

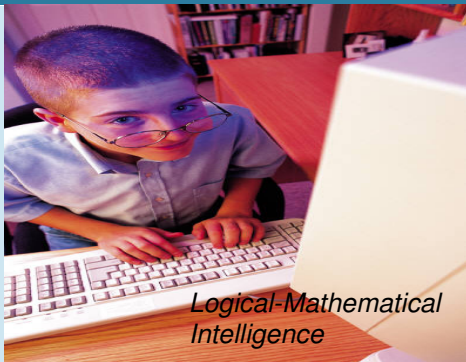
Parent & Community Network Newsletter

August 2011



Naturalist Intelligence

Focus on Multiple Intelligences



Logical-Mathematical Intelligence

Welcome to a new school year and a new newsletter format!

I am excited to be taking the reins of the Parent & Community Network Newsletter for the next year, and will attempt to live up to the standard set by Kathy Jones, who is moving on to new endeavors. Since you probably are preparing for the new school year, the first topic will focus on multiple intelligences – a reminder that your child may be verbally advanced and find easy success in school; however, his or her giftedness may fall in areas that are less frequently addressed by most schools. Remember that if your child is in the latter category his or her talents are no less wonderful and should be fostered. In the following pages you will find definitions of the several types of intelligence identified originally by Howard Gardner in 1983. You will also find Dr. Thomas Armstrong's suggestions of how schools can incorporate multiple intelligences in their curriculum, a listing of suggested activities depending on your child's type of intelligence, and some arguments in opposition to the multiple intelligences theory. Finally, you will see a list of resources if you would like to pursue the topic further.

Nancy Arey Cohen

Inside:

- ▣ Definitions
- ▣ Reflections From Howard Gardner
- ▣ Suggestions of How to Teach to Various Intelligences
- ▣ Appropriate Activities
- ▣ The Other Side
- ▣ Resources for Further Investigation

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Musical Intelligence

Definitions of Multiple Intelligences

Linguistic Intelligence: This child may be adept at using words – both verbally and in writing and often reads vociferously, may explain in great detail, usually has a highly developed sense of humor and enjoys word play.

Logical-Mathematical Intelligence: This child may enjoy being challenged, think conceptually about numbers and patterns, and may have excellent problem solving skills.

Spatial Intelligence: This child may be artistic, may see the world in pictures, may be adept at puzzles, be able to read maps, charts, and graphs well.

Bodily-Kinesthetic Intelligence: This child may be very physical, may crawl or walk early, may enjoy climbing, may have keen hand/eye coordination.

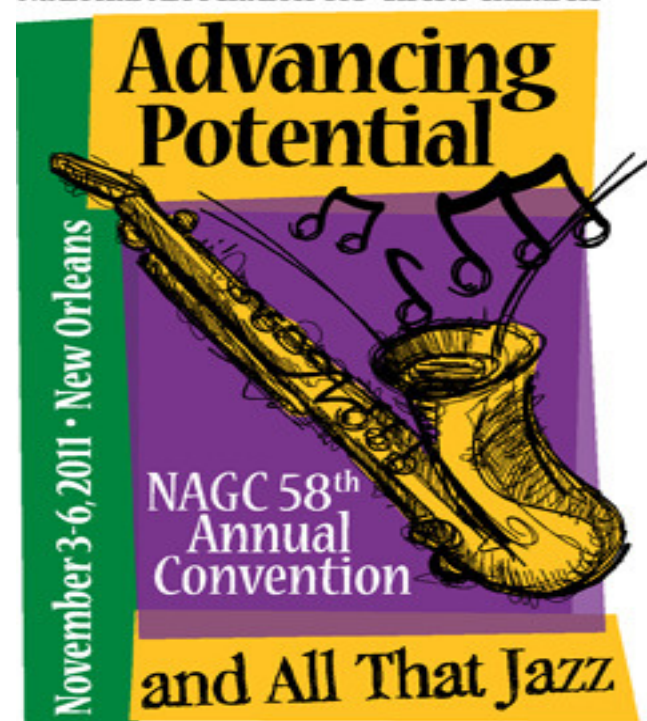
Musical Intelligence: This child may hum or sing, may recognize musical patterns and rhythms, may remember tunes easily, may develop a talent for musical instruments at a young age.

Interpersonal Intelligence: This child may be the communicator, may be able to read people well, be compassionate and empathetic, may be the peace-maker.

Intrapersonal Intelligence: This child may be introspective, good at assessing his or her own strengths and weaknesses, may be a daydreamer, deep in thought.

Naturalist Intelligence: This child may develop a keen interest in science, compassion for the earth and its creatures, an understanding of the natural world, may be highly aware of his or her environment.

National Association for Gifted Children



Mark November 3-6, 2011 on your calendar for the NAGC Annual Convention!

Multiple Intelligences: Reflections After Thirty Years

Howard Gardner
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I first developed the theory of multiple intelligences (often called “MI theory”) thirty years ago. The theory was based on my own research with normal and gifted children and with adults who had suffered various forms of brain injury; I synthesized this research with other bodies of work, drawn from several scholarly traditions. At the time I concluded that all human beings have at least seven relatively independent intelligences (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal); we differ from one another in the relative strengths of each intelligence. Each intelligence can be nurtured—the effort needed reflects the relative strength of the intelligence. Since the original publication, I had added an eighth intelligence (naturalist) and have considered various other intelligences (existential, pedagogical) but the main lines of the theory have not changed.

As a psychologist, I assumed that my theory would be of interest primarily to my academic colleagues; but as the essays in this newsletter indicate, the major interest has come from educators, both in the United States and abroad. In fact, in 2009, we published a book Multiple Intelligences Around the World, in which 42 authors, from 15 countries on 5 continents, talked about how they had used these ideas. And so, in turn, a lot of my own efforts have been directed to how the idea of multiple intelligences might be useful for curriculum, teaching, and assessment.

I’ve concluded that there are two major educational implications of the theory: individuation and pluralization. Individuation begins with the insight that we all learn in characteristic ways; teaching and learning are most likely to be effective if our individual ways of knowing are taken into account. The more we, and others, understand how we learn, the more likely that we will be successful learners. In the past, only the wealthy could receive individualized education; but now, thanks to personal computers (and to their successors, smart phones), for the first time in human history, we all can and should have the opportunity to learn in ways that are comfortable and effective for us.

With the deluge of information available at the click of a mouse, no one can hope to acquire everything that is known. (Nor need we!) Instead, we need to focus on those ideas, concepts, and methods that are most crucial. Once these have been identified—no easy task, to be sure—those pivotal forms of information should be presented in several different ways—that is what pluralization is about. This is not to say that every topic needs to be taught in 7 or 8 ways—but we should endeavor to present crucial ideas in a number of ways that are intellectually valid. By doing so, we achieve two goals: 1) we reach more individuals, because people learn differently and represent knowledge differently; 2) we show what it is like to understand something. If we understand a topic well—family, home, hobby-- we can describe and convey it in more than one way.

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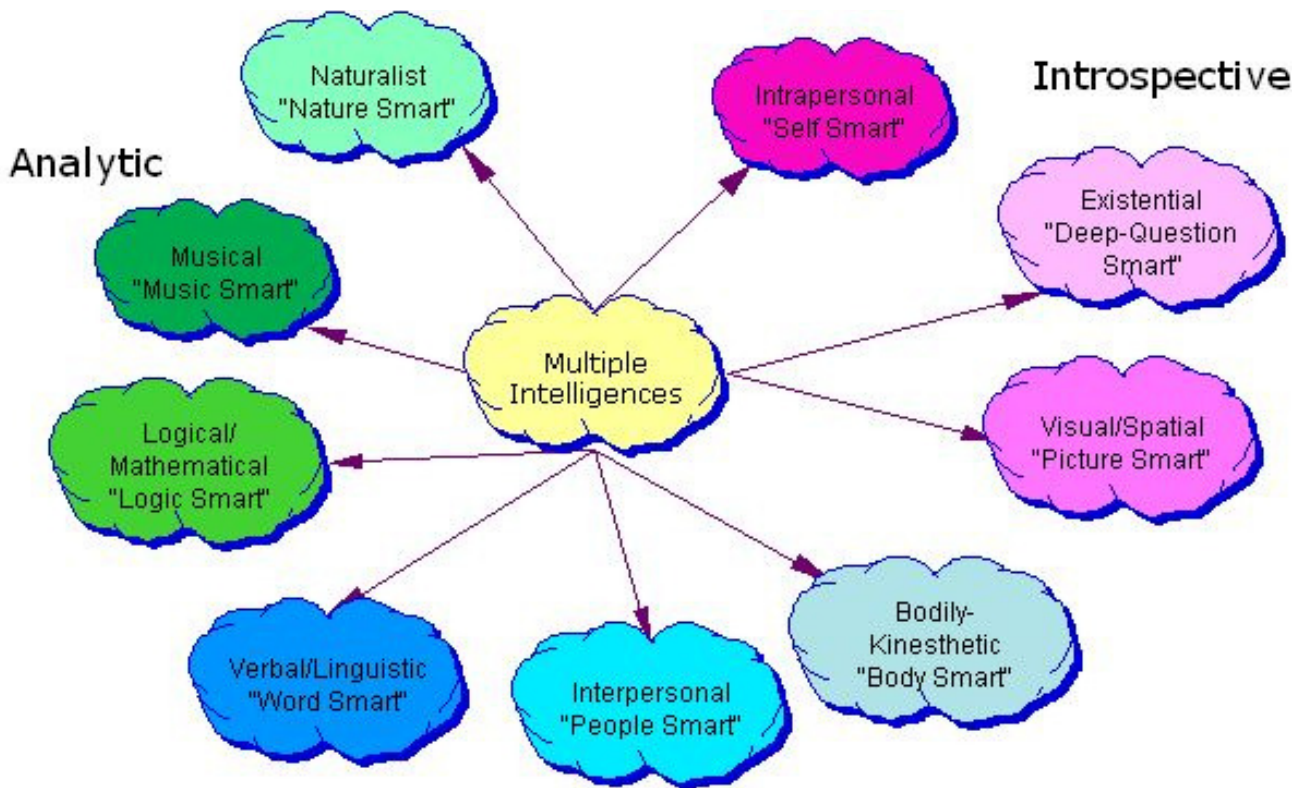
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Without doubt, the ideas of individualized education and multiple modes of presentation existed before I (or anyone else) came up with "MI theory". What the theory provides is a definition of an intelligence, a set of criteria for determining an intelligence, and a categorical scheme which organizes both individualized forms of instruction and multiple ways in which to convey knowledge. And that, I believe, is the best way for discoveries in the human sciences to be applied in the daily lives of human beings.

Howard Gardner is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He has just been awarded the 2011 Prince of Asturias Prize in the Social Sciences.

Relevant Websites

- http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/
- <http://www.infed.org/thinkers/gardner.htm>
- http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/
- <http://www.sengifted.org/>
- <http://literacyworks.org/mi/assessment/findyourstrengths.html>
- <http://www.thirteen.org/edonline/concept2class/mi/index.html>





Bodily-Kinesthetic Intelligence

NAGC's Webinars On Wednesdays Series

- brings high quality professional development to your desktop
- requires no travel! Don't let funding challenges or travel restrictions keep you from getting the training and information you need
- is designed for classroom teachers, counselors, graduate students, parents, g/t coordinators, and administrators
- connects you to experts who will share practical advice, as well as updates on the latest issues in gifted education
- brings top-notch educational content to your home, office, or teachers' lounge
- are held "live" via the Internet, giving you the ability to listen, view slides, access handouts, and pose questions to presenters for just \$29 per session!
- <http://www.nagc.org/wow.aspx> for more info

How Schools Can Incorporate Multiple Intelligences

Dr. Thomas Armstrong

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom](#)).

The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see [In Their Own Way](#)).

One of the most remarkable features of the theory of multiple intelligences is how it provides *eight different potential pathways* to learning. If a teacher is having

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difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.

Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with:

- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)
- a social experience (interpersonal intelligence), and/or
- an experience in the natural world. (naturalist intelligence)

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it

so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight



Interpersonal Intelligence

NAGC Annual Convention

November 2-6, 2011

New Orleans, LA

**Parent Day
November 5**

While parents are welcome to attend the entire convention, Saturday's schedule is specifically designed for parents:

Bullying, Superpowers, Gifted Brain, Communication, Underachievement, Goldilocks Parenting™, Perfectionism, Extra-Curriculars, Effects of Praise, Academic Acceleration, Digital Responsibilities, Homeschooling, Parent Advocacy, and Supporting the Gifted Child

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The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.). Have fun!

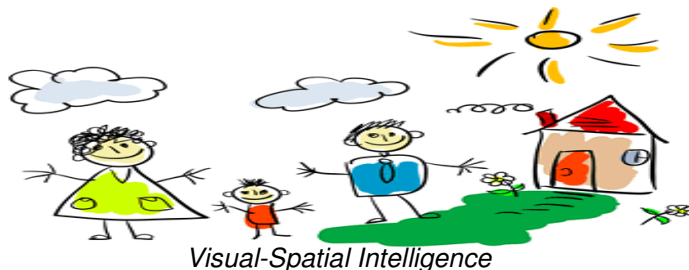
---Thomas Armstrong, Ph.D. is an award-winning author and speaker with over thirty-five years of teaching experience from the primary through the doctoral level, and over one million copies of his books in print on issues related to learning and human development.

The Other Side

Why Has Gardner's Theory of Multiple Intelligences Had So Little Impact on Vocational Psychology? (2001, Updated March 16, 2008)

This article takes a different focus, namely Gardner's potential for use in career choices and decisions, but its conclusions for the most part apply equally as well in education.

"I would suggest there are a number of reasons for why vocational psychologists have largely ignored Gardner's work in general and his MI theory in particular.



First, he has ignored almost all research and theory contributed by vocational psychologists. ... Second, despite all the books, there have as yet been relatively few serious, empirical, theory-testing publications of MI theory. ... Third, he tends to make broad claims about how his MI theory makes sense and seems to imply that competing theories -- and theories of g in particular -- are lacking in substance; this is despite decades of empirical research supporting the latter. Fourth, he almost never collaborates or interacts with other vocational psychologists ... He seems romantically inclined rather than philosophically inclined, ... meaning that he identifies in his topics what in them he finds emotionally engaging, and focuses on extreme limit cases (e.g., his biographies of great achievers), rather than to promote dry, logical, traditional, and testable theories."

George Miller, the esteemed psychologist credited with discovering the mechanisms by which short term memory operates, wrote in *The New York Times Book Review* that Gardner's argument boiled down to "hunch and opinion" (p. 20). And Gardner's subsequent work has done very little to shift the balance of opinion. A recent issue of *Psychology, Public Policy, and Law* devoted to the study of intelligence contained virtually no reference to Gardner's work. Most people who study intelligence view M.I. theory as rhetoric rather than science, and they're divided on the virtues of the rhetoric.

Suggested Activities

Linguistic: * Local library Story Times * Local Bookstore Events
* Writing Contests

Logical-Mathematical: * Legos * Science Museums * Children's Museums * Technology Discovery Centers

Visual-Spatial: * Art Museums * Art Centers * Photography * Science Museums * Children's Museums

Bodily-Kinesthetic: * Sports * Playgrounds * Acting * Dancing

Musical: * Concerts * Music Lessons * Music Videos * Youth Symphonies

Interpersonal: * Playgrounds * Adventure Parks * Recreational Centers * Acting * Play Dates * Sleepovers * Board Games

Intrapersonal: * Follow child's lead

Naturalistic: * Parks * Hiking * Aquariums * Science Museums



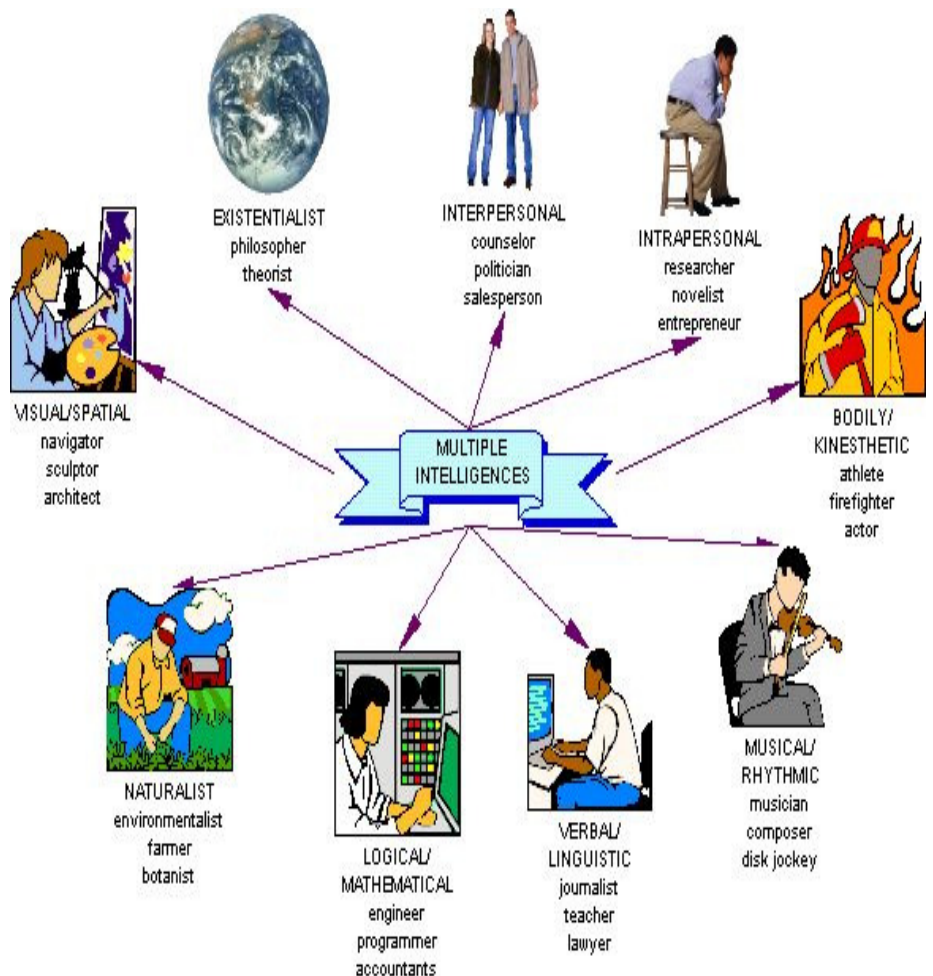
Intrapersonal Intelligence

Parent & Community Newsletter

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Linguistic Intelligence



RESOURCES

- Armstrong, Thomas. [Multiple Intelligences in the Classroom 3rd ed.](#) Alexandria, VA: Association for Supervision and Curriculum Development, 2009.
- Armstrong, Thomas. [7 Kinds of Smart: Identifying and Developing Your Many Intelligences.](#) New York: Plume, 1999.
- Armstrong, Thomas. [In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style.](#) New York: Tarcher/Putnam, 1987.
- Armstrong, Thomas. [You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences.](#) Minneapolis, MN: Free Spirit, 2002.
- Armstrong, Thomas. [The Multiple Intelligences of Reading and Writing: Making the Words Come Alive.](#) Alexandria, VA: Association of Supervision and Curriculum Development, 2003.
- Armstrong, T. *Multiple Intelligences In The Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development (1994).
- Association for Supervision and Curriculum Development, Multiple Intelligences CD-ROM, and Multiple Intelligences Video Series; 1250 N. Pitt St., Alexandria, VA 22314-1453 (800-933-2723).
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic, 1983
- Gardner, Howard. *Multiple Intelligences: The Theory in Practice.* New York: Basic, 1993.
- Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21st Century.* New York: Basic, 2000.
- National Professional Resources, 25 South Regent St., Port Chester, NY 10573, 914-937-8879. Producer of several videos on MI including, Howard Gardner, "How Are Kids Smart?" Jo Gusman, "MI and the Second Language Learner", and Thomas Armstrong, *Multiple Intelligences: Discovering the Giftedness in All*".
- New City School, Celebrating Multiple Intelligences (5209 Waterman Ave., St. Louis, MO 63108).
- Skylight Publications, 200 E. Wood St., Suite 250, Palatine, IL 60067 (div. Simon and Schuster). Publisher of many MI materials.
- Zephyr Press, PO Box 66006, Tucson, AZ 85728 (602-322-5090). Publisher of many MI materials.



Welcome Back to the 2010-2011 School Year!

The beginning of the school year generates differing emotions, ideas, and challenges whether you are a parent, teacher, student, school leader, or an advocate. For those involved with high-ability learners, the new year often presents the opportunity to refresh your knowledge of the needs of advanced students and the various strategies teachers and administrators may use to meet those needs. This "Back to School Guide" organizes some of the "Best of the Best" resources, while at the same time re-introducing you to what the NAGC website has to offer. There is truly something for everyone. *By clicking on any of the highlighted words below, you will be directed to that section of NAGC's website.* □□□

For Everyone □□

- **Frequently Used Terms**: a glossary of common terminology
- **NAGC Position Statements**: read over two dozen position papers on critical issues in gifted education
- **NAGC Gifted Program Standards**: learn more about exemplary school and classroom practice
- **NAGC-CEC Teacher Preparation Standards**: learn about the knowledge and skills teachers working with gifted students should have
- **Gifted Education Strategies That Work**: highlighted research in support of gifted education practices
- **Frequently Asked Questions**: refresh your ability to answer the questions teacher and parents ask NAGC most often
- **NAGC Membership**: explore the options and benefits of becoming a member of NAGC
- **What's New!** : Explore what resources were introduced in 2009-2010.

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For Parents

Amid the flurry of purchasing school supplies, dealing with mixed emotions, and concerns about your child's educational needs, dealing with the start of the school year can be quite a challenge, especially if your school is facing budget and program cuts. Just as you prepare for school by collecting markers, folders, and scissors, you should also look to the resources that NAGC has for parents.

- **Connecting for High Potential**: This Q+A series presents both the parent and teacher perspectives. We recommend the following articles:
 - *We Don't Have A Gifted Program, So What Can I Do?*
 - *School's Opening. How Do We Start Off On The Right Foot?*
 - Parenting for High Potential: NAGC's quarterly parent magazine.
 - * *Another School Year: off to the Right Start*
 - * *What's a Parent to Ask: A Basic Guide to Services for Advanced Learners*
 - * *Communicating Effectively with Your Child's School*
 - * *Developing Your Child's Habit of Success in School, Life and Work*
- The **NAGC Mile Marker Series**: Your Road Map to Successfully Support Gifted Children.
- **Parent Membership**: find out about the benefits associated with becoming a parent member
- For all other information for parents, [click here](#).