



Normalization in the First Plane of Development

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Myths or Truths regarding Normalization

Quiet, Calm
Environment

Adults Are Observing

All Children Working

Joy in Work

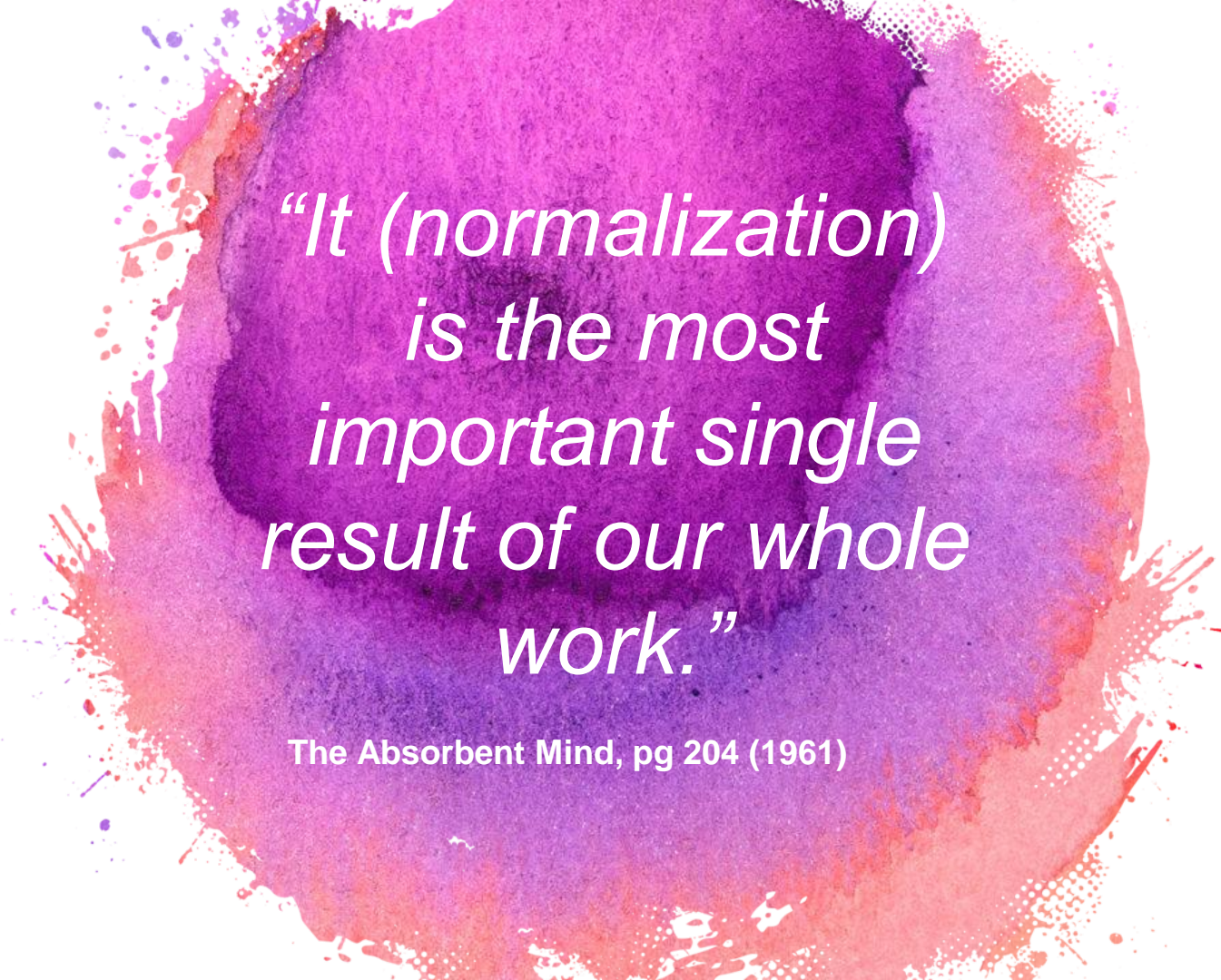
Adults Engaged With Children

Independent Work Only

Takes 6 Weeks

Once Achieved, It Stays

Self-Discipline



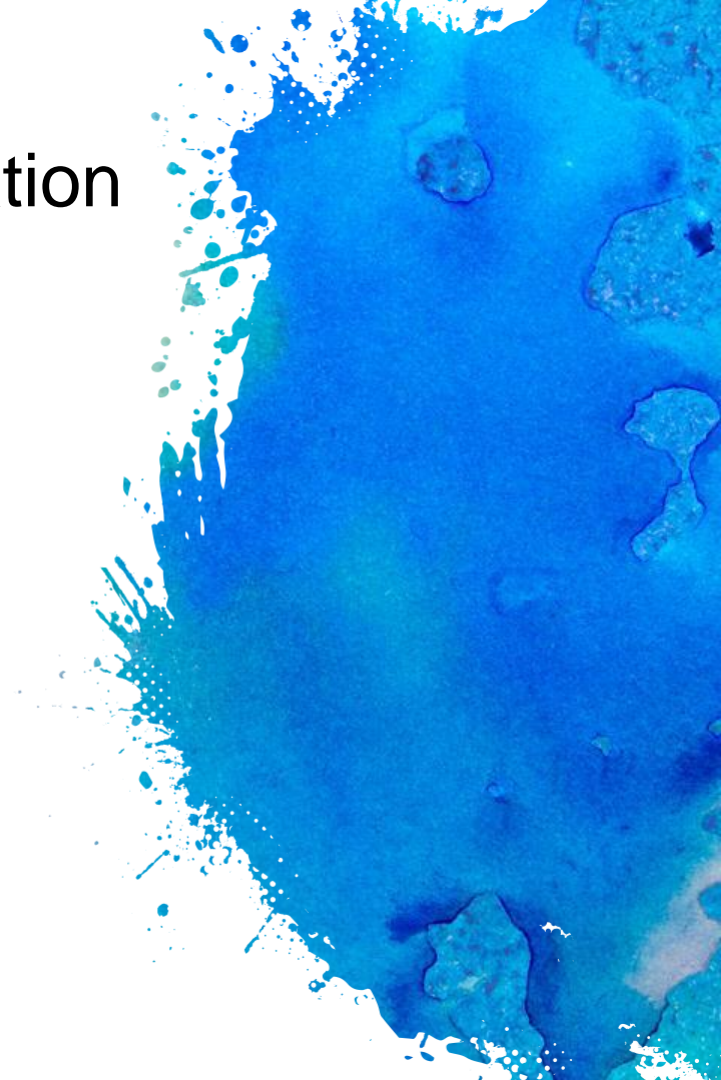
*“It (normalization)
is the most
important single
result of our whole
work.”*

The Absorbent Mind, pg 204 (1961)



How does 0 – 3 support normalization in Early Childhood?

- Movement
- Sensory experiences
- Language
- Order which leads to trust
- Love



Montessori's Ideas on Normalization

Joy of Work – Children demonstrate a love for work and learning through repetition, purposeful activity, and engaged learning.

Supported by...

- free choice
- variety of materials with depth for learning
- points of interest
- motives of activity
- long work cycle



Focus and Concentration – Joyful work leads to repetition which leads to the development of focus and concentration.

Supported by...

- freedom of choice
- variety of points of interest
- limited interruptions
- repetition
- independent work
- protecting the work cycle



Self Discipline – With focus and concentration, comes self-discipline.

Supported by...

- responsibility for work
- respect for the environment and others
- order
- natural consequences
- freedom
- appreciation for silence
- no rewards or acknowledges work without praise
- environment belongs to the children



Sociability – As children become self-disciplined, they are able to become contributing members to the classroom community or society at large.

Supported by...

- multi-age
- many opportunities to interact with one another
- emphasis on cooperation
- development of responsibility for self and the environment
- respect for others and the environment
- one of each work
- environment belongs to the children



Normalization is Messy

- It's not a straight and narrow path.
- There are hiccups and bumps in the road along the way.
- It's a process...



Let's Reflect

Think of two children in your environment.

One that is normalized
AND
One that is not.

Bumps along the road...

Deviations/Detours

1. Needing to be entertained/easily bored
2. Fearful
3. Possessiveness
4. Extravagant Imagination



Solution/Strategy

An environment that meets the developmental needs of the children in the classroom.

Predictable and consistent environment & teachers

Environment promotes culture of plenty not scarcity promotes security and patience.

Environment includes real objects and real consequences for children to become in touch with reality.

Let's Problem Solve...

- Educational Culture is pushing against normalization in numerous ways.
- We face enormous challenges to our practices and philosophy.
- Are there ways to educate rather than accommodate?





Where do we go from here?

What are you going to keep doing?

What will you change?

What are your next steps?

“The child should love everything that he learns, for his mental and emotional growths are linked. Whatever is presented to him must be made beautiful and clear, striking his imagination. Once this love has been kindled, all problems confronting the educationist will disappear.”

Maria Montessori, To Educate the Human Potential, pg 25



Thank you!

Any questions?

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Resources

The Absorbent Mind, Maria Montessori

To Educate the Human Potential, Maria Montessori

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)
- Watercolor textures by [GraphicBurguer](#)

