

# Montessori Memo

Quarterly, Curated, and Collaborative

Research for practitioners, researchers, and community members

Since the spring of 2019 the Montessori Memo has been a quarterly, curated memo of peer reviewed research and policy papers accessible and contributed to by a broad community of Montessori and non-Montessori researchers and practitioners.



Now in the spring of 2024 we are updating our format to reflect the general increased awareness of, and access to, research. The Montessori Memo will now provide a quarterly review of one piece of research literature to amplify methodologies, context and content. You can still suggest articles for review and find the first 20 Issues on our partnership website [www.Montessori-Forward.org](http://www.Montessori-Forward.org).

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## RESEARCH: MONTESSORI

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**Title:** Developing Speech Sounds In The Montessori Environment In Children With Disorders Language Development.

**Citation:** Anggraeni, V., & Faizah, R. N. (2024, February). Developing Speech Sounds In The Montessori Environment In Children With Disorders Language Development. In *International Conference on Teaching, Learning and Technology (ICTLT 2023)* (pp. 77-89). Atlantis Press. DOI [10.2991/978-2-38476-206-4\\_10](https://doi.org/10.2991/978-2-38476-206-4_10)

**Abstract:** *The challenge of being able to actively involve children with language disorders in the classroom so that they can play and learn together with other typical children prompted this literature study to be conducted. Some related problems are phonological awareness (PA) disorders, which make it difficult for children to socialize. Children who have difficulties in developing spoken language will face challenges in their lives. Reduced communication skills can make it difficult to meet life's needs, develop cognitively, follow directions, write words, sentences, or stories, solve problems, make action plans, and negotiate in everyday life. This research examines how the Montessori environment can support language development in the production of speech sounds carried out through phonological awareness. The research aims to find out how the Montessori environment can help develop speech sounds in children with language disorders. The method used is literature study and analysis of library documents. The results obtained show that the Montessori environmental approach can be used to help children with language disorders develop speech sounds.*

## Summary and Discussion Points:

The article discusses the development of speech sounds in children, particularly focusing on those with language disorders, within the Montessori educational environment. It outlines the stages of language development, including phonological and phonetic/articulatory processes, and emphasizes the importance of early intervention in addressing speech sound disorders (SSD) and developmental language disorders (DLD).

Key points highlighted in the article include:

- Montessori preschools employ various techniques to facilitate phonological awareness and speech sound development, such as using tactile materials like sandpaper letters and engaging children in metalinguistic didactic games.
- The article presents norms for speech sound development in children, indicating the expected progression of articulation skills by age.
- Different types of articulation errors, such as deletions and substitutions, are discussed, emphasizing the importance of early screening and intervention for children exhibiting prolonged speech sound errors.
- Strategies for addressing speech sound errors include providing opportunities for children to hear and discriminate sounds correctly, as well as teaching correct sound production using various articulators.
- Montessori literacy methods, including the use of sandpaper letters and movable alphabets, are highlighted as effective tools for stimulating language development in children with communication disorders.
- The article suggests that Montessori education offers benefits for children with communication disorders, promoting autonomy, interest in learning activities, and overall development.

The discussion also touches upon the need for further research to explore the impact of Montessori education on speech sound development in children with language disorders, as well as the effectiveness of early reading interventions in improving speech sound production. Additionally, the article emphasizes the crucial role of teachers in facilitating the learning process for children with special needs, emphasizing qualities such as professionalism, optimism, and belief in children's potential.

In conclusion, the article underscores the importance of early intervention and tailored educational approaches, such as Montessori methods, in supporting the development of speech sounds in children with language disorders. Further research and collaboration between educators, parents, and professionals are recommended to enhance our understanding and address the needs of children with communication disorders effectively.