

Abstract

The aim of this research is to explore construction of multiple intelligences environment in schools for students with special education needs. Based on the theory of multiple intelligences, instructional processes and outcomes are included to understand the beneficial conditions and problems faced by teachers when schools attempted to apply the multiple intelligences theory. Issues of teacher professional development and autonomy, as well as reflection and recommendations of instructional innovations as a result of the implementation process are also presented.

To fulfill these research purposes, this study used case study method as conduct of inquiry. The field study was conducted mainly through interview, observation, and questionnaire. In addition, design and implementation of multiple intelligences activities were undertaken so as to understand the actual situation happened at the schools under study. The conclusions are listed as follow:

A. Implementation Process and Teacher Outcomes

1. Collaborate to formulate school vision;
2. Respect students' individual differences and design of suitable curriculum, evaluation is still waiting to be developed;
3. Provide learning environment for self-exploration; develop students' ability in self-learning; however, due to limited resources, have to come up with other plans
4. Enhance students' learning motivation; make students want to learn, know how to learn and love to learn; have positive impact on teachers' instruction;
5. Build Channels for family-school collaboration.

B. The reality of Teachers' Professional Development and Autonomy

1. Explore the format of implementation collaboratively; build professional development culture;
2. Teachers have professional development and autonomy

C. Beneficial Conditions and Problems needed confrontation

1. Build common ideal;

2. Identify with school's line of reform; eager to participate, collaborate, and construct knowledge;
3. Support and endorsement from the leadership; provide necessary professional development and autonomy to teachers
4. Utilize outside advice effectively

Recommendations for special education teachers and schools of similar studies are made in accordance with the conclusions of this study. Recommendations on how to apply the theory of multiple intelligences for teaching are also made for similar institutes as well as for future studies.