

MIDAS Administration and Interpretation

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A. MIDAS Development

1. Neuropsychological rehabilitation
2. Interview or Self Report
3. Focus on discovery of strengths
4. Information for "strengths vs. deficits" planning
5. Everyday thinking skills, creativity & production
6. Create a "rich description of intellectual and creative life"

B. Reliability

1. Alpha (.86 across numerous large samples)
2. Test - retest ($r=.84$ average)
3. Inter-rater reliability (80% agreement \pm 1 cat.)
4. Cultural bias (numerous translations)

C. Validity

1. Factor analyses (exploratory & confirmatory)
2. Cluster analyses (congruent with theoretical expectations)
3. Concurrent studies (logically correlated with various tests)
4. Contrasted groups (matched with criterion groups)

D. MIDAS Philosophy

1. intellectual disposition
2. phenomenological perspective
3. process approach to assessment: qualitative & quantitative
4. facilitate a "dialogue of discovery" of truth
5. incorporate parents in educational planning
6. focus on strength-based decision-making
7. an important part of a complete assessment package

MIDAS Administration Directions

WARNING: THIS IS NOT A TEST!

How you prepare the students to complete The MIDAS and introduce MI is important. You may have to deal with expectation that this will be another "stupid test." I have heard some teachers refer to it as the "untest that allows you to talk about yourself." You want to encourage an atmosphere of acceptance and positive but respectful regard. You want to break through the usual assumptions and stereotypes that people (students, parents and teachers!) have about tests and who's smart and who's not. Some teachers find it very helpful to get the students excited and build enthusiasm about this opportunity to participate in a unique program. You may want to give students at least a brief introduction to MI while others may choose to give more extensive information. The word *intelligence* can be intimidating for some students and yet challenging to others. The one thing you want to avoid is having the student (or parent) adopt a negative mindset about responding. This will influence results. You will have to use your judgment about how best to prepare the students in each class (and their parents).

It will be helpful if you are clear in your own mind about the value of The MIDAS and so you are advised to go through this process yourself prior to doing it with students. The questions you have about it may well be the very same questions that the parents and your students will ask. Becoming familiar with the manual and validity data will also help to deepen your understanding of the meaning of the information.

Prior to completion

You may want to send a letter to parents informing them of this MI project and requesting their support. This is a good opportunity to begin to educate them as well on MI with the materials in the workbook and to encourage them to participate. You may also want to request information about the parents' type of work and if they would consider coming into the class for an hour to discuss their occupation with the students. This would be an excellent way to introduce each intelligence.

Interviewing

The MIDAS-KIDS questionnaire is designed to be self completed by most students in third grade (with assistance) and above with approximately a 4th grade reading level. Parents complete the "All About ME" version for younger students. However, you may wish to conduct a diagnostic interview with certain students of any age. An interview takes approximately one hour. This is an excellent way to gather qualitative information and obtain a detailed understanding of the child's self-perceptions. Questions are phrased in such a way that many times the child initially answers with a Yes or No response. The interviewer can then ask for a finer discrimination and selection of response choices. Young children or those with limited conceptual skills or Intrapersonal awareness may have difficulty making fine discriminations required by the questions. This is an opportunity for the teacher to involve the parents in the assessment and to focus on strategies to increase the student's Intrapersonal awareness.

Completion Time

Most students complete the questionnaire in between 30 to 40 minutes. You may want to break administration into two 20 minute sections or allow students who need more time to work on it later. Completion during class time is preferable since you will be able to monitor any disruptions to the process and answer questions. This also under scores the importance of the procedure so students do not take it too lightly.

Reading Level

The MIDAS-KIDS questionnaire is written at about the 4 - 5th grade reading level but third grade children have been found to be able to read it without much difficulty under supervision. Some students with reading difficulties will require individual administration. The MIDAS for adolescents and adults is written at the sixth grade reading level.

Kindergarten through second grade

Parents will complete the "My Young Child" version of the MIDAS-KIDS questionnaire and return it within a week. The child may or may not be involved in a self-assessment depending upon the situation and the goals.

Third and fourth grade

Parents may complete the "My Child" questionnaire for third grade students or students themselves may complete The MIDAS in the classroom as the teacher reads each question aloud and students follow along. In this way, students may ask questions and problems can be addressed by the teacher. Parents may also be asked to complete the "My Child" questionnaire if a comparison is desired and the teacher is prepared to manage a discussion of the different profiles. Fourth grade teachers may use their judgment in deciding if students are able to silently complete the questionnaire independently or if parents should be the respondents.

Fifth through eighth grade

These students may complete the questionnaire during class time, silently and independently unless of course there are learning, reading or behavioral problems that would interfere with this process. There are always a few students who because of negative attitude towards school will fail to complete the questionnaire in a forthright manner. This needs to be noted during the interpretation process.

Ninth grade and up

The TEEN-MIDAS is best for high school students while The MIDAS is appropriate for college students and adults. TEEN-MIDAS is essentially the same questionnaire as The MIDAS except that several questions have been slightly modified to focus the wording on adolescent activities.

Directions

Try to make completing The MIDAS an interesting and non-threatening activity. **DO NOT CALL IT A TEST.** Rather, it is an "untest" that provides an opportunity to describe interests, activities and skills. **You may call it an assessment, inventory, survey or self description.** You might suggest that students imagine they are asking themselves these questions so it is more like an interview with themselves. You might also describe it as a "discovery" process where they will probably be surprised by what they know about themselves. The emphasis is on what they know about themselves rather than what the "test" is going to tell them

Remind students that *"It is OK to use the 'I don't know' answer choice"*. Better that they make this choice than to make wild guesses.

Emphasize that students should be **realistic, honest** and **fair** to themselves in their responses. This information will be of the most use to them if they do this.

Check that students use a pencil to mark the correct "bubble" on the answer sheet.

Students should NOT write on the answer sheet or questionnaire.

Background information should be checked for completion.

You may read the following directions aloud verbatim or modify them somewhat to best fit with your style and the class.

Instructions to Students

These questions take about 20 minutes to answer but you may take as long as you need. There are 8 areas of activities, interests and skills covered. Think of this as if you are interviewing yourself. You may be surprised by what you know about yourself when you think carefully.

You do not have to answer or guess at every question because each one has an **"I don't know or Does not apply"** choice. Use this answer whenever it fits best for you. For example, some of the questions may ask about things that you do not remember or never got to do.

When a question gives you several response choices, pick the one activity that you are strongest in and rate that activity only.

-> **It is important that you give HONEST answers.**

Be FAIR to yourself.

Do not over or under rate what you do.

Describe your self just as you are.

(below for paper answer forms only)

-> **Darken each circle completely with a pencil.**

-> **Do not write on the answer sheet. Erase all changes completely.**

Your profile will only be as accurate as your responses!

