Classroom Management in an Inclusive Montessori Environment

Classroom Management
ENVIRONMENT

Key factors to create an effective and inclusive environment:

- Organization of tables/desks/chairs
- Placement of Shelves
- Group area
- Placement of cubbies/lockers
- Free of Distractions
- Natural Light
- Analysis of materials
- Analysis of traffic patterns
- Color of walls

- Classroom is clean and orderly, no clutter
- A quiet corner, an oasis of calm and peace
- Organization of materials
  - Minimize amount of materials on each shelf
  - Focal point is the beauty of the material
  - Enhances visual perception, motor movement, memory, ability to choose a work
  - Minimize amount of materials for a lesson
  - Analyze each lesson for its essence

Classroom Management
STRUCTURE & ORDER

To empower the child with independence, freedom, self-control, memory, sequence, and clear expectations for behavior:

- Analyze your procedures
- Be consistent

Directly teach all procedures and expectations in order for the child to internalize them by utilizing:

- Modeling
- Role play
- Explicit, consistent language
- Repetition
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Classroom Management

SOCIAL SKILLS

- Continually reinforce social information
- Be willing to recognize and reinforce even the smallest signs of progress and growth
- Make transitions easier for the child
- Make modifications and adjustments to accommodate for the child with a learning difference
- Provide the child with a positive model of appropriate social skills

- Work on one behavior or social skill at a time
- Assist the child in expressing his feelings during emotionally charged social situations
- Teach empathy
- Utilize "real life" to teach valuable social skills

Classroom Management

TEACHER’S ROLE

- Prepare the environment
- Provide a classroom structure, clear in limits and privileges, which assists the child with faulty inhibition control
- Model Respect
- Use a calm, quiet voice
- Interact respectfully
- Teach, model and be consistent with grace & courtesy lessons

- Know that you will be present in the child's learning environment for greater time periods
- Guide the child in selecting and performing tasks
- Provide an environment of encouragement
- Directly Teach
  - Coordination
  - Language
  - Attention
  - Perception
  - Social skills

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