

RNI Title Code: TELENG/2017/74418

ISSN 2581-6322

RNI Title Code: TELENG/2017/74418

ISSN 2581-6322

SPWI JOURNAL FOR SOCIAL WELFARE
Volume 6 Issue 2, April - June 2023

ISSN 2581-6322

SPWI JOURNAL FOR SOCIAL WELFARE

(A Multi Disciplinary Peer-Review Bi-Quarterly
Social Science Research Journal)

Volume 6 Issue 2, April - June 2023

Editor

Dr. D. Suresh



SOCIETY FOR PUBLIC WELFARE AND INITIATIVES

H. No. 5-11-559, Srinagar Colony, Naimnagar,

Hanmakonda, Warangal- 506009, Telengana State (India)

Website: www.spwingo.org/www.spwijournal.com

Email: spwi.ngo.2014@gmail.com / devathasuresh@gmail.com

editor@spwijournal.com Ph: 9959026635

spwijournalforsocialwelfare@gmail.com



SOCIETY FOR PUBLIC WELFARE AND INITIATIVES

H. No. 5-11-559, Srinagar Colony, Naimnagar,

Hanmakonda, Warangal- 506009, Telengana State (India)

Website: www.spwingo.org/www.spwijournal.com

Email: spwi.ngo.2014@gmail.com / devathasuresh@gmail.com

editor@spwijournal.com Ph: 9959026635

spwijournalforsocialwelfare@gmail.com




Contents

1. Uniform Civil Code a True Reasoning and a Common Belief - *An Analysis* 1
----- C.S. Rammohan Rao
2. Hindu Temples Destruction by the Aurangazeb in India - *A Study* 9
----- Dr. Devath Suresh
3. Ancient Higher Educational Institutions in India - *A Study* 17
----- Dr. C. Srinivasa Raju
4. Strategies to Develop Slow Learners - *A Study* 45
----- Abdul Rahman Siddiqui & Dr. Kirti Thakre
5. Free Electricity Policy in Telangana State - *An Observations* 56
----- V. Rajender
6. Ancient Hindu Devotional Places in Telangana State - *A Study* 67
----- Gughulothu Venkateshwarlu
7. Reforms in Higher Education - *A Study of Education Policy 2020* 88
----- Sandeep Reddy. N
8. Tribal Festivals in Telangana - Medaram Sammakka Saralamma Festival-
A Study 96
----- Kursam Ravi
9. Problem - Solving : Steps, Techniques and Models - *A Study* 107
----- M. Anitha & Dr. J. Lalitha

	<p style="text-align: center;">SPWI JOURNAL FOR SOCIAL WELFARE</p> <p style="text-align: center;">(A Multi Disciplinary Peer-Review Bi-Quarterly Social Science Research Journal)</p> <p style="text-align: center;">Volume : 6 Issue : 2 April-June 2023</p> <p style="text-align: center;">An ISO 9001-2015 Certified</p>
---	---

STRATEGIES TO DEVELOP SLOW LEARNERS – A STUDY

	<p style="text-align: center;">Abdul Rahman Siddiqui Principal, Modern College of Education, Ghatkesar, Ranga Reddy District, TS</p>		<p style="text-align: center;">Dr. Kirti Thakre Professor, Department of Education, University of Technology, Jaipur, Rajasthan</p>
---	---	--	--

Abstract: *A Slow Learner is a child of below-average intelligence whose thinking skills and scholastic performance have developed significantly more slowly than the pace of his or her age. "Slow Learners are the Learners whose learning pace is Slower than their peers". In this theoretical paper, we tried to discuss the reasons for slow learning, characteristics, symptoms, and strategies to overcome slow learning.*

Keywords: *Slow Learners, IQ, Reasons, Characteristics, Symptoms, Strategies.*

Introduction

A classroom is a mixture of children having different learning competencies and interests. Each student is special and unique in their own way. That is why some may perform well in some subjects while others may not. Some students take more time to comprehend learning topics. So, such students are branded or considered as slower learners. Now-a-days there are few encouraging thoughts that are heard as not to brand or consider students as 'slow learners.'

Children with slow learning problems or slow learners are those who have low learning achievement or slightly below-average children in general. Today, children slowly learn many encounters not only in school inclusion but in regular schools too. Teachers who do not have adequate experience will find it difficult to deal with in the classroom.

What is a slow learner?

Everyone is born with intelligence. One of the common ways we measure intelligence is by using the intelligence quotient (IQ).



According to the International Literacy Association, children with an IQ level of 70 to 85 are considered slow learners. This is below the average IQ range of 90 to 110. However, they are not mentally challenged. This range of IQ is thus considered as a borderline intellectual disability (cognitive impairment) or low average intellectual capability.

Who is a Slow Learner?



A child can be described as a slow learner if his or her thinking skills develop at a notably slower rate than that of his or her peers. The child will carry on through the same developmental stages as his or her peers but at a comparatively slow rate. Also, the child typically has below-average intelligence.

A “slow learner” is not a diagnostic category, it is a term people use to describe a student who can learn necessary academic skills, but at a rate and depth below average same-age peers.

Slow learners are regarded as learners who are unable to cope with the school task as normal learners of the same age. Triani and Amir (2013) point out that a slow learner is a child who has low learning achievement or is below average than children in general.

What are the Signs of a Slow Learner?

Common Signs that a Person may have Learning Disabilities include the following:

- Problems reading and/or writing.
- Problems with math.
- Poor memory.
- Problems paying attention.
- Trouble following directions.
- Clumsiness.
- Trouble telling time.
- Problems staying organized.

Slow Learner Symptoms

Children differ from one another physically, intellectually, scholastically, emotionally, and culturally. Various symptoms detail a child as a slow learner but, do not intentionally have to mean that these characteristics refer to a slow learner.

The considerations differ from case to case. Though we have listed below a few symptoms, it does not exactly have to mean that the child is a slow learner if any of the child's action(s) fall in the below list.

This list should serve a purpose to guide the child and not to label.



General Symptoms

- Immature language patterns or speech problems
- Poor judgment, immature social behaviour
- Frustration, aggression, anxiety

- Difficulties transferring information learned in one situation to other situations.

Symptoms that Impact Learning Skills

- Does not like to read
- Shows proficiency in other tasks rather than a subject area
- Poor memory
- Difficulties understanding several steps in a task
- Repeats words and may not read fluently
- Confuses similar letters, words, symbols
- Has difficulty comprehending math concepts

Symptoms that Impact Behavior

- Emotional instability (violent reactions)
- Low self-concept/self-esteem
- General dis-organization (time and actions)
- Hyper-activity (gross, noisy, constant movements)
- Hypo-activity (quiet, nervous, fidgety)
- Poor concentration span (distractibility)

Typical Characteristics of Slow Learners



The Typical Characteristics of a Slow Learner are Found to be as follows:

1). Learning Issues

Slow learners tend to learn slower and are unable to retain what they learn. They also have a very short attention span. Learning does not happen incidentally for slow

learners and they must be directly taught. And they cannot link one learning to another unless specifically told.

They are also unable to apply certain learning or concept in different situations without help – which is why they require rigorous concrete teaching and cannot make do with abstract teaching. Slow learners, due to these reasons, are mostly “under achievers”.

2). Social Issues

The social behavioural pattern of slow-learning children is mostly immature and unstable. They lack judgement and can sometimes get aggressive about petty issues. They are self-conscious, tend to daydream a lot and love to spend time in solitude or the company of younger children. They may not be verbally appropriate while working in a group and their mood can change in a split second. Slow learners often portray antisocial characteristics.

3). Auditory Issues

Identification of sounds is difficult for slow learners and thus, provides irrelevant answers when a question is asked. They find it hard to write from dictation and prefer the visual presentation of materials over oral presentation.

4). Visual-Motor Issues

Slow learners with visual-motor issues prefer oral learning over visual learning. They find it difficult to differentiate between objects of different sizes, colours, and shapes. They cannot make sense of similar-looking objects and have difficulty recalling them.

They often have poor handwriting and like to take up part learning instead of whole learning. Slow learners may complain about various physical problems and may have awkward physical movements.

5). Language Issues

Children who are slow learners find it hard to express themselves verbally and cannot articulate easily. They cannot fully make us understand what they intend to tell us. Also, reading something silently is easier than reading it out loud for them.

Tips to assist a Slow Learner

- **Give him/her a quiet study table:** Slow learners get distracted easily so find your child a spot to study where there are zero distractions.
- **Ask questions:** Ask your child questions like, “What do you make of this?”, “Can you tell me how this is different from this?”, “What do you think this word means?” and so on.



- **Be easily accessible:** Do not make your child feel he or she is eating up your time. Help him or her in every way possible – not by completing his or her given assignments but by guiding him through the process.
- **Give small tasks:** The short attention span is a consistent issue so only give short assignments.
- **Do not let them give up:** Slow learners need more time than their peers to understand a concept or finish a task – which can leave them exhausted. Do not overwork them to the extent that they give up. Give them a break if need be.
- **Do not label them:** Do not keep mentioning the fact that your child is a slow learner and that he or she cannot achieve as much as his or her peers. Be supportive all the way.
- **Be patient:** Be as patient as you possibly can and be their advocate. Make sure your child is keeping up with the school curriculum or is at least trying his best to do this.

Every child is special and has talents of their own. Often, it has been noticed that slow learners, children with ADD/ADHD, autism or other learning disabilities show immense potential in the creative and performing arts. So, do not lose hope. With your effort, your child will shine and make you proud!

Strategies to Develop Slow Learners

1. Compensatory teaching

Compensatory teaching is an instructional approach that alters the presentation of content to circumvent a student's fundamental weakness or deficiency. Compensatory teaching recognizes content, transmits through alternate modalities (pictures versus words), and supplements it with additional learning resources and activities (learning centres and simulations, group discussions and co-operative learning). This may involve modifying an instructional technique by including a visual representation of

content, using more flexible instructional presentations (films, pictures, illustrations), or shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks).

2. Remedial teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques, and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example, deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drills and practice might be employed.

3. Developing self-learning materials (SLM)

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

4. Incorporate Audio and Visual Materials

One common characteristic among slow learners is that they often learn better by seeing and hearing than by reading. This should be no surprise because performance in basic skill areas, including reading usually is below grade level among slow learners. Incorporating films, videotapes, and audio into lessons helps accommodate the instruction to the strategies learning modalities among slow learners. Emphasizing concrete and visual forms of content also helps compensate for the general difficulty slow learners have in grasping abstract ideas and concepts.

5. Be patient with Slow Learners

The foremost aspect of teaching a slow learner is that the educator should be patient and consistent throughout the entire process. The core problem of slow learners' education is their weak cognitive skills coupled with slow-speed learning. The teacher has to be understanding and patient toward their ability to get distracted easily and have a low attention span. Moreover, teachers must find creative ways to cope with this situation so that the entire class is not affected. One of them is patient repetition. Try repeating every basic instruction, keyword, and concept time and again without being bored. Do not over-speak, but overreach.

6. Frequently Varying Instructional Techniques in the Classroom, itself

Switching from lecture to discussion and then to seatwork provides the variety that slows learners' need to stay engaged in the learning process. In addition to keeping their attention, a variety of instructional techniques offers them the opportunity to see the same content presented in different ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediations that may be necessary.

7. Let a Buddy Teach - Providing Peer Tutoring by High-Ability Classmates

Peer tutoring works better for slow learners. When their teachers are of the same age, they get encouraged. Let them select 1 or 2 of their friends to form a study group. Assign the study group the task of reiterating the new teachings of the day and assisting with homework

8. Provide Minimum Homework

We all agree that homework although with its benefits is more of a burden for a child and her parent. Slow learners find it difficult to be attentive throughout the school day, let alone come home and complete homework assignments. For such children, quality matters over quantity. Having minimum homework would help them understand learning and reduce their anxiety. This, in turn, would maintain their enthusiasm toward school. An educator can assign and alter homework personally and leave out small details that may be of little importance. For example, homework for writing an essay on an English chapter could be modified to reading the chapter twice, and telling the summary to the teacher would be a better idea.

9. Give them a Reward

Sometimes, your child needs a little motivation to complete their work when the going gets tough. Adding to your child's homework schedule, you can slot in milestones with small rewards to encourage them to push on with the learning.

For example, if they need to finish three sets of homework, insert breaks between each set. Then, tell your child that once they finish one set of homework, they can get a break for example 10 minutes of screen time.

10. Encouraging them to Articulate Orally in Class & Providing more Chances for Classroom Participation

For slow learners, many writing assignments go un-attempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

11. Teaching Learning Skills such as Note-Taking, Outlining, and Active Listening

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher-ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success

12. Provide Peer Tutors for Students needing Remediation

Peer tutoring can be an effective ally to your teaching objectives, especially when tutors are assigned so that everyone being tutored also has responsibility for being a tutor. The learner needing help is not singled out and has a stake in making the idea work, because his or her pride is on the line, both as a learner and as a tutor.

13. Praise and Raise them

Always praise every tiny effort of a slow learner in front of the class or public. This would raise their self-esteem and confidence

14. Provide a Quiet Place to Study

This can be a small study desk at the corner of your house or a designated study area with their bedroom. As long as it's a quiet place without distractions such as electronics or toys, your child will be provided with an ideal environment that allows them to focus on their work.

15. Plan a fun Activity or Two

Active learning experiences such as playing educational games, singing nursery songs and performing small science experiments draw more interest and leave a stronger impression on a child. Strengthen your child's knowledge by conducting activities that relate to the concepts your child has just learnt.

16. Encourage Constant Parent-Teacher Association

Work very closely with their parents. Ensure the homework and tasks assigned are successfully completed on a daily basis. Be accessible and open to communication. Make sure to listen to parents' problems and help to solve them. Conduct special meetings for their parents apart from the general PTA meets.

17. Giving Real-World Examples

Giving real-world examples can help a lot to the students as they can relate to them very quickly, making it easy to understand complex topics. In mathematics,

giving real-world examples helps a lot as many students face difficulty understanding mathematics topics. Students sometimes do not find practical use of mathematical tools in their real-life; hence providing real-world examples for such subjects can help students learn effectively.

18. Do not Scold them

Scolding or taunting slow, struggling students can worsen the situation. If a teacher scolds a student in front of the whole class, they get too demotivated. Try to motivate them instead, keep the student more focused on their study instead of overthinking what the entire class thinks of them.

19. Ask more Frequent Questions

Asking students frequent questions can help them develop a sense of attentiveness and responsibility towards the class. A teacher can know what topic should be repeated by asking questions to the students. Many slow learners struggle with learning because of their insufficient knowledge of the basics of any subject, and asking basic questions can help them enhance effectively.



20. Activities for Slow Learners

Here are some simple activities that you can execute to enhance the performance of slow learners and uplift their skills.

- Conduct group activities to boost interactive learning and confidence among them.
- Organize games related to their learning topic to instil curiosity towards it.
- Come up with oral activities where students are encouraged to express their ideas.
- Rectify their mistakes and guide them properly to formulate their ideas into words.
- Curate exercises and homework with lower difficulty levels and gradually increase the difficulty level for the students to get acquainted with the topics at a slower pace.

Conclusion

In short, slow learners need extra support from parents and educators alike. No child deserves any less of a chance. As parents, what we can do is maintain a positive attitude and consistently support our children to be the best they can be without limitations. Improving the performance of slow learners can be quite challenging, but the above-mentioned methodologies can be implemented to develop the Slow Learners.

References

1. <https://psych.hsd.ca/strategies%20for%20slow%20learners.pdf>
2. Hurlock, Elizabeth. *Developmental Psychology: Fourth Edition*.
3. Kirk, S.A. *Educating Exceptional Children*. Houghton, Mifflin, Boston. 1962.
4. Reddy and Ramar, *Slow Learners their Psychology and Instruction*. Discovery Publishing House. New Delhi. 2006.
5. Singh, V. P. *Education of the slow learners*, New Delhi, India: Sarup, 2004.