



INTRAPERSONAL WAYS OF KNOWING

Adapted by Leslie Wessman from the work of Howard Gardner, Thomas Armstrong, Linda Campbell, and David Lazear.

DEFINITION

At the heart of our inner world are the strengths that we rely on to understand ourselves and other people, to imagine, plan, and solve problems. There as well lie qualities such as motivation, determination, ethics, integrity, altruism, empathy and perhaps even a well-developed sense of humor. Without these inner resources, it is very difficult to live a productive life in the fullest sense.

Most researchers believe that as soon as we come into the world, the personal intelligences are already developing from a combination of heredity, environment, and experience. The infant's bonding with the mother or care-giver establishes emotional security, and continued nurturing leads to a growing sense of personal identity and forms the basis for other positive, social relationships. Thus, from the beginning, intrapersonal and interpersonal intelligence are interdependent. Parents or other care-givers and teachers serve critical functions in modeling these intelligences for the developing child, and the positive, nurturing,

stimulating environments they create help to lay the foundations for the healthy development of the human being, intellectually, emotionally, and physically.

BRAIN CONNECTION

The Intrapersonal Intelligence primarily involves the frontal lobes of the brain as well as the neocortex. Howard Gardner explains: The frontal lobes constitute the meeting place *par excellence* for information from the two great functional realms of the brain: the posterior regions, which are involved in the processing of all sensory information...and the limbic system, where individual motivational and emotional functions are housed and whence one's internal states are generated... Thus, by virtue of their strategic anatomical location and connections, the frontal lobes have the potential to serve as the major integrating station—and this they do: Body, Emotional, Analytical, and Spiritual Awarenesses.



LEARNING CAPACITIES

- Aware of own range of emotions
- Finds approaches/outlets to express own feelings and thoughts
- Motivated to identify and pursue own goals
- Curious about meaning, relevance, & purpose of life
- Works independently
- Strives for self-actualization
- Manages own learning & personal growth
- Empowers others

CLASSROOM TOOLS

- Independent Study
- Options for Homework
- Personal Journals
- Self-Esteem Activities
- Private Spaces for Study
- Individualized Projects
- Self-Paced Instruction

ASSESSMENT INSTRUMENTS

- Autobiographical Reporting
- Metacognitive Surveys
- Higher-Order Questions and Answers
- Feelings Diaries & Logs
- Self-Identification Reports
- Personal Priorities and Goals

CAREER POSSIBILITIES

- Psychiatry
- Spiritual Counseling
- Philosopher
- Guru



FURTHER READING

Lazear, David. 7 Multiple Intelligence Approaches to Assessment, 1994.

Intrapersonal Capacities Developmental Journey

Basic Skill Level	Complex Skill Level	Coherence Level
<p><i>(involves development of simple self-awareness, skills of basic independence, and a genuine curiosity about oneself and the world)</i></p> <ul style="list-style-type: none"> • Awareness and expression of a variety of personal feelings and moods • Ability to associate different emotions/feelings with specific experiences • Consciousness of the “I” or the existence of a “self” separate from mother/family • Exhibition of movements toward and desire for self-independence • Asking why and trying to make sense out of one’s world/environment 	<p><i>(involves acquiring skills of self-reflection, self-understanding, and self-esteem, including the ability to “step outside of the self and reflect on one’s thinking, behavior, moods)</i></p> <ul style="list-style-type: none"> • Development of skills of concentration, focusing the mind • Growth in individual self-esteem and appreciation for one’s uniqueness • Concerned with acquiring various self-improvement skills • Ability to defines and understand the whys of personal likes and dislikes • Understanding of how one’s behavior affects other’s relationship to the self 	<p><i>(involves expanded development of the skills of introspection, including metacognition, self-analysis, mindfulness, personal beliefs, values, and philosophies)</i></p> <ul style="list-style-type: none"> • Ability to express oneself through the creations of various kinds of symbols • Ability to control one’s own emotional states, feelings, and moods • Involved in an active identity search (for example, asking “who am I?”) • Explorations of and forming personal beliefs, values, goals, and philosophies • Conscious use of higher-order thinking/reasoning process in problem solving situations

