



CASE STUDY - SLOW LEARNER

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ABSTRACT The child we call a slow learner is not in need of special education. He is likely to need some extra time and help in regular class room. He is capable by learning like an average child. A slow learner is one who learner at a slower than average rate. The causes of slow learning are low intellectual learning and personal factors such as illness and absence from school, The environmental factors also contribute to this slow learning. Identification of the slow learners and the crucial step. Then we have to advise educational programme for the slow learners. Slow learner work best with a changeful designed step. Slow learners can learn if instruction is approached changefully. The ways in this reigned are tutoring and remedial instruction. In this present chapter is dealing above slow learners and their causes, problems and educational programmes.

KEYWORDS : Causes of slow learning, identification, educational programmes, curriculum

INTRODUCTION

Slow learning children are not special education students but they represent a group of educationally retarded. The contributing factors are cultural, poverty, family inadequacy, parental disharmony and in a few causes, unfavorable school conditions, school absences. Hence, these children need suitable arrangements in regular schools. Although some of these children receive education in special school and special class, they finally move to regular school after backwardness in removed. Identification of slow learning children is not obvious except for educational backwardness. These children display weakness in thinking, finding, out relationships, similarity, familiarity, reasoning, poor development of concept, language, and number concepts, memory. Socio-emotional characteristics include feeling of in security, withdrawal, immaturity, regression and fantasy. A slow learner is capable of learning just about anything that the average child is capable of; it just takes him longer. In other words, a slow learner is one who learns or is learning at a slower than average rate.

SYMPTOMS

1. Learning issues - Slow learners tend to learn slower and are, in most cases, unable to retain what they learn. They also have a very short attention span. Learning does not happen incidentally for slow learners and they have to be directly taught
2. Social issues - The social behavioural pattern of slow learning children is mostly immature and unstable. They lack judgement and are self-conscious
3. Auditory issues - Identification of sounds is difficult for slow learners and thus, provide irrelevant answers when a question is asked.
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, colour, and shape.

CAUSES

- (i) Low intellectual abilities such as subnormal intelligence
- (ii) Personal factors such as
 - long illness
 - long absence from school
 - undetected physical defects
 - poor cognitive entry characteristics.
- (iii) Environmental variables such as
 - poor home facilities for learning skills,
 - low quality and quantity of food,
 - shortage of sleep,
 - adverse parental attitudes towards education,
 - poor or inappropriate opportunities in school (large classes),
 - poor quality of teaching,
 - choosing inadequate or advanced materials
 - incompatibility between home and the school,
 - Repeated changes of school and consequent changes in teaching styles and content.
- (iv) Emotional factors such as
 - dislike of teacher through classes of personality,
 - negative parental attitudes to school creating in the child similar adverse attitudes,

- feeling of inadequacy,
- lack of confidence in self and need to achieve
- Extreme timidity and anxiety giving rise to poor levels of attainment.

TREATMENT

1. Behaviour and communication therapies: Many programs address the range of social, language and behavioural difficulties associated with SLOW LEARNING. Some programs focus on reducing problem behaviours and teaching new skills. Other programs focus on teaching children how to act in social situations or communicate better with others.
2. Educational therapies: Children with slow learning often respond well to highly structured educational programs. Successful programs typically include a team of specialists and a variety of activities to improve social skills, communication and behaviour. Preschool children who receive intensive, individualized behavioural interventions often show good progress.
3. Occupational Therapy: This a field of healthcare that focuses on teaching children and adults the fundamental skills they need in everyday life. For children, this often includes teaching fine motor skills, handwriting skills, and self-care skills
4. Speech Therapy: Depending on the child's needs, speech therapy to improve communication skills, occupational therapy to teach activities of daily living, and physical therapy to improve movement and balance may be beneficial. A psychologist can recommend ways to address problem behaviour.
5. An I.Q. assessment along with academic assessment is recommended every 2 years to understand and monitor improvement systematically
6. NIOS (National Indian Open Schooling) is recommended to children with slow learning as it becomes difficult for them to cope up with state or international board academic demands.

Research methods used:-**Case Study:**

A case study is an in-depth study of one person, group, or event.

Researchers focus on cases which can provide critical information or new learning on less understood phenomena. A case study employs multiple methods for collecting information, such as interview, observation, and psychological tests from a variety of respondents who in some way or the other might be associated with the case and can provide useful information. Case studies provide a narrative or detailed description of the events that take place in a person's life.

Interview:

An interview is a purposeful activity conducted to derive factual information, opinions and attitudes, and reasons for particular behaviour, etc. from the respondents. It is generally conducted face-to-face but sometimes it can also take place over the phone.

There can be two broad types of interviews: structured or standardised, and unstructured or non-standardised.

A structured interview is one where the questions in the schedule are written clearly in a particular sequence. The interviewer has little or no

liberty to make changes in the wordings of the questions or the order in which they are to be asked. The responses to these questions are also, in some cases, specified in advance. These are called close-ended questions.

An unstructured interview the interviewer has the flexibility to take decisions about the questions to be asked, the wording of the questions, and the sequence in which questions are to be asked. Since responses are not specified in such type of interviews, the respondent can answer the questions in the way s/he chooses to. Such questions are called open-ended questions.

Observation:-

Observation is a very powerful tool of psychological enquiry. It is an effective method of describing behaviour. The steps of observation are:

1. **Psychologists select a particular behaviour for observation.**
2. **Recording:** A researcher records the selected behaviour using different means, such as marking tallies for the already identified behaviour whenever they occur, taking notes describing each activity in greater detail using short-hand or symbols, photographs, video recording, etc.
3. **Analysis of Data:** After the observations have been made, psychologists analyse whatever they have recorded with a view to derive some meaning out of it.

Types of observation:

Naturalistic observation-

This refers to observations done in natural and real life settings. The observer makes no effort to control or manipulate the surroundings/situation. This type of observation is conducted in schools and hospitals.

Controlled observation-

This type of observation is done in laboratory experiments.

Participant observation-

In this observation the observer becomes a part of the group being observed.

Non-participant observation-

In this type of observation, the observer isn't physically a part of the group being observed, a group or people are observed from a distance through camera.

Characteristics:- Physical:

1. He has a good body balance and is a calm child
2. Enjoys playing sports and specializes in skating and cycling
3. Hyperactivity is one of the noticeable traits
4. Can focus for a good 30-40 minutes with minimal distractions

Concept formation:

1. Rote learning is his strength
2. Repeated explanation and repeated revision are methods used to help him.

Self-help skills:

1. An independent child who prefers to do everything on his own
2. Needs no assistance

Academic skills:

1. Compliant and Efficient yet Academic creativity is not his strength
2. Maths is his favourite subject
3. Can sustain for 30-40 minutes one on one

Interpersonal skills:

1. Polite child and a very fun-loving child
2. He had just one friend but now with his passion for gaming, he has increased his circle of friends

MANAGEMENT

1. The educators aim is to build his creativity skills when it comes to working with Language - English.
2. He needs guidance by the educator with higher order thinking skills and inferential skills.
3. He also needs to be reminded to focus in the mainstream class when the subject teacher is discussing a topic.
4. The educator says "He is usually a happy go lucky child and loves to play video games as well as upload Youtube videos"

CONCLUSION

My interactions the educator of my case really benefited my understanding of slow learning. It gave me an in-depth understanding, practical knowledge and taught me how much effort an educator puts into helping a child with a disability. It is inspiring to see how he aspires to achieve so much. In one conversation, I learned how he has his very own Youtube channel which he very passionately uploads gaming videos on. This conversation impacted me so deeply and made me realize the bigger things that matter in life. I have now realized how different yet how similar an individual with a disability is to us.

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