

Montessori Memo

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Research for practitioners, researchers, and community members



MONTESSORI MEMO™

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The Center for Montessori Studies collaborates across the Montessori community, Association Montessori International and American Montessori Society, and values the institutional collaborations with and among KU Center for Montessori Research, National Center for Montessori in the Public Sector, and Montessori Public Policy Initiative.

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Title: Stimulating the development of rhythmic abilities in preschool children in Montessori kindergartens with music-movement activities: A quasi-experimental study.

Citation: Laure, M., & Habe, K. (2023). Stimulating the development of rhythmic abilities in preschool children in Montessori kindergartens with music-movement activities: A quasi-experimental study. *Early Childhood Education Journal*.

<https://doi.org/10.1007/s10643-023-01459-x>

Summary/Abstract: This article examines the effects of Montessori music-movement activities on the development of the rhythmic abilities of 59 children from Montessori preschools, aged between 3 and 6 years. Our intervention consisted of introducing 15 to 20 minutes of unstructured movement time, either accompanied by a piano or recording, three times a week for four months, whereas the control group carried on the usual Montessori program. We used a quasi-experimental nonequivalent groups design with pretest–posttest. Three tests for measuring rhythmic abilities were used: auditory discrimination of the rhythmic patterns, imitation of spoken rhythmic phrases, and determining the synchronization of movement with the rhythm of the music. The interventions had a positive effect on the development of the rhythmic abilities of children included in the study.

Title: Rates of chronic absenteeism in Montessori and non-Montessori Title 1 schools.

Citation: LeBoeuf, L., Goldstein-Greenwood, J., & Lillard, A. S. (2023). Rates of chronic absenteeism in Montessori and non-Montessori Title 1 schools. *Frontiers in Education, 8*.

<https://doi.org/10.3389/feduc.2023.1059071>

Summary/Abstract: In this study, we asked whether Montessori schools, which tend to have high student engagement, are associated with lower average rates of chronic absenteeism and/or smaller racial disparities therein relative to non-Montessori schools. Using data from the Civil Rights Data Collection, we identified a sample of Title 1 Montessori and non-Montessori schools with propensity score matching, and we used multilevel modeling to compare racial disparities in chronic absenteeism rates across school types. There was no significant difference in the average overall rates of chronic absenteeism across school types; nor were there sizable or significant differences in average racial disparities in the rates of chronic absenteeism between Black and White or Hispanic and White students, though Montessori schools had slightly lower average rates for White students. We discuss how shortcomings in the way chronic absenteeism data are collected limit intervention work by preventing researchers from answering questions about why students are chronically absent.

Title: Multilevel modeling resolves ambiguities in analyses of discipline disproportionality: A demonstration comparing Title 1 Montessori and non-Montessori schools.

Citation: LeBoeuf, L., Goldstein-Greenwood, J., & Lillard, A. S. (2023). Multilevel modeling resolves ambiguities in analyses of discipline disproportionality: A demonstration comparing Title 1 Montessori and non-Montessori schools. *Journal of Research on Educational Effectiveness*.

<https://doi.org/10.1080/19345747.2023.2186991>

Summary/Abstract: Common methods of measuring discipline disproportionality can produce contradictory results and obscure base-rate information. In this paper, we show how using multilevel modeling to analyze discipline disparities resolves ambiguities inherent in traditional measures of disparities: relative rate ratios and risk differences. One previous study suggests there is less racial discipline disproportionality in Montessori schools, so we used our new approach, along with relative rate ratios and risk differences, to compare discipline disproportionality in a sample of Title 1 Montessori and non-Montessori schools identified using propensity score matching. Using the multilevel model clarified results from other measures: Discipline disproportionality was similar across school settings, even though overall rates were significantly lower in the Montessori schools.

Title: “My name is Sally Brown, and I hate school!”: A retrospective study of school liking among conventional and Montessori school alumni.

Citation: Snyder, A., LeBoeuf, L., & Lillard, A. S. (2023). “My name is Sally Brown, and I hate school!”: A retrospective study of school liking among conventional and Montessori school alumni. *Psychology in the Schools, 60*(3), 541–565.

<https://doi.org/10.1002/pits.22777>

Summary/Abstract: School liking shows clear associations with academic success, yet we know little about how it changes over levels of schooling, what predicts liking school at each level, or how attending alternative schools like Montessori might impact liking. To better understand school liking across time and education settings, we surveyed adults about how much they remember liking elementary, middle, and high school, and identified key school features that predicted higher school liking at each level.

Title: Schooling on the margins: The problems and possibilities of Montessori schools in Australia.

Citation: Eacott, S. & Wainer, C. (2023). Schooling on the margins: The problems and possibilities of Montessori schools in Australia. *Cambridge Journal of Education*. 53(4), 551-566.

<https://doi.org/10.1080/0305764X.2023.2189228>

Summary/Abstract: Often considered dumping grounds for those who cannot function in mainstream schools, alternative education providers are seen as outliers in the provision of schooling. With schools as relatively stable workplaces, alternative education provision makes for a rich laboratory to further our understanding of the causal impact of schooling on a range of outcomes. They are naturally occurring experiments in schooling through interventions in instruction, curriculum and student cohort. Montessori school-based education in Australia is one such case. Experiencing a 31% growth in enrolments since 2009, they offer useful insights for different measures of education. A pre-requisite to such insights is a situational analysis of current provision. Drawing on an interview-based study with 20 Montessori school leaders, this investigation identified three problems and possibilities for schools working on the margins: i) clarity about what is their distinctive form of education; ii) building the collective; and iii) evidencing quality of provision.

Title: The three epochs of education: Outlining Mary Wollstonecraft, Maria Montessori and Nel Noddings.

Citation: Adhikari, A. & Saha, B. (2023). The three epochs of education: Outlining Mary Wollstonecraft, Maria Montessori and Nel Noddings. *International Journal of Research and Review*, 10(1), 698-703.

<https://doi.org/10.52403/ijrr.20230178>

Summary/Abstract: Every country is currently concerned with education since it alone has the power to create a new world and offer up possibilities for positive outcomes. Three notable female educators from three separate eras who contributed to the advancement of education in the west have been recognised. Through their quick work in education, Mary Wollstonecraft (1759–1797), Maria Montessori (1870–1952), and Nel Noddings (1929–2022) have brought important concerns relating to women and children's education to light. These three women educators were connected by their interest in education despite being born in various eras and regions of the world. In this paper the researchers have tried to bring the educational thoughts of these iconic educationalists into one frame, making it a comprehensive study of educators from different eras.

Title: Montessori educational thought and its implications for family education.

Citation: Lu, X., Su, N., Lu, Y. & Lu, H. (2023). Montessori educational thought and its implications for family education. *Applied & Educational Psychology, 4(8)*, 1-9.

<https://doi.org/23977/appep.2023.040801>

Summary/Abstract: The aim of this paper is to study and analyze Montessori's educational ideas and their implications for family education. Through the study of representative works such as *The Complete Montessori Book of Early Education*, *The Montessori Handbook of Sensitive Periods for Children*, *The Montessori Family Program*, *The Montessori Method of Early Education*, *The Secret of Childhood* and *The Absorbent Mind*, we have come to the following conclusions. Firstly, Montessori's educational philosophy emphasizes the creation of a home environment that matches the child. This includes providing an orderly, quiet, warm and inspiring environment, and parents should be supporters and observers of children's development, respecting their individual interests and needs. Secondly, Montessori emphasized grasping the child's sensitive periods. She observed that children are more sensitive to certain experiences and skills at certain ages and learn best during this period. Finally, Montessori's educational ideas provide theoretical and practical implications for preschool education. She emphasizes the development of children's self-discipline, self-confidence, independent thinking and problem-solving skills. Encouraging children to actively participate in daily life activities, developing good social skills and emotional development, and providing appropriate learning experiences lay a solid foundation for children's preschool education. In summary, Montessori's educational ideas give important insights in the area of family education. Creating a family environment adapted to children, grasping sensitive periods, and developing various abilities are insights.

Title: Building legal competencies: The Montessori method as a unifying approach to outcomes-based assessment in law schools.

Citation: DeBlasis, A. L. (2023). Building legal competencies: The Montessori method as a unifying approach to outcomes-based assessment in law schools. *Ohio Northern University Law Review, 42(1)*, 1.

https://digitalcommons.onu.edu/onu_law_review/vol42/iss1/1

Summary/Abstract: The article discusses Dr. Montessori's research and method of education while highlighting certain aspects of Dr. Montessori's curricular pedagogies that are applicable to legal education. DeBlasis addresses the concept of "competency" in the legal profession and provides various definitional approaches to the task of naming and measuring achievement of legal competencies. The article illustrates the ways in which many of the approaches proposed by legal scholars reflect the application of Dr. Montessori's pedagogies. This article is intended neither as a suggestion that all of Dr. Montessori's principles apply to adult law students nor as a critique of Dr. Montessori's method of education. Rather, the goals of this article are two-fold. First, while recognizing that law professors are adept scientists of the law, this article hopes to encourage and motivate law professors to be intentional scientists of their students and classroom approaches. Second, this article aims to explore certain educational themes that focus a teacher's attention on her student's learning rather than only on her own teaching.

Title: The impact of Montessori-based programs on individuals with dementia living in residential aged care: A systematic review.

Citation: Yan, Z., Traynor, V., Alananzeh, I. M., Drury, P., & Chang, H. R. (2023). The impact of Montessori-based programs on individuals with dementia living in residential aged care: A systematic review. *Dementia*, 22(6), 1259-1291.

<https://doi.org/10.1177/14713012231173817>

Summary/Abstract: This systematic review examined the effectiveness of Montessori-based programmes for individuals with dementia living in residential aged care. The quality of eligible studies was assessed using Joanna Briggs Institute critical appraisal instruments and the Mixed Method Critical Appraisal Tool. The quality scores of the 15 studies ranged from 62 to 100 out of 100. Four key categories of outcomes were observed: (1) significantly improved engagement; (2) significantly improved mental health outcomes, including affect, depression, agitation, excessive eating and psychotropic medication prescriptions; (3) significantly improved feeding difficulty but mixed results regarding nutritional status; and (4) no significant changes in the activities of daily living and quality of life of individuals with dementia. Conclusion: Cognitive capacity, personal preferences, individual care needs and the design of Montessori-based activities are pivotal to tailoring personalised Montessori-based activities for individuals with dementia in residential aged care and to maximise intervention outcomes.

RESEARCH: RELATED

Title: Relationship between school environment and justice development among students at secondary level in Pakistan.

Citation: Awan, K., Awan, M. I., Javaid, M. & Ul Haq, M. N. (2023). Relationship between school environment and justice development among students at secondary level in Pakistan. *Journal of Positive School Psychology*, 7(1), 231-243.

<https://spe-jpsp.com/wp-content/uploads/2023-1-17-1.pdf>

Summary/Abstract: The purpose of this article is to understand the school environment in relation to justice development among students. The physical school environment includes the provision of proper light, libraries, laboratories, etc that help to promote social justice including a discussion between teacher and student, the celebration of birth anniversaries of national heroes, function on a national day, and awareness about justice at secondary level students in Pakistan. Therefore this research proves the importance of the school environment for justice development at the secondary level. This research is descriptive in nature. The survey method was used to collect the data. Two questionnaires were designed based on close-ended questions. Each questionnaire consisted of eight statements. Participants of this research were 303 teachers of class X and 375 students of class X. Multistage sampling technique was used to collect data.

Title: Young children as citizens: Learning from practice in the early childhood setting.

Citation: Ryder, G. & Robson, J. (2023). Young children as citizens: Learning from practice in the early childhood setting. *Journal of Childhood, Education, & Society*, 4(2), 114-123.

<https://repository.uel.ac.uk/item/8w56y>

Summary/Abstract: This paper examines enactments of young children’s citizenship in early childhood settings in England, which is an under researched area, in this study young children are positioned as social actors, competent and capable of making decisions and enacting citizenship. Values, child rights and citizenship are interconnected and often inseparable in practice. A mixed methods multiple-case study was conducted in England across several early childhood settings in the private and independent sector. Our findings indicate that young children enact citizenship through micro acts embedded into their day-to-day activities; such acts are often spontaneous in response to events or interactions. These are often pro-social in nature comprised as behaviours such as helping or showing concern for others. Our findings give visibility to the distinctive ways in which young children may enact citizenship including, for example, physical expressions.



Montessori Memo is a resource found via the *Montessori Forward* webpage. A contemporary format for people to learn about Montessori education. *Montessori Forward* is the shared effort of the Center for Montessori Studies, University of Hartford degree programs, and the Montessori Training Center Northeast to sustain a virtual space as well as an intellectual community for researchers and practitioners contributing to Montessori education and research.

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