

HELPING AT-RISK AND SLOW LEARNERS

by:

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An at-risk learner is in danger of not being promoted. This could be because of several reasons such as poor performance in school, being in the marginalized sector, not having enough attention at home and a whole lot more. In the same manner, a slow learner may not get promoted to the next grade level if he will not receive passing grades. A slow learner is a child whose skills have developed more slowly than normal for his age. He will go through basic developmental stages but in a slower rate. It is not a disability, but it requires attention.

Mclendon (2011) enumerated strategies to help these pupils. The first one is the Whole Classroom Instruction wherein the teacher delivers a lesson to a classroom all at one time using constructivist interventions by reflecting on experiences.

Next is the Cognitive Oriented Instruction that includes reading, mathematics and writing instruction tactics. Here, the teacher uses “how-to” strategies so that he can appeal to more student learning styles.

Small Group Instruction comes next wherein the classroom setting is divided into groups for cooperative learning. These have advantages too particularly in creating a sense of belonging through group instruction.

Tutoring is another one. It includes one-on-one explanation of a concept. In public schools, teachers act as tutors particularly to those who perform low in class.

Peer Tutoring is also suggested by pairing students and providing close monitoring by the teacher. One pupil may help another to learn a particular concept.

Lastly, Computer-Assisted Instruction is advised. According to Mclendon, by using the latest technology, low performing students can find edge over others.

Without a doubt, at-risk and slow learners can be saved. Teachers have big piles of responsibilities in ensuring that no child is left behind. As it is often said, teaching is not just a profession but also a vocation. If we are willing to lend our hand and help those in need in the best way we can, then we certainly make a difference.

References:

Mclendon K. (2011) Helping Low-Achieving Students Succeed, retrieved from <https://www.funderstanding.com/curriculum/helping-low-achieving-students-succeed/>