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Karen Mitu
Saint Catherine University

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The Effects of Family Education on Supporting Toddler Independence at Home and School

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in fulfillment of final requirements for the MAED degree

Karen Mitu
Saint Catherine University
St. Paul, Minnesota

Advisor ___________________________ Date December 19, 2019
Abstract

The purpose of this paper is to bridge the gap between school and home environments through family education about Montessori philosophy and the importance of fostering independence. The study was conducted with eight families in the researcher’s Toddler class in Shanghai, China. The researcher derived data from observational records, logs, surveys, questionnaires, home visits, workshop evaluation forms and a semi-structured interview with parents. Families integrated the Montessori philosophy in their home by establishing a daily routine involving their child in simple tasks. An improvement in their child’s behavior, helpfulness and independence was noted by families. The accumulated evidence supports the importance of family education. The researcher would like to continue to follow up with the participants on the implementation of changes and keep track of the progress they observe their child is making at home. The study will guide the researcher in future practice with family education.

*Keywords:* family education, gap, Montessori environment, Montessori philosophy, routine
Parents and teachers share the common goal of raising happy, confident, successful, capable and independent children. Some parents and caregivers feel that in order to show their love to their child, they must do everything for them – feed, bathe, dress, hold their hands, carry them in their arms while walking, and so on. Montessori teachers on the other hand, play the role of being the “guide” between the child and the environment. To meet the needs of the children they work with, Montessori teachers spend time observing the child and preparing the environment to foster independence and nurture a natural love of learning.

Research has proven how critical partnership between teachers and parents is in a child’s success beyond school. In her study, Bisceglia (2014) revealed that “It is crucial to understand the benefits, underlying skills, and values the child is acquiring at school to support his growth and development in both environments” (p. 6-7). Parents can reinforce their child’s routines of everyday living such as learning to take care of themselves, their belongings and their home. This also makes transition from school to home harmonious and smooth.

Parents of toddlers in my class expressed that they wanted to support their child’s developmental needs at home but find it challenging since some toddlers are too active or too young to express their needs. Parents also face difficulty supporting their child’s self-efficacy due to the cultural norm of multiple generations of adults living in the home and aiding in the care of the only child.

The researcher has observed many parents and caregivers have little understanding of Montessori pedagogy and child development. They often ask questions that do not resonate with the Montessori philosophy and perform tasks for their child that
stifles independence, such as carrying them (or their child’s belongings) during drop off and pick up. There exists a gap between the school and home. The researcher hopes to bridge the gap by educating families on how to support their child’s independence in both school and home environments.

The action research was conducted within the researcher's Toddler environment in a Bilingual Montessori School in Shanghai, China. There were seven children aged 24 – 33 months when the study commenced. Another child, aged 25 months old, joined in after two weeks. All eight families, comprised of eight parents, four grandparents and three nannies agreed to participate in the study. The researcher’s school regularly offers workshop to parents during school hours, but due to their busy work schedule, most parents are unable to participate. In addition, each classroom teacher conducts one workshop each semester. To create a stronger connection between home and school, the researcher plans to educate the child’s family (the parents and caregivers) by providing opportunities for them to participate in workshops, observations, and meetings that suit their schedule and individual needs. By bridging the gap between school and home, families will have opportunities to learn how to best support their child’s independence in both school and home environments.

Young Chinese parents who lead busy lives and make it a goal to keep the balance between work and family send their young children to schools and then turn to the grandparents or nannies to help take care of their only child. Some families are sending their child(ren) to Montessori schools, which place great importance on independence. Montessori methods and philosophy are not always understood. This may be contributing to the gap between school and home. Where the school fosters an attitude
of "Help me to do it myself," at home, children are made into "little emperors". How can parents and caregivers support their child’s independence in both home and school environments?

With this study, the researcher hopes to answer the following questions: 1. In what ways will increased family education on supporting toddler independence affect the family's understandings and interactions with their toddlers in school? 2. In what ways will increased family education on supporting toddler independence affect the family's understandings and support of their toddlers at home?

**Theoretical Framework**

The Montessori Method is an approach to education which emphasizes individuality and independence in learning. Maria Montessori (1949) stated that this foundation starts from the beginning of life. She wrote, “the conquest of independence begins from the commencement of life” (p. 122). Lillard and Jessen (2003) said, “Children who walk steadily at fifteen months are long last independent beings, ready for new kind work in their self-formation” (p. 90). As a child goes through the process of self-formation, he is urged by an inner drive that stimulates him to self-activity to perform actions that promote growth.

In *The Absorbent Mind* (1949), Maria Montessori discussed how a child acquires independence. She explained that a child can only develop by actively engaging himself through experiences in his environment, referred to as “work” (p. 130). As a child continues to grow, he acquires new capacities, namely, physical (such as walking, running, jumping, and more), and mental (seeking out the why’s and how’s of things). These newly acquired capacities will naturally develop if the child is given freedom.
Maria Montessori (1949), emphasized the importance of providing an environment that meets the child’s needs for independence which can be attained when the child is engaged in purposeful activities. Maria Montessori (1949), added, through continuous work a child focuses on, he acquires “not only freedom but strength and self-perfection” (p. 133). In a Montessori classroom, children learn through movement, manipulation of the senses and repetitive work on didactic materials. This builds up their self-confidence, sense of independence, and autonomy.

Independence develops when the child has the liberty to discover and explore within a prepared environment. Montessori (1966) talked about the importance of the beautifully prepared environment where children freely work with developmentally appropriate and enticing materials that promote independent learning and exploration. There is consistency and order maintained by the Montessori guide. Working on this environment helps a child develop independence, self-confidence and enhances problem-solving skills. This doesn’t mean that a child can do whatever he wants. There are limits that are adhered to. The Montessori teacher, called “guide,” promotes independence by modelling positive behavior to the children. She models how to show respect to the environment and living things in it. The guide serves as the link between the child and the prepared environment. She teaches and provides opportunity for exploration for the child to learn to do things by himself.

The guide introduces the child to the Practical Life area, the cornerstone of the Montessori environment. This area is filled with purposeful activities which are exercises of daily living that help a child develop coordination, concentration, sense of order and independence. A child who learns to pour water from jug to jug is preparing to pour his
own milk, juice or water. A child learning to spoon beans from one bowl to another is preparing to serve and feed himself. It is not “just” learning to set the table or "just" wiping a spill for a child performing the activity by himself. The child is learning to follow a sequence that consists of complex steps, independently, in order to fulfill his own desires and needs. Maria Montessori (1967) said,

A child who becomes a master of his acts through long and repeated exercises [of practical life], and who has been encouraged by the pleasant and interesting activities in which he has been engaged, is a child filled with health and joy and remarkable for his calmness and discipline (p. 93).

Furthermore, children are allowed to move and interact freely with each other, their guides and materials. They are allowed to choose an activity that captures their own interest, rather than participating in teacher-initiated activities.

The toddlers in my classroom are in the process of self-formation, and through the Independence lens, I plan to support and guide them in this phase of their development by providing a prepared environment that will meet their individual needs. To achieve this goal, families will be educated about the Montessori philosophy to best support their child’s development. Jensen (2013) stated, “In this pursuit of independence, a child’s home and school environment can be each other’s greatest asset” (p. 1). The fundamental step that parents and caregivers can take is to learn to understand and respect their child’s desire for independence both at home and school.

**Literature Review**

In recent years, China has launched a large-scale curriculum reform advocating and adopting various imported Western curriculum models, such as Montessori, Reggio
Emilia and the high/scope method. Research shows that more Chinese parents are now looking into these alternative forms of education (Nylander, 2014). An even greater demand rose after the abolition of one child policy (“China Officially Ends,” 2015).

Li, H., Wang, X. C., & Wong, J. M., (2011) stated Montessori is becoming the most popular choice to middle and upper-class Chinese families who can afford to spend their income on private education. To avoid sending their child to strict state-run schools, parents flock to these alternative schools (Nylander, 2014). A growing number of families turn their back on rigid public school system that focuses on rote learning and academic scores at the expense of pupil’s overall development. However, in China, just as in Montessori schools around the world, Montessori schools are faced with a challenge of making their philosophy known and understood. A study conducted by Vidojevic (2018) showed that often, families have “little to no knowledge about the Montessori pedagogy and what kind of education and philosophy their child is adopting” (p. 5). It takes time for the families and the community to embrace and fully adopt the Montessori philosophy.

In Montessori for Infants & Toddlers (n.d.), a Montessori Toddler guide’s goal is to help children develop skills such as independence, concentration, sense of order, problem solving, language, visual discrimination, and physical coordination by guiding them in their free and independent exploration of the prepared environment. The routines of everyday living are the building blocks of Montessori infant and toddler programs. In addition, toddler Montessori guides aim to support social, emotional, physical, cognitive and spiritual development. Part of that experience is consistency in a child’s
environments, hence, mutual support of the child's development by creating an alignment between home and school life is necessary for the child to reach his highest potential.

Galindo and Sheldon (2012) addressed gaps between teachers and parents. When teachers involve parents in their child’s education both at home and school, this results in children’s gains in their early academic achievement, particularly in reading and math in kindergarten. Parents can integrate Montessori philosophy at home by building on their child’s learned experiences at school. Bisceglia (2014) said that “it is crucial for parents to understand the benefits, underlying skills, and values the child is acquiring at school to support his growth and development in both environments” (p. 6-7). Parents can reinforce their child’s routines of everyday living such as learning to take care of themselves, their belongings and their home. This also makes transition from school to home harmonious. Lillard and Jensen (2003) revealed that to help the child become a “complete human being” (p. 240), it is essential that adults learn all they can about the child’s task of self-formation and how to aid it. Lillard and Jensen emphasized how bringing and adapting the Montessori philosophy in the home environment would support the child’s self-formation.

Home Visits

Brock and Edmonds (2010) pointed out the importance of family education and involvement. They said, “by the time a child enters school at age four, the home has already had an enormous influence on a child’s education. Therefore, neither the school nor the home can operate separately” (p. 3). Many public schools in China and Montessori Toddler programs all over the world implement home visits. The home visit is an opportunity for the child, family, and teacher to get to know each other to help begin
the school year with less separation anxiety and more confidence. This home visit also gives the teacher a picture of the family structure. In China, most grandparents live with their child and grandchild. When the parents work, the child is left under the care of grandparents and sometimes a nanny. This becomes a challenge as there are too many adults taking care of a single child.

Yang (2013) said that Shanghai Municipal Population and Family Planning Commission reported “90 percent of the city's young children are being looked after by at least one grandparent-and half of these grandparents provide exclusive care, a number that is increasing” (para. 22). She added it is ingrained in the Chinese culture where elderly and grandparents are involved in childrearing. Yang reported that Chinese teachers complained that “children become self-centered and less independent” (para. 26) as they get spoiled by their less strict grandparents.

Home visit is an opportunity to connect with the child, parents and caregivers. It is also a way to bridge cultural gaps that might occur between the family and the teacher. By observing the interactions between the child, parents and caregivers, the teacher can see how much support and education the family would need; she can create a family-centered action plan or suggestions that suit them. “Helping parents create a child-friendly environment in the home is a beginning; however, we can go much deeper. We can help parents to implement Montessori principles and practices in the home” (Irving, 2017 p. 5).

**Family Education Workshops**

Fully understanding the difference between the strictly enforced traditional Chinese educational system and the Montessori philosophy helps parents and caregivers
understand why, how, when and what a child is doing in a Montessori classroom. Vidojevic (2018) shared that families that make an effort to attend Family Education Classes not only benefit from learning about the Montessori philosophy but also understand what their child is learning at school. Furthermore, they can implement Montessori principles at home. She concluded that “family education is the key factor in connecting families to their child’s Montessori school environment and forms a bridge between school and home” (p. 7-8).

Lau and Yau (2015) realized children’s deviations in their Montessori classroom in Hong Kong were all rooted in the behaviors of adults who were unaware of the developmental process their child goes through. They confirmed the problem could be addressed by a mandatory family education program they developed. The family education program started with a Socratic dialogue between presenters and parents and focused on preconceptions and reflections on child rearing and education. The Socratic dialogue was led by a facilitator and allowed parents to read, hear, and discuss thoughts and ideas regarding child development and education with other peers. This was followed by an eight-hour Montessori Theory presentation. Next, parents were asked to conduct observations of children in the Montessori classroom (once a week for two months). Finally, parents/caregivers of infant-toddlers continued to attend a child-parent class for one year.

Parents and caregivers who gain an understanding of the Montessori philosophy and how it can be applied in the home environment will be equipped with tools to support their child in developmentally appropriate ways. Lau and Yau’s study (2015) resulted in parents developing a greater understanding and living the Montessori philosophy which
helped their children to “fully absorb the concepts and spirit of the Montessori approach” (p. 40). They concluded, by removing obstacles that hinder a child’s growth and development, parents become more nurturing. Their study resonates with Khajehpour and Ghazvini (2011), who stated, “repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child’s education” (p. 1205).

**Parent-Teacher Communication**

*Communication* is an act of transferring information from one place, person or group to another. Vidojevic (2014) confirmed this is what helps increase family’s involvement in their child’s education. Further, Graham-Clay (2005) stated, “Strong communication is fundamental to this partnership and to building a sense of community between home and school” (p. 117). Biscaglia (2014) noted the teacher plays a key role in making this happen.

Graham-Clay (2005) talked about two forms of communication between school and families. He distinguished between one-way and two-way communication. One-way communication happens when the teachers transfers information to parents about events or sharing of students’ progress via an “introduction letter, monthly newsletter, report cards, communication books, radio announcements, school websites, and so on” (p. 7). Two-way communication involves a conversation between the teacher and the parents. Such interactive dialogue may be in the form “telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities” (p. 8). Graham-Clay suggested both forms of communication should be used by teachers to effectively share information with parents. Simmons (2002) recognized when parents and
teachers work together, their collaboration results in a reduction of issues occurring with students in the classroom.

**Parent- School Partnership**

*Partnership* is the relationship between two or more persons. In the school setting, parents and teachers are partners in educating children. Lambiase (2014) stated for an effective partnership to occur between parents and teachers, they need to share the power. He concluded parents become more at ease and motivated to attend school-sponsored activities and show willingness to create partnerships once they are empowered. This resulted in increased student achievement. Epstein (1995) and Lazar and Slostad (1999) acknowledged an effective partnership built between the school and home enhance a student’s success in school and life.

Lambiase (2014) said that according to Epstein, “communication is the start of parent engagement” (p. 7). The following framework proved helpful in establishing a partnership between school and parents:

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives.

6. Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community (Epstein, 2010, p. 365-368).

Tekin (2011) concluded that the model Epstein created “is comprehensive and helpful but it is more focused on educators’ side of the process and is like a manual for practitioners. In turn, it does not help the researchers to understand the subject-matter from the parents’ perspectives” (p. 8). Tekin shared that the Hoover-Dempsey and Sandler Model of parent involvement explains the psychological perspective of parents’ decisions in a series of five levels.

1. Level one contains the parental involvement decision
2. Level two contains the parents’ choice of involvement forms
3. Level three contains the mechanisms through which parent involvement influences child/student outcomes
4. Level four contains tempering/mediating variables
5. Level five contains the child/student outcomes (Tekin, 2011, p. 8-9).

Tekin concluded, this model that Hoover-Dempsey and Sandler created “provides a very valuable framework for researchers who want to do research on the psychological factors of parent involvement” (p. 10). Teacher-parent partnership is critical as it is based on respect and trust. Good partnerships help to support children’s success in school and home environment.
While teachers and administrators recognize the benefits of a home visit, parent-teacher communication, workshops, and partnership, parents find it hard to find time to participate in all these due to many different reasons. The researcher’s goal in conducting this study is to bridge the gap between school and home environment. Deane (1992) said:

The Chinese people lay a lot of blame on what they call described the "4-2-1" syndrome-four doting grandparents, two overindulgent parents, all pinning their hopes and ambitions on...an emerging generation of spoiled, lazy, selfish, self-centered and overweight children (para. 17, 19)

The researcher hopes that by educating them, they will learn to understand and support the growth, independence, and development of their child, both at school and the home environment.

**Methodology**

The action research was conducted within the researcher's Toddler environment in a Bilingual Montessori School in Shanghai, China. There are seven children aged 24 – 33 months when the study commenced. Another child, aged 25 months old, joined in after two weeks. Two 33-month old boys are returning this year. For the other six children, this is their first schooling experience. The researcher works alongside an assistant Chinese teacher who helps supervise the class and a Life Teacher who is mainly responsible for cleaning the classroom, meals, and toileting needs of the children. This is the researcher's second year in the same toddler classroom.

As for the children's family structure, three families (with only one child each) hired a live-in nanny to take care of their child as both parents are working. One family with two children does not have a nanny, as the mom is the primary caregiver while the
dad is the breadwinner. These four families live far from the grandparents, who are based in provinces outside of Shanghai. Four families cohabitate with one set of grandparents who are the primary caregivers as both parents are either pursuing professional development or working.

The researcher derived data from numerous collection strategies such as organizational data in the form of observational records, logs, videos and photographs. To collect inquiry data, the researcher utilized surveys, questionnaire, home visits, workshop evaluation forms and a semi-structured interview with parents.

The researcher informed all seven families about the study on the Parent Orientation Day on August 17th. Passive and Active Parent Consent forms (See Appendix A) were handed to parents and caregivers that outlined the research and what they will benefit from it. This first data collection tool will inform the researcher whether or not parents and caregivers would like to participate in the study. Both forms were translated in Chinese to ensure parents and caregivers understand all the information in the forms.

To conform with the Head of school’s directive, a “Hello Visit” was scheduled on August 19th, 2019. Parents and children were invited to meet the teachers and see the classroom for the first time. A twenty-minute interview was conducted to obtain general information about the family and the child after giving them a tour around the classroom. After receiving the Passive and Active Parent Consent forms, the researcher proceeded with the second data collection tool. The Family Questionnaire (see Appendix H), was handed out after the Active Consent Forms were returned. It was originally thought that data from this questionnaire would give the researcher baseline information about the child and his family prior to conducting home visits. However, during the intervention
and subsequent analysis, it was found that this data tool did not provide the useful data anticipated.

On the same day as the “Hello Visit”, all the parents signed up for home visits scheduled on the first week of school (August 21st to August 24th). The researcher asked permission from the school Principal three months before the intended visit as these are not commonly conducted in the school.

Home visits commenced on August 21st and ended on September 6th. The visits occurred at a longer time frame due to a request from one family to change the date of the visit and a new student joined the class. Each home visit was held for 30-40 minutes. The researcher brought a Home Visit Form (See Appendix B) to gather information about the family setting, languages the child is exposed to and if independence is supported in the different areas around the home. Also, observations of the child’s interactions with his family and caregivers and activities that the child performed independently were recorded on a table. Data in the form of recorded observations helped the researcher in understanding the family structure that aided in solidifying plans for a series of effective Family Education Workshops and lesson planning to meet each child’s needs when they started school.

Next, the researcher handed parents an Independence Checklist (See Appendix C). Here, parents were asked ten questions about the child’s ability to perform daily tasks independently at home. The questions were answerable by “Yes or No.” Data collected from the checklist provided baseline information that was essential for the researcher to gain more insight into the level of independence of each child that will help gauge how much guidance should be offered to families so they can support their child’s
independence at home. Parents were able to hand the form back to the researcher on the day of the visit.

The researcher left a five-question survey called, “Baseline Montessori Knowledge” (See Appendix D) that informed the researcher how much parents know about Montessori prior to attending the workshops planned by the researcher. Data gathered from this pre-survey would be used to compare the information that will be collected at the semi-structured meeting at the end of the study. The form was handed back to the researcher two days after the Home visit.

On the second week of school, the researcher proceeded to the next data collection method, which is observation of “Family-Child Interactions” during morning drop off and afternoon pick-up (See Appendix E). The researcher tracked the number of times the parents or caregivers demonstrated how they encourage their child’s independence and noted whether they were showing positive emotions (smiles, doesn’t linger in the hallway) or negative emotions (worried, lingers in the hallway). On this same week, the researcher observed each child’s quest for independence during the daily routine: from the arrival procedures, toileting, mealtime, nap time, personal hygiene, housekeeping, and departure procedures (see Appendix I). After collecting observational data on the children’s quest for independence in the classroom, the researcher determined that this information was not useful in answering the research questions.

Data gathered from the Family-child interactions were vital to solidifying the workshops planned by the researcher. This was essential information that will be leveraged during the Socratic dialogue with the parents included in the first workshop.
The researcher planned and conducted four Family Education workshops within a span of 7 weeks, from September 6th to October 17th from 6:00 – 7:30pm. These workshops were offered to parents and caregivers in the researcher’s class. In all workshops, the researcher prepared and offered tea, coffee, fruits and cookies to participants before the workshop began. Parents were invited to sit on cushions spread on a big rug where the researcher holds Circle Time with the toddlers. This is also a favorite workstation of the children. The researcher wanted parents to get a feel of what their child does every day during Circle Time with the researcher. Chinese translation was offered, but since the attendees were mostly parents who can understand and speak English, all workshops were conducted in English. The first workshop was about the Toddler Class’ Daily Routine, Phase in Progress and Parents’ sharing of successes, concerns or challenges. All eight families were represented by one parent. The researcher started by acknowledging parents for participating in the workshop. Parents expressed their gratitude to the researcher for allowing them to partake in the journey she was taking while they benefit by learning more about the Montessori method. The researcher continued by talking about the importance of daily routine in toddlers as it is during this period that they crave order, routine and consistency not just from their environment, but more importantly, their schedule, as they are developing a sense of order. With order and consistency, also comes independence and sense of satisfaction.

Photos and videos of children were played via Power point presentation. The researcher highlighted how independence is encouraged throughout the day, inside and outside the classroom, from the moment children arrive in the morning to dismissal. Since 7 out of 8 children in the class are primarily taken care of by non-parent caregivers,
parents are anxious to know how their child is doing in school. The researcher shared an update on the phase in progress as children continued to transition on the third week of school. Lastly, a Socratic dialogue was held to hear parents’ opinions on independence and how it should be nurtured both at school and home environment. Time was allotted for sharing of successes, challenges, questions or concerns. Parents were handed a workshop evaluation form (see Appendix F) which they turned in the following day.

Due to mandatory school parent evening and Chinese National Holidays, the second and third workshops were combined and held on September 27th. As each parent entered the classroom, they immediately noticed books that were laid out on top of tables, such as books written by Dr. Maria Montessori, Paula Polk Lillard, “The Montessori Toddler” by Simone Davies, and a variety of highly recommended children’s books and articles related to independence on Montessori Life (see Appendix J for complete list of resources presented to parents).

The workshop was held in the classroom. Six parents were in attendance. Two families went out of town for the holidays. Since workshop 2 and 3 were combined, it ran from 6:00 to 8:00 pm. Workshop 2 was facilitated on the first hour. The researcher began talking about the Montessori Theory with a short introduction of Dr. Montessori’s story and how she started developing the method. More sharing about her philosophy followed. Next, Trevor Eissler’s video was played to share a parent’s perspective after sending his children to a Montessori school (see Appendix J for complete list of resources presented to parents). The researcher played a Power point presentation of the different areas in the Montessori Toddler environment. For a better understanding of what children do in each area, pictures of children were flashed as the researcher talked about the skills children
develop by working with the materials. The researcher also emphasized how independence is nurtured in each area. Time was allotted for questions and answers but since parents shared the pictures and videos played explained it all, the researcher announced a short break before the next workshop was began.

The researcher focused on fostering independence in the home environment in Workshop 3. Further Montessori concepts were discussed – from the books, “Montessori from the Start” by Paula Polk Lillard and “The Montessori Toddler” by Simone Davies. Parents were handed four posters and markers where they were to write activities that their child does independently in the four areas of the home: bedroom, bathroom, kitchen/dining room and “others” that meant an activity not necessarily done in a specific area at home. Parents were allotted 10 minutes to do the activity. Since they all have good spoken and written English, the language used to write on the posters was English. When finished, parents handed the posters to the researcher who went over the skills parents wrote in the first poster (bedroom). After going through the list written by the parents, the researcher pulled out another poster with a list of suggested activities, called “at home Practical life activities by age” (Davies, 2019 p. 42) that a child can perform independently in the bedroom. (See Appendix K for the list).

The researcher went through the same process proceeding to the bathroom, kitchen/dining and “others.” Parents appeared to be skeptical about allowing their child to go to the kitchen. As one mom shared, kitchens in China are designed in such a way as to enclose it so as keep the little children away from getting inside it for safety reasons. Families were encouraged to share their child’s progress at home, concerns, issues, or challenges. Some shared that they have already seen more independence and have
noticed how grandparents and nannies are doing less for their child. There was an exchange of ideas on where certain items (like footstool, low chairs and tables and safe tools) can be purchased and activities children could do to keep themselves preoccupied as parents get ready for a nine-day holiday with their child at home. The researcher recorded the sharing by parents.

The researcher capped the evening by playing the video, “The Story of the Little Boy and the Butterfly” to help parents understand how rescuing children from all suffering creates weakness (see Appendix J for complete list of resources presented to parents). The story tells of a little boy who felt sorry for a butterfly struggling to come out from its chrysalis. The boy decided to help by peeling its chrysalis open. He excitedly watched the butterfly spread its wings and fly off into the sky. To his surprise, the butterfly fell to the ground and died because it did not possess strength to keep flying. The researcher used the story as a metaphor and concluded that when a child is allowed to become independent, he will build coordination and confidence, develop fine and gross motor skills, prepare his mind for future thought processes and problem-solving techniques that will prepare him for life. Parents were handed a workshop evaluation forms (see Appendix F) which they turned in the following day.

The last workshop, “Positive Discipline” was schedule on October 17th. Three out of eight families had attended the 9 week “Positive Discipline” workshop held in the school last year. Five families confirmed their attendance but two parents had to make last minute cancellation. Three parents attended the last workshop. The researcher planned experiential activities and demonstrations to help parents feel what it’s like to be
in their child's world and to give them tools to be able to discipline their child positively, while learning to balance kindness and firmness at the same time.

The workshop started with a short introduction of Positive Discipline, based from the work of Alfred Adler and Rudolf Dreikurs that was further developed and popularized by Lynn Lott and Jane Nelsen. After a short background on Positive Discipline, parents were handed two posters where they were asked to write current challenges that they were experiencing with their child (in one poster) and what characteristics and life skills they would like to see when their child is twenty five years old (in another poster paper). Parents were allotted ten minutes to write on both posters. The researcher took the “challenges” poster and went over the list. The researcher took another poster with a long list of challenges from the Positive Discipline workbook (see Appendix J for complete list of resources presented to parents). Next, the researcher read the list on the “Characteristics and life skills” poster filled out by parents. The researcher then pulled another poster with a list from the Positive Discipline workbook by Jane Nelsen. After this, the researcher discussed why children misbehave, and how parents could deal with the misbehavior by using “tool cards” which she shared with the parents. The researcher also highlighted how it works best if adults ask a child instead of telling them what to do. To end the workshop, the researcher reiterated the importance of learning to balance kindness and firmness at the same time, consistently by all the adults who take care of the child. Parents were handed a workshop evaluation form (see Appendix F). Filling out this survey form from the (four workshops) offered the attendees a platform to share their thoughts and answers to questions they may not feel comfortable talking about. Data collected from the evaluation forms will give the researcher a better
insight on how attending the Family Education workshops enhance parents and caregivers understanding of the Montessori method and how it will affect the parents’ and caregivers’ ability to support their child’s independence.

The last data collection tool to be implemented was a semi-structured meeting (see Appendix G) with each family. On October 24th, the researcher sent an email to parents informing them of a thirty-minute, one on one family meeting to mainly discuss how attending the workshops have helped them understand the Montessori philosophy or if changes have been adapted at home to support their child’s independence. Parents were also informed that the researcher would like to touch base should they need more guidance in supporting their child's independence at home, how to get the grandparents or nanny cooperate with them, and to answer questions they might still have about the Montessori method. These meetings began October 29th, 2019. Data that was collected from this meeting was compared to the pre-survey to see whether the Family Education program was effective in supporting toddler’s independence.

**Data Analysis**

This action research project utilized a variety of qualitative and quantitative data sources. The qualitative sources were questionnaires, interviews, observations, surveys and logs. The quantitative sources were checklists and daily (observation) tally sheets. The researcher began the data analysis by sorting tools as quantitative and qualitative.

**Quantitative Data**

For the Independence Checklist (Appendix C), the researcher numerically coded the responses as 1 for “yes” and 2 for “no” for Independence Checklist. A frequency chart was created to show the tasks the child performed independently or with help.
Results were analyzed by the number of times they appeared and were averaged by percentage in a bar graph.

For the Researcher’s Observation of Family-Child Interactions (Appendix E), observational data was divided into four categorical tasks that a child was observed to perform independently or by the caregiver. These four categories are: caregiver carries child, child walks on his feet, caregiver carries backpack and child carries backpack. Next, the researcher allocated a number for each independence task recorded. The data was compiled in an Excel spreadsheet. Responses were tallied by the number of times they appeared (frequency). These were averaged and percentages were presented in a bar graph.

**Qualitative Data**

The researcher compiled all the qualitative data gathered from questionnaires, interviews, observations, surveys and logs. Hendricks (2017) explained that data gathered from these tools should be converted to text (if not in its textual form yet) before it can be analyzed. Once converted to text, data was sorted into categories for analysis. The researcher looked for themes to make it easier to code responses either numerically or textually.

The data collected using the Home Visit (Appendix B) was divided into the following categories:

- First, general information about the family setting.
- Second, what languages is the child exposed to?
- Third, how does the child behave around family members?
- Fourth, does the child have free access to the following areas in the home?
The data was analyzed and a number allocated for each response. The data was compiled in an Excel spreadsheet. The frequency of the responses was counted and entered as percentages and presented in a pie chart or a bar chart.

The Semi-Structured Interview (Appendix G) was transcribed. This, along with the Baseline Montessori Knowledge (Appendix D) was broken down into smaller pieces (disassembled) as follows: questions were categorized:

First, have parents read books about the Montessori philosophy?

Second, what are the reasons for enrolling their child in Montessori?

Third, what are the parents’ expectations for their child and questions about the Montessori philosophy?

Data for the first two categories was compiled in an Excel spreadsheet. The frequency of the response was counted, entered as percentages and presented in a table and a pie chart respectively.

For the third category, the researcher will create a table with two columns. In the left column, the transcribed words from the interview will be typed (the parents’ expectations for their child). To the right, are the questions about the Montessori philosophy. Data for the two categories was compiled in an Excel spreadsheet. The frequency of the response was counted, entered as percentages and presented in a table.

**Findings**

The purposes of this study were to identify *in what ways increased family education on supporting toddler independence* affected (1) the family's understandings and interactions with their toddlers in school and (2) the family's understandings and support of their toddlers at home. Various data collection tools such as organizational
data in the form of observational records and logs were used. To collect inquiry data, the researcher utilized surveys, questionnaire, home visits, workshop evaluation forms and a semi-structured interview with parents.

The setting of this study was the researcher’s Toddler environment at the Montessori School of Shanghai in China. The subjects for this study were eight children aged 24 – 33 months, eight parents (each one representing their child) who responded to the surveys, attended the workshops and semi-structured interview, three nannies and four grandmothers. During drop off and pick up, a mother, four grandmothers and three female nannies were observed.

Table 1: Demographics

<table>
<thead>
<tr>
<th>Participants</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>5 (63%)</td>
<td>3 (36%)</td>
</tr>
<tr>
<td>Parents</td>
<td>3 (36%)</td>
<td>5 (63%)</td>
</tr>
<tr>
<td>Grandparents</td>
<td>0</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>Nannies</td>
<td>0</td>
<td>3 (100%)</td>
</tr>
</tbody>
</table>

Table 1 shows 63% of the students were males, and only 36% were females. Nannies, grandparents and 63% of the parents were female. The figure shows that the majority of the caregivers were females.

Research Question 1

The first research question that this study addressed dealt with identifying the ways that increased family education on supporting toddler independence affected the family's understandings and interactions with their toddlers in school. To answer this
question, the researcher observed the family and child interactions (seven pairs in total) during drop-off and pick-up for a full week on August 26th to 30th. The observations were recorded on a paper and the key ideas in their interactions were highlighted, coded, and counted.

In the month of August, there were only seven enrolled students. A new student joined the class in September.

Based on the data collected, 29% of the children were dropped off by parents, 42% by grandparents, and the 29% by nannies.

![Morning Drop-off Observation](image)

*Figure 1. Drop-off Observations on caregiver encouraging independence in school.*

The data in Figure 1 shows that on the first day, 71% of caregivers carried their child to the classroom. As the week progressed, the percentage went down to 29%. This graph shows that more than half of the students (57%) were encouraged to perform tasks (carrying their backpack and walking to the car that encourage independence) as the week progressed.
Figure 2. Average time it takes a child to calm down after drop-off.

Figure 2 shows that only one of the children (14%) was calm as soon as the caregiver left. Six (86%) of the children either cried, were distressed or repeatedly asked where the caregivers were. One child took an average of 10 minutes to calm down each day. The data showed that majority of the children needed time to calm down when the caregivers left.

Figure 3. Average time it takes a caregiver before leaving the classroom after drop-off.
Figure 3 shows that only one (14%) of the caregivers left immediately after drop-off. Most of them stayed from 1 to 7 minutes in the classroom hallway. There may be a possible relationship between the results of data represented in Figures 2 and 3. The researcher noted that the longer the caregiver lingered, the longer it took their child to calm down.

Figure 4. Afternoon pick-up observations.

Figure 4 shows that at the beginning of the week, 71% of the caregivers performed tasks for the child by carrying their child’s backpack and carrying them to the car. Change was noted at the end of the week: 71% of the children were encouraged independence by their caregivers by allowing them to carry their backpack and walk to the car.
Figure 5 shows that at the beginning of the week, 71% of children showed negative emotions (crying, distressed) at drop-off. This went up to 86% at the end of the week. The opposite was observed among adults, where 71% showed negative emotions (worried, lingered) at the beginning but were more positive at the end of the week, where 43% of caregivers looked happy and excited. During pick-up, more than half of the caregivers (57%) and children (71%) showed positive emotions (smiles, excited) at the beginning of the week. The percentage went up to 100% at the end of the week.

**Research Question 2**

The second research question that this study addressed dealt with identifying *ways that increased family education on supporting toddler independence affect the family's understandings and support of their toddlers at home*. To answer this question the researcher invited one family at a time for a semi-structured interview. The researcher
recorded the responses on the laptop and the key ideas in their responses were coded and counted.

Based on the responses shared by parents, the Family Education experience was “helpful,” and they feel that it has “benefited the family in learning more about Montessori.” One parent said that, “I learned many ways to support my child’s independence at school and home.” Families who cohabitate with grandparents, which make up 50% of the group, all shared that they still need to remind the latter to allow their child to do things (such as eating, dressing, packing toys away) by themselves. One mom lamented, “I often remind my mother to allow my son to eat by himself. She likes to feed him because she is worried that he is not going to eat enough by himself.”

Families who have nannies, 38% of the group, shared that the latter is learning to support their child’s independence at home. One mother shared, “My ayi (nanny) is now allowing my son to put his toys and books away. She is making progress!” Families liked the suggested ideas shared by the researcher on tasks their child can do at home. Another parent stated, “I can ask my daughter to help clean up her toys, put books away and eat by herself.” Overall, the families were grateful with the researcher’s efforts to arm them with tools in understanding and supporting their young child’s independence in both school and home environment. The following home modifications were shared by parents after the Family Education workshops: families who didn’t have the following items bought them: a child-size table and chair, footstools, English picture books and small cleaning tools. Toys were sorted in bins, and children were asked to help put them away accordingly after playing. Some families have started establishing routines after school. All families noticed improvement in their child’s behavior, helpfulness and
independence. Everyone hoped that the workshops continue so they know how to continuously guide and support their child’s independence at home.

**Baseline Montessori Knowledge**

Data from the survey showed that only 25% of the parents have read Maria Montessori’s books presented during their Infant Toddler Montessori training last year. The rest of the parents only read about Montessori based on information they received when they visited the school and online. It is these same parents, 75% who would like to learn more about the method.

![Reasons for choosing Montessori school](image)

*Figure 6. Parents’ reasons for choosing Montessori school for their child.*

Figure 6 shows that 50% of parents shared that they enrolled their child in Montessori “to learn English”, and the another 25% shared that they “agree with the Montessori Philosophy after taking Montessori training.” The survey results showed that majority of the parents have very limited knowledge of the Montessori philosophy.
Table 2: Parents’ Expectations for their Child and Questions about the Montessori Philosophy

<table>
<thead>
<tr>
<th>Parents’ Expectations</th>
<th>Questions about Montessori:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To like going to school</td>
<td>1. What will my child learn?</td>
</tr>
<tr>
<td>2. To learn to speak English</td>
<td>2. How will my child cope with the lessons learned by older children?</td>
</tr>
<tr>
<td>3. To be independent</td>
<td>3. Will my child speak English well after one year?</td>
</tr>
<tr>
<td>4. To become sociable</td>
<td>4. How can I help my child following the Montessori Philosophy?</td>
</tr>
<tr>
<td>5. To learn to read</td>
<td>5. Will my child learn to read and write before leaving Montessori?</td>
</tr>
<tr>
<td>6. To be happy</td>
<td>6. Will my child be prepared for Primary School after Montessori?</td>
</tr>
<tr>
<td>7. To prepare for Primary School</td>
<td>7. Why can children move around the classroom the whole day?</td>
</tr>
<tr>
<td>8. To learn to listen</td>
<td>8. How does Montessori help the younger children?</td>
</tr>
</tbody>
</table>

When asked, “How does Montessori foster invaluable skills such as independence, self-discipline and other skill,” data showed that 25% of the parents think that the teachers teach the skills to children, 50% were not sure, and would like to learn how to, while the other 25% said “The children learn these by working on the materials.” Results from the survey suggest that Family Education about the Montessori Philosophy is essential for them to truly understand what Montessori is about.
Independence Checklist

Figure 7. Tasks performed by the child or the caregiver.

A checklist was given to parents to gather baseline data on their child’s basic life skills. The variables were categorized into three areas: dressing, toileting, eating. On average, 38% of children were independent on all three areas in the home environment. Figure 7 shows that 62% of the caregivers performed tasks for their child, thus, inhibiting their independence.
Home Visit

Figure 8. Primary caregiver.

During the home visit, the researcher gathered that 45% of the children are taken care of by the grandparents. Most of the parents are working, so only 22% consider themselves their child’s primary caregiver. Figure 8 shows that majority of the children (at 78%) are under the care of grandparents and nannies. The researcher also found that only 13% (one child) is exposed to English at home. The rest of the children are spoken to in Chinese.
Table 3: Tasks the child was observed to perform independently or sought help from family.

<table>
<thead>
<tr>
<th>Task performed by the child or caregiver:</th>
<th>Independently</th>
<th>Sought Help from Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking water from the dining table</td>
<td>2 (25%)</td>
<td>6 (75%)</td>
</tr>
<tr>
<td>Closing the door</td>
<td>0 (0%)</td>
<td>8 (100%)</td>
</tr>
<tr>
<td>Eating fruits</td>
<td>6 (75%)</td>
<td>2 (25%)</td>
</tr>
<tr>
<td>Packing toys away</td>
<td>4 (50%)</td>
<td>4 (50%)</td>
</tr>
<tr>
<td>Putting shoes on</td>
<td>3 (38%)</td>
<td>5 (62%)</td>
</tr>
<tr>
<td>Serving guest</td>
<td>1 (13%)</td>
<td>7 (87%)</td>
</tr>
</tbody>
</table>

Data from Table 3 shows that the only task that a majority (75%) of the children were observed to perform independently was eating fruits. None of the children were allowed to carry a tray of fruits. Also, only one (13%) child independently offered the researcher a fruit. The data showed that on average, 67% of the children sought help from their family to perform tasks observed by the researcher.
Baseline information gathered during the home visit also showed which areas of the home children are allowed independent access. Data on Figure 9 shows that one child (13% of the total number of children) didn’t have free access to the bedroom as she still sleeps in a crib. The rest of the children (87%) sleep in their parent’s bedroom. None of the children is allowed access to the kitchen. According to one parent, “Unlike in Western culture, Chinese children are not allowed to go inside kitchens for safety reasons.” The data suggests that children are allowed independent access in the different areas except the kitchen.

Figure 9. Independent access allowed at different areas in the home.
Workshop Feedback

Figure 10. Tasks that parents are planning on implementing at home.

The final source of data was based from the workshop feedback. Figure 10 shows that 38% of the parents would like to develop a daily routine for the child while 13% would like their child to eat by himself. Results from this data shows that each parent came up with plans to support their child’s independence at home.

In the process of discovering data that are useful for the study, the researcher deemed that it was good to know some baseline background information to get to know the child and his family better. However, data collected in Appendix H or Family
Questionnaire and Appendix I (Classroom Observation) do not answer either of two research questions.

Conclusions and Recommendations

The Montessori method has gained popularity among Chinese families as an alternative form of education for their young children. Young parents who lead busy lives and make it a goal to keep the balance between work and family send their young children to schools and then turn to the grandparents or nannies to help take care of their only child. The parents and caregivers would like to support their child to become independent the Montessori way. However, the researcher has observed many parents and caregivers have little understanding of Montessori pedagogy and child development. There exists a gap between the school and home environment.

The researcher hoped that by bridging the gap between school and home through family education, families will incorporate elements of the philosophy into their homes, as continuity in both environments is essential in strengthening the foundation the Montessori method brings. Hence, families will learn how to support their child’s independence in both the school and home environment.

The research aimed to answer the following questions: first, in what ways will increased family education on supporting toddler independence affect the family's understandings and interactions with their toddlers in school? Second, in what ways will increased family education on supporting toddler independence affect the family's understandings and support of their toddlers at home?

Data gathered from the morning drop-off and afternoon pick up showed as the week progressed, participants realized that their child is capable of performing tasks
independently (such carrying their backpack and walking to the car) when encouraged. Also, positive emotions demonstrated by participants made an impact on their child. Participants saw the connection between encouraging their child to perform tasks on their own to building their independence; that the more positive they are when they leave their child, the better the child will feel after separation. All participants expressed an appreciation of learning about their child’s Montessori environment. They learned about the importance and benefits of establishing a daily routine in school and at home, understood how the different areas in the classroom assist in their child’s growth, saw the activities and materials the children are working on and the skills their child is developing as an independent learner. Participants enjoyed the photos and videos of their child fully engaged at work and requested an archive so other parents, grandparents and nannies could view how independent their child is.

Topics, discussions and suggestions presented during the family education workshops helped parents better understand the Montessori philosophy. They were enlightened and encouraged to know that there are many ways that they could support their child’s independence at school and more so, at home. Families integrated the Montessori philosophy in their home by establishing a daily after school routine where the child is involved in simple tasks such as putting his clothes in the hamper, packing toys and books away, and eating by himself. All the families noticed improvement in their child’s behavior, helpfulness and independence since the home visit at the beginning of the study and hoped that the workshops continue so they know how to continuously guide and support their child’s independence at home.

Based on the findings of this study, the following conclusions were drawn:
- The first and most important step a family should take to support their child at school and home is to understand and respect their child's quest for independence. This is in alignment with Jensen (2013) statement, “In this pursuit of independence, a child’s home and school environment can be each other’s greatest asset” (p. 1).

- The study shows that when the school is strongly committed to bridging the gap between school and home by creating partnership with families into their children’s education, the outcomes for children can be very positive. This conclusion resonates with Khajehpour and Ghazvini (2011), who said, “repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child’s education” (p. 1205).

- The accumulated evidence supports the importance of family education especially in a culture where there are many adults taking care of one child. Since the study commenced, the researcher did not receive any complaints from families nor did anyone question the researcher’s capacity as their child’s teacher. Questions asked were related to topics discussed during workshops or other ways some tasks can be carried out when their attempts to support their child’s independence didn’t work out. The researcher felt more connected to each family after the study.

- Positive feedback from the families led the researcher to the conclusion that the study served as an effective means of communicating Montessori methodology to parents. It also helped build a strong foundation for families to gain a better understanding of the Montessori Philosophy. Giving families tools, encouragement and support go a long way to building their confidence in supporting their child by
incorporating elements of the Montessori philosophy not just into their homes, but lives. This aligns with Vidojevic’s (2018) conclusion that “family education is the key factor in connecting families to their child’s Montessori school environment and forms a bridge between school and home” (p. 7-8).

*Based on the findings and conclusions of this study, the following recommendations are made:*

- Parental/caregiver involvement will be enhanced by offering parents and caregivers opportunities to participate in classroom activities, especially in sharing their culture and tradition such as calligraphy, Chinese poetry, traditional exercise called “Tai Chi,” cooking, arts and crafts with the children. The researcher will ask permission from the school administration if one family member at a time could come to class for a “work with me” morning so they can work or observe their child and have a glimpse of the fully functioning class’ daily routine.

- Results of the study will be shared with the participants. The researcher is also planning on sharing the study with colleagues who are struggling to answer one question after another from anxious parents, grandparents and nannies on concerns that stem from lack of understanding the Montessori philosophy. The researcher will highlight how open communication is fundamental in creating respect, trust and partnership between teachers and families.

- The researcher will encourage the school administrators to consider allowing teachers to conduct home visits. Aside from being an excellent way to connect with the child and his family at the beginning of the school year, home visits bridge cultural gaps that might occur between the family and teacher.
- The researcher would also share the benefits of conducting frequent family education workshops, (not limited to parents) with the school administration, scheduling it at a time that would suit the working family members. The better spread out the workshops are, the better the chance they could attend. Families could also be asked for topics that they would need more guidance on. The researcher thinks that having a drop box in the lobby for suggested topics would make families feel less anxious about keeping their anonymity when making suggestions to the administration.

- The researcher would like to continue to follow up with the participants on the implementation of changes and keep track of the progress they observe their child is making at home. The timing of the study couldn’t be more suitable. As parents have just started making changes in their home to allow more independence in the different areas of their home, the researcher hopes that they could continue to give their child to do more complex tasks as time progresses. The researcher also hopes that families could slowly allow their child in the kitchen, beginning with simple washing fruits/vegetable activities until both of them are confident enough to fully open the area to their child. The researcher hopes to see families consistently implement what they have learned until the end of the school year, or better yet, for as long as they could.

- It was the wish of the participants that the researcher will continue to guide them in their journey of parenting the Montessori way. The researcher agreed that it will benefit the families, especially the children, if parents continue to learn ways to support their child in their Montessori journey.

- One parent suggested setting up a file sharing website where the researcher can upload photos of children at work or play or any activities that goes on in
class so they can continue to learn about the activities and materials their child is working on. The researcher agreed to the idea and has started the process of photo and video sharing.

- The parents who are keen to keep learning suggested starting a book club so they can learn more about Montessori’s writings and other books on parenting. The researcher committed to sharing her books on Montessori and early childhood education with the group.

- The study will guide the researcher in her future practice with family education. It entailed a lot of hard work, but the researcher is grateful for the opportunity to better her communication and social skills with families who come from a different culture.

Due to the limit in the population size and time, the researcher hopes that further research be continued with more participants and longer time be spent in conducting the study to warrant a more accurate result. Such studies will greatly benefit the reason teachers are here for: to best serve and meet the needs of the children they are blessed to serve.
References:


http://sophia.stkate.edu/maed/109

http://sophia.stkate.edu/maed/208


http://sophia.stkate.edu/maed/48


Montessori for Infants & Toddlers (n.d.), *American Montessori Society.* Retrieved from


Appendix A:
附录 A:

Family Education on Supporting Toddler Independence Active Consent Form
支持幼儿独立自主的家庭教育主动同意书

August 17, 2019
2019年8月17日

Dear Parents/Grandparents/Nanny,
亲爱的父母/祖父母/保姆，

As you may know, I am a St. Catherine University student pursuing a Masters’ Degree in Education. An important part of my program is the Action Research project. 如您所知，我是一名圣凯瑟琳大学的学生，正在攻读教育学硕士学位。我的计划的一个重要部分是行为研究项目。

As the Montessori toddler teacher of students at the Montessori School of Shanghai Jiading Campus, I have chosen to learn about Family Education on Supporting Toddler Independence because I would like to guide you in gaining a solid understanding of the Montessori philosophy to help you understand the benefits, underlying skills, and values that your child is acquiring at school so you can better support his growth, development and independence. I am working with a faculty member at St. Catherine University and an advisor to complete this particular project. 作为上海嘉定私立蒙特梭利幼儿园托班孩子们的老师，我选择研究在支持孩子独立方面的家庭教育,因为我想引导您获得一个坚实的理解蒙特梭利哲学来帮助您了解您的孩子在学校获得的好处，潜在技能和价值观，这样您可以更好地支持孩子的成长、发展和独立。我正在与圣凯瑟琳大学的一名教职员和一名顾问一起完成这个特别的项目。

I will be writing about the results that I get from this research, however none of the writing that I do will include the name of this school, the names of any staff, administration, parents, or students, or any references that would make it possible to identify outcomes connected to a particular student. Only my professor and advisor from St. Catherine University will have access to the identifiable data for this study; I (we) will keep it confidential. 我将写下我从这项研究中得到的结果，但是，我所写的任何一篇文章都不会包括这所学校的名字、任何教职员工、管理人员、家长或学生的名字，也不会包括任何能够识别与某个特定学生相关的结果的参考文献。只有圣凯瑟琳大学的教授和顾问才能访问本研究的可识别数据; 我（我们）会对这项研究保密。

When I am done, my work will be electronically available online at the St. Kate’s library in a system called SOPHIA, which holds published reports written by faculty and graduate students at St. Catherine University. The goal of sharing my final research study report is to help other teachers who are also trying to improve the effectiveness of their teaching.
THE EFFECTS OF FAMILY EDUCATION

当我完成后，我的作品将在圣凯特图书馆（St. Kate’s library）的一个名为索菲亚（SOPHIA）的系统中以电子方式在线提供，该系统保存着圣凯瑟琳大学（St. Catherine University）教职员工和研究生撰写的公开报告。分享我的最终研究报告的目的是帮助其他老师，他们也在努力提高他们的教学效率。

There are minimal to no risks involved in the study. You will only be requested to attend the workshops that I will be facilitating.

这项研究几乎没有风险。你只被要求参加我将安排的工作坊。

It will greatly benefit you and other caregivers as this research hopes to bridge the gap between school and home. In return, families will learn best how to support their child at home and school.

这将大大有利于您和其他护理看护者，因为这项研究旨在弥合学校和家庭之间的差距。作为回报，家庭将学习如何在家里和学校支持他们的孩子。

Procedures:

1. Home Visit: to be scheduled on the August 21-24, 2019, as per parent’s convenience.

家访：根据家长的方便，安排在2019年8月21日至24日。

- Researcher will bring a “Home Visit Form” (See Appendix C) during the visit

研究人员将于访问期间携带“家访表”（附录C）

- The researcher will go over the form with the family and will observe the child and his interactions with family members.

研究人员将与家人就“家访表”进行调查，并希望观察孩子及其与家人的互动。

- This visit will provide the researcher a glimpse of the child’s interactions with his family, living situations, expectations at home. This will greatly help the researcher in understanding the family structure that will aid in implementing series of effective Family Education Workshops and lesson planning to meet the child’s needs when he starts school.

这次访问将为研究人员提供一个机会看见孩子与他的家庭互动，生活情况，家里的期望。这将极大地帮助研究人员了解家庭结构，有助于实施一系列有效的家庭教育研讨会和课程规划，以满足儿童入学时的需要。

- Parents will be asked to answer a short “Independence Checklist: Is your child able to perform the following tasks independently?” (See Appendix D). Questions are answerable by YES or NO.

家长们将被要求回答一份简短的“独立清单：您的孩子能够独立完成以下任务吗？”（见附录A）。问题的回答为“是”或“否”。

I will be leaving a short questionnaire called, “Baseline Montessori Knowledge” (Appendix E) which parents may turn in after two days.

我将留下一份简短的问卷调查，称为“基线蒙台梭利知识”（附录E），两天后家长可以上交。

2. First Family Education Workshop: September 6th, 2019

第一次家庭教育工作坊：2019年9月6日
A Socratic dialogue will be facilitated between families and researcher.

Families will be asked to share their concerns, challenges, feedback on their child’s first week of school, issues they would like to bring up, and successes they would like to share with the group.

Families will be asked to answer a short “Workshop Feedback” (Appendix H).

I will conduct the first Observation of family-child interactions during drop off and pick up, (Appendix F), on August 26th-30th, 2019.

3. Second Family Education Workshop: September 27, 2019

- Beginning of Montessori Theory Introduction
- Presentation of books and literature that parents may read
- What are the different Areas in the Toddler Montessori Environment and how they support independence?
  - 幼儿蒙特梭利学习环境的不同区域是什么? 他们如何支持独立?
- How is Independence Nurtured in Montessori?
  - 蒙特梭利如何培养独立?
- Fostering independence at home – bedroom/bathroom - Families will be asked to fill out “Workshop Feedback” (Appendix H)
  - 培养家庭独立性——卧室/浴室——家庭成员将被要求填写“工作坊反馈”（附录 F）

4. Third Family Education Workshop: September 27th, 2019

- Delving deeper into Montessori Philosophy
- Fostering independence at home – kitchen/dining room
  - 增强在家中的独立——厨房/餐厅
- Families’ sharing of child’s progress at home, concerns, issues, challenges
- Families will be asked to fill out “Workshop Feedback” (Appendix H)
  - 家庭成员将被要求填写“工作坊反馈”（附录 F）

5. Fourth Family Education Workshop: October 17th, 2019

- Positive Discipline
正面管教
- Family involvement opportunities in the classroom for the entire year
  全年都有家庭参与课堂的机会
- Families sharing of child’s progress at home, concerns, issues, challenges
  家庭分享孩子在家中的进步、关注、问题、挑战
- Families will be asked to fill out “Workshop Feedback” (Appendix F)
  家庭成员将被要求填写“工作坊反馈”（附录 F）

6. Semi-structured meeting
  期中会议
  - Parents will choose a convenient time to come to school for this (half an hour)
    one-on-one meeting with me.
    家长们会选择一个方便的时间来学校与我进行 (半小时) 一对一会谈。

This study is voluntary. If you decide you do want to be a participant and/or
have your data (background information about your education, family structure), included
in my study, you need to check the appropriate box(es), sign this form, and return it by
August 19, 2019. If at any time you decide you do not want to continue participation
and/or allow your data to be included in the study, you can notify me and I will remove
included data to the best of my ability.

这项研究是自愿的。如果您决定您确定想成为一名参与者，并/或请将您的数据 (关于您的教育背景信息、家庭结构) 包含在我的研究中，您需要在下划线上签名，并在 2019 年 8 月 19 日前归还。如果您在任何时候决定不继续参与并/或不允许您的数据包含在研究中，您可以通知我，我将尽我所能删除包含的数据。

If you decide you do not want to participate and/or have your data included in my
study, you do not need to do anything. There is no penalty for not participating or having
your data involved in the study.

如果您决定不参加我的研究，并/或不希望您的数据包含在我的研究中，您不需要做任何事情。不参与或不让您的数据参与研究不会受到惩罚。

If you have any questions, please feel free to contact me at
karen.mitu@montessorisos.com. You may ask questions now, or if you have any
additional questions later, you can ask me or my advisor Dr. Olivia Christensen at
otchristensen@stkate.edu who will be happy to answer them. If you have other questions
or concerns regarding the study and would like to talk to someone other than the
researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine
University Institutional Review Board, at (651) 690-7739.

如果您有任何问题，请随时与我联系 karen.mitu@montessorisos.com。您现在可以问问题，或者如果您以后还有其他问题，您可以问我或我的导师 Olivia Christensen 博士，otchristensen@stkate.edu，我们将非常高兴为您解答。如果你对这项研究有其他问题或担忧，并想与研究人员以外的其他人交谈，您也可以联系 John Schmitt 博士，圣凯瑟琳大学机构审查委员会主席，电话 (651) 690-7739。
You may keep a copy of this form for your records.
你可以保留一份这张表格的副本作记录。

Opt In 选择参加
Please check all that apply. I DO want to:
请检查所有申请。我不想：

participate in this study. 参加这项研究
have my data included in this study. 把我的数据包含在这项研究中。

______________________________             ________________
Signature of Parent 父亲签名             Date 日期

______________________________             ________________
Signature of Grandparent 祖父母签名             Date 日期

______________________________             ________________
Signature of Nanny 保姆签名             Date 日期

______________________________             ________________
Signature of Researcher 研究员签名             Date 日期
Please respond by August 19, 2019.

Family Education on Supporting Toddler Independence Assent Form
支持幼儿独立自主的家庭教育主动同意书

August 17, 2019
2019 年 8 月 17 日

Dear Parents,
亲爱的家长们，

In addition to being your child’s Montessori toddler teacher, I am a St. Catherine University student pursuing a Masters Degree of Education. As a capstone to my program, I need to complete an Action Research project. I am going to study Family Education in Supporting Toddler Independence because I would like to guide your child in achieving independence in all aspects of daily living as per school routine. It is also my goal to be your partner in helping your child achieve independence both at school and home environment.
我是圣凯瑟琳大学的一名学生，正在攻读教育学硕士学位。作为我的论文设计，我需要完成一个实践项目。我准备研究在支持孩子独立方面的家庭教育，因为
I want to guide your child in following school routines in all aspects of daily life and also help you become partners to support your child in school and home environments.

In the coming weeks, I will be observing you and your child’s interactions during morning drop off, classroom events and afternoon pickup as a regular part of your child’s routine. All students will participate as members of the class. In order to understand the outcomes, I plan to analyze the results of this observation to determine how we can collaborate in guiding your child reach his highest potential, primarily, independence in all activities of daily living at school and home.

The purpose of this letter is to notify you of this research and to allow you the opportunity to exclude your child’s results/data from my study.

If you decide you want your child’s data to be in my study, you don’t need to do anything at this point.

If you decide you do NOT want your child’s data included in my study, please note that on this form below and return it by August 19, 2019. Note that your child will still participate in the classroom routine and school events but his/her data will not be included in my analysis.

In order to help you make an informed decision, please note the following:

• I am working with a faculty member at St. Kate’s and an advisor to complete this particular project.

  我正在与圣凯特学院的一名教员和一名顾问一起完成这个特别的项目。

• I have chosen to learn about Family Education in Supporting Toddler Independence because I would like to guide your child in achieving independence in activities of daily living. In addition, it is my goal to assist you in gaining a solid understanding of the Montessori philosophy to help you understand the benefits, underlying skills, and values that your child is acquiring at school so you can better support his growth, development and independence.
The effects of family education

I choose to study support for independent family education because I want to guide your child to develop independence in daily activities. Moreover, my goal is to help you deeply understand the Montessori philosophy, helping you understand the advantages your child will get in school, basic skills, and values, so you can better support his growth, development, and independence.

- I will be writing about the results that I get from this research. However, none of the writing that I do will include the name of this school, the names of any students, or any references that would make it possible to identify outcomes connected to a particular student. Other people will not know if your child is in my study.

- The final report of my study will be electronically available online at the St. Catherine University library. The goal of sharing my research study is to help other teachers who are also trying to improve their teaching.

- There is no penalty for not having your child’s data involved in the study, I will simply delete his or her responses from my data set.

If you have any questions, please feel free to contact me at karen.mitu@montessorisos.com. You may ask questions now, or if you have any questions later, you can ask me, or my advisor Dr. Olivia Christensen at otchristensen@stkate.edu who will be happy to answer them. If you have questions or concerns regarding the study, and would like to talk to someone other than the researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at (651) 690-7739.

You may keep a copy of this form for your records.

______________________________       ________________
OPT OUT: Parents, in order to exclude your child’s data from the study, please sign and return by August 19, 2019.

选择退出: 家长们，为了将您孩子的数据排除在研究之外，请于 2019 年 8 月 19 日前签署并返回。

I do NOT want my child’s data to be included in this study.
我不希望我孩子的数据包含在这项研究中。

Signature of Parent 家长签名 Date 日期
1. General information about the family setting.
   a. Do both parents work? If they do, who is their child’s primary caregiver in their absence?
   一种。父母双方都工作吗？如果他们这样做了，那么他们缺席时孩子的主要照顾者是谁？
   b. Are the grandparents co-residing with the family?
   祖父母与家人同住吗？
   c. Does the child have a sibling?
   这个孩子有兄弟姐妹吗？
   d. Is there a nanny who takes care of the child? Does she co-reside with the family?
   有一个照顾孩子的保姆吗？她和家人在一起吗？

2. What languages is the child exposed to?
   2. 孩子会使用哪种语言？

3. How does the child behave around family members?
   3. 孩子在家人周围的表现如何？

   a. Activities that the child was observed to perform independently:
   一种。观察到儿童独立进行的活动：
   b. Activities that the child sought help from the family members
   孩子寻求家庭成员帮助的活动

4. Does the child have free access to the following areas in the home? How is independence supported in the following areas:
4. 孩子是否可以自由进入家中的以下区域？在以下领域如何支持独立性：

a. Bedroom 卧室
b. Bathroom 浴室
c. Kitchen 厨房
d. Dining table 餐
Appendix C:
附录 C:
Independence Checklist
独立检查表

Short Independence checklist for parents:  Is your child able to perform the following tasks independently? Please answer with a YES or NO.
给父母的关于独立小问卷：您的孩子是否能够独立完成以下任务？请回答“是”或“否”

<table>
<thead>
<tr>
<th>Task: 任务</th>
<th>Yes 是:</th>
<th>No 否:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toilet trained 如厕训练</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Takes shoes on and off 穿上和脱下鞋子</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Puts coat on/takes off 穿上/脱下外套</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dresses self 自己穿衣服</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Undresses self 自己脱衣服</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Washes hands 洗手</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Eats with fork and spoon 用叉子和勺子吃饭</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Puts socks on 穿袜子</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cuts with dull knife 用钝刀切割</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Uses tissues to clean nose 用纸巾擦鼻子</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D:
附录 D:

Baseline Montessori Knowledge:
基本蒙台梭利知识

1. What made you choose Montessori education for your child?
   是什么让您选择蒙台梭利教育?
2. What are your expectations from your child’s experience in Montessori?
   您对孩子在蒙台梭利的经历有何期望?
3. Have you read books or articles about Montessori? Which one?
   您读过关于蒙台梭利的书或文章吗?哪一个?
4. How does Montessori foster invaluable skills such as independence, self-discipline, and others?
   蒙台梭利如何培养独立、自律等宝贵的技能?
5. Do you have any questions about Montessori pedagogy?
   您对蒙台梭利教学法有什么问题吗?
Appendix E:

Researcher’s Observation of Family-Child Interactions during drop-off and pick-up for a full week: (August 26th-30th)

一整周来园、离园期间家庭与孩子互动的观察

Morning Drop-off:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the child take the school bus? Who drops the child off at the bus stop?</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
</tr>
<tr>
<td></td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
</tr>
<tr>
<td>2. Who drops the child off at school?</td>
<td>Yes (carried by adult)</td>
<td>Yes (carried by adult)</td>
<td>Yes (carried by adult)</td>
<td>Yes (carried by adult)</td>
<td>Yes (carried by adult)</td>
</tr>
<tr>
<td></td>
<td>No (not carried by adult)</td>
<td>No (not carried by adult)</td>
<td>No (not carried by adult)</td>
<td>No (not carried by adult)</td>
<td>No (not carried by adult)</td>
</tr>
<tr>
<td></td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
</tr>
<tr>
<td>3. Does the child walk on his feet or is carried by the adult?</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
</tr>
<tr>
<td></td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
</tr>
<tr>
<td>4. Does the child carry his belongings (backpack, water bottle)?</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
<td>Yes:</td>
</tr>
<tr>
<td></td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
<td>No:</td>
</tr>
<tr>
<td>5. How long does it take for the adult to walk away?</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
</tr>
<tr>
<td>6. Observe adults' emotion prior to walking away.</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
<td>无 (不由成人携带)</td>
</tr>
<tr>
<td>7. How does the adult say “goodbye” to the child? (using words, hugging, kissing, waving, smiling, others: ___________)</td>
<td>成人如何向孩子说“再见”? (用语言，拥抱，亲亲，招手，微笑，其他：________)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8. How does the child respond to adult bidding goodbye? (using words, hugging, kissing, waving, smiling, crying, wailing, others: ___________) | 孩子如何回应成人
|       | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) |
| 9. How long does it take the child to calm down once adult walks away? | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) |
| 10. Is the child able to get into the classroom routine as soon as the adult walks away? | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) | 无 (不由成人携带) |
| 11. Other observations noted at drop off: 来园期间的其他观察发现: | Yes: | Yes: | Yes: | Yes: | Yes: |
|       | No:    | No:     | No:       | No:      | No:    |
### Afternoon pick-up:

下午离园

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who picks the child up at school? 谁在学校接孩子?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How does the adult approach the child? 成年人如何接孩子? (大声呼唤孩子, 跑向孩子, 招手, 其他: _______ )</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. How does the child respond to adult who picks him up? 孩子对接他/她的成人有什么反应?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the child carry his belongings (backpack, water bottle)? 孩子拿着孩子的东西? (书包, 水杯)</td>
<td></td>
<td></td>
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<tr>
<td>5. Is the child encouraged to walk to the car or carried by adult? 孩子是被鼓励走到车上还是被大人抱着?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other observations noted at pick up: 离园期间的其他观察发现:</td>
<td></td>
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</tbody>
</table>
Dear Parents,

Thank you for attending the workshop. Your feedback is very important to the researcher. Please take a moment to let me know how you feel about today’s event so that I may continue to improve the offerings.

Date of Workshop: _________________

Legend: (Score of 1 being the lowest, 5 being the highest) 说明:（最低分: 1 分, 最高分: 5 分）

<table>
<thead>
<tr>
<th>Question</th>
<th>1 (lowest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Today’s topic was useful and interesting</td>
<td></td>
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<tr>
<td>2. The presenter knew the subject well and was engaging</td>
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<tr>
<td>3. The translator was clear and professional</td>
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<tr>
<td>4. There was adequate time for questions and concerns</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Would you be interested in more information on this topic? 您是否对此主题的更多信息感兴趣？</td>
<td></td>
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<tr>
<td>6. Was the workshop clearly presented to all members of the family, including grandparents and</td>
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<tr>
<td>nannies? 工作坊是否清楚地介绍给所有家庭成员，包括祖父母和保姆？</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What would you implement at home based from what you learned from today’s workshop? 根据你从今天的工作坊中学到的，你会在家里实施什么？</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What was your biggest take away from the workshop? 您在工作坊上最大的收获是什么？</td>
<td></td>
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</tr>
<tr>
<td>9. What specific area of parenting topics would help you in supporting your toddler’s independence? (Please specify: 您有哪些具体的育儿主题领域可以帮助您支持您孩子的独立性？请详细说明：)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you have any suggestions for improvement for future workshops? 您对未来的工作坊有什么建议吗？</td>
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</table>
Appendix G:
附录G:

Semi-structure meeting:
期中会议
Date of Meeting: _______________
会议日期： _______________

1. How was the Family Education experience for you? 你的家庭教育经历如何？
2. How has it changed your family life since partaking in the workshops? 自从参加工作坊后，你的家庭生活有何改变？
3. What changes have you noticed among the grandparents and/or nanny after the workshops? 工作坊结束后，你注意到祖父母和/或保姆有什么变化？
4. How have you adopted Montessori in your home environment? 您如何在您的家庭环境中运用蒙氏
5. What changes have you noticed on your child after you implemented changes at home? 您在家采取措施后，您注意到你的孩子发生了什么变化？
6. In what way would you need support now that the workshops are over? 现在工作坊已结束，您需要以什么方式获得支持？
7. Do you have any suggestions on how the school can support parents by bridging school and home environment? 你对学校如何通过改善学校和家庭环境来支持家长有什么建议吗？
Appendix H:

Family Questionnaire:

Child’s Name:
幼儿姓名:
Age (as of today):
年龄（截至今日）:
Child’s English name:
幼儿英文名:
Birthday:
生日:

Home Life: 家庭生活:

1. Does your child have his/her own room? (Yes: __   No: __) If not, with whom does your child share a room with?
   你的孩子有他/她自己的房间吗?（有:__没有:__），如果没有，您的孩子与谁共用一个房间?
2. What are your child’s favorite play activities and interests?
   您孩子最喜欢的游戏活动和兴趣是什么?
3. Is your child allowed access to the following? Please tick from the following:
   (TV: __, computer: __, video games: __, handheld games: __, tablet: __, or smart phone: __) If yes, how many hours a day does your child engage in screen time?
   您的孩子是否可以接触以下的事情？请在选项后划勾：（电视: __，电脑: __，视频游戏: __，掌上游戏: __，平板电脑: __，或智能手机: __）如果可以，您的孩子每天使用屏幕的时间是多少小时?
4. How is your child’s daily routine like?
   您孩子的日常惯例是怎样的?
5. Has your child been toilet trained? If so, since when?
   你的孩子是否接收过如厕训练？如果“是”，从什么时候开始的？
6. Does your child have any issues related to going to the toilet or bowel problems? (Please provide specific details around use of pull-ups during nap and nighttime, frequency of accidents, approach you and/or your doctor are taking, need for resources for potty training, etc.)
   您的孩子是否有上厕所或排便方面的问题？（请提供有关在午睡和夜间使用拉拉裤的具体细节，小事故发生的频率，您或您的医生正在使用的方法，如厕训练所需的资源等。）
7. How many hours does your child sleep at night?
   您的孩子晚上睡几个小时?
8. How many hours does your child nap each day? (Please include any specific routines that you may use with napping that you think are important for us to know.)
   您的孩子每天小憩几个小时？（请包括任何您认为对我们重要的小睡例行公事。）
您的孩子每天睡几个小时？（请包含您认为对我们来说很重要的、关于午睡的任何特定惯例）

9. Does your child eat anything that is served her? Are there any food that she like and dislike?
您的孩子吃任何您提供给他/她的食物吗？有没有他/她喜欢或不喜欢的食物？

10. Does your child join you during family meals? Can your child eat by herself?
您的孩子在吃饭时参与在餐桌上吗？您的孩子是否能够自己吃饭？

Personality: 性格

1. How would you characterize your child’s interaction with:
您如何描述孩子与以下人员的互动：
   a. parents
   家长
   b. sibling
   兄弟姐妹
   c. grandparents
   祖父母
   d. nanny
   保姆
   e. friends
   朋友
   f. strangers
   陌生人

2. Some sample descriptive words (but not limited to) you may choose from:
您可以参考如下描述性词语（但不限于）：

Shy 害羞的  Cooperative 乐意合作的  Strong-willed 意志坚强的  Outgoing 外向的  Creative 有创造力的  Easily Distracted 容易分心的  Playful 顽皮的  Curious 好奇的  Moody 喜怒无常的  Inquisitive 好奇的，好问的  Defiant 目中无人的  Bossy 专横的  Talkative 爱说话的  Demanding 勉求的  Perfectionist 追求完美的  Loving 有爱的

3. What does your child like to do?
您的孩子喜欢做什么事情？

4. What are your child’s favorites?
您的孩子最喜欢什么？

5. What are the challenges that you have with your child?
您的孩子面临的挑战是什么？

Discipline: 纪律
1. What is the primary form of discipline with your child? 
   您管教孩子的主要形式是什么？
2. Do you have any rules at home? Please specify. 
   你家的家里有什么规定吗？请说明。
3. How do grandparents and nanny react to misbehavior or when the child 
   disobeys rules? 
   当孩子不听话时，祖父母和保姆会如何反应？
4. How do you guide your child’s behavior to perform a task when he/she does 
   not want to? 
   当孩子不想做某件事时，您如何引导他/她的行为？
5. How does your child respond to your discipline techniques? 
   您的孩子对您的管教技巧如何回应？

Health: 健康

1. Does your child have any allergy or dietary restrictions? 
   您的孩子有过敏或饮食限制吗？
2. Does your child have any past or present medical condition we need to be 
   aware of? 
   您的孩子在过去或现在是否有任何我们需知道的身体状况？

Social/Emotional: 社会/情感:

1. Is your child able to communicate his wants and needs? Please describe your 
   child’s language skills. 
   您的孩子能够传达他的意愿和需求吗？请描述您孩子的语言技能。
2. What makes your child happy? Sad? 
   什么事情可以让您的孩子开心/快乐？
3. What are your child’s strengths? 
   您孩子的优点是什么？
4. In what area does your child need support? 
   您的孩子在哪些方面需要帮助？
5. Does your child throw tantrums? What triggers the tantrums? 
   你您的孩子会发脾气吗？什么触发他/她发脾气？

Separation: 分离

1. Has your child been separated from you or the immediate caregivers? How did 
   she react to the separation? 
   您的孩子是否与您或孩子的直接照顾者分开了？孩子是如何对分离做出反应的？
2. What else would you like us to know about your child? 
   关于您的孩子，您还想让我们了解些什么？
3. What are your hopes and dreams for your child this year? 
   你对您的孩子今年有什么希望和梦想？
您对孩子今年的希望和梦想是什么？
### Appendix I:
附录 I

Classroom Observation: To be done by researcher pre and post intervention
教师观察；由研究人员在干预前和干预后完成

<table>
<thead>
<tr>
<th>Activity:</th>
<th>C: Consistently C: 一直如此</th>
<th>O: Often O: 经常</th>
<th>S: Sometimes S: 有时</th>
<th>N: Not at this time N: 此时不</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival/ Departure Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take off coat</td>
<td>脱外套</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang up coat</td>
<td>挂外套</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hang up backpack</td>
<td>挂背包</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take off outdoor shoes</td>
<td>脱室外鞋</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on indoor shoes</td>
<td>穿室内鞋</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Remove contents from backpack (water bottle)</td>
<td>从背包中取出物品（水杯）</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses self by flipping coat/jacket</td>
<td>穿上自己翻到正面的外套/背心</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Put on backpack</td>
<td>背背包</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletting</td>
<td>如厕</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull down pants</td>
<td>脱裤子</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take off own diapers/in pail</td>
<td>脱掉自己的尿布</td>
<td></td>
<td></td>
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<tr>
<td>Place diaper in pail</td>
<td>将尿布放进桶里</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sit on toilet</td>
<td>坐在座便上</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull up pants</td>
<td>提裤子</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing Hands</td>
<td>洗手</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn faucet on and off</td>
<td>打开和关闭水龙头</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washes hands independently</td>
<td>独立洗手</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses soap</td>
<td>使用肥皂</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Finds own towel to dry hands</td>
<td>找到毛巾擦干手</td>
<td></td>
<td></td>
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<tr>
<td>Meal Times</td>
<td>进餐时间</td>
<td></td>
<td></td>
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<tr>
<td>Can serve self using a variety of utensils</td>
<td>能够使用各种餐具吃饭</td>
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<tr>
<td>Manages snack setup independently (gets bowl, serves self, finds, seat, and eats)</td>
<td>独立吃点心（那碗、自己拿取点心、找座位并坐下，进食）</td>
<td></td>
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<tr>
<td>Carry plate, cup or tray without spilling</td>
<td>端盘子,杯子或托盘时,不会溢出</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages lunch setup independently (gets bowl, serves self, finds, seat, and eats)</td>
<td>独立吃午餐（那碗、自己盛饭菜、找座位并坐下来，进食）</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sit in a chair and eat</td>
<td>坐在凳子上吃东西</td>
<td></td>
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<tr>
<td>Demonstrates ability to drink from an open cup</td>
<td>表现出用开杯喝水的能力</td>
<td></td>
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<tr>
<td>Empty uneaten food and beverage into trash</td>
<td>将未吃完的食物和饮料倒进垃圾桶</td>
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<tr>
<td>Put dishes away when finished</td>
<td>饭后将盘子放到指定处</td>
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<tr>
<td>Nap Time</td>
<td>午睡时间</td>
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<tr>
<td>Lie down and rest without assistance at naptime</td>
<td>午睡时躺下休息，不要</td>
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<tr>
<td>Personal Hygiene</td>
<td>个人卫生</td>
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<tr>
<td>Demonstrates ability to wipe/吹鼻子的能力</td>
<td>表现出必要时擦</td>
<td></td>
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<tr>
<td>Demonstrates ability to clean face when necessary</td>
<td>表现出必要时清洁面部</td>
<td></td>
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<tr>
<td>Housekeeping</td>
<td>家务</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages housekeeping tasks independently (wipes spills, sweeps floor)</td>
<td>独立管理家务（擦拭污渍,扫地）</td>
<td></td>
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<tr>
<td>Successfully fills containers with liquid or solids</td>
<td>成功地用液体或固体填</td>
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<tr>
<td>Identifies personal belongings 识别个人物品</td>
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<tr>
<td>Shows respect for the environment (e.g., watering plants, putting trash in can) 尊重环境（如：给植物浇水、将垃圾扔进垃圾桶）</td>
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</table>
Appendix J:
Complete list of resources presented to parents:

YouTube Videos:
“Montessori Madness!” – 321 FastDraw by Trevor Eissler
The Boy and the Butterfly -An Inspirational Story about Life by Winspire Magazine

Books:
Montessori from the Start by Paula Polk Lillard
Positive Discipline workbook Lynn Lott and Jane Nelsen
The Montessori Toddler by Simone Davies
Appendix K:
Some at Home Practical Life Activities by Age
from The Montessori Toddler by Simone Davies

附录 K：
按年龄分类的一些家庭实践生活活动：

**SOME AT-HOME PRACTICAL LIFE ACTIVITIES BY AGE**

Wondering how to include your child around the home? Here are some ideas for various ages.

You can see how we scaffold their skills with these simple one-step activities for children from 12 to 18 months. Then, in addition to these activities, we offer activities of increasing difficulty for children from 18 months to 3 years. The child from 3 to 4 years old can begin longer, more complex tasks, in addition to those activities from earlier age groups.

**12 to 18 months**

**KITCHEN**
- Pour glass of water or milk using small jug—use small amount of liquid to avoid large spills
- Add milk to cereal
- Scoop cereal into bowl
- Wipe up spills with hand mitt
- Take plate to kitchen
- Drink from a glass

**BATHROOM**
- Brush hair
- Brush teeth with assistance
- Wash hands
- Pack away bath toys
- Fetch and hang up towel

**BEDROOM**
- Fetch diaper/underwear
- Put dirty clothes in laundry basket
- Open curtains
- Choose between two options for clothing
- Get dressed with assistance
- Take off socks

**OTHER**
- Help put toys away
- Fetch shoes
- Help the parent (for example, “Can you bring me the watering can, please?”)
- Turn light switch on/off
18 months to 3 years

KITCHEN
- Prepare a snack/sandwich
- Peel and slice a banana
- Peel a mandarin orange
- Peel and cut an apple with assistance
- Wash fruits and vegetables
- Make orange juice
- Set the table/clear the table
- Wipe the table
- Sweep the floor—use a dustpan and brush
- Make coffee for parent (push buttons on coffee machine/fetch cup and saucer)

BATHROOM
- Blow nose
- Brush teeth
- Wash body—use small travel-sized soap bottles to minimize waste
- Clean face

BEDROOM
- Help to make bed by pulling up cover
- Choose clothes
- Get dressed with little help

OTHER
- Arrange flowers in small vases
- Pack and carry bag/backpack
- Put on coat
- Put on shoes with Velcro closure
- Water plants
- Put toys into baskets and return them to shelf
- Clean windows
- Load/unload washing machine and dryer
- Sort socks and clothing by color
- Fetch products in supermarket/push cart/help unpack groceries
- Dust
- Put leash on dog and brush dog

3 to 4 years

KITCHEN
- Unload dishwasher
- Measure and mix ingredients for baking
- Scrub and peel vegetables, such as potatoes and carrots
- Assist with cooking (for example, making lasagna)

BATHROOM
- Use toilet/flush toilet/close toilet seat
- Place wet clothing in laundry area
- Wipe with assistance after using toilet
- Wash hair—use travel-sized bottles to minimize waste

BEDROOM
- Make bed—pull up duvet
- Pack clothes into drawers/closet

OTHER
- Feed pets
- Help with recycling
- Fold laundry
- Fold socks
- Vacuum
- Open car door with remote