

Multiple Intelligences

“Intelligence is a problem-solving and/or product-producing capability.”

Howard Gardner

Logical-Mathematical – This intelligence is the home of science and mathematics. It involves interaction with objects and how to order them and assess their quantity along with the comprehension of numerical signs and symbols.

Linguistic – This intelligence deals with language, including the meaning, the sound, the inflection and rhythm of words. It also deals with the order of words including the rules of grammar.

Spatial – This intelligence consists of the ability to perceive images accurately, transform and modify images, and recreate visual experiences. This intelligence is especially useful in combination with the Linguistic intelligence in helping students comprehend what they are reading.

Bodily-Kinesthetic – This intelligence involves skillfully using the body for expressive and goal oriented purposes. It also involves the ability to handle objects skillfully, especially those needing fine motor movements.

Musical – This intelligence includes the functions of pitch, melody, rhythm, timbre (tone) and pattern, and is often manifested very early.

Intrapersonal – This intelligence entails access to one’s own feelings and the ability to discriminate among them, label them and use them as a means of understanding and guiding behavior.

Interpersonal – This intelligence comprises the ability to notice moods, temperaments, motivations and intentions in individuals.

Naturalist – This intelligence allows people to distinguish among, classify and use features of the environment.

Multiple Intelligences are different from learning styles and modalities. Learning styles theory is based on observations of behavior of students and on self reports. Learning Styles theories deal with how students take in information through visual, auditory, tactile and kinesthetic modalities. While such information may be useful, it is limited in its impact on learning.

Multiple Intelligences theory is based on high-tech observations of the brain and what is going on inside as people perform different tasks. Each intelligence, with the exception of Naturalist, operates in a different part of the brain. These intelligences deal with how the brain processes information and uses it to solve problems or produce products. If students are having difficulty processing information using one intelligence, providing inquiries or activities that focus on a different intelligence will activate a different part of the brain. Moving from intelligences where students show strength to those in which they struggle will help build their capacity to solve problems across all curricular areas. See *TRIBES* book, page 159, for a list of ideas to help you design activities and inquiries that will reach all students.