Multiple Intelligences and Alternate Learners

Armstrong, Thomas. (2000). *In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences*. **New York, NY: Tarcher Books.** *Resources to help harness multiple intelligences in a child.*

Armstrong, Thomas. (2002). *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences.* **Minneapolis, MD: Free Spirit.** *Helps children identify strengths and make the most of their talents. Ages 9-12.*

Dweck, Carol. (2006). *Mindset: The New Psychology of Success*. **New York, NY: Random House.** *Describes how positive attitudes about self-improvement lead to personal growth.*

Eide, Brock and Fernette Eide. (2006). *The Mislabeled Child: Looking Beyond Bahavior to Find the True Sources - and Solutions - for Children's Learning Challenges*. **New York, NY: Hyperion.** *A broad, scholarly reference written for parents, teachers, and educated child-care professionals.*

Gardner, Howard. (2006). *Five Minds for the Future*. **Boston, MA: Harvard Business School Press.** *Author describes "mindsets" to help with complex decision making.*

Gardner, Howard. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. **New York, NY. Basic Books.** *Describes how intelligence is seen in many forms beyond what is measured by "IQ."*

Gardner, Howard. (2006). *Multiple Intelligences: New Horizons*. **New York, NY: Perseus Books.** *Up- to-date account of multiple-learning research.*

Lerner, Stephanie F. (2005). *Kids Who Think Outside the Box: Helping Your Unique Child Thrive in a Cookie-Cutter World*. **New York, NY: AMACOM.** *Supports focusing on children's strong points.*

Levine, Mel. (2002). *A Mind At a Time*. **New York, NY: Simon & Schuster.** *Focuses on the different types of minds there are in children and how to educate them.*

Pohlman, Craig. (2008). *Revealing Minds: Assessing to Understanding and Support Struggling Learners*. **San Francisco, CA: Jossey-Bass.** *An optimistic book that goes beyond labels and categories to help readers understand their students' complete learning profiles and create useful learning plans.*