

## *The Proof is in the Research-based Pudding...*

### *Scientific studies shed light on the "sweetness" of Montessori Education*

Genetics alone does not determine human development. While nature provides a complex system of brain circuitry, it is external the forces such as diet, surroundings, and the stimulating and problem-solving activities that children are engaged in which determine how brain circuits become wired, affecting all aspects of a child's development, including moral and social development. This is the foundation of the Montessori Method.



A 1991 research study conducted by Alcilia Clifford and Carol Takacs found that Montessori students were more proficient at language arts and mathematics and expressed more positive attitudes towards their schools. This study concluded that Montessori students were more likely than public school students to complete their education rather than drop out.



Dr. Angeline Lillard and her colleagues conducted a 2006 study between Montessori and Non-Montessori students in two age groups; five-year-olds and twelve-year-olds. The kindergarten aged Montessori children tested higher in both math and reading than the public school children, using the Woodcock-Johnston Test Battery. The Montessori students also displayed more advanced social cognition and executive control, and demonstrated a greater concern over concepts of fairness and justice.



In October 2017, six researchers looked at two Montessori schools in Hartford, Connecticut and found that Montessori three-year-old students at the start of preschool had similar achievement scores as the three-year-olds starting Non-Montessori preschool. By the end of the third year (Kindergarten), the students in Montessori advanced more rapidly on math and literacy tests and had significantly higher achievement than students in Non-Montessori settings.