

## High/Scope Perry Preschool Program

Brief Description | Recognition | Program IOM | Intervention Type | Content Focus | Protective Factors  
Risk Factors | Interventions by Domain | Key Program Approaches | Outcomes | Evaluation Design  
Delivery Specifications | Intended Setting | Fidelity | Barriers and Problems | Personnel | Education  
Personnel Training | Cost | Intended Age Group | Intended Population | Gender Focus  
Replication Information | Contact Information

*Program developers or their agents provided the Model Program information below.*

---

### BRIEF DESCRIPTION

High/Scope uses an active learning approach to educating children, imparting skills that will support their development through school and into young adulthood. It uses an open educational framework that provides teachers and caregivers with a blueprint for daily routine, classroom and playground organization, teacher-child interaction, and teacher-child assessment that encourages independent thinking, initiative, and creativity.

### PROGRAM BACKGROUND

In 1962, the High/Scope Perry Preschool Program was initiated in Ypsilanti, MI, as a small, carefully designed research and curriculum development project to help low-income, at-risk children in the community gain a positive start at education and life through a high-quality preschool program. The High/Scope approach blends the knowledge of Jean Piaget, a Swiss psychologist who studied learning and development patterns of infants and children, with practical teaching experience in the classroom and other educational settings. Long-term studies show the High/Scope approach promotes the healthy development of children and provides long-lasting benefits throughout adulthood. High/Scope continues to study Perry Preschool Project participants, tracking the lifelong effects of a high-quality preschool program for children of all demographic and socioeconomic backgrounds.

---

### RECOGNITION

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services: Model Program

National Mental Health Association: Lela Rowland Prevention Award

Adults and Children Together (ACT) Against Violence: Model Program

*Child Magazine*: 10 Best Preschools in America (demonstration preschool)



## **INSTITUTE OF MEDICINE CLASSIFICATION (IOM)**

### UNIVERSAL

This program was developed for universal audiences.

---

## **INTERVENTION TYPE**

### COMMUNITY-BASED

This program is a community-based, preschool education intervention.

---

## **CONTENT FOCUS**

ACADEMIC ACHIEVEMENT, SOCIAL AND EMOTIONAL COMPETENCE, DOES NOT SPECIFICALLY ADDRESS ANY SUBSTANCES

### ACADEMIC ACHIEVEMENT

The program develops the reasoning, cognitive, and other emergent skills needed to prepare children for reading and math.

### SOCIAL AND EMOTIONAL COMPETENCE

The program focuses on developing the independent thinking, initiative, and creativity of young children, using materials and children's imaginations freely in an environment that promotes investigation, decisionmaking, cooperation, persistence, and problem solving.

### PARENT INVOLVEMENT AS AN ADJUNCT STRATEGY

The High/Scope Child Observation Record notes are used in parent meetings to help them better understand their children's development and how they can extend classroom learning at home. Generally, parents are visited at home by teachers once or twice a year. They are also welcome to visit their children's classroom.

---

## **PROTECTIVE FACTORS**

### INDIVIDUAL, FAMILY

#### INDIVIDUAL

- Intuitive, cognitive, and reasoning skills
- Self-esteem
- A sense of independence
- Social development
- Basic learning skills
- Conflict resolution with peers and family

## FAMILY

- Effective parent-child communication
  - Parent involvement in child's learning
  - Support and appreciation for the significance of early childhood development
- 

## RISK FACTORS

### INDIVIDUAL, FAMILY, SOCIETY

#### INDIVIDUAL

- Behavior problems in school and home
- Early antisocial behavior
- Feelings of inadequacy and immaturity
- Poor self-discipline
- Poor frustration tolerance
- Poor conflict resolution skills
- Future involvement in negative adult behaviors—crime, drug abuse, economic welfare

#### FAMILY

- Poor parent-child communication
- Parent-child conflict
- Parents uninvolved with child's learning development

#### SOCIETY

- Need for welfare/social services
  - Drug and alcohol abuse
  - Crime
- 

## INTERVENTIONS BY DOMAIN

### INDIVIDUAL, FAMILY

#### INDIVIDUAL

- Classroom curricula designed to address emergent literacy and math skills and logical thinking
- Life/social skills training
- Social group work combined with social skills education and artistic engagement

#### FAMILY

- Home visits
- Parent education on child development and classroom learning reinforcement

## **KEY PROGRAM APPROACHES**

### **SKILL DEVELOPMENT, OTHER: CHILD DEVELOPMENT, OTHER: CHILD OBSERVATION ASSESSMENTS**

Strategies and mechanisms of the Model Program and how they are used:

#### **SKILL DEVELOPMENT**

The program teaches children skills in problemsolving, social cooperation, and independent thinking, as well as emergent literacy and math, initiative and social relationships, creative representation, movement, music, and logical thinking.

Children's interactions with the world are captured in a series of High/Scope key experiences that help them encounter and understand their environment.

#### **CHILD DEVELOPMENT**

The program seeks to impart skills that will support the development of young children through school and into young adulthood, and incorporates five strategies about how children learn and develop: active learning, adult-child interaction, creating an effective learning environment, maintaining daily routine, and providing child observational assessments.

The heart of the High/Scope curriculum is the Plan-Do-Review sequence of the daily routine, in which children make choices about what they will do, carry out their ideas, and then reflect on their activities with adults and peers.

#### **CHILD OBSERVATION ASSESSMENTS**

Teachers regularly record factual notes about each child's behaviors, experiences, and interests, and then plan experiences that will encourage the individual child's growth and development.

#### **HOW IT WORKS**

The High/Scope approach incorporates five elements that blend practical teaching and classroom experience with studies on how infants and children learn and develop.

- Active learning: Children learn best from activities they plan and carry out themselves.
- Adult-child interaction: Teachers observe and interact with children at their level to discover how they think and to encourage each child's initiative and learning activities.
- Learning environment: Staff extend the principles of active learning into the room by arranging and labeling interest areas. This allows children to independently find, use, and return the materials they need to carry out their chosen activities.
- Daily routine: Staff maintain a schedule of events to provide daily consistency and predictability for both children and adults. A daily Plan-Do-Review process gives children the opportunity to choose activities, thereby developing initiative, a sense of responsibility, problem-solving ability, social cooperation, and individual competence.
- Assessment: Teachers regularly record factual notes about each child's behaviors, experiences, and interests. Based on careful and direct observation, they can plan

experiences that will encourage children's growth and development.

Proper training is essential to the implementation of a preschool program based on the High/Scope educational approach. High/Scope offers extensive training programs for adults in its educational approach for children of all ages and development levels:

- **Workshops**—Designed for individuals who have little or no prior training in the High/Scope educational approach or a specific curriculum topic.
- **Training Courses**—Programs in preschool curriculum, infant-toddler curriculum, and adult training for individuals with prior training in High/Scope educational approach.
- **Advanced Courses**—Recommended for those who have taken High/Scope curriculum and/or training courses; include a wide range of content areas (literacy, math, movement and music, etc.), and processes (multiage settings, mentoring, bilingual settings, etc.).
- **Seminars**—Reflective engagement with other experienced educators led by a High/Scope facilitator.

Classes are taught onsite at a center or school, at High/Scope's headquarters in Ypsilanti, MI, or at the High/Scope Discovery Center in Gretna, LA. High/Scope has two demonstration preschools, one located on the campus of the High/Scope headquarters, and the other at the Discovery Center.

Training participants can also earn college degree credits for High/Scope training, or even earn an associate or master's degree with a specialization in the High/Scope approach, through a partnership with Nova Southeastern University (NSU) in southern Florida. NSU offers onsite and distance learning courses. Contact High/Scope for more information.

## PROGRAM RESOURCES AND MATERIALS

High/Scope publishes more than 300 titles in print, audiotape, videocassette, and CD formats, which are designed to support teachers, caregivers, policymakers, researchers, and parents by sharing High/Scope's research findings and practical curriculum strategies.

---

## OUTCOMES

### REDUCTIONS IN BEHAVIORS RELATED TO RISK FACTORS, IMPROVEMENT IN BEHAVIORS RELATED TO PROTECTIVE FACTORS

In a longitudinal study on former High/Scope children at age 27, compared to a control group, the following outcomes were demonstrated:

#### REDUCTIONS IN BEHAVIORS RELATED TO RISK FACTORS

63% fewer High/Scope children were habitual criminals (five or fewer lifetime arrests)

26% fewer High/Scope children were recipients of adult welfare or other social services

68% fewer High/Scope children had arrests for drug dealing

#### **IMPROVEMENTS IN BEHAVIORS RELATED TO PROTECTIVE FACTORS (IN HIGH/SCOPE CHILDREN)**

31% high school or GED graduation rate

Nearly twice as many home owners

Three times as many individuals earning \$2,000 or more per month (1992 dollars)

Significantly higher achievement and literacy scores

#### **OTHER TYPES OF OUTCOMES**

By age 27, program participants had achieved higher earnings and property wealth.

By age 27, program participants reported a greater commitment to marriage.

#### **Benefits**

Empowers children by encouraging them to initiate and carry out learning activities and make independent decisions

Empowers parents by bringing them into full partnership with teachers by supporting their child's development

Empowers teachers by providing them with systematic in-service curriculum training, supportive curriculum supervision, and observational tools to assess children's development

---

#### **EVALUATION DESIGN**

The High/Scope Perry Preschool study examined the lives of 123 African Americans born in poverty and at high risk of failing in school. At ages 3 and 4, these individuals were randomly divided into a group who received a high-quality, active learning preschool program and a group who received no preschool program. At age 27, 95 percent of the original study participants were interviewed, with additional data gathered from their school, social services, and arrest records. Subsequent group differences represent preschool program effects. Findings reported were statistically significant (with a two-tailed probability of less than 1 in 20). The U.S. Department of Health and Human Services and the Ford Foundation funded the age 27 phase of the study. The McCormick-Tribune Foundation is currently funding the age 40 followup.

---

#### **DELIVERY SPECIFICATIONS**

##### **1-3 YEARS**

**Amount of time required to deliver the program and obtain documented outcomes:**

The program is available for children in their preschool years, and each year's program is age and developmentally appropriate.

## **INTENDED SETTING**

RURAL, URBAN

This program has been successfully implemented in both urban and rural communities.

---

## **FIDELITY**

Components that must be included in order to achieve the same outcomes cited by the developer:

It is critically important that the program be developed with strong fidelity. Thus, teacher training is essential to the implementation of a preschool program based on the High/Scope educational approach.

---

## **PERSONNEL**

FULL TIME, PART TIME, PAID

Types of positions needed to successfully implement this Model Program:

Preschool teachers

Program director

Typical personnel problems encountered by users when implementing this Model Program and potential solutions:

Teachers are not properly trained to use the program in its entirety and only use selective components. This can be corrected by close monitoring of the classrooms and ensuring that teachers receive the required training.

---

## **EDUCATION**

SPECIAL CERTIFICATION, SPECIAL SKILLS

Preschool teachers must receive the full complement of training in the High/Scope program and methods.

Those who wish to train others in High/Scope must be certified to do so.

---

## **PERSONNEL TRAINING**

Type: SEMINAR/WORKSHOPS, CLASSROOM Location: ONSITE (user)/OFFSITE (developer or trainer location), Length: BASIC (5 days)/REFRESHER (required)

The High/Scope training model includes workshops that actively involve participants; a curriculum model that provides teachers with both theory and practical application; multisession distributive learning instead of single-session workshops; classroom visits by a trainer who observes and provides feedback to teachers; and opportunities for participants to reflect on their learning and share their experiences.

The High/Scope Educational Foundation offers a significant array of training opportunities both onsite and offsite, at regional conferences, and at Nova Southeastern University.

Training for using the High/Scope education approach in preschool programs includes:

- The 4-week Lead Teacher Training Program for groups of 20–40 participants, to prepare teachers to implement the High/Scope educational approach in their early childhood programs.
- The Training of Trainers Program for groups of 20–25 participants (can be completed with the Lead Teacher Training Program or separately).
- Workshops for individuals who have no prior training in High/Scope approaches or curricula.
- Advanced courses on specific content areas such as literacy, math, movement, and music and on program processes and components.
- Seminars that offer opportunities for reflective engagement with other experienced educators, led by a High/Scope facilitator.
- Certification options include certification of teachers or High/Scope Trainers and certification of a program in which all teachers are High/Scope certified.

---

**COST (estimated in U.S. dollars)**

\$101–1,000 (training)

\$1,001–5,000 (certification)

Cost considerations for implementing this program as recommended by the developer:

**BUDGET**

The High/Scope educational approach can be incorporated into an existing preschool program, adding the costs of High/Scope-recommended preschool materials and books.

**TRAINING**

Costs for each of the training programs are provided at the Web site, [www.highscope.org](http://www.highscope.org), under “Training and Conferences.” A brief summary of courses offered at the Ypsilanti, MI center include:

Infant-Toddler Curriculum Course, nine 2-day sessions . . . . .	\$1,550
Preschool Curriculum Course, 4-weeks over two summers . . . . .	\$2,225
Adult Training Course, 3-week over two summers . . . . .	\$3,300
Combined Curriculum and Adult Training Course, 7 weeks . . . . .	\$6,500

**MATERIALS**

The High/Scope Education Foundation provides extensive materials, which are published in *Resources for Educators* each year, with specific prices.

*Educating Youth Children*, High/Scope’s  
Preschool Manual and Study Guide . . . . . \$42.95

*High Scope Extensions*, the newsletter of  
timely tips, curriculum updates, and training strategies . . . . . \$30.95 per year

High/Scope Preschool key experiences  
series, booklets, and video . . . . . \$10–\$35

Starter Materials for Center Preschool Providers (one set) . . . . . \$26–\$50

---

**INTENDED AGE GROUP**

EARLY CHILDHOOD (0–4)

This is an early childhood educational program for preschool children.

---

**INTENDED POPULATION**

AFRICAN AMERICAN, AMERICAN INDIAN/ALASKA NATIVE, ASIAN AMERICAN,  
HISPANIC/LATINO, WHITE

The High/Scope Perry Preschool study was originally tested with African American children. It is widely used by preschool programs for children from diverse populations, including those who are African American, Asian American, Hispanic/Latino, American Indian, and White.

---

**GENDER FOCUS**

BOTH GENDERS

The program was developed for both genders.

---

**REPLICATION INFORMATION**

NO INFORMATION PROVIDED

## **CONTACT INFORMATION**

### **ABOUT THE DEVELOPER**

**David P. Weikart, Ph.D.**

Dr. David P. Weikart, founder of High/Scope, developed the Perry Preschool Project in 1962 when he was director of special services for the Ypsilanti, MI, school district. He later established the High/Scope Educational Research Foundation and the High/Scope Demonstration Preschool in 1970 to continue learning, research, and program activities and to develop a teacher-training component. Today, High/Scope's mission is to seek, apply, and disseminate knowledge about education and human development, especially as it relates to the High/Scope approach as expressed in its guiding principles.

### **FOR INFORMATION, CONTACT**

Clay Shouse, Director of Educational Services  
High/Scope Educational Research Foundation  
600 North River Street  
Ypsilanti, MI 48198-2898  
Phone: (734) 485-2000 ext 221  
Fax: (734) 485-4467  
E-mail: [cshouse@highscope.org](mailto:cshouse@highscope.org)  
Web site: [www.highscope.org](http://www.highscope.org)

or

Kathy Woodard, Director of Marketing and Sales  
High/Scope Educational Research Foundation  
Phone: (734) 485-2000 ext 255  
Fax: (734) 485-4467  
E-mail: [kwoodard@highscope.org](mailto:kwoodard@highscope.org)  
Web site: [www.highscope.org](http://www.highscope.org)