

## Montessori Education for Neurodivergent Students

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### Essay

Education systems around the world increasingly recognize that students learn in different ways and require different types of support to succeed academically and emotionally. Within modern child psychology, the concept of neurodiversity highlights that neurological differences are a natural part of human variation. Students who are considered neurodivergent—including those with autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), dyslexia, Down syndrome and other developmental differences—often experience challenges in traditional educational environments and as we know that children with this speciality need more time and potion in development. Well in regular school they often fill lost in conventional classrooms typically rely on standardized instruction, strict schedules, and limited flexibility in teaching methods. These structures may not always support the learning needs of neurodivergent students, who may require individualized pacing, sensory-friendly environments, and hands-on learning opportunities.

One educational philosophy that has gained attention for its potential to support diverse learners is the Montessori method. Developed by Italian physician and educator Maria Montessori in the early twentieth century, Maria made an incredible contribution to the development of humanity, just as much as, for example, Darwin for biology and Newton did for Physics. Which I think is worth noting, began her practice as a doctor in Rome in a hospital for the mentally ill, where along with adults there were also children with severe developmental delays and special needs. I mentioned this only to emphasize that Maria was initially started and focused on special needs childran. It was there, when she first time discovered that it was enough to provide children with right environment and necessary tools for development and adults supposed to be an observer. The motto of Montessori method is “Help me do it myself“. Montessori approach emphasizes independence, exploration, and respect for the natural psychological development of the child. Montessori education is grounded in the belief that children learn best when they are allowed to actively engage with their environment and follow their natural curiosity.

Understanding neurodivergence is an important component of modern child psychology. Neurodivergent students may process information, communicate, and respond to stimuli

differently from neurotypical individuals. For example, children with ADHD often experience difficulties with sustained attention, impulse control, and executive functioning. Students with autism spectrum disorder may experience challenges in social communication and may be sensitive to sensory stimuli such as noise, light, or crowded environments.

The Montessori method was originally developed through careful observation of children's behavior and development. Maria Montessori believed that children possess an innate drive to learn and explore their surroundings. Her educational philosophy focuses on creating a “prepared environment” in which students can freely choose activities that match their interests and developmental stage.

A key characteristic of Montessori education is the use of specialized learning materials that engage multiple senses. For example, mathematical concepts are introduced using physical objects such as beads or counting blocks, allowing children to visualize abstract ideas. Language development activities may involve tracing textured letters while pronouncing sounds, combining tactile and auditory learning.

Another important feature of Montessori education is the use of mixed-age classrooms. Instead of grouping students strictly by age, Montessori classrooms often include children within a three-year developmental range. This structure encourages peer learning and cooperation rather than competition.

From a child psychology perspective, Montessori education supports several important aspects of cognitive development. The approach encourages the development of executive functioning skills such as planning, organization, and self-regulation. Students are responsible for selecting their own tasks, managing their time, and returning materials to their proper places.

Montessori education also supports emotional development. Neurodivergent students may experience frustration when their learning style does not align with traditional teaching methods. In Montessori classrooms, mistakes are viewed as natural opportunities for learning rather than failures.

Social development is another important area addressed by Montessori education. Neurodivergent children sometimes face difficulties with peer interaction, communication, or understanding social expectations. Montessori classrooms emphasize respect, cooperation, and peaceful conflict resolution.

Research on Montessori education has suggested several potential benefits for students. Studies have indicated that Montessori students often demonstrate strong problem-solving skills, creativity, and intrinsic motivation. Some research has also found that Montessori environments may support the development of executive functioning and social cooperation.

Despite its advantages, Montessori education is not without limitations. One challenge is accessibility. Many Montessori schools operate as private institutions, which may limit access for families who cannot afford tuition.

In conclusion, Montessori education offers a valuable framework for supporting neurodivergent students. Its emphasis on independence, multisensory learning, and individualized pacing aligns closely with many principles of child psychology.

## References

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