

ANALYTICAL

These three intelligences as analytic because even though they can have a social or introspective component to them, they most fundamentally promote the process of analyzing and incorporating data into existing situations. The analytical intelligences are by nature heuristic (speculative formulation) processes.

Logical (Mathematical)

Children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

Musical (Rhythmic)

Children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

Naturalist

Children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.

INTROSPECTIVE

These three intelligences as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by nature affective processes.

Intrapersonal

Children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

Existentialist

Children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

Visual (Spatial)

Children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes - anything eye catching.

INTERACTIVE

These three intelligences as interactive because even though they can be stimulated through passive activity they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusions. The interactive intelligences are by nature social processes.

Verbal (Linguistic to do with words)

Children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

Kinesthetic (Bodily)

Children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!

Interpersonal

Children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.

Remember:

- Everyone has all the intelligences!
- You can strengthen intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!