



The Montessori OBSERVER

Misbehavior
Patterns

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Staff and children of American Montessori Academy in Nagano, Japan (right, Tim McCabe)

Montessori School in Nagano, Japan

In April, 2005, **Timothy McCabe** and his native Japanese wife established the *American Montessori Academy (AMA)* to provide a suitable bilingual social environment for young children at their home

in Nagano City, Japan. Since 2005, the school has become an integral component of learning for the whole community in this farming community in northern Japan.

The AMA school began by converting an old, abandoned Japanese house in the foothills of Iizuna Mountain, transforming it into a beautiful, rich and colorful home. Timothy describes his program as down to earth, with strong support from the participating families. He says "...my kids are becoming normalized, having wonderful social skills, care about others, and the Moms...love AMA."

Timothy also points out the school's close connections with nature and the surrounding Japanese culture. "We are nature-based, in that we live, work and play around the local family farms...the kids learn to Re-do, Re-use, Re-cycle and in some cases, Re-claim. We get free garlic, cabbage, and asparagus from the local farmers, and in return, AMA offers beef burgers twice a year at our outdoor parties."

The AMA school has brought together children from many cultures, including Japan, South Korea, Taiwan, Canada, UK, Slovakia, Pakistan, and the USA. It has also been active in its commitment to IMS Montessori school recognition, sponsoring a local Japanese teacher to attend the IMS workshop held several years ago in Hawaii.

For further information contact: Timothy McCabe, AMA, 36422, Monabe Tanarioki, Nagano City, Japan, Tel. 81-26-235-1496, amanagano@mac.com.

Eleanor C. Havis (1911 — 2007)

A Loyal Friend to IMS

On May 31, 2007, **Eleanor C. Havis**, mother of **Lee Havis**, IMS executive director, died in her home in College Park, MD at the age of 96. She was a loyal supporter, friend and consultant to Lee, especially during the critical formative period of development of the International Montessori Society.

Eleanor was born in Wooster, OH, the first child of Charles and Blanche Pearce Collier who married in 1909. Her father established the Collier Printing Co. in 1902, in the same small town. In 1938, at 27, she married Dr. Leon Havis, who later became a research horticulturist, specializing in the development of new peach varieties at the US Department of Agriculture, Plant Industry Station in Beltsville, MD.

After Leon died in 1962, Eleanor became especially active in church and community affairs, such as Girl Scouts and Red Cross Bloodmobiles. In 1969, she consulted closely with Lee in his new research interests in Montessori teaching. In 1979, Eleanor provided initial financial and moral support for Lee to establish the International Montessori Society in Silver Spring, MD. She remained consistently committed to its successful operation, despite many setbacks, obstacles and opposition from the surrounding conventional society.

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Reflections

by Wendy Lieberman

Using Good Judgment

Wendy is director of New Way Montessori School (Meridian, ID). She is reflecting here on her continuing experiments using the IMS technology to help control her personality with children.

On Friday, I was trying to move more slowly and avoid getting over involved in any situations...I have thoughts that I can't make good judgments about how to interact with children. My personality guards against me slowing down in order to avoid pain...I kept shutting off my own judgment and just let my personality control me. I dramatized the thought that I didn't know what to do by not doing what I knew was the right thing to do.

Vince was wandering around the room knocking things on the floor...and I was just following him and doing small things, but not enough to control the environment. Finally, I looked at what I was doing and I thought, "This doesn't make any sense. This isn't good Montessori teaching. I am not using good judgment. I am just abandoning the situation." So, I snapped out of it and I started giving clear directions to children who needed it...The class was back on track.

Montessori Workshops

Technology for Montessori Teaching in the Scientific Approach to Normal Being

The IMS workshop is a two-day weekend learning experience, featuring Lee Havis, IMS executive director, presenting the unique 2003 technology of Montessori teaching. This technology is precise practical knowledge for conducting the scientific approach with children that leads to true normal being as discovered by Dr. Montessori in 1907.

Workshops are scheduled according to local interest. Contact: IMS, tel. 301-589-1127; havis@imsmontessori.org



Misbehavior Patterns

by Lee Havis

"...the adult himself is the unknowing cause of the child's difficulties against which he battles, lost in a forest of insoluble problems."

Dr. Maria Montessori
from *Child in the Family*, p.71-72

Misbehavior patterns are serious problems for many teachers, leading some to impose harsh rules, punishment or other forms of control on children. In Montessori teaching, however, the approach is to resolve these patterns by following laws of nature to control the environment, not the child. Following this approach, you discover that the ultimate cause of misbehavior patterns is unknown error in the teacher's personality.

The teacher's unknown error is an unconscious flaw or defect in her personality that automatically projects outwardly on children. This flaw is then reflected back by the particular misbehavior pattern in children. Resolving these outward projections is the basic work of controlling the adult personality.

Controlling the Adult Personality

"...the teacher...removes the obstacle that is created by his own activity and authority."

Dr. Maria Montessori
from *Secret of Childhood*, p.111

Montessori teaching aims to control the environment around a single child by removing detrimental influences from its three component parts: adult personality, other children, and physical objects. Controlling the adult personality is particularly difficult because it is so intangible and psychological in nature.

Detrimental influences of the adult personality come from negative thoughts, attitudes and feelings. Removing these influences means to remove their outer effects, such as negative language, angry voice tone, and impatient behavior towards children. These outer effects are part of an inner defense the personality constructs to avoid undue painful feelings from early childhood conditioning.

Defenses of the Personality

"With our conscious memory we forget, but the unconscious...does something far worse, for impressions made at this level...become graven on the personality itself."

Dr. Maria Montessori
from *Absorbent Mind*, p.77

Misbehavior patterns in children reflect unresolved errors and defective formations of the personality in childhood. Noticing, correcting, and controlling these inner errors will then ultimately resolve the patterns they bring about in children.

Inner personality defects consists of complex mental structures that hide and disguise painful repressed feelings from childhood. For example, suppose you feel tense while watching children misbehave. So, you move in a fast and impatient manner. In your mind, you think you are dealing with the immediate problem, but in reality your fast movement is covering up underlying fear, anger and pain from your childhood past. The resulting misbehavior is then actually coming from some unknown error within yourself.

Unknown Error

"The adult must find within himself the still unknown error that prevents him from seeing the child as he is..."

Dr. Maria Montessori
from *Secret of Childhood*, p.15

The IMS Montessori technology of techniques, protocols and lesson presentations helps to correct and control your defective projections on children. Ideally, you will use this technology to resolve any misbehavior when it first arises in the present moment.

Misbehavior patterns arise when you are under the influence of some inner detrimental tendency, which is a well hidden error in the unconscious mind. Initially, all you may notice of this error is its resulting misbehavior pattern. Begin searching for this unknown error by observing and analyzing the most superficial outward expression of the misbehavior pattern itself.

Analyzing Patterns

"...the teacher ...must be more a psychologist than a teacher."

Dr. Maria Montessori
from *Montessori Method*, p.173

A misbehavior pattern extends over time, passing through a predictable sequence of events. Analyzing this pattern involves focusing on exactly what the children are doing in this process. For example, a particular pattern may start as quiet fantasy, and then mysteriously escalate into wild, screaming running around the room. Analyzing this sequence, notice the first event in the sequence, and then carefully use the technique *imagination previsioning* (IP) to search for the possible mistake you are making just before that particular moment in time.

Using IP

"...an intending Montessori teacher... must keep her imagination alive ... In her imagination she sees that single normalized type, which lives in a world of the spirit."

Dr. Maria Montessori
from *Absorbent Mind*, p.252

The IP technique is quiet meditation you conduct when you are entirely alone. In

this quiet state, imagine the first moment of the sequence of events, including especially any feelings of tension, confusion or frustration you recall at the time. Thinking about just before that first moment of peril, perhaps you imagine your error may be abandonment, which is very often the case in many situations.

Abandonment

"...the teacher...must take care never to turn her back on the class while she is dealing with a single child. Her presence must be felt by all these spirits..."

Dr. Maria Montessori
from *Absorbent Mind*, p.270-71

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Lee Havis, Executive Director

The Montessori Observer is mailed four times each year, in March, May, September and November, to Society members throughout the world. The purpose is to provide news and information about the Society's work in Montessori education, and to extend awareness of Montessori principles throughout the world.

INTERNATIONAL MONTESSORI SOCIETY

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IMS ON THE INTERNET

An on-line IMS discussion group, intmonsoc (International Montessori Society) is available for anyone to join at no charge.

To subscribe to this list, send an email to - intmonsoc-subscribe@yahoo.com, and then follow instructions to request placement on the list.

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Moment of Peril

by Wendy Lieberman

Lining Up

Andrew and Brad misbehave in the process of lining up. Their misbehavior has become a pattern that greatly frustrates the teacher. (See *Observer*, May, 2007) Sometimes, this frustration leads to the teacher raising her voice and showing irritation at their misbehavior. What to do?

This scenario is a level 1 priority for attention because it involves the most serious kind of misbehavior that threatens physical harm to a child. The hub child is either Andrew or Brad. The primary detrimental influence is the teacher's personality. The other child is a secondary detrimental influence.

The teacher is using good clear directions telling the children to stand up straight and put their hands at their sides. The main problem is abandonment because she is not persisting in giving these directions until the misbehavior ends. For example, when a child repeats some wiggly movements, the teacher must use the technique *repetition*, giving as many clear directions as necessary to look to the child in front, and hold arms to the side. If necessary, she must get the child's attention by touching the child's body to get eye contact. (This directly applies the protocol *eye contact before talking*).

The teacher may also be getting involved in the situation too late. For example, she abandons them by focusing her attention on other low-priority situations elsewhere in the environment, allowing Andrew and Brad to move into a deep level of fantasy.

To overcome abandonment, the teacher must get the children's attention early in the process of lining up, following especially such protocols as *exaggerate the main point* and *model good behavior*. For example, the teacher emphasizes walking slowly and carefully to the line, keeping close eye contact with the children, especially Andrew and Brad. When she gives the clear direction to line up she says, "Let's make a line. Slowly and carefully walk over and make a line here." (pointing and gesturing). This will focus the children's attention on how to line up properly. The misbehavior about lining up will eventually disappear as the teacher establishes the order and procedure for this process in a clear and definite manner.

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Misbehavior Patterns

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Many misbehavior patterns involve abandonment as its essential cause. This mistake emerges as not enough interaction with children to resolve the particular problem at hand. For example, you remain passive and inattentive to some growing disorder or fantasy in children because you are giving undue attention to a low-priority issue somewhere else. This error typically violates the protocols *well being of the total environment* and *least amount of adult involvement*.

If you think that abandonment may be the problem, use IP to prevision yourself quickly disengaging from the low priority misbehavior to give a firm, clear direction to a child in the higher priority scenario. Then, test out this solution in your real life situation. If your solution doesn't work, re-examine the situation, considering some other possible error, such as some type of negativity.

Negativity

"The adult by constantly humiliating a child and making him aware of his weaknesses, dampens the child's desire to act."

Dr. Maria Montessori
from *Secret of Childhood*, p.169

Some misbehavior patterns involve unconscious negative language, such as habitually saying 'no' and 'don't' to misbehaving children. This negative language violates the protocol *no negative attention to misbehavior*, and can readily provoke a continuing pattern of power struggling disobedience. To resolve this problem, use 'safe words' in a more thoughtful and consistent manner. For example, instead of saying 'No', use the *distraction* technique, saying 'Come over here. Let me show you something.'

Impatient, Busy Behavior

"He who is impatient cannot appraise things properly...He reckons time solely by his own activity...what impresses him as a loss of time is a tension of the nerves, a moment of self-control, an interval of waiting without an immediate result."

Dr. Maria Montessori
from *Spont. Act. In Ed.*, p.132

Some unknown errors come with impatient, busy behavior that ultimately brings about repeating patterns of disorder and fantasy in children. The underlying error is often an exaggerated sense of concern for the children's physical safety, coupled with an undue sense of importance in your own role to provide a direct solution. The resolution usually comes by simply slowing down, using the technique *patient waiting* when you feel nervous and tense. Then, your feelings of tension can be a useful signal to effectively control your excessive physical activity.

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Messages to IMS

April, 2007
Meridian, ID

Hi Lee,

I want to thank you for taking the time to visit with me outside of class. I found you to be very encouraging and my commitment to New Way School has increased. I have been reading the comments on the discussion list, now that I have some of the terminology clarified, I am understanding more...I am very excited each day to watch Wendy's increased confidence and capability, and the changes in all the children in her classroom.

Valerie James
Staff member, New Way Montessori School

(Valerie reports on a recent consultation visit Lee conducted to the school, which is supervised by Wendy Lieberman. The New Way school has been carefully applying IMS technology since its beginning in January, 2007)

July, 2007
Bangalore, India

Lee Havis:

I really benefited from the CD based on your workshop at Connecticut. I wish I could attend the workshop in person. I had a smaller version of the workshop for the teachers based on my understanding of the CD. I really think it gives us an understandable guideline to provide an environment to help bring about a normalized child... The protocols and techniques are easy to understand. The teachers were happy to have a solution to handle the misbehavior of children without causing harm to the child. They now understand why they have to be in a stationary position outside the child's activity area.

Smruti Gopal
Director, GIMI training program

(Smruti is director of a training program for Montessori teachers that recently received IMAC accreditation. The Danbury audio cd and study guide presents IMS Montessori technology, which is being used in the program and with the teachers in its associated practice teaching classrooms for children)

April, 2007
Meridian, ID

IMS list:

Steve wrote a list of academic work for him to do on Thursday and systematically went down the list doing each activity. It was mostly math and language oriented. At the bottom of the list he wrote spelling test and took one after he had finished everything else. I was thrilled by his initiative. He said he wasn't going to do anything else until he accomplished the most difficult things on his list.

Wendy Lieberman

(Wendy is describing use of a "daily log" by an elementary aged child in her classroom. The daily log is a central means to support time management at the elementary (6-12) plane of development)

Marketplace

Positions and Placements

Montessori teachers: Palm Harbor Montessori Academy (Palm Harbor, FL). 250 students, ages 1-year to 8th grade. Competitive salary with benefits. Fax or e-mail resume and letter of interest: Christine Varkas, Palm Harbor Montessori Academy, 2355 Nebraska Ave., Palm Harbor, FL 34683, (727) 786-1854; Fax: (727) 786-5160; www.floridamontessori.com, e-mail: cvarkas@gate.net

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The Montessori


Misbehavior Patterns

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Inner Preparation

"One who would become a teacher according to our system must examine himself...this inner preparation will give him the balance and poise which he will need."

Dr. Maria Montessori
from *Secret of Childhood*, p.153

Resolving any misbehavior pattern is a challenge of deep inner preparation to shift your perspective from personality to a way of being that is committed to laws of nature. From this new perspective, you can then observe your personality in the same objective manner as you observe physical objects and other children.

Using IP involves inner preparation as well as objective analysis of the outward effects of your personality projections on children. Finally, you must try out different solutions in the real-life situation until you find and correct the unknown error at cause. In this way, the misbehavior pattern will eventually disappear as the children return to their natural state of true normal development.

Eleanor C. Havis

Cont'd. from Page 1, Col. 3

Lee especially remembers his mother actively helping to supervise children at the first IMS model Montessori school in Beltsville, MD (1990-91). He recalls, "Despite her advanced age and lack of specific Montessori teacher training, she willingly volunteered her efforts to help the school when it was most needed. This is just one example of her loyal, generous nature to contribute to others in so many ways throughout her life."



Eleanor C. Havis (1911—2007)

Character Teaching in Africa, Asia and Europe

During 2007, the *Character Teaching* (CT) project has been actively gaining support for its operation in Pakistan, Eastern Europe, India and Kenya. In these countries, several local NGOs have shown special interest in participating with this project that aims to overcome poverty by creating conditions for true normal character development in children.

Lee Havis, IMS executive director, originated the CT project in 2001 as a practical application of Montessori teaching for children in countries where widespread poverty is a particular problem. IMS has been sponsoring the CT project, helping to involve key personnel in poor countries to serve on the project's local consultation boards.

The project aims to coordinate the efforts of CT consultation board members in each participating country. The first aspect of project operation is for Lee to conduct a training workshop for teachers to learn about the IMS technology.

In Pakistan, CT consultation board member, **Saeed Shahab** (Lahore), director of

National Montessori Society, has contacted a number of local schools in his area about the project. In India, **M. Srinivasan**, chairman of GEAR Foundation in Bangalore, recently joined the Indian consultation board, joining current members **Ganesh** and **Anurita Sharma** (Maharashtra), and **A.K. Charles** (Madhya Pradesh).

In Kenya, East Africa, **Jared Otieno Ogolla**, head and co-founder of a Kenya based NGO is a new CT consultation board member in that country. In Eastern Europe, **Elena Goranova** (Macedonia) recently joined the CT board, which also includes **Sanela Jakolvjev** (Serbia). Since 2003, Elena has been executive director of *South-eastern European Montessori Association*.

Lee admits there is considerable resistance to the CT project from conventional organizations in the field that hold to a divergent philosophy and approach to ending poverty through education. Nevertheless, he sees hope and promise in the efforts and initiatives of local CT board members recently being made.

Moment of Peril

Cont'd. from Page 2, Col. 1

Getting Up at Nap Time

Three-year-old Sarah tends to get up off her mat often during nap time. Then, she runs around the room turning the lights on and off and disrupting the other children. She is fine as long as the teacher sits with her and maintains close physical contact. But, as soon as the teacher goes to help another child settle down, Sarah gets up. What to do?

Answer in **Observer**, November, 2007