



The Halton Resource Connection

# SOCIAL & EMOTIONAL DEVELOPMENT IN MONTESSORI ENVIRONMENTS

## INFORMATION AND INSPIRATION

“The child should love everything that he learns, for his mental and emotional growths are linked. Whatever is presented to him must be made beautiful and clear, striking his imagination. Once this love has been kindled, all problems confronting the educationalist will disappear. ”

Maria Montessori, *To Educate the Human Potential*, p. 25



### Reflect:



How do I support children find a sense of belonging and significance in their classroom community? How am I building strong connections with children?



How do I foster the foundations of self-determination for children? Including;

Autonomy: the sense of control over one's life

Competence: the ability to effectively deal with one's environment

Relatedness: the ability to establish close relationships with others



How do I incorporate Grace and Courtesy lessons to lay the foundation for a successful year?



How do I support the children to extend Grace and Courtesy lessons beyond the classroom, to outdoor play, and most importantly, the home?



How am I supporting the children with vocabulary, actions and steps required to build their awareness and responsiveness of those around them?



How do I alert children of upcoming transitions and provide processing time?

Verbal warnings

Visual cues: Rain stick/sand timer, timer, visual schedules



### Consider:



Modelling expressing and acknowledging your emotions and emotions of children.



Encouraging children to express themselves in a variety of forms; art, singing, social/informal conversation, dancing, etc.



Providing opportunities to resolve conflicts and practice problem-solving skills in the class;

- Peace Table, problem-solving cue cards, "I statements", etc.



The readiness of children when introducing new concepts or material.





## Think About:



### "Behaviour is a form of communication".

What do children communicate through their behaviour? What are the roots of behaviour in children?



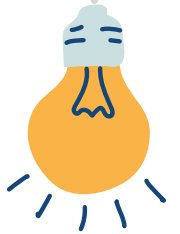
What spaces have you purposely set up to support children in practicing self-regulation skills?

- Cozy area away from active areas with soft furnishing
- Books area for quiet reading
- Individual work stations (table)
- Easel for individual free expression



Possible stressors in the environment;

- Too many/too long transitions
- Lack of personal space
- Difficult or not age-appropriate tasks
- Understanding instructions
- Lack of processing time
- Peer pressure and children's self-esteem



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"IT IS INTERESTING TO SEE HOW LITTLE BY LITTLE,  
THESE [CHILDREN] BECOME AWARE OF FORMING A  
COMMUNITY WHICH BEHAVES AS SUCH...ONCE THEY  
HAVE REACHED THIS LEVEL, THE CHILDREN NO  
LONGER ACT THOUGHTLESSLY, BUT PUT THE GROUP  
FIRST AND TRY TO SUCCEED FOR ITS BENEFIT."  
DR. MARIA MONTESSORI

## ADDITIONAL RESOURCES

[Transitions: Information and Inspiration Sheet](#)

[Visuals: Information and Inspiration Sheet](#)



info@thrc.ca



905-875-4600 ext. 101