

AMI/USA JEDI SERIES

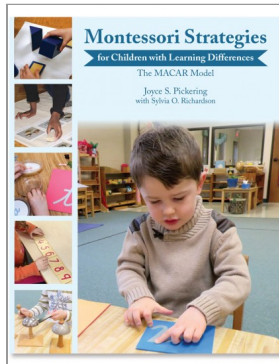
Neurodiversity and Disability through the Montessori Lens

Disability as a Social Justice Movement

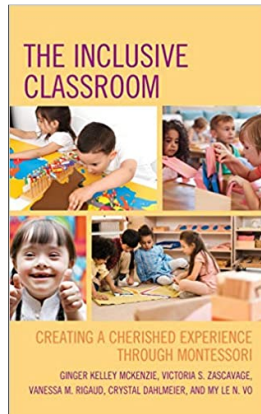
Crip Camp: A Disability Revolution. An award winning documentary, Netflix released this incredible film on its youtube channel. It contains adult topics - not for children!

<https://www.youtube.com/watch?v=OFS8SpwioZ4>

Disability - by Montessori Authors



Focus on Primary



Focus on Primary



Speaks to all program levels

Pickering, J. S. (2019). *Montessori strategies for children with learning differences: The MACAR Model.* Parent Child Press, a division of Montessori Services.

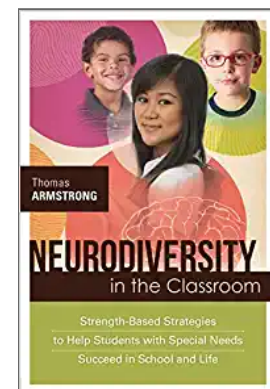
McKenzie, G.K., Zascavage, V.S., Rigaud, V. M., Dahlmeier, C., and Vo, M.L.N. (2021). *The inclusive classroom: Creating a cherished experience through Montessori.* Rowman & Littlefield.

Epstein, A. (Ed.) (2020). *Montessori inclusion: Strategies and stories of support for learners with exceptionalities.* Parent Child Press, a division of Montessori Services.

Neurodiversity

Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life.* ASCD: Alexandria, VA.

The Neurodiversity Strengths Checklist by Thomas Armstrong
Focus on older children



<https://www.institute4learning.com/2019/12/30/do-you-know-your-childs-strengths-here-are-165-possibilities/>

QUESTIONS FOR REFLECTION

FOR THE AMI COMMUNITY:

Which children are we serving in AMI schools?

What do schools need to be able to serve more children with disabilities and children who are neurodiverse?

What do guides need to be able to serve more children with disabilities and children who are neurodiverse?

*How do we resolve the fidelity vs. flexibility conundrum?
Do supports in the classroom compromise our practice?*

FOR AMI SCHOOLS:

How does your school enrollment reflect your admissions policy regarding children with disabilities and children who are neurodiverse?

How does your school meet the needs of children with diagnosed disabilities and children who are neurodiverse?

How does your school support children with challenges who have not been diagnosed with a disability and are not neurodiverse?