

**SECOND
EDITION**

Understanding the HighScope Approach

Early Years Education in Practice



A **David Fulton** Book

Monica Wiltshire

Understanding the HighScope Approach

Understanding the HighScope Approach is a much-needed source of information for those wishing to extend and consolidate their understanding of this innovative education programme. It will enable the reader to analyse the essential elements of the HighScope approach to early childhood and its relationship to high-quality early years practice.

This second edition contains all the original content, which covers all areas of the curriculum including learning environment, plan-do-review, adult-child interaction and assessment, but has been updated to be fully in line with the latest changes to research, policy and practice. New topics and features include:

- outdoor play and learning
- using the HighScope approach with children with special needs and who speak English as an additional language
- managing the approach with bigger class sizes
- the implementation of technology with children in HighScope settings
- a selection of new photographs

Written to support the work of all those in the field of early years education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, early years professionals, children's centre professionals, lecturers, advisory teachers, head teachers and setting managers.

Monica Wiltshire has worked in the field of early years since the 1970s. Positions she has held include Head of a Children's Centre, Inspector for Children's Services, Consultant Trainer for HighScope UK and an independent trainer and consultant for early years practitioners in the United Kingdom and Sweden. She is now retired and enjoys active learning adventures and experiences with her grandson, Alistair.

Understanding the . . . Approach

This series provides a much-needed source of information for those wishing to extend and consolidate their understanding of international approaches to early years education and childcare. The books will enable the reader to analyse the essential elements of each approach and its relationship to quality early years practice.

Each book:

- Describes the key principles of the approach to early childhood with practical examples and case studies;
- Provides students and practitioners with the relevant information about a key pedagogical influence on high-quality early years practice;
- Highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice;
- Can be used as the basis for continuing professional development and action research.

Written to support the work of all those in the field of early years education and childcare, these will be invaluable texts for students, early years and childcare practitioners, teachers, early years professionals, children's centre professionals, lecturers, advisory teachers, head teachers and setting managers.

Series editors

Pat Brunton, Educational Consultant, UK

Linda Thornton, Educational Consultant, UK

Titles in this series

Understanding the Montessori Approach 2nd Edition

Early Years Education in Practice

Barbara Isaacs

Understanding the HighScope Approach 2nd Edition

Early Years Education in Practice

Monica Wiltshire

Understanding the HighScope Approach

Early Years Education
in Practice

Second Edition

Monica Wiltshire

Second edition published 2019

by Routledge

2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

and by Routledge

52 Vanderbilt Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2019 Monica Wiltshire

The right of Monica Wiltshire to be identified as author of this work has been asserted by her in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

First edition published by Routledge 2012

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

A catalog record has been requested for this book

ISBN: 978-0-8153-7760-3 (hbk)

ISBN: 978-0-8153-7761-0 (pbk)

ISBN: 978-1-351-23409-2 (ebk)

Typeset in Palatino and Futura

by codeMantra



Dedication

This book is dedicated to the late Dr David P. Weikart, whose vision for children inspired me, as it has so many others across the world. Also to Alistair David, the first of my grandchildren, and my other grandchildren waiting to be.



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>



Contents

<i>List of illustrations</i>	ix
Introduction	1
1 History and research	6
2 An overview of HighScope	23
3 Active learning	34
4 The learning environment	53
5 The daily routine	79
6 Adult–child interaction	116
7 Assessment and teamwork	137
8 The future	157
<i>Index</i>	163



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

Illustrations

Figures

1.1	HighScope Preschool Study major findings at age 27	12
1.2	HighScope Preschool Study major findings at age 40	13
2.1	The HighScope Wheel of Learning	24
2.2	The HighScope Infant and Toddler Wheel of Learning	31
3.1	The HighScope Wheel of Learning, with Active Learning section highlighted	35
3.2	'Star Wars' play	43
4.1	The HighScope Wheel of Learning, with the Learning Environment section highlighted	54
4.2	Treasure basket	57
4.3	Interest area labelling	60
4.4	Storage in the block area	63
4.5	Storage in the home area	63
4.6	Labelling materials	64
4.7	Letter links sign in sheet	65
4.8	Accessible storage	66
4.9	'Work in Progress' sign	69
4.10	Outdoor home area	75
5.1	The HighScope Wheel of Learning, with the Daily Routine section highlighted	80
5.2	Planning time	85
5.3	Planning drawing	86
5.4	Work time	88
5.5	Tidy-up time	91

5.6	Recall time	92
5.7	Recall drawing	93
5.8	Greeting time	95
5.9	Message board	96
5.10	Large group time	97
5.11	Large group time outside	98
5.12	Small group time	99
5.13	Outside time	102
5.14	Growing vegetables	103
5.15	A mud kitchen	103
5.16	Snack time	104
5.17	The daily routine chart	106
5.18	Henrik at small group time	109
5.19	Anna at work time	111
6.1	The HighScope Wheel of Learning, with the Adult-Child Interaction section highlighted	117
6.2	A problem-solving approach to conflict	132
7.1	The HighScope Wheel of Learning, with the Assessment section highlighted	138
7.2	Observation record sheet	143
7.3	Daily team planning	146
7.4	Sample item for the Programme Implementation Profile	152

Tables

3.1	Essential ingredients of active learning: a summary	40
4.1	Guidelines and strategies for arranging and equipping spaces for children: a summary	70
5.1	Sample daily routines	82
6.1	Contrasting climates for children	118

Boxes

3.1	Analysing a five-minute observation of 'Star Wars' play using the five ingredients of active participatory learning	41
3.2	Key developmental indicators for under-threes	44
3.3	Key developmental indicators for preschoolers	47

4.1	A visit to an under-threes' unit in a purpose-built preschool	57
4.2	A visit to a preschool in a Victorian house	72
5.1	A morning with Henrik (9.00-11.40), a 2-year-old in preschool	107
5.2	A morning with Anna (9.00-12.00), a 4-year-old in preschool	110
6.1	Preventing classroom conflicts	128
6.2	Problem-solving scenarios in a HighScope setting, with comments, tips and suggestions	130
7.1	Characteristics of an effective team	140
7.2	Categories and items in COR Advantage	148



Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>



Introduction

A personal perspective

Many children, families and practitioners have been touched by HighScope and describe the approach as inspirational. I first came across HighScope in 1989 whilst on my social work training. As the head of an inner London children's centre at that time, I was all too aware of the variations in practice within my own setting, let alone across the country, and found that HighScope gives a coherent, co-ordinated curriculum of best practice for staff teams to work with, using a common language and way of working. Common problems in the field were different styles of adult-child interaction, ranging from autocratic to laissez faire with associated room arrangement, routines and assessment. I soon realised that HighScope gave clear guidance on how to share control with children and provide the mid-line approach to support children's learning that I was looking for. I especially liked the practical focus, with lots of ideas to take away and try out, and the emphasis on the *process* and *how* to support children's learning, which then leads naturally to what we want young children to learn. With a clear reason behind every element of the approach, I was inspired and began my HighScope journey to find out more. I attended a two-day introductory course run by Pam Lafferty at the Institute. This led to me attending the sixth Training of Trainers Course, and so through to training as a HighScope Staff Consultant myself in 2001.

Background to the UK interest in the HighScope approach

HighScope is one of the key pedagogical approaches to early childhood education that has strongly influenced early years principles and practice in the UK. Based on a central belief in active learning, it was ‘cutting edge’ in 1984 when the first HighScope pilot project took place in the UK. From early days in VOLCUF (Voluntary Organisation Liaison Committee for Under Fives) premises in Holloway Road, north London, HighScope UK opened in 1990 as the first international institute outside of the USA. The headquarters in Penge, south-east London, with training rooms, stock rooms and offices became a base for high-quality training and the dissemination of HighScope publications. Funded primarily by the children’s charity Barnardos for twenty years, and with Kathy Sylva, who led the Effective Provision of Preschool Education (EPPE) research, as patron, HighScope UK achieved a very high profile in the sphere of early years education, informing key organisations and government policy. In 2007 HighScope relocated to the north-east of England, with a demonstration preschool at South Tyneside Early Excellence Centre.

The aim of this book

Understanding the HighScope Approach has been written to give people in the early years field access to an accurate, factual overview of HighScope and thereby present its strengths, correct myths and address criticisms. Taken on its own it will provide a valuable stimulus to examine beliefs about what is important for young children and whether practice matches beliefs, or as part of this series it will provide a source for discussion, analysis and comparison between the leading approaches in early childhood education.

HighScope is used in many different countries and provides a flexible framework, with principles that transfer across different ages, settings, sectors and abilities. Readers will realise that implementing HighScope does not require specific materials or altering basic beliefs about what is good for children. However, it needs to be said that HighScope is a philosophy, a way of thinking, and not something you do on a Friday afternoon or in one room in your setting. Neither is it a curriculum that you ‘take off the shelf’ and implement in three weeks; it takes practice,

commitment and motivation. Reference to training available can be found on the following websites for those who want to fully embrace the HighScope approach:

- www.highscope.org
- www.early-years.org/highscope

The structure of the book

Each chapter will focus on an aspect of the approach, although it will be evident that they are all interrelated and none can be considered in isolation.

Chapter 1 describes where, how and why HighScope began and gives a biography of Dr David Weikart, who founded the approach. It includes theoretical influences and the research-based evidence in support of the HighScope curriculum. Based on these and other studies, it identifies elements of high-quality early years programmes.

Chapter 2 highlights the key principles of HighScope as shown in the Wheel of Learning. It serves as a brief introduction to help the reader understand how HighScope works and its educational philosophy, before going into greater detail in subsequent chapters.

Chapter 3 focuses on active learning as the central element which drives the whole of the curriculum. It covers the five essential ingredients of active learning – materials, manipulation, choice, child language and thought, adult scaffolding and its natural outcomes of personal motivation and ‘key developmental indicators’ – the HighScope curriculum content.

Chapter 4 looks at how we can make the best possible use of space for active learners both indoors and outdoors. It looks at the logical organisation of space into interest areas, the types of materials that are appealing to children and the use of storage to enable a find-use-return cycle. This chapter includes a sample material list for a HighScope classroom.

Chapter 5 looks at how we can make the best use of time and apply the ingredients of active learning throughout the day, with a balance between adult- and child-initiated activities. It introduces practical strategies such as the daily routine chart and the message board used at greeting time, shows how HighScope’s unique plan-do-review sequence enhances child-initiated play and how to share control at large and small group times.

Chapter 6 covers the essence of HighScope, which is adult–child interaction. It looks at styles and strategies that scaffold children’s learning, including how to encourage without praising, and a problem-solving approach to conflict.

Chapter 7 applies many of the strategies from the previous chapters to how HighScope practitioners work in teams to assess their work with children and evaluate how well the curriculum itself is working. It looks at how practitioners take anecdotal observations as the starting-point for the daily planning process and for child assessment and describes how teams maintain and develop effective curriculum practices.

Finally, Chapter 8 concludes by looking at the work of HighScope in the UK and abroad, its impact for children, families and society and ideas for the future.

The structure of the chapters

At the beginning of each chapter there is a brief summary of the content, followed by a more detailed description of the aspect under consideration. References to key texts are included to encourage readers to extend their own research and understanding of the HighScope approach. Each chapter is summarised in a set of ten key points to clarify the reader’s understanding of HighScope. Finally, there is a section in each chapter entitled ‘Reflections on the HighScope approach’. It is offered as a starting-point, not a comprehensive list. It reflects many of the questions I have been asked by educators involved in planning professional development initiatives for themselves and their colleagues, and is primarily designed to be used as a group exercise to highlight issues you may wish to consider as a team when reflecting on your practice.

Terminology

When writing about an international approach there is frequently a range of terminology used. For this book I have chosen to use ‘practitioner’ to refer to the teacher, teaching assistant or any adult who works with children; ‘setting’ to refer to the classroom, children’s centre or place where children meet; and refer to children aged between 3 and 5 years as ‘pre-schoolers’ and children aged 1 to 3 as ‘under-threes’.

Acknowledgements

I am indebted to Ann Epstein and Mary Hohmann, who wrote *The HighScope Preschool Curriculum*, and Ann Epstein, who wrote *Essentials of Active Learning in Preschools: Getting to Know the HighScope Curriculum* (2nd edn), from which some of the material in this book is taken.

My thanks go to staff and children at Leapfrog Neighbourhood Nursery in Portsmouth, England, ABC All About Children Preschool in Gothenburg, Sweden, where I wrote accounts of my visits and took photographs for this book, and Wyvern Nursery Ltd in Somerset, England, where additional photographs for this second edition were taken. Thank you also to photographer Rob Vanstone for the front cover photograph of children at ABC All About Children Preschool.

Finally, my thanks to the editors who have helped me to shape this book: Annamarie Kino, commissioning editor, Routledge; Linda Thornton and Pat Brunton, series editors; and Ann Epstein, Senior Director of Curriculum Development, HighScope Educational Research Foundation (retired).

Related reading

Sylva, K., Melhuish, E. C., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2004) *The Effective Provision of Pre-school Education (EPPE) Project: Final Report*. Nottingham: SureStart/DfES

1

History and research

This chapter starts by explaining how HighScope got its name. It then tells the story of how HighScope grew, from the problems of 1960s segregated society in America to becoming an international approach. It describes the research-based evidence in support of the HighScope curriculum, its theoretical influences, underlying educational philosophy and the components of high-quality children's programmes derived from these studies. Finally, it explains why HighScope works and its impact more than 50 years on. The publications that have tracked its development are included in the related reading section at the end of the chapter.

How HighScope got its name

Originally called 'The Cognitively Oriented Curriculum', HighScope got its name from a summer camp for adolescents in 1963 in Michigan, USA; 'high' to signify their aspiration level and 'scope' to signify the breadth of vision they hoped to reach. When David Weikart, the founder of HighScope, left his job as Director of Special Services in 1970 to focus on research and curriculum development, the name was adopted for the corporate name HighScope Educational Research Foundation. The work of the foundation has expanded and evolved and now includes departments that carry out an active programme of *research* to evaluate HighScope programmes and other educational initiatives; *curriculum development*; and *professional development* training and conferences. HighScope also operates a *Demonstration Preschool* to showcase the curriculum in practice, and the *HighScope Press*, which publishes curriculum,

training and assessment materials. Although HighScope's principal work is in early childhood education, it also offers validated *assessment tools* and related training in early elementary education and programmes for adolescents. An *international registry* maintains a list of certified individuals and accredited settings that have participated in HighScope training and met the rigorous standards for curriculum knowledge and practitioner skills.

Origins and research

David Weikart

In 1962, clinical psychologist Dr David P. Weikart (1931–2003), Director of Special Services for the Ypsilanti Public Schools in Michigan, initiated the Perry Preschool Project (which later became known as the HighScope Perry Preschool Study). He designed this project in response to the persistent failure of students from Ypsilanti's poorest neighbourhoods to graduate from high school.

After four years at Oberlin College, a two-year tour of duty with the US Marine Corps in Korea and Japan and three years of graduate studies at the University of Michigan in Ann Arbor, Weikart was eager to enter the workforce and make a contribution to society. In his role as a school psychologist and director of special services he was new on the scene and the first person to hold this position under new state funding. He was alarmed by the trends he found in educational achievement and to be working in a context where most people felt that IQ was a genetic trait and that one could assign a youngster's IQ with fair accuracy simply by knowing the address of the family. Over the previous ten years of standardised achievement testing (1948–1957), no class in the Perry elementary school, a predominantly African American school, ever exceeded the 10th percentile on national norms for any tested subject. Yet in the elementary school on the other side of town, which primarily served the children of white, middle-class university professionals, no class ever scored less than the 90th percentile (Weikart, 2004).

Perry Preschool Project

Although the HighScope approach is now used in settings serving the full range of preschool-aged children, it was originally developed

to serve at-risk children from poor neighbourhoods in Ypsilanti. This area experienced racial segregation in 1960s America. There were overwhelming educational problems, including 50 per cent of children under 10 years old repeating a year, less than half the children graduating from high school, a high ratio of juvenile delinquency and low test scores and academic standing.

In searching for a solution to these problems Weikart and his colleagues focused on preschool education for 3- and 4-year-olds because they knew from research emerging at the time that the potential for learning at this age was strong and wondered if there was something they could do before children started school that would better equip them. This decision also avoided the complexity of district-wide school reform because provision for this age group was non-statutory. To provide programme structure, the Special Services committee considered using the standard nursery school approach of the day, which focused on children's social and emotional development (Sears and Dowley, 1963), but subsequently decided they must focus more squarely on children's intellectual development to support children's future academic growth. Because a systematic and documented approach to these cognitive components of preschool education did not exist at that time, the Special Services committee consulted several outside experts who were university professors in child development and special education. After reviewing the proposals, the basic advice from the experts was not to operate the programme. They felt that 3- and 4-year-olds, especially from disadvantaged backgrounds, would not cope with a cognitively oriented curriculum and that it might actually harm the children. Whilst initially this was disappointing advice, Weikart and his colleagues realised that these experts had unknowingly given them a legitimate research question: *Does participation by disadvantaged children in an early education programme improve their intellectual and academic abilities?* Or, to put it simply, does preschool work? With this challenging question to be answered, the HighScope Perry Preschool Study was conceived as a tightly designed research project that would compare two groups of children randomly assigned to treatment (preschool) and control (no preschool) conditions.

Politically, the early 1960s was a period of optimism about 'breaking the cycle of poverty' and 'inoculating' children against failure. Despite this, it was a bold step to take when research was not part of the Special Services remit and there was no obvious funding for a year of the programme, let alone four decades. It was also 'of a time' because it would not be ethical now to withhold preschool experiences from a control

group of children, but at that time there was a genuine lack of knowledge about the benefits of preschool education.

Background to the project

The Special Services committee set three criteria for the preschool curriculum they would select. First, it had to be based on a coherent theory of teaching and learning. Second, it had to support each child's capacity to develop individual talents and abilities through on-going opportunities for active learning. Third, researchers and teachers had to be able to work as partners so that theory and practice received equal consideration. The preschool programme that was the subject of the study served 3- and 4-year-olds from 1962 to 1967.

Theoretical influences

With these criteria firmly in mind, Weikart, along with teachers, administrators and psychologists, turned to the writings of Jean Piaget. They were initially drawn to Piaget's child development research by a summary of his work presented in *Intelligence and Experience* by J. McVicker Hunt (1961). Clearly, Piaget's theory of development supported the curriculum team's philosophical orientation towards active learning. Through a series of seminars and discussions the team began the work of building a classroom programme for 3- and 4-year-olds around processes, goals and content areas derived from Piaget's research. Gradually, however, a major decision affecting project organisation and curriculum development was forced by staff differences. Several researchers who were Piagetian scholars began to outline weekly lesson plans for the teachers, including correct and incorrect ways to promote children's development of cognitive skills. While the teaching staff welcomed the suggestions, they felt that they had a better understanding of the children and what experiences fitted best within the daily routine and adult-child relationships. They also felt these instructions were pushing them towards a curriculum that was more directive than they had originally envisioned, and wanted to include some traditional nursery school practices that would also support children's social and emotional development.

At this point Weikart formalised his position: the HighScope approach would draw upon child development theory such as Piaget's, but the application of theory had to be tempered by advice from experienced classroom teachers. Theirs would never be a classic, strictly Piagetian-based

approach; it would also seek the related developmental theories of others such as John Dewey (1938/1963) and Erik Erikson (1950) which supported the idea of active learning, initiative, child choices and decisions. Psychologist Sara Smilansky was a consultant to HighScope in the early 1960s and urged curriculum developers to add the concept of recall to planning and work time so that children could reflect on their plans and actions and thereby gain more understanding of what they had learned in the process. The work of developmental psychologist and educator Lev Vygotsky (1934/1962) informed HighScope's interaction strategies to scaffold children's learning. As the approach has evolved, work on interaction styles has been informed by Virginia Satir (1994), while the work of Howard Gardener (1993) on multiple intelligences, amongst others, has informed the development of the 'key developmental indicators' – the 'curriculum content' that specifies the knowledge and skills that are appropriate for young children to learn.

The educational philosophy underlying HighScope is constructivist, as opposed to behaviourist (Watson, 1928; Skinner, 1983), and is best described by Alfie Kohn (1993, page 219), who has informed much of HighScope's work on encouragement versus praise:

People learn by actively constructing knowledge, weighing new information against their previous understanding, thinking about and working through discrepancies (on their own and with others), and coming to a new understanding. In a classroom faithful to constructivist views, students are afforded numerous opportunities to explore phenomena or ideas, conjecture, share hypotheses with others, and revise their original thinking. Such a classroom differs sharply from one in which the teacher lectures exclusively, explains the 'right way' to solve a problem without asking students to make some sense of their own, or denies the importance of students' own experiences or prior knowledge.

With these child development theoretical influences in mind, the HighScope curriculum came into being. Weikart, in his book *How HighScope Grew: A Memoir* (2004, page 67) states:

Thus today, the HighScope curriculum is an amalgam of related developmental theories hammered into usefulness by decades of teacher experiences in the classroom and on home visits. I have never regretted this decision nor questioned the results. When I see our approach being used throughout the United States and in over 20 countries by a wide range of ethnic, religious and language groups, I see its broad accessibility as support for my decision to listen carefully to the teachers.

The people and organisations involved

All the study participants were African American, as was almost everyone in the Perry School neighbourhood where the research took place. The 123 children in the sample were randomly assigned by the flip of a coin to the 'programme group' or 'no programme group'. This decision was key because the only difference between the members of the two groups that can be traced back is their preschool experience, and this offers the best explanation for the findings of the research. The two groups were matched on mean socioeconomic status, mean intellectual performance and percentages of boys and girls. Five waves of children entered the project run at the Perry School between 1962 and 1967.

How the research was carried out

Four teachers with bachelor's degrees held daily classes of twenty to twenty-five children aged 3 to 4 years old and made two home visits a week to share curriculum principles with parents; the adult-child ratios were arranged to allow for individualised as well as group scaffolding of learning and also to accommodate this high level of family involvement. With consistent curriculum training, supervision and assessment, the researchers and preschool teachers developed a comprehensive preschool approach. Based on the writings of theorists Piaget, Dewey and Smilansky, they educated children by having them *plan, do* and *review* their own learning activities, with the concept of active participatory learning central to every element of the curriculum. Researchers then assessed the status of the two groups annually from ages 3–11, 14–15 and at age 19, 27 and 40 using variables representing certain characteristics, abilities, attitudes and type of performance. Retention of the study participants has been remarkable, largely due to the persistence and tenacity of the interviewers, and HighScope plans to interview the study groups again at ages 60–65.

The findings

All the findings of the Perry Preschool Project are reported in a series of monographs noted in the related reading section at the end of this chapter; the most recent findings being reported in *Life Time Effects* (Schweinhart et al., 2005). Researchers found that, although there were some encouraging findings during and after the subjects' school years,

the really interesting data began to emerge at age 27. The Age 27 findings showed that, in comparison with the 'no programme' group, the 'programme group' had:

- significantly higher monthly earnings at age 27 (with 29 percent vs 7 percent earning \$2,000 or more per month)
- significantly higher percentages of home ownership (36 percent vs 13 percent) and second car ownership (30 percent vs 13 percent)
- a significantly higher percentage of schooling completed (with 71 percent vs 54 percent completing 12th grade or higher)
- a significantly lower percentage receiving social services at some time in the previous ten years (59 percent vs 80 percent)
- significantly fewer arrests by age 27 (with 7 percent vs 35 percent having five or more arrests), including significantly fewer arrests for crimes of drug taking or dealing (7 percent vs 25 percent).

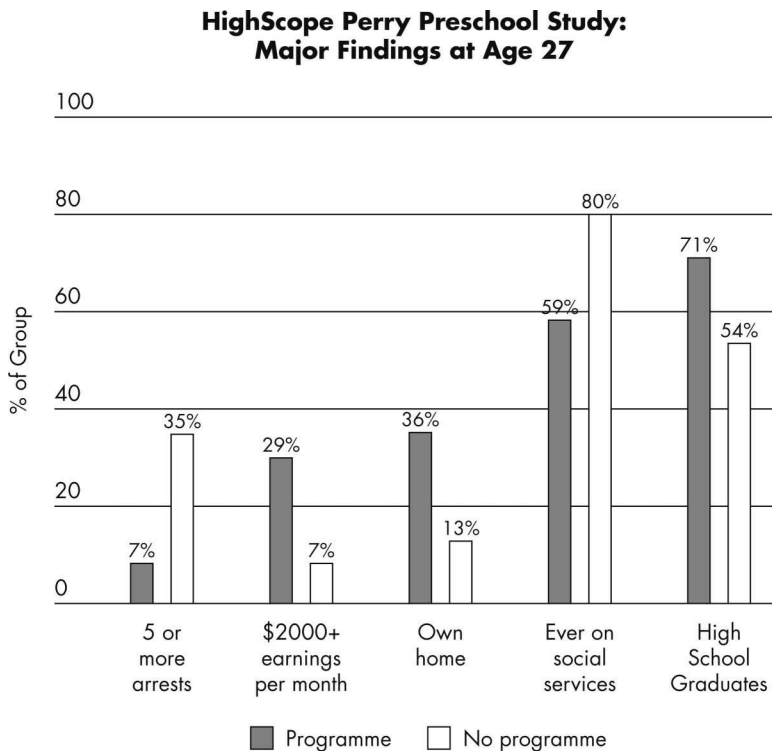


Figure 1.1 HighScope Preschool Study major findings at age 27

Source: Hohmann and Weikart (2002, page 8)

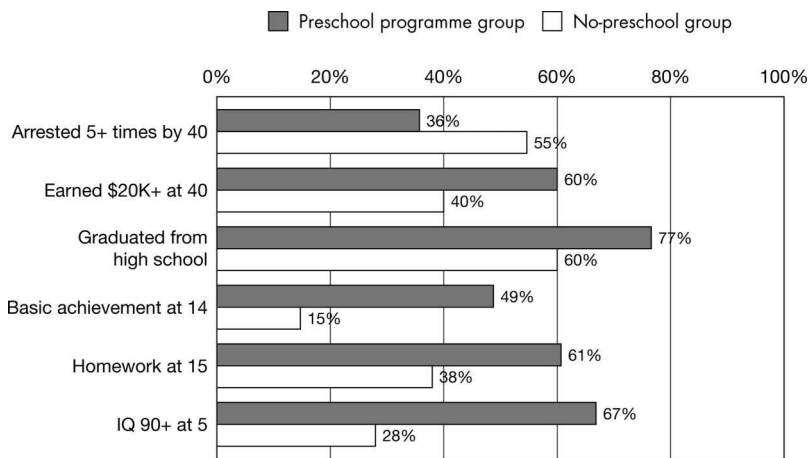


Figure 1.2 HighScope Preschool Study major findings at age 40

Source: Epstein and Hohmann (2012, page 9)

The most compelling finding was the reduction in criminality, indicating social responsibility as a major outcome of the project. The Age 40 findings remain consistent, but with less difference in criminality, presumably because people commit less crime as they get older. The strengths of the crime-related findings underline the importance of social and emotional development in early years; this is a non-cognitive effect but related to impulse control, a need for attention and emotional intelligence in general.

Of specific interest to policy-makers are the cost savings to society, with fewer resources needed for special programmes, welfare benefits and, most significantly, savings in crime costs. The Age 40 study reports a return of \$17 per dollar invested. Weikart's economic analysis was new to the field, and evidence that high-quality early childhood education is a good public investment. This attention to the economic benefits to society of investing in early childhood education helped to garner widespread, bipartisan support for such initiatives.

What was it in the preschool curriculum that caused the results?

The studies revealed that it was not only academic content that was the link between an early childhood programme and successful adult performance, but the development of specific personal and social dispositions. Erikson (1963) pointed out that the typical psychological thrust of

a 3- to 5-year-old is towards developing a sense of initiative, responsibility and independence. Katz and Chard (1993), discussing the importance of children developing the dispositions of curiosity, friendliness and co-operation, pointed out that good preschool programmes support the development of such traits. However, personal dispositions are elusive and cannot be taught directly. Instead, they can only gradually emerge, under the right circumstances, as the by-products of children's engagement in developmentally appropriate, active learning experiences. It is HighScope's unique plan-do-review process that is strongly represented in the Perry study. These three aspects of an active learning approach – children's expression of intent, their independently generated experiences and their reflections – define child-initiated learning. The outcomes are vital to life-long learning and include the development of such important dispositions as initiative, responsibility, curiosity, trust, confidence, independence and divergent thinking. These traits, valued by society, are the foundations of effective, socially responsible adulthood. When children participate in an active learning approach they develop self-control and self-discipline. This control is real power, not over other people or things but over themselves. Understanding what is happening in the surrounding environment, realising that those around them are genuinely interested in what they say and do, and knowing that their efforts have a chance of leading to success can give a sense of control that promotes personal satisfaction and motivates children to be productive. This creates a 'causal path' where the positive results transmit from one stage to the next, through to adulthood. While no single factor assures success in life, the sense of personal control is certainly a major force. A high-quality, active learning preschool programme supports and strengthens this disposition.

Conclusions drawn from the Perry Preschool Project

At Age 40 the study concluded that any preschool or childcare programme can have long-term effects benefitting social responsibility, earning and economic status, educational performance and family stability if its teachers:

- help children participate in their own education by having them plan, do and review their own activities
- receive consistent curriculum training, supervision and assessment
- have bachelor's degrees and certification in education

- hold daily classes for 3- and 4-year-olds, including those at risk of school failure
- have a strong and genuine partnership with parents.

Scientifically, the renowned HighScope Perry Preschool research is a major resource because of its excellent design and execution. It is a prospective, controlled-trials, longitudinal study of substantial duration, with astonishingly little attrition. The researchers have chosen to assess real-life outcomes of considerable importance. Instead of relying solely on self-reports, they have conducted an impressive search of educational, criminal and social service records that validates and gives great weight to their findings. Therefore the results of this study need to be taken very seriously. They show that it is possible to use early intervention to change the life prospects of children living in poverty, and that it is cost-effective to do so.

Other important research

In addition to the HighScope Perry Preschool Study described above, evidence for the effectiveness of HighScope's preschool curriculum comes from two other studies.

The HighScope Preschool Curriculum Comparison Study

This study, reported in *Lasting Differences* (Schweinhart and Weikart, 1997), also examines the long-term effects of preschool on children from low-income families. It compares sixty-eight preschoolers randomly assigned to one of three different curriculum models: HighScope (Hohmann and Weikart, 2002), a traditional nursery school curriculum (Sears and Dowley, 1963) and a direct instruction model (Bereiter and Engelmann, 1966). The data, analysed through age 23, finds no significant and lasting group differences on language, literacy or school achievement. However, adults who attended the direct instruction programme as children have had consistently higher rates of criminal activity, as compared to the other two groups.

The HighScope National Training of Trainers Evaluation

This study, reported in *Training for Quality* (Epstein, 1993), surveyed 203 HighScope trainers, interviewed and observed 366 teachers in

HighScope and non-HighScope early childhood settings and assessed 200 preschool children in HighScope and comparison classrooms. It found positive results at all levels for supervisors, teachers and children. The findings especially showcased the importance of the plan-do-review sequence in children's learning. The more teachers provided opportunities for children to plan and review activities of their own choice, the higher the children scored on measures of the academic and social skills needed for school success.

Independent studies likewise confirm that preschool children attending well-run HighScope programmes do better than those in other programme settings. Studies in the UK (Sylva, 1992) and the Netherlands (Veen, Roeleveld and Leseman, 2000) again found that when children plan, carry out and review their own learning activities, they play with more purpose and perform better on measures of language and intellectual development.

The outcomes of the research

Derived from research studies, HighScope identified seven basic elements of high-quality early years programmes:

- a child-development curriculum with active participatory learning
- good adult-child ratios so that adults can give individualised attention to children
- staff trained in early childhood development so that they can observe, understand and support children's learning in all areas
- supervisory support and in-service training so that staff can understand and carry out the curriculum
- involvement of parents as partners because they are children's first and most lasting teachers
- sensitivity to the non-educational needs of children and their families because preschool is just one component of children's early experiences
- developmentally appropriate evaluation procedures to accurately measure what children know and to plan effective ways to extend their learning.

Adapted from A School Administrator's Guide to Early Childhood Programmes (Schweinhart, 2004, page 15)

Why HighScope works and its impact today

In *The HighScope Preschool Curriculum*, Epstein and Hohmann (2012) say the HighScope approach is successful because:

Since its beginnings, the HighScope preschool approach has encouraged children to develop initiative by participating as active learners within a supportive social context. During the daily plan-do-review process children express, carry out and then reflect on their intentions. Throughout the day, children develop their own interests, generate ways to answer their own questions, and discuss their ideas with others. Supported by adults who are genuinely interested in what they say and do, children are able to construct their own understanding of the world around them and gain a sense of control and personal satisfaction. The HighScope curriculum works because its unflagging attention to children's strengths and abilities empowers children to follow through on their interests purposefully and creatively. In the process, children develop trust, initiative, curiosity, resourcefulness, independence, and responsibility – habits of mind that will serve them well throughout their lives.

(Epstein and Hohmann, 2012, page 11)

Although, compared to today's research programmes into the benefits of early childhood education, the Perry Preschool Project was a small sample (123 participants), it continues to be widely recognised and referred to by educational psychologists, criminologists and economists. Weikart has taken his place amongst the pioneers of early education, developed an internationally respected approach and provided solid information from both the research findings and curriculum practices upon which to build in the future.

Key points

1. HighScope originated in 1960s America and is now an international approach.
2. HighScope is the only approach to early childhood education that has been validated by extensive, controlled, longitudinal research.
3. HighScope is most widely known for the Perry Preschool research, which started in 1962 to address concerns that many children were being failed by the school system. This led to the hypothesis that early intervention could prevent later problems.

4. The most compelling finding of the HighScope Perry Preschool research was the reduction in criminality, indicating social responsibility as a major outcome.
5. The economic analysis of the HighScope Perry Preschool research reported a return of \$17 for every \$1 spent.
6. The HighScope approach grew out of a need for a high-quality curriculum for the programme participants and was devised by researchers and teachers together. This researcher–practitioner partnership was unique to HighScope at that time and continues to this day.
7. The HighScope approach pulls together the work of many theorists, practitioners and researchers to create a curriculum of best practice.
8. The educational philosophy underlying HighScope is constructivist.
9. Whilst the HighScope approach has evolved over time, the core principle of active participatory learning devised in 1962 remains the same today.
10. HighScope works because, as active learners within a supportive classroom community, children develop a sense of initiative and prosocial dispositions that positively affect their subsequent learning and life decisions.

Reflections on the HighScope approach

1. Origins and influences
 - Can you ‘tell the story’ of your setting?
 - Which theorists have influenced your practice and beliefs, and why?
 - Which practitioners have influenced your practice and beliefs, and why?
2. A common curriculum
 - What common values and beliefs are shared across your setting?
 - What practices demonstrate this, allowing for developmentally appropriate practice?
 - How would it feel for a child making the transition from a toddler room to a preschool room?
 - How would it feel to be a peripatetic staff member in your setting?
3. Dispositions for learning
 - What dispositions do you want for children?
 - Is this reflected in your mission statement or brochure?
 - Does your practice match your beliefs?

4. Defining quality

- How does your setting meet the key elements of quality identified by HighScope researchers?
- Which would you like to develop?
- Do you have any to add?

5. Reflective practitioners

- Which of your practices have remained constant throughout your career?
- What practices have you added?
- What practices have you discarded?

References

- Bereiter, C., & Engelmann, S. (1966) *Teaching the Disadvantaged Child in the Preschool*. Englewood Cliffs, NJ: Prentice-Hall
- Dewey, J. (1938/1963) *Experience and Education*. New York: Macmillan
- Epstein, A. S. (1993) *Training for Quality: Improving Early Childhood Programmes Through Systematic Inservice Training*. Ypsilanti, MI: HighScope Press
- Epstein, A. S. & Hohmann, M. (2012) *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press
- Erikson, E. (1950) *Childhood and Society*. New York: Norton
- Erikson, E. (1963) *Childhood and Society* (2nd edn). New York: W. W. Norton
- Gardener, H. (1993) *Frames of Mind. The Theory of Multiple Intelligences*. Great Britain: Fontana Press
- Hohmann, M., & Weikart, D. P. (2002) *Educating Young Children: Active Learning Practices for Preschool and Child Care Programmes* (2nd edn). Ypsilanti, MI: HighScope Press
- Hunt, J. M. (1961) *Intelligence and Experience*. New York: Ronald Press
- Katz, L. G., & Chard, S. C. (1993) 'The Project Approach.' In J. L. Roopnarine & J. E. Johnson (eds), *Approaches to Early Childhood Education* (2nd edn, pages 209–222). New York: Macmillan
- Kohn, A. (1993) *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes*. Boston: Houghton, Mifflin
- Satir, V. (1994) *Peoplemaking*. USA: Souvenir Press
- Schweinhart, L. J. (2004) *A School Administrator's Guide to Early Childhood Programmes* (2nd edn). Ypsilanti, MI: HighScope Press
- Schweinhart, L. J., & Weikart, D. P. (1997) *Lasting Differences: The HighScope Preschool Curriculum Comparison Study Through Age 23*. Ypsilanti, MI: HighScope Press
- Schweinhart, L. J. et al. (2005) *Life Time Effects: The HighScope Perry Preschool Study Through Age 40*. Ypsilanti, MI: HighScope Press
- Sears, P. S., & Dowley, E. M. (1963) 'Research on teaching in the nursery school.' In N. L. Gage (ed.), *Handbook of Research on Teaching*. Chicago: Rand McNally
- Skinner, B. F. (1983) *A Matter of Consequences*. New York: Knopf

- Sylva, K. (1992) 'Conversations in the nursery: how they contribute to aspirations and plans,' *Language and Education*, 6(2), 141–148
- Veen, A., Roeleveld, J., & Leseman, P. (2000 January) *Evaluatie van Kaleidoscoop en Piramide Eindrapportage*. Sco Kohnstaff Instituut, Universiteit van Amsterdam
- Vygotsky, L. S. (1934/1962) *Thought and Language*. Cambridge, MA: MIT Press
- Watson, J. B. (1928) *Psychological Care of Infant and Child*. New York: Norton
- Weikart, D. P. (2004) *How HighScope Grew: A Memoir*. Ypsilanti, MI: HighScope Press

Related reading

- Mooney, C. (2000) *Theories of Childhood. An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. Minnesota: Redleaf Press

Publications that track the development of the HighScope approach

- | | |
|-------------------|---|
| 1971 | <i>The Cognitively Oriented Curriculum: A Framework for Preschool Educators</i> , by David Weikart, Linda Rogers, Carolyn Adcock & Donna McClelland |
| 1979 | <i>Young Children in Action: A Manual for Preschool Educators</i> , by Mary Hohmann, Bernard Banet & David Weikart |
| 1986–present | HighScope Extensions: newsletters of the HighScope Curriculum |
| 1989–present | The Teacher's Idea Book Series by HighScope staff and field consultants |
| 1991–2005 | <i>Supporting Young Learners: Ideas for Preschool and Day Care Providers</i> , Volumes 1–4 by HighScope staff and field consultants |
| 1995, 2002 & 2008 | <i>Educating Young Children: Active Learning Practices for Preschool and Child Care Programmes</i> , by Mary Hohmann, David Weikart & Ann Epstein |
| 2002 | <i>You Can't Come to My Birthday Party: Conflict Resolution with Young Children</i> , by Betsy Evans |
| 2003a | <i>Preschool Child Observation Record (COR)</i> , 2nd edn |
| 2003 | <i>Preschool Programme Quality Assessment (PQA)</i> , 2nd edn |
| 2003 | <i>Letter Links Alphabet Learning with Children's Names</i> , by Andrea De Bruin-Parecki & Mary Hohmann |
| 2005 | <i>Growing Readers Early Literacy Curriculum</i> , by Andrea De Bruin-Parecki & Mary Hohmann |
| 2007 & 2014 | <i>Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum</i> (2nd edn), by Ann Epstein |
| 2007 | <i>HighScope Step by Step Lesson Plans for the First 30 Days</i> , by Beth Marshall |

- 2009 *You're Not My Friend Anymore*, by Betsy Evans
- 2011 *Tender Care and Early Learning. Supporting Infants and Toddlers in Child Care Settings* (2nd edn), by Jacalyn Post, Mary Hohmann & Ann Epstein
- 2012 *The HighScope Preschool Curriculum*, by Ann Epstein and Mary Hohmann and eight accompanying curriculum content books by Ann Epstein
Approaches to Learning
Creative Arts
Language, Literacy and Communication
Mathematics
Physical Development and Health
Science and Technology
Social and Emotional Development
Social Studies
- 2013 *Something From Nothing Using Everyday Materials With Preschoolers*, by Emily Thompson
- 2014 *The Intentional Teacher Choosing the Best Strategies for Young Children's Learning* by Ann Epstein
- 2014 COR Advantage. A research-based, child observation record (COR) that assists teachers in supporting children at every developmental level from birth to age 6
- 2016 *You Can't Come to My Birthday Party: Conflict Resolution with Young Children* (2nd edn), by Betsy Evans
- 2018 *Infant-Toddler Letter Links. Children's Names in Meaningful Environmental Print* by Christine Synder

For all further publications see: www.highscope.org

Monographs of the HighScope Educational Research Foundation

- No. 1 *Longitudinal Results of the Ypsilanti Preschool Project*, by D. P. Weikart, D. J. Deloria, S. A. Lawser, & R. Wiegerink (1970) Reprint 1993
- No. 2 *Home Teaching with Mothers and Infants: The Ypsilanti-Carnegie Infant Education Project – An Experiment*, by D. Z. Lambie, J. T. Bond, & D. P. Weikart (1974)
- No. 3 *The Ypsilanti Perry Preschool Project: Preschool Years and Longitudinal Results Through Fourth Grade*, by D. P. Weikart, J. T. Bond, & J. T. McNeil (1978)
- No. 4 *The Ypsilanti Preschool Curriculum Demonstration Project: Preschool Years and Longitudinal Results*, by D. P. Weikart, A. S. Epstein, L. J. Schweinhart, & J. T. Bond (1978)
- No. 5 *An Economic Analysis of the Ypsilanti Perry Preschool Project*, by C. U. Beber, P. W. Foster, & D. P. Weikart (1978)
- No. 6 *The Ypsilanti-Carnegie Infant Education Project: Longitudinal Follow-Up*, by A. S. Epstein & D. P. Weikart (1979)
- No. 7 *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15*, by L. J. Schweinhart & D. P. Weikart (1980)

- No. 8 *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*, by J. R. Berrueta-Clement, L. J. Schweinhart, W. S. Barnett, A. S. Epstein, & D. P. Weikart (1984)
- No. 9 *Training for Quality: Improving Early Childhood Programs Through Systematic Inservice Training*, by A. S. Epstein (1993)
- No. 10 *Significant Benefits: The HighScope Perry Preschool Study Through Age 27*, by L. J. Schweinhart, H. V. Barnes, & D. P. Weikart, with W. S. Barnett, & A. S. Epstein (1993)
- No. 11 *Lives in the Balance: Age 27 Benefit-Cost Analysis of the HighScope Perry Preschool Program*, by W. S. Barnett (1996)
- No. 12 *Lasting Differences: The HighScope Preschool Curriculum Comparison Study Through Age 23*, by L. J. Schweinhart, & D. P. Weikart (1997)
- No. 13 *Supporting Families with Young Children: The HighScope Parent-To-Parent Dissemination Project*, by A. S. Epstein, J. Montie, & D. P. Weikart (2002)
- No. 14 *Life Time Effects: The HighScope Perry Preschool Study Through Age 40*, by L. J. Schweinhart, J. Montie, Z. Xiang, W. S. Barnett, C. R. Belfield, & M. Nores (2005)

History and research

Bereiter, C. , & Engelmann, S. (1966) Teaching the Disadvantaged Child in the Preschool. Englewood Cliffs, NJ: Prentice-Hall

Dewey, J. (1938/1963) Experience and Education. New York: Macmillan

Epstein, A. S. (1993) Training for Quality: Improving Early Childhood Programmes Through Systematic Inservice Training. Ypsilanti, MI: HighScope Press

Epstein, A. S. & Hohmann, M. (2012) The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Erikson, E. (1950) Childhood and Society. New York: Norton

Erikson, E. (1963) Childhood and Society (2nd edn). New York: W. W. Norton

Gardener, H. (1993) Frames of Mind. The Theory of Multiple Intelligences. Great Britain: Fontana Press

Hohmann, M. , & Weikart, D. P. (2002) Educating Young Children: Active Learning Practices for Preschool and Child Care Programmes (2nd edn). Ypsilanti, MI: HighScope Press

Hunt, J. M. (1961) Intelligence and Experience. New York: Ronald Press

Katz, L. G. , & Chard, S. C. (1993) The Project Approach. In J. L. Roopnarine & J. E. Johnson (eds), Approaches to Early Childhood Education (2nd edn, pages 209-222). New York: Macmillan

Kohn, A. (1993) Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise and Other Bribes. Boston: Houghton, Mifflin

Satir, V. (1994) Peoplemaking. USA: Souvenir Press

Schweinhart, L. J. (2004) A School Administrators Guide to Early Childhood Programmes (2nd edn). Ypsilanti, MI: HighScope Press

Schweinhart, L. J. , & Weikart, D. P. (1997) Lasting Differences: The HighScope Preschool Curriculum Comparison Study Through Age 23. Ypsilanti, MI: HighScope Press

Schweinhart, L. J. (2005) Life Time Effects: The HighScope Perry Preschool Study Through Age 40. Ypsilanti, MI: HighScope Press

Sears, P. S. , & Dowley, E. M. (1963) Research on teaching in the nursery school. In N. L. Gage (ed.), Handbook of Research on Teaching. Chicago: Rand McNally

Skinner, B. F. (1983) A Matter of Consequences. New York: Knopf

20 Sylva, K. (1992) Conversations in the nursery: how they contribute to aspirations and plans, Language and Education, 6 (2), 141-148

Veen, A. , Roeleveld, J. , & Leseman, P. (2000 January) Evaluatie van Kaleidoscoop en Piramide Eindrapportage. Sco Kohnstaff Instituut, Universiteit van Amsterdam

Vygotsky, L. S. (1934/1962) Thought and Language. Cambridge, MA: MIT Press

Watson, J. B. (1928) Psychological Care of Infant and Child. New York: Norton

Weikart, D. P. (2004) How HighScope Grew: A Memoir. Ypsilanti, MI: HighScope Press

Mooney, C. (2000) Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky. Minnesota: Redleaf Press

An overview of HighScope

Epstein, A. S. & Hohmann, M. (2012) The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Post, J. , Hohmann, M. , & Epstein, A. S. (2011) Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings (2nd edn). Ypsilanti, MI: HighScope Press.

Active learning

Epstein, A. & Hohmann, M. (2012) Chapter 1 Active participatory learning: the way children construct knowledge and Chapter 10 Introduction to HighScopes curriculum content, in The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Isaacs, S. (1937, 2013) The Educational Value of the Nursery School. London: British Association for Early Childhood Education

Kohn, A. (2018) Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise and Other Bribes (25th anniversary edition). Boston and New York: Houghton Mifflin Company

Mooney, C. (2000) Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky. Minnesota: Redleaf Press

Epstein, A. (2014) The HighScope Preschool Curriculum (2012)

Approaches to Learning

Creative Arts

Language, Literacy and Communication

Mathematics

Physical Development and Health

Science and Technology

Social and Emotional Development

Social Studies

52 Ypsilanti, MI: HighScope Press

Epstein, A. (2014) What is the HighScope preschool curriculum? Chapter 2, pages 714, What is the theory behind the HighScope curriculum? Chapter 3, pages 1520 and Part 3 HighScope curriculum content, pages 93199, in Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum (2nd edn) Ypsilanti, MI: HighScope Press

Epstein, A. (2014) The Intentional Teacher. Choosing the Best Strategies for Young Childrens Learning (revised edition). Washington, DC, National Association of the Education of Young Children (NAEYC). Ypsilanti, MI: HighScope Press

Epstein, A. , Gainsley, S. & Marshall, B. (2013) Key Developmental Indicator (KDI) Scaffolding Charts. A set of charts with examples of what children might do and say at early, middle and later stages of development and how adults can scaffold their learning at each level

Martin, G. & Slack, S. (2015) Make Room for Boys Helping Boys Thrive in Preschool. Ypsilanti, MI: HighScope Press

Post, J. , Hohmann, M. , & Epstein, A. S. (2011) Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings (2nd edn). Ypsilanti, MI: HighScope Press

Stewart, N. (2011) How Children Learn. The Characteristics of Effective Learning. London: Early Education

The learning environment

DeBruin-Parecki, A. and Hohmann, M. (2003) Letter Links Alphabet Learning with Childrens Names. Ypsilanti, MI: HighScope Press

Synder, C. (2018) Infant-Toddler Letter Links. Childrens Names as Meaningful Environmental Print. Ypsilanti, MI: HighScope Press

Epstein, A. , (2012) The HighScope Preschool Curriculum. Science and Technology. Ypsilanti, MI: HighScope Press

Epstein, A. (2014) Essentials of Active Learning in PreschoolGetting to Know the HighScope Curriculum (2nd edn). Ypsilanti, MI: HighScope Press

Epstein, A. & Hohmann, M. , (2012) Chapter 6 The learning environment, arranging and equipping space for active learners, in The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Jackson, S. (2003) People Under ThreeYoung Children in Day Care (2nd edn). London and New York: Routledge

Post, J. , Hohmann, M. , & Epstein, A. S. (2011) Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings (2nd edn). Ypsilanti, MI: HighScope Press

Theemes, T. (1999) Lets Go Outside: Designing the Early Childhood Playground. Ypsilanti, MI: HighScope Press

Thompson, E. (2013). Something From Nothing. Ypsilanti, MI: HighScope Press

Vogel, N. (2009). Setting Up the Preschool Classroom. Ypsilanti, MI: HighScope Press

The daily routine

Berry, C. F. , & Sylva, K. (1987) The Plan-Do-Review Cycle in HighScope: Its Effect on Children and Staff. Unpublished manuscript (available from HighScope Educational Research Foundation, Ypsilanti, MI).

Bodrova, E. , & Leong, D. J. (2007) Tools of the Mind: The Vygotskian Approach to Early Childhood Education. Columbus, OH: Pearson

Schweinhart, L. J. (2005) Life Time Effects. The HighScope Perry Preschool Study Through Age 40. Ypsilanti, MI: HighScope Press

Spiegel, A. (February 29, 2008) Creative play makes for kids in control. Online. [Retrieved July 23, 2009, from <http://www.npr.org/templates/story/story.php?storyId=76838388>]

Boisvert, C. , & Gainsley, S. (2008) 50 Activities for Large Groups. Explore and Learn Quick Cards. Ypsilanti, MI: HighScope Press

Epstein, A. S. (2010) Story Starters for Group Times. Ypsilanti, MI: HighScope Press

Epstein (2014) Chapter 7 What is the HighScope daily routine? in Essentials of Active Learning in Preschool. Ypsilanti, MI: HighScope Press

Epstein and Hohmann (2012) Chapter 7 The HighScope daily routine, a framework for active learning, Chapter 8 The HighScope plan-do-review process, and Chapter 9 Group times, outside times, transitions, in The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

115 Evans, B. (2007) I Know Whats Next: Preschool Transitions Without Tears or Turmoil. Ypsilanti, MI: HighScope Press

Gainsley, S. (2008) From Message to Meaning Using a Daily Message Board in the Preschool Classroom. Ypsilanti, MI: HighScope Press

Graves, M. (1997) 100 Small Group Experiences, Teachers Idea Book 3. Ypsilanti, MI: HighScope Press

Graves, M. (2007) 80 Activities for Small Groups. Explore and Learn Quick Cards. Ypsilanti, MI: HighScope Press

HighScope Early Childhood Staff (2009) Small Group Times to Scaffold Early Learning, Teachers Idea Book Series. Ypsilanti, MI: HighScope Press

Hohmann, M. (2002) Fee, Fie, Phonemic Awareness. 130 Pre-reading Activities for Preschoolers. Ypsilanti, MI: HighScope Press

Neill, P. (2014) Meaningful Maths in Preschool, Making Maths Count Throughout the Day. Ypsilanti, MI: HighScope Press

Post, J. , Hohmann, M. , & Epstein, A. S. (2011) Chapter 5 Establishing schedules and routines, in Tender Care and Early Learning. Ypsilanti, MI: HighScope Press

Vogel, N. (2001) Making the Most of Plan-Do-Review, Teachers Idea Book 5. Ypsilanti, MI: HighScope Press

Adultchild interaction

Epstein, A. and Hohmann, M. (2012) The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Erikson, E. (1950) Childhood and Society. New York: Norton

Evans, B. (2016) You Cant Come to My Birthday Party. Conflict Resolution with Young Children (2nd edn). Ypsilanti MI: HighScope Press

135 Kohn, A. (2018) Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise and Other Bribes (25th anniversary edition). Boston and New York: Houghton Mifflin Company

Mooney, C. (2000) Theories of Childhood. An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky. Minnesota: Redleaf Press

Moyles, J. , Adams, S. , & Musgrove, A. (2002) SPEEL Study of Pedagogical Effectiveness in Early Learning. School of Education Research and Development, Anglia Polytechnic University

Powell, A. (1991) Be responsive! in N. A. Brickman & L. S. Taylor (eds) Supporting Young Learners: Ideas for Preschool and Day Care Providers (pages 2634). Ypsilanti, MI: HighScope Press

The Early Years Foundation Stage (2007) Principles into Practice Cards. Positive Relationships. 2.3 Supporting Learning. Nottingham: Department for Education and Skills

Tompkins, M. (1996) In praise of praising less, in N. A. Brickman & L. S. Taylor (eds) Supporting Young Learners. Vol. 2 (pages 522). Ypsilanti, MI: HighScope Press

Biddulph, S. (1988) The Secret of Happy Children. Sydney and London: Bay Books

Biddulph, S. (1998) More Secrets of Happy Children. Sydney: Harper Collins

Biddulph, S. & Biddulph, S. (2015) The Complete Secrets of Happy Children: A Guide for Parents. London: Harper Collins

Epstein, A. (2009) Me, You, Us. Social-Emotional Learning in Preschool (Foreword by Lilian Katz). Ypsilanti, MI: HighScope Press

Epstein, A. (2012) The HighScope Preschool Curriculum. Social and Emotional Development. Ypsilanti, MI: HighScope Press

Evans, B. (2009) Youre Not My Friend Anymore! Ypsilanti, MI: HighScope Press

Evans, B. (2016). You Cant Come to My Birthday Party. Conflict Resolution with Young Children (2nd edn). Ypsilanti, MI: HighScope Press

Faber, A. , & Mazlish, E. (2012) How to Talk So Kids Will Listen and Listen So Kids Will Talk. New York: Avon Books

Faber, A. , & Mazlish, E. (2012) Siblings Without Rivalry. New York: Avon Books

Faber, A. , & Mazlish, E. (2014) How to Talk So Kids Can Learn at Home and in School. New York: Fireside

Hyson, M. (2008) Enthusiastic and Engaged Learners. Approaches to Learning in the Early Childhood Classroom. Washington, DC: National Association of the Education of Young Children (NAEYC)

Jalongo, M. R. , (2007) Learning to Listen, Listening to Learn. Building Essential Skills in Young Children. Washington, DC: National Association of the Education of Young Children (NAEYC)

136 Jensen, E. (1998) Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development

Kohn, A. (2018) Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise and Other Bribes (25th anniversary edition). Boston and New York: Houghton Mifflin Company

Kohn, A. (2018) Unconditional Parenting: Moving from Rewards and Punishment to Love and Reason. New York: Atria Books

Skinner, B. F. (1974) About Behaviourism. New York: Knopf

Sokolov, I. & Hutton, D. (1988) The Parents Book: Getting on Well with Our Children. Wellingborough: Thorsons

Tobin, L (1991) What Do You Do with a Child Like This? Inside the Lives of Troubled Children. Duluth, MN: Whole Person Associates

Watson, J. B. (1928) Psychological Care of Infant and Child. New York: Norton

Watson, J. B. (1930) Behaviourism (revised edition). Chicago: University of Chicago Press

Assessment and teamwork

Dewey, J. (1933) How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Boston: Heath

HighScope Educational Research Foundation (2003) Preschool Programme Quality Assessment (PQA) (2nd edn). Ypsilanti, MI: HighScope Press

HighScope Educational Research Foundation (2014) COR Advantage. Ypsilanti, MI: HighScope Press

Likert, R. (1967) The Human Organisation: Its Management and Value. New York: McGraw-Hill

Lippitt, G. (1980) Effective team building develops individuality, in Human Resource Development 4(1): pages 1316

Satir, V. (1991) The New People Making. Mountain View, CA: Science and Behaviour Books

Boisvert, C. and Gainsley, S. (2008) 50 Activities for Large Groups. Ypsilanti, MI: HighScope Press

Epstein, A. (2010) Story Starters for Group Times. Ypsilanti, MI: HighScope Press

Epstein, A. (2014) Essentials of Active Learning in Preschool Getting to Know the HighScope Curriculum (2nd edn). Ypsilanti, MI: HighScope Press

Epstein, A. and Hohmann, M. (2012). The HighScope Preschool Curriculum. Ypsilanti, MI: HighScope Press

Graves, M. (1996) Planning Around Childrens Interests. Ypsilanti, MI: HighScope Press

Graves, M. (1997) 100 Small Group Experiences. Ypsilanti, MI: HighScope Press

Graves, M. (2000) The Essential Parent Workshop Resource. Ypsilanti, MI: HighScope Press

Graves, M. (2007) 80 Activities for Small Groups. Ypsilanti, MI: HighScope Press

HighScope Early Childhood Staff (2009) Small Group Times to Scaffold Early Learning. Ypsilanti, MI: HighScope Press

Marshall, B. (2007) Lesson Plans for the First 30 Days. Ypsilanti, MI: HighScope Press

The future

A Curriculum for Excellence Building the Curriculum 2: Active Learning in the Early Years (2007) Learning and Teaching, Scotland. <http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc2.asp>

Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five (2008). Department for Children, Schools and Families. <http://nationalstrategies.standards.dcsf.gov.uk/node/157774>

Framework for Childrens Learning for 3- to 7-year-olds in Wales (2008) assembly-publications @wales.gsi.gov.uk

162 Hohmann, M. , Weikart, D. P. & Epstein, A. (2008) Educating Young Children. The Complete Guide to the HighScope Preschool Curriculum (3rd edn). Ypsilanti, MI: HighScope Press

Understanding the Foundation Stage (2006) Council for the Curriculum, Examinations and Assessment. www.nicurriculum.org.uk/foundationstage/index.asp Belfast

www.nicurriculum.org.uk/docs/foundation_stage/UF_web.pdf

Weikart, D. P. (2004) How HighScope Grew: A Memoir. Ypsilanti, MI: HighScope Press

www.highscope.org (USA)

www.early-years.org/highscope (Ireland)