ALAGAPPA UNIVERSITY

Directorate of Distance Education

Diploma in Montessori Education

VI - Semester

51622

CHILD PSYCHOLOGY AND HEALTH EDUCATION

SYLLABUS

Unit –I Understanding the Child

Learning parents role to understand the child; effective guidance and nurturing the child - growth and mature; child and unique personality traits (consistent throughout the life); professional advantage of teachers in Montessori school-observing child activities.

Unit-II Understand the Children's Consistent Traits

Observing the desirable activities of child - sufficient time factors and familiarity with the normal characteristics - receiving crucial information for better understanding - child is unique individual.

Unit-III Child Development in Montessori Education

Children develop order, co-ordination, concentration and independency at the early age; role model to protect community - freedom within the Boundary - active seekers of knowledge - self-correction, self–introspection and self evaluation; integral part of Montessori classroom approach.

Unit –IV Society and Child Psychology

Chance for playing opportunities to develop human personality - concept of child hood is a cultural invention - Montessori school – age of child - unique period of development-hurried child - no opportunity to nurture development capabilities - play is creative and non-literal; play involving new skills and ability.

Unit-V Health Education

Mental health and mental hygiene; advantage of mental health programmes - anxiety, stress, Eustress and distress; emotional origin and common symptoms; health management of stress interpersonal relationship - case study self confidence.

Unit-VI Child psychologist Domain of Service in Montessori School

Interpersonal communication; accountability; decision making; collaborative ability and consultation; effective instruction and development of cognitive / academic skills socialization and development of life competencies; students diversity in school learning; organizational climate home, school and community collaboration research and programme evaluation; legal and ethical practice in professional activities and development.

CHILD PSYCHOLOGY AND HEALTH EDUCATION - 51622

UNIT –I UNDERSTANDING THE CHILD

Structure

1.0 Introduction

1.1 Objectives

1.2 Learning Parents Role to Understand the Child

1.3 Effective Guidance and Nurturing the Child

1.4 Growth and Mature

1.5 Child and Unique Personality Traits (Consistent Throughout the Life)

1.6 Professional Advantage of Teachers in Montessori School

1.7 Observing Child Activities.

1.8 Let Us Sum Up

1.9 Unit-End Exercises

1.10 Suggested Readings

1.0 INTRODUCTION

Understanding your child is one of the most important things that you should learn as a parent. It is very helpful in becoming effective in guiding and nurturing your child as they grow and mature. You need to bear in mind that your child has a unique personality trait that remains consistent throughout life.As much as possible, have time to talk to your children as this is crucial to gaining information and understanding. In the case of young children, they require less verbal language and more facial expression and body language in order to understand their thoughts and feelings. Asking them questions will allow them to share their feelings to you.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss about the Learning Parents Role to Understand the Child.
- Describe the Effective Guidance and Nurturing the Child.
- Differentia between Growth and Mature.
- ExplainProfessional Advantage of Teachers in Montessori School

1.2 LEARNING PARENTS ROLE TO UNDERSTAND THE CHILD

Montessori Education: Parents' Role

Choosing the way a child should be nurtured and educated is a sole responsibility of parents, whose decision will have a great impact on kids' academic and social progress through adolescence and adulthood.

As a rule, before taking a particular education pathway, parents get to know how their children learn best and make sure the chosen philosophy align with their upbringing attitudes and practices. With a solid idea of what kids should gain from preschool experience, parents are expected to become active participants who provide consistency for children by supporting the chosen style of learning at home.

The Importance of Parental Involvement

The Montessori approach welcomes parental involvement in opportunities offered within a supportive learning environment. However, Montessori is not a discipline, rather an attitude towards life, growth and development, which helps parents find the right way to foster their kids' development progress. By building connections between home and school, the Montessori environment aims to reinforce the learning experience and make transition from preschool to home seamless and coherent.

Along with a role of parents as observers and caregivers, Montessori encourages them to join a collaborative preschool family and take part in activities such as school community meetings, school-wide events, mom's and dad's days celebrations, etc. Such events provide groundwork for experience and knowledge sharing, and enable to keep parents updated about their kids' endeavors and achievements.

The family is a unique world for children. Parents are primary educators not only in the early formative years, but throughout the entire life. They are here to rear, support and guide kids, and buffer them against any ups and downs. They lay the foundation for the living

environment and social development. That is why parents and teachers need to combine their efforts and understand each other's' roles to help children grow into mature and self-reliant adults.

Montessori Tips for Parents

Here is a list of most essential Montessori tips and guidelines for parents to help them create a full-blow environment for wholesome emotional, physical and cognitive children's development.

- Support creativity

Kid's creativity is more than merely a kind of amusement. It defines kids' ability to solve problems, make decisions, entertain themselves, and perceive the world in their own fascinating and funny manner. The capacity to think and act creatively enables children to be flexible and adjustable to changing life circumstances.

Montessori children come home overfilled with emotions from things they were doing during the day at a preschool. They keep talking about interest in a new cookery and nature discovery project, explorations about the world during culturing studies or doing math on their own. It is a great thing, if parents are able to support kids' creativity and fuel their obsession to get inspired and learn at home. This implies parental involvement in sharing kids' excitement as well as provision of supportive, play-and-learn materials such as Montessori alphabet, puppets or sensorial play boxes.

- Maintain order

In Montessori schools, children are encouraged to keep the classroom in order. A clean and organized environment help kids be independent in what they do for themselves and foster better concentration on necessary objects. At home, parents can support children's aspiration for order through home organization. For example, in the entrance hall, parents can designate a special child-friendly area for kid's footwear and clothes. In the kid's bedroom, it is meaningful to place hooks, shelves and toy storage bins, so that children can easily access things they need and put them away without parents' help.

- Let kids do things on their own

Independence is a key to building child's self-confidence, and household tasks are the best way to prove it. In a preschool family, children are encouraged to perform practical life

tasks on their own. When they feel they are capable of doing something small like tying shoes or brushing teeth, they feel they are able to manage more complicated tasks.

Parents can continue Montessori practices at home by reinforcing kids' experience and expanding their horizons through other common daily tasks. With this in mind, parents should let children learn to take care of themselves, in particular when they are able to perform certain tasks without help.

- Keep children closer to nature

The Montessori approach highlights the importance of outdoor activities, when children can connect with nature. Kids who spend enough time outside the classroom are believed to be better learners and can longer maintain attention spans and focus. Being out in nature, children develop the sense of wonder that cannot be cultivated in any other environment.

Parents can introduce children to nature by taking them for walks in the woods or working together in the garden. While in the outside, all kids' senses are activated, since children collect new knowledge through seeing, touching, hearing and even tasting.

- Teach kids through modelling

It is a common fact that children are likely to imitate parents in what they do or say. Such an ability can be used to the advantage of kids' development through modelling. When a child does something wrong, parents are expected to model how it should be done without judging or criticizing them. Parents should not correct children, but rather make them aware of their mistakes subtly and gently.

- Use encouragement, not rewards

Children love to be praised, when they do things right. However, some parents take to some rewards, when they want to demonstrate encouragement to their kids. As a result, when children take up certain tasks, they are intrinsically motivated to accomplish them, as they expect to get reward.

Children should have innate feeling to do things because they bring value to themselves, the family or a society. Encouraging statements like "You did it on your own" or "You've worked hard to succeed" are better than sweets and toys.

1.3 EFFECTIVE GUIDANCE AND NURTURING THE CHILD

Respect for the Child

Respect for the Child is the major principle underlying the entire Montessori Method. Montessori believed children should be respected (not common practice in the early twentieth century). Respect is shown for children by not interrupting their concentration. Respect is also shown by giving pupils the freedom to make choices, to do things for themselves, and to learn for themselves. Teachers model respect for all students as well as peaceful conflict resolution, and must learn to observe without judgment.

The Absorbent Mind

Montessori education is based on the principle that, simply by living, children are constantly learning from the world around them. Through their senses children constantly absorb information from their world. They then make sense of it because they are thinking beings.

Sensitive Periods

Montessori pedagogy believes there are certain periods during which children are more ready to learn certain skills. These are known as sensitive periods, and last only as long as is necessary for the child to acquire the skills. The order in which sensitive periods occur (i.e. a sensitive period for writing) as well as the timing of the period varies for each child. Through observation, Montessori teachers must identify sensitive periods in their students and provide the resources for children to flourish during this time.

The Prepared Environment

The Montessori Method suggests that children learn best in an environment that has been prepared to enable them to do things for themselves. Always child-centered, the learning environment should promote freedom for children to explore materials of their choice. Teachers should prepare the learning environment by making materials and experiences available to children in an orderly and independent way.

Auto education

Auto education, or self-education, is the concept that children are capable of educating themselves. This is one of the most important beliefs in the Montessori Method. Montessori teachers provide the environment, the inspiration, the guidance and the encouragement for children to educate themselves.

The Role of the Teacher

In Montessori education the role of the teacher is to guide children in their learning without becoming an obstacle, and without inserting themselves too much into the natural

learning process. Therefore, the Montessori teacher is a facilitator, not a lecturer. Montessori teachers encourage children to learn by placing the pupils, rather than the teacher, at the centre of the experience. They provide learning materials appropriate to each child after close observation in the specially prepared learning environment. Teachers also demonstrate and model learning activities whilst providing freedom for the students to learn in their own way. Montessori teachers manage classroom behaviour by modelling ongoing respect for all children and their work, by observing and using sensitive periods, interests and abilities to plan activity, and by diverting inappropriate behaviour to meaningful tasks.

Multi-age classrooms

One of the more widely known features of a Montessori education is that of the multi-age classroom. Rejecting the notion all children of the same age develop and progress at the same page, Montessori schools believe multi-age classrooms enable children to work more productively at their natural pace. Montessori classrooms are typically set up in 3-year age ranges. Advocates believe this enable children to learn better social skills, and to develop academically, in a co-operative, non-competitive learning environment.

The Montessori classroom

Montessori believed that the learning environment (including teachers, experiences and the physical environment) may either positively or negatively impact upon auto education. Thus, Montessori classrooms are set up in such a way as to best facilitate and encourage learning. Practically, this typically includes the following considerations in classroom setup:

A Montessori Early Years Classroom

Minimizing things that may over-stimulate and distract. Walls are painted in neutral shades, minimal objects and artworks are displayed.

- The classroom is quiet, calm, uncluttered
- Artwork is carefully chosen and displayed at children's eye level

- Resources that appeal to all five senses (sight, touch, smell, taste and hearing) are used

- The classroom is separated into different learning areas, with a place for everything

- Use of natural and real-life (rather than pretend) materials and activities

- Has sufficient space for children to move around without disturbing others

Provides sufficient storage for children to store personal items and project work in an orderly manner

➢ Living plants

➢ Secondary Schooling

The Montessori Method described is most appropriate to early childhood and primary school education, which is where the method maintains its popularity. The secondary program for Montessori schools is generally based on the Erdkinder, a program created for 12-15 year olds. This program is designed to be taught on a working farm. Consequently, there has been far less uptake of this program by schools across the globe. There is no internationally recognized senior secondary Montessori program.

Some critics and parents express concerns that children who are not used to testing, grading and other forms of competition will struggle in a more traditional high school environment. However, advocates of the method point to research which suggests that children with a Montessori background are able to thrive in a more traditional education background when they reach secondary school, due to their skills in independent learning. Whilst more research is required, it is certainly widely recognized that quality and attentive early education can make a huge difference in the lives of children.

Will teaching in a Montessori school work for me?

Montessori teachers are in great demand. In many countries you will also need to have a recognized Montessori certification in addition to your teaching qualification to work as a Montessori teacher. Many Montessori teachers report significant job satisfaction. However, this is not a role that will suit everybody. In order to succeed as a Montessori teacher, it is important that practitioners genuinely believe in the philosophy. Try to gain experience in a Montessori school, to see the method in action. If there are parts of the method you feel May not suit you, you may still choose to incorporate elements of the Montessori Method into your classroom.

1.4 GROWTH AND MATURE

No matter where you are in your Montessori journey—whether you are a seasoned veteran or a newcomer to the method—tackling Maria Montessori's theories of developmental psychology is never an easy task. Translated from Italian and written in flowery language typical of the early 20th century, her writings can be difficult to understand, to say the least.

But fear not! I'm here to break down Montessori's theory of human development, called the Planes of Development, into bite-sized pieces for you. Hopefully, you'll come away with a deeper understanding of your child—and possibly even a deeper understanding of yourself. Read on to learn more or click on the links below to read about a particular plane of development:

- ❖ The First Plane: Birth to Age 6 (Early Childhood)
- ❖ The Second Plane: Ages 6–12 (Childhood)
- ❖ The Third Plane: Ages 12–18 (Adolescence
- ❖ The Fourth Plane: Ages 18–24 (Maturity)
- ❖ The Planes of Development

The Four Planes of Development is the holistic framework upon which Montessori built her vision of developmental psychology. This theory encompasses human development from birth until maturity at age 24. I describe it as holistic because it considers all aspects of a child's development—academic, spiritual, moral, and emotional.

When a child is born, she comes into the world full of promise and potential. The possibilities for who she will become and what her life will be are endless. We have no way of knowing what her potential is and to what extent it will be realized. All that we parents and educators can do is to help the child along on her difficult journey of constructing herself. This is an enormous task!

Traditional education assumes that development is linear: every year you learn more and more, building on what you learned in the past, until you reach maturity and know everything there is to know.

Dr. Montessori saw things differently. She recognized that human development is not perfectly linear. In fact, learning occurs in cycles. There are peaks and valleys to it, and you can see that represented in her chart.

When you look at the planes, you can see the horizontal line of life, which indicates the age of the child. The lines that form the triangles are the lines of progression and retrogression.

Montessori asserted that development is intense at the beginning of a plane, peaks, and then tapers down to the next plane, in preparation for the beginning of a new stage of development.

The First Plane: Birth to Age 6 (Early Childhood)

This is arguably the most important time of a child's development, since he is creating his self. His personality, quirks, likes, dislikes—the foundation for all of these is laid during this time. And as if that weren't difficult enough, the child also has to organize himself physically. It's during this time that a child learns to speak, read, crawl, and walk. When you think of it this way, can you blame young children for being egocentric?

At this age, **children soak up the world**

At this stage, the child has, as Montessori put it, an absorbent mind. From birth until age 3 the child is, without any effort, soaking up everything about his world like a little sponge; this is the unconscious, absorbent mind.

In the second half of the first plane (ages 3 to 6), this absorption becomes conscious. During both of these times, the enormous task of learning is made more manageable through the sensitive periods.

In the second half of **this phase learning becomes conscious**

Sensitive periods are windows of time in which the child is driven internally to master a certain skill and, if he is allowed, he will develop this skill more easily and naturally than during any other time in his life. Humans go through sensitive periods for order, spoken language, written language, math, movement, and many more.

By the end of the first plane of development, these sensitive periods should be completed, and the child will be ready for the second plane, which will build on what he has practiced during the first.

The Second Plane: Ages 6–12 (Childhood)

Between the ages of 6 and 12, the child is creating her intelligence, and more importantly, a conscience. Physical order is extremely important for young children, and now that that need has been met during the first plane of development, the older child is searching for moral order, or a sense of right and wrong.

Children learn best by observing the adults in their life. This is why we emphasize modeling the behavior that we, as teachers, would like to see in the classroom. If we want the children to walk in the classroom, we walk. If we want them to use quiet voices, we do so

ourselves. A child in the second plane of development, then, needs strong moral role models in her life. She needs to see people living with integrity and taking a stand for what they believe in. Whatever moral conscience the child builds now will see her through those tricky teenage years in the next plane.

Developing this conscience will prompt the child to want to help when she sees injustice in the world. She wants to be shown what she can do to help! This is a great time to introduce your child to volunteering, putting on a bake sale, or something similar to benefit a charity or cause—any way that she can do something real to help a cause that she is passionate about. In this plane, justice becomes important

During the first two planes, the child is saying, "Help me do for myself." By contrast, the next two planes could be summed up as "Help me think for myself." But the common thread that ties them all together, the key to all of the stages, is the child's need for independence.

The Third Plane: Ages 12–18 (Adolescence)

We've entered those scary years, the years of adolescence! You couldn't pay me enough to relive this stage, but in Montessori's eyes it is a very important time during which the child is working on the construction of his social self.

In other words, the child is separating from his parents, mentally and physically, and needs to be shown that he can participate in and have some control over his life. If all has gone well during the second plane, the budding teenager should have a strong moral conscience to rely on when tough choices present themselves.

The Fourth Plane: Ages 18–24 (Maturity)

During the fourth plane of development, the newly minted adult is working on constructing her self-understanding. She asks, "Who am I? What do I have to give to the world?" She has come to realize that the deepest, most meaningful learning happens from discovery, trial and error, practice—in short, her own experience—and she finally attains spiritual and moral independence.

A Radiant Future

So much of traditional education seems focused on what we, as a society, believe we need from children. How do their test scores make us look? What do their achievements say about us? Many approaches to traditional education don't consider how we can support children to develop their personalities and reach their fullest potential.

Montessori education, on the other hand, encourages the development of the whole child. Children are on a pathway. The theory of the Planes of Development recognizes that path, and supports children's journey on it—the journey to become people with maturity, imagination, a love of learning, and good moral character. In other words, Montessori education doesn't just support academic development; it supports human development.

In her book The Absorbent Mind, Maria Montessori writes, "The child is endowed with unknown powers which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities."

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1.5 CHILD AND UNIQUE PERSONALITY TRAITS (CONSISTENT THROUGHOUT THE LIFE)

"How have I become the kind of person I am today?" Every adult ponders this question from time to time. The answers that readily come to mind include the influences of parents, peers, temperament, a moral compass, a strong sense of self, and sometimes critical life experiences such as parental divorce. Social and personality development encompasses these and many other influences on the growth of the person. In addition, it addresses questions that are at the heart of understanding how we develop as unique people. How much are we products of nature or nurture? How enduring are the influences of early experiences? The study of social and personality development offers perspective on these and other issues, often by showing how complex and multifaceted are the influences on developing children, and thus the intricate processes that have made you the person you are today.

Humans are inherently social creatures. Mostly, we work, play, and live together in groups.

Relationships

This interaction can be observed in the development of the earliest relationships between infants and their parents in the first year. Virtually all infants living in normal circumstances develop strong emotional attachments to those who care for them. Psychologists believe that the development of these attachments is as biologically natural as learning to walk and not simply a byproduct of the parents' provision of food or warmth. Rather, attachments have evolved in humans because they promote children's motivation to stay close to those who care for them and, as a consequence, to benefit from the learning, security, guidance, warmth, and affirmation that close relationships provide

One of the first and most important relationships is between mothers and infants. The quality of this relationship has an effect on later psychological and social development.

As children mature, parent-child relationships naturally change. Preschool and grade-school children are more capable, have their own preferences, and sometimes refuse or seek to compromise with parental expectations. This can lead to greater parent-child conflict, and how conflict is managed by parents further shapes the quality of parent-child relationships. In general, children develop greater competence and self-confidence when parents have high (but reasonable) expectations for children's behavior, communicate well with them, are warm and responsive, and use reasoning (rather than coercion) as preferred responses to children's misbehavior. This kind of parenting style has been described as authoritative.

Authoritative parents are supportive and show interest in their kids' activities but are not overbearing and allow them to make constructive mistakes. By contrast, some less-constructive parent-child relationships result from authoritarian, uninvolved, or permissive parenting styles (see Table 1).
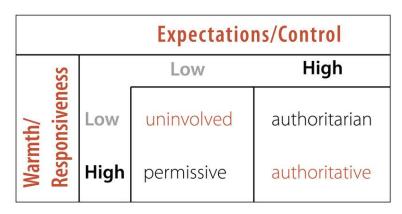
Table 1: Comparison of Four Parenting Styles

Parental roles in relation to their children change in other ways, too. Parents increasingly become mediators (or gatekeepers) of their children's involvement with peers and activities outside the family. Their communication and practice of values contributes to children's academic achievement, moral development, and activity preferences. As children reach adolescence, the parent-child relationship increasingly becomes one of "coregulation," in which both the parent(s) and the child recognizes the child's growing competence and autonomy, and together they rebalance authority relations. We often see evidence of this as parents start accommodating their teenage kids' sense of independence by allowing them to get cars, jobs, attend parties, and stay out later.

Family relationships are significantly affected by conditions outside the home. For instance, the Family Stress Model describes how financial difficulties are associated with parents' depressed moods, which in turn lead to marital problems and poor parenting that contributes to poorer child adjustment (Conger, Conger, & Martin, 2010). Within the home, parental marital difficulty or divorce affects more than half the children growing up today in the United States. Divorce is typically associated with economic stresses for children and parents, the renegotiation of parent-child relationships (with one parent typically as primary custodian and the other assuming a visiting relationship), and many other significant adjustments for children. Divorce is often regarded by children as a sad turning point in their lives, although for most it is not associated with long-term problems of adjustment.

Peer Relationships

Peer relationships are particularly important for children. They can be supportive but also challenging. Peer rejection may lead to behavioral problems later in life.

Social Understanding

As we have seen, children's experience of relationships at home and the peer group contributes to an expanding repertoire of social and emotional skills and also to broadened social understanding. In these relationships, children develop expectations for specific people (leading, for example, to secure or insecure attachments to parents), understanding of how to interact with adults and peers, and developing self-concept based on how others respond to them. These relationships are also significant forums for emotional development.

Personality

Although a child's temperament is partly determined by genetics, environmental influences also contribute to shaping personality. Positive personality development is supported by a "good fit" between a child's natural temperament, environment and experiences

Conscience development also expands as young children begin to represent moral values and think of themselves as moral beings. By the end of the preschool years, for example, young children develop a "moral self" by which they think of themselves as people who want to do the right thing, who feel badly after misbehaving, and who feel uncomfortable when others

misbehave. In the development of conscience, young children become more socially and emotionally competent in a manner that provides a foundation for later moral conduct.

Social influences such as cultural norms impact children's interests, dress, style of speech and even life aspirations.

The development of gender and gender identity is likewise an interaction among social, biological, and representational influences Young children learn about gender from parents, peers, and others in society, and develop their own conceptions of the attributes associated with maleness or femaleness (called gender schemas). They also negotiate biological transitions (such as puberty) that cause their sense of themselves and their sexual identity to mature.

Each of these examples of the growth of social and emotional competence illustrates not only the interaction of social, biological, and representational influences, but also how their development unfolds over an extended period. Early influences are important, but not determinative, because the capabilities required for mature moral conduct, gender identity, and other outcomes continue to develop throughout childhood, adolescence, and even the adult years.

1.6 PROFESSIONAL ADVANTAGE OF TEACHERS IN MONTESSORI SCHOOL

- **Each child is valued as a unique individual.** Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are free to learn at their own pace, each advancing as he is ready, guided by the teacher and an individualized learning plan.

- **Beginning at an early age, Montessori nurtures order, concentration, and independence.** Intentional classroom design, materials, and daily routines support the student's emerging "self-regulation" (the ability to educate one's self, and to think about what one is learning), in toddlers through adolescents.

- **Students are part of a close, caring community.** The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors

and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a peaceful conflict resolution.

- **Montessori students enjoy freedom within limits.** Working within parameters set by their teachers and the classroom community, students are active participants in deciding what their focus of learning will be.

- **Students are supported in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions. Internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.

- **Self-correction and self-assessment are an integral part of the Montessori classroom approach.** As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

- **Montessori supports social-emotional skills.** Contemporary research supports the 100-year-old Montessori Method's effectiveness, indicating that children who learn in Montessori classrooms demonstrate stronger social-emotional skills in many areas than children in more traditional environments.

1.7 OBSERVING CHILD ACTIVITIES

Observation in the Montessori Classroom

Skills Required to Observe

We must learn to sit silently and motionless - conscious immobility. In our fast paced world this is something that many of us rarely do. Our constant physical motion means we're missing out on cues (physical, verbal, and social) from the children around us. As well, often times the adult unconsciously becomes the center of the environment; constantly directing

instead of allowing the children to direct themselves. As the adult it's important to step back, slow down, and silently view the environment with fresh eyes.

Record you're Observations

After sitting back and observing it's important to make notes and record your observations for each child and for the group as a whole. Which materials are being used and which ones haven't been used in a long while? Is a child avoiding a particular area and why? What is the atmosphere like? Has the class normalized? If not, why not? Is there a sense of respect and community in the environment?

Allow for the Possibility of Change

Allow your mind to be open to change. After recording your observations it's all in front of you in black and white. You can't deny the scientific and objective truth. Open your mind to accept the possibility that the environment isn't well prepared enough, or that you're interfering too much, or that you've not guided the children carefully enough to create the community with respect and peace. As the 'head' of your community it's up to you to use your observations to improve the community.

1.8 LET US SUM UP

By understanding your child's development, you will be able to provide them with opportunities as well as toys that can boost their development and prepare them for the next phase of their growth. At the same time, you as a parent would be able to set expectations and limits that are acceptable to your child. Being a responsible parent is hard especially in this day and age when parents spend more time working rather than being with their kids.

1.9 UNIT-END EXERCISES

1. Discuss about the Learning Parents Role to Understand the Child.
2. Describe the Effective Guidance and Nurturing the Child.
3. Differentia between Growth and Mature.
4. Explain Professional Advantage of Teachers in Montessori School

1.10 SUGGESTED READINGS

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UNIT-II - UNDERSTAND THE CHILDREN'S CONSISTENT TRAITS

Structure

2.0 Introduction

2.1 Objectives

2.2 Observing the desirable activities of child

2.3 Sufficient time factors and familiarity with the normal characteristics

2.4 Receiving crucial information for better understanding

2.5 Child is unique individual

2.6 Let Us Sum Up

2.7 Unit-End Exercises

2.8 Suggested Readings

2.0 INTRODUCTION

Every child has a different pattern of the nine temperament characteristics. Many, but not all, children tend to fall into one of three broad and somewhat loosely defined categories: easy, slow to warm up or shy, or difficult or challenging. These labels are a useful shorthand, but none offers a complete picture of a child. Many parents find it more useful to think about their child in terms of the nine temperament traits.The easy child responds to the world around him in an easy manner. His mood is positive, and he is mildly to moderately intense. He adapts easily to new schools and people. When encountering a frustrating situation, he usually does so with relatively little anxiety. His parents probably describe him as a "joy to be around."

2.1 OBJECTIVES

After going through this unit, you will be able to:

1. Discuss about the Observing the desirable activities of child.
2. Describe the Sufficient time factors and familiarity with the normal characteristics.
3. Explain the Child is unique individual.

2.2 OBSERVING THE DESIRABLE ACTIVITIES OF CHILD

Montessori's phrase "follow the child" does not mean you let the child do whatever she wants. Rather, it is an acknowledgment that the child has her own pattern. The key to understanding this idea is observation. As Montessori guides, we constantly observe the child in the classroom. We pay careful attention to her interests and the activities to which she is naturally drawn, and we monitor her understanding and development of skills. We then use this level of ability as our guide.

Montessori teachers take into account where each child is at during a specific point in time rather than imposing our idea of what the child should learn at that time.

If a child needs more time in a particular area, we have the freedom to give her that time to really learn that concept or skill. If she has mastered a skill or concept, we give her the opportunity to learn more about the concept through extensions or we present her with more complex work related to build on her knowledge of the concept.

From our observations, we are able to follow the child and determine their needs. Maria Montessori stated, "Follow the child, but follow the child as his leader." We provide the opportunities to learn, grow, and develop in a safe and carefully prepared environment. The environment is created with the child in mind, considering both his current development and his

future needs. We respect the child and his natural progression, honoring his spirit and independence.

2.3 SUFFICIENT TIME FACTORS AND FAMILIARITY WITH THE NORMAL CHARACTERISTICS

The first few years of life are perhaps the most crucial part of the education process. Your child's brain is forming 700 new neural connections every second—there's no other time in life when their brain will be so open to learning or so influenced by their learning environment.

Harvard's Center on the Developing Child calls this stage in brain development a time of "early plasticity." That means your child's brain is rapidly absorbing the stimuli around to set up the framework for how it will learn and react for the rest of their life. After the first five years of life, the brain loses its plasticity and it becomes much harder to influence how your child learns. For this reason, choosing your child's preschool could be one of the most important decisions that you make about their education. You want to find a program that lays a foundation for a lifetime of passionate learning, one that will nurture and guide your child as they set off on their educational journey.

At Whitby, a key reason our preschoolers are excited to attend school and love learning is our inclusion of the Montessori education in our curriculum.

As a parent, you've probably heard about how the Montessori preschool helps children thrive. If you're trying to decide if this type of education would benefit your own child, read on. We've outlined the key characteristics of a Montessori classroom and explain how those characteristics set children up for a life of learning.

2.4 RECEIVING CRUCIAL INFORMATION FOR BETTER UNDERSTANDING

As a responsible parent you would definitely wish to give your child the best education possible. You should be aware that between the age of two and six years the child grasps the maximum amount of information from his surroundings. The child's mind is like a sponge. He absorbs all that he perceives around him. This period is therefore very crucial in a child's life. In fact, this period can be concluded as the formative years of a child. A carefully-planned environment run by properly-trained adults should be a feature of any school, house of children, or play home which promises to aid the development of the child's personality and intellect in this critical phase of his life. The Montessori System of Education is the most scientific, comprehensive, effective and humane system of early education.

A Montessori House of Children is a place where children are guided in their activities by Montessori-trained Adults. Montessori-trained adults are individuals who are trained in the Montessori methodology. The Montessori-trained adult plays a very critical role in the development of the Child's personality and intellect. Instilling self-confidence and thereby building the child's self-esteem will be one of the main tasks of the Montessori-trained adult in a Montessori environment. In fact, the Montessori Method is the only education method which addresses the issue of building self-confidence and self-esteem in a child. It has repeatedly been proved in studies that self-confidence should be instilled in a child early in life.

Statistics and studies have established beyond doubt that individuals who began their learning years in a Montessori environment have fared much better in lives than children who underwent conventional education in their early years. In fact this is one major reason for the ever-growing popularity of the Montessori Methodology.

2.5 CHILD IS UNIQUE INDIVIDUAL

Children have access to tangible material

The sensorial material is given to the child to contribute to his hand and intelligence development. As far back as inside the womb, the baby learns about his environment by all the information passed by the sensory organs.

The child can freely use cubes, cylinders of different diameters, nest able objects, letters cut from diverse materials…

The sensorial material developed by Maria Montessori allows the child to distinguish, specify and generalize. To go from tangible towards conceptual and from conceptual to abstraction. It is a scientific material which answers the child's need of a natural development by respecting his human tendencies for:

Order: the child classifies, orders, sorts out, and develops a reasoned argument;

Communication: the child names the concepts;

Activity: the child practices the use of his hands;

Exactness of manipulation: the child reaches a great accuracy and delicacy with certain materials.

The importance of human tendencies

According to Maria Montessori, each child is unique.

He has a unique personality, pace of life, qualities and potential difficulties. All the children go through sensitive periods. During these periods, the child processes plenty of learning. If the child is helped at this moment, the learning is deeply assimilated. But, if the child does not find the elements (in the classroom and material) which answer his need at this very moment, the sensibility will gradually disappear.

Maria Montessori is convinced that the strength needed for development is a part of every living being and that the role of an education is to keep that spontaneity and distance everything that might weaken that strength and keep it from blooming.

The child has to build a personality for himself and develop his motor and intellectual skills. That is why the teacher has to have a complete trust in the child's strengths, to respect his freedom to act and maintain a positive climate, essential for his development. The teacher must be able to notice the different paces of the child, he has to know every child by showing interest and respect.

Promote children's independence

One of the crucial points of the Montessori Method is to encourage the autonomy and the child's initiative from the youngest age. On one hand, to ease and motivate his learning and on the other hand to encourage his development as a person. Maria Montessori recognized that the child's drive for learning is natural.

For example, he tries to crawl, then to stand, then to walk. But, he also willingly comes towards the adult when he needs help. Maria Montessori recommends to follow this natural initiative for teaching. The adult demonstrates then lets the child reproduce the operation alone. The main resources used in the Montessori Method of education to enhance independence are:

❖ The teacher's ability to stand aside when it is needed,

❖ The use of sensorial and progressive material which the child can manipulate alone and with pleasure,

❖ The possibility of self-correction that almost all the material is giving.

❖ The teacher's posture

In order to leave enough initiative to the child and allow him to learn at his own pace, the Montessori pedagogy recommends that the teachers know how and when to stand aside.

Rather different from the classic posture: once they gave a lesson, they maintain their presence as observers, only available if the child shows clearly that he needs assistance or more information. After a while, the child even works alone without the presence of the adult, after he chose and took by himself the material off the shelves, adapted to his size.

At no point the teacher tries to speed the process. It does not give the answers, does not take the material or pencil of the child's hands to show him again or to give him the solution.

The final goal being to avoid that these actions, seen as a failure for the child, make him lose confidence in his capacity to succeed by himself.

The sensorial material

The Montessori material is designed to give the child the possibility to discover abstract notions in a sensorial and practical way. Its use involves manipulation and independent work.

The esthetic also plays a role. The color, the attractive aspect and the variety of objects, cards, shapes, are meant to captivate the attention and often constitute the child's main interest, his motivation in the activity.

According to Maria Montessori, it is indeed unrealistic to believe that the child's interest point is the same as the adult's (learn the addition, discover what is the point to an adverb, etc.).

Most of the Montessori material gives the child the opportunity of checking the accuracy of what he has just made, by himself.

The control of error can be for example, the comparison of a shape the child built with a reference shape (with the sensorial material or in geometry) or by the use of control boards (for the four operations) or by checking index sheets "completed" after having worked on "empty" index sheets (for language).The intention is to allow the child to discover and to overcome his errors by avoiding the teacher's evaluation.

A progression in the learnings

According to Maria Montessori, even if taking advantage of the sensitive periods is fundamental, it is not enough. It is also necessary not to try to shoot ahead.The time spent by very young children on preliminary activities as folding, pouring, piling up, carrying, etc. which appear to be obvious or easy and are sometimes neglected, is used by the child to learn to coordinate his movements, to associate his view and his gesture, to concentrate, to organize his work.

Today, the Montessori Method of education is recognized to give a great capacity of cultural adaptation.

2.6 LET US SUM UP

As a young child he may have been prone to temper tantrums or was hard to please. He may still occasionally be explosive, stubborn, and intense, and he may adapt poorly to new situations. Some children with difficult temperaments may have trouble adjusting at school, and their teachers may complain of problems in the classroom or on the playground. When children have difficult temperaments, they usually have more behavioral problems and cause more strain on the mother and family.It is important to distinguish a difficult temperament from other problems. For instance, recurrent or chronic illnesses, or emotional and physical stresses, can cause behavioral difficulties that are really not a problem with temperament at all

2.7 UNIT-END EXERCISES

1. Discuss about the Observing the desirable activities of child.
2. Describe the Sufficient time factors and familiarity with the normal characteristics.
3. Explain the Child is unique individual.

2.8 SUGGESTED READINGS

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UNIT-IIICHILD DEVELOPMENT IN MONTESSORI EDUCATION

Structure

3.0 Introduction

3.1 Objectives

3.2 Children develop order

3.3 Co-ordination, concentration and independency at the early age

3.4 Role model to protect community

3.5 Freedom within the Boundary

3.6 Active seekers of knowledge

3.7 self-correction, self–introspection and self-evaluation

3.8 Integral part of Montessori classroom approach

3.9 Let Us Sum Up

3.10 Unit-End Exercises

3.11 Suggested Readings

3.0 INTRODUCTION

Montessori has been thriving around the globe, and contemporary research validates the effectiveness of the Montessori Method. Several key elements of the approach meet the educational goals today's parents have for their children, including growing into capable people who will be have a strong sense of self, the ability to connect with others, and the potential to be productive throughout their lives. With Montessori, that growth starts early. The early years (birth through age 6) are a critical time to set a strong foundation for who a child will become and the role she or he will play in the future.A Montessori education develops students who are capable, accountable, knowledgeable people who have the strong sense of self they will need to thrive in the real world.

3.1 OBJECTIVES

After going through this unit, you will be able to:

1. Discuss about the Role model to protect community.
2. Describe the Freedom within the Boundary.
3. Explain the Active seekers of knowledge.
4. Describe the Integral part of Montessori classroom approach.

3.2 CHILDREN DEVELOP ORDER

When my son was a toddler, he would line his shoes up just right in his closet. They had to be perfectly straight and even. On his bed, all of his stuffed animals had to be placed in exactly the same spot each morning, and all the trucks and trains had specific 'homes' when not being played with. We laughed over his desire to have everything in its place, but he really would get upset if something was out of order.

"Nature endows a child with a sensitiveness to order. It is a kind of inner sense that distinguishes the relationships between various objects rather than the objects themselves. … Such an environment provides the foundation for an integrated life." – Maria Montessori, the Secret of Childhood,

My son's need for order was not limited to things. Daily routines had to be carried out in the same order as well: Eat breakfast, wash face, brush teeth, and get dressed. Growing up in the cold and snow, he used to fight his short-sleeved spring shirts, trying to tug the sleeves down to cover his arms.

"... the presence of this sensitive period is perhaps more clearly shown by the obstacles that a child encounters, and it may well be that most childish tantrums are due to this sensibility."

Interruptions to family routines were difficult, too. A planned trip to the circus could bring on tears because it didn't follow the normal weekend routine. Trips to the store were met with pleas to stay home. And he cried when I excitedly showed him our new car, demanding that I take it back and get the old one.

My son was also frustrated by his inability to coordinate his fine muscle movement. He disliked coloring in a coloring book because he could not color within the lines. Cutting was challenging for the same reasons.

Dr. Maria Montessori realized that order and predictability play a critical role in first three years of life. She understood that there is an external order, which relates to the child's perception of the environment, as well as an internal order, which relates to the development and refinement of the muscular system.

A friend sent me an article a few weeks ago titled "spring cleaning with kids (or not)" by Amber Dusick. The author talks about how invigorating spring cleaning can be … until she enters the family room.

You see, I can clean and clean that room but it is never satisfying.

She asks her readers, "Does that 'after' picture look the same? That's because it is the same. Nothing ever changes." And while the clutter on the floor is enough to make any good Montessorian cringe, it did make me think about the sensitive period for order. There is a comfort in knowing that things don't change. The anticipation that a toy will be in the same spot, favorite shoes will always fit, parents come home from work at the same time each night, and a favorite bedtime story is read for the 356th time that year, help a child learn about and master the world around him.

The Montessori environment, be it home or school, recognizes this internal need for order and establishes a calm, orderly environment where the child can expect to find things in their proper place and in their proper order. It is here that they feel safe and secure with themselves and the world around them.

3.3 CO-ORDINATION, CONCENTRATION AND INDEPENDENCY AT THE EARLY AGE

Early Childhood Skills

Montessori Early Childhood classrooms are particularly adept at following the child through his or her independent development; providing age- and skill-level-appropriate tasks and

materials to help scaffold the naturally developing abilities of the child. By focusing on these universal benchmark skills, Montessori practitioners can help guide their students through the appropriate skills, accelerating their development, without pushing the child too far from their comfort zone.

Order

Order is encouraged externally through the meticulously prepared environment, classroom rules, and daily routines. Even the youngest children quickly begin to internalize this order through their experiences within the classroom.

Coordination

Fine and gross motor skills, coordination, are encouraged throughout the classroom environment. Coordination builds from whole body to more refined movements. A Montessori classroom provides endless opportunities, both directly and indirectly, to refine gross and fine motor skills, through relevant and motivational tasks.

Concentration

Concentration is an essential skill to support effective learning. Classroom rules, in conjunction with materials that encourage hands-on work and are appealing to the child, help develop concentration skills. The child is encouraged to choose "work," for learning is the work of the child. Each work has a purpose apparent to the child, and the child is encouraged to repeat lessons often. Through this repetition, the child gains a deeper understanding of the concept presented, and extends their ability to concentrate.

Independence

Cultivating independence is what makes the Montessori environment truly unique. The independent child thinks, "I can do it. I want to do it. I have what I need to do it." The freedom to choose, try, fail, and ask for help when needed, leads to perseverance and continued success. The Montessori child is given opportunities to succeed, at his or her ability, in all domains of learning. The environment, peers, and teachers bridge the gap between where each child is and the next step.

3.4 ROLE MODEL TO PROTECT COMMUNITY

Choosing the way a child should be nurtured and educated is a sole responsibility of parents, whose decision will have a great impact on kids' academic and social progress through adolescence and adulthood.

As a rule, before taking a particular education pathway, parents get to know how their children learn best and make sure the chosen philosophy align with their upbringing attitudes and practices. With a solid idea of what kids should gain from preschool experience, parents are expected to become active participants who provide consistency for children by supporting the chosen style of learning at home.

The Importance of Parental Involvement

The Montessori approach welcomes parental involvement in opportunities offered within a supportive learning environment. However, Montessori is not a discipline, rather an attitude towards life, growth and development, which helps parents find the right way to foster their kids' development progress. By building connections between home and school, the Montessori environment aims to reinforce the learning experience and make transition from preschool to home seamless and coherent.

Along with a role of parents as observers and caregivers, Montessori encourages them to join a collaborative preschool family and take part in activities such as school community meetings, school-wide events, mom's and dad's days celebrations, etc. Such events provide groundwork for experience and knowledge sharing, and enable to keep parents updated about their kids' endeavors and achievements.

The family is a unique world for children. Parents are primary educators not only in the early formative years, but throughout the entire life. They are here to rear, support and guide kids, and buffer them against any ups and downs. They lay the foundation for the living environment and social development. That is why parents and teachers need to combine their efforts and understand each other's' roles to help children grow into mature and self-reliant adults.

3.5 FREEDOM WITHIN THE BOUNDARY

Freedom within limits is a core Montessori concept. For parents that are new to Montessori, this concept may seem contradictory. After all, aren't limits and rules the opposite of freedom? Some parents may also be concerned that the absence of rules will lead to bad behaviour. Because surely, no rules lead to anarchy, right?

Freedom within limits is an empowering concept. It embraces the notion of the child as an explorer who is capable of learning and doing for themselves. Montessori encourages freedom within limits through the design of the prepared environment. Especially relevant is the low open shelves, logically ordered activities, and child-friendly work spaces of the Montessori classroom. In effect, this encourages the child to move freely around the classroom, and choose their own work within limits of appropriate behaviour. These limits are the ground rules of the Montessori classroom.

There are three ground rules of the Montessori classroom. All other ground rules stem from these three.

1. Respect for oneself
2. Respect for others; and
3. Respect for the environment.

In the first place, respect for oneself refers to teaching children how to work safely and productively in the Montessori classroom. Children are free to choose their activities, provided that they have been shown a presentation of the activity, and know how to use the materials respectfully to avoid self-harm.

Furthermore, respect for others incorporates social skills and good behaviour. Children can choose to work independently or in small groups; however, they must be invited to work with another child, and must not interfere with another child's work. All children must show respect for others within their classroom community.

Finally, respect for the environment relates to the proper care for everything within the Montessori classroom. This includes the proper use of the Montessori materials, packing away, and taking care of all things living and non-living within the environment.

Freedom to move

Within the Montessori classroom, children are free to move around the room, and move from one activity to the next. Children who move around the room are more likely to choose purposeful work when they have fulfilled their need for activity. In consequence, by allowing freedom of movement, children learn to explore their environment; and therefore discover their interests.

Freedom of choice

Freedom of choice is fundamental to the Montessori approach. This is because choice allows children to discover their needs, interests and abilities. Furthermore, freedom of choice encourages children to be engaged in their learning, and thus discover the outcome of the activity.

Freedom of time

Freedom of time allows children to work with the same material for as long as they like. In effect, this encourages children to learn at their own pace, develop the skills of concentration, and learn patience to wait their turn.

Freedom to repeat

The three-hour work cycle gives students the opportunity to work with materials and achieve success through practice. Furthermore, through repetition, children learn to self-correct and problem solve.

Freedom to communicate

Montessori encourages communication in the classroom. Children learn to discuss activities, problem solve, and develop their social skills.

Freedom to make mistakes

Furthermore, the design of the Montessori materials encourages children to discover the outcome of the activity by themselves. Each material is designed with a visual control of error. This guides the child to understand the outcome of the activity through hands-on learning experiences.

3.6 ACTIVE SEEKERS OF KNOWLEDGE

Montessori elementary education is based on a deep respect for children and the belief children have an innate desire to learn, grow, and develop into capable adults.

At Desert Sky Montessori, we engage students with all the Montessori Curriculum has to offer, meeting each individual student at the place their interests, passions and struggles meet the real world and all it has to offer them. Montessori philosophy holds that adults need only demonstrate, invite, and provide opportunities for children to learn what they're interested in, and in that spirit we work to create conditions where students can take ownership of their own education, and ultimately of their own life.

Mixed Age Classrooms-Community mindedness is emphasized and opportunities for both apprenticeship and mentorship abound.

Prepared Environment -maximizing engagement with the materials.

Student Choice -Child led educational plans to maximize learning.

Montessori Trained Teachers -Extensive education in child development and the Montessori Method.

Montessori Materials - meticulously and scientifically designed materials that create and sustain interest.

Built in Control of Error -Materials provide children the opportunity to discover their mistakes independently and correct them.

Freedom of Movement - The classroom is designed to encourage students to move about the classroom freely working independently or in pairs or small groups.

Work Periods -ideally three hour chunks of time in which to complete lessons and assignments as well as independently chosen work.

A Child Driven Environment - Teachers are guides and observers, rather than lecturers. Lessons are typically given in small groups or one on one, with daily circles including the whole class.

From The American Montessori Society:

Montessori education offers our children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life.

Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.

Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self, and to think about what one is learning), toddlers through adolescents.

Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.

Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorian understand that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.

Students are supported in becoming active seekers of knowledge. Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.

Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

3.7 SELF-CORRECTION

One of Maria Montessori's conclusions following her hours of observation in schools was that learning comes through experience. Being the first woman Doctor in Italy and having started her career with deficient children, she developed a set of scientifically designed materials to teach children a variety of concepts. Still in use today in Montessori schools, each material follows a set of criteria:

- ❖ Beautiful
- ❖ Simple
- ❖ Serves a purpose
- ❖ Self-corrective

Self-correction in Montessori schools is not only linked to the material. Everything in the classroom (called "environment") has to reveal children and adults' errors for them to learn. For instance, plastic is not used for cups and plates; only real china will allow children to realize that it breaks if dropped on the floor.Another key concept in the Montessori Method is autonomy. When kids arrive in a Montessori preschool, they are usually 2½-3 years old and their level of autonomy is low. Montessori teachers' aim will be to make them as independent as possible before they leave the first 3-year cycle.

The material designed by Montessori plays a big part in this objective; it is on display, at children's height, for them to choose from, giving them freedom of choice and action in the classroom. This freedom is always supervised and guided by the teacher but children are not dependent on the adult, which provides them great satisfaction and builds their self-confidence. Children use the material on their own so, to ensure that they learn from their experiences, self-correction is a crucial characteristic. They learn even more as they understand/deduct by themselves that they've made a mistake and the material gently leads them to find the correction.

Self–Introspection

When we engage in introspection, we too often start by asking why questions. It might be as simple as, "Why do I feel this way?" We search for the reasons underlying our discontent. On the surface, it makes sense, but it can lead to misery. That's because when we ask why, our brain points toward the most obvious answer. We usually land on the one that confirms our pre-existing beliefs. That's because most of our motives are beyond our conscious awareness. It takes more than ruminating to bring root causes to the surface. We tend to turn to answers that feel true at the moment.

Self-Evaluation

For a very young child, it works really well to demonstrate what it is you'd like them to do. This can be in the form of a presentation; presentations work well for academic work as well as something like hanging up a coat or washing a plate. Whispering works well too. One of my Montessori trainers said that the louder the children get, the quieter you should get. Whispers get their attention far more than shouting.

For an older child, using a work plan, chart, or other written tool works really well. The directions or instructions that are written become the guide, not the adult. It's really hard to rebel against a piece of paper.This was brought home to me recently as I worked with my son. Every day I was reminding him to do certain things during work time (make good work choices, put his work away neatly) to the point where he had completely tuned me out. The more I reminded, the less he listened.

I remembered that self-evaluation was a really great tool for kids. So, I made a chart that listed some of the areas where he needed improvement. I made a column for each day of this month. I showed him the chart so he knew what kinds of things were listed. Now every day after he's done working, he and I sit down and go through the checklist.

Within one day, his behavior had improved considerably. Instead of trying to meet my expectations, he tries to meet the chart's expectations. That might not sound like too significant of a difference, but it really is.

In case you'd like to try something similar, I am adding a "Student Self-Evaluation" to the Teacher Tools page. It's in Word, so you can change it as needed. It's a nice way for an elementary student to evaluate their behavior. I used it in the classroom on a weekly basis, but it can be done daily or monthly depending on where the child is at.

3.8 INTEGRAL PART OF MONTESSORI CLASSROOM APPROACH.

The Montessori Method is characterized by providing a prepared environment: tidy, pleasing in appearance, simple and real, where each element exists for a reason in order to help in the development of the child. A Montessori classroom integrates children of mixed ages that are grouped in periods of 3 years. This promotes socialization, respect and solidarity among them naturally.

The prepared environment offers the child opportunities to commit to interesting and freely chosen work, which brings out long periods of concentration that should not be interrupted. Freedom develops within clear limits, and this allows children to live in harmony with others in the small society they belong to in the classroom.

Children work with concrete materials that were scientifically designed, which provide them the keys to explore our world and develop basic cognitive abilities. The materials are designed to allow the child to recognize the error by him/herself and become responsible for his/her own learning.

The adult is an observer and a guide: he/she helps and stimulates the child with all his/her effort. This allows children to act, want and think by themselves, and helps them to develop confidence and inner discipline.The Montessori education covers all periods in education, from birth to 18 years old, providing an integrated curriculum.

3.9 LET US SUM UP

As children mature in the Montessori classroom over the 3-year period, they understand that they are a part of a community where everyone has their own individual needs, but also contributes to the community. Children exercise independence, but are also given opportunities to work with their peers and to support others when they are in need. Developing independence

and pursuing one's own interests in the context of a caring community fosters a strong sense of self in each student, and encourages pride in one's own a unique individuality.

3.10 UNIT-END EXERCISES

1. Discuss about the Role model to protect community.
2. Describe the Freedom within the Boundary.
3. Explain the Active seekers of knowledge.
4. Describe the Integral part of Montessori classroom approach.

3.11 SUGGESTED READINGS

1. Carson, R.C., Butcher, J.N., &Mineka, S. (2007). *Abnormal Psychology and Modern Life* (11th Ed). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
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UNIT –IVSOCIETY AND CHILD PSYCHOLOGY

Structure

4.0 INTRODUCTION

For decades, the medical community has understood the important influence an individual's environment has on their health. This has led to many health promotion interventions which focus on improving health by improving the environment of a community. It has also led to increasing calls for future health promotion efforts to move beyond attempting to change individual behaviour and instead focus on creating healthy environments, which are conducive to health.

4.1 OBJECTIVES

After going through this unit, you will be able to:

5. Discuss about the Chance for playing opportunities to develop human personality.

6. Describe the Concept of child hood is a cultural invention.

7. Explain the Unique period of development-hurried child.

8. Describe the Play involving new skills and ability.

4.2 CHANCE FOR PLAYING OPPORTUNITIES TO DEVELOP HUMAN PERSONALITY

It takes physical, mental and emotional endurance to compete and children learn motivation, determination and the long term benefits of training and working toward a goal. The feeling of accomplishment as they work to build their playing skills improves self-esteem, a personality trait that is important in taking on other challenges in life.

Improved Social Skills Playing a team sports help players bond with each other. It requires cooperating with others, learning to play fair and having fun with others while working toward a common goal. Players develop a healthy sense competition with team mates. This gives children better skills to interact with others at school and home.

Leadership Abilities Even as simple as getting to training on time and with the correct equipment is a start to leadership skills. Playing sport teaches players to take on leadership roles such as handling conflict, developing game strategies and encouraging team members.

ResilienceLearning to cope with the emotional highs and lows of life in a healthy manner is a valuable personality trait for children and adults. Playing sport gives people the experiences of joy and excitement after a win and grief and frustration after a loss. Sport gives children an organized and structured environment where coaches and team members can provide encouragement and help build resilience.

Values Sport is human life in microcosm. Apart from benefiting their physical health, sports also play an important role in psychological development and the social well-being of a child. Playing sports will improve values like discipline, responsibility, self-confidence, sacrifice and accountability.

Team Building Children learn how to get along with their peers and interact positively through sport. It builds team spirit whether they win or lose. Simple things like shaking hands is a gesture of appreciation for both teams.

The above areas are just some of the personality traits that can be improved through sports. These coupled with the physical improvement can ensure the development or your child or adult player at all levels. It is essential that a coach is aware of the effect that they can have on the many areas of each of their players. Therefore it is the key responsibility of all coaches to ensure that this is a positive effect that will last forever will the players, child or adult that they have on their teams

4.3 CONCEPT OF CHILD HOOD IS A CULTURAL INVENTION

Cultural sensitivity" is common advice in the field of early childhood learning and development, and few would argue with it.

But are we willing to take this advice to the point of yielding to culturally-based understandings of how children learn and how to promote optimal developmental outcomes? On the contrary, there is a great deal more rhetoric about responding to cultural diversity than evidence that we really mean it when we say, as most developmental psychologists and many educators do, that culture is embodied in the ways that children are raised and the environments where they grow and develop.

Many educators, researchers and international development specialists acknowledge the geographic and cultural limitations of the research base that informs current child development theory, learning assessment tools, and program models. However, this recognition has not prevented the proliferation of brand-name programs touted as "best practices" based on the authority of Euro-western science or simply on persuasive marketing of training, toys, tools and teaching techniques.

Standardized tools, such as the Early Childhood Environment Ratings Scales,used to characterize the adequacy of early learning environments, and the Early Development Inventory,used to characterize the school readiness of groups of children, are playing an increasingly instrumental role to set government agendas, plan policy, and justify the transfer of early learning program goals and models from more to less developed countries.

Expediency, along with assumptions that theory and research on child development developed from Euro-western perspectives are universally valid, tends to be used to justify the transport of "best practices." It is common to hear that where there are no readily available, locally developed tools or programs, there is no need to "re-invent the wheel" when an existing tool or program can be imported. While there are many commonalities across cultures in goals for children's early learning, researchers and educators must work to identify cultural distinctiveness in developmental trajectories and expectations.

4.4 MONTESSORI SCHOOL

Infant and toddler programs

Montessori classrooms for children under three fall into several categories, with a number of terms being used. A nido, Italian for "nest", serves a small number of children from around

two months to around fourteen months, or when the child is confidently walking. A "Young Child Community" serves a larger number of children from around one year to 2 1⁄2 or 3 years old. Both environments emphasize materials and activities scaled to the children's size and abilities, opportunities to develop movement, and activities to develop independence. Development of independence in toileting is typically emphasized as well. Some schools also offer "Parent-Infant" classes, in which parents participate with their very young children.

Preschool and kindergarten

Hand painting in a Montessori school of Nigeria.

Montessori classrooms for children from 2 1⁄2 or 3 to 6 years old are often called Children's Houses, after Montessori's first school, the Casa die Bambini in Rome in 1906. This level is also called "Primary". A typical classroom serves 20 to 30 children in mixed-age groups, staffed by a fully trained lead teacher and assistants. Classrooms are usually outfitted with child-sized tables and chairs arranged singly or in small clusters, with classroom materials on child-height shelves throughout the room. Activities are for the most part initially presented by the teacher, after which they may be chosen more or less freely by the children as interest dictates.

A teacher's role within a Montessori classroom is to guide and consult students individually by letting each child create their own learning pathway. Classroom materials usually include activities for engaging in practical skills such as pouring and spooning, washing up, scrubbing tables and sweeping. Also materials for the development of the senses, mathematical

materials, language materials, music, art and cultural materials, including more science based activities like 'sink and float', Magnetic and Nonmagnetic and candle and air

Activities in Children's Houses are typically hands on, tactile materials to teach concepts. For example, to teach writing, students use sandpaper letters. These are letters created by cutting letters out of sandpaper and placing them on wooden blocks. The children then trace these letters with their fingers to learn the shape and sound of each letter. Another example is the use of bead chains to teach math concepts, specifically multiplication. Specifically for multiples of 10, there is one bead that represents one unit, a bar of ten beads put together that represents 1×10, then a flat shape created by fitting 10 of the bars together to represent 10×10, and a cube created by fitting 10 of the flats together to represent $10\times10\times10$. These materials help build a concrete understanding of basic concepts upon which much is built in the later years.

Elementary classrooms

Elementary school classrooms usually serve mixed-age 6- to 9-year-old and 9- to 12-year-old groupings; 6- to 12-year-old groups are also used. Lessons are typically presented to small groups of children, who are then free to follow up with independent work of their own as interest and personal responsibility dictate. Montessori educators give interdisciplinary lessons examining subjects ranging from biology and history to theology, which they refer to as "great lessons." These are typically given near the beginning of the school term and provide the basis for learning throughout the year. The great lessons offer inspiration and open doors to new areas of investigation.

Lessons include work in language, mathematics, history, the sciences, the arts, etc. Student-directed explorations of resources outside the classroom are integral to the education.[Montessori used the term "cosmic education" to indicate both the universal scope of lessons to be presented and the idea that education should help children realize the human role in the interdependent functioning of the universe.

Middle and high school

Montessori education for this level is less developed than programs for younger children. Montessori did not establish a teacher training program or a detailed plan of education for adolescents during her lifetime. However, a number of schools have extended their programs for younger children to the middle school and high school levels. In addition, several Montessori organizations have developed teacher training or orientation courses and a loose consensus on

the plan of study is emerging. Montessori wrote that, "The essential reform of our plan from this point of view may be defined as follows: during the difficult time of adolescence it is helpful to leave the accustomed environment of the family in town and to go to quiet surroundings in the country, close to nature".

4.5 AGE OF CHILD

The Ideal Age for Children to Start Going to a Montessori School

Montessori schools have been becoming increasingly popular over the years because of the unique approach that they take towards learning and development. When children first go to school, they are incredibly impressionable and pick up on everything that they see. Children at that age are curious and are intrigued by the things around them, and are always interested in things that are new and exciting. Montessori education takes that aspect a little bit further by incorporating it into a method of learning. At a Montessori school, a child is taught, not through books and lectures, but by doing and experiencing. These learning environments are proving to be an efficient way to engage children and teach them at the same time. Because of this, more parents are opting to send their children to Montessori schools. Traditional learning institutions are no longer the only option that parents have when trying to l choose a safe and beneficial educational environment for their children.

Montessori - A Interactive And Fun Way To Learn

While Montessori schools have been around for a long time, parents are now starting to realize the impact that this kind of education can have on their child. Even though it is a lot more positive as compared to traditional methods of teaching, parents are always skeptical about whether or not this is the right approach for their child. They are left wondering what these schools constitute and how they are different when compared to traditional educational institutions.

Montessori schools try to focus on the system of STEM, which stands for Science, Technology, Engineering, and Math. These are the four central areas around which the learning is based, and are the four pillars of this kind of education system. Montessori Institutions also try to offer the very best facilities to children so that they can grow and learn in the most efficient manner possible. These schools also have teachers that are specifically trained in this field and who are well versed

One of the first questions that parents tend to ask before deciding to enter their child is, "What age does Montessori start?" Since one of the defining characteristics of this kind of school is the learning approach, children who are as young as one or two years old can start out at a Montessori school.

Starting out your child in a Montessori school early on can be incredibly beneficial for your child. Normally, when a child is a toddler, they are left to play with whatever they want and don't have to worry about a thing. Montessori education takes that playtime to a whole new level while combining it with learning tools that can help your child develop. The key thing to note about this kind of schools is that the learning that they are doing is actually in the form of play. Because of this, children are more interested in participating and thereby end up learning a lot more.

Enrolling Your Infant in a Montessori

While the idea of taking Infants in Montessori institutions may be harder for parents to grasp, it is something that can help them get ahead in life. This early education is not something that all children receive at that age, and giving them this edge can help them reach new heights in their lives. When infants in Montessori schools graduate to kindergarten or primary school, they are more equipped and more interested in learning, even if they are switching over to the more traditional forms of education.

In addition to helping them learn, Montessori institutions also focus on developing the soft skills of the children who come to them. Being able to adapt to changing environments and being able to operate well in social situations is also something that these schools try to inculcate. Having good soft skills is just as important in professional, if not more in some professions. Exposing your child to a Montessori education early on can help them become a lot more social, and can help them have an easier time adjusting to their surroundings.

Whether you are thinking of enrolling your infants in Montessori schools, or if you are planning on switching your child from traditional education to this form of learning, just remember, that it is never too late to begin. A child could always benefit from the kind of learning that happens in these institutions, and starting early can give them that additional edge that they need to lead a better life.

4.6 UNIQUE PERIOD OF DEVELOPMENT

Child development involves the biological, psychological and emotional changes that occur in human beings between birth and the conclusion of adolescence. The main 3 stages of life include early childhood, middle childhood, and adolescence.

Early childhood typically ranges from infancy to the age of 6 years old. During this period, development is significant, as many of life's milestones happen during this time period such as first words, learning to crawl, and learning to walk. There is speculation that middle childhood, or ages 6–13 are the most crucial years of a child's life, ranging from the starts of some sorts of formal schooling to the beginning of puberty, and this is also the period where many children start to gain a more sense of self. Adolescence, is the stage of life that typically starts around the time puberty hits, all the way up until legal adulthood. In the course of development, the individual human progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence, yet has a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding developmental experiences. Because genetic factors and events during prenatal life may strongly influence developmental changes, genetics and prenatal development usually form a part of the study of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children.

Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. It may also occur as a result of human nature and of human ability to learn from the environment.

There are various definitions of periods in a child's development, since each period is a continuum with individual differences regarding starting and ending. Some age-related development periods and examples of defined intervals include: newborn (ages 0–4

weeks); infant (ages 4 weeks – 1 year); toddler (ages 12 months-24 months); preschooler (ages 2–5 years); school-aged child (ages 6–13 years); adolescent (ages 14–19).

Promoting child development through parental training, among other factors, promotes excellent rates of child development.

Parents play a large role in a child's activities, socialization, and development. Having multiple parents can add stability to a child's life and therefore encourage healthy development.

Another influential factor in children's development is the quality of their care. Child-care programs may be beneficial for childhood development such as learning capabilities and social skills.

The optimal development of children is considered vital to society and it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. Some theories seek to describe a sequence of states that compose child development.

4.7 NO OPPORTUNITY TO NURTURE DEVELOPMENT CAPABILITIES

All of these reported developmental problems – language, fine and large motor delays, impulsivity, disorganized attachment, dysphoria, attention and hyperactivity, and a host of others described in these neglected children – are caused by abnormalities in the brain. Despite this obvious statement, very few studies have examined directly any aspect of neurobiology in neglected children. Yet clues exist. On autopsy, the brain of Kasper Hauser was notable for small cortical size and few, non-distinct cortical gyri – all consistent with cortical atrophy (Simon, 1978). Our group has examined various aspects of neurodevelopment in neglected children (Perry and Pollard, 1997)

Neglect was considered global neglect when a history of relative sensory deprivation in more than one domain was obtained (e.g., minimal exposure to language, touch and social interactions). Chaotic neglect is far more common and was considered present if history was obtained that was consistent with physical, emotional, social or cognitive neglect. History was obtained from multiple sources (e.g., investigating CPS workers, family, and police). The neglected children (n = 122) were divided into four groups: Global Neglect (GN; n = 40); Global Neglect with Prenatal Drug Exposure (GN+PND; n = 18); Chaotic Neglect (CN; n = 36);

Chaotic Neglect with Prenatal Drug Exposure (CN+PND; n = 28). Measures of growth were compared across group and compared to standard norms developed and used in all major pediatric settings. Dramatic differences from the norm were observed in FOC (the frontal-occipital circumference, a measure of head size and in young children a reasonable measure of brain size). In the globally neglected children the lower FOC values suggested abnormal brain growth. For these globally neglected children the group mean was below the 5th percentile. In contrast, the chaotically neglected children did not demonstrate this marked group difference in FOC. Furthermore in cases where MRI or CT scans were available, neuroradiologists interpreted 11 of 17 scans as abnormal from the children with global neglect (64.7%) and only 3 of 26 scans abnormal from the children with chaotic neglect (11.5%).

The majority of the readings were "enlarged ventricles" or "cortical atrophy" .

In following these globally-neglected children over time we observed some recovery of function and relative brain-size when these children were removed from the neglectful environment and placed in foster care (see Figure 2). The degree of recovery over a year period however was inversely proportional to age in which the child was removed from the neglecting caregivers. The earlier in life and the less time in the sensory-depriving environment, the more robust the recovery. These findings strongly suggest that when early life neglect is characterized by decreased sensory input (e.g., relative poverty of words, touch and social interactions) there will be a similar effect on human brain growth as in other mammalian

Abnormal brain development following sensory neglect in early childhood. These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy three year old with an average head size (50th percentile).

The image on the right is from a three year old child suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average (3rd percentile) and has enlarged ventricles and cortical atrophy. The human cortex grows in size, develops complexity, makes synaptic connections and modifies as a function of the quality and quantity of sensory experience.

Sensory-motor and cognitive deprivation leads to underdevelopment of the cortex in rats, non-human primates and humans. Studies from other groups are beginning to report similar altered neurodevelopment in neglected children. In the study of Romanian orphans described above, the 38% had FOC values below the third percentile (greater than 2 SD from the norm) at

the time of adoption. In the group adopted after six months, fewer than 3% and the group adopted after six months 13% had persistently low FOCs four years later (Rutter et al., 1998; O'Connor et al., 2000). Strathearn (submitted) has followed extremely low birth weight infants and shown that when these infants end up in neglectful homes they have a significantly smaller head circumference at 2 and 4 years, but not at birth.

This is despite having no significant difference in other growth parameters. More recently advanced neuroimaging techniques have demonstrated altered brain development in neglected children. Chugani and colleagues have been pioneers in neuroimaging studies in maltreated children. Their most recent study using functional MRI in Romanian orphans has demonstrated decreased metabolic activity in the orbital frontal gyrus, the infralimbic prefrontal cortex, the amygdala

Sensory deprivation neglect: effects of early removal on recovery. Children were removed from neglectful environments at different ages (ages 8 months to 5.7 years). Their frontal-occipital circumference was measured and compared to same-aged norms (blue bars).

Children were placed in foster care and one year later re-evaluated. FOC was measured (maroon bars) and in each group increased although with increasing age, the improvement after a year of foster placement started to decrease such that children removed after four years in the neglectful setting had no statistically-significant improvement one year later.Data are from 112 children with some form of severe neglect in the first five years of life (modified from Perry and Pollard, 1997).

4.8 PLAY IS CREATIVE AND NON LITERAL

"Play is self-chosen and self-directed; players are always free to quit."

As Grey's article puts it, play is "what one wants to do, as opposed to what one is obliged to do." Montessori fully honors this requirements: In a good Montessori preschool program, children have three hours every morning, and two hours every afternoon where they choose freely which of the hundreds of activities in the classroom they want to engage with, from using the Golden Beads to preparing a snack for their peers. There are no required group activities, no teacher telling them what to do, or when to stop an activity, or how long to keep at it. In contrast, other preschools have teachers directing board games, group singing sessions, arts and crafts activities—while these may look like "play", in spirit they will be less playful for those children who'd rather be doing something else."The ultimate freedom in play is the freedom to quit", says

Grey. This freedom is always honored in Montessori: When a teacher introduces a new activity to a child by inviting the child to a lesson, the child can (politely) decline to join the lesson. And after the lesson has been completed, the child can choose to immediately put the material back on the shelf. In a Montessori classroom, we "follow the child" rather than mandating any activity. In Dr. Montessori's words:

A teacher simply assists [the child] at the beginning to get his bearings among so many different things and teaches him the precise use of each of them, that is to say, she introduces him to the ordered and active life in the environment. But then she leaves him free in the choice and execution of his work.

"Play is an activity in which means are more valued than ends."

Montessori observed that children are very focused on processes, not ends. Every Montessori teacher can tell stories of children who carefully polish a mirror until it shines beautifully. The adult may move to put the mirror away, but often, the child will start the polishing process all over again! As the article on play puts it, "[t]o the degree we engage in an activity purely to achieve some end, or goal, which is separate from the activity itself, that activity is not play. … Play is an activity conducted primarily for its own sake. "While some Montessori activities in the Practical Life area are the type of things adults do as a means to an end (table washing, shoe polishing, sewing), Montessori children explore these activities in a totally self-absorbed, end-in-itself way, choosing to repeat them over and over, not to achieve a result, but to joyfully engage in and master a process.

Again from the article: "Play often has goals, but the goals are experienced as an intrinsic part of the game… For example, constructive play (the playful building of something) is always directed toward the goal of creating the object that the player has in mind. But notice that the primary object in such play is the creation of the object, not the having of the object." This beautifully captures the Montessori child's activities with many of the sensorial objects—building the pink tower, arranging the red rods or the constructive triangles, fitting the knobbed cylinders in their proper spots, solving the trinomial cube—activities which the children freely choose to repeat over and over again, and which challenge them to master successively more difficult tasks.

"Play is guided by mental rules."

Often, when parents observe in a Montessori classroom, they are struck by the focus, the structure, the calmness of the children. It is obviously a very different environment than the chaos we typically associate with early childhood! Yet does the presence of rules mean that these children are not playing? Not according to Peter Grey: "Play is freely chosen activity, but it is not freeform activity. Play always has structure, and that structure derives from rules in the player's mind. … The rules are not like rules of physics, nor like biological instincts, which are automatically followed. Rather, they are mental concepts that often require conscious effort to keep in mind and follow. … The main point I want to make here is that every form of play involves a good deal of self-control. … Play draws and fascinates the player precisely because it is structured by rules that the player herself or himself has invented or accepted."

4.9 PLAY INVOLVING NEW SKILLS AND ABILITY

The activities engaged in by children both stimulate and influence the pattern of the connections made between the nerve cells. This process influences the development of fine and gross motor skills, language, socialization, personal awareness, and emotional well-being, and creativity, problem-solving and learning ability.

The most important role that play can have is to help children to be active, make choices and practice actions to mastery. They should have experience with a wide variety of content (art, music, language, science, math, social relations) because each is important for the development of a complex and integrated brain. Play that links sensorimotor, cognitive and social-emotional experiences provides an ideal setting from brain development.

According to Montessori, the essential dimensions of play are:

Voluntary, enjoyable, purposeful and spontaneous Creativity expanded using problem-solving skills, social skills, language skills and physical skills Helps expand on new ideas Helps the child to adapt socially Helps to thwart emotional problems If play is the work of the child, toys are the tools. Through toys, children learn about their world, themselves, and others.

Toys teach children to: Figure out how things work Pick up new ideas Build muscle control and strength Use their imagination Solve problems learn to cooperate with others Play content should come from the child's own imagination and experiences. Unfortunately, the play experience for today's child is often quite different from that of their parents. With the ever-expanding influence of electronic media including TV, videos, video games, and the internet,

child are spending much of their time being passively entertained by or minimally interacting by way of a keyboard or control pad with an electronic device.

Even today's toys are more often structured by onboard computers that dictate the play experience. This robs children of unstructured play with other kids as well as individual playtime spent in creative play. Parents need to understand the play needs of their child and provide an environment to meet those needs.

4.10 LET US SUM UP

Parents may also contribute to their children's health and development by improving their parenting skills. Parenting programs which teach parents to develop their children's emotional competence have reported positive results, and that the development of emotional competence in children improves their social behaviour. Children who are emotionally confident are more likely to interact with other children and displayed fewer negative emotions which might interrupt their social relationships.

4.11 UNIT-END EXERCISES

1. Discuss about the Chance for playing opportunities to develop human personality.
2. Describe the Concept of child hood is a cultural invention.
3. Explain the Unique period of development-hurried child.
4. Describe the Play involving new skills and ability.

4.12 SUGGESTED READINGS

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UNIT-V- HEALTH EDUCATION

Structure

5.0 INTRODUCTION

Health education is a social science that draws from the biological, environmental, psychological, physical and medical sciences to promote health and prevent disease, disability and premature death through education-driven voluntary behavior change activities. Health education is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

5.1 OBJECTIVES

After going through this unit, you will be able to:

5. Discuss about the mental health and mental hygiene.
6. Describe the Advantage of mental health Programmes.
7. Explain the Health management of stress interpersonal relationship.
8. Describe the Case study self-confidence.

5.2 MENTAL HEALTH AND MENTAL HYGIENE

Mental health, defined by the World Health Organization (WHO), is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

According to the WHO, mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others".

From the perspectives of positive psychology or of holism, mental health may include an individual's ability to enjoy life and to create a balance between life activities and efforts to achieve psychological resilience.

Cultural differences, subjective assessments, and competing professional theories all affect how one defines "mental health"

Mental hygiene includes all measures taken to promote and to preserve mental health. Community mental health refers to the extent to which the organization and functioning of the community determines, or is conducive to, the mental health of its members.

Throughout the ages the mentally disturbed have been viewed with a mixture of fear and revulsion. Their fate generally has been one of rejection, neglect, and ill treatment. Though in ancient medical writings there are references to mental disturbance that display views very similar to modern humane attitudes, interspersed in the same literature are instances of socially sanctioned cruelty based upon the belief that mental disorders have supernatural origins such as demonic possession. Even reformers sometimes used harsh methods of treatment; for example, the 18th-century

5.3 ADVANTAGE OF MENTAL HEALTH PROGRAMMERS

There has been a steady rise in the number of children and youth needing programs and services that promote positive mental health and provide early intervention and treatment. How are schools responding to this challenge?

Increasingly, school systems are joining forces with community health, mental health, and social service agencies to promote student well-being and to prevent and treat mental health disorders. Through these collaborations, schools and local agencies are working together to address the growing health, behavioral, and mental health needs of students.

The key to success in such efforts is assessment. This brief explores how continuous evaluation and assessment of a school's mental health programming (e.g., classroom programs, interventions, services, parental involvement, etc.) can benefit students, families, schools, and communities. Further, the brief describes how the Mental Health Parity Act, the new Mental Health Reform Act (embedded within the 21st Century Cures Act), and Medicaid provide ways for schools and communities to offer services for those in greatest need.

5.4 ANXIETY

Generalized anxiety disorder is a common type of anxiety disorder. People with generalized anxiety disorder experience excessive worry and anxiety over daily circumstances. They may feel that they have little control over their internal tension and it may interfere with their lives. Generalized anxiety disorder is treatable with therapy, medications, or both.

Causes

The exact cause of generalized anxiety disorder is unknown. In some cases, it appears to run in families. Researchers suspect that brain abnormalities may be a contributing factor. It may be that too much or too little of certain brain chemicals affect the way that the brain processes thoughts and emotions.

Generalized anxiety disorder may develop at any age, including childhood. More women than men experience this condition. Many people report that they have always felt anxious.

Symptoms

The diagnostic criterion for generalized anxiety disorder specifies that symptoms must be present for at least six months. Generalized anxiety disorder may cause you to worry and feel anxious about everyday tasks, such as automobile repair, family interactions, or your job duties. You may feel restless and very stressed out. It may be difficult for you to concentrate on or complete ordinary tasks. Depression, panic disorder, and substance abuse are may co-exist with generalized anxiety disorder.

Generalized anxiety disorder can cause physical symptoms as well. You may feel irritable, tired, weak, and shaky. You may experience excessive sweating, shortness of breath, and feel your heart beating in your chest. Headaches and muscle tension are associated with generalized anxiety disorder. You may experience problems sleeping. It may be difficult to fall asleep, stay asleep, or to "get a good night's sleep." Generalized anxiety disorder can contribute to digestive problems, such as irritable bowel syndrome.

Diagnosis

A psychiatrist can begin to diagnose generalized anxiety disorder by reviewing your medical history, reviewing your symptoms, and conducting evaluations or questionnaires. You should tell your doctor about your symptoms, how long they last, and when they occur. Your doctor will ask your questions to help diagnose generalized anxiety disorder and any co-existing conditions. Your doctor will consider all of your information and responses to determine if your symptoms meet the specific diagnostic criteria for generalized anxiety disorder.

Treatment

Treatments for generalized anxiety disorder can provide symptom relief and allow people to live active and full lives. Cognitive-behavioral therapy can help identify thoughts that cause worry and anxiety and strategies to deal with them. Relaxation training may help to reduce tension. Support groups for people with anxiety disorders are a place to receive information and support from people with similar situations. Anti-depressant, anti-anxiety, and sleep inducing medications can be extremely helpful as well. In many cases, medication and therapy are both used. Additionally, it is beneficial to stop using caffeine products or other stimulants.

5.5 STRESS

Stress is the body's response to environmental demands. In general, when environmental demands exceed your ability to cope, it creates stress. Being in college can be extremely

stressful, because there are constant demands on students to adjust and change. You may be on your own for the first time, you are balancing the demands of your course work with an increased number of day-to-day responsibilities. You're meeting new people, adjusting to a different living environment, perhaps juggling a job and trying to determine your life course all at the same time. You might also experience other stressors including roommate problems, test anxiety, deadlines, midterms, finals, relationships, and your parents.

Some stressors are sudden and severe, some are chronic and serious, some are positive changes that place pressure or demands on you, and still others are expectable life problems. But stress isn't always negative. Positive stress adds anticipation and excitement to life. Insufficient positive stress may leave us feeling bored. On the other hand, too much negative stress can leave us feeling overwhelmed.

The art of stress management is to keep yourself at a level of stimulation that is healthy and enjoyable - to create a balance of positive and negative stress that will motivate but not overwhelm you.

5.6 EUSTRESS AND DISTRESS;

Different terms for stress: Eustress and Distress.

1. Eustress is defined as a positive type of stress and enhances our functioning. It is a healthy form of stress that gives us positive feelings and makes us feel good about ourselves. The prefix of the word ('eu') is greek and stands for 'well' or 'good'.

An example of Eustress, would be a challenging work assignment that is perceived to be neither too difficult nor too easy. Another example, would be a strength training workout.

Some more examples of Eustress are:

a) Thrill experienced while watching a horror movie

b) Excitement of winning a race

c) Accomplishing a challenge

d) Joy experienced on a roller-coaster ride

e) Happiness felt on the birth of a baby

f) Excitement while getting wedded

2. Distress on the other hand, is a negative form of stress– the one that we most commonly associate with stress. It is defined as persistent stress that does not resolve itself despite our best efforts. This form of stress can be chronic and debilitating to the individual. It

can lead to anxiety, depression, and withdrawal which are all symptoms of perceived defeat.

An **example of distress**, might be an injury that removes us from exercise, the death of a loved one, not getting into the college of our choice, or loosing our job.

These are common things that we might associate with negative stress.

However, depending on our outlook, many of the goals and challenges that we set for ourselves may start out innocently as Eustress and then over time may turn into distress.

For example, at the beginning of 2009, I set the lofty goal of running 1,000 miles this year. Little did I know that just two weeks into January 2009, I would get a nasty groin injury that put me out of exercise for 2 whole months. The goal to run 1,000 miles was initially a form of Eustress because I was excited about it and it served as a positive form of motivation for me during the first couple weeks of January. However, once I was injured, the goal served as a huge form of distress that hovered over my head like a dark storm cloud. As each week ticked by that I was not logging miles, the stress of my goal got worse and worse.

At this point, my goal had clearly become something negative in my life. Because of this, I had to re-evaluate my goal. It turned out that I came to terms with my injury and I decided that it was more than ok to change my goal. I realized that running 1,000 miles in a year was not going to happen and was likely an impossible goal given my tendency for injuries!

Once I re-evaluated my goal I felt so much better and I felt free. Once I got back into running, I experienced much more Eustress. For example, I am a bit anxious and very excited to see if I will be able to run the 10km race on June 14th. I am motivated and happy about my goal. That is how I know it is a healthy one, and not something that is bringing me down.

My advice to you Shelly, is to ask yourself the same types of questions. Are the goals that you set for yourself positive and motivating? My guess is that the goals you place on yourself are starting to become a form of distress in your life.

5.7 EMOTIONAL ORIGIN AND COMMON SYMPTOMS

The word "emotion" dates back to 1579, when it was adapted from the French word emouvoir, which means "to stir up". The term emotion was introduced into academic discussion as a catch-all term to passions, sentiments and affections. The word "emotion" was coined in the early 1800s by Thomas Brown and it is around the 1830s that the modern concept of emotion first emerged for the English language. "No one felt emotions before about 1830.

Instead they felt other things - "passions", "accidents of the soul", "moral sentiments" - and explained them very differently from how we understand emotions today."

Symptoms

Pain is the most common symptom, but whatever your symptoms, you have excessive thoughts, feelings or behaviors related to those symptoms, which cause significant problems, make it difficult to function and sometimes can be disabling.

These *thoughts, feelings and behaviors can include:*

- Constant worry about potential illness
- Viewing normal physical sensations as a sign of severe physical illness
- Fearing that symptoms are serious, even when there is no evidence
- Thinking that physical sensations are threatening or harmful
- Feeling that medical evaluation and treatment have not been adequate
- Fearing that physical activity may cause damage to your body
- Repeatedly checking your body for abnormalities
- Frequent health care visits that don't relieve your concerns or that make them worse
- Being unresponsive to medical treatment or unusually sensitive to medication side effects
- Having a more severe impairment than is usually expected from a medical condition

For somatic symptom disorder, more important than the specific physical symptoms you experience is the way you interpret and react to the symptoms and how they impact your daily life

5.8HEALTH MANAGEMENT OF STRESS INTERPERSONALRELATIONSHIP

Relationship maintenance

Maintaining friendships and other relationships takes work. The first and most important factor is communication. This requires in-person discussions about your feelings. Although texting and messaging online can be very fulfilling sometimes, they often don't provide the same effects.

At some point in the relationship, a conflict will arise. How you deal with it will determine whether the conflict strengthens the relationship or not. Rather than avoid the point of contention, it's important to talk it through and listen to their point of view.

If something is bothering you at work or school, speak up. If you're having some issues with a friend, family member, or partner, be sure to tell them. Hopefully they'll reciprocate with respect and honesty.

Aside from honesty and open communication, it's also important to:

- Establish boundaries.
- Be an active listener.
- Show the other person respect at all times.
- Maintain a positive attitude.
- Be open to constructive criticism and feedback without letting your emotions take over.

Saying goodbye

Not all relationships are lifelong. In fact, others may never go beyond an acquaintance. And that's OK. It's normal for certain relationships to come to an end. There are factors that affect the course of all of your interpersonal relationships.

When you think of an interpersonal relationship ending, you might think of a breakup with your romantic partner. But other interpersonal relationships can end, too.

For example, when you graduate from school, you may not stay in touch with all of your teachers and fellow students. The same goes when you leave a job and move on to another.

It's impossible to maintain all the relationships in your life forever. This is especially true of secondary relationships.

Takeaway

Interpersonal relationships touch all aspects of our lives, including home, work, and leisure activities. Without strong relationships, it's possible to feel lonely and undervalued as a person. You may also feel that you're lacking social support.

Today, it's easier than ever to miss out on interpersonal relationships due to technology that encourages digital communication. People who work from home miss out on in-person communication with their co-workers. Friends and family may opt to text rather than get together for a meal and conversation.

Make a point to see your family and friends in person, or check out your local meetups and other online resources for ways to engage in much-needed human interactions.

Finally, you can't build interpersonal relationships if you don't have a good relationship with yourself.

5.9 CASE STUDY SELF-CONFIDENCE.

Low self-esteem and confidence can hamper your child's performance in academics as well as in other walks of life.

There is a subtle difference between 'confidence' and 'self-confidence'. Confidence is associated with the final action, while 'self-confidence' is the attribute of a person.For *example:* "Rites had developed high self-confidence with his regular studies and discipline. He wrote his exams with confidence."The development of self-confidence in children depends a lot on their surroundings, family members, and teachers.Parents play a pivotal role in this development. Hence their behavior with the child has to be well accounted. Sometimes the behavior may give wrong vibes to the children unintentionally.

5.10 LET US SUM UP

Health education activities should enhance the overall goal of the health promotion and disease prevention program. Materials developed for health education programs must be culturally appropriate and tailored to the target populations to ensure cultural competence. In rural communities, this means addressing cultural and linguistic differences, and addressing potential barriers to health promotion and disease prevention in rural areas.

5.11 UNIT-END EXERCISES

1. Discuss about the mental health and mental hygiene.
2. Describe the Advantage of mental health Programmes.
3. Explain the Health management of stress interpersonal relationship.
4. Describe the Case study self-confidence.

5.12 SUGGESTED READINGS

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UNIT-VI CHILD PSYCHOLOGIST DOMAIN OF SERVICE IN MONTESSORI SCHOOL

Structure

6.0 Introduction

6.1 Objectives

6.2 Interpersonal communication

6.3 Accountability

6.4 Decision making

6.5 Collaborative ability and consultation

6.6 Effective instruction and development of cognitive

6.7 Academic skills socialization and development of life competencies

6.8 Students diversity in school learning

6.9Organizational climate home

6.10 School and community collaboration research and programme evaluation

6.11legal and ethical practice in professional activities and development

6.12 Let Us Sum Up

6.13 Unit-End Exercises

6.14 Suggested Readings

6.0 INTRODUCTION

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally,

and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

6.1 OBJECTIVES

After going through this unit, you will be able to:

5. Discuss about the Interpersonal communication.
6. Describe the Collaborative ability and consultation
7. Explain the Students diversity in school learning

6.2 INTERPERSONAL COMMUNICATION

Learning how to interact with people and have healthy relationships is a huge part of a child's education. When they start school, children really start to develop their social network, make friends, and start to understand the complexities of human interaction. Understandably, this is a big consideration for parents looking at schools and trying to make a smart choice. Fortunately, Montessori education has significant benefits for social development.

Conquering Executive Functioning & Control

Researchers have compared student outcomes in school lottery programs to try and get a real understanding of the differences in children's outcomes from different educational methods. Any study of schooling has to be done at random to control for parental influence, which is still the most significant factor in a child's successful development. But the results have been remarkable. In both 5 and 12-year-old participants, Montessori students do better on tests of executive functioning (like following complex and changing rules). Learning these skills is a critical piece of navigating the confusing and fluctuating world of interpersonal relationships. It's also extremely important to building personal independence and is a predictor of future success. Executive functioning and executive control (the ability to make decisions about how to do things and carry them out successfully) are tied together in generating independence. Gaining

this understanding at a very young age primes Montessori children for more social success, from professional networking to friendships and intimate relationships as adults.

Peer Learning in Multi-age Classrooms

Young Montessori kids also have a much stronger sense of fairness and justice than their peers in other types of classes. These understandings are made evident when students interact in unstructured environments, like running around at recess or playing in groups at a park. Kids with a Montessori background are better equipped to handle different types of conflict in constructive ways. The reason is simple. In a Montessori classroom, the hierarchy is entirely different. The teacher is still a figure of authority but the line is not drawn as distinctly as it is in traditional education. Multiage classrooms use a "peer learning" model, where children observe and then copy each other engaging in activities. They feel secure and capable in their instruction, which further builds confidence. As a result, these kids are much more likely to have positive interactions on the playground. In addition, the classroom environment encourages and highly values communication and respect for everyone's individual contribution.

Emotional Intelligence & Social Impact

Relating to others in an assertive, positive way is a tangible benefit of the Montessori model. Children feel that their input is valuable and their words have meaning, even when they are small. This important piece of a child's confidence goes unrecognized in traditional education but is a point of focus in Montessori development. These differences make Montessori children more successful on tests relating to social skill and in an observable way. The positive and respectful atmosphere in a Montessori classroom comes during a critical period in a child's development and has the potential to build future leadership. The social impact of Montessori education is profound and makes this method a great choice for parents concerned about socializing their kids.

6.3 ACCOUNTABILITY

The Montessori Method of teaching aims to educate the whole child, ultimately preparing them to be self-directed lifelong learners and engaged global citizens. To that end, our school philosophy on assessment and accountability is based on consistent communication and sharing of goals between parents and teachers.

Goal Setting

Montessori education has a long history of careful observation and development of curriculum to meet the needs of individual children. We begin the year with individualized goal setting between teachers and parents. Our focus is on your child and the best way we can work together to ensure a great school experience for them – both academically and socially.

Curriculum and Student Learning Instructional Plan (SLIP)

Our Montessori curriculum is based on an overall scope and sequence. This is aligned at the highest level with the National Common Core Standards. We present every concept with a hands-on, concrete and "brain friendly" lesson or experience. Then we proceed with activities that use the Montessori materials in each subject area.

Follow-up activities are done in the class and then as "homework" where you can see a slice of what your child has learned in class.

From the overall scope and sequence we develop a robust curriculum that will integrate all that we have to teach in coherent and manageable yearly, monthly, weekly and daily lesson plans. Lessons are given in small groups with plenty of follow up or discussion time based on ages and on the subject manner.

Taking into consideration the goals stated by parents, we work as a team throughout the school to develop an individual SLIP (Student Learning Instructional Plan). In addition, resource staff in the Library, Writer's Workshop and Computer Lab supports group and individual classroom instruction.

Our assessment of the children is through observation and careful recording of the choices children make from the range of materials on the classroom shelves. We compile profiles of your child's progress and interests, which we share at the January, and May Conferences.

Parent Communication & Observations

Throughout the school year our goal is to provide parents with ongoing opportunities to stay up to date with their child's individual progress and the school community. Here are several ways parents stay in touch with their child's progress:

Parent Education Nights explain the scope and sequence or "How your child moves through the Montessori Curriculum."

Parent Information Envelopes ("PIE") are sent home with your child every Wednesday and may include school or class announcements and specific requests. The PIE is also supplemented with the weekly school email communication.

Monthly Newsletters give you periodic highlights of what is happening in the classes in each subject area.

Classroom Observations are scheduled throughout the year, preceding Parent/Teacher conferences. This is an opportunity for you to observe your child in class and to find out what it is like in a Montessori classroom environment.

Parent – Teacher Conferences are the scheduled times when we go over the details of your child's progress that semester.

Parent & Child Night is held once a year in your child's classroom. This is an opportunity for your child to show you how they learn through the use of the hands-on Montessori materials in the classroom.

6.4 DECISION MAKING

The classroom environment offers a level of freedom. This has many purposes. The untrained eye could therefore mistakenly interpret the Montessori Method as a "laissez fair" method. However, the freedom offered always has built-in boundaries. It reflects real life, in which we can make our own decisions, as long as it does not put others at a disadvantage.

In the Montessori school, the educational environment simulates real life. We are preparing children for the world, and there is not always someone who tells you what to do, how to do it, when to do it and with whom! So let's practice in a safe environment!

The classroom offers materials, activities and lessons related to the development of all characteristics of that age range. It is what we call a prepared, well thought-through environment for a specific level of development. Within this, children have a certain freedom to choose what they do, with whom, and for how long they do it. At the same time, boundaries are set in terms

of the variety of work and that the work is done in a productive manner which is not disruptive to other's work. As they go along during the day several decisions and choices need to be made. Problem solving and decision-making processes are made in the neo cortex part of the brain. This is the area where logical thinking evolves. It involves both the left and right side of the brain. The left side is responsible for analysis and synthesis and the right side housing the creative processes. Allowing stimulation to both sides of the brain from an early age, stimulates higher brain functioning and integration of the two sides.

The development of logical thinking requires a lot of experiences and practice. Together with the emotional awareness of having a level of control in one's own life gives the development a great boost!

6.5 COLLABORATIVE ABILITY AND CONSULTATION

Effective instruction and development of cognitive / academic skills socialization and development of life competencies

The Montessori Method is characterized by providing a prepared environment: tidy, pleasing in appearance, simple and real, where each element exists for a reason in order to help in the development of the child. A Montessori classroom integrates children of mixed ages that are grouped in periods of 3 years. This promotes socialization, respect and solidarity among them naturally.

The prepared environment offers the child opportunities to commit to interesting and freely chosen work, which brings out long periods of concentration that should not be interrupted. Freedom develops within clear limits, and this allows children to live in harmony with others in the small society they belong to in the classroom.

Children work with concrete materials that were scientifically designed, which provide them the keys to explore our world and develop basic cognitive abilities. The materials are designed to allow the child to recognize the error by him/herself and become responsible for his/her own learning.

The adult is an observer and a guide: he/she helps and stimulates the child with all his/her effort. This allows children to act, want and think by themselves, and helps them to develop confidence and inner discipline.

The Montessori education covers all periods in education, from birth to 18 years old, providing an integrated curriculum.

6.8 STUDENTS DIVERSITY IN SCHOOL LEARNING

Multi-Age Classes

Multi-age classes are a beginning. Most Montessori classes have three ages or grades grouped together within an environment that contains activities and materials that will meet the needs of the youngest to the oldest (Six to nine-year-olds are together in one class, nine to 12-year-olds in another, etc.). One-third of the class is new to the class each year; one-third has had a year's experience and the third-year students are experienced veterans. This age range automatically creates a diverse community since different ages, ability levels and years of experience are always present. Older more experienced students have the opportunity to assist and mentor younger students. Younger students learn from their older, more experienced classmates. Everyone is more comfortable with being who they are, since it is clear everyone is different. When students stay in the class for three years, they also have the experience of growing into their leadership roles and recognize that they are on a journey, as is everyone else; there is no status quo.

How Montessori Students Are Taught and Encouraged to Learn Diversity in the Classroom

Learning in a Montessori class occurs by individual students or small groups using materials that allow them to work independently of the teacher. The exercises are chosen not only for curriculum reasons but for their ability to engage the students. Students may choose what to work on at any given time (within reason) and are therefore more likely to become engaged in that activity (to be in "flow," to reference Dr. Csikszentmihalyi). Since they work independently of the teacher, there is a great diversity of work going on at any one time.

The teacher guides a student's work by giving presentations that demonstrate how to use the activities. The student's learning takes place by doing the activity and the teacher assesses the work by observing the student's activity. Students naturally choose work that meets their individual ability level and their human desire to be challenged. Thus, a broad spectrum of academic abilities can be taught together in the same class, from the academically gifted to those with significant learning challenges. The broad range of activities that take place increase each student's experience of, and respect for, diversity.

Exploring Diversity by Focusing on the Whole World

The elementary Montessori curriculum also supports an understanding of the diversity of the world, both natural and human. Instead of beginning with a particular case, such as a student's hometown, the curriculum builds on elementary students' natural imaginative powers and begins with stories that explore how our world and its diversity have developed and are continuing to develop. These stories create a framework of information onto which students add further, more detailed information garnered from more specific lessons and from their own individual explorations and research.

Students explore the diversity of the physical world through the story of the development of the universe leading to studies of galaxies, stars, our solar system and finally our planet Earth. This leads to explorations of the work of heat, wind, water, etc. in creating the diversity of environments on the earth. Students study the story of the development of life on the Earth through geologic timelines which lead to an understanding of the diversity of life on Earth. Thus introduced to the five kingdoms of living organisms, they can explore the development of the internal systems of respiration, reproduction, etc. Students study the development of human life, from early humans through the great civilizations to the cultures that populate our world today. They use an exercise called the "Fundamental Needs of Humans," which identifies our physical and spiritual needs, as a lens to look at different cultures. This leads to an understanding that the great diversity of human experience and expression has a common origin: our human needs.

Discovering the Roots of Diversity in a Montessori Curriculum

This type of curriculum, one that begins with the overall picture and delves down into the details, helps students understand that diversity underpins our existence. To truly respect and value diversity, students must not only explore it through their academic studies but live with it in their everyday, classroom social interactions. Students who live with diversity are better able to see themselves as an acceptable part of that diversity, and are likely to be intrigued rather than threatened by that which they do not yet understand.

6.9 ORGANIZATIONAL CLIMATE HOME

1. Freedom

Montessori believed that a child must be free to explore and follow his own natural impulses, thus developing his potential and increasing his knowledge of the world around him. Within the prepared environment, the child must experience freedom of movement, freedom of

exploration, freedom to interact socially, and freedom from interference from others. This freedom ultimately leads to a greater freedom: freedom of choice.

2. Structure and Order

While Structure and Order seem counter-intuitive to the aforementioned freedom, nothing could be further from the truth. Structure and Order in the Montessori classroom accurately reflect the sense of structure and order in the universe. By using the Montessori classroom environment as a microcosm of the universe, the child begins to internalize the order surrounding him, thus making sense of the world in which he lives.

Montessori stated that there is a sensitive period for order which occurs between the ages of one and three years of age. This is when the child begins to draw conclusions of the world around him. If there is not order to his environment, the child's sense of reason may be off since he will not be able to validate his findings.

This is not to say that routines or classroom set-up or ways of doing things can't change. However, it does mean that change should be carefully considered. Is this change for the good of the children? If so, it should be done carefully and its after-effects should be observed to ensure that it is of benefit to the children.

3. Beauty

Montessori environments should be beautiful. Whether your school is in an old Victorian mansion or in a strip-mall or in the living room of your home, the environment should suggest a simple harmony. Uncluttered and well-maintained, the environment should reflect peace and tranquility. The environment should invite the learner to come in and work. This atmosphere is easily seen by the attitude of those working there, both child and adult.

4. Nature and Reality

Montessori had a deep respect and reverence for nature. She believed that we should use nature to inspire children. She continually suggested that Montessori teachers take the children out into nature, rather than keeping them confined in the classroom. This is why natural materials are preferred in the prepared environment. Real wood, reeds, bamboo, metal, cotton, and glass are preferred to synthetics or plastics.

It is here where child-size real objects come into play. Furniture should be child-size so the child is not dependent on the adult for his movement. Rakes, hoes, pitchers, tongs, shovels should all fit children's hands and height so that the work is made easier, thus ensuring proper use and completion of the work without frustration.

5. Social Environment

Where there is freedom to interact, children learn to encourage and develop a sense of compassion and empathy for others. As children develop, they become more socially aware, preparing to work and play in groups. This social interaction is supported throughout the environment and is encouraged with the nature of multi-age classroom settings.

6. Intellectual Environment

If the above aspects are not recognized, the intellectual environment will not reach its purpose. The purpose of the Montessori environment is to develop the whole personality of the child, not merely his intellect. By guiding the child through the five areas of the Montessori curriculum (Practical Life, Sensorial, Language, Mathematics, and Cultural subjects), the child has the structure which is at the forefront of the creative work in a Montessori classroom.

A lot of time and effort is involved in creating a prepared Montessori classroom that is designed to meet the individual needs of all children. Through developmentally appropriate,

sensorial material that moves hierarchically from simple to complex and concrete to abstract, children are given the freedom to fully develop their unique potential through a carefully prepared learning environment.

6.10 SCHOOL AND COMMUNITY COLLABORATION RESEARCH AND PROGRAMMER EVALUATION

Evaluations of Montessori education

There are few peer-reviewed evaluations of Montessori education, and the majority have been carried out in the USA. Some have evaluated children's outcomes while those children were in Montessori settings, and others have evaluated Montessori-educated children after a period of subsequent conventional schooling. As a whole this body of research suffers from several methodological limitations. Firstly, few studies are longitudinal in design. Secondly, there are no good quality randomized control trials; most researchers have instead tried to match participants in Montessori and comparison groups on as many likely confounding variables as possible. Thirdly, if children in the Montessori group do score higher than those in the non-Montessori group on a particular outcome measure, then assuming that that effect can be attributed to being in a Montessori classroom, what exactly is it about Montessori education that has caused the effect? Montessori education is a complex package—how can the specific elements which might be causing the effect be isolated? At a very basic level—and drawing on two of the main aspects of Montessori education outlined above—is the effect due to the learning materials or to the self-directed way in which children engage with them (and can the two be separated)? Fourthly, there are presumably differences between Montessori schools (including the way in which the method is implemented) that might influence children's outcomes, but studies rarely include more than one Montessori school, and sometimes not more than one Montessori class.

Fifthly, and relatedly, there is the issue of 'treatment fidelity'—what counts as a Montessori classroom? Not all schools that call themselves 'Montessori' adhere strictly to Montessori principles, have trained Montessori teachers, or are accredited by a professional organization. A sixth, and again related, point is that children's experiences in Montessori education will vary in terms of the length of time they spend in Montessori education, and the age at which they attend. Finally, the numbers of children participating in studies are usually small and quite narrow in terms of their demographics, making generalization of any results

problematic. These methodological issues are not limited to evaluations of Montessori education, of course—they are relevant to much of educational research.

Of these, the lack of randomized control trials is particularly notable given the recognition of their importance in education. Parents choose their child's school for a host of different reasons, and randomization is important in the context of Montessori education because parents who choose a non-conventional school for their child might be different in relevant ways from parents who do not, for example in their views on child-rearing and aspirations for their child's future. This means that if a study finds a benefit for Montessori education over conventional education this might reflect a parent effect rather than a school effect. Furthermore, randomization also controls for socio-economic status (SES). Montessori schools are often fee-paying, which means that pupils are likely to come from higher SES families; children from higher SES families are likely to do better in a variety of educational contexts. A recent report found that even public (i.e., non-fee-paying) Montessori schools in the USA are not representative of the racial and socioeconomic diversity of the neighborhoods they serve. However, random assignment of children to Montessori versus non-Montessori schools for the purposes of a randomized control trial would be very difficult to achieve because it would take away parental choice.

6.11 LEGAL AND ETHICAL PRACTICE IN PROFESSIONAL ACTIVITIES AND DEVELOPMENT

1. Montessori is a time-honored method

If you're reading this article, you might have experienced the fact that often schools will jump from one trend of teaching to another. As something new comes out, so a curriculum changes, moving onto the next big thing. Schools spend thousands of dollars on new programs and then years later, there's something better out there.

The beauty of Montessori is that the principles of teaching, the philosophy and the tools have been around for centuries and haven't changed. There has got to be a good reason for that, as clearly its working. The philosophy that Maria Montessori developed many years ago still works for our kids today.

2. Montessori fosters independence

This is a really big part of the Montessori environment. Absolutely everything you come across in a Montessori classroom is all about raising independent kids. Everything is prepared to

allow kids to be able to do things for themselves, instead of letting an adult do it for them. If you enter the classroom, don't be surprised if you see a 3 year old mopping up a mess on the floor, or washing dishes at the sink. Everything is at the height of the child so that they're able to perform these everyday tasks.

What's amazing about why Montessori education works is that you can see the pride beaming from little faces everywhere, proud of their achievements, and knowing that they've done stuff for themselves?

All the materials are created to be self-correcting so that students can actually see their own mistakes without an adult telling them that. They then have the power to ask for help when they need it. This is an important life lesson for kids, as they learn to ask for help when they need it as opposed to an adult pointing out a problem and helping them with it anyway. What a brilliant way to foster independence in our eyes. Kids start to realize that they have the intelligence and the ability to do things for themselves, which is not only empowering but it gives their confidence a massive boost too.

3. Montessori helps children to understand the "Why" not just the "How"

Often in traditional schools kids are taught to memorize and rote learning is practiced all the time. There is often not the element of the 'how' and 'why' taught. If kids understand the how and why they are more likely to succeed as they understand what is going on. Montessori allows children to understand the how and the why with materials. Students can actually see a division problem occur as he or she divides each place value. They also have the ability to practice it over and over with the materials until it makes sense to them.

4. Montessori is designed for individualized learning

One of the best reasons why Montessori education works is that it's completely individualized. As parents you never have to worry that your child is bored or frustrated. You can rest easy knowing that they're getting exactly what they need, when they need it. In order for the teachers to teach on an individual level they observe, mentor, mold and guide the child to their full potential.

5. Montessori learning is really fun

What really makes learning fun? Staring at worksheets that need to be completed? No, and that's unlikely to inspire your child to want to learn more. However, Montessori provides

'experiences' to learn from…for example going outside and learning about botany by looking at a leaf or even dressing up as a favorite historical figure if far more exciting that looking at that black and white piece of paper. The reason why Montessori education works is that they learn from the world around them by doing and experiencing new things. It makes learning more relevant and engaging.Montessori prepares your kids to be global citizens, responsibility, compassion for others as well as self-motivation.

6. Montessori encourages cooperative play

The teacher doesn't actually 'run' the classroom per se, but students guide the activities that they will do throughout the day. It encourages kids to share and work cooperatively when they are exploring the various stations in the Montessori classroom. Children in Montessori classrooms, by the very nature of the environment, learn to respect one another and build a sense of community.

7. Montessori learning is child-centered

Montessori preschool students enjoy a classroom and curriculum designed around their specific needs and abilities. It allows them to explore and learn at their own pace and on their own terms. Everything in the classroom is within reach of the child, and furniture is sized for children to sit comfortably. In addition, older children in the class work with the younger ones, so mentoring comes as much from peers as it does from the adult teachers in the classroom.

8. Montessori children learn self-discipline naturally

While the Montessori Method allows children to choose the activities they want to work on each day, and how long they will work at a specific task, there are specific 'ground rules' for the class that are consistently enforced by the teacher and other students. By approaching learning in this environment, naturally teaches children self-discipline, concentration skills, self-control and motivation too.

9. The Montessori classroom environment teaches order

All objects and activities are very specifically arranged in the classroom environment. When kids have finished with an activity they have to put the items back where they found them. This creates a sense of order which facilitates that learning process and teaches self-discipline. Children also thrive in an orderly environment and when they work and play in a place that is neat and predictable their creativity is unleashed and they can fully focus on learning.

10. The Montessori curriculum is focused on hands-on learning

One of the greatest reasons why Montessori education works are due to the focus on hands-on learning. The emphasis is on concrete, rather than abstract learning, as students work on activities that teach language, math, culture and practical life lessons.

6.12 LET US SUM UP

All children and youth can face problems from time to time related to learning; social relationships; making difficult decisions; or managing emotions such as feeling depressed, anxious, worried, or isolated. School psychologists help students, families, educators, and members of the community understand and resolve both long-term, chronic problems and short-term issues that students may face. They are a highly skilled and ready resource in the effort to ensure that all children and youth thrive in school, at home, and in life.

6.13 UNIT-END EXERCISES

1. Discuss about the Interpersonal communication.
2. Describe the Collaborative ability and consultation
3. Explain the Students diversity in school learning
4. Discuss the School and community collaboration research and programme evaluation

6.14 SUGGESTED READINGS

1. Carson, R.C., Butcher, J.N., &Mineka, S. (2007). *Abnormal Psychology and Modern Life* (11th Ed). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

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4. Hegarty Seamus &MithuAlur, (2002). *Education and Children with Special Needs.* Sage, London.

5. Judith Winter, (2006). Breakthrough Parenting for Children with Special Needs. Library of Congress Cataloguing. San Francisco, USA.