



# Foundations of Montessori Inclusion in Children’s House



## Administrative Details:

### Professional Development Course for Montessori Guides in Children’s House (ages 2.5-6 yrs)

This course is delivered fully online with class lectures on Zoom and asynchronous material in Google Classroom.

#### Course Contact:

Catherine Massie: [MMP4inclusion@gmail.com](mailto:MMP4inclusion@gmail.com)

#### Course Director of Training:

Prof. Joachim Dattke

#### Course Instructors:

Prof. Joachim Dattke, Susanne Messmer, Tatiana Dattke, Mária Kozelková, PhD, Friedemann Schulze, MD, and Medical Team

#### Course Organizers:

Catherine Massie and Barbara Luborsky

#### Course Dates & Times (all times listed in US Eastern time zone):

Course Orientation: June 16, 2024, 11:00 am – 12:30 pm

Summer Zoom Classes: June 21 & 22, July 19 & 20, August 2 & 3, 2024, 10:00 am - 3:30 pm

Monthly Saturday Zoom Classes: All Classes meet 10:00 am – 3:30 pm on September 14, October 12, November 9, and December 14, 2024, and January 11, February 8, March 8, and April 26, 2025.

#### Course Prerequisite:

Course Participants must hold a Montessori training credential (Diploma/Certificate) at the Children’s House level. Knowledge of Montessori theory and practice is a prerequisite for this Course.

## Course Details:

Course runs June 2024 – April 2025 and includes these topics: Developmental Medical Background, Developmental Psychology Background, Introduction to Prof. Dr. Theodor Hellbrügge’s Model of Social Pediatric Montessori Inclusion, Partnering with Parents, Preparation of Environments for Inclusion, Differentiated Work in the Children’s House, Interdisciplinary Teams in Montessori Schools and the Role of Montessori Therapy.



**LOYOLA**  
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**Total hours: 88.0      CEU’s Received: 8.8**

**Certificates Issued:**

- Certificate of Completion from MMPI & Internationale Akademie Fur Entwicklungs-Rehabilitation und Padiatrische Fortbildung
- Certification of CEUs from Loyola University Maryland

**Hellbrügge's Social Pediatric Inclusive Montessori Model** (*Prof. Dattke, Dr. Schulze, Susanne Messmer*)

Introducing the work of world-renowned Developmental Pediatrician and Medical Pioneer, Prof. Dr. Theodor Hellbrügge, and his partnership with Mario Montessori, son of Dr. Maria Montessori and President of Association Montessori International (AMI). Presenters define Hellbrügge's Social Pediatric Inclusive Montessori Model and give an overview of his 50-year legacy of Inclusive Montessori education practice, development, and training.

**Developmental Medical Background** (*Friedemann Schulze, MD*)

This series of 6 lectures will include topics designed to give participants a basic understanding of the structure and function of the nervous system, as well as the causes and consequences of delayed or disordered development. There will be a review of sensory functioning and higher-level functions, such as cognition. Dr. Schulze will discuss the underlying nervous system dysfunctions that lead to developmental challenges such as Autism, ADHD and Genetic Syndromes, as well as the impact on the nervous system of insults such as childhood emotional trauma and physical injury. These lectures give Montessori teachers a deeper and broader developmental lens to observe and understand the behaviors and needs of children with developmental and learning differences.

**Developmental Psychology Background** (*Mária Kozelková, PhD*)

This series of 6 lectures will encompass information about the psychological development of the child, including the transition of children from Casa to Elementary. Mária will outline development in the areas of motor skills, sensory perception, speech and language, cognition and social maturity and describe the importance of each in Montessori pedagogy. She will explore in more depth, emotional and social development in children and their needs when addressing issues such as fears, anxiety, aggression, and defiance. These lectures give Montessori teachers a deeper and broader psychological lens to understand the behaviors and needs of children with developmental and learning differences.

**Differentiated Work in Children's House** (*Tatiana Dattke*)

Inclusive Montessori Guide and Inclusion Expert, Tatiana Dattke, will provide course participants with a myriad of approaches and practical examples of differentiated Montessori lessons, activities and materials that have been adapted to the individual needs of young children, ages 2 ½ to 6 years of age. She will discuss the adaptation and modification of classic Montessori lessons and materials, the creation of preparatory developmental materials, and the preparation of the environment based on observation of a child with more diverse needs. Ms. Dattke will also present considerations in the transition of a child from Children's House to Elementary School.

**The Role of Montessori Therapy** (*Susanne Messmer, Mária Kozelková, PhD*)

Trained Montessori Therapists, Mária Kozelková and Susanne Messmer, present the roles and responsibilities of the Montessori Therapist in the inclusive Montessori School. Montessori Therapy is a little-known therapeutic modality that supports the social inclusion and the development and education of children with disabilities in Montessori environments and at home. With a strong focus on family support, Montessori Therapists provide early training of Caregivers to support and guide their children, assist in identifying early intervention services, help children transition into Montessori settings, and facilitate access and success in the Montessori program and community.

### **Interdisciplinary Montessori School Teams** (*Dattke Training Team, Medical Team, Guest Specialists*)

Dr. Schulze introduces the interdisciplinary team approach in a Montessori school and the roles of the Developmental Pediatrician, the Developmental Psychologist, a variety of Therapists/Interventionists, Montessori Guides, Montessori Therapist and Parents/Guardians. Susanne Messmer illustrates how this interdisciplinary team supports the child, the family, and the Montessori school staff. Interdisciplinary Team Meeting demonstrations provide a unique view of how the Interdisciplinary Team works to ensure successful inclusion and developmental support of the student.

### **7 Case Studies Highlight Disorders of Development & Learning** (*Dattke Training Team, Medical Team*)

Each of 7 monthly Saturday Zoom classes will focus on particular disability areas and include a case study, examples of supportive Montessori therapy, interdisciplinary team meeting demonstrations and practical implementation of adaptations, modifications and supports in Children's House environments.

## **Course Critical Performance and Learning Outcomes**

### **Developmental Medical Background Objectives**

- To gain basic knowledge and understanding of the structure and function of the nervous system and sensory functions.
- To gain basic knowledge and understanding of the causes and consequences of various developmental disorders.
- To gain basic knowledge and understanding of behavioral abnormalities, such as those observed with Autism, ADHD, FASD and early childhood trauma.

### **Developmental Psychology Objectives**

- To gain basic knowledge and understanding of the developmental goals through the First & Second Planes of Development in the domains of sensorimotor skills, cognition, emotionality, socialization and personality development.
- To understand some of the many ways in which children with developmental and learning differences have unique needs which require specialized aids to their development.
- To gain a better understanding of the parents' vital role in their child's inclusion in education and society, and to learn some ways that the school can support parental competencies and self-confidence in helping their child who has challenges.

### **Inclusive Montessori Practice in Children's House - Objectives**

- To develop basic concepts and approaches in working with children who have sensory-motor disorders, speech & language disorders, learning differences, ADHD, FASD, anxiety, autism spectrum disorders, childhood trauma, physical disabilities, psychiatric conditions, or intellectual disabilities.
  - To develop skills in making individualized adaptations/variations in the use of classic Montessori materials.
  - To develop skills in the creation of supplemental materials adapted according to Montessori principles.
  - To learn a variety of inclusive practices in preparing the environment for children with different needs.
  - To develop an understanding of the role of different Specialist lenses in observation of a child.
  - To consider the roles of Montessori Assistants and other staff in supporting inclusion.

- To get acquainted with the role of Montessori Therapy and the use of Montessori principles in the process of individual and small group Montessori therapy with children who have developmental and learning differences as a preparation for inclusion.
- To develop an understanding of the value and effective practice of collaboration among teachers, parents, therapists, medical professionals, and other support staff.

## Evaluation Plan:

**Online** - Participants demonstrate their learning in the following ways:

**Assignments** - Each Participant is expected to complete 4 Pass/Fail assignments by the end of the 9-month course. There are 4 types of assignments which will be completed:

- 1 Case Study Assignment
- 1 Adapted Lesson Plan (Individual)
- 1 Material Development Plan
- 1 “Next Steps to Inclusion” Plan

Participants may choose how to prepare assignments: traditional written format, written using speech-to-text, video/audio recorded oral presentations, or PowerPoint presentations with audio or video recordings.

**Inclusion Albums** - Participants will prepare “Montessori Inclusion in Children’s House” albums as part of the course requirements. Albums will contain all lecture handouts (PowerPoint slides & notes), handouts posted in the Google Classroom, and all course assignments.

To receive a **Certificate of Completion** from **MMPI** and the **Internationale Akademie Fur Entwicklungs--Rehabilitation und Padiatrische Fortbildung**, Participants must:

- have a Pass grade on all assignments,
- compile their Inclusion Album (either electronic files or paper notebook),
- attend at least 90% of the Zoom Classes and make up any missed Classes by watching the recording and attending the scheduled zoom Make-up Sessions.

To qualify for **CEUs from Loyola University**, participants must meet all criteria to qualify for a **Certificate of Completion**.

# Overview of Topics: FMI in Children's House

## Medical Background

- Structure and function of the nervous system,
- Causes and consequences of delayed development,
- Nervous system issues that lead to developmental challenges such as Autism, ADHD and genetic syndromes,
- Developmental impacts of insults such as childhood emotional trauma and physical injury,
- Review of Sensory functions and the higher-level functions such as Perception and Cognition.

## Psychological Background

- Sensorimotor development, Cognitive development, Speech & language development, Social-Emotional development: importance of these in Montessori pedagogy,
- Transition of the Montessori child from Children's House to Elementary,
- Development of personality and morality: relation to independence, responsibility, and values orientation,
- Introduction to Montessori Therapy.

## Saturday Monthly Online Zoom Classes

- **September:** Language & Communication Disorders
- **October:** Learning Disabilities – Language & Math
- **November:** Mental Health & Adverse Childhood Experiences
- **December:** Physical Disabilities & Sensory/Motor Disorders
- **January:** Intellectual Disabilities
- **February:** Autism Spectrum Disorder
- **March:** ADHD & FASD (Fetal Alcohol Spectrum Disorder)
- **April:** Course Conclusion and Wrap up--Building an Inclusive World, Course Participant Graduation Ceremony and Farewell until next time!

## Montessori and Inclusion Topics

- Introduction to the Hellbrügge Inclusion Legacy,
- The Journey of the Parent,
- Partnering with Parents, Communication, Support, and Engagement,
- Framework for determining when and how to adapt and modify lessons and materials of instruction,
- Inclusive Montessori school prepared environments.

## Required Course Text:

*Montessori Strategies for Children with Learning Differences*, by Joyce Pickering.

## Respectful Communications:

This course is designed to support collaboration among Montessorians, Parents, Medical Professionals and Montessori Program Administrators working together in Montessori schools to offer aid to life to children with more diverse needs. MMP4 is committed to providing a respectful learning environment to support this goal. Disrespectful communication will not be tolerated in any measure.

## Accessibility:

We will do our best to accommodate your ADA needs; please contact us to let us know how we can make the course more accessible to you by emailing us at [MMP4Inclusion@gmail.com](mailto:MMP4Inclusion@gmail.com)

## Technical Requirements:

To access this course, you must have a device with an internet connection, a webcam for video capability, and audio input/output capabilities. A computer with a mouse and keyboard is highly recommended. For computers, you will need a current browser, the software capability to read documents in MS Word and pdfs, and an up-to-date software system (Apple OS X or Microsoft Windows 10), and security software (antivirus protection/firewall).

## Intellectual Property Protection & Copyright:

The online materials used in this course are protected by copyright. Only course Participants are permitted to have access to the course content (not including online resources, that may also be subject to copyright protection). Participants may use the content for learning purposes as long as it complies with the Copyright Act. No content (papers, documents, presentations & slides, or other resources) provided in Zoom Classes or in the Class Google Classroom is permitted to be copied, reproduced, shared or distributed in any format without the express written permission of the owner.

## Academic Integrity:

The purpose of the course is to learn in collaboration with the other participants. All work that is submitted must be original work (or group/collaborative work within the course). When referring to content that is not your own, ensure that you are citing and referencing the sources. If there are any questions regarding academic integrity, please contact Catherine Massie, [MMP4inclusion@gmail.com](mailto:MMP4inclusion@gmail.com) .