

## ABSTRACT

# An Investigation into the Relationship between Verbal and Spatial Abilities and Reading Scores Among Mentally Retarded Adolescent Students.

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Relationships between verbal and spatial abilities and reading grades among mentally retarded students were investigated. Analyses indicate strong correlations between verbal and spatial abilities with reading scores. Students' scores differed significantly on the spatial subtest according to gender with males demonstrating more developed spatial skills than females. Scores obtained on reading tests showed that the majority of students read below first grade level regardless of amount of years spent in school. There were no significant differences in verbal performance or reading scores according to gender. Analyses of variance using programme level and socio-economic status as dependent variables showed that students did not differ in reading scores. The results are discussed in terms of recommendations for modification of the current educational programmes and procedures.