

**Supplement #7:
Multiple Intelligences Survey**

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<http://surfaquarium.com/MI/inventory.htm>

Part I - Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- ☐ I enjoy categorizing things by common traits
- ☐ Ecological issues are important to me
- ☐ Classification helps me make sense of new data
- ☐ I enjoy working in a garden
- ☐ I believe preserving our National Parks is important
- ☐ Putting things in hierarchies makes sense to me
- ☐ Animals are important in my life
- ☐ My home has a recycling system in place
- ☐ I enjoy studying biology, botany and/or zoology
- ☐ I pick up on subtle differences in meaning
- ☐ TOTAL for Section 1

Section 2

- ☐ I easily pick up on patterns
- ☐ I focus in on noise and sounds
- ☐ Moving to a beat is easy for me
- ☐ I enjoy making music
- ☐ I respond to the cadence of poetry
- ☐ I remember things by putting them in a rhyme
- ☐ Concentration is difficult for me if there is background noise
- ☐ Listening to sounds in nature can be very relaxing
- ☐ Musicals are more engaging to me than dramatic plays
- ☐ Remembering song lyrics is easy for me
- ☐ TOTAL for Section 2

Section 3

- ☐ I am known for being neat and orderly
- ☐ Step-by-step directions are a big help
- ☐ Problem solving comes easily to me
- ☐ I get easily frustrated with disorganized people
- ☐ I can complete calculations quickly in my head
- ☐ Logic puzzles are fun
- ☐ I can't begin an assignment until I have all my "ducks in a row"
- ☐ Structure is a good thing
- ☐ I enjoy troubleshooting something that isn't working properly
- ☐ Things have to make sense to me or I am dissatisfied
- ☐ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like traveling to visit inspiring places
- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs
- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a "team player"
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone
- _____ TOTAL for Section 5

Section 6

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle
- _____ TOTAL for Section 6

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates
- _____ TOTAL for Section 7

Section 8

- _____ My attitude effects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong
- _____ TOTAL for Section 8

Section 9

- _____ I can visualize ideas in my mind
- _____ Rearranging a room and redecorating are fun for me
- _____ I enjoy creating my own works of art
- _____ I remember better using graphic organizers
- _____ I enjoy all kinds of entertainment media
- _____ Charts, graphs and tables help me interpret data
- _____ A music video can make me more interested in a song
- _____ I can recall things as mental pictures
- _____ I am good at reading maps and blueprints
- _____ Three dimensional puzzles are fun
- _____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Now determine your intelligence profile!

Key:

- Section 1 – This reflects your Naturalist strength
- Section 2 – This suggests your Musical strength
- Section 3 – This indicates your Logical strength
- Section 4 – This illustrates your Existential strength
- Section 5 – This shows your Interpersonal strength
- Section 6 – This tells your Kinesthetic strength
- Section 7 – This indicates your Verbal strength
- Section 8 – This reflects your Intrapersonal strength
- Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!

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Supplement #8: Multiple Intelligences Information

Retrieved from <http://web.cortland.edu/andersmd/learning/MI%20Theory.htm>

Background of Howard Gardner



Howard Gardner is a psychologist and Professor at Harvard University's Graduate School of Education. Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. He performed interviews with and brain research on hundreds of people, including stroke victims, prodigies, autistic individuals, and so-called "idiot savants."

Gardner defined the first seven intelligences in *Frames of Mind* in 1983. He added the last two in *Intelligence Reframed* in 1999.

Theory Behind the Model

Gardner's MI Theory challenged traditional beliefs in the fields of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests. According to Gardner, intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture
- A set of skills that make it possible for a person to solve problems in life
- The potential for finding or creating solutions for problems, which involves gathering new knowledge

In addition, Gardner claims that:

- All human beings possess all intelligences in varying amounts
- Each person has a different intellectual composition
- We can improve education by addressing the multiple intelligences of our students
- These intelligences are located in different areas of the brain and can either work independently or together
- These intelligences may define the human species
- Multiple intelligences can be nurtured and strengthened, or ignored and weakened

- Each individual has nine intelligences (and maybe more to be discovered)

Multiple Intelligences

According to MI Theory, identifying each student's intelligences has strong ramifications in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classrooms primarily teach to the verbal/linguistic and mathematical/logical intelligences. The nine intelligences are:

- **VISUAL/SPATIAL** - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.
- **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.

Supplement #9: Multiple Intelligences Chart

Retrieved from <http://www.businessballs.com/freepdfmaterials/MI-test-intelligences-descriptions.pdf>

Gardner's Multiple Intelligences - descriptions, preferences, personal potential, related tasks and tests

intelligence type	intelligence description	typical roles, preferences, potential	related tasks, activities or tests	preferred learning style
1. Linguistic	words and language , written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copywriters, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathematical	logical thinking , detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers, bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	musical ability , awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, partyplanners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	body movement control , manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sportspeople, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, craftspeople; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess workstation ergonomics	physical experience and movement, touch and feel

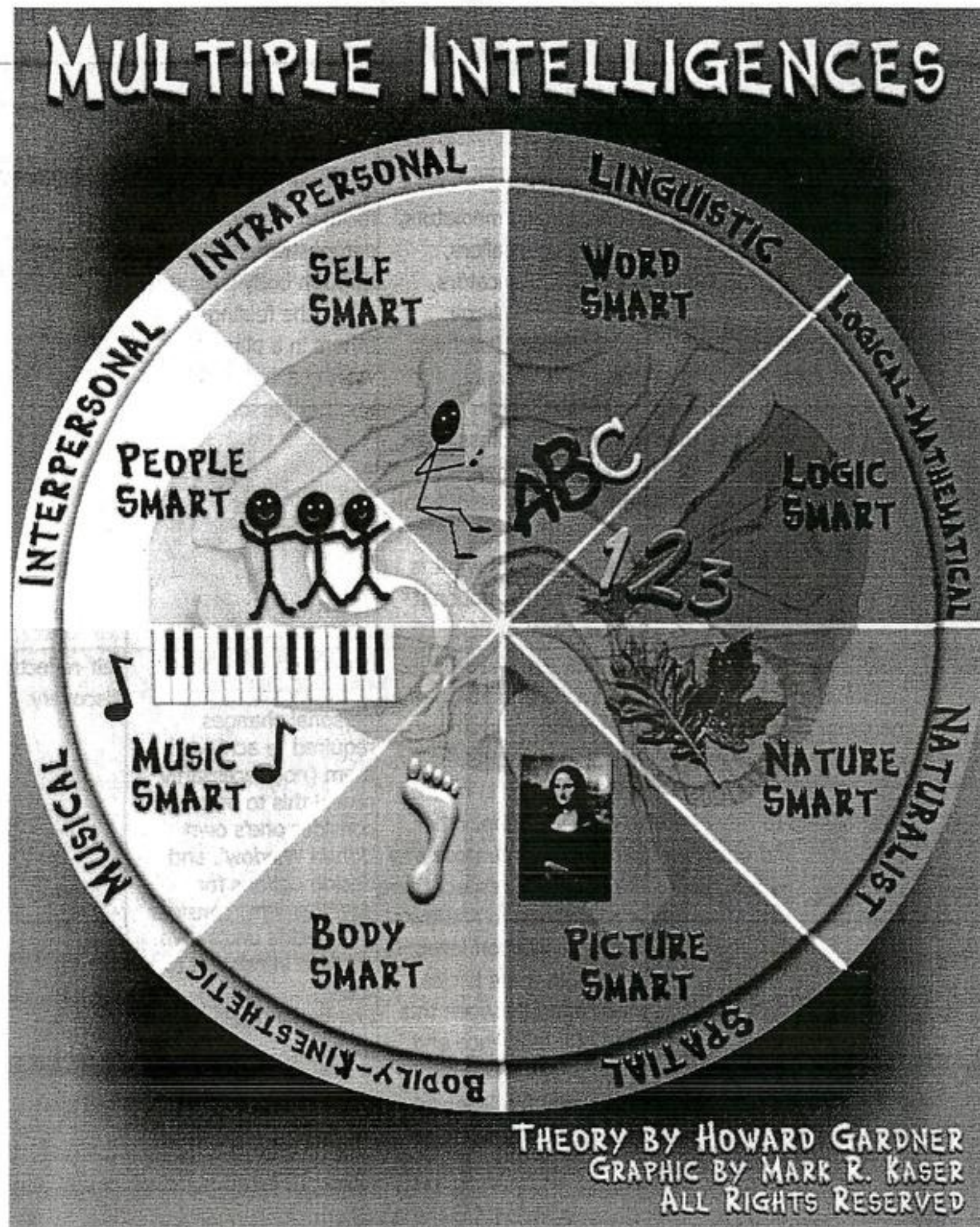
5. Spatial - Visual	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	perception of other people's feelings; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
7. Intrapersonal	self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self-reflection, self-discovery

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Supplement #10:

Pictorial Representation of Multiple Intelligences

Retrieved from <https://classroomchoreography.files.wordpress.com/2010/05/multiple-intelligences.jpg>



**Supplement #11:
Myers-Briggs Survey**

Retrieved from <http://northernlightscdc.org/wp-content/uploads/2015/10/Fund-Module-10-Personaility-types-test.pdf>

Directions: Please complete questions 1-70 on the following pages. After answering the questions, complete the scoring for the survey.

Several hints about how to best complete the survey:

- There are no right answers to any of these questions.
- Answer the questions quickly, do not over-analyze them. Some seem worded poorly. Go with what feels best.
- Answer the questions as “the way you are”, not “the way you’d like to be seen by others”.
- Do not look at the scoring sheet until you have completed all the questions.

1. At a party or in a large gathering, do you:
 - a. Interact with many, including strangers
 - b. Interact with a few, known to you
2. Are you more:
 - a. Realistic than speculative
 - b. Speculative than realistic
3. Is it worse to:
 - a. Have your "head in the clouds"
 - b. Be "in a rut"
4. Are you more impressed by:
 - a. Principles
 - b. Emotions
5. Are more drawn toward the:
 - a. Convincing
 - b. Touching
6. Do you prefer to work:
 - a. To deadlines
 - b. Just "whenever"
7. Do you tend to choose:
 - a. Rather carefully
 - b. Somewhat impulsively
8. At parties or in large gatherings do you:
 - a. Stay late, with increasing energy
 - b. Leave early with decreased energy
9. Are you more attracted to:
 - a. Sensible people
 - b. Imaginative people
10. Are you more interested in:
 - a. What is actual
 - b. What is possible
11. In judging others are you more swayed by:
 - a. Laws than circumstances
 - b. Circumstances than laws
12. In approaching others is your inclination to be somewhat:
 - a. Objective
 - b. Personal
13. Are you more:
 - a. Punctual
 - b. Leisurely
14. Does it bother you more having things:
 - a. Incomplete
 - b. Completed
15. In your social groups do you:
 - a. Keep abreast of other's happenings
 - b. Get behind on the news
16. In doing ordinary things are you more likely to:
 - a. Do it the usual way
 - b. Do it your own way
17. Writers should:
 - a. "Say what they mean and mean what they say"
 - b. Express things more by use of analogy
18. Which appeals to you more:
 - a. Consistency of thought
 - b. Harmonious human relationships
19. Are you more comfortable in making:
 - a. Logical judgments
 - b. Value judgments
20. Do you want things:
 - a. Settled and decided
 - b. Unsettled and undecided
21. Would you say you are more:
 - a. Serious and determined
 - b. Easy-going
22. When making a phone call do you:
 - a. Rarely question that it will all be said
 - b. Rehearse what you'll say
23. Facts:
 - a. "Speak for themselves"
 - b. Illustrate principles
24. Are visionaries:
 - a. somewhat annoying people
 - b. rather fascinating people

25. Are you more often:
a. a cool-headed person
b. a warm-hearted person
26. Is it worse to be:
a. Unjust
b. Merciless
27. Should one usually let events occur:
a. by careful selection and choice
b. randomly and by chance
28. Do you feel better about:
a. having purchased something
b. having the option to buy
29. In the company of people do you:
a. initiate conversation
b. wait to be approached
30. Common sense is:
a. rarely questionable
b. frequently questionable
31. Children often do not:
a. make themselves useful enough
b. exercise their fantasy enough
32. In making decisions do you feel more comfortable with:
a. standards
b. feelings
33. Are you more:
a. firm than gentle
b. gentle than firm
34. Which is more admirable:
a. the ability to organize and be methodical
b. the ability to adapt and make do
35. Do you put more value on:
a. infinite
b. open-minded
36. Does new and non-routine interaction with others:
a. stimulate and energize you
b. tax your reserves
37. Are you more frequently:
a. a practical sort of person
b. a fanciful sort of person
38. Are you more likely to:
a. see how others are useful
b. see how others see
39. Which is more satisfying:
a. to discuss an issue thoroughly
b. to arrive at agreement on an issue
40. Which rules you more:
a. your head
b. your heart
41. Are you more comfortable with work that is:
a. contracted
b. done on a casual basis
42. Do you tend to look for:
a. the orderly
b. whatever turns up
43. Do you prefer:
a. many friends with brief contact
b. a few friends with more lengthy contact
44. Do you go more by:
a. facts
b. principles
45. Are you more interested in:
a. production and distribution
b. design and research
46. Which is more of a compliment:
a. "There is a very logical person."
b. "There is a very sentimental person."
47. Do you value in yourself more that you are:
a. unwavering
b. devoted
48. Do you more often prefer the
a. final and unalterable statement
b. tentative and preliminary statement
49. Are you more comfortable:
a. after a decision
b. before a decision
50. Do you:
a. speak easily and at length with strangers
b. find little to say to strangers
51. Are you more likely to trust your:
a. experience
b. hunch
52. Do you feel:
a. more practical than ingenious
b. more ingenious than practical

53. Which person is more to be complimented:

- a. A person with clear reason
- b. A person with strong feeling

62. Which situation appeals to you more:

- a. the structured and scheduled
- b. the unstructured and unscheduled

54. Are you inclined more to be:

- a. fair-minded
- b. sympathetic

63. Are you a person that is more:

- a. routinized than whimsical
- b. whimsical than routinized

55. Is it preferable mostly to:

- a. make sure things are arranged
- b. just let things happen

64. Are you more inclined to be:

- a. easy to approach
- b. somewhat reserved

56. In relationships should most things be:

- a. re-negotiable
- b. random and circumstantial

65. In writings do you prefer:

- a. the more literal
- b. the more figurative

57. When the phone rings do you:

- a. hasten to get to it first
- b. hope someone else will answer

66. Is it harder for you to:

- a. identify with others
- b. utilize others

58. Do you prize more in yourself:

- a. a strong sense of reality
- b. a vivid imagination

67. Which do you wish more for yourself:

- a. clarity of reason
- b. strength of compassion

59. Are you drawn more to:

- a. fundamentals
- b. overtones

68. Which is the greater fault:

- a. being indiscriminate
- b. being critical

60. Which seems the greater error:

- a. to be too passionate
- b. to be too objective

69. Do you prefer the:

- a. planned event
- b. unplanned event

61. Do you see yourself as basically:

- a. hard-headed
- b. soft-hearted

70. Do you tend to be more:

- a. deliberate than spontaneous
- b. spontaneous than deliberate

Scoring

1. Copy your answers to this answer key carefully.
2. Count the number of checks in each of the A and B columns, and total at the bottom.
3. Copy the totals for Column 2 to the spaces below the totals for Column 3. Do the same for Columns 4 and 6.
4. Add totals downwards to calculate your totals.
5. Circle the letter with this highest score. This is your Myers-Briggs type.

Col 1		Col 2		Col 3		Col 4		Col 5		Col 6		Col 7	
A	B	A	B	A	B	A	B	A	B	A	B	A	B
1		2		3		4		5		6		7	
8		9		10		11		12		13		14	
15		16		17		18		19		20		21	
22		23		24		25		26		27		28	
29		30		31		32		33		34		35	
36		37		38		39		40		41		42	
43		44		45		46		47		48		49	
50		51		52		53		54		55		56	
57		58		59		60		61		62		63	
64		65		66		67		68		69		70	
Copy to				Copy to				Copy to					

E	I	S	N	T	F	J	P
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Supplement #12:
The Tell Tale Signs of Burnout ... Do You Have Them?
By Sherrie Bourg Carter

Retrieved from <https://www.psychologytoday.com/blog/high-octane-women/201311/the-tell-tale-signs-burnout-do-you-have-them>

Burnout is one of those road hazards in life that high-achievers really should be keeping a close eye out for, but sadly—often because of their "I can do everything" personalities—they rarely see it coming. Because high-achievers are often so passionate about what they do, they tend to ignore the fact that they're working exceptionally long hours, taking on exceedingly heavy work loads, and putting enormous pressure on themselves to excel—all of which make them ripe for burnout.

What is burnout?

Burnout is a state of chronic stress that leads to:

- physical and emotional exhaustion
- cynicism and detachment
- feelings of ineffectiveness and lack of accomplishment

When in the throes of full-fledged burnout, you are no longer able to function effectively on a personal or professional level. However, burnout doesn't happen suddenly. You don't wake up one morning and all of a sudden "have burnout." Its nature is much more insidious, creeping up on us over time like a slow leak, which makes it much harder to recognize. Still, our bodies and minds do give us warnings, and if you know what to look for, you can recognize it before it's too late.

What are the signs of burnout?

Each of the three areas described above is characterized by certain signs and symptoms (although there is overlap in some areas). These signs and symptoms exist along a continuum. In other words, the difference between stress and burnout is a matter of degree, which means that the earlier you recognize the signs, the better able you will be to avoid burnout (IF you do something to address the symptoms when you recognize them).

Signs of physical and emotional exhaustion:

1. Chronic fatigue. In the early stages, you may feel a lack energy and feel tired most days. In the latter stages, you feel physically and emotionally exhausted, drained, and depleted, and you may feel a sense of dread for what lies ahead on any given day.
2. Insomnia. In the early stages, you may have trouble falling asleep or staying asleep one or two nights a week. In the latter stages, insomnia may turn into a persistent, nightly ordeal; as exhausted as you are, you can't sleep.
3. Forgetfulness/impaired concentration and attention. Lack of focus and mild forgetfulness are early signs. Later, the problems may get to the point where you can't get your work done and everything begins to pile up.
4. Physical symptoms. Physical symptoms may include chest pain, heart palpitations, shortness of breath, gastrointestinal pain, dizziness, fainting, and/or headaches (all of which should be medically assessed).
5. Increased illness. Because your body is depleted, your immune system becomes weakened, making you more vulnerable to infections, colds, flu, and other immune-related medical problems.
6. Loss of appetite. In the early stages, you may not feel hungry and may skip a few meals. In the latter stages, you may lose your appetite all together and begin to lose a significant amount of weight.