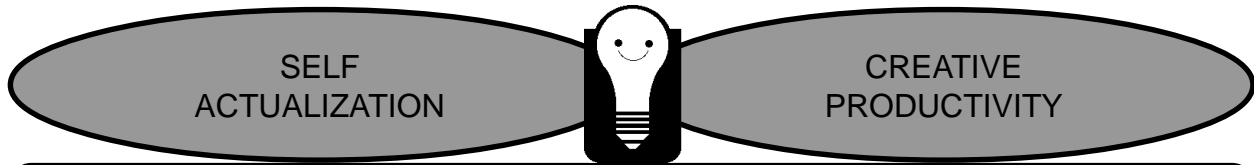


Overview of the Schoolwide Enrichment Model



TYPE III ENRICHMENT
INDIVIDUAL AND SMALL GROUP INVESTIGATIONS
OF REAL PROBLEMS

TYPE I ENRICHMENT

General
Exploratory
Experiences

TYPE II ENRICHMENT

COGNITIVE & AFFECTIVE DEVELOPMENT
LEARNING HOW TO LEARN SKILLS
RESEARCH AND REFERENCE SKILLS
COMMUNICATION WITH AUDIENCE SKILLS

INTEREST AND
LEARNING STYLES
ASSESSMENT

PERSONAL SUPPORT SYSTEM

COUNSELING * UNDERSTANDING
CAMARADERIE * EMOTIONAL SUPPORT
TEACHER AS: ADVOCATE, PATRON,
DEFENDER, CONFIDENT AND FRIEND

CURRICULUM COMPACTING

STAFF DEVELOPMENT ACTIVITIES
Simulation Situations (SIMSITS) Network Newsletter Training Institutes

Flexible Identification Procedures	Schoolwide Enrichment Team	Directory of Model Users Video Tape Series	CONFRATUTE
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Evaluation Instruments	Taxonomy of Process Skills	Bibliography of Methodological (HOW-TO) Books	Categorized Process Materials Directory
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Parent and Student Orientation Materials	Curricular Prototypes	Planning Guides for Service Delivery Activities (ACTION FORMS)
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THE GOALS	Expand Services to a Larger Proportion of the School Population	Integration With Regular Curriculum General Faculty Participation	Minimize Elitism—Label the Services Rather Than the Students	Promote a Radiation of Excellence Throughout the Entire School
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RESEARCH	Research Underlying the Three Ring Conception of Giftedness (Renzulli, 1978, 1986)	Recent Studies by Sternberg, Gardner, and Others
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THEORY	William James	Alfred North Whitehead	John Dewey	Jerome Bruner	Paul Torrance	Virgil Ward	Philip Phenix	Albert Bandura
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SERVICE DELIVERY COMPONENTS

ORGANIZATIONAL COMPONENTS

THE GOALS

RATIONALE
RESEARCH
THEORY

Validation Studies on the Model - See Technical Report

