

Using the HighScope Curriculum, teachers and children both influence children's learning activities. A principal mechanism of this mutual influence is the plan-do-review process, in which teachers assist children in planning their classroom activities, carrying out their plans, and then reviewing them with the teacher afterwards. Having some influence over their own activities motivates children to become more involved in them and learn more from them. This influence also helps calibrate the activities to each child's level of optimum difficulty. Teachers and children work together in a framework of key developmental indicators, behavioral sequences that range from easy to difficult, in all aspects of children's development – cognitive, socio-emotional and physical. Rather than all children being expected to learn lessons at the same time, they learn at their own paces. Thus, the early childhood program affects all aspects of children's development. As children become better developed in these ways, they enter school more ready to learn and become more committed to learning. Their improved competence and commitment work together to lead them to greater success in school and eventually in adult life, through greater employability and greater social responsibility leading them to less crime.