INCLUSION: Nurturing Peaceful Hearts

28th IMC Prague 27 - 30 July 2017

Montessori Teachers + Medical Community Working Together =

Scientific & Medical Pedagogy

- To understand, we need medicine
- To aid development, we need education

SCIENTIFIC & MEDICAL



The purpose of these 4 presentations is to illuminate a path to successful inclusion.

I. Montessori Applied to Children At Risk for Learning Disabilities Joyce S. Pickering, HumD, MA, SLP/CCC, CALT, QI, AMS/EC

The purpose of these 4 presentations is to illuminate a path to successful inclusion.

II. Harmoniously Integrating Therapy into a Montessori Environment: Insights from a Developmental Pediatric Occupational Therapist

Presenter: Barbara Luborsky, OTR/L

The purpose of these 4 presentations is to illuminate a path to successful inclusion.

III. Montessori Applied to Children with Autism Spectrum Disorders

Presenter: Professor Michelle Lane-Barmapov, B.A. Psychology, M.H.S.

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The purpose of these 4 presentations is to illuminate a path to successful inclusion.

IV. Inclusive Montessori Education & Montessori Medical Pedagogy in the past, present and future

Presenter: Prof. Joachim Dattke





Shelton School Was Founded In 1976 By June Ford Shelton

- 1976 Shelton School Had 25 Students
- 2017 Shelton School Has Over 900 Students



Definition of Language-Learning Different Child:

A child with average or above-average intelligence, with adequate vision and hearing, without primary emotional disturbance, who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques.

Definition of Language-Learning Different Child:

Language-Learning Differences are the result of auditory and visual processing dysfunction and include the specific language disorder (SLD), dyslexia, and the related disorders of ADHD, specific math disability, specific written expression disability, specific oral language disorder, and developmental motor disorder. Figure 1. Percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2014–15



¹ Other health impairmens answering as heart conflict, or diabetes. NOTE: Deel-bindens, traumatic brain injury, and visual impairment are not shown because they each 0.5 percent of children served under IDEA. Due to categories not shown, detail does not sum to 100 per confident under served under IDEA. Due to categories not shown, detail does not sum to 100 per confident under served under IDEA. Due to categories not shown, detail does not sum to 100 per confident under served under IDEA. Due to categories not shown, detail does not sum to 100 per confident under served under IDEA. Due to categories not shown, detail does not sum to 100 per list of the served under IDEA. Due to categories of the served the served the served (IDEA) database, retreived July 26, 2015, from <u>Ittle://www?.ed.gov/programs/neepidea/518-databate</u> <u>thes/indea.html#bcc.</u> See Digest of Education Statistics 2016, <u>table 204.30</u>.



PROCESSING CHART



PROCESSING WITH DYSFUNCTIONS





"Montessori education is geared to peaks and valleys of human formation." Dr. Montessori suggested we "divide education into planes and each of these should correspond to the phase the developing individual goes through".

Four Planes of Development



The development of the "at risk" child is uneven. Some areas are developing typically; others are not. The sensitive periods are different. Since the development in the first 6 years is different, all other periods of development are affected.

Normalization <u>The Absorbent Mind</u> Maria Montessori

"The human being is a united whole, ... unity has to be built up and formed by active experiences in the real world..."

Normalization <u>The Absorbent Mind</u> Maria Montessori

"The embryonic development of each its parts, which is at first carried on separately from birth 'til three, must in the end become integrated, when it will be so organized that all these parts act together in the service of the individual. This is what is happening during the next period, from 3 to 6, when the hand is at work and the mind is guiding it."

Normalization <u>The Absorbent Mind</u> Maria Montessori

"If outer conditions prevent this integration from occurring, then the same energies go on urging each of the partial formations to continue their activities apart from the others. This results in unequal development, divorced from its proper ends."

Normalization <u>The Absorbent Mind</u> Maria Montessori

"The hand moves aimlessly; the mind wanders about far from reality; language takes pleasure in itself; the body moves clumsily. And these separate energies, finding nothing to satisfy them, give rise to numberless combinations of defective and deviated growth, which become sources of conflict and despair."

Normalization <u>The Absorbent Mind</u> Maria Montessori

"Such deviations cannot be attributed to the personality itself. They come from a failure to organize the personality."

> Normalization <u>The Absorbent Mind</u> Maria Montessori

These deviations . . . "can only be corrected when all the powers are functioning as one to serve the ends of the whole individual."

The First Plane 0 - 3 Years

Coordination Language/Speech Attention Perception



Each area of development proceeding along a separate developmental track as coordination, language, attention and perception mature, which is the beginning of the creation of IQ, EF and EQ.

The First Plane 3 - 6 Years



By 3 years in the typically developing child Coordination, Language-speech, Attention and Perception have matured to equal levels of ability. Then at 3 - 6, these abilities are able to be integrated, leading to the resulting cognitive ability (IQ), executive functioning (EF), sustained attention, organization skills, ability to prioritize and also social skill competence/adaptive ability (EQ).

Montessori for the LD Child

Montessori wrote:

"The difference in reaction between deficient and normal children in the presentation of didactic material made of graded stimuli, is plainly seen from the fact that the same didactic material used with deficients makes education possible, while with normal children it provokes autoeducation."

Maria Montessori The Montessori Method

Montessori on Varying Exceptionalities

Montessori also stated that in a classroom of normal PS children, the knobbed cylinders were presented to 3 year olds and it was a favorite exercise. For the "retarded" child, she pointed out, that it was necessary to begin with simpler exercises, in which the stimuli was much more strongly contrasted and many other exercises would need to precede this one. Maria Montessori The Montessori Method

If you would identify children who are high risk for academic learning tasks, with the goal of providing early intervention, evaluate:

- Coordination
- Language
- Attention
- Perception

Sylvia O. Richardson, M.D., February 1987

Development of Motor Skills -Coordination

- 0 · 1st weeks · lifts head
- 3 · 4 months · turns over
- 6 months · sits up
- 9 months crawls
- 10 · 11 months · pulls up, cruises
- 12 months first steps

Motor Development - cephalocaudal (head to tail) - proximodistal (midline out)



Development of Language -Speech Skills

- 0 · 3 months · crying, cooing
- 3 · 6 months · babbling
- 6 · 9 months · echolalia
- 10 · 12 first words

Vocabulary develops 0 - 5 years Enter 1st grade with 2,500 - 5,000 word vocabulary

Development of Attention

- Birth to 2 1/2 to 3 years no inhibition control.
- Attends to all incoming sensory input.
- By **3 years** of age typically **selective attention** is developing.
- The child can wait for a short interesting lesson to be presented.



Development of Perception

- A <u>typical child</u> perceives <u>gross sensory</u> <u>input</u> such as light, sounds, textures, smells, tastes from their early months of life.
- In development from birth to 3 years, the child becomes more able to perceive visual and auditory input and begins to discriminate.
- From 3 6 years the typical child can refine discrimination from gross to finer and finer perceptual ability as seen in the Montessori sensorial curriculum.

Importance of Assessment

- Assessment provides a profile of the learner's strengths and weaknesses.
- Assessment is done to inform the educator and to help the child.



Assessment is Targeted Observation

- Parent Questionnaire
- Teacher Questionnaire
- Mental Development
- Perceptual Development
- Language Speech Development
- Pre-academic / academic skills
- Behavioral Checklists/Executive Function (EF)





Patterns of Dyslexia & Related Disorders

Patterns of Learning Disorders

- Pattern 1 Reading Disorder (Dyslexia)
- Pattern 2 Related Disorder: Reading Comprehension Disorder
- Pattern 3 Related Disorder: Attention Deficit / Hyperactivity Disorder

Patterns of Learning Disorders

- Pattern 4 Related Disorder: Math Disorder (Dyscalculia)
- Pattern 5 Related Disorder: Motor Incoordination
- Pattern 6 Related Disorder: Oral Language Disorder (Dysphasia)

Patterns of Learning Disorders

- Pattern 7 Related Disorder: Social Interaction
- Pattern 8 Related Disorder: Mood/ Anxiety
- Pattern 9 At Risk for Learning Disorders
 - Weakness in Coordination
 - Weakness in Language
 - Weakness in Attention
 - Weakness in Perception

What Is A Language Learning Difference?

Definition of Language Learning Differences

A language-learning different child shall be defined as a child with:

- average or above-average intelligence
- adequate vision and hearing
- without primary emotional disturbance
- who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques.

Dyslexia Definition Adopted by US National Institutes of Health

- One of several distinct learning disabilities;
- Specific language-based disorder of constitutional origin characterized by single word decoding
- Reflects insufficient phonological processing abilities
- Difficulties in single word decoding unexpected in relation to age & other cognitive & academic abilities.

Dyslexia - NIH Definition Cont.

- Not the result of generalized developmental disability or sensory impairment
- Manifested by variable difficulty with different forms of language, including in addition to problems reading, conspicuous problem with acquiring proficiency in writing and spelling.

Related Disorders

Refers to learning difficulty in:

- Oral Language Disorder (Dysphasia / Aphasia)
- Reading Comprehension Disorder
- Attention Deficit Hyperactive Disorder (ADHD)
- Math Disorder (Dyscalculia)
- Coordination Disorder
- Social Skills Disorder (Pragmatic Language Impairment)

Attention Deficit / Hyperactivity Disorder (AD/HD)

ADHD refers to a family of chronic neurobiological disorders that interfere with people's capacity to attend to tasks, regulate activity, and inhibit behavior in ways appropriate to their age and circumstances.

Attention Deficit Hyperactivity Disorder (ADHD) DSM 5 (314.01)

Three Types

- Inattentive
- Hyperactive
- Combined

Neurotransmitters . . .

Play a vital role in key bodily functions.

Acetylcholine - widespread in the brain involved in muscle action, learning & memory Dopamine - plays major role in regulation of movements & emotions

Norepinephrine - involved in reward, mood regulation, arousal, activation fight/flight behavior

Serotonin - regulates body temperature, pain perception, onset of sleep

Endorphins (opioids) - minimize pain, produce feelings of pleasure

AD/HD

AD/HD may be caused by a lack of precise regulation of neurochemicals in the brain (i.e., fluctuating amounts of dopamine) (SchwabLearning.org -"What is the Environment's Effect on Reading Problems?" The Expert Answers: Gordon F. Sherman, Ph.D.)

ADHD - Individuals Benefit From Medication and Exercise

- Appropriate amount of sleep
- Eating a well balanced diet
- Exercise
- Prayer or Meditation
- Medication (if needed)

Dr. Edward Hallowell <u>Driven to Distraction</u> And Dr. John Ratey - <u>Spark</u>

Positive Effects of Medication/Excercise

- Brain is normalized for attention, impulse control
- Improved sustained attention
- Improved impulsivity
- Improved learning due to increased memory
- Better organization, less scatter
- Less risk of illegal drug use
- Less side effects of anxiety, depression, suicide

What Does The Montessori Curriculum Give Us That Helps The At Risk Student?

- Individualization
- Techniques for training attention
- Classroom Structure (boundaries, privileges)
- Work Organization
- Manipulative Materials (Concrete to Abstract)
- Gross and Fine Motor Development

What Does The Montessori Curriculum Give Us That Helps The At Risk Student?

- Oral Language Development
- Academics presented in small sequential steps
- Enhancement of Social Skills (Grace and Courtesy)
- Environment of Encouragement (De-emphasis on failure)

What Does The Montessori Curriculum Give Us That Helps The At Risk / LD Student?

And What Else Does the Montessorian Need to Know?

Montessori Applied to Children at Risk

A method which provides for:

• Individualization of instruction through the child's interaction with the didactic materials proceeding at his own rate for mastery

Individualization

- Analytical observation and assessment guide presentations
- Student needs more teacher presentations to guide their work



Individualization



Montessori Applied to Children at Risk

✓ Presentations of academics in small sequential steps with scientifically researched materials to further skill development in language, math, geography, history, physical and biological sciences, art and music.

Academics in Small Sequential Steps



Montessori Applied to Children at Risk

- ✓ Specific procedures / techniques for training attention
- ✓ Student's sustained attention is equally the responsibility of the teacher and the student

The At Risk Child Requires: Direct assistance on attention, focus, and concentration



Attention



Montessori Applied to Children at Risk

- ✓A classroom <u>structure</u>, clear in limits and privileges, which assists the child with faulty inhibition control to develop those skills
- ✓ Increased and specific boundaries
- ✓ Direct teaching of a cycle of work
- ✓ Clear understanding of privileges and consequences

Classroom Structure



Montessori Applied to Children at Risk

- ✓ An emphasis on work organization which gives a child a model for learning how to set up and go about work tasks, the result of which can be a lifelong habit of investigation
- ✓ Consistent placement of materials in presentation
- ✓ Awareness of left/right directionality confusion
- ✓ Need for contracts to help the student learn to prioritize

Work Organization



The At Risk Child Requires:

• Guidance in selecting and performing tasks





Name___

writing	
cultural	

Date



Weekly Contract

Works	Monday	Tuesday	Wednesday	Thursday	Friday
Practical Life					
Sensorial					
Math					
Language					
Cultural					
Computer					

Date



Date:	04/04	04/06	04/06	04/07	04/08	1
	MON	TUES	WED	THURS	FRI	NOTES
MATH 2+						
Facts Sheet						
Yellow/Green Book		10				
Montessori Math +, -, x,	_					
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Géometry						
LANGUAGE 3		-			1	
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Montessori Applied to Children at Risk

 Manipulative materials which provide the child with multisensory perceptions which help concretize abstract concepts

Facilitating Learning For The At Risk Child

- Tasks reduced to smaller segments
- Segments based on perceptual assessment / observation of perceptual motor development
 - Show/feel similarities, & differences (sensorial)
 - Teach transitions (abacus)
 - Teach patterns (hundreds board)

Manipulative Materials



Teach Transitions



Teach Patterns



The At Risk Child Requires:

Perceptual discrimination from three dimensions to paper and pencil.

Perceptual Discrimination



Perceptual Discrimination



Montessori Applied to Children at Risk

✓ Specific techniques for increasing gross motor skill development, eye-hand coordination and fine motor skill facility

Montessori Applied to Children at Risk

- Recognition of need for more movement for students with attention difficulty (use of OT equipment)
- Teach Perceptual Motor Skills on the line and outdoors
- Attention to grasp of manipulatives in Practical Life, Sensorial, Math, Language and Cultural
- Use of metal insets to improve Fine Motor Skills

Fine Motor Skill



Prewriting







Medium ball and large ball used at desk



Small ball used on the line.

Small Ball on the Floor



Montessori Applied to Children at Risk

✓ A concentration on the specific labels for people, objects, and ideas and their attributes and functions that foster oral language development

Oral Language Development

- Awareness of the importance of language expansion after the initial presentation (name of the activity, name of objects used in the activity).
- Add vocabulary categories available in the classroom by the addition of an oral language development shelf.



Oral Language Development Body



Oral Language Development Categories

- Body
- Family
- Clothing
- Home
- FoodGeneral Language Concepts

• Animals

• Plants

- Community
 World Regions
 - Holiday LanguageClassroom Language

Oral Language Activity



Written Language

- Combine Montessori Language with the therapeutic strategies of a Multisensory Structured Language Education Approach (MSLE) - Orton Gillingham based.
- Teach word patterns simple to complex.
- Reduce difficulty of presentation (controlled worked building vs complete moveable alphabet)

Facilitating Learning For The At Risk Child Written Language Development



Written Language Activities













Sequential English Education (SEE)

SEE is a Multisensory Structured Language Education program.

SEE combined with Montessori language instruction teaches reading, spelling, handwriting, written expression and includes literacy exercises.

The Shelton MSL Training Course in SEE is accredited by IMSLEC and IDA

SEE

The lesson includes these activities:

- Introduction of each sound in a structural linguistic multisensory approach-a,t,p,h,c,n,l,b,f,s,g,m,j,r,v,d, i,k,w,wh,z,th,u,sh,e,y,ch,q,o,x
- Decoding with moveable alphabet by word family-patterns limited, one vowel at a time
- Moveable Alphabet reduced in difficulty for word building

SEE

• Patterns taught from simple to complex-CVC words with consonants, consonant digraphs, consonant blends, long vowels with the final e pattern, other long vowel combinations, vowels with I/r, multi syllable words, morphology, syntax, semantics

The Shelton MSL Training Course in SEE is accredited by IMSLEC and IDA

See Lesson



Montessori Applied to Children at Risk

- ✓ Enhancement of Social Skills and Interpersonal Relationships
- Direct teaching of social values (honesty, compassion, cooperation, self control, etc.) and social skills (non verbal/verbal communication, stop, think, choose reasoning, specific stories and role plays)

Choices



Montessori Applied to Children at Risk

- ✓ An environment of encouragement to try, a de-emphasis of failure, which encourages the child's desire for independence, an emphasis on respecting the teacher and classmates that fosters consideration for others
- ✓ More validation (that is correct, recognition of effort, recognition of student's feelings of pride in accomplishment)

Environment of Encouragement





J. McVicker Hunt has written that Montessori has come the closest to solving the problem of "match" in education. (Hunt 1968). He explains the "match" concept as placing the level of presentation to the child at the child's developmental and skill level for optimal learning and success. This problem of "match" is critical to teaching the at risk child.



"The basis of the reform of education and society, which is a necessity of our times, must be built upon . . . scientific study."

~ Maria Montessori, Science Behind the Genius, p. 12

"Preventing conflicts is the work of politics; establishing peace is the work of education."

Maria Montessori, Education & Peace, pg. 27



Dr. Joyce Pickering M.A. SLP/CCC, Hum.D., CALT, QI Executive Director Emerita jpickering@shelton.org

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Shelton School and Evaluation Center

15720 Hillcrest Road, Dallas, TX 75248 • www.shelton.org