Hello -

This Profile was compiled from The MIDAS questionnaire. The scales are based on the theory of multiple intelligences as described by Howard Gardner who defines intelligence as. "...an ability to solve a problem or create a product that is valued in your community."

The MIDAS Profile can be used to gain a deeper understanding of your skills/abilities and preferred learning style. This is not a test. These scores are not absolute. It is up to you to decide if these scores are a good description of your intellectual and creative life.

If your profile is lower than what you know to be true then you probably under reported your abilities. Factors that can lower scores are: modesty, self-criticalness, low self-esteem or depression. To verify this profile first review pages one and two by asking these questions and then create a Brief Learning Summary.

Page 1: Does this Profile accurately picture your general overall level of abilities?
Page 2: Are the subscales listed in an order that matches your strengths and weaknesses?
Page 3: Create your personal Brief Learning Summary

1. **Main Areas**: List the 8 main scores from high to low. Put the two strengths at the top, then the two lowest scales at the bottom and the others in the middle. You may spread out the scales that are far apart and put close together those that are alike in strength.

2. **Specific Areas**: From page 2, write in the 5 highest and 5 lowest subscales in the same way as for main scales.

3. **Preferred Activities**: Describe actual activities you do the most or the best. For example, "played the trumpet for 5 years." Also, from the bottom of page 1 write in the highest of the intellectual style scales (Leadership, General Logic, Innovation). These indicate if you tend to be more inventive, practical or social in your problem solving skills.

Validate this summary by discussing it with people who know you well and also compare it to other test results, class grades, jobs you have held and feedback you have received from other people.

Now you may review The MIDAS scale descriptions, *Multiple Intelligences in Daily Life* and the *Stepping Stones* workbook to learn how the different intelligences are used to be successful. Additional information is available from the author regarding educational and career planning.

Branton Shearer, Ph.D.
The MIDAS
Brief Learning Summary

Name: ___________________________  Date: __________  # _________

The following Profile was compiled from data provided by you. It represents areas of strength and limitation as described by you. This is preliminary information to be confirmed by way of discussion and further exploration.

<table>
<thead>
<tr>
<th>MAIN AREAS</th>
<th>SPECIFIC SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MIDDLE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LOW</strong></td>
<td></td>
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</tbody>
</table>

Preferred Activities:
THE MIDAS SCALES

Musical: To think in sounds, rhythms, melodies and rhymes. To be sensitive to pitch, rhythm, timbre and tone. To recognize, create and reproduce music by using an instrument or voice. Active listening and a strong connection between music and emotions.

Vocal Ability: a good voice for singing in tune and in harmony
Instrumental Skill: skill and experience in playing a musical instrument
Composer: makes up songs or poetry and has tunes on her mind
Appreciation: actively enjoys listening to music of some kind

Kinesthetic: To think in movements and to use the body in skilled and complicated ways for expressive and goal directed activities. A sense of timing, coordination for whole body movement and the use of hands for manipulating objects.
Athletics: ability to move the whole body for physical activities such as balancing, coordination and sports
Dexterity: to use the hands with dexterity and skill for detailed activities and expressive moment

Logical-Mathematical: To think of cause and effect connections and to understand relationships among actions, objects or ideas. To calculate, quantify or consider propositions and perform complex mathematical or logical operations. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving.
Everyday Math: to use math effectively in everyday life
School Math: performs well in math at school
Everyday Problem Solving: able to use logical reasoning to solve everyday problems, curiosity
Strategy Games: good at games of skill and strategy

Spatial: To think in pictures and to perceive the visual world accurately. To think in three-dimensions and to transform one's perceptions and re-create aspects of one's visual experience via imagination. To work with objects effectively.
Space Awareness: to solve problems of spatial orientation and moving objects through space such as driving a car
Artistic Design: to create artistic designs, drawings, paintings or other crafts
Working with Objects: to make, build, fix, or assemble things

Linguistic: To think in words and to use language to express and understand complex meanings. Sensitivity to the meaning of words and the order among words, sounds, rhythms, inflections. To reflect on the use of language in everyday life.
Expressive Sensitivity: skill in the use of words for expressive and practical purposes
Rhetorical Skill: to use language effectively for interpersonal negotiation and persuasion
Written-academic: to use words well in writing reports, letters, stories, verbal memory, reading / writing

Interpersonal: To think about and understand another person. To have empathy and recognize distinctions among people and to appreciate their perspectives with sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances.
Social Sensitivity: sensitivity to and understanding of other people's moods, feelings and point of view
Social Persuasion: ability for influencing other people
Interpersonal Work: interest and skill for jobs involving working with people

Intrapersonal: To think about and understand one's self. To be aware of one's strengths and weaknesses and to plan effectively to achieve personal goals. Reflecting on and monitoring one's thoughts and feelings and regulating them effectively. The ability to monitor one's self in interpersonal relationships and to act with personal efficacy.
Personal Knowledge / Efficacy: awareness of one's own ideas, abilities; able to achieve personal goals
Calculations: meta-cognition "thinking about thinking' involving numerical operations
Spatial Problem Solving: self awareness to problem solve while moving self or objects through space
Effectiveness: ability to relate oneself well to others and manage personal relationships

Naturalist: To understand the natural world including plants, animals and scientific studies. To recognize, name and classify individuals, species and ecological relationships. To interact effectively with living creatures and discern patterns of life & natural forces.
Animal Care: skill for understanding animal behavior, needs, characteristics
Plant Care: ability to work with plants, i.e., gardening, farming and horticulture
Science: knowledge of natural living energy forces including cooking, weather and physics

Intellectual Style

Leadership: To use language effectively to organize and solve interpersonal problems & goals.
Innovative: To work in artistic, divergent and imaginative ways. To improvise and create unique answers, arguments or solutions.
General Logic: To deal with problems in an intuitive, rapid and perhaps unexpectedly accurate manner... to bring together a wide amount of information and to make it part of a general and effective plan of action.
Hello!

The MIDAS assessment provides information to help students understand themselves better so they may successful in life as well as in school. After the Brief Learning Summary has been created you should review it carefully to determine if it is accurate. Students and parents often have differing views and so it is important that you use the MIDAS Profile as a means of having an understanding and respectful discussion. It is O.K. to agree to disagree about the results.

This MIDAS Profile indicates areas of skill, knowledge and disposition as reported by the individual or parent. These scores represent the approximate level of development in each area at the present time. All of these abilities may be improved over time and with effort and guidance. To determine the accuracy of The MIDAS Profile use the form on the next page and follow these steps:

First, look over the MIDAS Profile and make note of high and low areas. You will want to become familiar with each area by reading the information in this packet.

Second, ask yourself, family member or a close friend if they agree with these areas of strength and weakness.

Third, compare this Profile to other sources of information such as:
- feedback from teachers and other knowledgeable adults
- other test results
- grades in school subjects and projects
- after school and weekend activities

Fourth, discuss all this information with the student and if necessary revise the Brief Learning Summary to create a Verified Profile that better represent what the student is really capable of doing.

You are now ready to use the verified MIDAS Profile to make plans to increase intellectual development, achieve better performance in school and to promote personal satisfaction and greater fulfillment. Completion of the activities in this Workbook will result in a greater appreciation for the student's strengths and how these can be activated and used to create workable plans for enhanced development.
### Multiple Intelligences In Daily Life

**Branton Shearer, Ph.D.**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Study Skills</th>
<th>Just for Fun</th>
<th>School Major</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Musical</strong></td>
<td>Singing, listening, playing instruments</td>
<td>Rhyme, rhythm, song, lyrics, repetition, sing it with gusto!</td>
<td>Hum, sing, drum, rhyme, compose, strum, whistle</td>
<td>Band, Vocal, Composing, Choral, Orchestra</td>
</tr>
<tr>
<td><strong>Kinesthetic</strong></td>
<td>Sports, dance, handicrafts, jogging, acting, mime, dexterity</td>
<td>Gestures, write large 3x, act it out, dramatize it, make models</td>
<td>Wrestle, touch football, soccer, magic tricks, juggle, dance</td>
<td>Recreation, Dance, Leisure, Fitness, Physical Ed.</td>
</tr>
<tr>
<td><strong>Linguistic</strong></td>
<td>Speaking, reading, writing, story telling, poetry</td>
<td>Note talking, checklist, outline, tape record, teach</td>
<td>Word play, poetry, story telling, lyrics, read aloud</td>
<td>Journalism, Education, Sociology, Literature</td>
</tr>
<tr>
<td><strong>Logical / Math</strong></td>
<td>Calculating, investigation, problem-solving, strategy, logic</td>
<td>Question, categorize, explain, analyze, compare</td>
<td>Chess, mysteries, challenges, puzzles, computers</td>
<td>Engineering, Accounting, Medicine, Computers, Science</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>Map reading, artistic design, crafts, mechanical</td>
<td>Watch, mind-map it, visualize, colorize notes, cartooning.</td>
<td>Doodling, photography, modeling, clothing design</td>
<td>Architecture, Engineering, Aviation, Graphic Design</td>
</tr>
<tr>
<td><strong>Inter-Personal</strong></td>
<td>Empathy, leadership, manage relationships</td>
<td>Study groups, teach it to someone, role playing discuss</td>
<td>Team games, sports, chatting, helping, volunteering</td>
<td>Ministry, Public relations, Management, Nursing</td>
</tr>
<tr>
<td><strong>Intra-Personal</strong></td>
<td>Personal knowledge, opinions, judgment, self-direction, goal</td>
<td>Test yourself ask why important to me, what do I know now</td>
<td>Reflection time, surveys, planning life goals, journals</td>
<td>Creative Writing, Philosophy, Psychology, Leadership</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Understanding animals, working with plants, science</td>
<td>Use your senses, observations, metaphors</td>
<td>Train a pet, fish tanks, nature hikes, plant flowers</td>
<td>Biology, Ecology, Horticulture, Zoology</td>
</tr>
</tbody>
</table>

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Self Reflection
on Brief Learning Summary

The areas on the Summary that I think are too high or low are:

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>OK</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>Linguistic</td>
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<tr>
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<tr>
<td>Logic-math</td>
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<tr>
<td>Intrapersonal</td>
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<tr>
<td>Interpersonal</td>
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Overall, I think the Profile is: **OK**____ **Too high**____ **Too Low**____ **Mixed up** _____

My ___________________________ scale **surprises** me because . . .
__________________________________________________________________
__________________________________________________________________

My ___________________________ scale **puzzles** me because . . .
__________________________________________________________________
__________________________________________________________________

What I **learned** about myself by completing this assessment is . . .
__________________________________________________________________
__________________________________________________________________

Other Comments:
Careers Associated with The Multiple Intelligences

Musical:
- music teacher  - instrumentalist  - singer  - disc jockey
- song writer  - music critic  - choir director  - composer
- sound engineer  - recording technician  - manager / promoter

Kinesthetic:
- athlete  - rodeo rider  - acrobat  - jockey
- actor  - clown  - equestrian  - juggler
- magician  - craftsperson  - dancer  - coach
- stunt man  - gymnast  - aerobics teacher  - physical therapist
- sports trainer  - choreographer  - surgeon  - drama coach
- manual laborer  - building trades  - assembler

Linguistic:
- writer, poet  - journalist  - storyteller  - teacher
- manager  - supervisor  - lawyer  - public relations
- playwright  - editor  - salesperson  - reporter
- interpreter  - translator  - librarian  - proof-reader

Logical-mathematical:
- bookkeeper  - records clerk  - accountant  - financial services
- lawyer, paralegal  - inventory control  - electrical engineer  - systems analyst
- statistician  - biologist  - researcher  - computer programmer
- chemist  - investment broker  - pharmacist  - mechanical engineer

Spatial:
- landscape designer  - interior designer  - architect  - advertising
- navigator  - artist  - craftsperson  - seamstress, tailor
- drafting  - mechanic  - builder  - engineer
- graphic design  - photographer  - fashion designer  - surveyor
- set designer  - urban planner  - cartographer  - carpenter, builder
- film editor  - makeup artist  - hairdresser  - commercial artist
- sign painter  - furniture restorer  - geographer  - pilot

Interpersonal / Intrapersonal:
- teacher  - counselor  - actor  - child care
- salesperson  - politician  - secretary  - nurse
- coach  - social worker  - consumer services  - lawyer
- homemaker  - probation officer  - recreation aide  - manager
- receptionist  - clergy  - psychologist  - waiter/waitress

Naturalist:
- animal trainer  - farmer  - fisherman  - hunter
- astronomer  - culinary science  - forester  - doctor
- scientist  - biologist  - veterinarian  - meteorologist
- naturalist  - guide/tracker  - physicist  - greenhouse
Multiple Ways to Study With Success

Learning new information can occur easily or may require great effort. There are many factors that influence successful memorization and the acquisition of new skills. Generally, there is no avoiding the fact that learning requires attention, concentration and effort but some things are learned more easily than others. **How** we choose to study can make a great difference. Understanding that there are many ways to study and to practice new skills can help you to create an effective study plan that fits your unique approach and the goals of the task.

The Multiple Intelligence Profile can provide useful clues as to which strategies may be the most effective for you. Your highest Profile scores are often your best developed abilities and will facilitate new learning. There is no one **right way** to study, however, so be creative and try to use a full range of intellectual resources and materials to maximize your processing of the new information.

The following study strategies may be reviewed after your Profile and an approach selected that best matches the requirements of the material to be learned. A key to successful learning is **motivation** and choosing the strategies that will boost your interest, sustain concentration and spark your curiosity and imagination will be the best. Remember that even the hard work of learning can be fun when you make it fun. Good luck!

**Linguistic**
"I can use Linguistic activities to learn anything! I will read everything in the book carefully. I will listen especially to explanations and write detailed notes which I can then rewrite and translate them into my own words. I will pick out key words to memorize. I will build my vocabulary. I will learn the meaning of words that confuse me. I can use a tape recorder to help me study by talking out loud and then listening to the recording. I can make up a story. I can create a rhyme to help me remember. I can talk to someone about what I'm trying to learn. and try to teach or convince or sell them this new information. I will write a checklist of everything I need to know. I can make an outline of the information."

**Spatial**
" I can use my Spatial, imagination and artistic abilities to learn anything! I can organize my notes on the page in a clear design. I can use "mapping" to visually arrange new information. I can use different colored pens, markers, paper or notebooks. I will visualize real life situations involving the information. I can do some drawing or building before reading to warm-up my brain. I can picture myself knowing how to use the new information very well on a test or project. I will look to see how the whole problem works from beginning to end and then break it down into chunks and pieces. I can use doodles, drawings or other symbols to help me to memorize things. I can make cartoons or a video tape to explain complicated stuff and practice skills. I can ask someone to show me how it works while I watch carefully."

**Kinesthetic**
"I can use my Body to learn anything! I can try moving around while I study. I can take movement breaks or walk while I study my notes. I can manually write out the information over & over. I can "do it" not just talk about it. I can get a feel for it and follow hunches. I can physically sort out my notes and rearrange the information using note cards. I will practice, practice and practice. I will try to imitate exactly how someone else does it. I can find ways to act out or dramatize the information. I can play make believe and pantomime it. I can invent gestures to describe what I'm learning. I can tinker with it and build a model. "
**Logical-mathematical**

"I can use my Logical skills to learn anything! I can use logic to find explanations for how things work. I can create detailed plans about connections and relationships between things. I can seek out solutions like a detective. I can make a game and challenge myself to find a more efficient and better way to study. I can test myself and analyze my mistakes. I can count my errors and chart my progress. I can tackle a problem in an orderly way: first things first. I can often ask WHY and HOW. I can outline the logical pattern of the information and determine what's most important and least. I will wonder about the possibilities and test out answers."

**Interpersonal**

"I can use my Interpersonal skills to learn anything! I can try real hard to understand what the teacher wants me to be able to do and what to know. I will "read his mind" and then check it out to see if I am right. I will ask 2 or 3 people in the class or a friend what I am supposed to know. I will ask the student who is a whiz to explain it to me. I will have fun "playing the role" or the person who is an expert. I will lead a "study group". I will talk to a best friend on the phone and we'll study it together. I will do my best to teach the new information to someone else and then have them teach it back to me. I will be my own best cheerleader while I am learning something real hard. I will remind myself that someone important is counting on me to do my best. I will try to sell or persuade someone that I am an expert. I will dramatize the information."

**Intrapersonal**

"I can use my Intrapersonal skills to improve my learning in anything! I can first ask myself, "What do I already know about this?" and "Why is this information important to me? How does it fit in my life and my future? Will I ever need to know or use this?" I can slow down my practice or study process to find and correct my mistakes or misunderstandings. I will review my work often and ask myself, "What did I just learn? Is it important to know and remember?" As I study a new subject I will remind myself of what my learning strengths and try to use them to learn. If I become discouraged or frustrated or sidetracked I will think of ways to focus my thoughts and think positive. I will learn to test myself to discover if I am learning. I will not put myself down because of my weaknesses. I will find ways to boost my self-confidence and not give up. I will use positive -self talk when solving problems. I will remind myself that I am my own best teacher. I will check out my new learning with teachers or parents to be sure I have studied correctly."

**Musical**

"I can use my Musical skills to learning anything! I can play familiar or relaxing music before or during my study time. I can make up fun rhymes or lyrics using new information I must memorize. I will listen for rhythms and sound patterns in explanations. I energize my brain to study when I'm tired with strong music. I can hum to myself as I do my work. I can take musical breaks. I can make a DJ tape using the new information with appropriate music. I can look for music that pertains to what I must study."

**Naturalist**

"I can use my Naturalist skills to improve my learning in anything! I can first observe carefully by using my senses to watch, listen, touch, smell and maybe even taste the new information. I can record and then organize all this data into a system that makes sense to me. I might make separate lists, use a graph, collage, mobile or "mind-map" to show relationships and connections between the different parts. I can follow a hunch then test it out. I can build or imagine a living model. I can think of animal metaphors and symbols for the new information to help me relate to it. I can discover how this information fits into the natural world scheme of plants, animals and human life. I can see how things have developed over time and look for growth, change and the evolution of ideas and products. I can imagine that I am a hunter tracking down the answers by following signs and footprints. I can imagine that I am gathering food for my mind so my brain won't starve. I can imagine that I am cultivating a garden or raising the next generation of good ideas."
College Majors

Selecting the right major course of study in college can be confusing because it's not always clear what skills are required for success. The following breakdown of majors according to the dominant intellectual skill required is offered as a brief representative sample to help you to interpret your multiple intelligence profile. Keep in mind that no class requires skill in only one area, in fact, the more forms of intelligence you bring to class projects and studying will enhance your overall performance. Many majors require a combination of two or more intelligences but will emphasize one over another.

Your two highest MI scale scores may guide you into an area where your chances for success will be the greatest.

Linguistic

Most college majors require considerable skill in reading and writing. Some courses will emphasize public speaking and interpersonal communication while others will not. The following majors put particular emphasis on Linguistic ability and involve extensive reading and good writing skills.

- Literature
- Journalism
- History and World Cultures
- Creative Writing
- Philosophy
- Foreign Languages
- Sociology
- Law

These major areas of study put interpersonal communication and public speaking at a premium.

- Literature
- Teaching
- Speech pathology
- Business Management
- Ministry

Logical-Mathematical

Most college course work requires considerable skill in logical thinking and analysis / synthesis of ideas. While advanced math skills are not always demanded in individual classes, certain programs of study require the successful completion of math classes. The following areas require well-developed skill in mathematics, complex problem-solving and analytical reasoning.

- Computer Science
- Economics
- Mathematics
- Chemistry
- Engineering
- Physics
- Sciences
- Accounting
- Medicine
- Philosophy
- Accounting

Spatial

Skill in Spatial visualization is important in some areas of study while not in others. It can probably be used to increase your performance in just about any class, but the following majors place particular emphasis upon it.

- Visual Arts
- Architecture
- Environmental Design
- Fashion Design
- Sciences
- Engineering
- Geography
- Advertising
- Aviation
- Photography
- Urban Planning
- Graphic Arts
**Kinesthetic**

Most academic college majors do not require skill in physical ability but the following areas do.

- Dance - Recreation - Leisure Studies - Athletics - Physical Therapy
- Drama - Fitness - Physical Education - Health Sciences - Dance Therapy

**Musical**

Most college majors do not require musical ability except for the following where it is of obvious importance.

- Orchestration - Choral - Music Theory - Band - Conducting
- Voice - Musical Theater

**Interpersonal**

Interpersonal intelligence can enhance successful class performance in many ways but many academic majors do not require advanced skills. The following areas require higher than average interpersonal understanding and effectiveness.

- Teacher Education - Business Management - Ministry - Speech Pathology
- Child Development - Counseling Psychology - Human Services - Nursing
- Criminal Justice - Marketing & Sales - Public Relations - Drama

**Intrapersonal**

Intrapersonal intelligence can facilitate success in almost any endeavor but for many activities great skill is not essential. It is important however to those activities that require introspection, expressing your own opinions and describing your personal experience.

- Creative Writing - Philosophy & Theology - Psychology - Leadership & Teaching - Aviation

**Naturalist**

Naturalist intelligence is especially important for study in the sciences where the goal is to describe, understand and interact effectively with the natural world and living things.

- Biological science - Geology - Environmental Studies - Zoology
- Physical science - Human Biology - Organic Chemistry - Meteorology
- Animal Behavior - Medicine - Agriculture - Forestry