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The Impact of Grace and Courtesy Instruction and Modeling on the Normalization of a Montessori Primary Classroom

Kara A. Mahan
St. Catherine University

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The Impact of Grace and Courtesy Instruction and Modeling on the Normalization of a
Montessori Primary Classroom

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in fulfillment of final requirements for the MAED degree

Kara Mahan

Saint Catherine University

St. Paul, Minnesota

Advisor _____

Date _____

Abstract

This action research studied the effect of instructing and modeling grace and courtesy lessons on the normalization of a primary Montessori classroom. The study was conducted at a private, in-home Montessori classroom serving children three to six years of age. Nine students received daily presentations of grace and courtesy lessons over four weeks totaling twenty lessons in all. Sources of data included student-teacher conferencing, tally sheets, behavioral self-assessments, and teacher journaling.

Instructing and modeling grace and courtesy lessons resulted in an increase in desired behaviors, a more positive classroom environment, and additional knowledge gained on this subject. Throughout this study, students began showing signs of normalization and required less assistance from the teacher. The lessons of grace and courtesy can positively impact the learning environment and lead to the normalization of a Montessori primary classroom.

Keywords: grace, courtesy, normalization, modeling, instruction

In normalized Montessori primary classroom children work peacefully and independently, the environment is prepared and beautiful, and the teacher can observe and support the students as needed. There is an overall feeling of respect and reverence for the people and materials within the space. When normalization is achieved and maintained, the children have limitless potential to learn, create, and grow.

In the past, I have had the pleasure of being a part of many normalized Montessori primary classrooms. I have witnessed extensive learning, kindness towards others, and the true beauty that is the Montessori method. This year, however, my classroom is not moving in the direction of normalization. On a regular basis, I observe students treating other children and the classroom materials unkindly. I see ground rules and procedures not being followed and am spending much of my time mitigating undesired behaviors. I have noticed that the lessons of grace and courtesy and modeling of proper behavior in the classroom have not been utilized to the fullest. I feel as though a focused study of these key aspects of the Montessori approach may have a positive effect on the normalization of the classroom.

For over a century, Montessori teachers all around the world have worked towards the common goal of having a normalized classroom. Many teachers believe that the lessons in grace and courtesy as well as proper modeling behavior can aid in accomplishing this goal. As previously stated, my current classroom is far from normalized, and I would like to see if a focus on these specific lessons can bring about much-needed change for myself and my students.

Therefore, I pose the following question for research; what effect does teaching and modeling daily grace and courtesy lessons have on increasing normalization in a primary Montessori classroom serving children three to six years of age?

Review of Literature

What Is Normalization?

Montessori believed that normalization was the most important single result of our whole work (Montessori, 1995/1949). But what exactly does that look like and mean? Simply put, and in the words of Maria Montessori, the teacher strives to be able to say the children are now working as if I did not exist. Loeffler (2002) explains that Montessori made unexpected discoveries through her observations of children aged 3-6 years. She noted a change in children's behavior after concentrating on a piece of work that fully engaged the child's interest. After this work, "A unique type of child appears, a 'new child' but really it is the child's true 'personality' allowed to construct itself normally (p.23)." Lloyd (1989) states "the independent choice of the work by the child leads to the development of concentration, which is what Montessori called, 'the true nature of the child' (p. 87)." Lloyd observed that outcomes of normalization were concentration, love of work, self-discipline, and a refined sense of sociability. Futrell (1998) writes:

This normalized child is the image which Montessori teachers keep uppermost in their minds. This is what we are striving for, what we hope to achieve. However, this child will appear only if we conscientiously prepare ourselves and our classrooms... (p.3).

Lillard (2007) states “Dr. Montessori believed that deep concentration was essential for helping children develop their best selves, and that deep concentration in children comes about through working with their hands, hence materials (p.20).”

Grace and Courtesy

A strong consensus among many Montessorians and researchers would support the use of lessons and Montessori materials in the area of grace and courtesy to promote the creation of a normalized classroom (Harder, 2015; Van Fleet, 2015; Espe 2013; Aarre, 2016; Hanusz-Rajkowski, 2016). Hanusz-Rajkowski (2016) states that grace and courtesy lessons are intended to redirect inappropriate behavior and channel it into productive use of energy. Some examples of this would be “the use of words not hands, the development of listening skills, and the lessons on how to correctly perform a work” (p.7). Stephanie Van Fleet (2015) states the use of grace and courtesy lessons benefit the classroom, and her research reaffirms the Montessori philosophy. Espe (2013) found that throughout her intervention of modeling positive behaviors in the classroom, negative behaviors tended to decrease. Aarre (2016) found a connection between positive discipline approaches and grace and courtesy lessons and the student's ability to become more socially aware and able to problem solve. Aarre also points out “grace and courtesy is a phrase used to define social manners” and “the lessons are exercises designed to help refine children’s need for order (p.4).”

Why is it Important?

A belief that social skills, peacemaking, conflict resolution, empathy, and the ability self-regulate need to be taught and practiced daily is becoming more widely accepted. Along with this belief is a focus on developing and refining these skills earlier

in life to help promote a more peaceful society (Fitzduff, & Jean, 2011; Lemmon, & Green, 2015; Oord, 2014; Nissen, & Hawkins, 2010; Aarre, 2016). Nissen & Hawkins (2010) state “building emotional competence helps children form positive social relationships and positive self-esteem and is critical for school readiness and ongoing academic success (p. 256).” They explain that social, emotional, and cognitive learning are interconnected and that younger children are affected to a greater extent. According to Knitzer & Lefkowitz (2005), many young children struggle to develop the emotional and behavioral strategies necessary to succeed in school. Vestal and Jones (2004) write that conflict naturally occurs in human interaction and that if managed properly, it can be a constructive avenue for needed change. They also support the belief that social and emotional learning points to the advantage of early exposure.

Constructivism

Bodner (1986) in reference to constructivism, a knowledge-based theory, explains that knowledge is constructed in the mind of the learner and not a mirror of what they are told. The learner draws their meaning and order in the events of the world. Another point Bodner makes is that “teaching and learning are not synonymous; we can teach, and teach well, without having the student learn (p.873).” Furthermore, constructivist believe that active students learn more than passive students and we as teachers are encouraged to spend less time telling students what we think and more time asking them what they think about a given topic. With this theory in mind, I will be including aspects of my research that go beyond direct instruction to include modeling, practice, and participation from the students, as well as student self-reflection and assessment.

Implementation

The teacher plays an important role in modeling, observing, and using proper language to present grace and courtesy lessons properly (Nissen & Hawkins, 2010; Stomfay-Stitz, & Wheeler, 2006; Oord, 2014; Espe, 2013). Nissen & Hawkins explain that teachers are relationship builders. Nissen & Hawkins also employ teachers to observe during daily routines and activities and reflect upon specific behaviors. “These observations help the teacher create an emotional profile of the child and serve to guide the practitioner in coaching children’s behavior and responses, applying supportive strategies, and role-modeling (p.257).” Stomfay-Stitz and Wheeler (2006) add that listening skills can help children get to know each other and their environment which can help to build a sense of community. They suggest implementing activities such as “I Care Rules,” “Teacher Talk,” and “The Respectful Classroom” to support the proper use of language in the classroom. Espe (2013) noted that modeling positive behavior and the lessons of grace and courtesy had a positive effect in her classroom.

Hanusz-Rajkowski (2016) suggests that proper set up of the environment and structured activities can influence the normalization and lessons of grace and courtesy. The areas of this classroom that best supported the desired outcomes were the library, math, language, culture, sensorial, and the peace corner. These areas are structured and designed to promote concentration and peaceful learning. Stephanie Van Fleet (2015) also focused on environmental assessment regarding the physical materials and how the students were treating them. By implementing the lessons of grace and courtesy, Van Fleet found that you could instill reverence for the Montessori materials.

Conflict Resolution and Peace Education

Outside of the Montessori environment, other people have tried to solve similar issues by focusing on conflict resolution strategies as well as promoting peace education (Arcaro-McPhee, Doppler, & Harkins, 2002; Chen D.W., Fein G.G., Killen M., & Hak-Ping T., 2001; Heydenberk W. & Heydenberk R., 2007; Andrews, 2017). Morningstar (2015) describes conflict as “disagreement between children or between a child and a teacher due to incompatible goals, beliefs, or behaviors (p. 7).” Cromwell (2012) reports that the purpose of conflict resolution education is to “provide an environment in which each learner can feel physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all (p. 2).” Arcaro-McPhee, Doppler, & Harkins (2002) reiterate that disagreements are an inevitable part of any classroom. They explain that “unfortunately, many educational environments are more concerned with maintaining peace by ending conflict rather than using conflict as an opportunity for developing sociomoral behavior and perspective taking (p. 19).” They also support the idea of the teacher playing an important role in supporting the children in the process of dispute, observing, and stepping in when necessary. Chen et al. (2001) highlight the emotional component of conflicts and that participation in conflicts gives the children opportunities to develop resolution skills and learn “the art of reasoned argument (p.524).” Heydenberk & Heydenberk (2007) found that conflict resolution programs can help students in three ways, promote and preserve relationships, better control behaviors, and empower them to solve their problems. Implementation suggestions in this study included “The Check-In,” “The Peaceful Being,” a “Conflict Resolution Circle,” and “Peace Journals.” In addition to focusing on conflict resolution

and peace education, Megan Andrews (2017) noted the importance of providing initial lessons and reminders during times of peace not only when conflict arose.

The literature supports documenting both negative and positive behaviors to inform instruction and implementation of lessons in grace and courtesy (Harder, 2015). The literature also supports the use of class meetings to have a positive impact on the normalization within the Montessori preschool environment (Aarre, 2016). Finally, a review of the literature would also suggest focusing on the normalization of older students before focusing on the younger students (Hanusz-Rajkowski B.A., 2016).

Methodology

This study was designed to see what effects the lessons of grace and courtesy and teacher modeling have on the normalization of a Montessori preschool classroom. Four data collecting methods were used to enhance the validity and credibility of the study. The participants were given a pre and post assessment to identify existing knowledge as well as new knowledge gained as a result of this study. Additional data collecting tools included observation, teacher journaling, and a behavioral self-assessment. Each day the participants meet in a morning circle time that highlighted one lesson or key concept in grace and courtesy. Following the introduction lesson, students listened to a supporting story, participated in a practice scenario and were given reminders throughout the study to reinforce their learning.

The population of this action research study was preschool students aged three to five years in a Montessori homeschool environment. The study took place at the beginning of a new school year when the lessons of grace and courtesy are most needed. The majority of the students in this study were returning students with some previous

Montessori experience. This study involved nine total students, four girls, and five boys. There was one Montessori trained teacher and no assistant teacher. The students all attended in varying schedules with the majority of them being part-time. Additional students were present throughout this study but were not included in the sample size due to disqualifying attribute such as being under three years of age or enrolling after the study had already begun. While the teacher of the classroom had many years of teaching experience in a Montessori primary classroom, this specific setting yielded many unique challenges. The main challenges included many younger than three students, no teaching assistant, and a lack of planning time. Before this study was conducted, many of the students exhibited behaviors that were not in line with normalization but that were not acceptable in a school environment period. The teacher was not modeling the lessons of grace and courtesy or reviewing the lessons with the students on a regular basis.

As previously stated, four instruments of data collecting were used to assess student and teacher knowledge and behavior throughout this study. The first method of data collecting was a pre and post student-teacher conference. The week before and immediately after this study was conducted, each student met with the teacher one on one during the morning work cycle to discuss feelings and knowledge of the lessons in grace and courtesy. The students were asked to answer ten questions as well as point to one of three facial expressions (happy, indifferent, or sad) to reflect their feelings towards different scenarios regarding grace and courtesy in the classroom (Appendix A). Each of the students in this study are verbal and used to working and speaking with the teacher one on one.

In addition to the pre and post-conference, a daily fifteen-minute observation was conducted during the morning work cycle. The teacher collected observational data using a tally sheet that not only showed individual behaviors both positive and negative but also showed class behaviors (Appendix B). The teacher noticed that often one student would act out causing others to follow suit. This tool allowed data to be collected showing which student or student group needed the most support. The time frame was always fifteen minutes, but the start time varied slightly depending on the lesson being focused on (i.e., how we sit during line time). The overall goal of this tool was to identify which behaviors were most prevalent by which students and to see if, throughout this study, the negative behaviors decreased while the desired behaviors increased.

The third data collecting tool used in this study was teacher journaling. It was very important to keep tabs on the overall process to make needed adjustments along the way. Before this study, not much time was being spent on lesson planning, self-reflection, observation, or evaluation of the student's behaviors. Specific prompts were included in each daily entry to ensure consistency in the information being gathered (Appendix C). Each day the teacher set aside time before the students arrived to prepare the lesson and gather needed materials for the morning line time. After the morning work cycle was completed each day, the teacher made an entry in the journal noting how the lesson went, reflecting on modeling and teaching, reviews given to student throughout the work cycle, and future goals and planning. This process was repeated throughout the study to support focus and overall success.

The final instrument used in this study was a behavioral self-assessment that was filled out by both the students and the teacher each day following the morning work

cycle. After the morning cycle was completed, the students and teacher met once again in a group circle meeting. The students were used to doing this as part of their normal daily routine. The students were asked a series of questions regarding the group's behavior throughout the morning. Each student closed their eyes and submitted their answer using a thumb up, thumb to the side, or thumb down to reflect how they felt the group behaved that day. The votes were tallied by the teacher and averaged before being recorded on a scale of five to one (Appendix D). A score of five indicated the desired behavior, four was acceptable behavior, a score of three indicated a need for improvement, a two showed an intervention was needed, and a score of one was an undesired behavior. The students had previous experience privately voting in this capacity. The teacher also entered a response each day to compare with the student's responses to see if they were consistent or differing in any way. Again, the hope was to see an increase in reported desired behaviors and a decrease in undesired behaviors throughout this study.

Each day of this study, the following procedure was followed to maintain consistency throughout the process. First, the teacher prepared a lesson plan involving one topic of grace and courtesy (Appendix E) and a supporting activity which included a book, song, or practice of that lesson. Then, the class would be dismissed to their normal morning work cycle routine. During this time, the teacher would model the desired behavior and give reminder lessons to the students who needed them. Also, during this time, a fifteen-minute observation was made by the teacher and recorded on the tally sheet form. After the morning work cycle was completed, students met again on the circle to review the lesson and complete the behavioral self-assessment. The final step in the

daily process was for the teacher to make a journal entry documenting the day and beginning the planning process for the following day.

Upon completion of the entire study, the data was compiled to see if the lessons of grace and courtesy as well as teacher modeling support the normalization of a classroom. Each post student-teacher conference form was compared with that individual's pre-conference form to see if new knowledge was gained and if the student's feelings toward the classroom environment were changed in any way. The tally sheets were also compiled to see if the undesired behaviors decreased while the desired behaviors increased over time. The information documented in the teacher journal was analyzed to gain insight into whether the modeling and reflections of the adult encouraged desired outcomes of this study. And finally, the self-assessment tool was graphed to show both the changes in the teacher's and student's reflections of the behaviors in the classroom.

Analysis of Data

The purpose of this study was to see if the modeling and instruction of the lesson of grace and courtesy support the normalization of a primary Montessori classroom. Four data collecting tools were used to triangulate the findings and provide a more valid study.

The subjects for this study were nine primary students in an in-home Montessori classroom with one teacher. The students attended school on varying schedules and ranged between the ages of two and a half to six years of age. The teacher (myself) has over ten years of experience in a classroom environment and has been the owner and lead of this program for six years. The following table shows a demographic break down of the students in this study.

*Table 1**Student Demographic*

Student	Age	Number of Days a Week in Attendance	Gender
A	Five years	Four days	Female
B	Four years	Two days	Male
C	Four years	Two days	Female
D	Four years	Five days	Female
E	Three years	Two days	Male
F	Three years	Three days	Female
G	Three years	Three days	Male
H	Three years	Two days	Male
I	Three years	Five days	Male

The research question for this study, what effect does teaching and modeling daily grace and courtesy lessons have on increasing normalization in a primary Montessori classroom serving children three to six years of age, has two main components. The first main component is focused on modeling while the second is more about the actual instruction of the lessons of grace and courtesy.

Modeling

Each day of this study I focused on modeling the correct behavior regarding the lessons of grace and courtesy. I made a daily entry in my journal following the morning

work cycle to document how I felt about the planned lesson, reflect on my modeling and teaching, note the reviews given to the students, and to plan for future lessons. These four individual categories were addressed each day with the hope of being able to organize better and compare the information being collected. The first category being reflected on was focused on the overall success of the planned lesson.

The initial journal entries noted students being interested in the information being presented but having a long way to go regarding normalization and desired behaviors to achieve. As the intervention progressed, I noted that the students continued to present disruptive behavior while at the same time enjoying the daily planned lessons and activities. By the middle of the study, I noted multiple times the need to review previous lessons in addition to presenting new ones, which I began doing often. By the conclusion of my intervention, the comments in this portion of my journaling reflected more involvement and enjoyment amongst the students and a deeper level of comprehension and discussion occurring. Before this stage of the process, students were able to repeat back to me the desired behavior or lesson being presented but could not apply the information or expand on it using their own thoughts and examples. Towards the end of the intervention, students were able to discuss the topic and create scenarios and activities to further their learning and practices of these skills.

The second area of my journal was dedicated to self-reflection of my modeling and teaching behaviors. At the beginning of this process, I noted multiple times the need for more reviewing of my practices and to also be more aware of my modeling behavior. I admit that in the last few years of work, I have let my proper teaching habits slip and tend to expect the children to do as I say not as I do. Most of my initial journal entries

highlight the need for change in my behavior first and foremost to better support the children in their learning. By the end of this study, my comments in this area were very different and more positive. I was reporting a feeling of being more aware of and in control of my movements and tone of voice. I stated that a new level of confidence and a renewed joy of teaching was being created during this study process.

The final two areas in my journal were noting the reviews given throughout the day as well as future planning and goal for the remainder of the intervention. Again, in the beginning, the need for multiple reviews of the lessons in grace and courtesy were high and additional group review lessons were added to the study. I noted towards the middle of this study that I didn't need to give as many individual reviews and that the students were beginning to remind each other or self-correct their behavior without my intervening. Additionally, the extent of the few reminders I was giving also decreased. At times, simple eye contact or a gesture often reminded the student of the desired behavior being requested. In the end, I made a few comments about not wanting the study to be over and enjoying watching the students and myself take more pride and ownership in the learning process and overall success of our classroom. I talked about an increase in confidence in the students and myself, and the desire to continue in some way as to not backslide once this study was completed.

Direct Instruction

Before beginning my intervention, I conferenced with each of the nine students participating in this study to record their responses to twenty questions involving their previous knowledge and feelings toward various lessons of grace and courtesy. The same conference set up and twenty questions were given to the same students after the twenty-

day intervention to see if the students did gain knowledge and more positive feelings toward the lessons of grace and courtesy. The students were given one point for each correct or acceptable answer with the highest possible score being a twenty out of twenty (Table 2).

Table 2

Students' Gain Scores

Student	Pre	Post	Gain Score
A	10	18	8
B	7	14	7
C	8	17	9
D	10	18	8
E	4	13	9
F	14	17	3
G	6	17	11
H	0	7	7
I	5	13	8

According to these results, each student gained new knowledge and positive feelings toward the lessons involved in this study. One specific topic that I saw the most consistent gains in was regarding the cycle of activity. Before this intervention, none of the students were able to explain what this concept was or why it was important. By the end of the study, seven out of nine students were able to describe the cycle of activity and

provide a reason why it was important. The students listed are in age order with student A being the oldest and students I being the youngest. It was interesting to me that age did not play too much of a role in previous or gained knowledge. I had assumed going into this data collecting method that the older students would know more and have less to get out of this study as they should have already mastered the lessons of grace and courtesy or have much more experience with them.

In addition to a pre and post conference with my students, I conducted a daily behavioral self-assessment after the morning work cycle to document how the students and I felt about our efforts regarding the lessons of grace and courtesy. I wanted to not only document how the students thought they did in each of the twelve categories, but to also be able to compare that with how I thought they did. The students and I reported an increase in desired behaviors being observed (Figure 1).

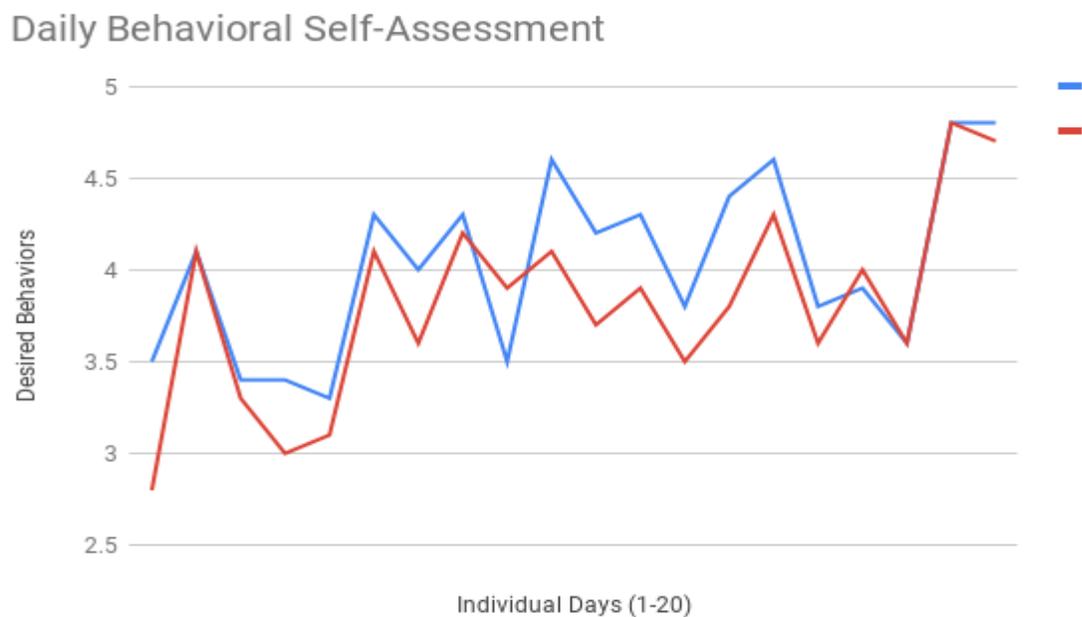


Figure 1. Students responses are shown in red and Teachers responses shown in blue.

At the beginning of this intervention, both the students and I believed that improvements to our behavior were needed and reported by a score of three or less on our scale. As time went on the students and I began recording more days with a score of four or more indicating that our behavior had reached an acceptable level. Towards the end of the study, both the students and I recorded scores closing in on the level five which indicated a desired level of behavior. Each day recorded on this chart was not always better than the day before, but the overall tendency and progression would indicate an improvement in student behavior because of the intervention.

A daily tally sheet was also kept throughout this study to observe the class as well as individual student behavior regarding both desired and undesired behaviors in the classroom environment (Figure 2).

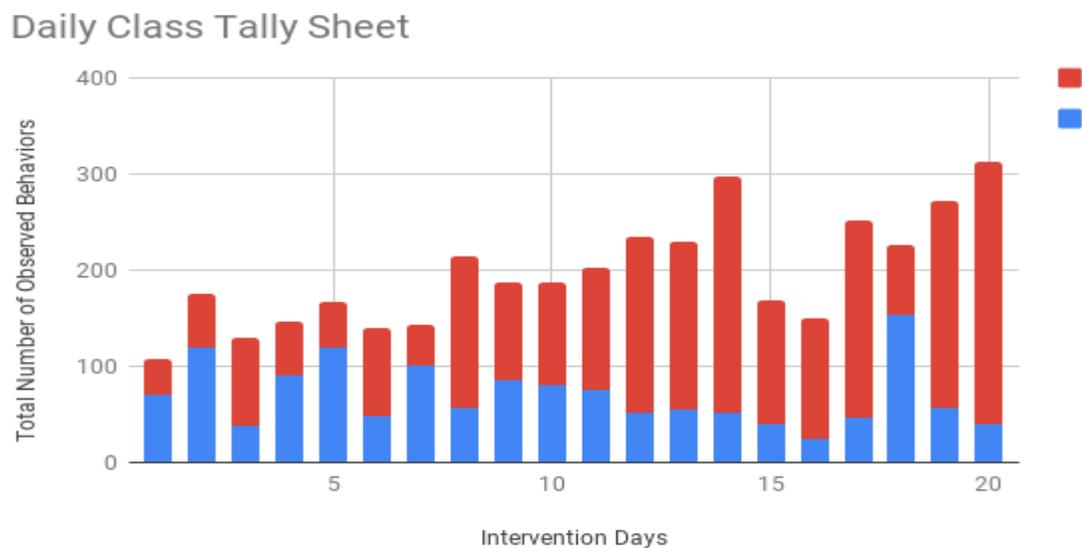


Figure 2. Areas shown in blue represent undesired behaviors while areas shown in red indicate desired behaviors.

As the bar chart indicates, the class presented more undesired behaviors at the beginning than desired behaviors. As the intervention progressed, these observed behaviors began to shift towards desired behaviors occurring more than undesired behaviors. By the end of this study, the desired behaviors far outweighed the undesired behaviors except for one random day. The two areas that I saw the most improvement in across the board were students using a softer and kinder voice in the classroom and the use of careful walking feet. These figures would lead me to believe that if this study were continued, we would most likely see additional improvements in behavior and more days than not with desired behaviors outweighing undesired behaviors.

Action Plan

This study set out to determine what the effect of teaching and modeling daily grace and courtesy lesson have on increasing normalization in a primary Montessori classroom serving children between the ages of three and six years of age. Before the implementation of this study, students answered a series of questions to determine their existing knowledge and feelings toward the lessons of grace and courtesy. Each day of the intervention a specific lesson was presented, modeled, practiced, and observed during the morning work cycle. Directly following this period, the students and teacher then reviewed and rated their performance to better inform this study. After the twenty-day intervention, the students answered the same series of questions that were given before the study to determine if any new knowledge was gained or if feelings toward the lessons in grace and courtesy improved in any way.

This study showed a positive correlation between the implementation and modeling of the lessons in grace and courtesy and the move toward normalization in the

Montessori primary environment. Through the method of daily journaling and reflection, the teacher noted an improvement of proper teaching habits and modeling, as well as an increase of personal knowledge in this area. Furthermore, the teacher was able to see the areas that needed to be focused on more easily, and positive strides were made in modeling proper behavior. The results of this study also showed that each student gained new knowledge and improved their feelings toward the lesson in grace and courtesy because of this intervention. Additionally, the study revealed that over time, undesirable behaviors in the classroom decreased while desirable behaviors increased. These results align with those of Espe who also found the lessons of grace and courtesy and modeling positive behavior in the classroom brought about a decrease of negative behaviors. This study allowed the students and teacher to review their behavior and the behavior of the class as a whole on a daily basis. Both the students and teacher reported behaviors at the beginning needing improvement and behaviors at the end reaching the acceptable or desired level. This study not only helped my students to improve their knowledge and behaviors, but it helped me to do the same. By keeping a self-reflective journal, I was able to see the areas I needed to work on more easily and identify the positive strides made by not only teaching but by modeling proper behavior.

Based on the results of this study, I would recommend that instructing, modeling, and reviewing the lessons of grace and courtesy on a daily basis would bring about and continually support the normalization of a primary classroom. Additionally, I would recommend that a daily reflective journal entry be made by the teacher to inform future lessons and document observations made during the morning work cycle. This will also serve as a tracking device to encourage proper teaching technique and modeling over

time. I would recommend continuing to touch base with students in the form of a conference and behavioral self-assessment occasionally to maintain consistency and knowledge long term.

Some changes I would make to the implementation of this study would be the time frame and observation forms. I would like to see the change toward normalization over a longer period of time. The results would indicate continued improvement, and it would be helpful to have a larger pool of evidence to support these findings. I would also focus the reporting forms on fewer behaviors to gain a deeper insight and information on fewer topics. This might also allow time for review of lessons that need additional focus and practice. For example, the use of a soft inside voice was noted as needing multiple reviews over time, and it would be nice to adjust the implementation to allow for these specific needs to be addressed and supported.

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Appendix A

Student-Teacher Conference Form

Student: _____ Date: _____ Time: _____

- 1.) What kind of voice do you use in the classroom? _____
How does it make you feel when friends shout in the classroom?



- 2.) What kind of feet do you use in the classroom? _____
How do you feel when friends run in the classroom?



- 3.) What do you do when you need to interrupt someone who is working?

- How do you feel when someone disrupts your work?



- 4.) How should we handle the materials? _____
How do you feel when a material gets misused?



- 5.) What are the steps in the cycle of activity? _____
How do you feel when you complete the cycle of activity?



- 6.) How do we use our hands in the classroom? _____
How do you feel when someone uses rough hands with you?



7.) What kinds of words do we use with our friends? _____
How do you feel when friends say unkind things to you?



8.) How do we sit during line time? _____
How do you feel when friends are moving around during line time?



9.) When you have a question on line, what should you do? _____
How do you feel when friends start talking while you are talking?



10.) Why should we organize our workspace? _____
How do you feel when you can't find things that you need?



Appendix C

Daily Journal Entry: Teacher

Date: _____

<i>Reflection of Planned Daily Lesson</i>

<i>Reflection of Modeling and Teaching</i>

<i>Reviews Given Throughout the Day</i>

<i>Future Planning and Goals</i>

Appendix D

Behavioral Self-Assessment

Date: _____

Time: _____

Key: 5 = Desired 4 = Acceptable 3 = Needs Improvement 2 = Intervention Needed 1 = Undesired

Student Assessment	Behavior	Teacher Assessment
5 4 3 2 1	Are the children using the material for its intended purpose?	5 4 3 2 1
5 4 3 2 1	Are the children using kind and appropriate language?	5 4 3 2 1
5 4 3 2 1	Is the volume of the classroom conducive to concentration?	5 4 3 2 1
5 4 3 2 1	Are the children walking with careful feet in the classroom?	5 4 3 2 1
5 4 3 2 1	Are the children sitting attentively during circle time?	5 4 3 2 1
5 4 3 2 1	Are the children raising their hands and waiting quietly to be called on?	5 4 3 2 1
5 4 3 2 1	Are the children using work rugs to keep the material off the floor?	5 4 3 2 1
5 4 3 2 1	Are the materials being returned to their original place on the shelf?	5 4 3 2 1
5 4 3 2 1	Are there any materials left out on the tables or work rugs, which are not in use?	5 4 3 2 1
5 4 3 2 1	Are the children using gentle hands in the classroom?	5 4 3 2 1
5 4 3 2 1	Are the children preparing a workspace before gathering materials?	5 4 3 2 1
5 4 3 2 1	Are the children carrying the materials appropriately?	5 4 3 2 1

Appendix E

List of Daily Planned Lessons in Grace and Courtesy

1. Walking feet/ Marshmallow Toes
2. Gentle Feather Touch
3. Taking Turns Talking/ Use of a Talking Stick
4. Love Lights/ Treating others kindly
5. Making Silence
6. The Peace Rose
7. The Cycle of Activity
8. Using a Soft Voice
9. Organizing a Work Space
10. Honoring Our Differences and Similarities
11. How to sit on the Circle and in a Chair
12. Using Kind Words with Each Other
13. Building Concentration/How to Interrupt
14. Proper Use of Materials
15. Care of the Materials
16. Care of the Environment
17. Care of Self
18. Care of Others
19. Self-Awareness
20. Use of the Buddy Bench/How to Fill Your Cup