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</table>
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Validity

- Correlations With Other Measures.
- Comparisons With the DAS-II Early Years Battery.
- Correlations With WNV.

Special Group Studies

- High Cognitive Ability/Intellectually Gifted.
- Low Cognitive Ability.
- Developmental Delays.

Low Cognitive Ability

<table>
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<tr>
<th>Composite</th>
<th>Clinical Mean</th>
<th>Control Mean</th>
<th>Mean Diff.</th>
<th>p value</th>
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<td>21.86</td>
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<td>100.4</td>
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<td>96.3</td>
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<td>97.2</td>
<td>25.27</td>
<td>&lt; .01</td>
<td>1.99</td>
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n = 22; ages 5:0-6:11
Administration
General Information
English and Spanish Directions
English and Spanish Prompts

Directions
• Directions in the Manual and on the Record Form are in English.
• Specific instructions read to the child are provided in Spanish.
• Examiners will read only the Spanish instructions to the child.

Prompts
• Bilingual children may acquire vocabulary at different rates across languages due to varying exposure to concepts in different settings.
• For bilingual Spanish-speaking children who are in school, academic language is frequently learned in English before being learned in Spanish.
Prompts

- The DAS-II Spanish is an assessment of cognitive ability, not of language fluency.
- Therefore, to capture the child’s best performance, each subtest was reviewed to determine the appropriateness of prompting the child in English and accepting English responses.
- When the child does not demonstrate understanding of the task in Spanish and/or if the child does not respond relatively soon after presentation of an item, it may be necessary to prompt.
- See rules for prompting for each subtest.

Subtest Administration

Order of Administration

Item Sets
- Basal and Ceiling
Fixed Start Point and Discontinue Rule

Calculate Chronological Age

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<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
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<tr>
<td>2002</td>
<td>2</td>
<td>16</td>
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<tr>
<td>Age of Testing: 24</td>
<td>(Corrected to 24)</td>
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</table>
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### Subtest Administration Order

<table>
<thead>
<tr>
<th>Administration Order</th>
<th>Subtest Name</th>
<th>Ages</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Verbal Comprehension (Comprensión Verbal)</td>
<td>2:6–6:11</td>
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<tr>
<td>2</td>
<td>Picture Similarities (Semejanza De Figuras)</td>
<td>2:6–6:11</td>
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<tr>
<td>3</td>
<td>Naming Vocabulary (Vocabulario de Nombres)</td>
<td>2:6–6:11</td>
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<td>4</td>
<td>Recall of Objects–Immediate (Memoria de Objetos–Inmediata)</td>
<td>4:0–6:11</td>
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<tr>
<td>5</td>
<td>Pattern Construction (Construcción de Patrones)</td>
<td>2:6–6:11</td>
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<tr>
<td>6</td>
<td>Matrices (Matrices)</td>
<td>3:6–6:11</td>
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### Subtest Administration Order

<table>
<thead>
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<th>Administration Order</th>
<th>Subtest Name</th>
<th>Ages</th>
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<td>7</td>
<td>Matching Letter-Like Forms (Emparejar Formas)</td>
<td>12:0–6:11</td>
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<td>8</td>
<td>Early Number Concepts (Primeros Conceptos Numéricos)</td>
<td>11:0–6:11</td>
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<td>9</td>
<td>Recall of Digits–Forward (Memoria de Digitos Hacia Adelante)</td>
<td>9:0–6:11</td>
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<td>10</td>
<td>Recognition of Pictures (Reconocimiento de Figuras)</td>
<td>8:0–6:11</td>
</tr>
<tr>
<td>11</td>
<td>Recall of Sequential Order (Memoria de Secuencias)</td>
<td>7:0–6:11</td>
</tr>
<tr>
<td>12</td>
<td>Matching Letter-Like Forms (Emparejar Formas)</td>
<td>6:0–6:11</td>
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### Subtest Administration Order

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<thead>
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<th>Administration Order</th>
<th>Subtest Name</th>
<th>Ages</th>
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<tbody>
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<td>5:0–6:11</td>
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<td>14</td>
<td>Speed of Information Processing (Rapidez de Procesamiento)</td>
<td>5:0–6:11</td>
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<td>15</td>
<td>Recall of Digits–Backward (Memoria de Digitos Hacia Atrás)</td>
<td>5:0–6:11</td>
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<tr>
<td>16</td>
<td>Phonological Processing (Procesamiento Fonológico)</td>
<td>5:0–6:11</td>
</tr>
<tr>
<td>17</td>
<td>Rapid Naming (Rapidez Para Nombrar)</td>
<td>5:0–6:11</td>
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</tbody>
</table>
Using Item Sets

Starting point for given age

Last item in selected item set

Use when child fails # of successive items before reaching normal item set decision point

Decision Points

When decision point reached, either
1. Stop
2. Continue
3. Go back

Basal and Ceiling
Fixed Start Point and Discontinue Rule

Scoring

Raw Scores Equated

The raw scores achieved using the DAS-II Early Years Spanish Supplement are equated to the English raw scores for the DAS-II and then converted to a weighted ability score.
Summary

- The DAS-II Early Years Spanish Supplement can be used by bilingual psychologists and by English-speaking psychologists along with an interpreter.
- The subtests are administered in the child's primary language and will enable clinicians to identify the cognitive strengths and challenges of Spanish-speaking children.
- The DAS-II Early Years Spanish Supplement supplements the DAS-II Complete Kit to provide an in-depth analysis of learning abilities across a wide range of domains.