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
- Assessment
- Adult–Child Interaction
- Daily Routine
- Learning Environment
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
Active Learning

Curriculum’s content is identified in the *key developmental indicators (KDI)*s

- Formerly called “key experiences”
- KDI are behaviors that reflect development
  - Mental
  - Emotional
  - Social
  - Physical
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
ACTIVE LEARNING

Initiative Developmental Indicators

ASSESSMENT
- Teamwork
- Daily Anecdotal Notes
- Daily Planning
- Child Assessment

ADULT-CHILD INTERACTION
- Interaction Strategies
- Encouragement
- Problem-Solving Approach to Conflict

DAILY ROUTINE
- Plan-Do-Review
- Small-Group Time
- Large-Group Times

LEARNING EXPERIENCE
- Areas
- Materials
- Storage
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
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
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
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)

- Plan:
  - Ask the child what they would like to do today

- Do:
  - Can be a few minutes or an hour

- Review:
  - Talk, draw a picture, share activity
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 KDIs, 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