

An Introduction to Multiple Intelligences for Homeschoolers

Traditional (IQ) Intelligence Standard and Standard Achievement Tests

Both reflect strengths in only **some areas** of linguistic, logical-mathematical, and spatial abilities.



Traditional (IQ) Intelligence Standard and Standard Achievement Tests

Neither assessment measures musical, interpersonal, intrapersonal, naturalist or kinesthetic strengths.



How Multiple Intelligence (MI) Theory is Different

The idea of multiple intelligences was developed to document that humans have **distinct and varied intellectual capabilities** and many ways to express and use those talents.

“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein



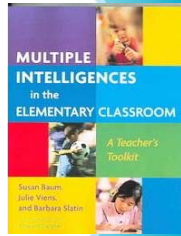
How Multiple Intelligence (MI) Theory is Different

One of the most important distinctions between Multiple Intelligences and the traditional view of IQ is that intelligence does not stay the same. In MI Theory, **intelligence is elastic and can be stretched or can atrophy** depending on how much you work your Mind Muscles.

MI Experts Say...

"All intelligences differ in

- the **symbol systems** that they apply,
- the **tools** they call on,
- the **core or sub-abilities** included, and
- how they are utilized** in the real world."



Baum, S. Viens, J. Slatin, B. (2005)

MIs :: Your Child's Crown Jewels

Depending on the crown...

- some jewels may be larger than others;
- some may have more facets;
- Still others may be "in the rough"...just waiting for a jeweler to help reveal their inner beauty.



MIs :: Your Child's Crown Jewels

Just as with a jewel, each intelligence has many potential facets...and the more facets that you reveal, the more the jewel sparkles.

As parents, we are our child's primary "jeweler" with a goal to **help our children's MIs not only shine, but sparkle.**



What are the Eight Multiple Intelligences?

Bodily-Kinesthetic Intelligence

The capacity to use your whole body or parts of your body...to solve a problem, make something, or put on some kind of a production.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use body smarts?

Interpersonal Intelligence

Understanding other people. It's an ability we all need... Anybody who deals with other people has to be skilled in the interpersonal sphere.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use people smarts?

Intrapersonal Intelligence



A good understanding of themselves...They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help.

Gardner & Checkley

What ways can you think of in which you or your kids use self smarts?

Linguistic Intelligence



Capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use word smarts?

Logical-Mathematical Intelligence



Understand the underlying principles of some kind of a causal system, the way a scientist or a logician does; or can manipulate numbers, quantities, and operations, the way a mathematician does.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use number smarts?

Musical Intelligence



Capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use music smarts?

Naturalist Intelligence



Ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations).

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use nature smarts?

Visual-Spatial Intelligence



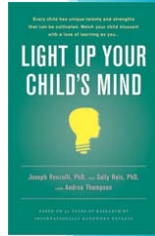
Ability to represent the spatial world...the way a sailor or airplane pilot navigates...or the way a chess player or sculptor represents the spatial world.

Gardner & Checkley, 1997

What ways can you think of in which you or your kids use picture smarts?

MI Experts Say...

"Using [a child's] strengths and interests empowers a child to do better...Their attention is engaged. They're inspired to stretch themselves and do well at what they've chosen to do."



Renzulli, J. Reis, S. (2009)

It's not how smart are you... but how are you smart?

- Each one of us possesses a **unique combination of strengths, preferences and weaknesses**, across the different intelligences.
- Kids need to have opportunities to focus on what they're passionate about **so that they can experience "flow."**
- Opportunities to pursue interests and strength areas give children—and adults—**experiences of competence and success** that they may not experience otherwise.

MI in the Real World :: Puree vs. Stew

One of the popular misconceptions about multiple intelligences is that they're used in isolation—like ingredients in a stew.

The reality is that MIs are used together in blends—like ingredients in a puréed soup.



MIs :: On the Job

Consider the following career paths:

- ☛ Civil Engineer
- ☛ Supermodel
- ☛ Politician
- ☛ Soldier
- ☛ Doctor

How many of the intelligences would each individual need to use on the job?



How Do I Discover My Child's MI Strengths?



The Best Ways to Discover MIs

Make a collection of observations, quotes, and products created through your child doing everyday activities.

Observe || **Listen** || **Talk** || **Collect**

Observe

Observe what your child is doing and how he is going about doing the activity.

- What does your child play with first?
- How long does he stay engaged?
- How does your child go about accomplishing the task (with confidence or hesitation)?
- Is your child easily distracted from some activities?



Listen

Ask questions that can help you make your child's thinking more visible:

- What's going on here?
- What might happen if ...
- Do you like _____?
- What makes you say _____?
- Tell me more about ...



Be sure to notice complex vocabulary and patterns in emotions or expressions.

Talk

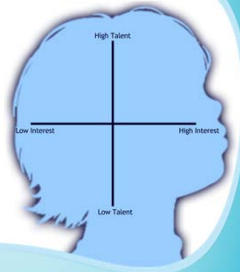
Ask your child follow-up questions to reveal more about the answer to your first question.

- What kinds of things are easy for you to do?
Tell me more about how you do an activity.
- What kinds of things are hard for you to do?
What makes something hard for you?
- Kidzmet.com can also help guide your Q&A in terms of your child's MI learning preferences.



Collect

Take the data you've gathered from your observations and conversations, then do a **Mind Map** on your child to find out how their MIs exist today.




Download a Printable MI Mind Map on kidzmet.com/files/mindmap.pdf

Want More Multiple Intelligences Ideas?



Book available on
kidzmet.com/pages/mibook
\$7.99 + shipping

Find Out More

-  @kidzmet
-  youtube.com/kidzmetjen
-  facebook.com/kidzmet
-  kidzmet.com
-  jen.lili@kidzmet.com
