

Effects of High Scope approach on the self regulatory skills of Preschoolers age (3-5)

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Abstract :

Early childhood is an important stage of life in children's physical, intellectual, emotional, social, moral, and spiritual development. (Pardhan & Juma)

Infants, toddlers and young children who experience positive and stimulating experiences and relationships with people and the environment are well equipped to reach their potential in life.

Hence it is important to work more with the self regulatory skills at Early childhood development because better self regulation in childhood is a key factor in academic success and the promotion of high school completion (Genevieve, Caroline, and Linda 2012) and the achievements of set goals in later life

As many teaching approaches are used to transform the early childhood Curriculum to enhance the self regulatory skills of children for their achievements in life's later years and bright future; like Montessori method , the project approaches , the Reggio Emilia method and the high Scope Approach(HuiLi , Christine Wang, and Jessie Ming Sing Wong 2011) . This database literature review is aiming to explore the effects of high scope teaching approach on the self regulatory skills of Preschoolers age 3-5 years . The present review consist of altogether 20 different scientific research articles and two research data bases 1) Education research complete and Teacher reference center have been used.

Finding and conclusion:

The studies highlights the importance of developing Early self regulatory skills as it has a deep impression on the person's successful and satisfactory life Martinaz-Pons(2002). Similarly lack of self regulatory skills is believed as a social concern . In the basic research exploring it is pragmatic that early years of child are crucial to work in this area of development, and parent and teacher both can lend a hand to a child to get masters in these skills, by providing an enriching safe and stimulated environment and becoming role models at school and home. Furthermore Zimmerman, B.J., & Kitsantas, A. (2001). proposed a social cognitive model of development that can function to enhance and get better the self regulated skills of children .

This literature review also supports the idea that these self regulatory skills promote a child to have good social interaction and supportive learning environment or classroom settings can play a significant role in developing self regulatory skills among young children.

It is concluded that there are various method through which parents and teacher both can ignite the self regulatory skills in children (Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011). Among various teaching methodologies it is extracted that High scope approach has a major focus that endorse the expansion of self regulatory skills in children. But traditional teachers are facing some problems in implementing the true approach in their classrooms as they do not have

the first hand experience in it and mainly afraid to take initiative as their own self regulatory skills are poor.

Pardhan and Juma(2011) believe that children learn and grow best when they are provided space and opportunity to explore themselves that encourages their problem solving and adjustment and dealing in the difficult situations. In reference to this High Scope approach addresses the need of children in this area. Its basic principles (adults involvement, class room environment , active learning, routine and assessments) support to build up the social and emotional skills of children. Moreover the following literature highlights that High Scope Approach has positive influence on child's self regulatory skills .

Key Words:

High Scope Teaching Approach , Children, Life Skills, Self Regulation , Learning Skills
.Teaching approaches,

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Introduction :

Early childhood is an important stage of life in children's physical, intellectual, emotional, social, moral, and spiritual development (Pardhan & Juma 2011).

Infants, toddlers and young children who experience positive and stimulating experiences and relationships with people and the environment are well equipped to reach their potential in life(Pardhan & Juma 2011).

Therefore self regulatory skills are very important to be focused at early years of development, as preschoolers are generally expected to follow directions, listen attentively and interact appropriately with others, and for achieving this required behavior a child needs to get optimal development of self regulatory skills , like a child must be motivated , disciplined and has highly emotional and social adjustment.

Moreover better self regulation in childhood is a key factor in academic success and the promotion of high school completion (Genevieve, Caroline, and Linda 2012) because a self regulated student is one who is motivated, to perform well at some tasks, set realistic goals for task completion , use effective strategies for task attainment , self monitor to assess effectiveness and adjust his or her strategy usage as necessary (Martinaz-Pons2002).

It is soundly explored that self regulatory capacities begin to mature during preschool years, therefore it should be focused to polish and examined in relation to three sets of competencies ; Behavior adaptation, empirical attention , moral internalization (Feldman 2009).

A pre school classroom is a real life laboratory to observe the children's self regulatory skills both the cognitive, emotional and behavior regulation, and also to work with to enhance the skills if one is left behind. (Genevieve, Caroline, and Linda 2012)

This review has tried to have a focus on and describe high scope practices with Preschoolers of age 3-5 years in the account to develop a link between the effectiveness of High Scope approach teachings and the optimum development of self regulatory skills.

Method For Resource Searching :

Relevant database like (Education research complete and Teacher reference center) have been used with multiple research terms for articles published since 2010 but one article that published in 1998 also included due to its important findings . The search terms that were used linked to each of the development that is related to self regulatory skills like , "physical development" , " emotional development", "social development" and "academics success", " cognitive development" , " high Scope Approach" , " different teaching approaches". We retrieved 20 scientific research article which mostly about practical researches from the lists of citation. We include one book of Almina Pardhan and Audrey Juma " Early childhood Education and Development Teacher Guide" (2011) and also The Pakistan National Curriculum for early childhood Education (2002,2007) .

Discussion:

Before we discuss about the teaching approaches, it is essential to know and have a deep look into What Regulation is?

What is Self Regulation ?

Self regulation include both behavioral and emotional aspects in the construct (McIntyre, Blacher,Baker 2006) , Behavioral regulation typically reflects external behavior (e.g. compliance with adult directives , use of management strategies), while emotional regulation often encompasses both the internal and external control of affective responses and arousal (Bornson 2000).

It is soundly explored that self regulatory capacities begin to mature during preschool years, therefore it should be focused to polish and examined in relation to three sets of competencies ; Behavior adaptation, empirical attention , moral internalization (Feldman 2009).and a pre school classroom is a real life laboratory to observe the children's self regulatory skills both the cognitive, emotional and behavior regulation, and also to work with to enhance the skills if one is left behind. (Genevieve, Caroline, and Linda 2012)

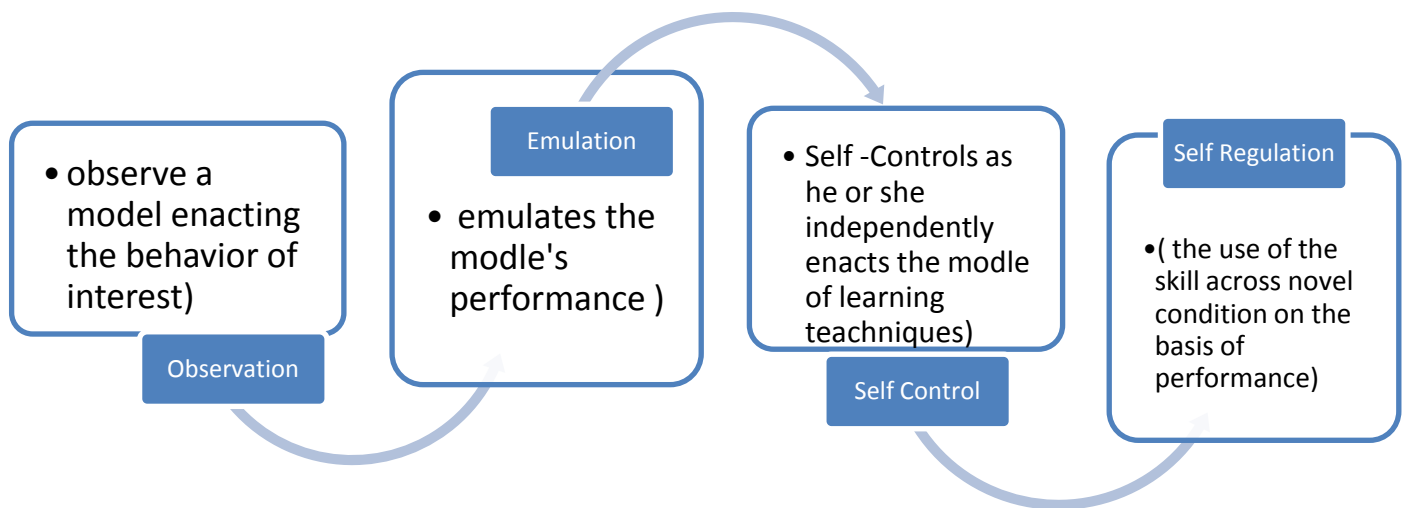
Moreover lack in self regulatory skills is considerable as social concern. Because the results of Ohio state University's national study 2002 about student's interest in completion of homework , literacy rates and school drop outs rates point toward an alarming situation that Employers are increasingly unable to appoint young folk due to their shortcomings in reading , writing and computer skills. In this time of information beside knowledge technical skills combination is the basic requirement for workers(Martinez-Pons 2002). Therefore there is a need to prepare them for life long skills and these learning must be self initiated and self directed.

Martinez –Pons(2002) explains Who is Self regulated person:

- One who is motivated to perform well at some tasks.
- Sets realistic goals for task completion
- Uses effective approaches for task success
- Self monitored to assess effectiveness
- Can adjust his or her strategy of usage as necessary

Researches have proven the importance of self regulatory skills for the person's success throughout the life learning. Now query comes across that what is the origin of these self regulatory skills process (Martinez –Pons(2002). Studies tell us that the early year or initial elementary grades are crucial to develop these skills (Martinez –Pons(2002). Teacher directed approach can hamper or can be an agent to lead them toward a set pattern or routine while a child centered or self directed learning experiences can help them to achieve their academic and self regulated skills not only in their later senior or elementary grades but in professional life too .

One of the first rights of passage children experience in their formative years is the transition to school. With this shift brings increased responsibility, expectations and opportunities for success and failure for children and their families. (Perry & Weinstein 1998) but it is also observed that only the teacher is not responsible there are evidences that parents also play an important role in aiding their children to have better self regulation and completing their assign task (Martinez – Pons(2002), it is phenomenal that young children are master in learning new skills by just observing their adult as role models at home or in environment but still there are some complexity, therefore Zimmerman, & Kitsantas (2001). have proposed a social cognitive model of development of self regulation.



This above model views self regulation as socially acquired process that is adapted to personal performance contexts.

Self regulation include both behavioral and emotional aspects in the construct (McIntyre, Blacher,Baker 2006) , Behavioral regulation typically reflects external behavior (e.g. compliance with adult directives , use of management strategies), while emotional regulation often encompasses both the internal and external control of affective responses and arousal (Bornson 2000). As it is proven that Self regulation involves controlling one’s emotions and behaviors in potentially stressful situation. So the result of dysregulation may be develop the emotional or behavioral disorder in children(McIntyre,Blacher,Baker 2006).

Behavioral self-control helps children behave in socially acceptable ways, laying the groundwork for children to build and maintain strong social relationships(Rudasil & Rimm-Kaufman 2009) Therefore the existence of self regulatory skills in early childhood is predictive of positive academic,social-behavioral outcomes in older childhood and adolescence (McIntyre,Blacher,Baker 2006) Indeed behavioral emotional and social competencies have been suggested to be just as important, if not more than intellectual or academic skills in early childhood educational settings (Troup & Malone 2002). and both parent and teacher reported

social skills were evaluated to determine if they predicted positive adaptation in school for 5-6 years old children (McIntyre,Blacher,Baker 2006) Therefore Child self-regulatory , and particularly social skills play an important role in early childhood educational experience (McIntyre,Blacher,Baker 2006).

Self regulatory Skills and High Scope Approach:

Social and self regulatory skills that allow children to build friendships, manage their behaviors, and work well with others are needed , in part , to support learning in classroom settings. However many children begin their schooling with significant deficits in important behavioral skills(Rimm-Kaufman.S.E, Pianta, R.C, & Cox, M.J.2000). Now why some children experience more adaptive transitions and adjustment to school than others. It is therefore more important to understand first and to work for developmental functioning , self regulation and social skills for early years teachers so that they can create safe and stimulated environment as per the need of children.

As children enter school , they are expected to adapt to teacher and classroom demands, navigate through a barrage of peer interactions, and develop autonomy and identities of their own . children's positive , communicative relationships with teachers and their friendships and social status with their peers are important factor in children's early school and classroom adjustment (McIntyre,Blacher,Baker 2006).

Self regulation has been implicated in the development of a number of adaptive behavior including joint attention, prosocial behavior , behavior control ,and problem solving (all these skills necessary in the school environment) , Although there is evidence to suggest that very young children (infants and toddlers) learn to regulate their behaviors based on internal drives and adjusting sensory input , true voluntary control does not begin until toddlerhood and becomes even more critical and developed in the pre school years(McIntyre,Blacher,Baker 2006)

Emotionally supportive teaching strategies may be principally useful for overcoming the destructive behaviors. The link between emotional support and lowering aggression can be understood in relation to other work showing that emotionally supportive teachers enhance children academic outcomes specially in the early year of schools(James 2012).

Emotional supportive teaching pedagogies are fruitful for early school adjustment and supportive to raise self regulatory skills in preschoolers (James 2012).

There are various methods parents and teachers both can provoke self regulation in children, but sometimes parents are helpless to work with children's self regulatory skills therefore their teachers have to more focused and become more involved in teaching self regulatory skills because it is clearly observed that these essential skills for the survival of 21st century are unlikely to emerge without high quality social learning experiences(Martinez –Pons(2002).

The western methodologies for early Childhood Education like; Montessori and the project approached programs like ; Reggio Emilia method and High Scope Approach are widely

common in world and many eastern countries have tried to transform their traditional curriculum from western curriculum and adopted various ideas of teaching to bring a productive change, so that to cut down the inadequacy of their educational system to device the internationally competitive plan of action(Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011).

The aim behind this modification of early childhood education system is to amend the classroom practices and encourage bringing them to child initiated and play or center based teaching and learning. These modification mainly focused on three main ideas; 1) respecting children 2) active learning 3) play based teaching and learning(Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011).

All these efforts are made to bring the enhancement in the self regulatory skills of children so that these self regulatory skills can work for the person's success throughout the life learning.

But it was observed that these major objectives come across with the traditional existing practices. Because it is creating a gap between teachers' belief and practices, therefore for booming modification of curriculum required firstly to reshape the teachers' belief and practices (Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011).

To overcome this clash it is needed to tiger out the genuine reason which is that the traditional teachers do not have the first hand experience in teaching with western curriculum models . hence they have to stick on their own understanding to transform the ideas into teaching, this grey area is creating a gap between the self reported beliefs and actual practices(Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011).

This gap is found worsen where the top down approached applied for curriculum modification. The reasons are the teachers lack of motivation to make change and short in confidence to take productive initiates(Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011)means the self regulatory skills are not very polished to meet with the challenges in life . Beside that cultural conflicts between western and eastern pedagogies in various important aspects like teaching philosophy and student teacher relationship are also the one in main challenges(Hui Li, Christine Wang, and Jessie Ming Sin Wong 2011).

Good early childhood educator essentially know that they have major influence on the future academics and life success of their students because they have been specifically trained to have a child- focused view that nurtures social and emotional development in young learners (Kremenitzer 2005) . The great importance of social and emotional learning within the early childhood community has always been a vital component in the training and development of early childhood Practitioners and it has been suggested that these practitioners, because of the vital foundational work they do , be considered very “ special” educators and in effect , a model for all teachers at all level(Kremenitzer & Miller, 2003)

Although Parent –child relationships are often identified in the developmental literature finds it as crucial for children's socioemotional development, the importance of early student – teacher

relationship can not be underestimated. Evidence suggests that positive student-teacher relationship in kindergarten predict academic and sociobehavioral adjustment across the elementary school years (Hamre & Pianta,2001)

More recent efforts at developing social – emotional competence in young children have turned to early education environments that utilize prevention and early intervention strategies.

Early childhood educational environment can provide more opportunities for students to learn the necessary skills for developing positive social – emotional health. For example early education environments can be used as recourses to teach young children with regulation difficulties directly how to understand their emotions as well as adjust their reaction to various environmental stimuli (Renee, Frank, & Laura Lee 2007)

Researches not only suggests a host of environmental factor may help buffer young children from negative influences, but also emphasizes the positive role that parents and early educational environments have in the development of socially and emotionally competent children .

Therefore , it is essential for social-emotional programming during preschool years to in cooperate parent support/ training that coincides with the establishment of positive early childhood educational environment(Renee, Frank, & Laura Lee 2007)

Young children are more likely to reach their full potential for growth and development when they eat nutritious food and are able express their interest , thoughts and feeling in a supportive and safe environment. (Pardhan .& Juma 2011) Children grow and learn best when they are provided time, space and opportunities to learn. Children need to be able to test out ideas and talk to others about their experiences. They need to be able to take risk in safe environment. (Pardhan .& Juma 2011) this encourages their self regulation and problem solving skills to get improve and polished for the better adjustment in later life. Child differences in self regulation may be considered to be partly genetic . yet self control strategies may be learned at an early age, through parent child activities or in the classroom environment therefore , because self regulation is malleable person environment fit characteristic(Lillard & Else Quest , 2006) High Scope Approach do addresses all above mentioned necessary arrangements that lend a hand in the development of self regulatory skills of children.

High Scope Approach :

High Scope Approach is the western project based program which specially focused on enriching the active learning and strong relationship between learner and the learning environment . High scope approach mainly focused on the self regulatory and problem solving skills of the learner and provide the free environment to enhance it(Durak 2009).

History:

Highly scope approach was first started in Ypsilanti and Michigan in 1962 by David Weikart. The objective was to ensure the sustainability of later school success of the pre school children at risk. this has been proved by the studies that this approached work dramatically to achieve the

objective and Now it has been widely used in united states and other countries of the world(Durak 2009).

Curriculum:

High Scope Approached based institutions have devised the curriculum based on the constructive theories of developments and learning and mainly they all focused on the Jean Pieget theory of Active learning.

Moreover the curriculum endow with priority to the cognitive skills of language, expressing, representing , and classification and other conceptual area which are mainly described in the Jean Pieget theory .

Objectives:

Durak (2009) mentioned the objectives of High Scope are :

- To develop ability to take initiate and make decisions
- To develop the self discipline or self regulatory skills
- To develop the ability for self expression
- To develop the ability to apply reasoning in situation
- To develop creativity

General Principles:

High scope approach is very complex and has many important component, and active learning is the core component of this approach.

Active learning means that children must provided with the opportunity to plan activities, select their material as per their individual interest. Children's these experiences lend a hand to the teacher to understand their developmental process and interaction with the environment how they perceive knowledge and construct the ideas(Durak 2009)..

Adult involvement and interaction is the second most important thing in the high scope approach, Where teachers pay the role of catalyst or facilitator and family involvement all together help children to learn active learning process(Durak 2009).

Moreover the learning environment is the tool to carry out the active learning process in the true way. Therefore appropriate learning environment is the third major component for high/scope approach settings. For this reason materials are provided and exhibition corners are prepared according to children's diverse need and interest and arranged in a way that a child can easily get access to it(Durak 2009).

High Scope Approach gives priority to provide children a planned daily routine which engross plan do review sequence that appreciate children to take initiate to plan ,carry and review their play or activity. This Plan do review also help them to become aware about their abilities and interest and to arrange their environment and take , share responsibilities for the success of their plan they make(Durak 2009).

Pardhan and Juma (2011) highlighted the routines importance for children as it gives them a sense of time and security and help to understand the regular schedule and events. While to set a routine helps a teacher to plan and organize the days activities.

The Pakistan National Curriculum for early childhood Education (2002,2007) development supplies a pattern for daily routine of the classroom.

Routine:

Activities	Time
Dua/ National Anthem	15mins
Greeting Circle	15mins
Group Work	40mins
Outside Time	30 mins
Snake Time	30 mins
Planning Time	15mins
Gosha Time	45mins
Clean Up time	10mins
Review Time	20mins
Story Time and Rhyme Time	20mins

After everything else Assessment and daily observation and evaluation of learning process of children are significant for the facilitator to reshape his or her strategies and methodologies to meet the demand of children rising abilities .

Observation ,planning and assessment are important , they are part of cyclical process. As Planing and teaching are not separate activities , the go hand in hand(Durak 2009).

Pardhan and Jumma (2011) highlighted the four main parts of assessment cycle : 1) observation ; 2) Assess ; 3) Plan : 4) implementation plan (learning experiences and activities). The information collected through this cycle process is useful in planning the curriculum of children .

Assessing children are also important for shaping child’s learning and identifying the child’s area of special needs, and not only for children assessments are also important for developing staff improvement program, and evaluating the degree of success of any program Pardhan and Juma (2011) .

National Curriculum for Early childhood Education (2002,2007) proposed an example of checklist for assessments and daily observation of children.

A portfolio also helps a teacher to keep track of child’s development. It explains the child’s story of learning and progress, and achievements Pardhan and Juma (2011) .

Results:

The study highlight the importance of developing Early self regulatory skills as it has a deep impression on the person’s successful and satisfactory life. likewise it is significant for success

so lack of self regulatory skills is believe as a social concern . In the basic research exploring it is pragmatic that early years are crucial to work in this area of development, Parent and teacher both can lend a hand to a child to get masters in these skills, by providing an enrich safe stimulated environment and becoming role models at school and home. As its phenomenal that children learns quick by this scheme . Therefore Zimmerman, B.J., & Kitsantas, A. (2001). proposed a social cognitive model of development that can function to enhance and get better the self regulated skills .

The above literature also supports the idea that these self regulatory skills promote a child to have good social interaction and supportive learning environment or classroom settings can play a significant role.

It is concluded that there are various method parents and teacher both can incite the self regulatory skills. Among various teaching methodologies it is extracted that High scope approach has a major focused that endorses the expansion of self regulatory skills in children. But traditional teachers are facing some problems in implementing the true approach in their classrooms as they do not have the first hand experience in it and mainly afraid to take initiate as their own self regulatory skills are poor.

Pardhan and Juma(2011) testimony the believe that children learn and grow best when they provided space and opportunity to explore themselves that encourages their problem solving and adjustment and dealing in the difficult situations. In the reference of this High Scope approach addresses the need of children in this area. Its basic principles (adults involvement, class room environment , active learning, routine and assessments) support to build up the social, emotional skills of children. High Scope Approach has an great positive influence on child's self regulatory skills .

More over the learning environment is the best tool not only to observe the self regulatory skills abut also endow with opportunity to add them in the children's personality.

Limitation :

Several limitations require mention First is that only those researches included in the review which address the development of three to five years preschoolers. As it was felt that if birth or infancy period were included then more better findings and analysis could be made. Because most of the researches' findings interprets about it.

The above review covers only some components of life skills such as behavior, social and emotional skills but one more important life skills component, cognitive skills is missing.

Due to the time bound only twenty research articles were included.

Recommendation :

As the topic is very important to address and research in deep, it is recommended that to have more rational result some more regions should be included. Moreover birth till 8 years should be observed as the High Scope Approach do deals with this period of development. As mostly those research papers were include which described about more social and emotional development only few were included which speaks about the link of preschool and self regulatory skills. It is recommended to proceed to the practical research.

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