

The individuals with Disabilities Education Act (IDEA) was first signed into law in 1990 and later updated in 2004. The term specific learning disability (SLD) indicates a disorder in one or more of the basic psychological processes involved in understanding or in using language. (Weinfeld, Barnes-Robinson, Jeweler, & Shevitz, 2006) SLD students have severe trouble learning or demonstrating academic skills in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, and mathematical reasoning. They do well in some school subjects, yet they usually have extreme difficulty with certain skills such as decoding words, calculating math facts, or relaying their thoughts into writing. As a result, they lag behind their peers in these skills. While students with SLD almost always hear and see normally, they have trouble understanding or using what they see or hear. On the other hand, the definition of a gifted and talented student is one that shows evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership, and/or specific academic fields. This definition comes from a recent federal education policy of NCLB (No Child Left Behind). This field is new to me in the respect that I always dealt with the learning disabled students. According to (Brody & Mills, 1997; Marsh & Wolfe, 1999), a learning disability is a discrepancy between a child's academic achievement and his or her capacity to learn. This discrepancy, if greater than one standard deviation below the mean on an achievement test, is typically indicative of a learning disability. Unfortunately, IQ scores, by themselves, mean very little. They don't measure creativity, leadership, or communication ability. They can't predict whether or not you'll pass or fail. What a high IQ does mean is that you have the *potential* to do well in academics.

(Gailbraith, 1983, p.37)