

The effect of different types of Educational program and psychological support to reduce slow learner problems in Indian society: a study

Amit Kumar Mondal

State Aided College Teacher

Department of Education, Magrahat College

Email-amitmondal.best@gmail.com,

Abstract: *There is no end to the variations and individual differences among the creatures that existed on this earth as a creation of the Almighty or nature. These variations as we know exist in all their shapes and forms and are visible to us in many forms of the distributions of abilities and capacities among human beings. Some children come to the world with less backwardness than others. They start the journey of his or her very poor into the learning situations. They cannot learn the proper way in every place and cannot think properly. Those children are IQ low levels average than the normal person. This group of children suffers from many problems. Those children can be called slow learners. In that case, teachers are playing a vital role to enhance those children's capacity for learning, behavior, personality, and cognitive development. The educational program and psychological guidance service are also being provided to encourage the children for mainstreaming education.*

Keywords: *Slow learner, project-based learning model, Language Teaching, Remedial teaching.*

I. INTRODUCTION:

Learning involves strengthening correct responses and weakening incorrect responses. Learning involves adding new information to your memory. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know. But Slow Learners cannot learn properly in classroom situations and other places. They always lag behind in terms of their educational progress and academic achievements. They are often seen to suffer from educational failure by playing truancy, repeating the grade/class, or leaving the school education as the dropout. Characterized by their lower rate of learning and educational impoverishment, such children are labeled as slow learners or educationally backward children.

The term 'slow learner' is frequently used to cover various groups of children otherwise referred to as 'dull', 'retarded' or 'educationally subnormal'. In the present circumstances, it is used more widely to indicate the fairly large group of children whose learning is slowed down by one or more factors of which limited ability may be one in our society we see that every young learner differs from one another learner. They learn everything in their society. That learner came to schools and learns content, this time we identify their average, gifted, mental, creative, and slow students. Those children who are low in intelligence, below-average cognitive abilities, low achieving academic skills, and often ignored by others as lusterless, slothful, unoccupied, void as a part of the school setting are said to be slow learners. They not only lag behind other students in academics but in areas of social, emotional, and psychological well-being. Slow learners are those students who are very infirm or low in academic performance, low communication in comparison with normal students. Those children with intelligence levels in the low average or borderline IQ range can be grouped together as slow.

These children do not get sufficient attention in mainstream education. They usually fail repeatedly in examinations and finally become school dropouts. Schools for children of this category are not practical and not advisable. It is ideal to evolve strategies to provide education to these children in the

normal school itself. They are not eligible for special education as given for mentally retarded children because their intelligence levels are too high. If they do not get proper care, they are likely to lose interest in their studies and become dropouts. Further, as they do not get any special attention or support, they are likely to get dejected totally in their studies and end up in antisocial activities such as illicit drug users, violent offenders, and alcohol abusers, unemployed and underemployed.

II. CONCEPT OF SLOW LEARNER:

The term of the slow learners are sometimes used for low ability students, with IQ levels between 70 and 85. Those people are up to approximately 14.1% of the total population, which larger than the group of children with learning disabilities, intellectual disabilities, and autism combined so on.

Slow learners are poor in meeting minimum academic requirements in comparison with normal students. They not only lag in comparison with other students in academics but at that time they also fall behind in areas of social, emotional, and psychological.

“Slow learners account for a disproportionate number of school dropouts, unwed teen mothers, illicit drug users, functionally illiterate persons, incarcerated persons, unemployed, underemployed, violent offenders, alcohol abusers, school failures, low scorers on group tests and gang and hate group members,” says Lourene Williams-Medlow in her book *Turning “I can’t into I can”*. Burt (1950): A backward child is one who in mid-school career is unable to do the work of the class next below that which is normal for his age.¹

III. OBJECTIVE OF THE STUDY:

The aim of the present study is to describe that the effect of different types of program and psychological support to reduce slow learner problems in Indian society.

IV. METHODOLOGY:

The current study is based on the review of information collected from secondary sources and some information has also collected through magazines, journals, internet etc.

V. REVIEW OF LITERATURE:

According to Dodge et al., (1994) describe that Slow learner’ parental negativity has been linked to children’s aggressive behavior and other externalizing problems. The families are rather often marked by low maternal involvement than by hostility or overt conflict.⁶ Guralnick, M. J. (1997) expressed that parenting can play a role in fostering adaptive skills and socio emotional development of slow learning children.⁸ Valliant & Davis, (2000) described that family functioning and parent-child interaction of children with borderline intellectual functioning may be detrimental to the child and vulnerable to maladaptive outcomes.²² Sebba and Ainscow (2001) claimed that slow learners are those children who are of limited in intelligence.¹⁹ Carroll, 2002; Gouwens, 2002; Kaznowski, (2004) identified that slow learning direct these children (slow learners) to lag behind in their normal developmental skills acquisition and they tend to grasp basic concepts of living (i.e., social interaction, communication styles, memory skills, and thinking patterns) about 1-2 years later in comparison to peers.³ Vandivier and Vandivier (2002) explained that slow learners can’t use mathematics in real life locations. But slow learners can use the four processes or operations while purchasing things from a shop or market place, don’t recognize shapes in the environment. Slow learners cannot apply basics concepts in real life situation.²³ Campbell. M. (2004) identified that parenting factors such as warmth and responsiveness have been identified as key elements

of adaptive parenting that provides a foundation for children's social, emotional and moral development.²Munawir Yusuf (2005) identifies some of the symptoms or slow learner child characteristics, including: **a)** the average learning achievement is low, usually less than six; **b)** often late in completing academic tasks, when compared to their classmates; **c)** the grasp of the lesson is slow.¹⁵Pichla, Gracey, and Currie (2006) describe that the slow learner child, including children who have cognitive impairment. Children with cognitive deficits require additional repetitions to learn a new skill or knowledge, but they can learn and participate in a public school with the aid and certain modifications. Children with cognitive impairment may experience concentration problems and talk.¹⁷Krishna kumar et al., (2006) documented that slow learners do work at their ability level but below their grade level, which in turn leads to their adjustment problems in mainstream class rooms.⁹R. Ramar, and A. Kusuma (2006) describes four characteristics of children slowly learn, in terms of contributing factors, as follows: Lack of cognitive capacity includes not managed to resolve the situation of learning and thinking abstract, have difficulty in operating complex thinking, the process of developing the concept or idea underlying generalizations school assignments, particularly language and mathematics, is low, and cannot use with both cognitive strategies that are essential for the retention process.¹⁸Fenning et al. (2007) suggested that Mothers of children with borderline intelligence exhibited less positive and less sensitive parenting behaviors and are less likely to display a style of positive engagement than did mothers of normally performing children.⁷Mumpuniarti (2007) narrate that, slow learner child as a child who has an IQ between 70 and 89, which is based on the Wechsler intelligence scale.¹⁴Michael, Dittus and Epstein (2007) said that slow learners have difficulty in following instructions and become shambolic when face to more than one lessons at a time.¹³Khan (2008) expressed that the term slow learning is used for those students who have learning problems but they look like normal students. They want to revise mathematics, but absence of learning capacity, they do not pick up quickly.¹⁰Thames and Phelps (2008) said that there are used some strategies for slow learners in mathematics inclusive class, inspire the use of graphic signs and to help remembrance.²¹Anastasia, Elein, &Effi, 2006; Shaw,(2008) Research indicates that academically slow learners pose significant educational and behavioral difficulties in the schools because of their deficiencies in intellect and psychosocial skills.²⁰Cooter, Cooter Jr., and Wiley (2013) explained that, a slow learner child who has a low learning achievement or slightly below normal average child at one or all academic areas and have a score IQ between 70 and 90.⁵Mukunthan (2013) explained that slow learners are ordinary school children but they are not attentive to learning under traditionally acknowledged structure of education. A slow learner wants extra interval, more and additionally repetition, and normally extra means from instructors to be successful.¹⁶Marsh (2014) explained that slow learner is neither rationally underdeveloped nor is on the lower steps of intellect measure and slow learner is not an analytic classification.¹²

VI. MAIN IDENTITY OF SLOW LEARNERS CHARACTERISTIC:

The slow learner's areas are given below:

- **Maladjustment:** The term maladjustment can be referring to a wide range of social, biological, and psychological conditions. When a child cannot attain proper adjustment and she/ he is suffered from a phobia.
- **Less Educational Attainment:** Their educational attainment is less than their physical and mental abilities.
- **Depression:** As they are slow learners, they often feel depressed in life.
- **Problematic thinking:** Those people thinking capacity are very poor. They cannot concentration on the proper subject matter.

- **Confined cognitive retention:** Every slow learner cannot identify or retention proper cognitive knowledge.
- **Poor memory capacity:** Their capacities of memorization are very slow.
- **The incapability of proper explanation:** These persons cannot explain properly.

VII. CHARACTERISTICS OF SLOW LEARNERS:

i). Learning Issues: Slow learners tend to learn very slowly and are most cases, unable to retain what they learn. They also have a very short attention span. They are also unable to apply certain learning concepts in different situations without help. In that case, they cannot link other learning content. They have to be directly taught every time. Slow learners, due to these reasons, are mostly “underachievers”.

ii). Social Issues: The social character of a slow learner is mostly immature and unsteady. They cannot properly judgment 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 in the company of younger children. They are often involving in antisocial activities.

iii). Auditory issues: Auditory problem is another issue for a slow learner. They cannot identify actual sounds and do not calculation is difficult. So they provide 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.

iv). Visual-motor issues: Visual-motor issues prefer an oral learning problem for these difficulties. They cannot properly identification appropriate sizes, colour, and shape. 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.

v). Language issues: It is one of the best problematic issues for slow learners. Those Children 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 out loud for them.

VIII. DIFFERENT PROBLEMATIC AREAS OF SLOW LEARNER:

PSYCHOLOGICAL PROBLEMS OF SLOW LEARNER:

- Psychological problem can be affected slow learner. Such as;
- Mental ill-health is one of the causes of backwardness.
- The physical disease may be an innate disease or develop symptoms.
- Physiological defects in the children lead to their backwardness.
- The low intelligence quotient obtained from the test reveal is the cause of backwardness.
- Cognitive impairment is also a complicated problem for slow learners.

PERSONAL PROBLEM OF SL:

Personal factors are very problematic

- They are suffering a long illness.
- They cannot represent properly to school.
- The Cognitive characteristics and thinking capacity are below average.
- The physical defects are detected when they are moving every place, face to face verbal communication.

SOCIOLOGICAL PROBLEM OF SL:

- They cannot properly communicate with every person.
- Social mobility does not grow.
- Incompatibility between home and the school,
- They cannot correct answer every content.

EMOTIONAL PROBLEM OF SL:

- Negative parental attitudes
- Inadequacy of feeling
- Lack of confidence in self and need to achieve,
- Extreme Timidity and anxiety giving rise to poor levels of attainment.

EDUCATIONAL PROBLEM FOR SL:

- These children cannot achieve the proper quality of teaching,
- These children are not choosing inadequate or advanced materials,
- The Repeated changes of school and consequent changes in teaching styles and content are affected by slow learners.
- The adverse parental attitudes towards education.
- Poor home facilities for learning skills.

IX. DIAGNOSIS OF SLOW LEARNERS IN EDUCATIONAL GROUND:

The slow learner children are quite difficult and also perhaps not needed as in the case of other physical, mental, social and emotional disabilities. It happens simply because the slow learners or backwards are usually normal in appearance and are able to function satisfactorily in many situations. They catch our attention when they are able to perform on their educational situations. In this situation they want to proper identification and diagnosis of the educational deficiencies and incapacities of their children along with their possible causes. These are given below;

A. Intelligence test:In most cases, intelligence testing is required to confirm the presence of mental disabilities and to establish IQ for the purposes of diagnosing a learning disability.

B. Psychological test:Psychological tests are verbal or non-verbal evaluations administered to assess the cognitive and emotional functioning of children and adults. These tests are used to assess a variety of mental abilities and attributes, personality, and neurological functioning. It also collects information about a slow learner activity.

C. Diagnostic test:In education, a diagnostic test helps identify a student's learning problems so teachers can provide instruction to remedy those problems.

D. Triangulation:

Triangulation is not a specific observation technique but is the process of comparing and justifying data from one source to another. If you get an interview with a slow learner then you can understand this.

E. Interaction Schedules:

This method uses slow learner identification. The Interaction schedules are methods for analyzing and recording what takes place during a class. A common approach is to note down at a regular interval (say every minute) who is talking and to categorize what they were saying or doing.

F. Achievement or attainment test:

Use of proper achievement test both teachers made as well as standardized achievement tests should be made for the assessment/measurement of the educational achievement or attainment of the suspected backward children in one or the other subjects of the school curriculum including basic academic skills like reading, writing, reasoning, problem-solving, arithmetic, and computational skills, etc.

X. EDUCATIONAL PROGRAMME FOR SLOW LEARNER:

Education is a powerful tool of social change and often initiates uplift movement in the social structure. Thereby, it is helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices.

Special coaching and proper individual attention: When the area and nature of the weakness are being identified through proper diagnostic tests in various subjects, arrangements for special coaching should be made for backward children individually or collectively as the situation demands.

The project-based learning model:

- 1) The preliminary activities include the provision of perception, the delivery of learning objectives, checking the prerequisite skills; create a chart principal material, delivering an essential question in accordance with the real world and the reality relevancy topic for students.
- 2) The core activities include delivery material starts from that material most importantly assisted by various media adapting the submitted material (tables, graphics, pictures, videos, concrete visuals, etc.), teachers forming groups of 3 heterogeneous students, the teacher assigns group tasks to be completed together (can be observations, experiments, or questions), students are given the freedom to looking for sources of information around it, the teacher determines the project completion deadline in one lesson, the teacher in the form of team teaching guidance and assessment during the learning process.
- 3) The closing activities include providing rewards for the group with the best results, the assessment carried out during the learning process and the results of group projects and group presentations, students and teachers to reflect.
- 4) Follow-up activities include house assignment and motivation.

A proper and helpful curriculum: In some cases, the backwardness is caused by a lack of interest in school studies or in a particular subject. The child sometimes does not find anything challenging or stimulating in the routine class instruction or does not get the opportunity of studying the subject or performing activities which he likes. Adequate provision should, therefore, be made for diversified courses and rich experiences in the form of varied curricular activities and instructional programs.

A simulated guidance service: This service is the most important service to remove backwardness. Proper guidance services should, therefore, be organized and made available in every school. State authorities should also pay due attention to making the parents conscious of their children's abilities, interests, and aptitudes so that their aspirations for the careers of their children may be realistic.

Helping of the learner by the Educational psychologists: An educational psychologist is the best performer to uplift backwardness. They can provide valuable planning for slow learners and also may be given valuable guidance to the teachers as well as parents. They also suggest proper remedial steps for removing the causes of backwardness of those children.

Controlling negative environmental factors: Environment plays an important role to reduce backwardness. Many negative stimuli can be affected by the slow Lerner attitude. So they cannot perform or communicate properly with a normal person. Every time they are suffering an inferiority complex. In this situation, proper support and guidance must be required.

Maintenance of proper progress record: The examination and testing program of the school needs essential modifications. There should be a well-planned and regular evaluation of the progress of the children in all curricular or curricular aspects. The record of their regular evaluation should be maintained properly. For this purpose, progress charts and cumulative record cards can be kept. This helps in keeping track of the children's attainment level and their rate of progress.

Face to Face Communication: This is a new platform for slow learners. It is a face-to-face or one-to-one relationship program. A teacher has the primary responsibility of helping that child with his learning difficulty. They can also develop that student attention to the learning concept, interest in the learning situation, personality development, social stability, etc.

Language Teaching:

In school verbal instructions and explanations are quite important. Many of the slow learners have retarded speech: articulation, vocabulary, brief sentence, grammatical errors. Emotional reluctance is the chief reason for their backwardness of expression. They need a great deal of speech stimulation through play, and through talking to adults, listening to them. The expression is often lacking in order, sequence, and selectivity. Errors in usage are quite frequent i.e., he ruined, he cached, etc. These children are also poor in, remembering messages and listening to instructions, stories, and other forms of spoken words. Attention, therefore, should be given to listening and reproduction skills. Poor language may be due to several factors: poor background of speech and language at home, a limited background of experience, emotional and social factors, and the limitation of the slow learner's thinking capacity. These children can develop their language by talking about what they have seen or done, by discussing what they are going to do and how they are going to do it. These are most effective for they evoke stronger feelings of enthusiasm and interest and therefore expression. The teacher should guide and stimulate the child's thinking about his experiences e.g., what they noticed while concerning to school, climbing a tree, making and explaining scrapbooks, explaining what they learned in television, role-playing in a drama in school, listening to stories, puppetry, allowing the puppets to speak to each other, the conversation among peer groups. The fact

that many children do acquire a better form of speech for use in school does suggest that progress can be made.

XI. PSYCHOLOGICAL SUPPORT FOR SLOW LEARNER:

Praise for the slow learner:

Motivation is one of the most essential requirements for children who are slow learners. They continue learning and to keep them motivated, it is important to praise them when they get a concept or technique correctly. Even the smallest victory should be acknowledged and praised.

Provided Reward:

As with any child, a slow learning child will be motivated to stay the course and learn as much as possible if there is a reward at the end of it. Try setting rewards for milestones to keep those children motivated and to help them focus on the task at hand.

Small Targets represent:

When working with a child who is a slow learner, it is important to set small targets that are achievable and within reach. As a parent, it is your responsibility to understand what is achievable for your child.

Be Open with Caregivers:

Be it a teacher, your partner, parents, the babysitter, or any other caregiver; be open about your child's struggle. Let them know the situation and educate them about how to handle the situation with your child as a slow learner.

Be Patient:

A teacher and parents do not compare their child to other children. This will only de-motivate you as well as your child. Stay patient when working with him and be sure that he will hit the milestones in front of him, even if it is at a much slower rate. Make sure you do not lose your patience and scream at him, as this will be only a good decision.

Remedial teaching:

Remedial teaching must take into account the child's weakness noticed at reading. A special class will reduce weakness for those children. A teacher can provide various methods, content, and proper systematic guidance. Those students achieve the main content by the silent reading method and also the teacher can refresh content by quite significant. Silent reading can be brought by worksheets with instructions. The other method is the kinesthetic method i.e., tracing and writing words. Systematic work in spelling and a technique of learning would be important in doing so.

Proper Supportive:

Being vocally supportive is essential when dealing with slow learners. Encourage your child to keep at it until he succeeds. Just knowing you believe in your child will keep him motivated to keep learning and trying.

Appropriate medical check-up and necessary treatment: In cases of backward-ness where physical defects and ill-health are found to be contributing factors, there is a need for a proper arrangement for

regular medical checkups. The school authorities with the cooperation of the parents and government should take steps for the proper treatment of such children.

A connecting path at home and school: As a consequence of several environmental factors, backward children have temperamental and emotional problems, and suffer from mental conflicts. They should be helped in their readjustment at home as well as school atmosphere. Such emotionally starved and mentally perturbed children need tender love, affection, and security. They should be properly understood and encouraged. There 15 needs for close contact with the parents so that the root causes of emotional and mental disturbances can be discovered. Parents also need education 10 the proper handling of these children. The social agencies and government should come forward not only for educating the parents but also forgive proper attention to remove the miserable handicaps which the children faced due to their poverty and other social maladies

XII. IMPORTANT INSTRUCTION FOR SLOW LEARNER:

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. The following recommendations are given below:

- A. The teacher needs to emphasize the concrete and the specific with regard to the problems and materials.
- B. Instruction should be directed towards satisfying those needs that are more immediate and more easily recognized and identified.
- C. Slow learners should be given more time, attention and guidance by the teacher until they reach the expected average standard.
- D. Instruction should be less dependent on conventional printed materials.
- E. Out-of-school resources like the field trip should be used more frequently.
- F. There is need for greater utilization of audio-visual aids.
- G. Learning units should be organized around life's problems more than around academic subjects.
- H. Teachers should avoid any kind of competition or comparison between normal or gifted students and slow learners.
- I. Training on group interaction/group play/to enhance social ability social participation and social interaction.
- J. Training on hands on practical learning/teaching exposures to the children.
- K. Family interaction sessions with school authorities to be conducted for establishing positive bonds.

XIII. CONCLUSION:

Slow learners mainly backward in the education sector, they cannot communicate properly way in every place. They are suffering from various maladjustment and behavioral problems. This time this child makes a socially disadvantaged child and they may be hyperactive. He or she feels socially isolated.

Those children should be properly understood and encouraged for mainstream education. So, they cannot develop their personality, cognitive thinking, academic level, and motivational aspects in the normal way in classroom situations. There is a need for close contact with the parents so that the root causes of emotional and mental disturbances can be discovered. The social agency and government should come forward not only for educating the parents but also to suggest proper guidance for achieving students' academic performance.

Special coaching, remedial guidance service, proper individual attention, provision of special school set up, special coaching, and sufficient co-curricular activities, etc. also provide for the proper adjustment of the mainstreaming education system for them.

References:

1. Burt C. *The Backward Child*, (2nd ed.), University of London Press, 1946.
2. Campbell, M. (2004) Identification of “at-risk” students for prevention and early intervention programs in secondary schools. *Australian Journal of Guidance and Counseling*, 14(1), 65–77. <https://doi.org/10.1017/S103729110000267>
3. Carroll, 2002; Gouwens, 2002; Kaznowski, (2004) slow learners: Are educators leaving them behind? *National Association of Secondary School Principals, NASSP Bulletin*, 88, 31-45.
4. ChauhanSengeeta (2011) slow learners: their psychology and educational programmes. *International Journal of Multidisciplinary Research Vol.1 Issue 8, Dec.*
5. Cooter, Cooter Jr., and Wiley (2013) *PendidikanAnakBerkebutuhanKhususLambanBelajar(Slow Learner)*. Jakarta: Luxima.
6. Crick, N.R. & Dodge K. A. (1994) A Review and Reformulation of Social Information- Processing Mechanisms in Children’s Social Adjustment. *Psychological Bulletin*, 115(1), 74–101.
7. Fenning, R. M., Baker, J. K., Baker, B. L., & Crnic, K. A. (2007) Parenting Children with Borderline Intellectual Functioning: A Unique Risk Population. *American Journal on Mental Retardation*, 112(2), 107–121. [https://doi.org/10.1352/0895-8017\(2007\)112\[107:PCWBIF\] 2.0.CO;2](https://doi.org/10.1352/0895-8017(2007)112[107:PCWBIF] 2.0.CO;2)
8. Guralnick, M. J. (1997) Peer social networks of young boys with developmental delays. *American Journal of Mental Retardation: AJMR*, 101(6), 595–612.
9. Krishna kumar, P., Geeta, M. G., & Palat, R. (2006) Effectiveness of individualized educational program for slow learners. *Indian Journal of Pediatrics*, 73, 135-137.
10. Khan, S. M. (2008) Education of slow learner. Retrieved from (<http://researcheducatione>)

11. MangalS.k. (2012) Educating Exceptional Children an introduction to special education, PHI Learning Private Limited, New Delhi.
12. Marsh, J. (2014) Effective tips to teach math for slow learner. The Educator's PLN. The personal learning network for educators. Retrieved from <http://edupln.ning.com>
13. Michael, S., Dittus, P., & Epstein, J. (2007) Family and community involvement in schools. *Journal of School Health*, 77(8), 567-587.
14. Mumpuniarti (2007) Pendekatan Pembelajaran bagi Anak Hambatan Mental, Yogyakarta: Kanwa Publisher.
15. Munawir Yusuf. (2005) Pendidikan Bagi Anak dengan Problema Belajar. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan.
16. Mukunthan, T. (2013) A Study on Students' Errors in Word problem. *International Journal of Management, IT and Engineering*, 10(3), 205-214.
17. Pichla, Tami, Jackie Gracey, Dan Karen Currie. (2006) Teaching All Students Staff Guide to Accommodations and Modifications. Huron Intermediate School District.
18. Reddy, O., & Ramar, R. (2006) Slow learners their psychology and instruction. New Delhi: Discovery Publishing House.
19. Sebba, J., & Ainscow, M. (2001) International developments in inclusive schooling: mapping the issues. *Cambridge Journal of Education*, 26 (2), 5 -18).
20. Shaw, S. R. (2008) an educational programming frame work for a subset of students with diverse learning needs: Borderline intellectual functioning. *Interventions in School and Clinic*, 43(5), 291-299.
21. Thames, M. H., & Ball, D. L. (2008) what mathematical knowledge does teaching require? *Knowing mathematics in and for teaching. Teaching Children Mathematics*, 17(4), 220-225.
22. Valliant, P. M., Gauthier, T., Pottier, D., & Kosmyna, R. (2000) moral reasoning, interpersonal skills, and cognition of rapists, child molesters, and incest offenders. *Psychological Reports*, 86(1), 67-75. <https://doi.org/10.2466/pr0.2000.86.1.67>
23. Vandivier, P. L., & Vandivier, S. C. (2002) teacher attitudes toward main streaming exceptional students. *Journal for Special Educators*, 7(3), 381-388.