**slow learners**

A person who tends to take longer to understand things than the average person, or someone who requires multiple explanations before they get a concept. Can occasionally be wrongly accused of being anoob

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process

**Characteristics of slow learners**

In general, slow learning students may exhibit some or all of these characteristics, depending on their age and degree of problems acquiring knowledge at school.

1. Functions at ability but significantly below grade level.

2. Is prone to immature interpersonal relationships.

3. Has difficulty following multi-step directions.

4. Lives in the present and does not have long range goals.

5. Has few internal strategies (i.e. organizational skills, difficulty transferring,and generalizing information.)

6. Scores consistently low on achievement tests

7. Works well with "hands-on" material (i.e. labs, manipulative, activities.)

8. Has a poor self-image.

9. Works on all tasks slowly.

10. Masters skills slowly; some skills may not be mastered at all.

**WORKING WITH SLOW LEARNERS**

•Reduce distractions by providing a quiet, private place to work.

•Emphasize strengths. Use lots of praise and reinforcement frequently.

•Make lessons short. Limit the working time and have several short work periods rather than one long one.

•Add variety to the academic routine. Do active things and use educational games, puzzles, and other techniques as much as possible.

•Work on material that is somewhat challenging but allows success. Work that is too hard or too easy is a turn-off.

•Make learning fun and comfortable. Your positive attitude is very important.

•Encourage your child to talk to you. Ask what he did in school. Ask what was the best part of his/her day. Ask questions about the TV shows he/she watches. Talk about what he/she has heard, done, and plans to do.