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## **Natural Intelligence (NaTI)**

### **A Synthesized, Organized and Synchronized Model of Multiple Intelligences, and their Systems**

Definition of Intelligence: The ability to recognize data and assimilate it into a whole picture.

Definition of Natural Intelligence: A Natural Science comprised of innate cognition found in human cellular development and genetic structure as well as in Physical Sciences, such as Biology, Chemistry, etc, all of which demonstrate interpretive characteristics.

Like Howard Gardner's Theory, NaTI is one of multiple intelligences. However, unlike Gardner, NaTI has organized 13 principles not 7 or 8 disconnected factors. Further unlike Gardner and Robert Sternberg's Tribrachic Theory of Intelligence., NaTI is a structure set of cognitive systems which function individually yet collectively – A synthesis of parts and the whole. Moreover, unlike the notion of social intelligence, such as that proposed by E.L. Thorndike and Sternberg, NaTI does not separate social "learning", such as experiential, from academic intelligence. Additionally NaTI does not isolate nor classify these multiple intelligences into notions of Polarity (such as right or wrong, practical or academic, etc.). Rather it assimilates opposition into ones intellectual abilities, and behavioral attitudes.

In a unique methodology, the 13 multiple intelligences of NaTI, are non-referential. Their implementation is fostered by "External" influences such as cultural or societal notions. Accordingly, notions of Sternberg and to some extent Garner, such as "Personal," "Practical," "Social" are actually influences on multiple intelligences, and not intelligences in themselves. Accordingly, NaTI, acting as a prototype, enables heighten comprehension and achievement, by how one utilizes their intelligence, not the amount or degree of intelligence they possess. (Platos)

Further unlike Gardner and Sternberg, the Nature of NaTI Model and its processes demonstrate both a dynamic and static character. Its static Nature comes from the Universality of the 13 intelligences of NaTI, which are fixed in Nature while the dynamic aspects are the influences which impact the various 13 intelligences.

One of the most significant strengths of the NaTI model is its ability to clearly categorize data. It accomplishes this in general, specific and incidental manners. This categorization arrangement allows one to engage in a self-organized system of comprehension. This is so since the systematized nature of NaTI encompasses a universal, all-inclusive format. It is comprised of three classes; the creative (or planning) group, the organizational group and the functional group. Nothing falls outside of these classes; the classes' then breakdown into 13 intelligences.

## **NaTI – Where East meets Western Thought**

Confucian thought sets wisdom and Intelligence together more so than Western Notions of Intelligence. Eastern Intelligence places a great deal more emphasis on personality cultivation than the west does. In the western notion it's, "What works" while in the East its character and knowledge. NaTI bridges the gap by assimilating science with spirit! Confucius and Buddha placed great emphasis on virtue – defining virtue as possessing "its own reward." Following virtues leaves the ego and self, out of the equation. (Thomas Aquinas and Saint Augustine define Nature as Virtue) Nature is defined by the NaTI model through its Biological Principles. At the same time, Western science brings us to a more practical approach to cognition, for example, the efforts of Gardner and Sternberg, to identify intelligence types albeit incomplete. But the west has another synchronistic quality, that being the inclusion of Intuition into cognition. NaTI incorporates intuition and wisdom. It incorporates the two in accordance with the notion of Socrates; "Intuition is pure reason!" It established multi pathways (The NaTI 13 intelligences) for achieving this level of understanding.

## **Practical Mission of NaTI**

The NaTI model utilizes its categorical aspect to foster a sense of personal identity. This enables a self-rating process by way of directional rather than judgmental measurement. At the same time a judgmental practice is employed, but only applied to the main purpose of the human experience—that being realized the highest possible potential. Those potential characteristics to be achieved are physical (or material), mental, emotional and intuitive (Spirit, energy). This notion fits the overall picture of NaTI, that being a universal structure of cognition incorporating individuals and society. The meaning here is that there exists individual and societal sovereignty concurrently. While each individual following the 13 principles of cognition develops their potential in accordance with the 4 functional intelligences (Physically, mentally, emotionally, and Spiritually/intuitively), they present a positive influence on society, in this way the notion of potential as a mission statement, individually and collectively. Potential development becomes a primary focus. The 3 categories of NaTI; the creative, the organizational and the functional are all encompassing. Nothing falls outside of these three and their 13 principles—in a general sense.

Although individuals have their intellectual differences, they still possess a "Perfect" inner methodology for developing potential.

## **Further distinctions with NaTI**

It is important to note that intelligence is not only genetic, it can be learned! It is our belief that the difference in an individual's (or groups) intelligence is the manner in which they utilize the 13 intelligences. This is identified as a systems approach to cognition. In other words, the 3 universal NaTI classes produce the character and nature of one's expression. We have demonstrated this conclusively and adapted a formula for assessment and analysis we call the A+ B=C Formula. It incorporates the 3

creative intelligences of Awareness + Belief = Character. This formula was first implemented by Pythagoras and taught to him by Thales. The notion here is, whatever one focuses on and whatever their beliefs or concepts are concerning that focus, will always equate to what the individual (or group) expresses or communicates. This expression or character of communication can occur by virtue of one or several of the 4 functional intelligences. That is we express the point of focus and our concept of it, physically mentally, emotionally, or intuitively. That's it! There is no other fashion by which we can function.

### **How the 6 Organizational Intelligences work**

So far, we have presented the 3 creative and 4 functional intelligences, but there is a connecting, synthesizing factor in our systems factor of NaTI—The 6 Organizational principles. Cellular Development implements 6 steps in creating a cell. We have identified these steps and adapted them as our organizational intelligences. They were determined by a synthesis of the laws of math, common sense, surveys of organizational experts and ancient symbols of consciousness. They are:

1. Rules, laws-principles of an objective, for achieving a model
2. Process, procedure, patterns-steps to be taken, order, systems
3. Assessment – the measurement factor, ability to judge, prioritize
4. Feedback – Results driven responses, mirroring, self-reflecting mechanism (For direction)
5. Segregation – looking at the parts of the whole, data bits, details
6. Integration – Assimilation, Realizing the whole picture, synthesis

Although Gardner, Sternberg and other scholars consider principles of this type as non-cognitive, they are actually a structure of intelligence – A methodology for organizing and expanding ones cognitive abilities.

Overall, the 3 systems of NaTI, formulate a categorical framework for recognizing, segregating and then assimilating data into a final whole. Accordingly, the NaTI systems represent our cognitive structure which enables human behavior to be identified or classified, synthesized and organized. For example, an opinion might be classified under rules or laws. If the outcome of the opinion is not achieved, then the opinion can't be a valid rule or a law of the objective.

For example, one might say, "My opinion is just as good as any bodies." But if that opinion rejects a scientific fact, it is not a valid opinion.

There now remains one further aspect of NaTI and its systems which require attention. One, that none of our aforementioned scholars outright address, that being the notion of Polarity-Opposition-Negative. The notion of multiple intelligences is neutral, non-referential postures. They are influenced by our point of reference and our frame of reference. In that case we must recognize that opposition is not only natural, (it is inherent), it is necessary. By that I mean in order to achieve our potential, our wisdom is essential, we overcome polarity, negatively. This is accomplished by seeking and discovering a 3<sup>rd</sup> realm which is a complimentary state. Here both opponent views are reformatted to a higher state where both become one. An ultimate synthesis! This is the basis for wisdom, but also for our spiritual intelligence.

Transcendence! This represents a major difference between the conventional realm of academic intelligence, other multiple intelligences and NaTI; the NaTI format integrates all of the NaTI intelligences in order to produce a stronger, more powerful system of cognition. Unlike Gardner and Sternberg models, NaTI possesses an integrated structure of academic, experiential and practical systems of intelligence. As the chart below demonstrates; the NaTI model clearly and effectively implements and integrates its notions of multiple intelligence with multiple systems, while other multi models lack system utilization, synthesis nor synchronicity.

## Multiple Intelligence Chart

Components	Gardner (8)	Sternberg (4)	NATI (13)
1. Multi Intelligences	<ol style="list-style-type: none"> <li>1. Linguistic</li> <li>2. Logical</li> <li>3. Music</li> <li>4. Spatial</li> <li>5. Kinesthetic</li> <li>6. Intrapersonal</li> <li>7. Interpersonal</li> <li>8. Interactive</li> </ol>	<ol style="list-style-type: none"> <li>1. (Tribrachic)</li> <li>2. Componential (interior)</li> <li>3. Contextual (exterior)</li> <li>4. Experiential (Interactive)</li> </ol>	<ol style="list-style-type: none"> <li>1. Awareness</li> <li>2. Concepts</li> <li>3. Communication</li> <li>4. Models</li> <li>5. Procedures</li> <li>6. Assessments</li> <li>7. Feedback</li> <li>8. Integration</li> <li>9. Details</li> <li>10. Physical</li> <li>11. Emotional</li> <li>12. Mental</li> <li>13. Intuitive (wisdom)</li> </ol>
2. Systems	<ol style="list-style-type: none"> <li>1. Academic</li> <li>2. Personal</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Personal</li> <li>3. Creative</li> </ol>	<ol style="list-style-type: none"> <li>1. General</li> <li>2. Mechanistic</li> <li>3. Organismic</li> <li>4. Specific</li> <li>5. Integrative</li> <li>6. Incidental</li> <li>7. Open</li> <li>8. Closed</li> </ol>
3. Dynamics	Twelve Static	Eight Static	Unlimited—interactive – implicate/explicate
4. Model (Background)	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Theoretical</li> <li>3. Empirical</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Theoretical</li> <li>3. Empirical</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Theoretical</li> <li>3. Empirical</li> <li>4. Science Based (Physical Sciences)</li> </ol>
5. Objective	<ol style="list-style-type: none"> <li>1. Success</li> <li>2. comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Creative</li> <li>3. Intelligence</li> </ol>	<ol style="list-style-type: none"> <li>1. Purpose driven</li> <li>2. Mission Oriented</li> <li>3. Potential Achievement</li> <li>4. Creative</li> <li>5. Organizational</li> <li>6. Assimilate</li> </ol>

### Component Definitions

1. Types and numbers if intelligences
2. How the Intelligence processes
3. Factors directly connecting intelligence
4. The basis of each cognitive concepts
5. What each concept relates to

**Master Applications of the NatI Prototype**

Master Module Principles of Nature	Intelligence	Potential	Thinking Styles	Behavioral Character
<b>Power</b> 1- Focus 2- Concepts 3- Expression	1- Awareness 2- Concepts 3- Communication (How and What)	1- Focus on a mission/objective 2- Establish a perception, concept, engage facts 3- Sound Objective, Character	1- Conscious Thought 2- Conceptual Thought 3- Expressive Thought	1- Consciousness, Awareness 2- Facts, Perception 3- Personality, Complete communication
<b>Control</b> 4- Priority/ Evaluation 5- Reflection/Feedback 6- Models 7- Process 8- Wholeness 9- Details	4- Set and Follow priorities 5- Look in the mirror 6- Imitate a successful frame work, experience 7- Follow established steps, successful procedure 8- Envision the entire picture (integration) 9- Gather the details	4- Measure + Prioritize factors 5- Seek feedback, be open 6- Search and Employ a successful model (of your objective) 7- Follow proven principles, steps 8- Synthesis everything into your mission 9- Find as much detail	4- Measured Thinking 5- Reflective Thinking 6- Strategic Thinking 7- System Thinking 8- Whole Brain Thought 9- Complexity Thought	4- Objective Assessment 5- Impersonal Feedback 6- Virtues as Laws 7- Natural Systems 8- Integration 9- Detail and Abundance
<b>Action</b> 10- Physical/Material 11- Mental/Cognitive 12- Emotional 13- The Spirit, Archetypal	10- Develop material factors 11- I.Q., Rational Logic, impersonal 12- Emotional Control 13- Intuition	10- Concrete Development physical/materially 11- Utilize logic, thinking skills 12- Control emotions, utilize desires 13- Find the spirit of an issue	10- Analytical Thought 11- Critical Thought 12- Sensory Thought (interpersonal) 13- Abstract Thinking	10- Realizing Potential 11- Understanding 12- Empathy 13- Metaphysical Archetype
<b>14 – 26</b> <b>Polarity (The Activator)</b>	<b>14-26</b> Complementary, Seek the synthesis, Empathetic	<b>14-26</b> Avoid Polarized Factors, find the middle road	<b>14-26</b> Polarized Thinking	<b>14 – 26</b> Complementary