Montessori Education: Teaching Self-Regulation through Virtual Instruction
Brooke Myers
Early Childhood Education

**Purpose**
This exploratory case study attempts to examine the ways in which a school’s Montessori teachers adjust their instruction to meet student needs online, and the benefits and challenges they experienced as a result.

**Research Question**
How does the transition to online learning impact Montessori student opportunities for social and emotional self-regulation?

**Theoretical Framework**

**Methodology**
- Grades 1-8 Montessori Charter School located in the southeast
- Four participants
  - Focus group interview with three of the teachers
  - Individual interview with the fourth teacher
  - Follow up interviews with two of the four teachers

Data were coded independently by both researchers, who then met to identify common themes. Data were coded using a continuous comparison method (looking for patterns across each data tool).

**Participants**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade Level</th>
<th>Years at the Montessori School</th>
<th>Total Years Experience</th>
<th>Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecilia</td>
<td>Lower elementary (1-3)</td>
<td>6</td>
<td>27</td>
<td>Elementary I Montessori; Grades PK-3 (state); Gifted and Talented</td>
</tr>
<tr>
<td>Deb</td>
<td>Lower elementary (1-3)</td>
<td>5</td>
<td>20</td>
<td>Elementary I Montessori; Grades PK-3 (state)</td>
</tr>
<tr>
<td>Chelsea</td>
<td>Upper elementary (4-6)</td>
<td>10</td>
<td>13</td>
<td>Elementary II Montessori; Grades 2-6 (state); Gifted and Talented</td>
</tr>
<tr>
<td>Kate</td>
<td>Upper elementary (4-6)</td>
<td>10</td>
<td>31</td>
<td>Elementary II Montessori; Grades 2-6 (state); Gifted and Talented</td>
</tr>
</tbody>
</table>

Table 1. Teacher Demographic Information

**Findings**
Four major themes emerged:
- Creating a safe space
- Resiliency
- Student accountability
- Environmental influences

**Implications**
Unlike teachers, students were largely unaffected by their environmental changes. There were some added challenges, but teachers should continue the supports they have developed. Teachers should also support and reassure classroom families.

**References**