

# Understanding Interventions and Therapies in a Montessori Setting



## 2025 Official Course Outline

### Administrative Details:

#### Professional Development Course

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

**Course Contact:** Catherine N. Massie  
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**Instructors:** Barbara Luborsky, Catherine N. Massie, and Prof. Michelle Lane

**Course Dates:** September 1, 2025 – November 30, 2025

September	October	November
Saturdays – 13 <sup>th</sup> & 27 <sup>th</sup>	Saturdays – 11 <sup>th</sup> & 25 <sup>th</sup>	Saturdays – 8 <sup>th</sup> & 22 <sup>nd</sup>
Tuesday – 16 <sup>th</sup> & 30 <sup>th</sup>	Tuesdays – 14 <sup>th</sup> & 28 <sup>th</sup>	Tuesdays – 11 <sup>th</sup> & 25 <sup>th</sup>

- Online Course Orientation will be held on **Sept 6 from 10-11:15 am, Eastern US time.**

**Total hours:** 54.0

**Credit Received:** 5.4 CEUs

**Certificates Issued:**

- Certificate of Course Completion from MMPI
- Certificate of CEUs from Loyola University Maryland ASPIRE

### Course Details:

#### Part 1 (Sep): 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 (Oct): Orton-Gillingham & Montessori: An Integrated Approach (Massie)

Montessorians will learn about meeting the needs of children with Dyslexia utilizing Orton-Gillingham (O-G) language intervention 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 (Nov): A Montessori Approach for Children with Autism (Lane)

Part 3 is intended to help Montessori educators become aware of the varied challenges that children on the Autism Spectrum (ASD) face and receive a brief overview of how collaboration with Behavior Therapists can support learning and development. This Level 1 introduction is geared to help Montessorians become familiar with the basics of Behavior Science, with the focus on Michelle's pioneering blend of Montessori and behavior therapy. At the end of this course, participants will learn how to create a scaffolded Montessori Skill Achievement lesson plan and understand how this approach can make Montessori lessons accessible to children with Autism. The goal of this course is to give Montessori educators a deeper understanding of the value of collaboration with behavior specialists, 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 sensory-motor dysfunctions, children with Dyslexia, and children with Autism 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 all assignments.

**Assignment Part 1** – Case Study Pass/Fail

**Assignment Part 2** – Integrated OG-Montessori Lesson Plan Pass/Fail

**Assignment Part 3** – Montessori Skill Achievement Program 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.

**Continuing Education Units (CEUs) from Loyola University Maryland ASPIRE:** Participants will need to meet the requirements for the MMPI Certificate of Completion (earn a “Pass” on all assignments and meet attendance requirements) to qualify to purchase their CEU Certificate for \$25.00.

## Overview of Topics:

**NOTE: the Course Orientation is on Saturday, Sept. 6<sup>th</sup>, 10:00-11:15 am US Eastern time zone: here you will learn to access our Google Classroom & to use the Padlet Discussion Board 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  
Accommodation 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 & Behavior Science approach supports children in building skills
- Overview of Montessori Behavior Science Therapy
- Data Collection using Michelle's Program Skill Tracking Manuals
- Creating a Montessori Skill Achievement Program 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](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, 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 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 MMP4 is committed to providing a respectful learning atmosphere. Any discrimination or harassment will not be tolerated.