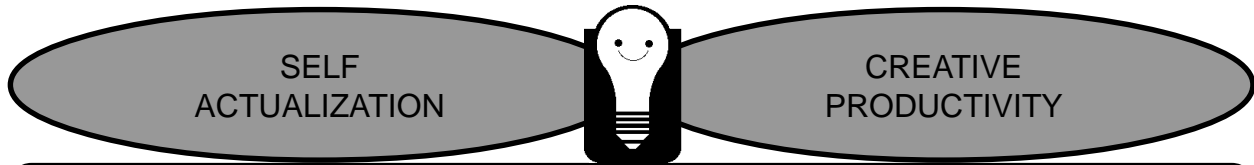


Overview of the Schoolwide Enrichment Model



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

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)

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

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

