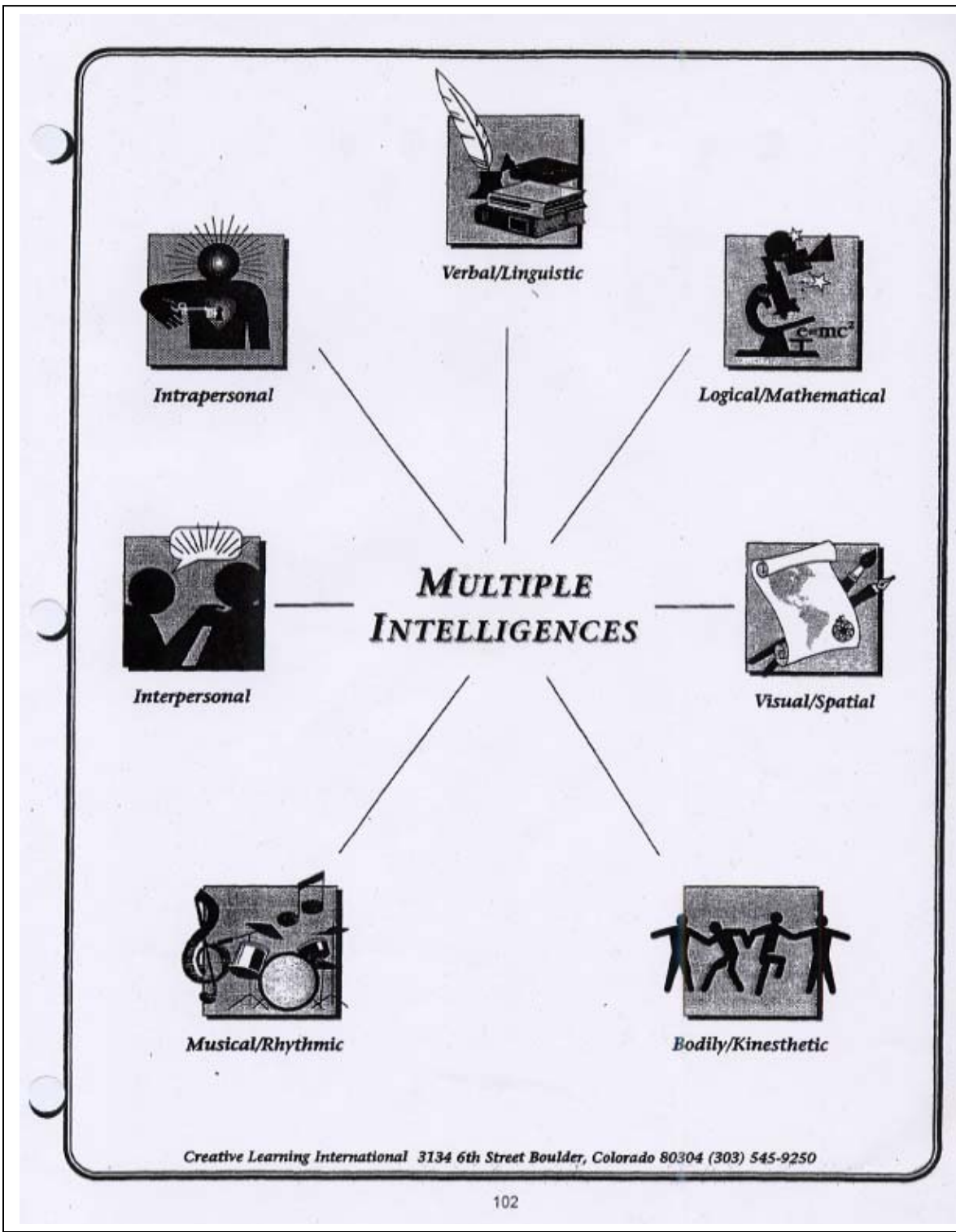
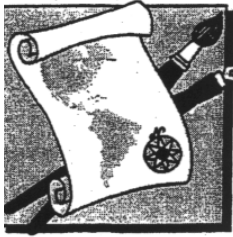


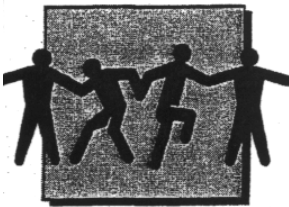
## Quick Summary

Intelligence	Activities	Materials	Strategies	Presentation Skill
<b>Verbal/Linguistic</b>	lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	books, tape recorders, typewriters, stamp sets, books on tape, etc.	read about it, write about it, talk about it, listen to it	teaching through storytelling
<b>Logical/Mathematical</b>	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	calculators, math manipulatives, science equipment, math games, etc.	quantify it, think critically about it, conceptualize it	Socratic questioning
<b>Visual/Spatial</b>	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	graphs, maps, video, art materials, optical illusions, cameras, picture library, etc.	see it, draw it, visualize it, color it, mind-map it	drawing/mind-mapping concepts
<b>Bodily/Kinesthetic</b>	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	building tools, clay, sports equipment, manipulatives, tactile learning resources, etc.	build it, act it out, touch it, get a "gut feeling" of it, dance it	using gestures/dramatic expressions
<b>Musical/Rhythmic</b>	superlearning, rapping, songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it	using voice rhythmically
<b>Interpersonal</b>	cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	board games, party supplies, props for role plays, etc.	teach it, collaborate on it, interact with respect to it	dynamically interacting with participants
<b>Intrapersonal</b>	individualized instruction, independent study, options in course study, self-esteem building, etc.	self-checking materials, journals, materials for projects, etc.	connect it to your personal life, make choices with regard to it	bringing feeling into presentation

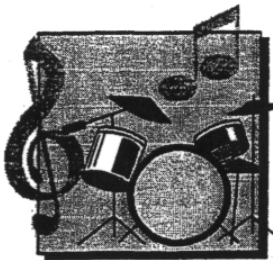




**VISUAL/SPATIAL INTELLIGENCE** deals with such things as the visual arts (including painting, drawing, and sculpture); navigation, map-making, and architecture (which involve the use of space and knowing how to get around in it); and games such as chess (which require the ability to visualize objects from different perspectives and angles). The key sensory base of this intelligence is the sense of sight, but also the ability to form mental images and pictures in the mind. This intelligence can be seen in such people as architects, graphic design artists, cartographers, industrial design draftspersons, and of course, producers of the visual arts (painters and sculptors).



**BODY/KINESTHETIC INTELLIGENCE** is the ability to use the body to express emotion (as in dance and body language), to play a game (as in sports), and to create a new product (as in invention). "Learning by doing" has long been recognized as an important part of education. Our bodies know things our minds don't and can't know in any other way. For example, it is our bodies that know how to ride a bike, roller skate, type, and parallel park a car. This intelligence can be seen in such people as actors, athletes, mimes (like Marcel Marceau), professional dancers, and inventors.



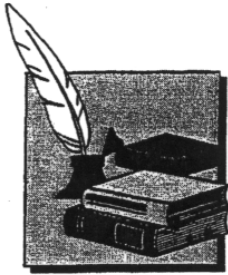
**MUSICAL/RHYTHMIC INTELLIGENCE** includes such capacities as the recognition and use of rhythmic and tonal patterns, and sensitivity to sounds from the environment, the human voice, and musical instruments. Many of us learned the alphabet through this intelligence and the "A-B-C song." Of all forms of intelligence, the "consciousness altering" effect of music and rhythm on the brain is probably the greatest. This intelligence can be seen in advertising people (those who write catchy jingles to sell a product), professional performance musicians, rock groups, dance bands, composers, and obviously, music teachers.

## Multiple Intelligence Theory

**H**oward Gardner and his team of Harvard researchers involved in Project Zero have postulated that there are many forms of intelligence, many ways by which we know, understand, and learn about our world, not just one. Most of these ways of knowing go beyond those that dominate Western culture and education, and they definitely go beyond what current "I.Q. tests" can measure. Gardner proposed a system of seven intelligences and suggests that there are probably many others that we have not yet been able to test!

The Multiple Intelligences system will give you new awareness of how each particular intelligence works, what the various capacities and/or skills are, how to access each intelligence, as well as various techniques for teaching to the seven intelligences within the brain/mind/body system. Remember, the more intelligences you can incorporate into teaching, the deeper and more thorough the learning will be.

The following sections provide an overview of the multiple intelligences system showing how people who are strong in a given intelligence would prefer to process information.

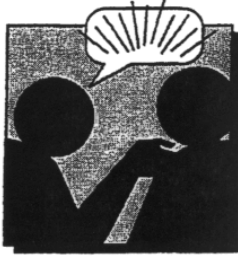


**VERBAL/LINGUISTIC INTELLIGENCE** is responsible for the production of language and all the complex possibilities that follow, including poetry, humor, story-telling, grammar, metaphors, similes, abstract reasoning, symbolic thinking, conceptual patterning, reading, and writing. This intelligence can be seen in such people as poets, playwrights, story-tellers, novelists, public speakers, and comedians.



**LOGICAL/MATHEMATICAL INTELLIGENCE** is most often associated with what we call "scientific thinking" or inductive reasoning, although deductive thought processes are also involved. This intelligence involves the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information. This intelligence can be seen in such people as scientists, computer programmers, accountants, lawyers, bankers, and of course, mathematicians.

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**INTERPERSONAL INTELLIGENCE** involves the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people. It builds on the capacity to notice distinctions among others; for example, contrasts in moods, temperament, motivations, and intentions. In the more advanced forms of this intelligence, one can literally “pass over” into another’s perspective and “read” their intentions and desires. One can have genuine empathy for another’s feelings, fears, anticipations, and beliefs. This form of intelligence is usually highly developed in such people as counselors, teachers, therapists, politicians, and religious leaders.



**INTRAPERSONAL INTELLIGENCE** involves knowledge of the internal aspects of the self, such as knowledge of feelings, the range of emotional responses, thinking processes, self-reflection, and a sense of our intuition about spiritual realities. Intrapersonal intelligence allows us to be conscious of our consciousness; that is, to step back from ourselves and watch ourselves as an outside observer. It involves our capacity to experience wholeness and unity, to discern patterns of connection with the larger order of things, to perceive higher states of consciousness, to experience the lure of the future, and to dream of and actualize the possible. This intelligence can be seen in such people as philosophers, psychiatrists, spiritual counselors and gurus, and cognitive pattern researchers.

The information in this section is excerpted from *The Seven Ways of Teaching and Multiple Intelligence Approaches to Assessment*, by David Lazear.

Read *Frames of Mind* by Dr. Howard Gardner for indepth information on the Multiple Intelligences Theory.

***All men see the same objects, but do not equally understand them.  
Intelligence is the tongue that discerns and tastes them.***

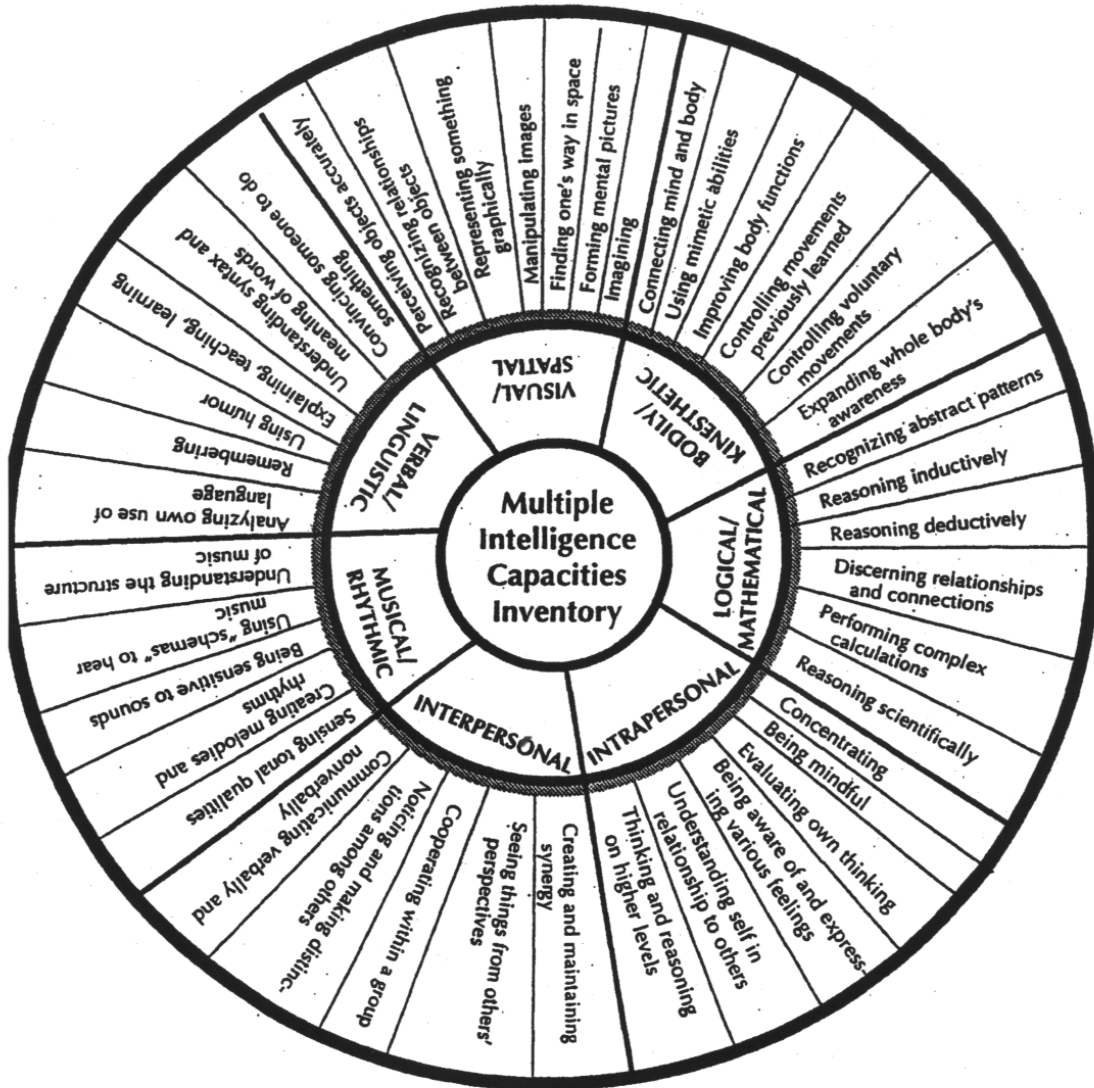
Thomas Traherne,  
17th century poet

## 7 Intelligences Self-Assessment Survey

Read the items under each heading and score yourself using the following scale: 0 = uncertain; 1 = does not fit at all; 2 = fits slightly; 3 = fits moderately; 4 = fits strongly. When you have completed the survey add the numbers for each heading area and write in the total.

	<b>Totals</b>				
<b>Verbal-Linguistic Behaviors</b>					
Loves talking, writing, and reading almost anything	0	1	2	3	4
Precisely expresses her- or himself both in writing and talking	0	1	2	3	4
Enjoys public speaking	0	1	2	3	4
Is sensitive to impact of words and language on others	0	1	2	3	4
Understands and enjoys plays on words and word games	0	1	2	3	4
<b>Logical-Mathematical Behaviors</b>					
Is good at finding and understanding patterns	0	1	2	3	4
Is quick at solving a variety of problems	0	1	2	3	4
Can remember thinking formulas and strategies	0	1	2	3	4
Likes to identify, create, and sort things into categories	0	1	2	3	4
Is able to follow complex lines of reasoning and thought processes	0	1	2	3	4
<b>Visual-Spatial Behaviors</b>					
Frequently doodles during class activities	0	1	2	3	4
Is helped by visuals and manipulatives	0	1	2	3	4
Likes painting, drawing, and working with clay	0	1	2	3	4
Has a good sense of direction and understanding of maps	0	1	2	3	4
Creates mental images easily; likes pretending	0	1	2	3	4
<b>Bodily-Kinesthetic Behaviors</b>					
Has difficulty sitting still or staying in seat	0	1	2	3	4
Uses body gestures and physical movement to express him- or herself	0	1	2	3	4
Is good in sports; is well-coordinated physically	0	1	2	3	4
Likes to invent things, put things together and take them apart	0	1	2	3	4
Likes to demonstrate to others how to do something	0	1	2	3	4
<b>Musical-Rhythmic Behaviors</b>					
Hums quietly to her- or himself while working or walking	0	1	2	3	4
Taps pencil, foot, or fingers while working	0	1	2	3	4
Can remember songs and rhymes easily	0	1	2	3	4
Likes to make up tunes and melodies	0	1	2	3	4
Senses musical elements in unusual or nonmusical situations	0	1	2	3	4
<b>Interpersonal Behaviors</b>					
Has an irresistible urge to discuss almost everything with others	0	1	2	3	4
Is good at listening and communicating	0	1	2	3	4
Sensitive to the moods and feelings of others	0	1	2	3	4
Is a good, effective team player	0	1	2	3	4
Is able to figure out the motives and intentions of others	0	1	2	3	4
<b>Intrapersonal Behaviors</b>					
Is highly intuitive and/or "flies by the seat of pants"	0	1	2	3	4
Is quiet, very self-reflective and aware	0	1	2	3	4
Asks questions relentlessly; has avid curiosity	0	1	2	3	4
Is able to express inner feelings in a variety of ways	0	1	2	3	4
Is individualistic and independent; is not concerned about others' opinions	0	1	2	3	4

# Multiple Intelligence Capacities



\* Adapted from David Lazear's *Seven Ways of Knowing: Understanding Multiple Intelligences* (Palatine, Ill.: Skylight, 1991).

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