

Understanding Interventions and Therapies in a Montessori Setting



Official Course Outline

Administrative Details:

Professional Development Course

This course is being delivered online through Google Classroom and Zoom meetings.

Course Contact: Catherine N. Massie
MMP4Inclusion@gmail.com

Instructors: Barbara Luborsky, Catherine N. Massie, and Michelle Lane

Total hours: 54.0

Credit Received: 5.4 CEUs

Certificates Issued:

- Certificate of Completion from MMPi
- Certification of CEUs from Loyola University

Course Dates: October 1, 2024 – January 30, 2025*

* No course activity during December 2024; Online Course Orientation: September 28, 2024 10 am Eastern US time

Course Details:

Part 1 (Oct): Meeting the Needs of Children with Sensory- Motor Disorders (Luborsky)

Part 1 is intended to help Montessori educators become aware of the many ways the occupational therapist (OT) can support a child with sensory and motor needs in the Montessori school. Course content will lead teachers to develop a deeper understanding of the scope of OT practice and roles of the OT in addressing attention, behavior and learning challenges that result from sensory processing deficits and or developmental motor issues. This includes the OT perspective on the preparation of the environment and the use of specific supportive strategies in the classroom. Teachers will be challenged to think about how the OT and the Montessorian can work together to support all children. Collaboration among teachers, parents, and medical professionals, such as the OT, is a key factor in supporting the successful participation of children with sensory and motor disorders in the Montessori setting.

Part 2 (Nov): Orton-Gillingham & Montessori: An Integrated Approach (Massie)

Montessorians will learn about meeting the needs of children with Dyslexia utilizing Orton-Gillingham (O-G) language therapy in combination with the Montessori Language curriculum. From adapted Montessori materials and lessons to one-on-one O-G tutoring, there are many levels of supporting reading development that are possible for a student with Dyslexia in a Montessori school. Catherine will provide Participants with an O-G skill-based framework to use in planning for the needs of their students who are experiencing difficulties in learning to read and write. Participants will explore how collaboration between Montessori Guides and Orton-Gillingham practitioners can lead to a more integrated language and literacy learning experience for the children with language learning differences.

Part 3 (Jan): A Montessori Approach for Children with Autism (Lane)

Part 3 is intended to help Montessori educators become aware of the varied challenges that children with Autism Spectrum Disorders (ASD) face and receive a brief overview of how Applied Behavior Analysis (ABA) therapy can support learning and development. ABA therapy is an evidence-based practice that is approved as a medically necessary therapy in the United States and covered by medical insurance and Medicaid. This part is geared to help Montessorians become familiar with the basics of the scientific approach of ABA with the focus on Michelle's pioneering blend of Montessori-ABA therapy. At the end of this course, participants will learn how to create a Montessori ABA lesson plan and understand how this approach makes Montessori lessons accessible to children with ASD. The goal of this course is to give Montessori educators a deeper understanding of the value of collaboration with behavior therapists, other medical professionals, and parents in supporting children with autism for success in a Montessori setting.

Course Critical Performance and Learning Outcomes

- ✓ To gain an understanding of how to work with children with autism, children with sensory dysfunction and children with Dyslexia in a Montessori setting.
- ✓ Develop general skills to support a collaborative approach when working with behavioral, occupational and Orton-Gillingham professionals.

Evaluation Plan: Online- Students demonstrate their learning in the following ways:

Assignments: To qualify for a Certificate of completion from MMPI, participants must have a Pass on all assignments.

Assignment Part 1 – Case Study Pass/Fail

Assignment Part 2 – Integrated Lesson Plan for a specific child Pass/Fail

Assignment Part 3 – Montessori ABA Lesson Plan Pass/Fail

Attendance: Participants are expected to attend the live Zoom meetings and may not be absent more than 3 times during the course. **To qualify for the MMPI Certificate of Completion, all missed sessions must be made up** by viewing the recording of the missed session and submitting a written response to the breakout room assignments from that day.

CEU credits from Loyola University: Participants will need to meet the requirements for the MMPI Certificate of Completion (earn a “Pass” on all assignments and meet attendance requirements) to get their CEU Certificate.

Overview of Topics:

Course Orientation September 28, 2024 10 am Eastern US: learn to access Google Classroom & the Padlet app.

Overview of Part 1 Content: Meeting the Needs of Children with Sensory- Motor Disorders

Part 1A

Scientific and Medical Pedagogy- collaborative teams
OT & Montessori- kindred spirits and unique perspectives
Sensory Integration Theory
General preparation of the Montessori classroom

Part 1B

Environmental preparations
Preparations for the individual child
The power of Visual Schedules
The role of positioning in supporting attention and success

Overview of Part 2 Content: Orton-Gillingham & Montessori: An Integrated Approach

Part 2A

Dyslexia defined
From developmental differences to different needs with Dyslexia
Developmental versus therapeutic language exercises
An overview of Orton-Gillingham language therapy

Part 2B

Observations and identification of needs
Building a collaborative resource team to support students with Dyslexia
Enhancing the therapeutic value of Montessori lessons and activities
Tracking skill development
Accommodations with technology in a Montessori setting

Overview of Part 3 Content: A Montessori Approach for Children with Autism, Level 1 Course

Part 3A

- How Autism Spectrum Disorder (ASD) is defined today
- Description of common characteristics of Autism
- Understanding the diverse needs of students with Autism
- Presentation of case examples

Part 3B

- How a blended Montessori ABA approach supports children in building skills
- Overview of Montessori ABA Therapy
- Data Collection using Michelle's Program Tracking Manuals
- Creating a Montessori ABA lesson plan

Required Course Text:

[Montessori Strategies for Children with Learning Differences: The MACAR Method](https://montessori4inclusion.org/hot-topics-books-and-articles), by Dr Joyce Pickering.
<https://montessori4inclusion.org/hot-topics-books-and-articles>

Disclaimer:

Information presented in this course is solely for educational purposes. The content of this course is not intended to be a substitute for professional medical or psychiatric advice, but rather to identify the benefits to the child and Montessori Guide of medical-educational collaborative partnerships. Participants retain full responsibility for decision-making regarding implementation of strategies to support inclusion and shall exercise independent professional judgment and shall follow the regulations of their setting in the performance of serving the needs of all students under their care.

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

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, an up-to-date software system (Apple OS X or Microsoft Windows 10 or 11), and security software (antivirus protection/firewall).

You must also have access to Google Classroom and Padlet apps. To access Google Classroom, you will need an email address that is not associated with any educational institution or any other course running in Google Classroom.

Copyright:

The online materials used in the course are the intellectual property of MMPI and are protected by copyright. Only course participants are permitted to have access to the course content (not including other online resources that are also subject to copyright protection). Participants may use the content for learning purposes as long as it complies with the Copyright Act. No work is permitted to be copied or reproduced in any format without the express permission of the copyright 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 connect with your instructor.

Respectful Behavior:

Our course is geared to support collaboration with other professionals in Montessori and medical communities as such MMPI is committed to providing a respectful learning atmosphere. Any discrimination or harassment will not be tolerated.