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EDG-6666

### Week 2 Discussion Question

When reading Chapter Three in our text, I found the historical development of the theories on intelligence quite interesting; however, when reading about the Triarchic Theory I was reminded of something I learned about at one of our gifted conferences here in Alabama. The Schoolwide Enrichment Model (SEM) poses three traits converging in a form of a three-circled diagram, also called Renzulli's Model. The three circles composed of the traits, "Above Average Ability, High Task Commitment, and High Creativity". Gifted behavior reportedly occurred where the three traits converged (Gibson & Efinger 2001). Upon further research, I realized there are close similarities of the two ideas. The Triarchic Theory also closely matches my own ideas on intelligence.

The Triarchic Theory proposed by Robert Sternberg states that there are three abilities: analytical, creative, and practical. "His triarchic theory contends that intelligent behavior arises from a balance between analytical, creative, and practical abilities and that these abilities function collectively to allow individuals to achieve success within particular socio cultural contexts (Cairnes & Stephens 2008). It is interesting to note that this theory would work within any social context. This idea is interesting because many theories of intelligence are applicable to a certain socio-economic or socio-cultural contexts; I believe the Triarchic Theory could be used in the remote jungles of South America and the finest schools in the United States. Furthermore, it works within any career or profession. Last week Ashley Bloodsworth responded in her post, "People who are highly educated (i.e. Doctors) are considered intelligent when they express a deep knowledge of the area in which they studied, but they may not have as broad a knowledge base as another "less educated" individual who has a wider world view and understanding of the parts of life you cannot learn from a book." I agreed with her view and I believe this also backs up the Triarchic Theory proposed by Robert Sternberg.

Last week when responding to the discussion board activity, "Think about the most intelligent person you know. This person could be a child or an adult (a student, a teacher, a friend, or yourself!). Now write a

list of the characteristics that make you think that this person is intelligent. Then finish this sentence:

"Intelligence is..." I stated:

The most intelligent person I know is:

Adaptive

Able to quickly understand

Able to explain and communicate ideas

Aware of environment

Imaginative and clever

Intelligence is the ability to quickly understand, adapt, and use imagination while being aware of the environment, so ideas may be communicated clearly.

The Triarchic Theory supports my original view of intelligence. When one quickly understands and adapts to new situations, they must use "analytical skills". To be imaginative and clever, one must be "creative". Finally, to aware of the environment and communicate clearly with those present one must possess "practical abilities". In chapter 2 (Cairnes & Stephens 2008) the authors write that the tests used to measure intelligence emphasize intellectual knowledge and analytical skills; however, they ignore the creative and practical abilities.

As stated earlier, I saw similarities between the Triarchic Theory and the Schoolwide Enrichment Model (SEM). The three areas correspond in that the areas seem to have likenesses. For example above average ability (SEM) appears be related to analytical skills in the Triarchic Theory. The creativity component of SEM is directly the same as creative in the Triarchic Theory. Finally, task commitment in SEM is certainly a practical ability. Even though there are missing elements of the Triarchic Theory in SEM it bears a strong resemblance. In a Gifted Child Today 2002 article Renzulli and Reis talk about SEM and they stated that, "The foundation of the SEM is a broadened conception of human potential called the Three-Ring Conception of Giftedness (Renzulli, 1978, 1986)."

Regardless of the ideas one holds in the field of Intelligence Theory, it can be said that there are intricacies of the human mind and intellect that cannot be fully understood. I find the Triarchic Theory both interesting and convincing both because of prior experience with the Schoolwide Enrichment Model and my previous stated ideas on intelligence.

Gibson, S., & Efinger, J. (2001). Revisiting the Schoolwide enrichment model--An approach to gifted programming. *Teaching Exceptional Children*, 33(4), 48.

Karnes, F.A., & Stephens, K.R. (2008). *Achieving excellence: Educating the gifted and talented*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Renzulli, J. S., & Reis, S. M. (2002). What is schoolwide enrichment. *Gifted Child Today*, 25(4), 18-25.

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