

An Overview of Multiple Intelligences

MULTIPLE A DIFFERENT KIND OF SMART! A DIFFERENT KIND OF LEARNING! INTELLIGENCES

In the Pinnacle classroom, a teacher's first responsibility is to respect the many differences in our student's learning styles and secondly, to prepare for a growing neurodiversity in every future classroom.

Using the Theory of Multiple Intelligences (MI) as an integrated philosophy, our faculty can educate students who have exceptional learning needs as individual learners who possess strengths and talents in many areas. In many cases, our students have experienced a traditional education that works from a deficit paradigm, focusing on what they cannot do. MI allows for a shift to a growth mindset paradigm. Once we identify the student's personal learning style(s), we can then teach and assess his knowledge in various strength-based formats. In addition to a rigorous academic curriculum, our students are exposed to a rich and varied set of interactions that promote the development of intelligences. Drama, art, and engineering are examples of extracurricular activities wherein a student may uncover a hidden interest or talent. These opportunities or "crystallizing experiences" may be turning points or the "spark that lights an intelligence".

Offering student various and frequent opportunities to explore new interests and expand on developing ideas is a staple in the daily schedule. For our students who are visual, the classroom curriculum is modeled, drawn, demonstrated in photographs, acted out, or shown on the large Apple tv screen. And for those who learn best in a tactile-kinesthetic modality...core subjects are taught with a hands-on, minds-on approach, incorporating the use of manipulatives whenever possible. The possibilities to engage a student in learning are endless when their interests, motivators, and personal learning styles are activated.

Teaching to the Eight Ways of Learning



Students who are highly **linguistic**

Think in words

Love reading, writing, telling stories, playing word games
Need books, journals, dialogue, debate, stories

Students who are highly **logical mathematic**

Think by reasoning

Love experiments, questioning, calculating, solving puzzles
Need science materials, manipulatives, field experiences

Students who are highly **spatial**

Think in images and pictures

Love designing, drawing, visualizing, doodling
Need art, videos, Legos, imagery

Students who are **bodily-kinesthetic**

Think in through movement

Love running, jumping, constructing, dance, acting
Need role-play, sports, engineering, hands-on experiences

Students who are ***musical***

Think in rhythm and melody

Love singing, humming, listening, composing

Need concerts, instruments, chorus, chants

Students who are ***interpersonal***

Think socially

Love leading, organizing, mentoring

Need friends, games, clubs, social events

Students who are ***intrapersonal***

Think with emotion

Love day-dreaming, planning, reflecting

Need space, think time, choices

Students who are ***naturalist***

Think about living things

Love gardening, animals, investigating nature, caring for the earth

Need the outdoors, opportunities to care for animals, eco projects

(adapted from Armstrong, T. 2009)

The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus feel justified in teaching them all the same subjects the same way.

Howard Gardner