Creation of a Diagnostic Tool to Identify Spatial Abilities in Scholastically-Classified Slow-Learners

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Spatial abilities are thought to be pronounced in some scholastically-classified slow learners. In scholastically-classified slow learners with high spatial abilities, concepts can be taught in ways that exploit their spatial ability. The purpose of this study is to identify spatial abilities among scholastically-classified slow-learners to promote learning of basic academical concepts through ways which make understanding easy for spatial learners. The goal is to prove that a significant part of population is spatially abled be it spatial memory or spatial reasoning with the help of a self-designed diagnostic tool. In order to achieve this goal a tool in the form of a multilevel multidimensional I.e. providing the facility of displaying more than one pattern, maze has been developed. This tool has an indicated start and an indicated stop point. The subject is asked to take an attempt to solve the maze. At every fork of the maze there is a flag on each diverged path either red in color or green in color with a random division of percentage in order to review the actual understanding of the subject. This is a time based test and a standard time of 5 minutes is for an average spatial learner. A total of 400 subjects were tested on 5 different patterns and as a result 21% of this sample was spatially abled and 17% was scholastically-classified as slow learners. We conclude that this group of the children attending school is not slow at learning but these children actually require to be taught using their strengths which will help them be at par with their academically skilled fellows.

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