

codification and existing in a specific biological part of the brain, to name a few. About the time Gardner wrote *Multiple Intelligences: The Theory in Practice* (1993), he came to recognize eight areas of cognition. According to the Project Zero Harvard Graduate School of Education website (April 21, 2010), those intelligences are musical, interpersonal, intrapersonal, bodily-kinesthetic, logical-mathematical, linguistic, spatial, and naturalistic. In a brief overview, musical intelligence involves discerning importance and meaning in music and/or its creation; interpersonal intelligence is person to person communication; intrapersonal is, -kinesthetic involves physical movement; logical-mathematical involves numbers and conflict resolution; linguistic involves language communication; spatial involves architecture and visual art; and naturalistic involves classifying nature in minute detail. Although each intelligence is named so as to be fairly easily recognizable and understood, please see Notes for more explanatory definitions.

Gardner maintains that there is no set order of primacy; no singular intelligence is more important than another. Different intelligences come to the fore, depending on which problem needs to be solved or which product needs to be created. Most often, various intelligences work in concert. Multiple Intelligences Theory (MI) does not stress the omnipotence of

dedicated to the arts and education, we know that heartfelt communication and understanding take place, as well. Everything about MI heretofore, as well as more astonishing research can be found in his many books, including *Intelligence Reframed* (Gardner, 1999), *Multiple Intelligences: New Horizons* (Gardner, 2006), and *Five Minds for the Future* (Gardner, 2007). They are published in a cornucopia of languages, as are the majority of his writings.

Following is a true story involving multiple intelligenc

Eventually, she became impoverished, which is the situation in the United States for so many persons with disabilities and their families, according to the American Association of People with Disabilities website (April 21, 2010). Poor but hopeful, Grace turned their tiny, somewhat shabby home into a haven of sorts for mother and child, jammed with her son's equipment. Her determination, energy, and sorrow were huge. Fortunately, she received emotional and spiritual sustenance through music. The two of them, alone and surviving, were buoyed by the universal language of song. Jack could not see, had quadriplegia and extreme brain damage, but he could hear. Grace selected a variety of music, often soft rock renditions, which played lightly in their home at all times of the day, eight days a week, just like the famous Beatles song. Musical intelligence sustained them. What I call their intrapersonal wells were being nurtured and, thereby, giving them an auxiliary, intangible means of priceless life support.

Coincidentally, music is what brought Grace and me together. Several years ago, I had sent out several music and disability information requests via the Internet. I was aghast that my daughter was about to be banned from all high school co-curricular activities like Women's Choir, Drama, and the school music trip to Williamsburg, Virginia, due to too few credits as a direct result of her rightful and necessary, disability accommodations. She was on track with state credit requirements and had good grades, but at her particular high school, they had raised the barre and demanded more credits than the state regulations. Only in that respect was she short of credits. To ban her completely due to a legitimate result of her educational disability accommodations was (and still is) completely illegal. After mighty, linguistic protests via my voluminous acoustic voice, pen and paper, and email

By 1996, when Jack was four years old, *The Individuals with Disabilities Education Act* (IDEA) was about to be strongly crafted from the preceding 1975 legislation; *The Americans with Disabilities Act* (ADA) was six years old. The twenty-three-year-old *Rehabilitation Act* (or 504 legislation) required that public schools be accessible, and *Brown v Board of Education* was forty-two years old, which made discrimination in schools illegal, not only that of ethnicity, but discrimination against students with disabilities, as well. Obviously, legislation was in place to provide for Jack's non-segregated, free, appropriate, and least restrictive public education. Sadly, in many cases, schools disregarded much of this legislation. Grace, however, had different fortune. She went to the local public school and registered her son not for Special Education, but for inclusive pre-K. After a small protest, he was accepted. Grace came on board to help teach everybody as much as they needed to know about the inclusion of her son in a typical classroom.

this juncture of career planning, I shudder when thinking of the medical experts, who had bemoaned that he was hopeless. Maybe someday we knowledgeable humans will , in actuality, most able-bodied folks are temporarily non-disabled!

Grace attended Lafayette College to study engineering, and she is designing a digitally run greenhouse for her son. She feels that the abundant, fresh oxygen is best for him. In addition, Jack has started to genuinely respond to music. Her dream for his future and career is for him to operate the greenhouse, which she is designing for him, with various music cues as his program prompts.

Guess what? Everyone, who is a part of her son's IEP (teachers, paraprofessionals, administration, case workers, etc.), is extremely excited about including MUSIC, MUSIC, MUSIC in his IEP!!! Responding to music, music therapy, musical adaptive physical education, music to motivate his developing skills to activate will help him prepare for his future career running his own custom-built greenhouse.

Grace and her supportive, loving husband have built a beautiful, completely accessible house in a forested setting. She and her family are surrounded by Nature, their very own

spatial, and linguistic. Multiple intelligences and creativity are the very fabric of their lives yours and mine, too.

Grace and her son, Jack, have become unlikely teachers for many people. In fact, I think of them both as gurus. If that term displeases, try these words: role-models, disability rights activists, leaders, entrepreneurs, and, yes, the plural applies because they are a team. A+

Notes

The ensuing information has been gleaned from *Frames of Mind: The Theory of Multiple Intelligences* (Gardner, 1983), *Multiple Intelligences: The Theory in Practice* (Gardner, 1993), and *Multiple Intelligences: New Horizons* (Gardner, 2006):

Neurologically, human cognition is comprised of eight learnable potentials, or intelligences. They include:

1. Musical the ability to discern meaning and importance to percussion or to sets of rhythmically arranged pitches and/or to produce such percussion and pitch sequences as a way of communication, which is used to solve a problem or create a product that is useful in one or more cultures

2. Interpersonal the ability to notice and make distinctions among other individuals

8. Naturalistic the ability to see and hear specific links in nature, to recognize patterns in nature, and classify to minute detail, which is used to . . .

According to Gardner, there is no set primacy or order for any of these intelligences. Different intelligences are important at different times, depending on which product needs to be created or problem solved.

Ruppert, Sandra S. (2006). *Critical evidence: how the arts benefit student achievement*. Washington, D. C.: National Assembly of State Arts Agencies and Arts Education Partnership. Retrieved April 21, 2010, from <http://www.nasaa-arts.org/publications/critical-evidence.pdf>

Of great importance are my substantive, interpersonal communications with Grace, 2004 – 2010, in-person and via the Internet.