

Resources for Teaching Type II Enrichment

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Over the years many teachers have asked question about thinking skills; what they are and how they can best be taught. The following taxonomy, which is the result of an extensive review of the literature on this topic, organizes six general areas and several sub-areas of thinking skills. By entering a sub-area into Google or other search engines (e.g., “Character Development”) you can find many free or inexpensive activities for developing selected categories of Type II Enrichment. Many are research-based, but I can’t verify the safety, quality, or effectiveness of the literally thousands of resources that can be found through these searches.

If there are any resources that you use and find effective it would be a good idea to post information on our Center’s Soapbox newsletter so that others can benefit from your assessment of particular items. I have found that the judgments of materials and/or teaching strategies used by teachers has always been a good way to make decisions about what to use or buy.

**Type II
Enrichment**

**TAXONOMY OF COGNITIVE & AFFECTIVE PROCESSES
(The "Type II Matrix" JSR: 2001)**

I. Cognitive Thinking Skills	II. Character Development and Affective Process Skills
A. Creative Thinking Skills	A. Character Development
B. Analytic, Problem-Solving & Decision-Making Skills	B. Interpersonal Skills
C. Critical and Logical Thinking Skills	C. Intrapersonal Skills

III. Learning How-To Learn Skills	IV. Using Advanced Research Skills & Reference Materials
A. Listening, Observing, & Perceiving	A. Preparing for Research & Investigative Projects
B. Reading, Notetaking, & Outlining	B. Library & Electronic Reference
C. Interviewing & Surveying	C. Finding & Using Community Resources
D. Analyzing & Organizing Data	

V. Written, Oral, and Visual Communication Skills	VI. Meta-Cognitive Technology Skills
A. Written Communication Skills	A. The ability to identify trustworthy and useful information
B. Oral Communication Skills	B. The ability to selectively manage overabundant information
C. Visual Communication Skills	C. The ability to organize, classify, and evaluate information
	D. The ability to conduct self-assessments of web-based information
	E. The ability to use relevant information to advance the quality of one's work
	F. The ability to communicate information effectively