

A Review of the Literature, 2010–2013

By Janet Bagby, PhD, Kevin Wells, Kara Edmondson, and LaNette Thompson

This annotated bibliography is the third in a series published in *Montessori Life*, with the first bibliography reviewing articles published during the 10-year time span of 1996–2006 (Bagby, 2007) and the second one covering the years 2007–2009 (Bagby & Jones, 2010). As with the previous two bibliographies, articles published in non-Montessori professional periodicals that included information about Maria Montessori and/or the Montessori Method are included. While conducting the current search, we discovered nine articles published in 2009 that were not annotated in the previous review. Those articles are included in this review, along with those published within the last 4 years.

There are 83 articles in this review, a significant increase over previous reviews, which suggests a growing interest in Montessori in the United States and internationally. By comparison, the 1996–2006 bibliography reviewed 54 articles, and the 2007–2009 bibliography reviewed 37 articles. As with the previous reviews, nearly half of the current articles were published in educational periodicals. The remaining articles appeared in publications representing a variety of disciplines. Most noteworthy is the continuing research on the use of Montessori-based interventions with individuals with dementia.

Adair, J. K., & Bhaskaran, L. (2010). *Practices from an urban preschool in Bangalore, India.* *Young Children, 65(6)* 48–55.

These authors described three specific Indian cultural practices and how they were incorporated within a Montessori classroom in Bangalore, India. Guided meditation, decorating with *rangoli*, and eating on the floor were examined within the cultural context of everyday life in India and were considered practices that could help children in United States Montessori classrooms expand their worldviews.

Bagby, J., Barnard-Brak, L., Sulak, T., Jones, N., & Walter, M. (2012). *The effects of environment on children's executive function: A study of three*

private schools. *Journal of Research in Childhood Education, 26(4)*, 418–426.

This research examined the executive function of 112 fourth- through sixth-grade students at three types of private schools: Catholic, classical, and Montessori. Parents and teachers completed a BRIEF (Behavioral Rating Inventory of Executive Function) on each of the students. Contrary to prior research, in this study, parents ranked their children higher in executive function than their teachers did. Parents ranked their students the same regardless of school environment, while classical teachers ranked the executive function of their students lower than teachers from Montessori and Catholic schools.

Beal, H. K. O., & Hendry, P. M. (2012). *The ironies of school choice: Empowering parents and reconceptualizing public education.* *American Journal of Education, 118(4)*, 521–550.

This study addressed the issue of market-driven public schools and the market-driven consumer choices public schools provide parents. Through the experiences of parents faced with these choices, the authors shed light on the complex and contradictory ways that public school choice both empowers and disempowers parents.

Beatty, B. (2011). *The dilemma of scripted instruction: Comparing teacher autonomy, fidelity, and resistance in the Froebelian kindergarten, Montessori, Direct Instruction, and Success for All.* *Teachers College Record, 113(3)*, 395–430.

This research study examined the use of scripted instruction within classical pedagogy, such as the methods of Froebel and Montessori, as well as within modern pedagogy, such as Direct Instruction and Success for All. The author examined the attitudes of the teachers as well as their departures from scripts in their practice.

Belliveau, G. (2012). *Shakespeare and literacy: A case study in a primary classroom.* *Journal of Social Sciences, 8(2)*, 170–176.

This qualitative study followed a class of 22 children in a multiage Montessori classroom to determine how specific strategies fostered an appreciation and understanding of a Shakespearean play. The author iden-

tified five literacy-based strategies that were most effective in achieving the desired learning outcome.

Besançon, M., Lubart, T., & Barbot, B. (2013). *Creative giftedness and educational opportunities. Educational & Child Psychology, 30(2)*, 79–88.

Using the Torrance Tests of Creative Thinking, 80 French elementary students (40 attending a Montessori school and 40 attending a traditional school) were compared longitudinally on a set of creativity tasks. Montessori students scored higher on the creative measurements, suggesting that the environmental context influences the students' creative potential.



Bunche Montessori Early Childhood Center

Biswas, P. (2013). *Peace education and globalization in the present era. Golden Research Thoughts, 2(7)*, 1–5.

Biswas listed Maria Montessori as one of the educators whose work was foundational to the field of peace education. Peace education is a multicultural and interdisciplinary approach to global human advancement through educating children to appreciate not only the absence of violence but also the positive aspects of peace.

Brehony, K. J. (2009). *Transforming theories of childhood and early child-*

hood education: Child study and the empirical assault on Froebelian rationalism. Paedagogica Historica, 45(4), 585–604.

Using a historical lens, Brehony examined the philosophical perspectives of early childhood education. Focusing primarily on the work of Froebel, he also described the influence of G. Stanley Hall and Maria Montessori on the child education movement.

Brenner, T., & Brenner, K. (2012). *The Montessori Method in dementia care. Journal of Dementia Care, 20(4)*, 18–19.

This brief article described the authors' work in designing an effective care approach for people living with dementia. Montessori for Dementia Care combines the Montessori Method with the gerontology practice of person-centered care to create a stimulating environment.

Broome, J. P., & Preston-Grimes, P. (2011). *Open for business: Learning economics through social interaction in a student-operated store. The Journal of Social Studies Research, 35(1)*, 39–55.

Economic education is the topic of this qualitative study. The authors examined a student-run school store at a Montessori middle school to investigate how student social interactions demonstrate economic content knowledge and skills as well as how students' business roles develop their understanding of economic principles. This study can provide a model for learning economics concepts through a student-run enterprise.

Brunold-Conesa, C. (2010). *International education: The International Baccalaureate, Montessori, and global citizenship. Journal of Research in International Education, 9(3)*, 259–272.

This study compared and contrasted the International Baccalaureate Diploma Program (IBDP) with Montessori secondary programs within the context of

global citizenship. The author highlighted the success of the IBDP and its strong relationship with universities as well as the relative lack of success of Montessori secondary schools, positing possible lines of future research.

Byun, W., Blair, S. N., & Pate, R. R. (2013). *Objectively measured sedentary behavior in preschool children: Comparison between Montessori and traditional preschools. International Journal of Behavioral Nutrition and Physical Activity, 10(2)*, 1–7.

This study measured the levels of sedentary behavior of 4-year-olds attending nine Montessori and eight traditional preschools. The children wore ActiGraph accelerometers to record their sedentary behavior during the total school day. Results indicated that the sedentary levels for the Montessori children were significantly lower than for those attending traditional preschools.

Camp, C. J., & Lee, M. M. (2011). *Montessori-based activities as a transgenerational interface for persons with dementia and preschool children. Journal of Intergenerational Relationships, 9(4)*, 366–373.

Camp and Lee reviewed previous studies involving persons with dementia interacting with preschool children using Montessori-based activities. The results of previous research indicate that there is a wide range of benefits for both adults and children involved in these studies. These benefits include reduction in apathy in older adults, increased constructive engagement, increased positive affect in older adults, increased self-engagement, and increased passive engagement.

Chia, N. K. H., & Kee, N. K. N. (2013). *Gender differences in the reading process of six-year-olds in Singapore. Early Child Development and Care, 183(10)*, 1432–1448.

Sixty-five children from three Montessori private schools in Singapore participated in this study to analyze gender differences in varying aspects of the reading process. Results showed no statistically significant differences in areas such as reading fluency or vocabulary but did show a gender difference in reading comprehension.

Cook, P. R. (2009). *Differentiating language arts in Belize. Forum on Public Policy, 5(1), 1–14.*

In this ethnographic study, Cook implemented nontraditional methodologies that included Montessori and Reggio Emilia within a Belizean orphanage with the belief that this high-need population would benefit from a curricula that reflected social-constructivist theory. Results pointed to the need to engage children in activities that interest them.

Copeland, K. A., Sherman, S. N., Kendeigh, C. A., Kalkwarf, H. J., & Saelens, B. E. (2012). *Societal values and policies may curtail preschool children's physical activity in child care centers. Pediatrics, 129(2), 265–274.*

This qualitative research examined possible barriers to children's physical activity in child-care centers. Forty-nine child-care providers from 34 centers, including inner-city, subur-

ban, Montessori, and Head Start, were interviewed. The authors found that there were three main barriers to children's physical activity in child care: injury concerns, financial concerns, and a focus on academics.

Copeland, K. A., Sherman, S. N., Kendeigh, C. A., Saelens, B. E., & Kalkwarf, H. J. (2009). *Flip-flops, dress clothes, and no coat: Clothing barriers to children's physical activity in child-care centers identified from a qualitative study. The International Journal of Behavioral Nutrition and Physical Activity, 6(74), 1–15.*

Child-care providers from inner-city, suburban, Head Start, and Montessori programs in Cincinnati, OH, participated in focus groups to examine why physical activity levels vary across early childhood environments. Results indicated that children's inappropriate clothing can provide challenges to outdoor play and that the clothing choices for the children can be a source of conflict between the child-care providers and the parents.

Cossentino, J. (2009). *Culture, craft & coherence: The unexpected vitality of Montessori teacher training. Journal of Teacher Education, 60(5), 520–527.*

Drawing on ethnographic studies of Montessori teacher education and mainstream teacher education research, Cossentino examined key concepts related to teacher education. She argued that the uniqueness of Montessori teacher education occurs in the details of learning and teaching, specifically that the *hows* of practice are an integral part of the *whys* of practice.

Dahari, Z. B. & Ya, M. S. (2011). *Factors that influence parents' choice of preschool education in Malaysia: An exploratory study. International Journal of Business and Social Science, 2(15), 115–128.*

This study examined a variety of factors to determine which contributed most to parents' choice of preschools in Malaysia. The authors defined the types of preschools available in Malaysia, including Montessori, and described the roles and contributions of preschools in general. Among the factors the authors considered were educational philosophy, curriculum, branding, religious values, quality, facilities, and cleanliness.

DeJarnatt, S. (2012). *Follow the money: Charter schools and financial accountability. The Urban Lawyer, 44(1), 37–83.*

According to DeJarnett, private schools compete with public schools for public funds. How public money was spent by private charter schools, including the Philadelphia Montessori Charter School, was reviewed.

Diamond, A. (2012). *Activities and programs that improve children's executive functions. Association for Psychological Science, 21(5), 335–341.*

Diamond cited key research evidence on the improvement of children's executive functions (EFs) through activities and practice. She presented two school curricula that have been empirically shown to improve EFs: Montessori and Tools of the Mind. Evidence indicates that children with poorer EFs benefit more from training and that the training could help them catch up with their peers.

DiCarlo, C. F., Pierce, S. H., Baumgartner, J., Harris, M. E., & Ota, C. (2012). *Whole-group instruction practices and children's attention: A preliminary report. Journal of Research in Childhood Education, 26(2), 154–168.*

This research examined the relationship between children's attentiveness and teachers' use of whole-group instructional practices. Also developed was a typology of recommended teacher practices. There were seven practices that were positive predictors of chil-



Brett Henderson

Montessori Children's House

dren's attention, one of which was modeling materials during whole-group instruction, the importance of which was stressed by both Piaget and Montessori.

Dodd-Nufrio, A. T. (2011). *Reggio Emilia, Maria Montessori, and John Dewey: Dispelling teachers' misconceptions and understanding theoretical foundations*. *Early Childhood Education Journal*, 39(4), 235–237.

Preservice teachers' misconceptions about the connection between Maria Montessori and the preschools of Reggio Emilia were presented. The author argued that while there are similarities in methods, due to their shared Italian cultural heritage, the pedagogical and philosophical foundations of Reggio Emilia are not well understood. The author also examined the influence of John Dewey upon Reggio Emilia.

Duke, D., & Salmonowicz, M. (2010). *Key decisions of a first-year "turn-around" principal*. *Educational Management Administration & Leadership*, 38(1), 33–58.

This article examined the decisions made by a turnaround specialist during her first year as principal of a low-performing urban elementary school. After a thorough review of those decisions, the authors raised several questions including whether the Montessori program was abandoned too quickly and without proper review.

Engel, L. H. (2013). *The democratic school and the pedagogy of Janusz Korczak: A model of early-twentieth-century reform in modern Israel*. *International Journal of Progressive Education*, 9(1), 119–132.

This author provided the history and pedagogy of Janusz Korczak, a Polish educator in the early 1900s. His work is compared and contrasted with Maria Montessori, Homer Lane, A. S. Neill, and Anton Makarenko,

innovative educators who were Korczak's contemporaries.

Eschenbach, S. (2010). *From inspired teaching to effective knowledge work and back again*. *Management Decision*, 48(4), 475–484.

This study examined the teaching practices of Eugenie Schwarzwald at her school and the role these practices played in the principles developed by Peter Drucker, the Austrian-born management consultant, educator, and author. Eschenbach compared Schwarzwald's philosophies and practices with those of Maria Montessori.

Freeman, O. (2009). "The Coke side of life": An exploration of preschoolers' constructions of product and selves through talk-in-interaction around Coca-Cola. *Young Consumers*, 10(4), 314–328.

This study analyzed preschoolers' conversations about Coca-Cola. The 14 focus groups were comprised of preschoolers aged 2 to 5 years who were attending private Montessori schools and community-based preschools in Dublin, Ireland. The findings indicated that the preschool-aged children were competent in understanding product meanings from a consumer perspective.

Giroux, D., Robichaud, L., & Paradis, M. (2010). *Using the Montessori approach for a clientele with cognitive impairments: A quasi-experimental study design*. *International Journal of Aging and Human Development*, 71(1), 23–41.

This quasi-experimental study supported previous research that has shown that Montessori-based activities can have a positive impact on the basic psychological needs of dementia patients. The authors examined 14 individuals with dementia during various activities to show that there were indeed positive effects of Montessori-based activities on quality of life.

Gureckis, T. M., & Markant, D. B. (2012). *Self-directed learning: A cognitive and computational perspective*. *Perspectives on Psychological Science*, 7(5), 464–481.

Using both a computational and cognitive perspective, this study examined the advantages of active learning, the idea that people learn better when that learning is self-directed. Montessori's advocacy of active information acquisition is mentioned as well as the idea that self-directed learning is a motivating force and not just a pedagogical tool.

Hazel, C. E., & Allen, W. B. (2013). *Creating inclusive communities through pedagogy at three elementary schools*. *School Effectiveness and School Improvement*, 24(3), 336–356.

Hazel and Allen examined how pedagogy-driven schools create inclusive communities. They performed open-ended interviews with members of Core Knowledge, experiential, and Montessori schools. They reported that three themes emerged: community and culture, structure, and responsibility and expectations. The authors noted that each school's pedagogy was built on academic education, affective education, and individualization of instruction.

Holland, K. E. (2011). *Learning from students, learning from music: Cognitive development in early childhood reflected through musical-perceptual tasks*. *Visions of Research in Music Education*, 17(1), 1–21.

This qualitative study, conducted at the school where the author is a music teacher, used Montessori bells to investigate children's perceptions of melodic construction. Drawing from Jeanne Bamberger's musical-perceptual tasks, the author examined cognitive development in nonmusical domains.

Hyde, B. (2011). **Montessori and Jerome W. Berryman: Work, play, religious education, and the art of using the Christian language system.** *British Journal of Religious Education*, 33(3), 341–353.

While examining the thinking and writing of Jerome Berryman, Hyde uncovered differences between Berryman and the Montessori Method. He argued that where Montessori focused on work rather than play, Berryman focused on play rather than work.

Ireland, J. E., Watters, J. J., Brownlee, J., & Lupton, M. (2012). **Elementary teacher's conceptions of inquiry teaching: Messages for teacher development.** *Journal of Science Teacher Education*, 23(2), 159–175.

Using interview data from 20 elementary school teachers, these authors explored the use of inquiry-based learning, a Montessori concept where students learn in their own way by drawing on direct experiences fostered by the teacher. The researchers concluded that the teachers transitioned from focusing on how they taught to focusing on how their students learned.

Jacobs, L., & Dinoff, B. (2012). **War-related somatoform disorder in an older adult veteran.** *Clinical Case Studies*, 11(5), 376–392.

This single-subject case study described a veteran of World War II suffering from psychosomatic symptoms, dementia, and a war-related fear of dying. The authors instituted a step-wise intervention to identify a treatment plan. In the final phase of the plan, Montessori-based interventions were used to minimize dementia-related distress and war-related somatization.

Jarrott, S. E., & Gigliotti, C. M. (2010). **Comparing responses to horticultural-based and traditional activities in dementia-care programs.** *American*

Journal of Alzheimer's Disease and Other Dementias, 25(8), 657–665.

This study demonstrated that the use of a horticulture-based activity program can successfully engage persons with dementia in meaningful activities. Montessori-based activities have been shown to provide more constructive engagement and pleasure during meaningful activities, increasing the patient's sense of well-being.

Kai, K. (2009). **The modification and adaptation of Montessori education in Japan.** *The International Journal of Learning*, 16(7), 667–676.

This conceptual article discussed the influence of Froebel's and Montessori's theories on educational practices in Japan, particularly in the field of early childhood education. Beginning with the 1800s, the Japanese educational system was examined through a historical lens. The authors concluded that the Montessori movement in Japan must continue to adapt to a changing culture in much the same way the movement has adapted in the United States.

Kayili, G., & Ari, R. (2011). **Examination of the effects of the Montessori Method on preschool children's readiness to primary education.** *Educational Sciences: Theory and Practice*, 11(4), 2104–2109.

Kayili and Ari investigated the effectiveness of the Montessori Method for improving preschool children's readiness for primary education. Using assessment instruments including the Metropolitan Readiness Test and the Kindergarten Behavior Scale, the results indicated that the Montessori Method is more efficient in preparing preschool children for primary school than traditional education programs.

Koh, J. H. L., & Frick, T. W. (2010). **Implementing autonomy support: Insights from a Montessori classroom.**

International Journal of Education, 2(2), 1–15.

This case study research examined how autonomy supportive classrooms were implemented within an upper-elementary Montessori classroom. The authors found that the Montessori philosophy of student autonomy guided how teachers applied strategies to the learning environment and how they developed guidelines to help teachers integrate the idea of autonomy support into their classrooms.

Li, H., Wang, C., Wong, J. (2011). **Early childhood curriculum reform in China.** *Chinese Education and Society*, 44(6), 5–23.

The authors analyzed the implementation of Montessori, Reggio Emilia, and HighScope curricula in Chinese early childhood programs. They concluded that implementation of Western methods must be done in culturally, contextually, and linguistically appropriate ways.

Lillard, A. S. (2011). **Mindfulness practices in education: Montessori's approach.** *Mindfulness*, 2(2), 78–85.

Lillard presented the benefits of mindfulness training and compared this training to Montessori practices. She concluded that these similar practices may be responsible for executive function and socio-emotional benefits.



Cait Simmons

Inly School

Lillard, A. S. (2012). **Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs.** *Journal of School Psychology, 50*(3), 379–401.

Lillard examined whether high-fidelity, classical Montessori programs would outperform classrooms that mixed Montessori methods with conventional classroom activities. Results indicated that children enrolled in high-fidelity Montessori classrooms showed significantly greater gains on a variety of outcome measures, ranging from executive function to vocabulary.

Lillard, A. S. (2013). **Playful learning and Montessori education.** *American Journal of Play, 5*(2), 157–186.

This article addressed the contradiction that Maria Montessori believed in playful learning yet criticized fantasy play in her writings. Lillard also discussed current research indicating that high-fidelity Montessori programs support strong cognitive and social outcomes for students.

Lin, L. C., Huang, Y. J., Su, S. G., Watson, R., Tsai, B. W. J., & Wu, S. C. (2010). **Using spaced retrieval and Montessori-based activities in improving eating ability for residents with dementia.** *International Journal of Geriatric Psychiatry, 25*(10), 953–959.

Residents with dementia in Taiwan were placed in either a spaced retrieval memory training group, a Montessori-based activity group, or a control group to study the effects of training on eating ability. The intervention resulted in a decrease in eating difficulty for those who participated in the spaced retrieval and Montessori-based activities groups.

Lin, L., Huang, Y., Watson, R., Wu, S., & Lee, Y. (2011). **Using a Montessori method to increase eating ability for institutionalized residents with dementia: A crossover design.** *Journal of*

Clinical Nursing, 20(21), 3092–3101.

Twenty-nine residents of two dementia-care units in a Taiwanese long-term facility participated in this study. Based on the results, the researchers recommended training caregivers in Montessori-based intervention strategies as an evidence-based nursing practice. They concluded that these strategies not only assisted dementia patients with eating but also lessened a caregiver's workload and boosted morale.

Lindholm, C., & Wray, A. (2011). **Proverbs and formulaic sequences in the language of elderly people with dementia.** *Dementia, 10*(4), 603–623.

These Finnish researchers examined three people with dementia who struggled with completing proverbs in a game used to enhance memory and language skills. When questioning whether the proverb game was a good fit, the authors cited two earlier studies that effectively used a Montessori-inspired game, Memory Bingo, with dementia residents in a day-care setting.

Lockhorst, D., Wubbels, T., & Van Oers, B. (2010). **Educational dialogues and the fostering of pupils' independence: The practices of two teachers.** *Journal of Curriculum Studies, 42*(1), 99–121.

Montessori secondary school teachers in the Netherlands were the focus of this study. The authors investigated whether teachers fostered higher thinking skills and student independence through their teacher-student dialogues. Analyses of the teachers' dialogues indicated that the teachers appeared to work intuitively with the students through positive personal relationships but did not systematically encourage the students to use higher thinking skills.

Malik, A., Sarwar, M., & Khan, N. (2010). **Identification of the social development in early childhood in**

Pakistan. *Journal of College Teaching and Learning, 7*(6), 39–48.

These authors examined the social development of 120 children from ages 3 to 8 attending eight schools in Pakistan. The Montessori Method was identified as one of five types of early childhood education for the age range targeted by this study.

Mather, D. S. (2012). **Ipsilateral printing in children's mirror-writing: A cause of specific learning disabilities?** *Canadian Journal of Experimental Psychology/Revue Canadienne de Psychologie Expérimentale, 66*(3), 172–180.

Mather investigated children's writing in a public school that stressed printing, a Montessori school that stressed cursive, and a Waldorf school that delayed writing instruction. Though there were not specific differences in the prevalence of mirror-writing among schools, the authors noted that 39 percent of the children who printed letters correctly in a word written from left to right reversed the direction of their letters when asked to write the same words from right to left.

McNeil, N. M., & Uttal, D. H. (2009). **Rethinking the use of concrete materials in learning: Perspectives from development and education.** *Child Development Perspectives, 3*(3), 137–139.

These authors recommended a reexamination of the belief that teaching young children mathematics using concrete materials, as opposed to abstract means, is the preferred method of instruction. Montessori, Piaget, and Bruner are cited for their perspectives on the benefits of hands-on learning with tangible objects. McNeil and Uttal concluded that that students' understanding of new concepts can be enhanced with the use of concrete and abstract representations of math concepts.

Mebratu, B., & Ma, Y. (2011). *Anthropology and education business: Areas of application, approaches, and methodologies.* *International Journal of Business Anthropology*, 2(2), 102–116.

This study examined the influence of anthropology on educational studies, noting the contributions of Hewitt, Boaz, and Montessori. The authors described Maria Montessori as an educational anthropologist, citing as evidence her use of ethnographic methods to observe and explain children's behavior and her belief in the total interaction of children with their environments as the basis of learning.

Mocanu, M. (2012). *Humanistic methods in foreign language teaching.* *Euromentor Journal: Studies about Education*, 3(3), 71–79.

Mocanu reviewed methods used in foreign language teaching that take into account the learner as a complex human being with feelings, emotions, and personal relationships. One method, developed by Caleb Gattegno, was based on the Montessori principle of respecting the learner's autonomy.

Modic, M. B., Sauvey, R., Canfield, C., Kukla, A., Kaser, N., Modic, J., & Yager, C. (2013). *Building a novel inpatient diabetes management mentor program: A blueprint for success.* *The Diabetes Educator*, 39(3), 293–313.

This article discussed a training program instituted in a Midwestern care facility to train nurses in diabetic management care for their patients. The program uses Montessori methods to train nurses who are then given Montessori-inspired teaching tools to train their patients' families as well as their nursing peers.

Moghni, H., Zailani, S., & Fernando, Y. (2010). *Relationship between perceived Montessori characteristics and parents' satisfaction.* *European Journal of Social Science*, 16(3), 371–391.

This study examined Malaysian parents' satisfaction with Montessori kindergarten programs. One hundred and fifty parents from nine programs responded to the researchers' questionnaire. Results indicated a significant relationship between perceived Montessori characteristics and parents' satisfaction.

Nightingale, D. (2011). *Montessori success for people living with dementia.* *Journal of Dementia Care*, 19(2), 36–38.

Nightingale conducted a pilot study using specific Montessori activities to assist dementia patients in relearning eating skills. Six Montessori activities, such as picking up cotton balls with tongs and transferring them to muffin tins, were taught. The author reported positive transfer of the skills to improved dining experiences for the four participants.

Padilla, R. (2011). *Effectiveness of environment-based interventions for people with Alzheimer's disease and related dementias.* *AJOT: American Journal of Occupational Therapy*, 65(5), 514–522.

This article examined the use of environment-based interventions on people with Alzheimer's from an occupational therapy perspective. Various interventions were studied for efficacy including ambient music, aromatherapy, bright light therapy, visually complex environments, and Montessori-based programming. The author concluded that Montessori-based programming was beneficial in matching activities to the person's skill level.

Peterson, J. W. (2010). *Waldorf and Montessori combined: A new impulse in education.* *Encounter*, 23(3), 21–27.

Drawing on his experience with the Montessori and Waldorf models, Peterson conceptualized an educational system that combined the two approaches. He presented his perspec-

tive on the relative strengths and weaknesses of each and the merits of a merged approach.

Platz, D., & Arellano, J. (2011). *Time-tested early childhood theories and practices.* *Education*, 132(1), 54–63.

These authors reflected upon the foundational theories and practices in early childhood development that are still in use today. The authors gave special attention to theories and practice related to the nature of children, how children learn, curriculum, and instructional materials. Locke, Rousseau, Froebel, Dewey, and Montessori were among those individuals examined.

Raja, S., Breinlich, A., & Kallas, A. (2010). *Partnerships to promote healthy eating in school environments: Lessons from Buffalo, New York.* *Children, Youth & Environments*, 20(2), 175–189.

Students from the Bennett Park Montessori Center in New York were the participants in this pilot study to determine the effects of a campaign to encourage healthy eating. Results from the pilot study showed that 85 percent of the student participants chose fruit or vegetables from a salad bar when it was available, prompting the food services department to continue the salad bar following the study.

Reid, J. (2013). *"The Ayn Rand school for tots": John Dewey, Maria Montessori, and objectivist educational philosophy during the postwar years.* *Historical Studies in Education/Revue d'histoire de l'éducation*, 25(1), 73–94.

Objectivism, a libertarian philosophy established in the 1960s and 1970s, is criticized by the author, who claimed its founder, Ayn Rand, misrepresented the teachings of both Dewey and Montessori in an attempt to further Rand's own agenda. This article compared and contrasted the teachings of John Dewey and Maria Montessori within the context of objectivist philosophy.

Rinke, C. R., Gimbel, S. J., & Haskell, S. (2013). **Opportunities for inquiry science in Montessori classrooms: Learning from a culture of interest, communication, and explanation.** *Research in Science Education, 43*(4), 1517–1533.

Using ethnographic research methods, these authors explored the essential elements of science inquiry in four Montessori classrooms. They concluded that these Montessori classrooms provided opportunities for students to develop lasting interest in science.

Roebers, C. M., Rothlisberger, M., Cimeli, P., Michel, E., & Neuenschwander, R. (2011). **School enrollment and executive functioning: A longitudinal perspective on developmental changes, the influence of learning context, and the prediction of pre-academic skills.** *European Journal of Developmental Psychology, 8*(5), 526–540.

This 2-year longitudinal study concentrated on developmental changes in different aspects of executive functioning (EF). There was particular interest in issues of developmental progression over time, the influence of learning context, and the predictive power of executive functions and school context for emerging academic skills. Some schooling had effects on EF development, including Montessori education. The results indicated prominent improvements in all executive measures and that inhibition contributed to the prediction of features of academic skills.

Roio, D. J. (2011). **Re/think re/design.** *Technoetic Arts: A Journal of Speculative Research, 9*(2–3), 197–208.

Roio developed a workshop dealing with the philosophical and ethical background of the hacking culture within a balanced context unrelated to criminality. This report detailed the concepts and the outcomes of the workshop. The participants in this work-

shop were four classes of high school students from Montessori Lyceum Amsterdam.

Rose, S. E., Jolley, R. P., & Charman, A. (2012). **An investigation of expressive and representational drawing development in National Curriculum, Steiner, and Montessori schools.** *Psychology of Aesthetics, Creativity, and the Arts, 6*(1), 83–95.

This article described the expressive and representational drawing ability of British National Curriculum, Steiner, and Montessori students aged 5 to 9. The authors reported that the art program in Steiner education is more conducive to fostering expressive drawing ability than the art programs in Montessori and National Curriculum education, and no difference was found for representational drawing.

Ross, S. (2012). **The Montessori Method: The development of a healthy pattern of desire in early childhood.** *Contagion: Journal of Violence, Mimesis & Culture, 19*, 87–122.

Ross examined Montessori's model of education and its relationship with mimetic theory. The author contended that Montessori's methods provide a blueprint for children to have mediated but intense object relationships through teachers trained in benign mediation. It is through this mediation that children develop healthy patterns of desire.

Rubí, F. C., & García, B. S. (2012). **The photography and propaganda of the Maria Montessori Method in Spain (1911–1931).** *Paedagogica Historica, 48*(4), 571–587.

This article explored the popularization of the Montessori Method in Spain from 1911 until 1931, using the unique method of examining attempts in popular media of the time to advertise Montessori and to change the public's perceptions of its schools' role in

the functions of education. While the authors described this as “propaganda,” they did so in the textbook sense of the word and not with any implied negative connotation.

Schonleber, N. S. (2011). **Hawaiian culture-based education and the Montessori approach: Overlapping teaching practices, values, and worldview.** *Journal of American Indian Education, 50*(3), 5–25.

The purpose of this study was to qualitatively examine how and why the Montessori approach was implemented in Hawaiian language immersion classrooms (HLIC). The Montessori Method has been viewed as culturally congruent by some Hawaiian language immersion and culture-based educators, and this was the first formal investigation into the overlap between these two educational approaches.

Shankland, R., França, L. R., Genolini, C. M., Guelfi, J., & Ionescu, S. (2009). **Preliminary study on the role of alternative educational pathways in promoting the use of problem-focused coping strategies.** *European Journal of Psychology of Education, 24*(4), 499–512.

Using several affective inventories, these researchers measured the problem-focused coping styles of secondary school students in France.



Near North Montessori School

Eighty traditional school students and 50 alternative school students in Steiner, Montessori, and NewSchools participated in the study. Results indicated that the students in the alternative schools scored higher on the coping strategies measures than the students in the traditional schools.

Shankland, R., Genolini, C., França, L. R., Guelfi, J., & Ionescu, S. (2010). Student adjustment to higher education: The role of alternative educational pathways in coping with the demands of student life. *Higher Education, 59*(3), 353–366.

In this longitudinal study, the authors examined student adjustment from high school to higher education. Student participants were drawn from alternative schools, including Montessori, as well as from traditional school systems. Results indicated that students from alternative schools adjust better to higher education than their traditionally schooled peers.

Sim, W. L. (2011). Montessori & Suzuki: A comparison. *American Suzuki Journal, 39*(3), 31–33.

Sim, a Suzuki teacher, described her experience of teaching in a Montessori preschool classroom. When comparing the Montessori Method and the Suzuki philosophy, she found similarities such as the practice of using individual and group lessons.

Skrajner, M. J., Haberman, J. L., Camp, C. J., Tusick, M., Frentiu, C., & Gorzelle, G. (2012). Training nursing home residents to serve as group activity leaders: Lessons learned and preliminary results from the RAP project. *Dementia, 11*(2), 263–274.

The authors of this research examined the efficacy of Resident-Assisted Programming (RAP) training. RAP training is designed to allow residents to become group leaders and facilitators of Montessori-based activities. Results indicated that residents across

a wide range of mental status levels were able to lead activities, providing those leaders the opportunity to participate in meaningful social roles.

Sterns, A. A., Sterns, H. L., Sterns, R. S., & Lax, G. (2011). Bridging the intergenerational gap in therapeutic activity delivery between younger professional caregivers and older adults living with dementia. *Journal of Intergenerational Relationships, 9*(2), 161–175.

The Montessori principles of cueing, building on existing skills, providing clear, specific tasks related to the activity, and repetition were used as interventions to close the gap between patients with dementia and their younger caregivers. The intervention participants rated it as positive and effective for interaction and engagement.

Swanzen, R., & Marincowitz, L. (2013). Mimetic theory and the use of daily life events. *Relational Child & Youth Care Practice, 26*(2), 57–63.

This article discussed the application of mimetic theory to education in order to explain why traditional models are insufficient for a child's education. The authors explored the practical application of mimetic theory in the Montessori Method.

Thayer-Bacon, B. (2011). Nurturing a democratic community in the classroom. *Studies in Philosophy and Education, 30*(5), 491–497.

In this autobiography, Thayer-Bacon related how her life experiences shaped her teaching and philosophical leanings. Her research on elementary education while in university prompted her to help develop a Montessori school for her own children, where she became a teacher. She eventually earned a doctorate in Philosophy of Education and began teaching preservice teachers.

Thayer-Bacon, B. (2012). Maria Montessori, John Dewey, and William H. Kilpatrick. *Education and Culture, 28*(1), 3–20.

This article examined Maria Montessori's initial introduction and subsequent warm reception in the United States, providing a basic history and examination of the impact of the writings and criticism of William Kilpatrick, a student of John Dewey, upon Montessori's legacy and contributions to educational and democratic theory.

Ultanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. *International Journal of Instruction, 5*(2), 195–212.

Ultanir analyzed constructivism through the lens of the educational philosophies of Dewey, Piaget, and Montessori. Dewey's perspective on experience and education, Piaget's cognitive schema theory, and Montessori's philosophy on decentering the teacher were examined.

Vallberg R. A., & Månsson, A. (2011). Individual development plans from a critical didactic perspective: Focusing on Montessori- and Reggio Emilia-profiled preschools in Sweden. *Journal of Early Childhood Research, 9*(3), 247–261.

Using discussion and content assessments known as a critical didactic perspective, these authors analyzed the individual development plans for preschools in Sweden using Montessori and Reggio Emilia approaches. Conclusions indicated a national movement toward more school-oriented curriculum models.

Van der Ploeg, E. S., Camp, C. J., Eppingstall, B., Runci, S. J., & O'Connor, D. W. (2012). The study protocol of a cluster-randomized controlled trial of family-mediated personalized activities for nursing

home residents with dementia. *BMC Geriatrics*, 12(1), 2.

These authors proposed a study protocol for Montessori-based activities as administered by family members to dementia patients within a nursing home environment. The authors theorized that in addition to the benefits of one-to-one interactions with dementia patients, having family members provide these interactions would make visits more satisfying and improve the quality of life for both caregivers and recipients.

Van der Ploeg, E. S., Eppingstall, B., Camp, C. J., Runci, S. J., Taffe, J., & O'Connor, D. W. (2013). *A randomized crossover trial to study the effect of personalized, one-to-one interaction using Montessori-based activities on agitation, affect, and engagement in nursing home residents with dementia.* *International Psychogeriatrics*, 25(4), 565–575.

This experimental research assessed the impact of personalized one-to-one interaction activities based on Montessori principles using measures of agitation, affect, and engagement. During the Montessori activities, the participants showed more positive affect and interest and spent twice the amount of time actively engaged as compared to the control group. The authors concluded that customizing activities to the residents' needs and capabilities might stimulate more positive interactions.

Van Rijn, H., Van Hoof, J., & Stappers, P. J. (2010). *Designing leisure products for people with dementia: Developing "the Chitchatters" game.* *American Journal of Alzheimer's Disease and Other Dementias*, 25(1), 74–89.

The authors of this study developed a game that would stimulate social interaction among people with dementia by using Montessori-based approaches. This article detailed how the game was developed as well as the Montessori-inspired design insights

the authors drew upon to bring it to fruition.

Veeranna, K. K., Rajalakshmi, M. S., & Suresh, K. P. (2011). *Approaches adopted by preschools to foster literary skills among preschoolers.* *Language in India*, 11(10), 150–170.

This article examined literary skills among preschoolers in the city of Bangalore, India. Following a survey of 30 preschools, including nine Montessori schools, the authors concluded that the preschools did not have adequate library facilities or provide adequate literary awareness.

Warner, M. (2009). *Out of an old toy chest.* *Journal of Aesthetic Education*, 43(2), 3–18.

Using literature classics, Warner described the importance of play to a child's thought development. Beginning with Baudelaire's work in 1853 to the masterpieces of the Brontë family, the author traced the influence of imagination and creativity in telling stories. The learning methods of Montessori, Froebel, and the Bauhaus are described as beneficial for engaging the senses and promoting knowledge.



Laura Reid

Trumansburg Montessori School

Wu, H., & Lin, L. (2013). *The moderating effect of nutritional status on depressive symptoms in veteran elders with dementia: A spaced retrieval combined with Montessori-based activities.* *Journal of Advanced Nursing*,

69(10), 2229–2241.

In this quasi-experimental study, Wu and Lin examined the long-term effects on nutrition and body mass index (BMI) of fixed and individualized space retrieval combined with Montessori-based activities. Results indicated that the effects of depression could be significantly reduced by using individualized nutritional interventions.

Zuckerman, O. (2010). *Designing digital objects for learning: Lessons from Froebel and Montessori.* *International Journal of Arts and Technology*, 3(1), 124–135.

Zuckerman examined ways in which the approaches of Froebel and Montessori could be applied to digital learning objects and educational manipulatives. The author suggested that as toys become more interactive, the application of Froebel and Montessori philosophies may allow modern toy designers to meet educational objectives.

JANET BAGBY, PhD, is a senior lecturer in the Department of Educational Psychology at Baylor University. She is the chair of the AMS Research Committee.

KEVIN WELLS is a doctoral student in the Department of Educational Psychology at Baylor University.

KARA EDMONDSON is a psychology major with a minor in Educational Psychology at Baylor University.

LANETTE THOMPSON is a doctoral student in the Department of Educational Psychology at Baylor University.