**How to distinguish slow learner in the classroom**

 To distinguish a slow learner first we have to know about the learning disabilities and their activities of slow learners which are below

**Learning Disabled of Slow Learner**

**1. Academic**
**-- reading --** confuses similar words and letters, loses place, repeats words, does not read fluently, persists in using fingers to follow along, does not like to read

**-- spelling --** uses incorrect order of letters in words, it has difficulty of associating correct sound with appropriate letter, reverses letters

**2. Mathematics**-- has difficulty associating number with symbol, cannot remember number facts, confuses columns and spacing, has difficulties with story problems, has difficulty comprehending maths concepts

**3. Physical**
-- perceptual motor difficulties
-- visual perception difficulties
-- poor visual decoding
-- general coordination deficits (balance, eye -- hand)
-- poor auditory memory (difficulty following sequence of directions)
-- attention deficit
-- mixed dominance (hand, foot, eye)
-- lack of adequate eye movement control

**4. Psychological**
-- emotional instability (violent reactions)
-- difficulty learning by ordinary methods
-- low social acceptance (disturbed peer relations)
-- low self-concept/self-esteem
-- general disorganisation (time and actions)

**5. Social/emotional/behavioural**
-- hyperactivity (gross, noisy, constant movements)
-- hypoeractivity (quiet, nervous, fidgety)
-- impulsivity
-- poor concentration span (distractibility)
-- low frustration tolerance
-- emotional liability (highs and lows)
-- seems paradoxical (may remember past events in minute detail is I cannot remember number facts and spelling just learnt, may build the most intricate models that may be so clumsy s/he trips over his/her feet, make other most fanciful stories start cannot sit still long enough to hear one)

There are similarities between the two groups e.g. errors in number and letter production, reading errors, behavioural aspects, but the differences are what influence the type of instruction used.

**How we can Identifying Slow Learners**

We can identify slow with the help of the following points

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.

 This list highlights issues which teachers can attend to in identifying slow learners. Various tools need to be used in collecting data about these issues. These can be teacher-made or commercially produced, and include tests, checklists, and rating scales. Also, as Genesee & Upshur (1996: 77) note, “observation is basic toassessing human skills and behaviors”, and thus is a useful strategy in identifying behavioural problems. In addition, much useful information can be obtained from interviewing parents, teachers, classmates, and the students themselves.

 Lescano (1995) comments specifically on the characteristics of slow language learners. He suggests that “their weakest skills are generally writing and reading.That is why, for

 example, hyperactive or attention-deficit students tend to disturb the class and misbehave whenever these skills are emphasized”. He adds that Many slow learners show difficulties in perception. They tend to ignore details and go for overall comprehension and production. They do not notice, for instance, the apostrophe or the plural forms when reading. In the same way, some may omit forms of speech when writing or speaking. e can identify them in class room

**Attitude of slow learner in class room**

 A “slow learner” is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. Reasoning skills are typically delayed, which makes new concepts difficult to learn. A slow learner has traditionally been identified as anyone with a Full Scale IQ one standard deviation below the mean but not as low as two standard deviations below the mean. If a cognitive assessment (IQ test) has a mean (average) of 100, we expect most students will fall within one standard deviation of 100.

 That means that most students have an IQ of 85 to 115. Those who fall two standard deviations below the mean are often identified as having an [**Intellectual Disability**](http://www.schoolpsychologistfiles.com/categories#mr) (IQ below 70). A slow learner does not meet criteria for an Intellectual Disability(also called mental retardation). However, she learns slower than average students and will need additional help to succeed.