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).
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.

CHC Structure

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.

DAS-II Early Years Spanish Supplement

- Enables clinicians to obtain a more accurate picture of Spanish-speaking children’s cognitive strengths and needs 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

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

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
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Test Materials

DAS-II Kit

DAS-II Early Years Spanish Supplement Kit
- Administration Manual
- 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 Manual
- DAS-II Early Years Spanish Supplement Recall of Objects Card
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Development

All Subtests Were Translated
Two Subtests Were Adapted

Cultural and Language Issues

During the translation and adaptation of the DAS-II Early Years Spanish Supplement, professionals representing Argentina, Chile, Colombia, Costa Rica, Cuba, El Salvador, Mexico, Nicaragua, Panama, Peru, Puerto Rico, Spain, and Venezuela (as well as specific geographic areas of the United States) were involved to ensure that any cultural or language issues that might affect the assessment of a child from that specific culture were addressed.

Equating Study

• The equating sample consisted of 240 children between the ages of 2:6 and 6:11.
• The cases were stratified by age, PED, and gender and had to be monolingual Spanish or bilingual, predominant language Spanish.
• Data were collected between May 2011 and January 2012.
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**Equateing Study**

The process for equating included
- Translation by outside research group
- Vetting of translation through bilingual panel
- Administration of pilot cases to small sample in US and in Peru
- Modifications to items and instructions based on pilot data and bilingual panel
- Administration of pilot to larger group of US and Peru sample
- Final changes to the materials and vetting through internal and external reviews and author
- Tryout sample collection to equating sample collection

**Interpreter's Manual**

- When a bilingual psychologist is unavailable, the interpreter's manual, included with the DAS-II Spanish Supplement, provides information that is key to collaborating effectively with an interpreter to administer the battery.
- In addition to training suggestions, the manual includes Spanish instructions for use by an interpreter.

**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.
### Subtest Administration

**Order of Administration**

**Item Sets**
- Basal and Ceiling

**Fixed Start Point and Discontinue Rule**

#### Subtest Administration Order

<table>
<thead>
<tr>
<th>Administration Order</th>
<th>Subtest Name</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal Comprehension (Compreensión Verbal)</td>
<td>2:6–6:11</td>
</tr>
<tr>
<td>2</td>
<td>Picture Similarities (Semejanza De Figuras)</td>
<td>2:6–6:11</td>
</tr>
<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>
</tr>
<tr>
<td>5</td>
<td>Pattern Construction (Construcción de Patrones)</td>
<td>2:6–6:11</td>
</tr>
<tr>
<td>6</td>
<td>Matrices (Matrices)</td>
<td>3:6–6:11</td>
</tr>
<tr>
<td>7</td>
<td>Recall of Objects–Delayed (Memoria de Objetos–Remota)</td>
<td>4:0–6:11</td>
</tr>
<tr>
<td>8</td>
<td>Copying (Copiar)</td>
<td>3:6–6:11</td>
</tr>
<tr>
<td>9</td>
<td>Recall of Digits–Forward (Memoria de Dígitos Hacia Adelante)</td>
<td>2:6–6:11</td>
</tr>
<tr>
<td>10</td>
<td>Recognition of Pictures (Reconocimiento de Figuras)</td>
<td>2:6–6:11</td>
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<td>11</td>
<td>Early Number Concepts (Primeros Conceptos Numéricos)</td>
<td>2:6–6:11</td>
</tr>
<tr>
<td>12</td>
<td>Matching Letter-Like Forms (Emparejar Formas)</td>
<td>4:0–6:11</td>
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</table>
**Subtest Administration Order**

<table>
<thead>
<tr>
<th>Administration Order</th>
<th>Subtest Name</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Recall of Sequential Order (Memoria de Secuencias)</td>
<td>5:0–6:11</td>
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<tr>
<td>14</td>
<td>Speed of Information Processing (Rapidez de Procesamiento)</td>
<td>5:0–6:11</td>
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<tr>
<td>15</td>
<td>Recall of Digits—Backward (Memoria de Digitos Hacia Atrás)</td>
<td>5:0–6:11</td>
</tr>
<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>
</tr>
</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
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Basal and Ceiling
Recall of Digits—Forward: Memoria de Dígitos—Hacia Adelante

Establishing Basal and Ceiling Levels
1. Administer Test A. Administer Test A progressively through the test materials. Have the examiner read the directions aloud on the test folder and explain the task in a simple manner. Then, the examiner writes the digits in order on the test folder and provides the next set of digits. A score is established based on the examiner's instructions. Score the examiner's errors as well as the examinee's errors. The next set of digits is presented until the examiner is unable to correctly recall the digits. Score the examiner's last correct recall of digits.
2. Administer Test B. Administer Test B progressively through the test materials. Have the examiner read the directions aloud on the test folder and explain the task in a simple manner. Then, the examiner writes the digits in order on the test folder and provides the next set of digits. A score is established based on the examiner's instructions. Score the examiner's errors as well as the examinee's errors. The next set of digits is presented until the examiner is unable to correctly recall the digits. Score the examiner's last correct recall of digits.
3. Administer Test C. Administer Test C progressively through the test materials. Have the examiner read the directions aloud on the test folder and explain the task in a simple manner. Then, the examiner writes the digits in order on the test folder and provides the next set of digits. A score is established based on the examiner's instructions. Score the examiner's errors as well as the examinee's errors. The next set of digits is presented until the examiner is unable to correctly recall the digits. Score the examiner's last correct recall of digits.
4. Establish Basal and Ceiling levels. Establish Basal and Ceiling levels by identifying the lowest and highest levels of recall for each examiner. Use these levels to determine whether the examinee's performance is within the expected range of performance. The Basal and Ceiling levels should be established for each examiner to determine whether the examinee's performance is within the expected range of performance.

Fixed Start Point and Discontinue Rule
Recall of Objects—Immediate: Memoria de Objetos—Inmediata

Differential Ability Scales

Adapted Subtests
Recall of Objects (Memoria de Objetos)

As you point to the corresponding pictures, name the objects at about one word per second. Starting with the top row, work from the child’s left to right across each row of objects as follows:

Mira estas figuras (dibujos) mientras digo su nombre. Mira con atención porque quiero que recuerdes todas las que puedas.

### Recall of Objects—Immediate (Memoria de Objetos—Inmediata)

<table>
<thead>
<tr>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
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<tbody>
<tr>
<td>Name</td>
<td>Name</td>
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<tr>
<td>Response</td>
<td>Response</td>
<td>Response</td>
</tr>
<tr>
<td>Time</td>
<td>Time</td>
<td>Time</td>
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</table>

### Recall of Objects—Delayed (Memoria de Objetos—Remota)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Response</td>
</tr>
</tbody>
</table>
Phonological Processing (Procesamiento Fonológico)

The Phonological Processing subtest consists of four tasks:

Task 1: Rhyming (Rimar)
Task 2: Blending (Mezclar)
Task 3: Deletion (Suprimir)
Task 4: Phoneme Identification and Segmentation (Identificación y Segmentación de Fonemas)

Scoring and Interpretation
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Scoring

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.

Raw Score and Item Set = Ability Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Item Set</th>
<th>Ability Score</th>
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<td>51</td>
<td>43</td>
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</table>

Age 6:6
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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.

Thanks for Coming!

- Webinar attendees can use code iGJ to receive a discount on specific DAS-II products.
- Visit PsychCorp.com to register today!