

Multiple Intelligences: How A Child's Multiple Intelligence Can Affect Their Literacy
Comprehension

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Chapter I:

Introduction

When multiple intelligences and learning styles is the topic of discussion, what thoughts does the topic stir in you? Are you a visual learner? An auditory learner? Or an interpersonal kinesthetic learner? The fact is every child is going to learn differently which is going to affect his/her learning experience in the classroom. Working with Brittany is always a treat. She is eager to learn as well as enjoys learning, but what if her teachers did not differentiate their teaching to meet the needs of Brittany and her classmates? Brittany comes from a large family comprised of five brothers and sisters. When talking with Brittany's mother regarding the children in the family and how they learn, she describes Brittany as her most introverted. Does the fact that she comes from a positive, loving and stable home affect the way she learns literacy in the classroom? Would my interviews with her allow her to figure out which way she learns best?

Topic/ Research Problem

In today's classroom we have children from different backgrounds, genders, ethnicities, skill sets, funds of knowledge and learning experiences. When teaching in the classroom it is important for educators to realize the importance of differentiation of literacy instruction in facilitating the learning literacy of students in order to have each student reach their full potential. It is crucial to realize that all students do not learn the same way. If you only are teaching one way then only some of your students are going to succeed. If teachers want to be effective in their facilitation of literacy instruction it is important that they know as much as possible about their students in order to maximize on their learning potential and have a significant impact in each student's literacy growth and development. Students are bringing

different background knowledge to schools so it is crucial that as teachers we bring that knowledge out of each of our students.

This is where the topic of learning styles and multiple intelligences comes into play. In instances, teachers have employed the teach-centered approach, teaching the ways they learn best and find are comfortable for them. This is where we are doing a disservice to students who learn differently and use different styles in their making meaning of literacy. Many programs that can be used to teach literacy are only geared toward one type of learning style or one type of student. “Beware of purchasing one program, because a variety of materials are needed to meet the different needs of the students.” (Chapman, 2005) Using one style of teaching is not going to be what is most affective for all students. In particular, while completing my research, I am going to see how Brittany’s literacy comprehension is positively or negatively influenced by her learning style.

Rationale

My rationale for conducting this research is because a student’s multiple intelligences impact how they learn best in the classroom. This study will aid future educators to ensure the success of their students. This research is significant to literacy learning because when both the teacher and the student understand how they learn best it will allow for instruction to be varied to meet their specific learning style needs. There is research done on multiple intelligences and how they affect a student, but it is broadly researched and not always on one specific student. If this research had not been conducted then we would not have information on this particular child and the way she learns best in the classroom. Although there would be no major setbacks because there are other ways to see how Brittany is affected in the classroom this research gives insight in to how multiple intelligences and other factors influence her.

In order for students to be able to academically perform at their maximum level of ability, it is important for them to understand how they learn best. Learning styles have a great impact on how students execute in the classroom. This is important to the education community because teachers need to understand that not every child is going to learn in the same way. If you have a child who is a visual learner, but you only say the directions and do not have them posted anywhere, that child may be less likely to remember or understand the directions as clearly as an auditory learner. So many different aspects can affect how a child learns and grows in their literacy development. As teachers and educators we should consider looking at outside factors and learning styles so that we can help children to the best of our ability.

Purpose

The purpose of my research is to help find out if a student's learning style has a positive or negative influence on student's literacy learning. This study is important because it will benefit teachers, educators and students. When teachers have an understanding of what helps a student be successful in the reading comprehension they can differentiate their lessons to meet the individual's needs. Students who understand what ways they learn best will be better able to advocate for success in their literacy development and reading comprehension. The results of my case study will give additional information about how one student is affected by their multiple intelligences in their literacy development and reading comprehension.

Research Questions:

When completing this research I hope to answer my questions. "Does a child's learning style affect their literacy learning and reading comprehension?"

1. What outside factors affect the way a child learns?"

I will learn more as I conduct my research, and more questions may arise during my study.

Chapter II:

Literature Review

Through my review of the literature researching the significance of multiple intelligences in the classroom, the findings of the various research studies suggest that the student's literacy learning the classroom will be impacted either negatively or positively by the way the student learns best. The way that a child is literacy and comprehending reading in classroom is going to be affected either positively or negatively by the way a student learn best. Once a student and teacher understand how that student learns best, the teacher, with that acquired knowledge, will be better able to effectively design and facilitate literacy instruction that may maximize on the learning potential of the student. In addition, such instruction may aid in improving the student's reading comprehension and growth and development in literacy learning Through reading different research articles which discuss the incorporation of multiple intelligences in literacy instruction, I have developed and understanding of the significance of teachers differentiating. As teachers and educators we should consider, that our students all do not learn the same way either, and therefore we should consider designing and facilitating instruction that addresses the needs of the student and allows for him/her to experience academic success. I will conduct a case to observe and determine how a child's multiple can impact his/her literacy learning and reading comprehension. I am interested in this research because when I first took a multiple intelligence test, the results indicated I learn best visually and musically; however, I thought the results would have indicated something different. My literature review will further discuss how differentiated instruction is related to multiple intelligences and how modifying assignments can positively affect literacy comprehension. Next I will move into choice and how giving students

choices on how they complete assessments/ assignments can improve their reading comprehension. I will conclude by discussing multiple intelligences as a whole, how they affect the individual learner, and the individual characteristics each intelligence contains.

Differentiation

Differentiation is key in a classroom at any age and any level. Every child is programmed to learn differently, which makes teaching only one way somewhat ineffective for teaching some students within the classroom. As teachers we would be somewhat ineffective for teaching some students within the classroom a disservice by not differentiating our teaching of literacy instruction to meet the needs of all. Lessons, and assessments can be modified for students who learn differently. When relating this information to a child's multiple intelligence, it is crucial to realize, the difference in each intelligence. For example, students, who are strong visual learners, may not do as well on an oral exam, where listening is the main focus. In this instance, the teacher could modify the instructions with visual directions as well as oral instructions. Chapman discusses and uses 11 different strategies to differentiate literacy instruction in the classroom. "It is important to teach in a diverse style" (Chapman, 2005) This article correlates with my research because it suggests that if you only go along with the point that if you only teach towards one intelligence then only those specific students will benefit. "Teachers need to identify existing practices that effectively differentiate instruction. Next, teachers can engage in reflection and discussion." (Chapman, 2005) When teachers use different strategies to engage students, we will be better to positively influence the way they comprehend in the classroom. It is important for the teacher to modify and differentiate literacy instruction to reach all the students in the classroom. Many times schools come up with these great ideas for differentiation in the classroom but they aren't always feasible.

Choice

Giving a student choice has proven to be effective when it comes to student engagement and performance, especially regarding literacy development. Choice can be used as a motivation tool in your classroom. Choice also can be effective and powerful tool because it empowers the student in his/her learning, holding them accountable for his/her role in the learning process, and the student is more invested in learning because he/she had some say in it. Different activities and assessments cause us to use different strengths. A student who is a strong visual learner may choose to silent read versus reading orally. A student who is a kinesthetic learner may choose an activity that involves movement, which will help them to succeed and comprehend more, and possibly aid in the retention of the information learned. In addition there are students who are interpersonal learners, where working with their peers in a group setting will allow them to experience an increase in academic success and mastery of content within the activity which they are participating.

Headley talks about how the use of choice books and trade books in the classroom can be effective with aiding reading comprehension. “Teachers use trade books to foster interest in and appreciation of literature and to motivate students' independent reading.” (Headley, 2000) When students are interested in the material they are reading, they are much more likely to understand more. Students are bringing their own background knowledge to school every day and, it is imperative that we activate that knowledge. Students’ background knowledge combined with having choice in the texts they are reading, are going to help students to be successful in the classroom.

Students should also have choice between silent reading and oral reading. When it comes to reading comprehension, depending on the student they may be able to comprehend or retain

more information when it comes to silent or oral reading. Some say that reading orally will help in the retention of more information from the text because students are concentrating and focusing more on the words on the page. The strong visual learner may remember more information by silent reading. McCallum states, that “suggested that oral reading may be superior because the student is forced to read each word to satisfy a listener. When reading silently, the student can skip over difficult words, which may lead to poorer comprehension.” (McCallum, 2004) When it comes to assessing students based on reading, the auditory learner may comprehend more information if they are listening to the text versus silent reading. The teacher may modify the assessment so they are able to see what the child actually knows and doesn't.

Multiple Intelligences

When you think about multiple intelligences, the first name that often comes to mind is Gardner. Gardner believed that individuals learned differently, and that each individual had strengths in the way that they learned best. There are eight different intelligences that Gardner has defined. The eight intelligences are, visual, auditory, kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential. Each of the intelligences have specific characters, and traits that an individual may possess, if they are strong in that exact intelligence.

Multiple Intelligence Theory is prevalent among this research. In today's education setting, it is crucial for us to understand that teaching one way is not an effective practice. We should strongly consider differentiating our lessons so that they reach all of our students and not just a few. A classroom that is full of diverse teaching styles, which appeals, to all the students in your classroom instead of just the traditional one way of teaching, will be positive for their literacy comprehension.

It is important for us as teachers to come up with innovative ways to facilitate literacy learning and instruction to our students. For students to succeed and grow in their literacy development, teachers need to use different strategies to help their students. By differentiating lessons, through the incorporation of the eight identified multiple intelligences, the literacy instruction facilitated by teachers will maximize on the learning potential of more students within the classroom, improving reading comprehension outcomes and their chances of experiencing academic success. Rettig states, “Early childhood educators will likely find that they are already addressing a number of the multiple intelligences through daily activities. For example, music and movement activities are routinely conducted in early childhood settings as well as teaching social skills and language use.” (Rettig, 2005) Once teachers make themselves aware of information pertaining to each of the different intelligences, they may be better able to help their students reach their highest level of reading comprehension.

Conclusion

In order for our students to experience improved levels of reading comprehension and aid in their improved and increased growth and development in literacy learning, it is important that we differentiate our instruction to meet their needs. Through the effective incorporation of the multiple intelligences into literacy instruction, students have an opportunity to learn literacy in a way that maximizes on their learning potential and increases his/her chances of experiencing academic success. Through different ways of teaching and through a plethora of different assessments, students may experience positive literacy learning outcomes inclusive of improved reading comprehension.

Chapter III: Methods Research

Introduction

This chapter will explain the methodology that will be used to answer my research questions examining the influence of multiple intelligences on literacy comprehension. I will go in to detail about what my specific research questions are, the participant and context of my study, procedures employed, data collection and analysis

Research Questions

Through my research I will answer the two following questions

- Does a child's multiple intelligence affect the way his or her reading comprehension?
- What outside factors influence the way a child's reading comprehension?

Participants & Context

This study was conducted outside of the school. The participants have included a nine year old girl who for the purpose of my study shall be referred to as Brittany and her mother shall be referred to as Bella. Brittany is a petite child, with brown hair. She is active in her Girl Scout troop and loves playing with dolls. She lives with both parents in the same house, as well as three older sisters, one older brother and one younger brother in a suburban area in western New York. They are of Caucasian ethnicity and a middle class working family.

Procedures

This research took place for a duration of six weeks. The data was collected in the fall of 2016. Depending on Brittany's availability, we met once a week. In addition, when working with Brittany throughout this six-week period, I also collected data from Brittany's parents.

Data Collection Instruments & Analysis

Parent Survey/Questionnaire

I gave the parents the survey/questionnaire to complete while I administered the survey to their child. The survey was in a “family friendly” language so that the information I gather is accurate. The parent survey asked questions to gather information on the parents' beliefs and values regarding reading. The value they place on reading and how they comprehend reading may reflect on their daughter's thinking about literacy. The survey was a combination of questions of multiple choice and short answers.

Child Survey

Similar to the parent survey/ questionnaire this was administered to Brittany to see what her beliefs and values of literacy are. The questionnaire had questions for the child to express the way she thought she comprehended reading best. I will explain to Brittany that there are no right or wrong answers so that Brittany feels at ease, and not pressured when completing this questionnaire.

Multiple Intelligence Survey/Quiz

For this survey/ quiz I used the already created Gardner's Multiple Intelligence quiz. I read the directions to the student aloud and she, completed the quiz independently. There was a statement and the child has to rank themselves 1-4 on how they feel about the statement given. The score of “1” indicates strong disagreement, the score of “2” indicates you somewhat disagree. The score of “3” indicates you somewhat agree, and a score of “4” indicates strong agreement. After the child has completed, I tallied up the scores. The multiple intelligences with the highest scores are said to be the way an individual learns best. This quiz was given to the child and the parents to see if any of the results match.

My Positionality as the Researcher

I am the primary researcher for my study, and I have been involved in helping children grown in their literacy development for multiple years now. I received my undergraduate degree from SUNY Oswego in Elementary Education (grades 1-6). In addition, I am certified to teach grades 1-6. I am currently enrolled at SUNY Brockport's Master Education Program with the intention of receiving my Master of Science degree in Literacy Education (grades B-12). I have been a substitute teacher for two and a half years. For 7 weeks I was hired in a long term substitute position in fourth grade general education classroom, where I had to help a class of students grow in their reading comprehension with a variety of different learning styles. Once a child and a teacher understand the way a child learns literacy best, then the teacher will be better able to differentiate his/her literacy instruction to meet the needs of all of their students. I think back to my own schooling in elementary years when I would always excel in science lessons that were hands on. When I was younger I would definitely call myself a kinesthetic learner. As time went on and I got older I realized that my multiple intelligence strengths changed to visual interpersonal learner. It is so important we understand how we learn best. I am passionate about learning how multiple intelligences impact a student's reading comprehension because in the past I have felt that teachers who did not differentiate their instruction did not help me learn as much as I could.

Criteria of Trustworthiness

It is important that through this research that I stay unbiased and ethical. I was objective in my observations and note taking, and only record what I actually am seeing and hearing and not my opinion. I want the information that I am collecting to be completely accurate or else the

findings of my study were incorrect and not be factual. While conducting this research I had put any feelings or bias I have aside to make sure the research is authentic and valid.

Limitations

My study took place throughout the six week period. There may not be consistency when we meet based on the child's and my schedule. The goal is to meet once a week or once every other week to collect data. Another limitation would be that this study is a case study of only one student and therefore my study and its findings may not be generalizable with a larger population of students

Chapter IV: Analysis

I conducted my qualitative research, in the form of a case study for a duration of six weeks to help answer my research questions. To start my analysis of the data, I decided that I would use a coding system. When I was looking at my data, I was able to find similar patterns on things that Brittany had said to me through interviews and questionnaires. I was able to look at my notes that I had written down things that I observed during and after our meetings. After looking at all of my data thoroughly, I was able to come up with findings that answered my original research questions of, “Does a child’s multiple intelligences affect this/her reading comprehension?” and “What outside factors influence the way a child comprehends what he/she is reading?”

This chapter will discuss the detailed results of my study which centered on Brittany's love of literacy. The themes that I found after I analyzed my data were that Brittany’s love of literacy aids in her comprehension, Brittany’s parent involvement aids in her reading comprehension, and varied instruction in the classroom has a positive effect on her reading comprehension. These themes will be expressed in greater detail and with examples I have collected in my data.

Brittany’s Love of Literacy leads to Increased Comprehension

In my meetings with Brittany I conducted interviews with her about reading interest specifically how she feels about reading and writing. In sitting down with Brittany to ask her questions, she was eager to get started and even asked me first “Do I get to read to you?” With a big smile on her face she expressed on multiple different occasions that she loved reading. Right away this demonstrated to me that reading was something that she was passionate about and

enjoyed doing. Brittany's excitement over reading correlates with her strength in verbal intelligences. Her display of enthusiasm, enjoyment of reading and engagement when reading speak to her level of intrinsic motivation. For a specific question I asked her "Do you like to read?" and she responded by saying "I don't like it, I love it!" Prior to meeting with Brittany for the first time, I knew that she was a bright, young and intelligent girl. I had known she was a hard worker in school from conversations I had with her mother, but for the first time I was hearing how she personally felt about literacy. Throughout the interview she went on to say "I really would rather read over write, I mean I like both but reading is more fun to me." After this statement I proceeded to ask her what made reading fun to her, Brittany stated that "I like being able to imagine what I'm reading in my head."

When reading is something that is enjoyable or even loved it can make literacy comprehension something a child can look forward too and not fear. Brittany's love of literacy is aiding her literacy comprehension in the classroom because she is excited to learn new material. I asked Brittany what types of things she likes to read and she stated that "I like to read fantasy books the best, but there isn't a lot I don't like." The fact that Brittany enjoys reading makes learning in the classroom something exciting to her. One of Brittany's strongest multiple intelligences is her verbal intelligence. This intelligence is an overall strength in all literacy aspects such as speaking, reading, and writing. I observed Brittany reading texts that are beyond a fourth grade reading level. She reads with expression and fluency, demonstrating her literacy strengths and abilities. Brittany does not have to worry about struggling to read in the classroom, which makes reading and learning new material something pleasant for her, not a daunting task. After I completed the rest of the interview, Brittany with a big smile on her face asked if she could read to me out of her new book she just got from the library. I told her that for today our

time was almost up and she seemed somewhat disappointed, so I quickly said that I could give her a few extra minutes to read aloud to me. She got the biggest smile on her face, which really illustrated her excitement about literature. I observed, as Brittany read to me, that she was reading a book at a much higher level than 4th grade, as well she was very fluent and aware if she miscued even though she was reading to me on her own couch in her home. During this ten minute reading block, I observed Brittany reading with expression and smiling as she was reading even letting out a few giggles at silly parts in the novel. She made one minor miscue and corrected herself immediately.

One of my original questions that I asked myself was “What outside factors influence the way a child comprehends literacy?” The factor of loving literacy especially reading is a huge factor in the way a child comprehends literacy. If reading is seen as something fun or exciting the student is more likely to comprehend what they are learning because they are engaged and excited. In school students are reading and writing all day, and if this is something you hate or struggle with such experiences may have a negative effect on your literacy comprehension. Due to the fact that Brittany loves reading, this is helping her excel with literacy comprehension in school.

Parent Involvement is Key to Brittany’s Literacy Success

When you come from a big family it can be hard to find the time as a parent to make sure you are meeting the needs of each one of your children. Brittany is one of seven children ranging in ages from twenty-two to six. Brittany is the sixth child so, her needs are different compared to each one of her siblings. Brittany is a very intelligent child, but tends to be very shy and introverted compared to her siblings. Brittany is an intrapersonal learner, an intelligence

which is indicative of a learner who is often reserved, and this is a characteristic of Brittany's personality. She is the child who is soft spoken and can almost have her voice lost when all siblings are around. Brittany's mother and father do everything possible to make sure they are fostering a love of literacy in their daughter. Her mother is a stay at home mom, and her father is a high school chemistry teacher. They are respectful of her shyness not pushing her too far but gently pushing her just enough to aid in her literacy learning growth and development.

When interviewing Brittany's mother Bella, I asked her what she thinks her daughter's strengths were when it comes to literacy; and she stated "Brittany loves to learn, so she is willing to work hard in school." She also went on to say that "Brittany has always loved reading, especially being read to by me or reading independently in her room." Brittany's mother also explained that the house can be quite chaotic when all the children are home and Brittany likes the quietness of being in her room reading a book.

Another multiple intelligence strength exhibited by Brittany is intrapersonal. She does well working alone, so quietly reading by herself in the next room is not a stressful task. During our second meeting while Brittany was reading a book quietly in the other room, I continued having an interview like conversation with her mother Bella. I asked Bella, "What way she thought her daughter learned best or what her learning style was?" She talked about how Brittany preferred to work independently on assignments whereas her other children preferred to work in groups or partners on homework and other assignments. She talked about Brittany being the introvert in the family. She added that, "Sometimes I worry about Brittany in school because Brittany can be so shy that she tends to feel uncomfortable if she has to work with other students that she is not close with; I want her to be able to open up to all her classmates, but I know her shyness gets in her way."

In our third session I asked Brittany if her parents help her with her school work especially her reading and writing. “My mom always asks me if I need any help with my homework, even though she knows I am smart and can do it by myself!” ,stated Brittany. She then went on to say that she really loves that her mom reads a little bit to her and her sister every night before they go to bed. Next Brittany said, “I love when mommy reads to us because it is something special that I look forward to every night.” Brittany’s parents, especially her mother have active involvement in her literacy learning at home, and gently push her just enough to aid in her literacy learning growth and development in school.

Varied Instruction Aids in Brittany’s Literacy Learning, Growth and Development

While I was having a conversation with Brittany’s mother, I gave Brittany a survey to complete about multiple intelligences illustrated in Figure 4.1. I let her know that there were no wrong answers and this survey was just going to tell us how Brittany learns best in the classroom. I told her not to worry about the scoring and I would take care of that part. She happily said okay and took the paper into the other room and started working.

Section 2

- I easily pick up on patterns
- I focus in on noise and sounds
- Moving to a beat is easy for me
- I’ve always been interested in playing an instrument
- The cadence (rhythm/speed) of poetry intrigues me
- I remember things by putting them in a rhyme
- Concentration is difficult while listening to a radio or television
- I enjoy many kinds of music
- Musicals are more interesting than dramatic plays
- Remembering song lyrics is easy for me

Total number of 1’s used in Section 2:

Section 7

- I enjoy reading all kinds of materials
- Taking notes helps me remember and understand
- I faithfully (routinely/always) contact friends through letters and/or e-mail
- It is easy for me to explain my ideas to others
- I keep a journal
- Word puzzles like crosswords and jumbles are fun
- I write for pleasure
- I enjoy playing with words like puns, anagrams and spoonerisms
- Foreign languages interest me
- Debates and public speaking are activities I like to participate in

Total number of 1's
used in Section 7:

Section 8

- 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
- My attitude effects how I learn
- Social justice issues concern 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 will give 100% effort to it
- I like to be involved in causes that help others
- I am willing to protest or sign a petition to right a wrong

Total number of 1's
used in Section 8:

Figure 4.1 Multiple Intelligence Survey (Brittany's Top 3 Results)

After Brittany finished her Multiple Intelligences Survey we talked about her results. Brittany's top three ways of learning musical, verbal and intrapersonal. I read each of the definitions to Brittany to see if she felt that those best described the way she learned.

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.

Verbal (Linguistic... to do with words)

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.

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.

As I read the definitions, Brittany was laughing and smiling. I asked her what was so funny and she said, “Wow this is so silly, it knows exactly how I like to learn in the classroom!” She then went on to explain how music is her favorite special which correlates with why she scored so highly in the musical category on the multiple intelligence quiz, and that she loves reading and writing more than math and any other subject in school. Brittany also explained how she is shyer than most kids in her class, and likes to work by herself instead of working with other students which aligns with the intrapersonal intelligence.

Due to the fact that Brittany has different strengths and weaknesses when it comes to her literacy learning, growth and development; having differentiated literacy instruction in the classroom may assist in fortifying those areas to promote continued literacy learning, growth and development. When teachers in the classroom differentiate their instruction it allows students to maximize on their literacy learning potential which may improve their reading comprehension more so than if literacy instruction is facilitated one way. Giving students like Brittany the opportunity to work independently at times will make those individuals feel more comfortable, which may possibly lead to increased success in their literacy learning, growth and development.

Chapter V: Summaries, Conclusions and Recommendations

Summary:

My case study focused on how multiple intelligences and outside factors influence the way a fourth grade girl comprehends literacy. Brittany is a young girl who is very bright and sweet with whom I conducted my research to determine how multiple intelligences and outside factors influence her literacy learning and reading comprehension. I was able to observe and discover that Brittany's love of literacy, strong parent involvement and differentiation of literacy instruction which allows for the recognition of diverse learning styles within her classroom helped her to grow in her literacy development. I am able to conclude that because Brittany loves literacy especially reading and writing this helps her to comprehend in a deeper way in the classroom. Literacy is not something that is seen as a challenging task for Brittany, but rather something she enjoys. Brittany's strong parent involvement in her school, specifically her literacy learning and development has impacted her in a positive way. As well I am able to conclude that Brittany's parents have helped her to find happiness as well as show Brittany how reading and literacy learning is important to her growth and development in school. The third and final conclusion is that Brittany's strongest multiple intelligences are musical, verbal, and intrapersonal. With these different learning styles woven into different approaches to teaching literacy in the classroom, Brittany will be most successful.

Conclusions:

The topic of multiple intelligences brings up very important conversations that we should consider having, regarding our students in their literacy learning, growth and development. As teachers and educators we should not expect students to learn in the same way, and we should

consider adapting our teaching styles to effectively meet the needs of all students in our classrooms. Gardner's multiple intelligences focused on eight different learning styles that students may have. If we are teaching in only one way we could possibly be doing a disservice to our students who may benefit from differentiated reading and writing instruction that maximizes on their learning potential, increases their chances of experience academic success and allows for them to demonstrate their learning and understanding. Not only should we give consideration to the different ways a student learns in the classroom, but also the outside factors that may influence a child's learning such as their parent involvement and their overall feelings towards reading and literacy learning. We want to help foster a love of literacy that will continue to help students grow in their literacy development. If the student is feeling positive about reading and writing that is going to most likely positively impact the way he/she is learning. Providing literacy learning and instruction that is creative, informative and fun increases students' chances of experiencing positive literacy learning outcomes.

Implications for Teachers:

This study has multiple implications for future use in classrooms. Although this particular study only focused on child, it could be used with multiple students and even an entire class. The point of the study was to see how multiple intelligences affected a student in the way they comprehend reading. I found that when a teacher differentiates his or her instruction to meet the needs of a student, then they are most likely going to be more successful. In some cases, teachers may teach in one particular style because they feel it is the best way to reach students, or it is a way of teaching in which they feel most comfortable. If we differentiate our instruction to meet the different multiple intelligences, such as visual, auditory, kinesthetic, and logical, etc., we are

more likely to affect the literacy learning, growth and development of a larger population of students.

To help Brittany stay successful when it comes to her reading comprehension is, to continue to help her build a love of literacy that grows. It was evident during the interviews that Brittany loved reading, which made learning in the classroom an enjoyable experience and not something she struggled with. Teachers should be aware of students who are avid readers and continue to help them find joy in reading.

Recommendations for Future Research:

A recommendation I would have for myself as a researcher would be to continue to meet with Brittany. I would complete a future portion of my research in her school classroom, so that I could observe various differences between the ways Brittany interacts with literacy at home versus how she interacts at school. I would also recommend for future research to complete this case study with any of Brittany's siblings to see if outside factors affect her siblings in a similar or different way. I believe that future research should be continued because it would allow us to see if Brittany continues to grow in her literacy development. In addition to researching Brittany and her siblings I would suggest conducting research with other fourth grade students, both males and females to further determine how multiple intelligences affect the way the child comprehends reading.

Overall Significance of this Study:

The significance of this study is that it shows how multiple intelligences and outside factors influence the way one individual comprehends reading. The data that was collected in this study could be used for teachers to assess their students holistically and individually, and aid

in their understanding of how best each student in their classroom learns and utilize the acquired information to plan, differentiate and facilitate literacy instruction accordingly. This study could be duplicated with other students, such that teachers can find what ways they could vary their instruction so that it could impact students at all levels of literacy learning.

Limitations:

There were limitations to this study. Specifically this case study was with one female participant, so the information analyzed cannot be generalized for all students of that age. Since this is such a small sample size the study would most likely have different results with another child and could not be duplicated. This study also had a limitation of that it was only conducted outside of the home and not in a school setting. Results may have been different if I had designed my research study to be inclusive of observing Brittany within her classroom setting. In addition, more information could have possibly been gathered from interviews with Brittany's teacher to provide further insight of Brittany as a literacy learner. Lastly, there could be bias in the interviews with Brittany and her mother because of their relationship as mother and daughter.

Appendices

Appendix A

Semi Structured Interview For Child

Do you like to read? Why or why not?

What do you like to read?

Who do you read with?

Why do people read?

Do you play computer or video games?

Who is a good reader you know? What makes that person a good reader?

Do you like to write?

What do you like to read?

Who do you know that is a good writer? How do you know they are a good writer?

What kind of things do you like to do?

What do you do well?

What would you like to learn more about?

What is something you learned at school?

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