

VERBAL/LINGUISTIC - 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.

MATHEMATICAL/LOGICAL - 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.

BODILY/KINESTHETIC - 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!

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.

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.

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.

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.

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.