

Who are we?

We are a group of Quad Cities-area parents, teachers, and community members brought together by the desire to support efforts that more fully include children with disabilities in our area schools. This quarterly newsletter is dedicated to enhancing the education of all our children by providing a place to celebrate successes and offering a forum to discuss the challenges associated with moving towards full inclusion.

Call to Action

The mission of *IN* is to provide a forum for sharing ideas and resources related to inclusive education in Illinois and Iowa. To help us fulfill our mission, we welcome the following from you:

- √ Resources you've found helpful for parents and teachers.
- √ Success stories of inclusive experiences.
- √ Things you wish someone had told you sooner!
- √ Questions you'd like answered.

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We also are accepting donations to help fund future issues of *IN*. Checks can be made out to Augustana College and sent to the above address. Thank you!

IN

Inclusion News | Spring 2006

Multiple Intelligences

By Faith Scobbie & Amy VonBergen, Education Majors,
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Have you ever heard someone described as *book smart*, *street smart*, or *people smart*? While these aren't professional terms, the idea of different ways of being smart is research based. Through his research in neuropsychology, Howard Gardner determined that all individuals possess varying degrees of 8 different intelligences: multiple intelligence theory. The types of intelligences are based in different areas of the brain making intelligence not one general factor that underlies different abilities (Doorey, p.1).

The eight intelligences identified by Gardner are:

Intelligence	Description
Verbal/ Linguistic	<ul style="list-style-type: none">▪ Think in words▪ Enjoy reading, writing and speaking
Logical/ Mathematical	<ul style="list-style-type: none">▪ Think by reasoning▪ Enjoy working with numbers, experimenting and patterning
Visual/ Spatial	<ul style="list-style-type: none">▪ Think in images and picture▪ Enjoy learning through diagrams and a range of visual media
Bodily/ Kinesthetic	<ul style="list-style-type: none">▪ Think through somatic sensations▪ Enjoy activities that allow movement and touch
Musical/ Rhythmic	<ul style="list-style-type: none">▪ Think via rhythms and melodies▪ Enjoy activities that involve music, rhythm, melody and sounds
Interpersonal	<ul style="list-style-type: none">▪ Think by bouncing ideas off other people▪ Enjoy learning through communication and working with others
Intrapersonal	<ul style="list-style-type: none">▪ Think in a reflective way▪ Enjoy personal self-directed and individualized learning experiences
Naturalist	<ul style="list-style-type: none">▪ Think by observing, understanding and organizing patterns▪ Enjoy classifying nature and classifying natural phenomena

Chart Adapted from Ulrey, J. and Ulrey, D. (1994)

Using Movement in the Classroom

By Stacey Skoning, PhD, Augustana College

Much has been written about Howard Gardner's (1983) theory of multiple intelligences and the idea that students also have differing learning styles (Armstrong, 1994; Armstrong, 2003; Campbell & Campbell, 1999; Tobias, 1994; Silver, Strong, & Perini, 2000). However, many classrooms still focus primarily on verbal/linguistic and logical/mathematical intelligences and cater to auditory and visual learners. To meet the needs of kinesthetic learners, teachers often add movement activities between lessons, but these activities generally do not directly connect to the curriculum.

Educators need to find methods to teach students through movement. In addition, we need to allow students to express themselves and their understanding of concepts through movement. These experiences have the added benefit of meeting the needs of a wider variety of learners including students with disabilities and those with gifts and talents.

When adding creative movement to the literature instruction of my fourth and fifth grade multi-age classroom, benefits became apparent for all of my students. Children with learning disabilities showed increased comprehension of character, plot, and overall comprehension of the novels they read. Students who had Attention Deficit Disorder became classroom leaders and head choreographers. Children with gifts and talents discussed how it aided their understanding of character development and their ability to predict the future behaviors of characters in the novel.

Many benefits of using movement as a teaching tool have been identified in the literature. A primary benefit to students is increased understanding of the curriculum across many content areas (Smith, 2002; Griss, 1994). Student behaviors also have been observed to improve when dance experiences have been added to the curriculum. Griss (1994) discussed the ability to take disruptive energy and make it creative. Many children who have challenged their teachers the most were simply kinesthetic learners. These students had difficulty staying in their seats, facing the front of the classroom, and often needed to fidget with something during independent work times. For these students, the ability to move while they were learning decreased their inappropriate behaviors by making movement a valuable part of the day.

However, Griss (1994) pointed out that many teachers may feel "intimidated or overwhelmed" (p. 80) by the idea of using creative movement in their classrooms, especially if they are non-dancers. The transition to using dance in classrooms can be made more easily with the understanding that the teacher does not have to dance. Instead, the teacher needs to set up the experience and ask good questions to help push students to create dances that demonstrate deep understandings of class concepts. It also is helpful to have a clear framework for thinking about movement. Having a common movement vocabulary in the classroom is beneficial for everyone. It makes it easier to discuss the movement phrases that are being created.

Laban's (1974) analysis of movement provides a clear and easy to follow framework for thinking about movement in the classroom. Laban broke down all human movement into three basic exertions – weight, space, and time. Weight ranges from heavy to light, use of space ranges from direct to indirect pathways, and time ranges from fast to slow. By combining these three exertions, or movement qualities, Laban's eight basic effort actions can be described (see Table 1). Combinations of these effort actions can be used as a basis for movement discussions and the creation of dances within the classroom.

Table 1
Movement Qualities of Laban's Effort Actions

Effort Action	Exertions		
	Weight	Space	Time
Punch	Heavy	Direct	Fast
Slash	Heavy	Indirect	Fast
Dab	Light	Direct	Fast
Flick	Light	Indirect	Fast
Press	Heavy	Direct	Slow
Wring	Heavy	Indirect	Slow
Glide	Light	Direct	Slow
Float	Light	Indirect	Slow

Teachers should begin by teaching the differences between heavy and light, fast and slow, and direct and indirect movements. Once students can demonstrate these basic qualities of movement, they can combine them to create the eight effort actions (punch, slash, dab, flick, press, wring, glide, and float). These actions can be combined in many ways to explain and

demonstrate the movement of science concepts, social studies themes, characters from novels, etc.

For example, a dance activity may follow a lesson on insect metamorphosis and observation of caterpillars and butterflies. A dance about metamorphosis may include an entrance to the "stage" area in the manner a caterpillar would move – slow, indirect, heavy – students can perform wringing movements with their whole bodies or parts of them as they meander across their "leaves." The next section of the dance could include the forming of a chrysalis followed by stillness. The final phrase of their dance may end with a way to leave the stage the way a butterfly would move – fast, indirect, light – using flicking movements.

Davis (1995) reminds us that there is more to teaching movement than just teaching basic movement vocabulary. Teachers must ask questions that help students engage more fully in their own personal expressions of their understanding. Encouraging children to think more deeply about how something would move, or how a concept could be demonstrated or explained through movement, is an important part of fully developing their kinesthetic abilities.

As educators, we need to think more about the many ways that children are smart and be more creative in our approaches to teaching and learning. Attention must be paid to all of the intelligences our children possess and to all of their learning styles. Movement is important to incorporate into our day if we want to meet the needs of more diverse groups of students in our inclusive classrooms.

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Family Focus Support Offered to Illinois Families

The Illinois Autism/PDD Training and Technical Assistance Project (IATTAP) has begun piloting a new model for providing support to families of children with autism spectrum disorders in Illinois. The Focus Family Support for Autism Spectrum Disorders model provides intensive training and support for a period of 3-9 months. Once selected, a Community Partner contacts the family to set a time and date to meet and review the program. The Community Partner (CP) is an employee of the Illinois Autism Project and a parent of a child with autism. A second staff member, called a consultant, is then assigned to the family. The Consultant and CP assist the family in setting up a plan of action to address family driven goals or outcomes. The model is available to families through an application

IN is now available on line!

Check us out at:
www.inclusion-news.org.



Winebrenner, S. & Espeland, P. (2001). Teaching Gifted Kids in the Regular Classroom.

This book addresses teaching strategies that can be implemented in general education classrooms to better include students with gifts and talents. The use of many of these methods supports a much wider range of students than traditional approaches to teaching.

Thanks to Michelle Peterson for finding us this resource.

Multiple Intelligences Continued

Gardner's work has influenced the way teachers approach their classroom instruction. Traditionally schools have focused on verbal/linguistic and logical/mathematical intelligences. As described, there are many ways to demonstrate understanding and it is important to incorporate these intelligences when planning to ensure that all students receive the best possible learning experience. By understanding not only that there are different intelligences, but also how to teach to them, teachers can effectively implement lessons in a way that allows all learners to show what they know, not just those who read and write well.

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Using Movement... Continued

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Learning by Example

By Stacey Skoning, PhD, Augustana College

I recently had the opportunity to ask Laura Cohen, former Augustana graduate ('04), about her use of Multiple Intelligence (MI) Theory in her science classroom at Lake Zurich Sr. High School.

What made you incorporate multiple intelligence theory in your teaching?

I was interested in finding a teaching method that could reach all students. It is frustrating as a teacher to develop what you think is a phenomenal lesson plan, only to find that many of your students still do not truly comprehend the content. There is a big difference between a student completing a lab and a student comprehending the content of a lab. My goal was to find a way for students to comprehend the material, not just memorize it.

What benefits have you seen for children in your class?

The largest benefit that I have found from using multiple

intelligence techniques in my classroom is students taking ownership of their learning. For example, a student with a reading comprehension problem may struggle to understand the steps of cellular division. By providing this student with easily manipulated models of the process, I typically find that they are excited to be able to join with the rest of their classmates in understanding the concept. When you find the ways a student can best learn, I find that they begin to enjoy learning again.

What are some examples of lessons that you have taught that incorporate a variety of multiple intelligences in your classroom?

I tend to use MI activities throughout units. From the first day of a unit to the last, I make an effort to touch on each of the learning styles. As a science teacher, this is easy to incorporate through labs, notes, discussion, and activities. Sometimes I create stations where



the students rotate through situations and experience the material several different ways. For example, when reviewing for a test, there may be a memory game to review vocabulary, models for students to manipulate with a partner, written questions, and a station where I ask students verbal questions. I almost always use MI when creating projects, giving students a choice as to how they will show me what they understand. Again, this allows the students to take ownership of their learning and become more actively involved in the assessment process.

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