

## Guidance for using the GAI

### Publisher's Guidance for Substituting the WISC-V FSIQ

Guidance for using the WISC-V General Ability Index (GAI) score for IQ-Achievement comparison is fundamentally different than guidance offered in the previous edition, (WISC-IV). The WISC-V Technical and Interpretive Manual (p. 181) states that the Full Scale IQ, (FSIQ) is the recommended intellectual ability score for predicting achievement on the KTEA-3 or WIAT-III, unless there is a compelling clinical reason to use an index score such as the General Ability Index (GAI). The manual further states, "The requirements (for calculating aptitude-achievement discrepancies) may vary by school, district, county, state or region and such requirements should be carefully considered when selecting the method of analysis" (p. 182).

### Identifying Specific Learning Disabilities (SLD) under Kentucky Administrative Regulations (KAR)

The SLD Eligibility Guidance Document (<http://education.ky.gov/specialed/excep/forms/Pages/IEP-Guidance-and-Documents.aspx>) published by the Kentucky Department of Education states, "The Kentucky Administrative Regulations (KAR) for special education programs outline two possible methods for making an eligibility determination for SLD. A district (Local Education Agency or LEA) must develop written procedures for SLD determinations" (p. 5). One option is Method A, (Severe Discrepancy). If a district chooses the severe discrepancy method, the SLD Eligibility Guidance Document states, "A district determines a severe discrepancy using the LD tables accessed via the Kentucky Department of Education website..." (p. 11).

The SLD Eligibility Guidance Document interprets using the GAI as an example of a non-standard score method (p. 11). If it is used, "The psychologist/evaluator will need to provide a written rationale and summary of the non-standard method in the evaluation report. The summary includes:

1. Written Rationale of why the formal evaluation procedures used with most students were invalid.
2. A list of the formal and informal assessment procedures used to evaluate the ability and/or achievement; and,
3. Scores and their interpretation from the alternative procedure.

A comprehensive evaluation is required when using Method A: Severe discrepancy to determine the existence of a SLD" (p. 11). For a complete discussion on required components for evaluation, please see "KDE Policy Letter – Referral, Evaluation and Eligibility" found on KDE's website – Exceptional Children, Special Education, Forms and Documents, Guidance Documents. A link to this page is found below.

<http://education.ky.gov/specialed/excep/forms/Pages/Guidance-Documents.aspx>