



# How Dyslexic MIND Strengths Integrate with Multiple Intelligences [Premium]

by FERNETTE EIDE | | BEING DYSLEXIC, BRAIN, DYSLEXIC ADVANTAGES, MIND STRENGTHS, PREMIUM, PREMIUM CONTENT, TEACHING | 0 COMMENTS



In our book, [The Dyslexic Advantage](#), we spoke about the 4 MIND strengths common in adult dyslexics:

M for Material Reasoning, I for Interdisciplinary Reasoning, N for Narrative Reasoning,

and D from Dynamic Reasoning.

These skill clusters and talent sets had parallels in brain systems and processes as well as careers, domains of expertise, and areas of innovation.

Multiple Intelligences is a concept that was introduced by Howard Gardner of Harvard to identify specific modalities that went beyond a single intelligence or general ability. The seven he initially characterized were: musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily, kinesthetic, interpersonal, and intrapersonal. The ones he considered adding later were naturalistic (able to classify natural forms, ecological 'receptiveness'), existential or spiritual, and teaching -pedagogical intelligence.

Somewhat related to this approach of different intelligences is the VAK Learning Style movement (Visual, Auditory, Kinesthetic) or VARK (Visual, Auditory, Read / Write, and

Kinesthetic).  
Presumably  
the VARK  
system was  
evolved  
from  
VAK because  
that  
simple  
system  
grouped  
print

## Gardner's Theory of Multiple Intelligences



- Verbal
- Mathematical
- Spatial
- Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist



reading with a visual learning style.

For many dyslexics, however, these different categories don't quite work because rather than having one learning route dominate over the rest, they may learn best with multiple modalities or multisensory learning.

One practical importance of these different categorizations, though, is that they can be helpful for suggesting other routes of learning if something isn't working for a particular task. The take-home point should be to not be persuaded that the framework tells us more than they do.

Gardner's Multiple Intelligences seem closer at capturing skill sets or strengths that different people may have, but the categories fail to recognize the trade-offs that exist within categories, such as a gifted storyteller who has difficulty reading and writing.

Another issue too, is the fact that for most dyslexic people the talents and strengths are easier to recognize as a person gets older – certainly beyond the early years of education.

If we try to align Gardner's 7 intelligences with Dyslexic MIND strengths – the following grouping is one possibility:

M-Strengths or Material Reasoning: Visual Spatial, Bodily-Kinesthetic

I-Strengths or Interconnected Reasoning: Interpersonal, Intrapersonal

N-Strengths or Narrative Reasoning: Verbal-Linguistic, Musical-Rhythmic

D-Strengths or Dynamic Reasoning: Logical-Mathematical.

For dyslexic individuals, however, the MIND strength framework can offer an additional layer of specificity.

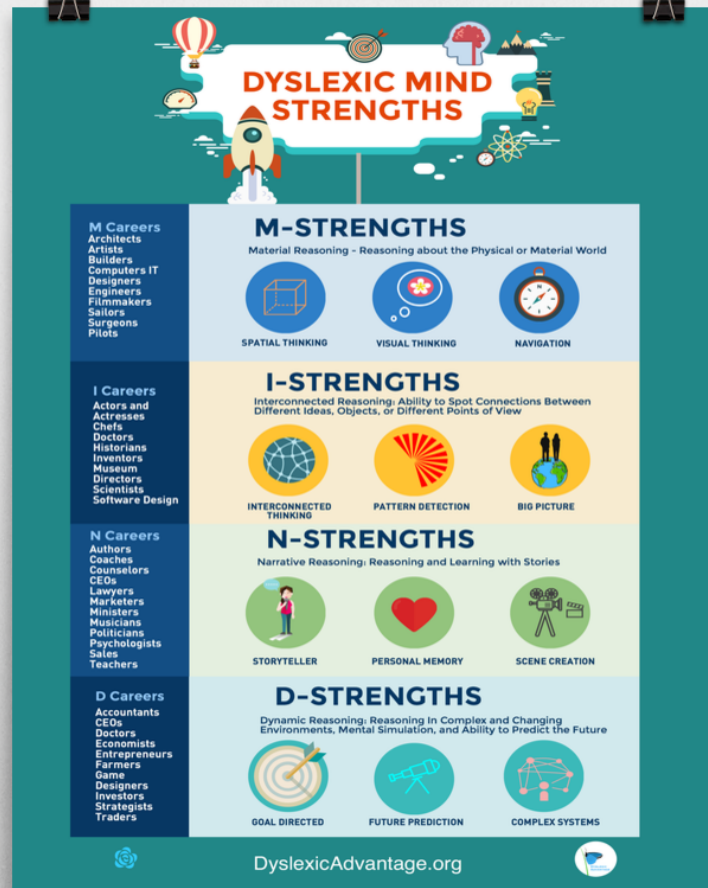
A typical pattern of a person with M-strengths, for instance, includes strengths in 3-dimensional visualization, spatial navigation, and mental rotation – all strengths that have specific implications for design and engineering, exploration and spatial sciences such as geology, biochemistry, or space, and landscape architecture, surgery, and many different disciplines within the military. For parents of school-age children, it can be especially useful to know about M-strengths because much a child's time in school won't offer many M-strength opportunities. Carving out time in a busy schedule to observe, problem solve, design, and build could pay off tremendously if space is made for it in what may a crowded school week.

I-Strengths and D-Strengths in children are important to recognize because they usually mean that children learn more through broad learning and complex learning experiences. Instead of feeding a lawn mower one blade of grass at a time, they should be exposed to the whole field at once. I and D-learners needs rich complex systems and examples to pull out patterns and analogies to reason how the world works. They w learn by cases, examples, and exceptions (inductive reasoning) so more means less – and low expectations puts them on a path for underachievement and frustration.

Finally, a little out of order for the MIND acronym, but certainly not least, the remarkable N-Strengths of dyslexic thinkers of all ages. In our book, narrative reasoning or intelligence is much more than verbal-linguistic intelligence. Great storytellers are often able to recognize the heart of the matter easily (gist)and the way they convey that to others may be words or music or dramatic performance or film. A great storyteller might also have great empathy and understanding for his or her audience, and an ability to turn a story based on a sudden insight, surprise, novelty, or humorous event.

We're still beginning to plumb the depths of Dyslexic MIND strengths. If some of the parents of students in your classroom may be dyslexic, think about inviting them to speak to your class and sharing what they learned about what they do well. Many dyslexic people have a very non-linear path they took in their lives and many students later tell us, "Someone came and talked to my class..."

To buy our Dyslexic MIND Strengths poster, go [HERE](#).



0

### Content Related Posts:

- [Dyslexic MIND Strengths... for Kids!](#)
- [Q & A: Can I be a Doctor if I am Dyslexic? \[Premium\]](#)
- [Connecting the Dots with John Chambers of CISCO \[Premium\]](#)
- [The Unappreciated Benefits of Dyslexia](#)
- [Breaking Research : Dyslexia in Adolescents and Adults \[Premium\]](#)
- [Dyslexia and Christian Ministry](#)
- [Spatial Intelligence: Developing One of the Dyslexic Super Powers \[Premium\]](#)
- [\[PREMIUM\] Project-Based Learning for Dyslexic Students](#)