



Many Kinds of Smart!

Understanding The Theory Of Multiple Intelligences

Shared with you by Lisa Murphy, M.Ed.

The **INTELLIGENCES** as identified by Dr. Howard Gardner:

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|----|-------------------|-----------------------|
| 1. | Linguistic/Verbal | = Word Smart |
| 2. | Math/Logical | = Number Smart |
| 3. | Spatial | = Picture Smart |
| 4. | Body/Kinesthetic | = Body/Movement Smart |
| 5. | Musical | = Music Smart |
| 6. | Interpersonal | = People Smart |
| 7. | Intrapersonal | = Self Smart |
| 8. | Natural | = Nature |

There are **eight** criteria for the identification of an “intelligence.” To review them please see

<http://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf>

Many researchers have proposed “additional” intelligences ranging from moral, to humor to cooking! Gardner has speculated about an “existential intelligence” that reflects an ability to consider the “big questions” about life, love, death and being. But in Gardner’s judgement, none of the suggested additional intelligences sufficiently meet the criteria to be identified as a stand-alone intelligence. “Adjustments and adaptations of MI theory are less important than the theory’s overarching principle: THAT INTELLIGENCE IS BETTER CONCEIVED OF A MULTIPLE AND CONTENT-SPECIFIC RATHER THAN UNITARY (uniform) AND GENERAL.” Source: <http://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf>

Most schools traditionally only value (and test for) #1 and #2: Verbal and Math. But in the 1970’s Howard Gardner took the idea of “intelligence” and made it plural, thus opening the door for *many* kinds of smart....*multiple intelligences*. Other people have developed a pluralistic idea of intelligence: Thorndike, Thurstone, Guilford, Sternberg and Cici – but it is thought that Gardner’s theory became the most well known because of its enthusiastic embrace by the educational community. For more about the Theory of Multiple Intelligences please see: <http://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf>

When we identify a child’s preference we can assist her in being successful. By taking the time to identify a child’s STRENGTHS & PREFERENCES we can accommodate children according to their learning orientation!

THE LAW OF THIRDS

1/3

1/3

1/3

The concept of the Law of Thirds will guide our discussion today as Lisa shares with you some comfort zone stretchers so that at the end of the each day you can ask yourself the big question:

Have I done everything in my power today for ALL of the kids in this space, or just the kids that I LIKE?

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated... and a child humanized, or de-humanized.

- Dr. Haim Ginott

LINGUISTIC INTELLIGENCE = Word Smart



FROM GARDNER: There is an ability to analyze information and create products involving oral and written language such as speeches, books and memos.

WHO THEY ARE: Children who demonstrate strength in the language arts: speaking, writing, reading, and listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Written reports, oral reports, poetry, essays, plays, written dialogues.

POTENTIAL OCCUPATIONS: Orator, politician, car salesman, disc jockey, actor, comedian, teacher, presidents of boards and associations.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Reading, writing, emailing, taking phone messages, newspaper, work related memos, reports, and traffic signs.

YOUR NOTES:

LOGICAL/MATHEMATICAL INTELLIGENCE = Number Smart



FROM GARDNER: There is an ability to develop equations and proofs, make calculations and solve abstract problems.

WHO THEY ARE: Children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Conducting experiments, creating statistical charts, Venn Diagrams, computer programs.

POTENTIAL OCCUPATIONS: Scientist, accountant, computer programmer, mathematician.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Balancing our checkbook, computing sales, understanding newspaper reports about genetic research.

YOUR NOTES:

SPATIAL INTELLIGENCE = Picture Smart



FROM GARDNER: There is an ability to recognize and manipulate large-scale and fine-grained spatial images.

WHO THEY ARE: Children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes - anything eye catching.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Drawings, photo essays, murals, sketches/diagrams, mind maps (emergent), videotapes.

POTENTIAL OCCUPATIONS: Artists, designer, landscaper, inventor, air traffic controller, interior decorators, architect, construction engineer, city planners.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Planting flowers, arranging furniture after a move, appreciating art at museum, reading office flow chart.

YOUR NOTES:

KINESTHETIC INTELLIGENCE

= Body Smart



FROM GARDNER: There is an ability to use one's own body to create products or solve problems.

WHO THEY ARE: Children who experience learning best through activity: games, movement, hands-on tasks, and building. These children were often labeled "overly active" in traditional classrooms where they are told to sit and be still!

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Role-playing, drama, dancing, hands-on demonstrations, 3-D projects, live action exhibits.

POTENTIAL OCCUPATIONS: Fine motor emphasis: construction workers, mechanics, plumbers, repair people, also the large motor "body thinkers" dancers, actors, gymnasts, athletes.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Opening jar of mayo, working under the hood, roller-skating, sewing, knitting, yoga, swimming & other sporting events.

YOUR NOTES:

MUSICAL INTELLIGENCE = Music Smart



FROM GARDNER: There is an ability to produce, remember, and make meaning of different patterns of sound.

WHO THEY ARE: Children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Raps, chants, musicals, sound effects, musical conceptualizations of understanding, for example: showing understanding of a character in a novel via musical composition or percussion instruments, etc.

POTENTIAL OCCUPATIONS: This is often associated with entertainment, but many careers require some degree of this intelligence: disc jockey, sound engineers, piano tuner, electronics salespeople, musical therapists.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Sing in choir, play instruments, listening to music.

YOUR NOTES:

INTERPERSONAL INTELLIGENCE

= People Smart



FROM GARDNER: There is an ability to recognize and understand other people's moods, desires, motivations and intentions.

WHO THEY ARE: Children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Group discussion, peer teaching, explaining to someone else, debates, group simulations, interviews.

POTENTIAL OCCUPATIONS: Counselor, CEO, social directors, personnel directors, Human Resource Agents, party planner, caterers, mediators, Customer Service, community organizers.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: It could probably be said that the ability to deal with others is possibly more important than any of the other intelligences.

YOUR NOTES:

INTRAPERSONAL INTELLIGENCE

= Self Smart



FROM GARDNER: There is an ability to recognize and understand his or her OWN moods, desires, motivations and intentions.

WHO THEY ARE: Children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to them.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Journaling, self paced documentation, scrapbooks, independent projects.

POTENTIAL OCCUPATIONS: Counselor, Therapists, entrepreneurs, self-made successes, change careers and often enter new fields, Spiritual work.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: Setting goals, dreams, self-awareness, self-analysis.

YOUR NOTES:

NATURALISTIC INTELLIGENCE

= Nature Smart



FROM GARDNER: There is an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

WHO THEY ARE: Children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.

HOW THEY CAN SHOW COMPETENCE AT SCHOOL: Ecology projects, using plant and animals (or pictures of them) when doing work, for example: 2 daisies + 2 pansies = 4 flowers, fieldwork, nature studies, applying the lessons to the natural world.

POTENTIAL OCCUPATIONS: Biologist, forest ranger, vet, farmer.

HOW WE ALL USE THIS INTELLIGENCE IN EVERYDAY LIFE: planning camping trip, creating small garden, potting a plant, feeding the birds in yard.

YOUR NOTES:

EIGHT WAYS TO LEARN ANYTHING:

Tapping into your child's (and your own) MI preferences can make the difference between frustration and fulfillment when learning something new. Here are several ways to approach material using the MI theory:

LINGUISTIC:

Read about it
Write about it
Talk about it
Tell it in a story
Create a poem about it
Write a speech explaining it

LOGICAL-MATHEMATICAL:

Quantify it
Think logically about it
Conceptualize it
Count it
Graph it
Map it

SPATIAL:

See it
Draw it
Visualize it
Color it
Chart it
Sculpt it
Build it

BODILY-KINESTHETIC:

Build it
Act it out
Touch it
Dance it

Take it apart
Look inside it

MUSICAL:

Sing it
Listen to it
Chant it
Put on background music while thinking about it
Find music that illustrates it

INTERPERSONAL:

Teach it to someone else
Collaborate with others on it
Interact with others in respect to it
Study it with a group
Ask what others think about it

INTRAPERSONAL:

Connect it to your personal life, feeling or memories
Journal about it
Think about it
Wonder how it affects you

NATURALIST:

Connect to it to the natural world in some way

For more information about the Multiple Intelligences Theory check out Howard Gardner's *Frames of Mind*, and two books by Thomas Armstrong: *In Their Own Way* and *7 Kinds of Smart* as well as the article that was referenced earlier:

<http://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf>



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I take pics of spicy slides and other old metal playground equipment I come across while travelling.

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Video clips, soundbites, favorite stories: great for when you need a BOOSTER shot of inspiration!

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