Normalization for Children At Risk

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Normalization

Dr. Montessori called the peace that she saw to be achieved through concentration “normalization”, because she observed that most of children’s troublesome behaviors disappeared when they experienced concentration on meaningful activities.

Normalization

The Absorbent Mind
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
The Absorbent Mind
Maria Montessori

“The embryonic development of each its parts, which is at first carried on separately from birth till 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
The Absorbent Mind
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
The Absorbent Mind
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.”
“Such deviations cannot be attributed to the personality itself. They come from a failure to organize the personality.”

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

“But when the attractions of the new environment exert their spell, offering motives for constructive activity, then all these energies combine and the deviations can be dispersed.”
Once the children begin to concentrate, all the lines to the right of this mid-line disappear, and there remains only one type which has the characteristics shown by the lines on the left.

“. . . this means that his normality has been attained.”
“It is the most important single result of our whole work.”

“The transition from one state to the other always follows a piece of work done by the hands with real things, work accompanied by mental concentration.”

“This psychological event, . . . we have called by the technical term, ‘normalization.’”
“... if work and freedom can cure defects of growth, it means that work and freedom are normally needed for the child’s development.”

“Freedom is understood in a very elementary fashion, as an immediate release from oppressive bonds; as a cessation of corrections and of submission to authority.”

“ ‘To let the child do as he likes,’ when he has not yet developed any powers of control, is to betray the idea of freedom.”
“Real freedom, instead, is a consequence of development; it is the development of latent guides, aided by education... construction of the personality, reach by effort and one's own experiences; it is the long road which every child must travel to attain maturity.”

“Normalization comes about through ‘concentration’ on a piece of work.”

“Mental order and co-ordination of movement guided by scientific standards are what prepare for concentration, and this once it has occurred, ‘frees the actions of the child,’ and leads him to the cure of his defects.”
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The Absorbent Mind
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“Only ‘normalized’ children, ...show in their subsequent development those wonderful powers that we describe: spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others.”

Mapping the Mind

Frontal Lobe
Thinking, planning, creativity; Primary motor area; Coordinates other brain functions

Parietal Lobe
Bodily sensations

Occipital Lobe
Interpret visual images; Evaluation of pieces

Left Hemisphere
Processes language skills

Temporal Lobe
Interpret auditory signals

Right Hemisphere
Processes spatial information & abstract thoughts

PROCESSING CHART

5 SENSES INPUT
See Hear Feel Smell & Taste

Brain Interpretation

Percept

Concept

Higher Cognitive Functions

Sustained Attention

Memory
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.

"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"

Infancy   Childhood   Adolescence   Maturity

The sensitive periods are different. Since the development in the first 6 years is different, all other periods of development are affected.
If you would identify children who are high risk for academic learning tasks, with the goal of providing early intervention, evaluate:

- Coordination
- Language
- Attention, and
- Perception

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

**Dyslexia** Definition Adopted by 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 continued**

- 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.
Attention Deficit Hyperactivity Disorder (ADHD)

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.

25 Characteristics of Dyslexia & Related Disorders

Charles Shedd, Ph.D.
Joyce S. Pickering, Hum.D.
2000

Test Performance

- Spotty Performance on IQ Tests
- Below Mental Age on Tests of Drawing a Person
- Poor Performance on Visual-Motor Gestalt Tests for age & Indicated Intelligence
- Poor Performance on Group Tests Which Require Reading & Writing and/or Math
Perceptual Performance

- Impaired Temporal Orientation
- Impaired Right-Left Discrimination
- Poor Spatial Orientation
- Field Dependent Perception
- Frequent Perceptual Reversals in Reading & Writing Numbers Beyond Age & Instructional Level
- Impaired Reproduction of Rhythmic Pattern
- Impaired Reproduction of Tonal Pattern
- Impaired Auditory Discrimination
- Impaired Visual & Auditory Memory

Speech/Language Performance

- Speech Irregularities
- Oral Language Delays & Disorders

Motor Skills Performance

- Impaired Coordination
- Impaired Fine Motor Skills

Academic Performance

- Reading Disabilities
- Spelling Difficulties
- Writing Disabilities
Observation of Performance
• Variability of Performance
• Poor Ability to Organize Work
• Slowness in Finishing Work

Sustained Attention Performance
• Short Attention Span for Age
• Impaired Concentration Ability

Montessori Philosophy
• Respect for the Child
• Individualization
• Prepared Environment
• Freedom to Choose - Sensitive Period
• Concept of Work
• Independence
• Order/Organization

Montessori Philosophy Helps Each Child Become
• All He/She Can Be: “Self Actualized”
• Responsible Citizen
• Coping Human Being
• Service to Others
Montessori, A Modern Approach
by Paula Polk Lillard

The 4 areas of Montessori education that had been most out of step with the theories of the early 1900’s involved the Montessori emphasis on intellectual or cognitive development, sensory training, the sensitive periods of the child’s growth, and the child’s spontaneous interest in learning.

Montessori Differences

- Emphasis on Intellectual Development
- Sensory Training
- Sensitive Periods of Growth
- Spontaneous Interest in Learning

Montessori Curriculum

- Practical Life
- Sensorial
- Math
- Oral Language
- Written Language
- Geography
- History
- Science (Physical and Biological)
- Art
- Music
- Literature
- Motor Skills
Montessori Method Factors Which Enhance Learning for At-Risk Child

• Classroom Structure
• Individualization
• Attention Focusing Techniques
• Organization
• Multisensory Teaching

Classroom Structure

Individualization
Montessori Method Factors Which Enhance Learning for At-Risk Child

- Motor Skill Development
- Oral Language Development
- Curriculum Hierarchy
- Environment of Encouragement

Pre-Writing and Writing

Oral Language Development - Body
Facilitating Learning For The At Risk Child
Written Language Development

Environment of Encouragement

The At Risk Child Requires:
• Teacher is present in their learning environment for greater time periods
The At Risk Child Requires:

• Direct assistance on attention, focus, & concentration

The At Risk Child Requires:

• Structure for behavior

The At Risk Child Requires:

• Guidance in selecting & performing tasks
The At Risk Child Requires:

• Specific & direct oral language development

The At Risk Child Requires:

• Direct teaching of language and/or math symbols

The At Risk Child Requires:

• Pre-writing & writing practice with a multisensorial technique
The At Risk Child Requires:

- Language presentations modified with the techniques or programs for children with specific reading disabilities

Combination of Montessori and Multisensory Structured Language

Multisensory Structured Language (MSL) Education Approaches

- Orton-Gillingham
- Alphabetic Phonics
- Slingerland
- Herman Method
- APSL/Sequential English Education
- Wilson Language Training
- The Spalding Method
- Association Method
- Lindamood-Bell
- Starting Over
MSL Education Programs:
Content - What is Taught
- Phonology and Phonological Awareness
- Sound/Symbol Association
- Syllables
- Morphology
- Syntax
- Semantics

MSL Programs:
Principles of Instruction
How It Is Taught
- Simultaneous Multisensory VAKT (visual/auditory, kinesthetic--tactile)
- Systematic and Cumulative
- Direct Instruction
- Diagnostic Teaching to Automaticity
- Synthetic/Analytic Instruction

Patterns of the English Language
- Vowels: A
- Consonants: T, C, P, H
- Consonant Digraphs: AT, C AT
- Consonant Blends: P AT
- Word Families

Decoding Pattern
Beginning Sound & Word Family = Word
Long Vowel

Final E HÄT HÄTE HÄTE
C VCE

Long Vowel Combinations
Vowels with L and R

• Diphthongs
• Silent Letter Combinations
• Other Irregular Sounds
• Syllabication and Stress

Sequential English Education (SEE)
For the At-Risk Child

- Montessori & Multisensory Structured Language will not cure, but, progress in oral & written language skills is enhanced.

For the At-Risk Child

- Materials & techniques of Montessori method resolve underlying perceptual confusions which negatively impact oral & written language development.
For the At-Risk Child

• Montessori teacher must be knowledgeable and sensitive to the child’s specific problems to apply program in effective manner.

As the Montessori method is applied to the LD population, areas which are developing unevenly, are assisted to a more normal integration, and therefore normalization takes place.

Montessori Applied To Children At Risk For Learning Differences (MACAR)

JULY 6 - 15, 2015
(no class on Sunday)

MACAR is designed to assist the Montessori teacher to serve students with learning differences in the regular classroom.

Manuals Included:
• MACAR Binder
• Practical Life
• Sensorial
• Math
• Oral Language Development
• Oral & Written Language
• SEE I Beginning
• SEE Handwriting & Auditory

www.shelton.org/macar
http://www.shelton.org/montessori