

# **Differentiating Instruction: Multiple Intelligences**

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September 2002

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Tarasoff, Mary. **Reading instruction that makes sense.** Victoria, BC: Active Learning Institute, c1993. **372.414 T37**

Teele, Sue. **Rainbows of intelligence: exploring how students learn.** Thousand Oaks, CA: Corwin, 2000. **370.1523 T43**

Tierney, Robert J. ... [et al.]. **Reading strategies and practices: a compendium.** 3<sup>rd</sup> ed. Boston; Toronto: Allyn and Bacon, c1995. **428.43 T53**

Tomlinson, Carol Ann. **How to differentiate instruction in mixed-ability classrooms.** Alexandria, VA: Association for Supervision and Curriculum Development, c1995. **371.252 T64**

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**NEW!** ---. **Differentiation for gifted and talented students.** Thousand Oaks, CA: Corwin Press, c2004. **371.95 E86 v.5**

**NEW!** ---. **Leadership for differentiating schools and classrooms.** Alexandria, VA: Association for Supervision and Curriculum Development, c2000. **371.394 T64 I**

Torff, Bruce. **Multiple intelligences and assessment: a collection of articles.** Arlington Heights, IL: IRI/Skylight Training and Publishing, c1997. **371.26 M84**

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Zemelman, Steven ... [et al.]. **Best practice: new standards for teaching and learning in America's schools.** Portsmouth, NH: Heinemann, c1993. **371.102 Z44**

## SOUND CASSETTE

**On multiple intelligences & education.** (Sound cassette). Alexandria, VA: Association for Supervision and Curriculum Development, 1995. 1 sound cassette (45 min). SUMMARY: Designed to introduce teachers and administrators to Howard Gardner's theory of multiple intelligences discussing how student achievement can be improved and how students can be prepared for success in later life. Interviews with teachers and students reveal the connection of multiple intelligences theory to the creation of an environment supportive of intellectual differences. **PT 370.1523 G37**

## VIDEOS, VIDEO KITS AND CD-ROMS

**Accelerated schools [kit].** Salt Lake City, Utah: Video Journal of Education, c1994. 2 videocassettes (71 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Uses a workshop format and discussions with teachers and administrators to introduce viewers to accelerated schools. Program one describes the philosophy, principles and shared values of the accelerated school. Details the steps through which an accelerated school is created and shows how areas of concern are dealt with through the inquiry process. Program two examines the concept of powerful learning, showing its relationship to the philosophy, principles and shared values of accelerated schools. As well, the powerful learning triangle is described and examples of instructions in a variety of subject areas and grades in accelerated schools are discussed. Audience: Adult, Professional Development. **Booking #0535**

**NEW!** **All means all: what is it about me you can't teach [kit].** Sandy, Utah: TeachStream, c2002. 2 videocassettes (83 min.), 1 compact disc, 1 information sheet + 1 guidebook. SUMMARY: Introduces students at the **elementary level** students to the ways in which they can support the learning of all students of all abilities and of all cultural ethnic backgrounds at the elementary level. Part one reveals the need to change attitudes about learners and introduces the five E's of education: exposure, experience, high expectations, enduring understanding, and enthusiasm. Part two considers the remaining three E's through an examination of the understanding through reflection and performance assessment, and noting the importance of the teacher's own enthusiasm and passion to reach his/her students. Audience: Adult, Professional Development. **Booking #5510**

**NEW!** **All means all: what is it about me you can't teach [kit].** Sandy Utah: TeachStream, c2002. 2 videocassettes (84 min.), 1 compact disc, 1 information sheet + 1 guidebook. SUMMARY: The same as the previous title except it is geared towards **secondary level** students. Audience: Adult, Professional Development. **Booking #5511**

**Applications of brain-based research to second language education.** Seattle, WA: Teachers of English to Speakers of Other Languages, Inc., 1998. 1 videocassette (120 min.). SUMMARY: This TESOL 98 presentation introduces viewers to current brain research and its implications for second language learning. Explains the biological characteristics of the brain and considers how the brain's anatomical structures contribute to learning. Discusses such topics as procedural, episodic, semantic and sensory memory, factors that impact attention and how the brain works in figuring out patterns. Outlines six brain-based principles which teachers need to understand when working in the classroom. Four TESOL members, Neil Anderson, David Barker, Susan Foster Cohen and Padmini Sandkaran share their thoughts about the plenary session. Conference participants from Panama, Bolivia, the Dominican Republic and Mexico then question Mary Ann Christison about her work in brain-based research, multiple intelligences and second language acquisition. Audience: Professional Development. **Booking #8287**

**Being gifted.** [Canada]: Le Look Productions; Toronto: Visual Education Centre [distributor], 1994. 1 videocassette (29 min.) SUMMARY: Presents interviews with French-speaking students and teachers who discuss emotional, psychological and academic needs of gifted students. Shows how a number of Ontario schools including École Secondaire d'Hanmer in Hanmer, St. Monica School in York, College Samuel-Genest in Ottawa and École Ste-Marguerite-Bourgeoys in York is addressing these concerns. Students and teachers speak in French with English narration dubbed over, or with English language captioning. Audience: Senior 2 - 4, Professional Development, Educational Administration. **Booking #0359**

**The Brain and learning.** Alexandria, VA: ASCD, 1998. 4 videocassettes (105 min.) SUMMARY: Designed to introduce viewers to current brain research and its implications for teaching and learning. Program one examines the biological characteristics of the brain and how these physical functions result in learning. Discusses such topics as plasticity, the link between memory, emotion and attention, the relationship between pattern and memory, and the relationship between memory and programs. Program two describes four principles of brain compatible learning and shows how they complement each other in the classroom. Program three profiles the North East Independent School District of San Antonio, Texas and the Gilboa-Conesville Central School District of Gilboa, New York, detailing how the principles of brain research have been applied at the professional level to effect change at the school and district level. Program four provides a basic overview for parents on current brain research and its implications for education. Looks at such issues as enrichment activities in the home and how parents can become involved in their children's learning. Includes examples of teachers and students working in all curricula areas in all grades and includes interviews with researchers, teachers, administrators, students and parents. Audience: Adult, Professional Development. **Booking #7759**

**The Brain and reading.** Alexandria, VA: ASCD, 1999. 3 videocassettes (90 min.) + 1 facilitator's guide. SUMMARY: Designed to introduce viewers to the role the brain plays in reading and to the implications that this has for reading instruction. Program one examines the work of brain researchers and neuroscientists with respect to how we read and shows how principles of brain-compatible learning provide a framework for designing reading instruction in a variety of educational settings. Program two discusses reading strategies compatible with brain research that can be used in the elementary and lower middle school levels. Considers issues involved with reading, the development of a school environment that supports brain-based reading, its benefits to the students and what to consider as students progress to higher grades. Program three outlines strategies to be used with content area reading in upper middle years and high school classes and shows how teachers can help students who are experiencing difficulty with reading at these levels. Audience: Adult, Professional Development. **Booking #8347**

**Brain compatible learning [kit].** Salt Lake City, Utah: Video Journal of Education, 1994. 2 videocassettes (67 min.) + 1 sound cassette. SUMMARY: Uses a workshop format and discussions with teachers and administrators to introduce viewers to the philosophy and nature of brain compatible learning. Program one examines how the brain learns and considers the significance of patterns and mental programs in the learning process. As well, brain compatible elements that must be present if learning is to occur are discussed. Program two outlines the integrated thematic instruction model. Discusses such topics as the development of a year-long theme, monthly components, weekly topics, and key points. As well, the use of multiple intelligences theory and life skills are described. Audience: Adult, Professional Development. **Booking #0531**

**Bringing brain research into classroom practice [kit].** Salt Lake City, Utah: Linton Professional Development Corporation, 1997. 3 videocassettes (109 min.) + 1 sound cassette. SUMMARY: Designed to introduce viewers to current brain research and its implications for classroom teaching and learning. Program one looks at how the brain functions and describes a model of the three types of memory processes: sensory, short term and long term. As well, the impact on teaching practices is considered. Program two considers the theory of M-space or memory space and its effect on student memory. Explains how long term memory works and the ways in which teachers can help students learn. Program three discusses the rationale for an enriched environment that appeals to the brain, considers neuroplasticity and its role in intellectual development and examines children at risk for learning. Explores the need for a brain compatible classroom environment. Includes examples of classrooms at levels where teaching strategies enhance learning. Audience: Adult, Professional Development. **Booking #0658**

**Challenging the gifted in the regular classroom.** Alexandria, VA: Association for Supervision and Curriculum Development, 1994. 1 videorecording (50 min.) + guide. SUMMARY: Introduces viewers to strategies for differentiation of instruction in order to meet the needs of gifted and talented students within the regular implementation of control theory in the classroom. Details the four-step learning classroom. Examines what giftedness is, and explores the traits and needs of gifted learners. Demonstrates strategies at work with students in Michigan and Virginia public schools. Audience: Professional development. **Booking #3271**

**Constructivism.** Alexandria, VA: Association for Supervision and Curriculum Development, 1995. 2 videocassettes + 1 book + 1 facilitator's guide. SUMMARY: Designed to introduce viewers to the constructivist approach in education. Program one describes five principles of constructivism, showing how teachers are using this approach in a variety of classroom settings and considers its impact on curriculum and assessment. Program two takes a look at three schools that are working with the constructivist approach in education and considers the ways in which teachers and administrators can work together to create constructivist learning settings. Profiles the Genesee River Valley Project of the Dag Hammarskjold School No. 6 in Rochester, New York, the work of pre-service science teachers of the Center for Science, Mathematics and Technology Education, State University of New York (SUNY) at Stony Brook, New York and a biology project entitled, the Amazing Brain, from the Arkansas School for Mathematics and Sciences in Hot Springs, Arkansas. Audience: Adult, Professional Development. **Booking #0483**

**Control theory and responsibility training.** Sandy, Utah: Video Journal of Education, 1991. 2 videocassettes (50 min.). (Video journal of education: improving the quality of today's schools. Vol. 1; No. 3) SUMMARY: This program uses a workshop format and discussion with teachers and administrators to introduce viewers to control theory and responsibility training. Program one explores the concepts and principles of control, showing how educators can use the control theory of behaviour to enhance the lives of their students. Discusses how the needs of belonging, gaining power, having fun and being free relate to the emotions, glad, sad, mad and being afraid, and that school can build new behaviours which satisfies these basic needs. Program two examines the process and the four-stage time out concept. Describes how the cooperative learning strategy addresses the issues by control theory. Audience: Professional Development. **Booking #2892**

**Cooperative learning series. Special preview.** [Alexandria, VA]: Association for Supervision and Curriculum Development, 1990. 1 videorecording (25 min.) SUMMARY: Designed to introduce viewers to a 5-program cooperative learning series. Program 1 introduces cooperative learning, shows how teamwork and cooperation work in business and examines how cooperative learning helps students to become active, independent learners. Program 2 presents a step-by-

step process for planning and using cooperative learning in the classroom and describes ways to turn existing lesson plans into cooperative lessons. Indicates the three basic elements in any cooperative lesson. Program 3 explains and demonstrates the steps involved in teaching students the skills they need for effective small-group work. Program 4 describes three learning strategies through which teachers can create cooperative learning lessons for every grade level and subject area. Program 5 presents a teacher modelling the cooperative learning process in a 5<sup>th</sup> grade science lesson. Audience: Professional development. **Booking #4741**

**Differentiating instruction to meet the needs of all students [kit].** Elementary Level. Sandy, Utah: TeachStream Inc., c2002. 2 videocassettes (77 min.), 1 compact disc, 1 information sheet + 1 guidebook. SUMMARY: Program one defines and illustrates the six elements which comprise differentiated instruction, focusing on scenes of classrooms in a variety of curriculum areas where the first two elements: climate and knowing the learner are emphasized. Program two continues to provide classroom examples of differentiated instruction with emphasis on the elements of assessment, adjustable assignments, instructional strategies and curriculum approaches. Includes the participation of teachers and students from Isaac Brock School and Grosvenor School in Winnipeg School Division No. 1. Audience: Adult, Professional Development. **Booking #5474**

**Differentiating instruction to meet the needs of all students [kit].** Secondary Level. Sandy, Utah: TeachStream Inc., c2002. 2 videocassettes (85 min.), 1 compact disc, 1 information sheet + 1 guidebook. SUMMARY: Program one defines and illustrates the six elements which comprise differentiated instruction, focusing on scenes of classrooms in a variety of curriculum areas where the first two elements: climate and knowing the learner are emphasized. Program two continues to provide classroom examples of differentiated instruction with emphasis on the elements of assessment, adjustable assignments, instructional strategies and curriculum approaches. Includes the participation of teachers and students from Kelvin High School in Winnipeg School Division No. 1. Audience: Adult, Professional Development. **Booking #5475**

**Effective teacher teaming: secondary and elementary [kit].** Salt Lake City, Utah: Video Journal of Education, 1992. 2 videocassettes (54 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to the concept of teaming. Program one discusses the rationale for teaming, considers the benefits to teachers and students and describes four models of effective teaming practice. Program two discusses teaming with respect to issues of organization, decision making and problem solving, training, and curriculum integration. As well, secondary and elementary teaching teams are shown in teaching and planning situations. Audience: Adult, Professional Development. **Booking #0507**

**Encouraging motivation among all students [kit].** Salt Lake City, Utah: Linton Professional Development Corporation, 1996. 2 videocassettes (62 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to strategies to motivate all students to learn. Program one examines the three principles and four conditions of culturally responsive teaching. Also describes the norms, procedures, and structures associated with each. As well, practical examples of the four conditions are shown. Program two examines scaffolding, a method to plan and assess culturally-effective lessons. Also illustrates classroom strategies designed to provide culturally responsive teaching opportunities in the classroom. Audience: Adult, Professional Development. **Booking #0599**

**Exploring our multiple intelligences.** Alexandria, VA: Association for Supervision and Curriculum, 1997. 1 computer laser optical disk: sd., col., 12 cm. SUMMARY: Teaches the theory of multiple intelligences with interactive exercises in five lessons. Helps teachers personalize the education experiences for each of their students. Audience: Adult, Professional Development. **Booking #1677**

**Focus on thinking.** Salt Lake City, Utah: Video Journal of Education, c1993. 2 videocassettes (52 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to practical strategies by which they can assist their students to develop higher level thinking skills. Program one points out the importance of higher level thinking to effective learning and that students can learn about how they think. Emphasizes that thinking skills are taught across the curriculum and that effective strategies encourage student participation. Demonstrates the listen, sketch-draw thinking strategy in an English class at New Westminster Secondary School, New Westminster, British Columbia. Program two outlines and discusses connecting, processing and transforming thinking strategies, showing when each category is appropriate to meeting students' needs. Includes the participation of staff and students from English, mathematics and social studies classes of David Thompson Secondary School, Invermere, B.C., Jessie Wowk Elementary, Richmond, B.C., Stoney Creek Community School, Burnaby, B.C. and Windemere Elementary, Windemere, B.C. Audience: Professional Development. **Booking #0981**

**A Fresh look at cooperative learning.** Salt Lake City, Utah: Video Journal of Education, c1993. 2 videocassettes (57 min.) SERIES: Video journal of education: improving the quality of today's school. SUMMARY: Designed to introduce viewers to cooperative learning. Program one defines cooperative learning and discusses its five critical attributes. Considers research findings and concerns and misconceptions about cooperative learning as well as situations in which it is applicable and when it is not. Program two details specific steps and procedures in using cooperative learning in the classroom. Discusses class organization, implementation strategies, the nature of conflict in group work and how to deal with it. Also examines the training students must undergo to understand their roles, emphasizing that cooperative learning is important in learning interpersonal skills, individual accountability and the curriculum. Audience: Professional Development. **Booking #2922**

**The Heterogeneous classroom [kit].** Salt Lake City, Utah: Linton Professional Corporation, c1996. 2 videocassettes (79 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to the heterogeneous classroom. Program one considers the rationale for heterogeneity in the classroom, the elements necessary to create an educational climate and culture supportive of heterogeneity, and teaching strategies designed to encourage the development of a heterogeneous classroom. Program two explores how to create heterogeneous schools through the development of teaming and support structures. Audience: Adult, Professional Development. **Booking #0576**

**How are kids smart?: multiple intelligences (M.I.) in the classroom.** Administrators' version. Port Chester, NY: National Professional Resources, c1995. 1 videocassette (41 min.): sd., col. SUMMARY: Teachers must deal with diverse needs in the classroom. Applying the principles of M.I. may be a way for teachers to address these needs. The theory of M.I. states that humans possess a diversity of types and degrees intelligence and this program identifies and defines the seven forms of intelligence that are the basis of this theory. Administrators at a school in which this theory has been applied discuss its benefits and provide suggestions to other administrators for a successful utilization of this concept. Various methods of implementing M.I. in the classroom are enumerated and teachers speak of some successful approaches that they have used. Audience: Professional Development, Educational Administrators. **Booking #7794**

**How are kids smart?: multiple intelligences (M.I.) in the classroom.** Teachers' version. Port Chester, NY: National Professional Resources Inc., c1995. 1 videocassette (31 min.): sd., col. SUMMARY: The diverse needs of students in the classroom has been increased by the recent inclusion of special needs children in regular programs. Applying the principles of M.I. may be a

way for teachers to address these needs. The theory of M.I. states that humans possess a diversity of types and degrees of intelligence and this program identifies and defines the seven forms of intelligence that are the basis of this theory. Various methods of implementing M.I. in the classroom are discussed, teachers speak of the approaches that they have successfully used, and classrooms are shown where M.I. is the basis of instruction. Audience: Adult, Professional Development, Education Administrators. **Booking #7793**

**Howard Gardner answers.** [United States]: Into The Classroom Media; Toronto, ON: Kinetic Inc. [distributor], c1996. 1 videocassette (40 min.) SUMMARY: In this program, Howard Gardner responds to questions about multiple intelligences theory and its practical applications. Topics include right/left brain distinctions, correlations of intelligences, the distinctions between interdisciplinary, multi-disciplinary and metadisciplinary work, performance assessment and standardized testing, individualized education and the role of specialists and generalist teachers. Audience: Adult, Professional Development. **Booking #0480**

**Impacting teaching and learning with brain research [kit].** Elementary edition. Sandy, Utah: TeachSteam Inc., c2000. 3 videocassettes (104 min.): 2 compact discs, 1 information sheet + 1 guidebook. SUMMARY: Introduces viewers to current brain research and its implications for classroom teaching and learning at the elementary school level. Program one examines how brain research can be used to influence student learning and achievement. Program two describes how physiological and learning cycles affect the ability of students to learn. Program three points out that the learning brains of today's youth are different from those of the past and notes the impact that a variety of environmental factors have on the student's ability to learn. Audience: Adult, Professional Development. **Booking #1807**

**Impacting teaching and learning with brain research [kit].** Middle school edition. Sandy, Utah: TeachSteam Inc., c2000. 3 videocassettes (98 min.): 2 compact discs, 1 information sheet + 1 guidebook. SUMMARY: Introduces viewers to current brain research and its implications for classroom teaching and learning at the middle school level. Program one examines how brain research can be used to influence student learning and achievement. Program two describes how physiological and learning cycles affect the ability of students to learn. Program three points out that the learning brains of today's youth are different from those of the past and notes the impact that a variety of environmental factors have on the student's ability to learn. Audience: Adult, Professional Development. **Booking #1808.**

**Impacting teaching and learning with brain research [kit].** High school edition. Sandy, Utah: TeachSteam Inc., c2000. 3 videocassettes (93 min.): 2 compact discs, 1 information sheet + 1 guidebook. SUMMARY: Introduces viewers to current brain research and its implications for classroom teaching and learning at the high school level. Program one examines how brain research can be used to influence student learning and achievement. Program two describes how physiological and learning cycles affect the ability of students to learn. Program three points out that the learning brains of today's youth are different from those of the past and notes the impact that a variety of environmental factors have on the student's ability to learn. Audience: Adult, Professional Development. **Booking #1815**

**Inclusion.** Alexandria, VA: Association for Supervision and Curriculum Development, c1995. 3 videocassettes (83 min.) + 1 facilitator's guide. SUMMARY: Designed to introduce viewers to the principles and concepts of inclusion. Program one describes the three principles of inclusion, showing how four schools have successfully integrated special needs students into regular classrooms. Program two considers how educators create and apply strategies for learning with

special needs students, looking at such concerns as collaboration, methods of instruction, and skill development programs. Program three profiles three students with disabilities who have been integrated into regular classrooms: a third grader with multiple disabilities, a seventh grader with Down's syndrome and a twelfth grade student who functions academically at a grade three level. Includes participation of staff and students from Kilmer Elementary School in Port Coquitlam, British Columbia, Capital High School in Olympia, Washington, Miller Middle School in Marshalltown, Iowa and Solomon Elementary School in Chicago, Illinois. Audience: Adult, Professional Development. **Booking #0715**

**Instructional strategies for greater student achievement [kit].** Salt Lake City, Utah: Linton Professional Development Corporation, c1995. 2 videocassettes (63 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to teaching strategies that contribute to greater student achievement. Program one examines the rationale for shifting from traditional teaching practice, identifies and discusses four different student learning styles, and considers their impact on the classroom and the curriculum. Program two looks at four teaching strategies developed to complement student learning styles considering their benefits to both teachers and students as well as showing their application in a variety of educational settings. Audience: Adult, Professional Development. **Booking #0547**

**Integrating teaching models for secondary teachers [kit].** Sandy, Utah: Linton Professional Development Corporation, c1997. 1 videocassette (53 min.) + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to the integration of teaching models for secondary school teachers. Reveals how complexities in current teaching have contributed to the need for strategies that promote learning for all students. Teaching models examined are: cooperative learning, The Video Journal of Education, 1994. 2 videocassettes (55 min.) + 1 sound cassette + 1 guidebook, mind mapping, concept attainment, instructive thinking and academic controversy. As well, benefits and cautions to be considered in working with integrating strategies are explored. Audience: Adult, Professional Development. **Booking #0609**

**Learning differences: designing instruction with the 4MAT system.** Salt Lake City, Utah, c1994: 2 videocassettes (55 min.): + 1 sound cassette + 1 guidebook. SUMMARY: Uses a workshop format and discussions with teachers and administrators to introduce viewers to design instruction to meet the needs of all learners. Program one examines the 4MAT system, an educational approach that recognizes learning differences and shows as a result that students need to be taught in four individual styles. As well, the application of this approach to a variety of educational settings and curricula is detailed. Program two outlines the steps in instruction design for all age groups, using the 4MAT learning cycle. Also describes how the 4MAT system allows for teacher collaboration and cooperation. Audience: Adult, Professional Development. **Booking #0534**

**MI: intelligence, understanding, and the mind: an illustrated presentation.** [United States]: Into the Classroom Media; Toronto, ON: Kinetic Inc., c1996. 1 videocassette (ca 50 min.): sd., col. + 1 teaching guide. SUMMARY: Segment one discusses developments in cognition and intelligence. Segment two examines intelligence theory and testing, and the factors that led Howard Gardner to formulate his theory of multiple intelligences. Segment three outlines the eight intelligences, with segment four considering the applications and myths associated with multiple intelligences. Segment five details education for understanding as well as the obstacles encountered when they are taught and the ways in which educators can work with their students so that true learning can take place. Segment seven concludes with Howard Gardner's hope that teachers can begin to use the theory of multiple intelligences and the concepts and principles of understanding and learning in the classroom. Audience: Adult, Professional Development. **Booking #0479**

**Multiple intelligences: developing intelligences for greater achievement.** Salt Lake City, Utah: Video Journal of Education, c1995. 2 videocassettes (69 min.) + 1 sound cassette + guidebook. (Video journal of education: improving the quality of today's schools. Vol.4; no.7) SUMMARY: Program 1 examines a new definition of intelligence that extends beyond the traditional mathematical/verbal ability, and explores the seven intelligences of the multiple intelligences theory. Program 2 looks at how to work with multiple intelligences in the classroom setting. Suggests ways to incorporate multiple intelligences into lesson plans, and shows examples incorporating multiple intelligences at the primary and secondary levels. Audience: Professional Development. **Booking #2973**

**The Multiple intelligences series.** Alexandria, VA: Association for Supervision and Curriculum Development, c1995. 3 videocassettes (89 min.) + 1 book + 3 facilitator's guides. SUMMARY: Designed to introduce viewers to a study of multiple intelligences. Program one defines intelligence and examines Howard Gardner's theory of multiple intelligences. Demonstrates its use in various classroom settings. In a "key points to remember" conclusion, Howard Gardner emphasizes that his theory should never be used to label or group students. Program two examines how four schools are using a multiple intelligences perspective with their students. Schools profiled are: Expo for Excellence Elementary School in St. Paul, Minnesota, the Hart-Ransom Union School District in Modesto, California, Key School in Indianapolis, Indiana, and Lincoln High School in Stockton, California. Program three describes how the multiple intelligences theory can help today's students prepare for success in later life. Also suggest how its principles can be applied to the schools of the future. **Booking #0242**

**On tracking and ability grouping.** Bloomington, IN: Agency for Instructional Technology: Phi Delta Kappa, c1991. 1 videorecording (29 min.) (Schools of thought) SUMMARY: Introduces viewers to a number of current issues in American education. Considers the difficulties which educators are facing as they deal with tracking and ability testing of students from kindergarten through senior high. Suggests how curriculum change and developments in cognitive psychology can help the de-tracking process. Expresses the concern that de-tracking must become a fundamental re-invention of schooling and not just a passing fad. Audience: Professional Development. **Booking #4897**

**NEW!** **Optimizing intelligences: thinking, emotion & creativity.** Port Chester, NY: National Professional Resources, c1998. 1 videocassette (50 min.): sd., col. SUMMARY: This program, is divided into three segments, features host, professor and co-founder of the theory of emotional intelligence in conversation with three leading researchers and theorists, Howard Gardner, Daniel Goleman, and Mihaly Csikszentmihalyi. Describes how their theories about learning, intelligence and happiness are challenging traditional beliefs about thinking, emotion, and creativity, and what impact their research is having in our schools, mental health facilities and workplaces. Audience: Adult, Professional Development. **Booking #6550**

**Paired reading: positive reading practice.** [Edmonton, AB]: Northern Alberta Reading Specialists' Council; Kelowna, BC: Filmwest Associates, c1997. 1 videocassette (30 min.) + 1 pamphlet + 1 manual. SUMMARY: Designed to introduce viewers to paired reading practice. Segment one outlines the technique's philosophy, procedures and signals, discusses the roles of student and tutor, and emphasizes the need to read for meaning. Segment two reviews the elements of the paired reading approach and demonstrates its use with an elementary school student, a junior high student, and an adult learner. Audience: Adult, Professional Development. **Booking #0855**



**Teaching intelligent behaviours for thinking and problem solving.** Salt Lake City, Utah: Linton Professional Development Corporation, c1996. 2 videocassettes (100 min.) + 1 guidebook. SUMMARY: Designed to introduce viewers to the link between intelligent behaviours and the nature of thinking and problem solving. Program one discusses twelve intelligent behaviours, showing how they are used, often in combination, to solve problems. As well, their use in the classroom at all levels is demonstrated. Program two stresses the need for students to think for themselves and to develop problem-solving skills. Details, conditions required to promote a school environment where intelligent behaviours are taught and utilized. As well, intelligent behaviours are shown in a variety of classroom settings and the importance of community and parental support for this educational approach is noted. Adult, Professional Development. **Booking #0636**

**To do the same things: integration & inclusion of special needs students.** [Winnipeg]: Distance Education and Technology Branch, Manitoba Education, Training and Youth, c1993. 1 videorecording (25 min.) SUMMARY: Describes and illustrates strategies and techniques which are being used by schools in the St. Boniface and St. Vital school divisions to integrate special needs students into classrooms. Includes interviews with teachers, students and parents from General Vanier School, Shamrock School and Windsor Park Collegiate in St. Boniface School Division No. 4; and Dakota Collegiate and Lavallee School in St. Vital School Division No. 6. Audience: Professional Development. **Booking #4729, Video Duplication #VT-0149**

**Visual tools: from graphic organizers to thinking maps (Elementary ed.) [kit].** Salt Lake City, Utah: Linton Professional Development Corporation, c1999. 2 video cassettes (85 min.) + 1 sound cassette + 1 information sheet + 1 guidebook. SUMMARY: Designed for educators to learn about the importance of and need for visual tools in the elementary classroom. Program one examines the link between brain research and visual tools, showing how visual learning provides the patterns the brain seeks to make learning effective. Also examines the characteristics and functions of eight thinking maps and suggests ways to implement them in the classroom. Program two describes the use of thinking maps in a variety of disciplines including science, mathematics, history, reading and language arts and introduces computer software that assists in the design and creation of thinking maps. Emphasizes that the use of graphic organizers and other forms of visual learning have a role to play in the development of critical thinking skills and in the improvement of student achievement. Audience: Adult, Professional Development. **Booking #8738**

**Visual tools: from graphic organizers to thinking maps (Secondary ed.) [kit].** Salt Lake City, Utah: Linton Professional Development Corporation, c1999. 2 video cassettes (75 min.) + 1 sound cassette + 1 information sheet + 1 guidebook. SUMMARY: Designed for educators to learn about the importance of and need for visual tools in the secondary classroom. Program one examines the link between brain research and visual tools, showing how visual learning provides the patterns the brain seeks to make learning effective. Also examines the characteristics and functions of eight thinking maps and suggests ways to implement them in the classroom. Program two describes the use of thinking maps in a variety of disciplines including science, mathematics, history, reading and language arts and introduces computer software which assists in the design and creation of thinking maps. Emphasizes that the use of graphic organizers and other forms of visual learning has a role to play in the development of critical thinking skills and in the improvement of student achievement. Audience: Adult, Professional Development. **Booking #8741**

## WEBSITES

**Brain-Compatible Learning** (July 17, 2002). Produced by the Teacher Development Network, this site looks at brain centred learning, multiple intelligence and its educational implications. Includes research, stories, and other recommended resources.  
Web address: <http://members.tripod.com/~ozpk/brain.html>

**Brains.org** (August 21, 2002). Geared to educators, this site includes articles and information related to classroom application of the latest brain research.  
Web address: <http://www.brains.org/>

**NEW!** **Concept to Classroom: Tapping into Multiple Intelligences** (December 14, 2004). Concept to Classroom is an online series of professional development workshops covering current topics in education. The Multiple Intelligences section includes general information, such as the history and definition of this theory as well as its benefits and disadvantages. This interactive site also covers particular educational applications of the MI approach.  
Web address: <http://www.thirteen.org/edonline/concept2class/mi/index.html>

**Penn State University, Educational Systems Design** (August 22, 2002). The section on Howard Gardner includes articles, chapters in books, and video clips dealing with Gardner and the multiple intelligence theory.  
Web address: <http://www.ed.psu.edu/insys/ESD/Gardner/menu.html>

**NEW!** **SESD Multiple Intelligences** (December 21, 2004). Developed by the Saskatoon (East) School Division, this site is dedicated to putting the Multiple Intelligences theory into practice. It includes in-class activities and learning interactions, such as lesson plans and MI units arranged by grade and subject.  
Web address: <http://sesd.sk.ca/wblrd/>