CLDDV 107: Introduction to Curriculum
Educating Young Children
Introduction: The High/Scope Approach to Preschool Education
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Origin of the High/Scope Preschool Curriculum
• Curriculum development is a complex process, involving:
  – Commitment to a broad-based educational philosophy
  – Extensive knowledge of human growth and development
  – Practical experience with children
  – Understanding of children’s interests
  – Ability to consolidate and interpret ever-expanding body of research about teaching and learning

Origin of High/Scope
• Originally developed to serve at-risk children from poor neighborhoods in Ypsilanti, Michigan
• 1962 David Weikart, director of special services for Ypsilanti Public Schools, initiated the Perry Preschool Project
  – Later known as High/Scope Perry Preschool Study
  – In response to persistent failure of high school students from Ypsilanti’s poorest neighborhoods
  • Consistently scored in lower ranges on intelligence tests and academic achievement tests
  • Low IQ scores reflected limited opportunities for adequate school preparation
  • Low student achievement in secondary school correlated with attendance at elementary schools in poor neighborhoods

Origin of High/Scope
• Contemporary curriculum approaches focused primarily on children’s social and emotional growth (Sears and Dowley, 1963)
• High/Scope focused on children’s intellectual development
  – Piaget’s research influenced philosophical orientation toward active learning
• Plan/Do/Review became the core of the curriculum
• Parent component was key aspect
  – Home visits
  – Parents involved in educational activities

Preschool Curriculum Demonstration Project (High/Scope Curriculum)
• 1967: Study examined effectiveness of three preschool curriculum models
  – Cognitively oriented curriculum (High/Scope)
  – Language Training Curriculum (Direct Instruction model)
  – Unit-Based Curriculum (Nursery School model)
• 1970: conclusion of demonstration phase
  – All children did well in IQ tests, school achievement tests at age 10

Central Principles of High/Scope Preschool Curriculum

Active Participatory Learning:
How Children Construct Knowledge
  • Direct experiences
  • Immediate experiences
    – Following the child’s lead
  • Deriving meaning through reflection

Active Learning
  • Power of active learning comes from personal initiative
    – Act on innate desire to explore
Ask and search for answers to questions
  • About people
  • About materials
  • About events
  • About ideas that arouse their curiosity
  • Solve problems
  • Generate new strategies

9 Active Learning
  • Curriculum’s content is identified in the key developmental indicators (KDI)\n  • Formerly called “key experiences”
  • KDI is behaviors that reflect development
    • Mental
    • Emotional
    • Social
    • Physical

10 Active Learning
  • KDIs occur during:
    • Creative opportunities
    • Ongoing interactions with people
    • Ongoing interactions with materials
    • Ongoing interactions with events
    • Ongoing interactions with ideas
  • When adults support children’s initiative and understand children’s actions in terms of the KDIs, development occurs and High Scope is implemented

11 Adult-Child Interaction
  • Adults provide a safe climate for children
  • Adults support children as they play and talk with them
  • Adults are guided by their understanding of children’s thinking and reasoning
  • Adults practice positive interaction strategies
    • Shared control
    • Focus on children’s strengths
    • Forming authentic relationships with children
    • Supporting children’s play
    • Problem-solving approach to social conflict

12 Adult-Child Interaction
  • Interaction style allows child to:
    • Express thoughts and feelings freely and confidently
    • Decide on the direction and content of the conversation
    • Experience true partnership in dialogue
  • Adults encourage
  • Adults use problem-solving approach
    • Instead of child-management system based on praise, punishment, and reward

13 Learning Environment
  • Physical environment has strong impact on behavior of children and adults
  • Plan the layout
  • Select appropriate materials
  • Ongoing opportunities for child to make choices and decisions
  • Organize play space into specific interest areas

14 Learning Environment
Interest areas:
- Sand and water play
- Building
- Pretending and role play
- Drawing and painting
- Reading and writing
- Counting
- Sorting
- Climbing
- Singing
- Dancing

**Learning Environment**

Interest areas contain:
- Wide and plentiful assortment of easily accessible materials
- Children choose and use materials to carry out intentions and ideas for play
- Natural materials
- "Found" materials (recycled materials)
- Commercial materials
- Homemade materials

**Learning Environment**

Storage of materials:
- Low shelves
- Clear boxes
- Picture labels
- Promotion of children’s independence in finding, using, and returning the items they need

**Daily Routine**

Consistent daily routine supports active learning
- Routine enables children to anticipate what’s happening next
- Routine helps child to have control over what they do during their day
- Routine allows time to:
  - Plan
  - Do
  - Review

**Daily Routine**

Plan/Do/Review process allows children to:
- Express intentions
- Carry intentions out
- Reflect on what they have done (or not done)

**Daily Routine**

Small group time:
- Child experiments and explores new and familiar materials adult selects based on daily observations
  - Of children’s interests
  - The KDIs
Local events

- Large group time:
  - Children and adults initiate music and movement
  - Story re-enactment
  - Cooperation (waiting turn)

Assessment

- Assessment includes:
  - Observing children
  - Interacting with children
  - Planning for children

Teamwork

- Daily planning sessions to share observations, analyze observations in terms of the KDI's, plan for next day
- Daily anecdotal notes based on what you see and hear

High Scope Program Effectiveness

- Research conducted 1989 – 1992
- Found:
  - Lasting benefits for children
  - Lasting benefits for families
  - Lasting benefits for society

Effects of High Scope Perry Preschool Program

- Interviews and review of records of students who participated in PPP from 1962 – 1967
  - Looked at school records
  - Looked at social services
  - Looked at arrest records
- Major differences were found favoring the 40-year-olds who had been enrolled in the active learning preschool program

Effects of High Scope Perry Preschool Program

- Findings comparing 40-yr-olds who participated and 40-yr-olds who did not within the same community
  - Increased social responsibility
  - Increased earning and economic status
  - Increased educational performance
  - Increased marriage and family life

Effects of High Scope Perry Preschool Program

- Social responsibility increase
  - Fewer arrests, looking at numbers who had been arrested five or more times (36% versus 55%)
  - Fewer violent crime arrests (32% versus 48%)
  - Fewer property crimes (36% versus 58%)
  - Fewer drug crimes (14% versus 34%)

Effects of High Scope Perry Preschool Program

- Earning and economic status
  - By 40, more were employed (76% vs 62%)
  - Higher median annual earnings than no-program group ($20,800 vs $15,300)
  - By 40, more owned own homes (37% vs 28%)
  - By 40, more owned own car (82% vs 60%)
  - By 40, more had savings accounts (76% vs 50%)

Effects of High Scope Perry Preschool Program

- Educational performance
- One-third more graduated from high school, adult high school, or received General Education Development certification (77% vs 60%)
- Higher achievement scores at age 14
- Higher average literacy scores at age 19

Effects of High Scope Perry Preschool Program

Marriage and family life
- By 40, more males took responsibility for raising their children (57% vs 30%)
- More males were married (71% vs 54%)
- More had second and third marriages (29% vs 8%)
- By 40, more said they were getting along very well with their families (75% vs 64%)

Child Outcomes in the High/Scope Training of Trainers Evaluation

- Children in programs significantly outperformed children in comparison programs in:
  - Initiative
  - Social relations
  - Motor development
  - Overall development