Overview of the Schoolwide Enrichment Model

SELF ACTUALIZATION

CREATIVE PRODUCTIVITY

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

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

INTEREST AND LEARNING STYLES ASSESSMENT

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
Evaluation Instruments
Taxonomy of Process Skills
Bibliography of Methodological (HOW-TO) Books
Categorized Process Materials Directory
Parent and Student Orientation Materials
Curricular Prototypes
Planning Guides for Service Delivery Activities (ACTION FORMS)
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

THE GOALS

THEORY
Research Underlying the Three Ring Conception of Giftedness (Renzulli, 1978, 1986)

RESEARCH
Recent Studies by Sternberg, Gardner, and Others

William
James
Alfred North
Whitehead
John
Dewey
Jerome
Bruner
Paul
Torrance
Virgil
Ward
Philip
Phenix
Albert
Bandura

Validation Studies on the Model - See Technical Report