

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>