

This study focused on the slow learners who have I.Q scores of roughly 75-95. These students often function two or more years below grade level in school and are referred to as Marginally Learning Disabled (MLD), Below Average Intellectual Disabled Children or Slow learners. The objectives of the study were to find the factors which contribute to the existence of this situation and to find the solution of the problem. Slow learners are usually placed in the regular classroom with normal children. Quantitative methodology was used for conducting the research. The study was conducted at two schools of Lahore, Amin Maktab Centre for Special Education & Training, Gulberg and Rising Sun Institute for Special Children, Defence. The population of the study was 25 speech therapists, 25 psychologists, 25 parents and 25 teachers who were randomly selected. They gave their opinion through questionnaire regarding the problem and its solutions. The result was shown through percentage method followed by a graph. The findings indicate that gender, ordinal position, size of the family did not influence the rate of learning among slow learners. Whereas, better home and school environment, exposure to knowledge and parents educational level had positive and significant influence on the rate of learning among slow learners. Glitch in the brain, heredity, non-quality of living, illiterate parent and socio economic status was found to be a major factor in the academic progress of the slow learners. Recommendations were given on the basis of findings. Role of teacher and parent is extremely important for the slow learners. Teachers using the different instructional strategies were found better than conventional method. Teaching through model was found to be the most effective instructional strategy followed by charts, picture book, individual instruction and peer tutoring. Good environment is essential for improving the learning potential of the slow learners as well as building confidence among them.