



## HOW TO DEAL WITH SLOW LEARNERS IN CLASS

# Slow Learning Child In The Classroom

**Christine Porter Ingram**

## **Slow Learning Child In The Classroom:**

*The Slow Learner in the Classroom* Newell Carlyle Kephart,1960    *Slow Learners: Their Psychology And Instruction* G.L. Reddy,1997 Contents Concept of Slow Learners Identifying Slow Learners Intellectual Development of Slow Learners Emotional Development of Slow Learners Educational Programmes for Slow Learners Teaching Language to Slow Learners Teaching Mathematics to Slow Learners Teaching of Vocational Education and Physical Education to Slow Learners Developing Creativity and Social Competence in Slow Learners Research on Slow Learners    **The Education of Slow Learning Children** A. E. Tansley,R. Gulliford,2018-09-03 Originally published in 1960 The authors of this text examine ways in which both ordinary schools and special needs schools can further develop suitable education for pupils with special needs including improved post school guidance This title aims to provide a guide to teachers in deciding the aims of their teaching and to assist in the planning of their teaching methods

### **Let Us Teach Slow Learning Children** Ohio. Division of Special Education,Amy A. Allen,1950

*Teaching the 'Slow' Learner in the Secondary School* M. F. Cleugh,2021-05-30 This book is a re issue originally published in 1961 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication Dr Cleugh was in charge of the course for teachers of so called educationally sub normal children at the University of London Institute of Education The three volumes of this work which at the time took their place as complete and up to date guides to the subjects they cover were written by practising teachers who had passed through the Institute s course and they cover every part of the curriculum from the point of view of the slow learner This volume focuses on the secondary school

### **Let Us Look at Slow Learning Children** Amy A. Allen,Ohio. Division of Special

Education,1949    **Primary School Child,The** Namita Ranganathan,2000 Based on many years of teaching experience and drawing on her research among rural and urban children this book is addressed to students of education and psychology and can be used as a core text Dr Ranganathan discusses the theories of education and the philosophical orientation of important thinkers She studies the physical emotional social cognitive and moral development of children as also their needs and interests She also deals with the situation of exceptional children The author has taken care to ensure the book is sensitive to issues of gender class and caste Each chapter ends with a summary of the main ideas dealt with therein The book also contains a select reading list

### *Suggestions for Working with the Slow Learner in the Regular Elementary Classroom* ,1958

**Teaching the Slow Learner** William Bland Featherstone,1951    **The Slow-Learning Child in the Classroom** Mildred Odom Bradley,1989

**Education of Exceptional Children** Panda K.C.,1999 This is a basic text on the education of exceptional children covering fundamentals of special education and integrated education for various categories of exceptional children the mentally retarded the hearing handicapped the visually handicapped the learning disabled the slow learner the emotionally disturbed the speech and language handicapped the physically handicapped the gifted and the socially disadvantaged It also covers the genesis of the special education movement in our country policies and programmes

critical issues and innovations the rights of the disabled manpower development avenues and research perspectives in education of exceptional children *Encyclopedia of Special Education, Volume 4* Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs *Materials and Methods for Teaching Slow Learners* New Jersey. Department of Education. Division of Higher Education, 1949 **Teaching the 'Slow' Learner in the Primary School** M. F. Cleugh, 2021-05-30 This book is a re issue originally published in 1961 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication Dr Cleugh was in charge of the course for teachers of so called educationally sub normal children at the University of London Institute of Education The three volumes of this work which at the time took their place as complete and up to date guides to the subjects they cover were written by practising teachers who had passed through the Institute's course and they cover every part of the curriculum from the point of view of the slow learner This volume focuses on the primary school *Teaching the 'Slow' Learner in the Special School* M. F. Cleugh, 2021-05-30 This book is a re issue originally published in 1961 The language used is a reflection of its era and no offence is meant by the Publishers to any reader by this re publication Dr Cleugh was in charge of the course for teachers of so called educationally sub normal children at the University of London Institute of Education This work an up to date guide at the time was written by practising teachers who had passed through the Institute's course and covers every part of the curriculum from the point of view of the slow learner **Special Education:music Therapy**, Education and Training of the Handicapped United States. Congress. House. Committee on Education and Labor. Ad Hoc Subcommittee on the Handicapped, 1966 *Education*

*of the Slow-learning Child* Christine Porter Ingram, 1960 This book presents educational programs designed to discover and develop the assets of a wide range of mentally retarded or slow learning children. It begins with an examination of the needs and potentialities of the mentally retarded and the problems that teachers, parents and members of the community face in providing programs of special education for these children. It discusses in detail the methods and techniques of meeting these problems with a focus on understanding and aiding the retarded child to grow and develop in a wholesome educational environment. Primarily designed for special education teachers and administrators this volume can also serve as a guide for the general school administrator, elementary or secondary school teacher, school psychologists, social workers, parents and civic leaders concerned with the education and social adjustment of the mentally retarded child.

*Concise Encyclopedia of Special Education* Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches, legal issues, overviews of specific learning disabilities, dozens of biographies and more, this complete desk reference is an indispensable guide for professionals, academics and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work and law. Additionally, this acclaimed reference work is essential for administrators, psychologists, diagnosticians and school counselors as well as parents of the handicapped themselves.

What's new in this edition: Comprehensive coverage of new legislation such as Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act. Cultural competence in Special Education, including new material on culturally linguistically diverse students. Many new entries, including notable biographies, new service delivery systems, special education laws, new assessment instruments, cross-cultural issues, neuropsychology and use of the Internet in research and service delivery. Some of the topics covered: Academic assessment, Achievement tests, Addictions, Bilingual education, Child and adolescent behavior management, Counseling with individuals and families with disabilities, Early childhood education, Gifted education, Intelligence tests, Mathematics disabilities, Psychoeducational methods, Rehabilitation, Socioeconomic status, Special education, parent and student rights, Traumatic brain injury.

*Education of the Slow Learning Child* Christine P. Ingram, 2007-03 PREFACE THE Author of this very practical treatise on Scotch Loch Fishing desires clearly that it may be of use to all who had it. He does not pretend to have written anything new but to have attempted to put what he has to say in as readable a form as possible. Everything in the way of the history and habits of fish has been studiously avoided and technicalities have been used as sparingly as possible. The writing of this book has afforded him pleasure in his leisure moments and that pleasure would be

much increased if he knew that the perusal of it would create any bond of sympathy between himself and the angling community in general This section is interleaved with blank sheets for the readers notes The Author need hardly say that any suggestions addressed to the case of the publishers will meet with consideration in a future edition We do not pretend to write or enlarge upon a new subject Much has been said and written and well said and written too on the art of fishing but loch fishing has been rather looked upon as a second rate performance and to dispel this idea is one of the objects for which this present treatise has been written Far be it from us to say anything against fishing lawfully practised in any form but many pent up in our large towns will bear us out when we say that on the whole a days loch fishing is the most convenient One great matter is that the loch fisher is dependent on nothing but enough wind to curl the water and on a large loch it is very seldom that a dead calm prevails all day and can make his arrangements for a day weeks beforehand whereas the stream fisher is dependent for a good take on the state of the water and however pleasant and easy it may be for one living near the banks of a good trout stream or river it is quite another matter to arrange for a days river fishing if one is looking forward to a holiday at a date some weeks ahead Providence may favour the expectant angler with a good day and the water in order but experience has taught most of us that the good days are in the minority and that as is the case with our rapid running streams such as many of our northern streams are the water is either too large or too small unless as previously remarked you live near at hand and can catch it at its best A common belief in regard to loch fishing is that the tyro and the experienced angler have nearly the same chance in fishing the one from the stern and the other from the bow of the same boat Of all the absurd beliefs as to loch fishing this is one of the most absurd Try it Give the tyro either end of the boat he likes give him a cast of ally flies he may fancy or even a cast similar to those which a crack may be using and if he catches one for every three the other has he may consider himself very lucky Of course there are lochs where the fish are not abundant and a beginner may come across as many as an older fisher but we speak of lochs where there are fish to be caught and where each has a fair chance Again it is said that the boatman has as much to do with catching trout in a loch as the angler Well we dont deny that In an untried loch it is necessary to have the guidance of a good boatman but the same argument holds good as to stream fishing

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