

MULTIPLE INTELLIGENCES FOR BETTER INCLUSION

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Introduction

The study aims to develop a learning resource for specialists in the field of social work and adult education working with people with no qualifications or low skilled. At its base sits the Multiple Intelligences Theory (MI) theory developed by Howard Gardner (1983/1999), his book *Frames of Mind* (1983) had a great impact and was a manifesto against the IQ. He challenge the psychometric - standard approach (L. Terman, 1925 Ch. Spearman, 1927) based on intelligence tests (Binet-Simon Scale, 1905) who consider intelligence as general cognitive factor and argues that there is no single monolithic type of intelligence that underpin success in life, but a wide range of intelligence for new possibilities. His approach to research the traditional images of intelligence finished by creating different profiles and proposing the idea of a single intelligence factor „S“, where S means specific.

The basic idea of our project is removing the transmission pattern of poverty and exclusion from one generation to another by training the marginalized citizens and disadvantaged regarding the ability to more easily solve everyday problems in different areas, without being kept away due to the area of origin. The whole experience of the individual from socially disadvantaged family produces a habitus less developed that is used by the individual in future experiences. Lack of education and training will become a habit for him to live and act according to the norms and values developed. In our study preoccupy us the *traditional vulnerability*, one in which "the individual acts in virtue of habit or state of social passivity which is transmitted due to the influence of the

environment" (Valentin, Vladu, coord, 2010, p.39). Is the case of the beneficiaries coming from socially disadvantaged families, disadvantaged which is transmitted from one generation to another. Using multiple intelligence specialists in social work and adult education can provide help to socially disadvantaged citizens and those at risk of social exclusion, providing them innovative learning environments, facilitating learning and improve skills in the following areas: abilities for "learning to learn" skills of financial management, parenting skills, employability skills and entrepreneurship.

The point of view that shows the many facets of intelligence (L.L. Thurstone, 1960; D.Wechsler, 1967; J.P. Guilford, 1967; H.Gardner , 1983/1993; D.Goleman, 1995/2005) provides a broader image of the human being and the ability or potential for success than IQ standard. Operative word in MI model of H.Gardner is multiple, his model goes far beyond the standard concept of QI as singular and invariable factor. In terms of everyday life, all intelligences are acting in a individual specific harmony. Gardner (1999) defines the intelligence as "a psychobiological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture".

The author of MI theory discuss about 9 intelligences relatively autonomous ([http:// howardgardner.com/](http://howardgardner.com/)) His list includes in the first instance the two types of standard intelligence, respective that of learning, verbal intelligence (IL) and logical-mathematical intelligence (LMI). Includes also the spatial capacity (IS); bodily-kinesthetic intelligence (ICC); musical intelligence (MI) involves the sense of rhythm and sounds and facilitates composition. To all this add the personal intelligences (IP), wich can be interpersonal capacities (interpersonal intelligence) that make the people able to recognize and to make differences between the other feelings and intentions; intrapsychic capacities (intrapersonal intelligence) which helps to understand them in order to lead their own lives.

H.Gardner and collaborators have left unexplored vast ocean of emotions that make inner life and relationships to be so complex, compelling and often confused. The expanded proposing a model of what it means to be, smart "and put emotions in central skills needed for life is D. Goleman (1995/2001), which had as precursors John D. Mayer and Peter Salovey (1990/1997). D.Goleman believes that there is intelligence in the emotions, and emotions can influence intelligence"(M.Constantinescu, 2004.163).

In his list H.Gardner included two other types of intelligence, namely, naturalistic intelligence (IN, existential intelligence (EI). Human beings possess all nine smart in varying degrees, but each individual has a

different intelligence profile. These intelligences demonstrated that education can be improved by evaluating intelligence profiles of the trainee in order to design training activities according to these needs.

Methods and techniques used

Using key points of the Multiple Intelligences Theory has developed a set of tools, examples, strategies and best practices for teachers of adults and social professionals to facilitate their work with their socially disadvantaged groups. Evaluation and validation were tested by organizing national workshops, key activities of the project, in four target countries (Portugal, Spain, Romania, Germany), partner in the project. Countries that have implemented workshops were selected based on their socio-economic context. Thus, Portugal, Spain and Romania have major problems with those who leave school early and have a very high risk of being excluded from society due to the low level of skills in many of what are considered key areas of competence. These people lack the skills that they require labor market, therefore, it is important to allocate resources to address this problem. Workshops were implemented in January and February 2013. Their aim was to test and validate *the pilot version of the Manual „New ways, easy answers to difficult problems"* and specifically, to evaluate the techniques and methods can be more effective and useful adult trainers and health professionals social work with disadvantaged people in promoting the development of financial management skills, active skills for employment and entrepreneurship, parenting skills and ability to learn to learn, using information from multiple intelligence theory.

The workshops had a common structure, coordinated and facilitated by an facilitator, two experts in the field, all with experience in providing training, knowledge and experience in the MI theory of dynamic groups. In Romania have been contacted over 150 people through e-mail and telephone. By e-mail were contacted associations and foundations in the target group (over 110), and telephone and e-mail and respondents were informed previously surveyed in order to achieve the needs analysis. Data when occurred the workshop, 06.02.2013 and 7.02.2013 were established by agreement with the people willing to participate in this activity, lasted 16 hours, in the two days.

Workshop Participants To the workshop were 26 professionals from the socio-educational field; Graduate with university degree 93% and 7% with profesional training.

Years of Experience (average): 4 months–17 years.

Professional Background: teacher in the special education, psychologist teacher, school counselor, social worker, coordinator of school mediators, school mediator, school assessor for the children with SEN, adult trainer specializing in inclusive policy and practice, teacher psychopedagogue, school social worker in special education, assistant of young people infected with HIV.

Tools for collecting feedback from the target group and experts.

Feedback from participants was collected using a questionnaire (with a scale of 1 to 5, where 1 represents the level excellent and 5 represents the level "inappropriately", using the model Lickert) and oral feedback. To evaluate the testing and validation have been proposed following instruments: specific questionnaire to collect feedback from the workshop facilitator and other experts focused more on qualitative than quantitative; Specific questionnaire to collect feedback from workshop participants regarding the effectiveness of implemented techniques (validation) and their satisfaction on the organization of the workshop, facilities, location, Manual content, teaching approaches and suggestions from workshop subsequent events; Organizing **Focus Groups** Workshop during implementation in order to discuss and exchange views on this subject; **Face to face interviews to assess the follow-up activities:** putting into practice the knowledge gained during the workshop. Between 2 and 5 interviews shall be made by the workshop participants. The purpose of the interviews is to assess the impact of the Manual in the professional life of the participants. It is also interesting to see if the training implemented in the workshop had a multiplier effect (the transfer of knowledge from the other fellow workshop participants, contacts, etc.).

Results and Discussion

The participants to the workshop received informations about the project and its objectives, teaching materials (pilot version of the Manual „New - ways, easy answers to difficult problems”) and objectives of the test phase. Also to the participants were explained the basics in terms of social inclusion using MI theory to make learning more appropriate, attractive and light, enhancing the motivation of instructors. Were tested all parts of the Manual: good practices, theoretical approaches and practical activities. Students worked some exercises on how to recognize and use various intelligences identified by H.Gardner. The Manual includes different types of activities assuming three different levels of knowledge and skills in management of MI theory and exercises were grouped into three levels: basic, intermediate and advanced, depending on the knowledge of the

beneficiaries. 17 examples have been practicing the 4 categories of skills that promote social inclusion by increasing employability (4), to facilitate the management of financial and management mistakes to avoid risk and borrowing (2), to encourage better parenting behaviors (5) and involvement in trust for new learning opportunities (6). The four skill areas were chosen because of their major role in promoting inclusion understood as developing employment policies workforce will contribute to social and professional integration of vulnerable groups. „Active inclusion aims to ensure non-discriminatory access to the labor market and improving living and working conditions by implementing integrated programs that provide sufficient income to ensure the needs of living, quality services of general interest, and labor market integration programs to the most vulnerable people "(Zamfir, C., Zamfir, E., 2011, p.18). Some of the exercises were individually crafted, others were solved in teams of 4-5 people. Participantii gladly have engaged in program activities, as the facilitator has made available a number of materials: flipchart, TV and video, paper and pens, paper etc to Manual. and create an atmosphere of trust and working.

Feedback from the students was positive (mean score ranged between 1.5 and 2.5) in terms of satisfaction with the workshop organization, location, facilities, activities and exercises pedagogical approach developed. All participants received a certificate of participation and to consider granting a certificate for professional development. Most people surveyed responded afirmantiv on using these techniques in their work. Among the reasons cited are: is an important resource of practical exercises to stimulate different types of intelligence, to improve teaching, vocational training, personal development, to inform the theory of multiple intelligences. Favorable scores (2.5) were obtained to the sections," Good practice and how to apply MI theory in Social Work". section "How to build a profile of social intelligence" the middle score obtained was not positive, almost all participants found it difficult to elaborate social intelligence profile. Also,to the section "How to use the manual ", the participants expressed their disagreement with the content quality: some are not clear, not easy to understand, reliable and especially the advanced level of competence. At the basic level they understood the need to know the principles and basic concepts of the MI theory and is important to realize that there are different intelligences. What MI theory can provide at this level is a more extensive view on skills that people possess. At the intermediate level, the difference lies in how they can apply MI theory in an educational context, to use all types of intelligences for people who have trained. At the advanced level, you can work to balance individual

profile, recognizing the particular type of abilities in each client, etc. This level is more complex and informed participants proposing to deepen the involvement of other courses. In this sense, their feedback was positive, three quarters of the students expressed their consent to participate in a course in the UK *Intrnational Grundvig on the bae of the pilot - Manual*.

Expectations regarding the workshop: Identifying ways of helping and learning disadvantaged youth and / or marginalized to integrate more easily into society, acquire knowledge and develop skills to improve business counseling and provision of working tools or guidelines that can be used in professional and personal life etc.

Feedback from face to face interviews to assess foloow-up activities, practical implementation of knowledge gained from the workshop was a positive one, because three of the five surveyed said they have used this knowledge in their courses (to students to social and educational sciences) and were disseminated among colleagues Manual, considering that MI theory can make learning more appropriate, more attractive and easier for trainers of adults and social professionals, facilitating their work with socially disadvantaged groups. the workshop participants to other colleagues, contacts, etc.).

Conclusions

Smart ways to better inclusion is a project intended to break the pattern of poverty, social exclusion and its transfer from one generation to another by empowering marginalized and disadvantaged citizens to easily manage the daily problems in various areas.

In social practice constantly meet social service beneficiaries from disadvantaged families, disadvantage transmitted from one generation to another. This encourages dependency on social services that appeal to those services has become a habit for the family. Social workers and adult education instructors are constantly faced with such challenges, for many different people who have daily problems to solve them. Adopting MI theory as a framework for their work, social workers and adult educators will better understand human behavior, with pluralistic access to their basic skills. This means that MI theory can be considered a tool for improving the skills of specialists in adult education and social assistance (target group) when working with disadvantaged citizens living in disadvantaged communities (beneficiaries) and to better understand the full range of important skills knowledge of the individual.

Also MI theory can provide a closer look into the skills that people possess. In this way, the opportunity to meet and solve the challenges is

broad, decreasing dependence on others, social services, there is the opportunity to observe the behavior and identify different types of skills that have people who are trained, which is useful to help in their work, either through a recovery plan or preparation.

The project aims to develop a set of tools (manual and training course), with innovative approaches to adult trainers and specialists in the field of social assistance to promote adaptation of their teaching techniques and learning to different styles and profiles of intelligence of disadvantaged and marginalized citizens involved in training contexts.

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