

2012

## Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education

Mark Pearson

University of Notre Dame Australia, Mark.Pearson@nd.edu.au

Follow this and additional works at: [https://researchonline.nd.edu.au/arts\\_conference](https://researchonline.nd.edu.au/arts_conference)



This conference paper was originally published as:

Pearson, M. (2012). Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education. *BeyondSCAPE: Possibility and necessity in counselling and psychotherapy education*.

This conference paper is posted on ResearchOnline@ND at [https://researchonline.nd.edu.au/arts\\_conference/36](https://researchonline.nd.edu.au/arts_conference/36). For more information, please contact [researchonline@nd.edu.au](mailto:researchonline@nd.edu.au).



## BeyondSCAPE:

*Possibility & necessity in counselling & psychotherapy education*

Sydney 26 – 27 May, 2012

### **Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education.**

Mark Pearson *Arts & Sciences - The University of Notre Dame Australia*

#### **Abstract**

In the wake of the movement in the field of counselling towards integrative and eclectic practice the search for unifying theories continues. Gardner's theory of multiple intelligences (MI), only recently applied to the field of counselling, has a contribution to make in evolving a framework for eclecticism. MI theory may also have a particular contribution to make towards helping counsellors strengthen the therapeutic alliance and enhance flexibility in responding to clients' needs. Gaining an understanding of clients' preferred cognitive and communication styles, or 'intelligences', enhances an ability to tailor treatment. This presentation argues that increases in the therapeutic alliance and foundations for eclecticism could emerge from using MI theory and practice, and holds new possibilities for counsellor education.

**Mark Pearson** is a lecturer in Counselling and Counselling Practicum Coordinator at the University of Notre Dame Australia, Fremantle. He is also the Director of the Expressive Therapies Institute of Australia, and is currently completing PhD research on the contributions multiple intelligences theory may hold for counselling. He is the author of eight books, including *Emotional Healing & Self-Esteem*, *Emotional Release For Children*; *Sandplay & Symbol Work* and *Using Expressive Arts Therapies*. See more at [www.markpearson.com.au](http://www.markpearson.com.au)

Email: [mark.pearson@nd.edu.au](mailto:mark.pearson@nd.edu.au)

Phone: 0419 492 713

Postal: PO Box 783 South Fremantle WA 6162

## **Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education.**

### **Introduction**

This paper discusses three theories and approaches that can shed light on each other in a way that can advance understanding of counselling processes. One, developed within educational psychology and first published in 1983, is Howard Gardner's theory of multiple intelligences (MI) (Gardner, 1983, 2006). The next could be seen as a therapeutic approach in search of a theory: eclecticism, a trend that has been developing for over 70 years (Lampropoulos, 2000). The other is a collection of theoretical views of the therapeutic alliance (TA), that have evolved throughout Western psychotherapy, first appearing in 1912 in Freud's early work (Elvins & Green, 2008). The implications from bringing together these theories may provide a foundation for integrative or eclectic decisions in therapy and for decisions in the training of counsellors. Both MI and TA theories are flexible and highly useful, and usefulness is at the heart of eclectic approaches.

### ***Flexibility of response in the therapeutic relationship***

Hansen (2006) argued that postmodern thought can use theories in a more flexible way that provides expanded usefulness in supporting joint meaning-making between counsellor and client. The counsellor no longer must maintain allegiance to a particular theory, but have as a priority to co-construct meaning within the therapeutic relationship and adapt processes in the light of what has a useful impact on counselling objectives (Hansen, 2006).

The movement towards "psychotherapy integration" has seen increased interest in trans-theoretical research and building a body of psychotherapeutic knowledge that applies more directly to the daily practice of therapists (Silverman, 2000, p. 312). This movement brings increased research focus on the core ingredients of therapy, such as the TA and client expectancies.

Without reference to research, counsellors' beliefs and assumptions may become fixed over time, reducing openness to a client's unique experience, characteristics and wishes (Cooper, 2010). However, most research into therapy is designed to explore generalities about clients' experiences. The more research has to generalise, the more findings may not be relevant or helpful for particular clients. Nonetheless, there is a need to tailor therapeutic practices to suit specific clients (Cooper, 2010). Therefore the overarching question is

whether there can be research-based theories that attract counsellors to move beyond their own beliefs and biases and to encompass flexibility in responding.

While comparative outcome studies on the effectiveness of a variety of theoretical and practical orientations “almost invariably find that they are of about equal efficacy” (Cooper, 2010, p. 187), different kinds of clients may benefit from different kinds of therapy (Lyddon, 1989). Matching counsellors and clients in terms of cognitive and attitudinal styles results in more positive subjective ratings of counsellors by clients (Fry & Charron, 1980). Clients prefer a counselling approach “that is consonant with their dominant epistemological commitment” (Lyddon, 1989, p. 427), and a shared world view between client and counsellor may be an important component of a client’s preference in seeking therapy (Lyddon, 1989).

It is unclear whether theory, and allied practice, can remain flexible enough to encompass the wide range of client preferences. Cooper (2010) recommends that being open to a range of frameworks may prove to be more useful than attempting to identify an approach that accounts for all styles and preferences. The current author suggests that MI theory may prove an effective meta-theory, from which treatment methods can be tailored to individual client preferences.

### ***Directions in counselling research and practice***

That counselling is, in general, effective is considered to be conclusive (Lambert & Ogles, 2004; Luborsky, Singer, & Luborsky, 1975; Rosenthal, 1990). Counselling, while closely allied to psychotherapy, aims to foster wellbeing, assist clients to resolve crises, and is usually conducted over fewer sessions (PACFA, n.d.). Counsellors working in social support agencies often find clients attending once, twice or even three times, whereas psychotherapists may be accustomed to clients attending for one, two or even more years.

Meta-analyses of counselling and psychotherapy outcome research in recent years has led away from comparing differing theories and styles of conducting counselling - finding all approaches are equally effective - to the identification of common factors that account for positive outcomes (Hubble, Duncan, & Miller, 1999). Among the most influential common factors is the strength or depth of the counsellor-client relationship, the TA. Reviewers of the research are “virtually unanimous in their opinion that the therapist-patient relationship is crucial to positive outcomes” (Lambert & Ogles, 2004, p. 174).

Trends in the field of counselling are towards eclectic practice, bringing together theories and practices from several approaches (e.g. Howard, Nance, & Myers, 1986;

Lampropoulos, 2000; Rivett, 2008). The appropriateness of this trend away from maintaining rigid boundaries between theories and methods is supported by research (Lambert, Garfield & Bergin, 2004).

The integration of MI theory into the field of counselling would provide a framework for counsellors to develop an eclectic practice approach, contribute to the development of a broad theoretical underpinning for eclecticism, and may strengthen counsellor – client rapport in a way that contributes to the TA.

### ***Eclecticism and integration of approaches in counselling***

The term eclecticism has been used to describe informal and more systematic ways therapists gather and apply theories and methods into a preferred therapeutic style or an individual approach for specific client needs (Hollanders & McLeod, 1999; Lampropoulos, 2000; Lazarus, Beutler & Norcross, 1992).

Eclecticism is the “...use of various theories and techniques to match client needs with an average of 4.4 theories making up their therapeutic work with clients” (Gladding, 2000, p. 190). Eclecticism “advocates the selective combination of the most efficient techniques, regardless of their theoretical origin, in order to achieve optimal therapeutic results for a specific client” (Lampropoulos, 2000, p. 287).

Eclecticism has been described as an essential perspective in therapy practice (Larsen, 1999). It may be a challenge for counsellors to become knowledgeable about the theories and methods of a variety of approaches. However, this open-minded eclectic stance allows for a holistic view of the client (Larsen, 1999).

Eclectic practice emerged informally into the field of psychotherapy about 77 years ago (Lampropoulos, 2000). In 1992 Lazarus, Beutler and Norcross stated that therapists have realised “that one true path to formulating and treating human problems does not exist” (p. 11). A survey of British counsellors indicated that 87% revealed some form of eclecticism (Hollanders & McLeod, 1999). A similar study in the USA (Jensen, Bergin & Greaves, 1990) found that 68% of therapists indicated that they approached their practice from an elective perspective.

In an Australian survey of counsellors and psychotherapists (Schofield, 2008) 26% of respondents identified themselves as eclectic/integrative. In another Australian survey, Poznanski and McLennan (2004) found that almost all participants described additional theoretical approaches.

Lampropoulos (2000) identified a need to focus on developing systematic treatment selection methods, and a need to develop organisational schemes to guide therapists. He also calls for more research on developing “aptitude by treatment interactions” where different interventions are matched to client variables (Lampropoulos, 2000, p. 286), and “personality-matched eclecticism” (p. 288).

The term integrative has also been used widely to indicate a more formal, intentional and theoretically coherent way aspects of ‘what works best’ are combined in psychological treatment (e.g. Hollanders & McLeod, 1999; Lazarus, Beutler & Norcross, 1992; Long & Young, 2007). For many years the term ‘integrative’ has also been used to describe the way many counsellors think and work (Hollanders & McLeod, 1999).

In the Hollanders and McLeod (1999) study of British therapists styles, the counsellors and psychotherapists based their combination of approaches on personal choice, on “intuitive or idiosyncratic criteria” (p. 413), not on an organised or theoretically coherent foundation. Lazarus, Beutler and Norcross (1992) suggest that the blending of concepts and methods from the various psychotherapy schools has been conducted in “an arbitrary, subjective, if not capricious manner” (p. 11). They argue that “haphazard eclecticism” (p. 11) should be replaced by particular organising principles that are needed to guide therapists. The integration of MI theory into the field of counselling could reduce haphazardness, provide a theoretical underpinning, and support counsellor choices in developing integrative or eclectic practice.

A significant theme to emerge from the Poznanski and McLennan (2004) study of Australian clinical psychologists was that “theoretical orientation to therapeutic practice is linked to the person of the practitioner, with its underpinning theoretical beliefs deeply rooted in his or her personal development history” (p. 65); in other words, therapists’ orientations are based on their personal constructs. Surprisingly, reasons for choice of orientation did not include the needs of clients, with the exception of ‘experiential practitioners’ who believed it was important to validate clients’ personal experience (Poznanski & McLennan, 2004).

Some weaknesses in the eclectic movement have been identified as the requirement that counsellors become familiar with many techniques and theories, and that there is a “lack of basic guiding structure” to the core of therapy (Lampropoulos, 2000, p. 289). The current author is proposing that MI theory and practice may have a significant contribution to make in the ultimate development of a reliable “basic guiding structure”.

### ***The therapeutic alliance in counselling***

Interest in the importance of the therapeutic alliance (TA) to the psychotherapeutic process has recently grown, and in the “robust empirical literature the therapeutic alliance consistently predicts psychotherapeutic outcome” (Arnd-Caddigan, 2012, p. 77). The counselling and psychotherapy literature throws light on the influences on, and the value of, a strong working alliance, defined broadly as “the collaborative and affective bond between therapist and patient” (Daniel, Garske, & Davis, 2000). The psychotherapy and counselling literature identifies the TA as one of the reliable ways to predict positive outcome (Luborsky & Luborsky, 2006), and as contributing to up to 30% of positive outcomes (Lambert, 1992).

Early writers (such as Freud, 1912/1958; Rogers, 1951; Zetzel, 1956) claimed that a positive connection with clients was a basic requirement for effective therapy. These claims have been echoed and supported through more recent meta-analytic reviews of the literature (e.g. Daniel, Garske, & Davis, 2000) and neuroscience findings that highlight increases in the effectiveness of therapy and higher neuro-plasticity (leading to the possibility of change) when positive relationships alliances are present (e.g., Barletta & Fuller, 2002; Schore, 2002; Siegel, 1999; Wright, 2000).

Motivational factors for participating in counselling have been shown to develop through the arising and development of the TA (Emmerling & Whelton, 2009). Significant correlation between the TA and therapy outcomes have been shown in several studies: the quality of the TA is shown to be a reliable predictor of therapy outcomes from a variety of approaches to counselling and psychotherapy (e.g. Barber, Connolly, Crits-Christoph, Gladis, & Siqueland, 2000; Horvath & Symonds, 1991; Klee, Abeles, & Muller, 1990; Luborsky, 1994; Luborsky, Crits-Christoph, Alexander, Morgolis, & Cohen, 1983; Luborsky, McLellan, Woody, O’Brien, & Auerbach, 1985; Marmar, Horowitz, Weiss, & Marziali, 1986; Safran, & Wallner, 1991; Weerasekera, Linder, Greenberg, & Watson, 2001). While there is some disagreement about the TA construct, there is widespread agreement that the relationship is crucial (Lambert & Ogles, 2004).

Over thirty-five years ago Luborsky (1976) identified two types of alliance: Type 1 is typical of the early stages of therapy and is centred on the client’s perception of the support they receive. Type 2 is typical of the later phases of treatment where a feeling of joint work can emerge. For counsellors whose work with clients may be shorter than for psychotherapists, the establishment of a Type 1 alliance may be a central focus, i.e. the client’s perception of support.

There are some differing views in the literature as to exactly when an alliance forms and when it can be reliably measured. However, Sexton, Littauer, Sexton, & Tømmerås (2005) found that clients consider that good alliance is usually established early in the first session (the type 1 alliance). This suggests that counsellors might make the development of connection, trust, and relationship central aims of early sessions. Clients perceive relational depth within counselling as contributing to enduring positive outcomes (Knox, 2008).

Ceberio (2003, in Soares, Botella & Corbella, 2010) suggested that a priority in applying interventions to support the alliance, is the ability to “sense the most appropriate moment and introduce the best type of intervention together by evaluating which one best suits that particular client” (p. 177). In other words, to work eclectively. The ability to match the treatment to the client requires more training than other skills (Ceberio, 2003, in Soares, Botella & Corbella, 2010), and introduction of MI theory may make a contribution to this ability. It may be possible to strengthen the therapeutic alliance through the utilization of interventions relevant to clients’ preferred or natural intelligences (Gardner, 2006), as a way to build rapport.

Providing the means for counsellors to identify their own intelligence preferences – or biases - and to ascertain, and respond to, their clients’ preferences, may impact positively on the early alliance and the effectiveness of their practice in general. After establishment of the alliance, a focus on using the full range of intelligences could proceed.

As well as efforts to understand a client, the therapeutic process might benefit from efforts to understand the “styles of each of the figures involved in a psychotherapy process” (Soares, Botella & Corbella, 2010, p. 181). From an MI perspective this would include a counsellor’s knowledge of their own style (or intelligence) preference, as well as the client’s. Remaining unaware of their own intelligence preference, a counsellor may make assumptions about the effectiveness of how they work and interact through unrecognised biases.

### ***Multiple intelligences theory***

The theory of multiple intelligences (MI) (Gardner, 1983, 2006) delineates eight (possibly nine) distinct intelligences, each one representing a different ability through which clients can communicate, process their difficulties, and learn (see Appendix III). The implications for MI theory applied to counselling with young clients has been described by Booth and O’Brien (2008) and O’Brien and Burnett (2000a, 2000b).

Gardner's eight intelligences (Nolen, 2003) can be summarised as verbal linguistic (strong ability to use words), mathematical logical (ability with deductive reasoning), visual spatial (ability to use images and graphic designs), musical rhythmic (ability to express through music and rhythm), bodily kinaesthetic (ability with movement and use of the body), intrapersonal (awareness of internal moods and thoughts - also termed “emotional intelligence” [Mayer & Salovey, 1995, p. 197]), interpersonal (ability to learn and express through relating to others), and naturalist environmental (affinity with nature and living things) – see fuller descriptions in Appendix III.

Clients draw on a number of largely separate information-processing devices, memory and intelligence-specific language systems in order to make meaning of the world around them (O'Brien & Burnett, 2000a, 2000b). Using a MI approach to counselling may be more effective and lead to more positive outcomes for clients whose preferred intelligences during counselling differ from the traditional verbal linguistic and logical mathematical intelligence (Booth & O'Brien, 2008). It is recommended that counsellors draw on a combination of the clients' preferred intelligences, to strengthen the therapeutic relationship (Booth & O'Brien, 2008).

Over many years, pre-school to tertiary educators have found improvements in learning when MI methods have been introduced (e.g. Gardner, 2006; Greenhawk, 1997; Hopper & Hurry, 2000; Kezar, 2001; Vialle, 1997). MI interventions, where students have been enabled to identify their own dominant intelligences, have been shown to have a positive impact on their study skills and habits, and attitudes towards educators (John, Rajalakshmi & Suresh, 2011). This finding illuminates a potential field of counselling research to explore whether a client's ability to identify their own intelligence preference might have a positive effect on their therapy as well as attitudes towards their counsellor.

Each person is different, says Gardner (1997, p. 21), “we have here a distinctive, and possibly changing, profile of intelligences, and there can never be a formula for reaching each individual”. In other words, while counselling theory and approaches may have a socially constructed basis, clients present for treatment with a somewhat personally constructed sense of self, meaning systems and preferences.

The theory of MI can be used to understand a client's communication style, suggesting that focussing on individual communication styles can guide the way interventions are selected and utilised and enhance creativity in the counselling relationship (Keteyian, 2011). In addition Keteyian points out that the more counsellors are able to fully understand their own style, they will potentially make fewer assumptions about others.

A critique of Gardner's early work has suggested that what he labelled as intelligences are more accurately "cognitive styles" (Morgan, 1996). While supporting Gardner's move - in the field of research on intelligence - away from the use of a single-factor descriptor for intelligence, Morgan (1996) argued for the use of the term "cognitive style", rather than "intelligence".

Criticisms that Gardner did not use empirical support for the development of his theory have been strongly rebuffed by Kornhaber (2004), describing the source of his data in cognitive developmental psychology.

In responding to critics, Gardner (2006) has outlined his own criticisms of the methods used in an attempt to empirically test his theory, and has expressed willingness to change terminology if necessary and adapt to new data emerging in the future. While careful review of the criticisms of MI theory is essential, these criticisms have not been shown to reduce the positive outcomes from almost thirty years of application – particularly in the field of education.

As there are positive outcomes from the application of MI theory in the field of counselling with children (e.g. Booth & O'Brien, 2008; O'Brien & Burnett, 2000a, 2000b), do the criticisms of MI theory weaken the value of using it as a foundation for systematic eclecticism in counselling? If there is acknowledgment that the terms "cognitive abilities" can be used interchangeably with "intelligences", and if the ideas are clearly labelled as theory, it is possible to proceed.

One practical way to begin to discern counsellor and client intelligence preferences is through the use of a short survey. A recommended survey, used by this author, is the Chislett and Chapman (2005) *Multiple intelligences test - Based on Howard Gardner's MI Model*.

### ***Biases in the application of counselling***

Counselling in western countries has focused primarily on the verbal / linguistic and the logical / mathematical intelligences as vehicles for activating and using the interpersonal relationship, or intelligence. With the notable exception of creative arts-based approaches and somatic therapies, western counselling operates on the assumption that everyone communicates and processes information in a similar way.

Research in multi-cultural counselling suggests that the narrow range of methods previously employed in western-based counselling should be widened (Abreu, Gim Chung & Atkinson, 2000; Laungani, 2004; Silverman, 2000). MI theory may have a contribution to

make in this specialised field, as activities using a wide range of the intelligences have been used effectively in multicultural support of trauma survivors (e.g. Gerteisen, 2008; Henderson & Gladding, 1998; Webber & Mascari, 2008).

One of the defining criteria Gardner (1983) used to identify an ‘intelligence’ as a separate ability, was that it had to be socially valued. He argued that the field of western education had come to over-value some intelligences (as western therapy also tends to do). He also claimed that there should be no hierarchy within the intelligences.

Seeing clients’ abilities – or intelligence preferences – as beyond hierarchy, and hence beyond judgement, may have a liberating and esteem-building impact on clients (as it does within education, e.g. Mettetal, Jordan & Harper, 1997). Helping clients find a range of ways that enable them to communicate and process their challenges effectively will most likely enhance self-esteem, build confidence, and strengthen the TA.

### ***Expressive therapies / creative arts therapies***

Expressive Therapies (ET) are an effective way to implement MI theory in counselling practice (Booth & O’Brien, 2008; O’Brien & Burnett, 2000a, 2000b; Pearson, 2011; Pearson & Wilson, 2008). ET is a synthesis of client-centred expressive counselling principles and activities, utilising creative arts therapies; approaches to counselling that utilise art, music, writing, drama, movement, play, visualisation and relaxation. In other words, ET activities utilise the full range of intelligences. This style of ET has been evolving in Australia since 1987 (Pearson, 1997, 2004; Pearson & Nolan, 1991, 2004; Pearson & Wilson, 2001, 2008, 2009).

Metaphor, which often combines imagery, language, narrative, stories, and is developed and encouraged through the application of ET, has been described as a significant support for positive change within counselling (Lyddon, Clay & Sparks, 2001). Emotional health can be enhanced by accessing, symbolising and externalising internal conflicts so they can be recognised and worked with, through a range of expressive modalities (e.g. Klorer, 2005; Malchiodi, 2005; McNiff, 2004; Pearson & Wilson, 2009).

ET brings together a number of modalities that in total provide avenues for counsellors to use whichever are the client’s preferred intelligences, the modalities that they might enjoy, experience some competence with and / or seem close to their interests, and thus make an effective entrée into therapy for the client. A positive early engagement within counselling can strengthen the alliance.

### *New possibilities for counsellor education*

MI theory has been applied in many areas of education and in counselling with young clients (e.g. Booth & O'Brien, 2008; Gardner, 1999, 2006; Longo, 2004; O'Brien & Burnett, 2000a, 2000b; Waterhouse, 2006). A large number of counselling activities that utilise MI theory have been trialled and published as part of ET (Pearson, 2003; Pearson, 2004; Pearson & Nolan, 2004; Pearson & Wilson, 2001, 2009).

In the light of this discussion, counselling educators may instigate several additions to counsellor training:

- Provision of training in MI theory (e.g. Appendix III),
- Provision of an overview of counselling approaches that utilise specific intelligences (see Appendix II),
- The use of survey instruments to help identify counselling trainers natural or preferred intelligences (e.g. Chislett & Chapman, 2005, see Appendix I) and any associated biases,
- The use of survey instruments to help identify counselling trainees' preferred intelligences (e.g. Chislett & Chapman, 2005, see Appendix I) and any associated biases,
- training to assess and respond to clients' natural or stronger intelligences,
- practically equip counsellors to move beyond their biases and respond in a flexible way to clients (e.g. Introduce multi-modal therapeutic activities, such as ET and Creative Arts Therapies).

The author's clinical and research observations, as well as previous research (e.g. Booth & O'Brien, 2008; O'Brien & Burnett, 2000a, 2000b; Pearson, 2003), suggest improvement in the alliance and overall therapeutic effectiveness when MI theory is a basis for selection of treatment modalities. Further research is needed to confirm and illuminate the application of MI theory to counselling with adult clients.

The study of MI theory and practice within counselling may provide several contributions; it may identify new ways to understand and enhance the early therapeutic alliance, it will provide a model for extending counsellor training with integrative and multi-cultural approaches, it will provide a framework for counsellors to be more flexible and intentionally eclectic in the delivery of service to clients, and to utilise new ways of matching

treatment to client preferences. This model could provide a framework for counsellors to be more flexible in the delivery of service to clients, and utilise new ways to match treatment to clients' abilities and strengths.

## References

- Abreu, J. M., Gim Chung, R. H., & Atkinson, D. R. (2000). Multicultural counseling training: Past, present, and future directions. *The Counseling Psychologist*, 28(5), 641 – 656. doi: 10.1177/0011000000285003
- Arnd-Caddigan, M. (2012). The therapeutic alliance: Implications for therapeutic process and therapeutic goals. *Journal of Contemporary Psychotherapy*, 42, 77 – 85. doi: 10.1007/s10879-011-9183-3
- Barber, J. P., Connolly, M. B., Crits-Christoph, P., Gladis, L., & Siqueland, L. (2000). Alliance predicts patients' outcome beyond in-treatment change in symptoms. *Journal of Consulting and Clinical Psychology*, 68, 1027–1032.
- Barletta, J., & Fuller, S. (2002). Counselling outcomes attributable to the working alliance. *The Australian Journal of Guidance & Counselling*, 12(1), 41 – 49.
- Booth, R., & O'Brien, P. (2008). An holistic approach for counsellors: Embracing multiple intelligences. *International Journal for the Advancement of Counselling*, 3(2), 79 - 92.
- Ceberio, M. R. (2003). Cited in: Soares, L., Botella, L., & Corbella, S. (2010). The co-constructed therapy alliance and the technical and tactical quality of the therapist interventions in psychotherapy. *European Journal of Psychotherapy & Counselling*, 12(2), 173 – 187. doi: 10.1080/13642537.2010.482735
- Chislett, V., & Chapman, A. (2005). Multiple intelligences test - Based on Howard Gardner's MI Model. Downloaded from: [www.businessballs.com](http://www.businessballs.com)
- Cooper, M. (2010). The challenge of counselling and psychotherapy research. *Counselling and Psychotherapy Research*, 10(3), 183 – 191. doi: 10.1080/147331409903518420
- Daniel, J. M., Garske, J. P., & Davis, M. K. (2000). Relation of the therapeutic alliance with outcome and other variables: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 68(3), 438 – 450.

- Elvins, R., & Green, J. (2008). The conceptualization and measurement of therapeutic alliance: An empirical review. *Clinical Psychology Review, 28*, 1167 – 1187. doi: 10.1016/j.cpr.2008.04.002
- Emmerling, M. E., & Whelton, W. J. (2009). Stages of change and the working alliance in psychotherapy. *Psychotherapy Research, 19*(6), 687 – 698.
- Fosha, D. F. (2004). Brief integrative therapy comes of age: A commentary. *Journal of Psychotherapy Integration, 14*(1), 66 – 92. doi: 10.1037/1053-0479.14.1.66
- Freud, S. (1912/1958). The dynamics of transference. In J. Starchey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (12, pp. 99-108). London: Hogarth Press.
- Fry, P. S., & Charron, P. A. (1980). Effects of cognitive style and counselor-client compatibility on client growth. *Journal of Counseling Psychology, 27*, 529 – 538.
- Gardner, H. (1983). *Frames of mind: Theory of multiple intelligences*. London: Heinemann.
- Gardner, H. (1997). Multiple intelligences as a partner in school improvement. *Educational Leadership, 55*(1), 20 – 21.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21<sup>st</sup> Century*. New York: Basic Books.
- Gardner, H. (2006). *Multiple intelligences. New horizons*. New York: Basic Books.
- Gerteisen, J. (2008). Monsters, monkeys, and mandalas: Art therapy with children experiencing the effects of trauma and Fetal Alcohol Spectrum Disorder (FASD). *Art Therapy, 25*(2), 90 – 93.
- Gladding, S. T. (2000). *Counseling: a comprehensive profession*. (4<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill.
- Greenhawk, J. (1997). Multiple intelligences meet standards. *Educational Leadership, 55*(1), 62 – 64
- Hansen, J. T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. *Journal of Counseling & Development, 84*(3), 291 – 297.
- Hansen, J. T. (2010). Consequences of the postmodernist vision: Diversity as the guiding value for the counseling profession. *Journal of Counseling & Development, 88*, 101 – 107.
- Henderson, D. A., & Gladding, S. T. (1998). The creative arts in counseling: A multicultural perspective. *The Arts in Psychotherapy, 25*(3), 183 – 187.
- Hollanders, H., & McLeod, J. (1999). Theoretical orientation and reported practice: A survey

- of eclecticism among counsellors in Britain. *British Journal of Guidance and Counselling*, 27(3), 405 – 414.
- Hopper, B., & Hurry, P. (2000). Learning the MI way: The effects on students' learning of using the theory of multiple intelligences. *Pastoral Care in Education*, 18(4), 26 – 32.
- Horvath, A. O., & Symonds, B. D. (1991). Relation between working alliance and outcome in psychotherapy: A meta-analysis. *Journal of Counseling Psychology*, 38, 139 – 149.
- Howard, G. S., Nance, D. W., & Myers, P. (1986). Adaptive counseling and therapy: An integrative, eclectic model. *The Counseling Psychologist*, 14, 363 – 442.
- Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). *The heart and soul of change. What works in therapy*. Washington, DC: American Psychological Association.
- Jensen, J. P., Bergin, A. E., & Greaves, D. W. (1990). The meaning of eclecticism: new survey and analysis of components. *Professional Psychology Research and Practice*, 21, 124 – 130.
- John, C., Rajalakshmi, M. S., & Suresh, K. P. (2011). Fostering study skills, attitudes and habits among students using the multiple intelligence approach. *Language in India*, 11, 92 – 109.
- Keteyian, R. V. (2011). Understanding individual communication styles in counseling. *The Family Journal*, 19(1), 90 – 95. doi: 10.1177/1066480710388722
- Kezar, A. (2001). Theory of multiple intelligences: Implications for higher education. *Innovative Higher Education*, 26(2), 141 – 154.
- Klee, M. R., Abeles, N., & Muller, R. T. (1990). Therapeutic alliance: Early indicators, course and outcome. *Psychotherapy*, 27(2), 166 – 174.
- Klorer, P. G. (2005). Expressive therapy with severely maltreated children: Neuroscience contributions. *Art Therapy*, 22(4), 213 – 220. doi: 10.1080/07421656.2005.10129523
- Knox, R. (2008). Clients' experience of relational depth in person-centred counselling. *Counselling and Psychotherapy Research*, 8(3), 182 – 188.
- Kornhaber, M. L. (2004). Psychometric superiority? Check the facts – again. Downloaded 2012 from: [www.howardgardner.com/papers](http://www.howardgardner.com/papers)
- Lambert, M. J. (1992) Implications of outcome research for psychotherapy integration. In J. C. Norcross and M. R. Goldfried (Eds.), *Handbook of psychotherapy integration* (94 – 129). New York: Basic Books.
- Lambert, M. J., Garfield, S. L., & Bergin, A. E. (2004). Overview, trends, and future issues. In M. J. Lambert (Ed.). *Bergin and Garfield's handbook of psychotherapy and behaviour change* (5<sup>th</sup> ed.). New York: John Wiley.

- Lambert, M. J., & Ogles, B. M. (2004). The efficacy and effectiveness of psychotherapy. In M. J. Lambert (Ed.), *Bergin and Garfield's handbook of psychotherapy and behaviour change* (5<sup>th</sup> ed.). New York: John Wiley.
- Lampropoulos, G. K. (2000). Evolving psychotherapy integration: Eclectic selection and prescriptive applications of common factors in therapy. *Psychotherapy, 37*(4), 285 – 297.
- Larsen, D. J. (1999). Eclecticism: Psychological theories as interwoven stories. *International Journal for the Advancement of Counselling, 21*, 69 – 83.
- Laungani, P. (2004). Counselling and therapy in a multi-cultural setting. *Counselling Psychology Quarterly, 17*(2), 195 – 207. doi: 10.1080/09515070410001728262
- Lazarus, A. A., Beutler, L. E., & Norcross, J. C. (1992). The future of technical eclecticism. *Psychotherapy, 29*, 11 – 20. doi: 10.1037/0033-3204.29.1.11
- Long, L. L., & Young, M. E. (2007). *Counselling and therapy for couples* (2<sup>nd</sup> Ed). Belmont, CA: Thomson Brooks/Cole.
- Longo, R. E. (2004). Using experiential exercises in treating adolescents with sexual behaviour problems. *Sexual Addiction & Compulsivity, 11*(4), 249 – 263.
- Luborsky, L. (1976). Helping alliances in psychotherapy. In J. L. Cleghorn (Ed.), *Successful psychotherapy* (pp. 92 – 116). New York: Brunner/Mazel.
- Luborsky, L. (1994). Therapeutic alliances as predictors of psychotherapy outcomes: Factors explaining the predictive success. In A. O. Horvath and L. S. Greenberg (Eds.), *The working alliance: Theory, research and practice* (pp. 38 – 50). New York: Wiley
- Luborsky, L., Crits-Christoph, P., Alexander, L., Margolis, M., & Cohen, M. (1983). Two helping alliance methods for predicting outcomes of psychotherapy: A counting signs vs. a global rating method. *Journal of Nervous and Mental Disease, 171*(8), 480 – 491.
- Luborsky, L., & Luborsky, E. (2006). *Research and psychotherapy. The vital link*. Oxford: Rowman & Littlefield.
- Luborsky, L., McLellan, A. T., Woody, G. E., O'Brien, C. P., & Auerbach, A. (1985). Therapist success and its determinants. *Archives of General Psychiatry, 42*, 602 – 611.
- Luborsky, L., Singer, B., & Luborsky, L. (1975). Comparative studies of psychotherapies: Is it true that 'everyone has won and all must have prizes'? *Archives of General Psychiatry, 32*, 995 – 1008.
- Lyddon, W. J. (1989). Personal epistemology and preference for counseling. *Journal of*

- Counseling Psychology*, 36(4), 423 – 429.
- Lyddon, W. J., Clay, A. L., & Sparks, C. L. (2001). Metaphor and change in counseling. *Journal of Counseling and Development*, 79(3), 269 – 274.
- Malchiodi, C. A., 2005. *Expressive therapies*. New York: Guilford Press.
- Mayer, J.D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied & Preventive Psychology*, 4, 197 – 208.
- McNiff, S. (2004). *Art heals: How creativity heals the soul*. Boston: Shambhala.
- Marmar, C. R., Horowitz, M. J., Weiss, D. S., & Marziali, E. (1986). The development of the Therapeutic Alliance Rating System. In L. S. Greenberg and W. M. Pinsof (Eds.), *The psychotherapeutic process: A research handbook* (pp. 367–390). New York: Guilford Press.
- Mettetal, G., Jordan, C., & Harper, S. (1997). Attitudes toward a multiple intelligences curriculum. *The Journal of Educational Research*, 91(2), 115 – 122. doi: 10.1080/00220679709597529
- Morgan, H. (1996). An analysis of Gardner's theory of multiple intelligence. *Roeper Review*, 18(4), 263 – 270.
- Nolen, J. L. (2003). Multiple intelligences in the classroom. *Education*, 124(1), 115 – 119.
- O'Brien, P., & Burnett, P.C. (2000a). The theory of multiple intelligences: Implications for counseling children. *Australian Journal of Guidance & Counselling*, 10(1), 145-156.
- O'Brien, P., & Burnett, P. (2000b). Counselling children using a multiple intelligence framework. *British Journal of Guidance and Counselling*, 28(3), 353 – 371.
- Psychotherapy and Counselling Federation of Australia (PACFA) (n.d.). Definition of counselling and psychotherapy. Downloaded 6 August, 2010, from: <http://www.pacfa.org.au/resources/cid/41/parent/0/t/resources/1/layout>
- Pearson, M. (1997). *The healing journey. A workbook for self-discovery*. Melbourne: Lothian.
- Pearson, M. (2003). Guidance officer and counsellor perspectives on using expressive therapies to support students. *Australian Journal of Guidance & Counselling*, 13(2), 205 – 224.
- Pearson, M. (2004). *Emotional healing and self-esteem - Inner-life skills of relaxation, visualisation and meditation for children and adolescents*. London: Jessica Kingsley.
- Pearson, M. (2011). Multiple intelligences and the therapeutic alliance: Incorporating multiple intelligence theory and practice in counselling. *European Journal of Psychotherapy & Counselling*, 13(3), 263 – 278.
- Pearson, M., & Nolan, P. (1991). *Emotional first-aid for children - Emotional release*

- exercises and inner-life skills*. Springwood, NSW: Butterfly Books.
- Pearson, M., & Nolan, P. (2004). *Emotional release for children - Repairing the past, preparing the future*. London: Jessica Kingsley Publishers.
- Pearson, M., & Wilson, H. (2001). *Sandplay and symbol work: Emotional healing and personal development with children, adolescents and adults*. Melbourne: ACER.
- Pearson, M., & Wilson, H. (2008). Using expressive counselling tools to enhance emotional literacy, emotional wellbeing and resilience: Improving therapeutic outcomes with Expressive Therapies. *Counselling, Psychotherapy and Health*, 4(1), 1 – 19.
- Pearson, M., & Wilson, H. (2009). *Using expressive arts to work with mind, body and emotion. Theory and practice*. London: Jessica Kingsley Publishers.
- Poznanski, J., & McLennan, J. (2004). Theoretical orientation and the person of the therapist: an Australian study. *Psychotherapy in Australia*, 10(3), 62 – 65.
- Rivett, M. (2008). Towards a metamorphosis: Current developments in the theory and practice of family therapy. *Child and Adolescent Mental Health*, 13(3), 102 – 106.
- Rogers, C. R. (1951). *Client-centered therapy - Its current practice, implications and theory*. London: Constable.
- Rosenthal, R. (1990). How are we doing in soft psychology? *American Psychologist*, 45, 775 – 777.
- Safran, J. D., & Wallner, L. K. (1991). The relative predictive validity of two therapeutic alliance measures in cognitive therapy. *Psychological Assessment*, 3(2), 188 – 195.
- Schofield, M. J. (2008). Australian counsellors and psychotherapists: A profile of the profession. *Counselling and Psychotherapy Research*, 8(1), 4 – 11. doi: 10.1080/14733140801936369
- Schore, A. N. (2002). Advances in neuropsychoanalysis, attachment theory, and trauma research: Implications for Self Psychology. *Psychoanalytic Inquiry*, 22(3), 433 – 484.
- Sexton, H., Littauer, H., Sexton, A., & Tommeras, E. (2005). Building an alliance: Early therapy process and the client-therapist connection. *Psychotherapy Research*, 15(1 – 2), 103 – 116.
- Siegel, D. (1999). *The developing mind. How relationships and the brain interact to shape who we are*. New York: The Guilford Press.
- Silverman, W. H. (2000). New trends for a new millennium. *American Journal of Psychotherapy*, 54(3), 312 – 316.
- Soares, L., Botella, L., & Corbella, S. (2010). The co-constructed therapy alliance and the technical and tactical quality of the therapist interventions in psychotherapy.

- European Journal of Psychotherapy & Counselling*, 12(2), 173 – 187. doi:  
10.1080/13642537.2010.482735
- Vialle, W. (1997). In Australia: Multiple intelligences in multiple settings. *Educational Leadership*, 55(1), 65 – 69.
- Waterhouse, L. (2006). Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist*, 41(4), 207 – 225.
- Webber, J. M., & Mascari, J. B. (2008). *Sand tray therapy and the healing process in trauma and grief counseling*. Based on a program presented at the ACA Annual Conference & Exhibition, Honolulu, HI. Retrieved June 27, 2008, from <http://counselingoutfitters.com/vistas/vistas08/Webber.htm>
- Weerasekera, P., Linder, B., Greenberg, L., & Watson, J. (2001). The working alliance in client-centered and process–experiential therapy of depression. *Psychotherapy Research*, 11(2), 221 – 233.
- Wright, F. (2000). The use of self in group leadership: A relational perspective. *International Journal of Group Psychotherapy*, 50(2), 181 – 198.
- Zetzel, E. R. (1956). Current concepts of transference. *International Journal of Psychoanalysis*, 37, 369 – 376.

## Appendix I

### *What are your natural strengths?*

Tick the shaded box if the statement is more true for you than not. Do not tick anything if you feel the statement does not apply to you.							
	1	2	3	4	5	6	7
1. I like to learn more about myself							
2. I can play a musical instrument							
3. I find it easiest to solve problems when I am doing something physical							
4. I often have a song or piece of music in my head							
5. I find budgeting and managing my money easy							
6. I find it easy to make up stories							
7. I have always been physically well co-ordinated							
8. When talking to someone, I tend to listen to the words they use not just what they mean							
9. I enjoy crosswords, word searches or other word puzzles							
10. I don't like ambiguity, I like things to be clear							
11. I enjoy logic puzzles such as 'sudoku'							
12. I like to meditate							
13. Music is very important to me							
14. I am a convincing liar (if I want to be)							
15. I play a sport or dance							
16. I am very interested in psychometrics (personality testing) and IQ tests							
17. People behaving irrationally annoy me							
18. I find that the music that appeals to me is often based on how I feel emotionally							
19. I am a very social person and like being with other people							
20. I like to be systematic and thorough							
21. I find graphs and charts easy to understand							
22. I can throw things well - darts, skimming pebbles, frisbees, etc							
23. I find it easy to remember quotes or phrases							
24. I can always recognise places that I have been before, even when I was very young							
25. I enjoy a wide variety of musical styles							
26. When I am concentrating I tend to doodle							
27. I could manipulate people if I choose to							
28. I can predict my feelings and behaviours in certain situations fairly accurately							
29. I find mental arithmetic easy							
30. I can identify most sounds without seeing what causes them							
31. At school one of my favourite subjects was English							
32. I like to think through a problem carefully, considering all the consequences							
33. I enjoy debates and discussions							
34. I love adrenaline sports and scary rides							
35. I enjoy individual sports best							
36. I care about how those around me feel							
37. My house is full of pictures and photographs							

38. I enjoy and am good at making things - I'm good with my hands									
39. I like having music on in the background									
40. I find it easy to remember telephone numbers									
41. I set myself goals and plans for the future									
42. I am a very tactile person									
43. I can tell easily whether someone likes me or dislikes me									
44. I can easily imagine how an object would look from another perspective									
45. I never use instructions for flat-pack furniture									
46. I find it easy to talk to new people									
47. To learn something new, I need to just get on and try it									
48. I often see clear images when I close my eyes									
49. I don't use my fingers when I count									
50. I often talk to myself – out loud or in my head									
51. At school I loved / love music lessons									
52. When I am abroad, I find it easy to pick up the basics of another language									
53. I find ball games easy and enjoyable									
54. My favourite subject at school is / was maths									
55. I always know how I am feeling									
56. I am realistic about my strengths and weaknesses									
57. I keep a diary									
58. I am very aware of other people's body language									
59. My favourite subject at school was / is art									
60. I find pleasure in reading									
61. I can read a map easily									
62. It upsets me to see someone cry and not be able to help									
63. I am good at solving disputes between others									
64. I have always dreamed of being a musician or singer									
65. I prefer team sports									
66. Singing makes me feel happy									
67. I never get lost when I am on my own in a new place									
68. If I am learning how to do something, I like to see drawings and diagrams of how it works									
69. I am happy spending time alone									
70. My friends always come to me for emotional support and advice									

**Your highest scores  
indicate  
your natural  
strengths  
and potential**

<b>Intelligence type</b>	<b>Total Scores</b>						
Linguistic							
Logical - Mathematical							
Musical							
Bodily - Kinesthetic							
Spatial - Visual							
Interpersonal							
Intrapersonal							

## Appendix II

### Gardner's Multiple Intelligences related to therapy styles

#### Interpersonal

- Rapport with counsellor appears in all approaches
- Rogerian Person-Centred
- Family Therapy
- Couples Therapy

#### Intrapersonal (emotional)

- Expressive Therapies
- Psychodynamic approaches
- Emotion-focused Therapy
- Meditation

#### Verbal / Linguistic

- Verbal Therapy
- Therapeutic Writing
- Journal Work
- Bibliotherapy
- Narrative Therapy

#### Logical / Mathematical

- CBT
- REBT
- Behaviour Modification
- Solution-focused Therapy
- Reality Therapy

#### Visual/Spatial

- Art Therapy
- Sandplay Therapy
- Symbol Work
- Play Therapy

#### Musical / Rhythmic

- Music Therapy
- Poetry as therapy
- Dance Therapy

#### Body/Kinaesthetic

- Somatic Therapy
- Bioenergetics
- Dance and Movement Therapy
- Drama Therapy
- Relaxation
- Body awareness

#### Naturalist Intelligence

- Wilderness Experiences
- Vision Quest activities
- Adventure / Outdoor Therapy
- Equine-assisted Therapy

#### *Possible ninth intelligence:*

#### **Existential** (spiritual)

- Transpersonal Psychotherapy
- Existential Therapy
- Buddhist psychotherapy

## Appendix III

### Definitions of Gardner's multiple intelligences

(Source: Pearson & Wilson, 2009).

**Interpersonal intelligence** – an important part of developing rapport between a counsellor and client. Almost all approaches to counselling utilize interpersonal connections. The approach of humanistic psychology, developed by Rogers (1951) and others focuses on creating an extremely positive interpersonal connection.

**Intrapersonal intelligence** (also termed “emotional intelligence”) - utilized in the Expressive Therapies and the psychodynamic approach. A client with a preference for the intra-personal might enjoy and learn through self-reflection, participate in meta-cognition and like working alone. Clients in this category may have an enhanced awareness of inner spiritual realities.

**Verbal linguistic intelligence** - utilized in verbal therapy, expressive writing, journal work, the use of worksheets, and bibliotherapy. It is ideal for clients who think and learn through written and spoken words, and have the ability to memorize facts, fill in workbooks, respond to written tasks, and enjoy reading.

**Mathematical logical intelligence** - is where CBT and behaviour modification programs depend to a large extent. These approaches may be most helpful for clients who emphasize the cognitive aspect of their lives, who can think deductively, deal with consequences numbers and recognize patterns.

**Visual spatial intelligence** - Art therapy and the use of drawing, sandplay therapy and symbol work primarily use the visual/spatial intelligence. While a very wide range of clients are able to express and communicate via these modalities, they are particularly useful for clients who can think in and visualize images and pictures, and have the ability to create graphic designs and communicate with diagrams, images and symbols.

**Musical rhythmic intelligence** - would be utilized when spontaneous music-making or recorded music is used in therapy. It can be connected with the kinaesthetic intelligence through dance to rhythms, and to the verbal/linguistic intelligence through the rhythms of poetry in therapy. It is ideal for clients who can recognize tonal patterns, and environmental sounds, and who learn through rhyme, rhythm and repetition.

**Bodily kinaesthetic intelligence** - suggests ability with sensory awareness and movement. These are utilized in bioenergetics, dance therapy and movement therapy. Clients who enjoy use of these modalities can learn through physical movement and body wisdom, and may have a sense of knowing through body memory.