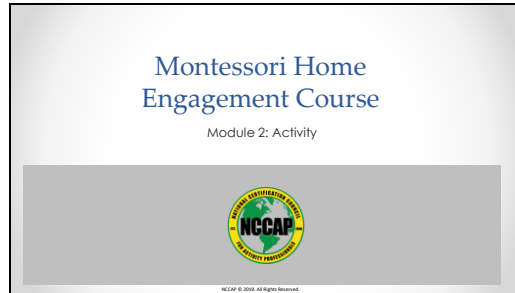


Slide 1



Instructor explains or reminds group that they will need scratch paper and a pen or pencil for today's training.

We will be learning about the importance of the activities – the meaning, relevance, purpose and fostering of independence through choosing the most meaningful activities.

Slide 2



Voice Over:

- *(before first click)* So who remembers from last session what the GAP is that you fill? *Grace and courtesy, Activity, and Prepared Environment*
- We are going to get into the heart of engaging your clients today: planning activity. Before we do, we'll give ourselves a quick reminder about what Montessori ideas can most help us improve the quality of life for our clients and make our work more enriching. Then we'll use the key activity of observation; I'll ask you to share what you noticed in practicing Grace and Courtesy communications or greetings in the last week.

Slide 3

Recap: Grace and Courtesy


In the zone...

- Of touch
- Of level
- Of tone

Listening...

- With open ears and posture
- Without distraction
- With calm patience

Observation is
in Montessori



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Trainer quizzes group in low-stress way:

- *What's the key to Montessori?*
- *What are the three parts of the zone for communication?*
- *What does Montessori listening involve?*

Slide 4

Grace and Courtesy: Your Stories



(picture)

At the trainer's discretion, the group shares

- *Stories of how they tried grace and courtesy greetings or other communication elements this week*
- *What they felt like was successful and distinctly Montessori about what they tried*
- *What didn't work and they would like to try a different way*

Again, if the group is slow to volunteer or has people dominating the conversation while others are quiet, consider a way to randomize, such as someone picks a number from 1-4, whoever's picture is that number down from the top of the screen goes first, then the one that number down from the first, etc..

The goal of the sharing is to continue anchoring Montessori engagement vocabulary and practices in trainees, and to validate that this is a process—no one is successful all the time or develops Montessori habits after 1

training. The instructor should use discretion about the time budget for this activity.

Slide 5

Activities

We are:

- always developing
- part of the natural world
- spiritual and physical
- defined by our strengths



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If you remember, Montessori engagement caregivers fill the GAP. G stands for (prompt group to name it) grace and courtesy;

A stands for...(prompt for it) activity.

To truly engage someone requires activity. That activity may be as elaborate as going for a walk or as simple as listening to music, but it is still activity.

Look at the picture and the principles of Montessori. How does the activity in the picture illustrate those principals?

Possible look-fors: Man is in nature, seems interested in what he is doing, may have some deficits but is holding clippers—presumably he is capable are gardening; we can't tell from the picture whether he has always taken care of plants, or whether this is a new interest for him.

Slide 6



We need to go back to the beginning — what brings meaning to the life of our clients?

The activities and interventions we offer will mean nothing if we do not “connect the dots” for the person.

Each person is different and each person is seeking some sort of satisfaction from the activity experiences we offer.

The programs and interventions we offer are designed to meet individual needs which could simply be to fulfill the need to feel in control and competent within the activity experience offered.

People want to belong, to be loved and to like the other people they are spending their time with.

People need to feel valued and to feel that their presence is appreciated and enjoyed.

The need to make a difference and have purpose does not change as we get older.

In fact, this need may increase with age because the opportunity for purpose diminishes for many who are aging.

Slide 7



Now we will watch a 3-minute video on the importance of having “purpose” as we get older.

Please click the play button in the center of the video.

<https://www.youtube.com/watch?v=MWoS9oFJlZY>

Slide 8

Activity Engagement



Life Roles

- Maintain
- Redefine
- Create New

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We use the key philosophies on Montessori to promote engagement.

It is through activities and engagement in activities that our clients develop new relationships as well as nurture existing ones.

It is through activities that we enable our clients to maintain important life roles, redefine existing roles and create new roles within the community in which they live.

Slide 9

Activity Engagement



For the person who is alert and oriented:

- Daily schedule
- Fully involved
- Engages with others

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Signs of engagement may differ depending on the abilities and awareness of the individual. Let's look at signs of active engagement, depending on the abilities of the

person. The first type of individual we will discuss is the person who is more alert and oriented and aware the world around them.

They may identify activities of interest and schedule their time around being able to pursue.

When you see a person with the activity schedule you have defined in hand and actively studying the

offering, this is a positive observation.

Signs of active engagement would be when the client verbally interacts about the topic at hand without much prompting.

The person is aware of the topic and has an interest in the topic and freely shares their thoughts on the topic.

They are also interested in what others have to say. Being heard is as equally important as being able to express oneself.

Signs of enjoyment are always a positive indicator of engagement. So is smiling and maintaining eye contact with the group leader or peers who may be sharing their thoughts.

When task-oriented programs are implemented, the engaged resident reaches out for supplies, shows interest in the project, offers to assist and guides others as needed.

Slide 10

Activity Engagement



- Independent pursuits
- Dedicating time to independent pursuits

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Active engagement can also be noted when a person seeks and completes tasks independently.

Making time to work on personal projects and making time in their day to pursue independent pursuits are signs of engagement within independent activities.

When you overhear a person telling their family members or visitors about their hobbies or showing them a project they are working on – this is illustration of a person's commitment to, and enjoyment of, the activities they are pursuing.

Slide 11

Activity Engagement



- Independent ability declines
- Need more time to process
- Engagement shown through non-verbal expressions

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As individuals begin to decline in cognitive functioning, their ability to independently engage in tasks at hand becomes less.

This does not mean they cannot enjoy and become involved as the more functional person.

This is when the Home Care provider needs to introduce individualized adaptations.

If a person's engagement is not tailored to their ability, they are less able to focus on the task at hand.

When the task is too complicated or there are too many environmental

distractions, the person begins to lose focus.

Observation, making eye contact with the person and giving them time to process and respond to the activity presented enables greater involvement in the materials and tasks.

When presented with a task or a cue, the resident may comment and verbalize in response.

Ideally, we would seek a relevant comment showing they understand what is being presented.

Positive facial expressions are a sign of positive response and engagement with the activities or tasks presented.

Slide 12

Activity Engagement



Responding meaningfully within the moment:

- Eye Contact
- Smiles
- Relaxed Demeanor

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Some may think that the very impaired person has minimal ability to be engaged in an activity.

While such individuals may not be engaged in the traditional sense of the more functional person, they can still respond meaningfully within the moment.

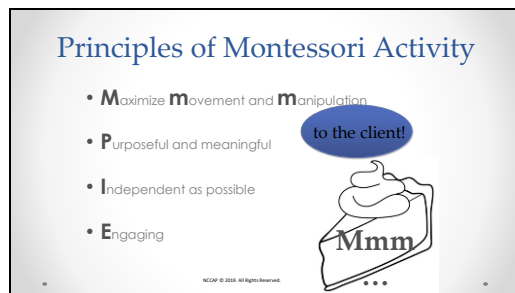
Some signs of understanding may be opening of the eyes in response to verbal or tactile cues. Also, not only making eye contact but maintaining eye contact when cues are presented is a sign of engagement.

The person may show additional responses such as squeezing your hand in response to verbal stimulation or smiling in response to your voice.

We may also see an easing of negative behaviors or agitation when the right level of engagement is achieved.

Soothing sensory and relaxation approaches will give the more impaired person an opportunity to be immersed in the task at hand as best they can and with the abilities they have remaining.

Slide 13



Voice Over:

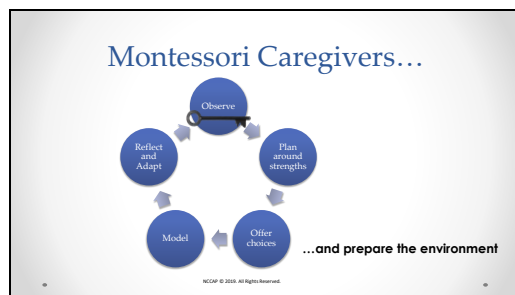
It would be ideal if these three principles were all illustrated in the “see it,” and the trainer could refer back to each element’s manifestation in the “see it”

- Our thoughts are in our brains; our brains are in our bodies; and moving our bodies and hands can help keep our minds fresh. For that reason, Montessori activities try to maximize the amount that a client moves and manipulates objects.
- As much as possible, activities should have purpose and meaning. So, for example, having your client sort silverware after it’s washed is more purposeful than having them sort colored beads that will just be mixed back together again.
- But it is important to remember who determines if something is

purposeful and meaningful: the client! For this reason, a choice of different activities is crucial. For example client who finds caring for and talking to a doll meaningful has purpose in that activity.

- Montessori activity strives to give the client as much independence as is safely possible. We'll talk more about how to do this. It is worth thinking now that if you do Montessori caregiving, you'll constantly be asking yourself what you can *not* do for your client.
- And of course, your goal is to engage the client as the ultimate form of caregiving.
- If you need a way to remember what Montessori activities look like, just remember "Mmm...PIE!" Maximizing movement and manipulation; purposeful for the client; independent as possible; and engaging.

Slide 14



Voice Over:

- We just talked about *what* Montessori activities should look like—"Mmm—PIE!" Now we will talk about *how* to come up with the right activities each day to maximize movement and manipulation in activities that are as purposeful, independent and engaging as possible.
- Observe—we already talked about this at the last session, when we looked at observing or collecting information about what a client might consider a respectful greeting. To give a client a choice of activities they'll like and can do,

you'll need to observe and investigate a client's preferences and skills. You'll observe every day, because every day is different.

- You'll plan activities around a client's strengths.
- You offer choices of activities that are purposeful and meaningful.
- You may need to model some activities, particularly for clients with memory challenges, so that when you ask them if they would like to help you by folding clothes, for instance, they remember what that means. We will talk more about modeling in Unit 4.
- You reflect and adapt. If you observe a client being disengaged during an activity, you'll ask yourself why, and adapt the activity.
- Remember, observation is key. You can see how it determines all of the other steps.
- It is also crucial to prepare the environment. That's such an important step that we'll save it for our next session, and the whole session will focus on preparing the environment.



See it

Try to imagine this room with *all* of your senses—including hearing and smell. What does this room tell you about what might engage the client who lives there? What might be advantages and challenges to engaging your client in this room?

Look-fors:

Basketball, U.T., pool, pinball, TV—all potential interests


Advantages—you might guess this person is active, likes basketball, might like having people around

Disadvantages—this room could get noisy; if there are mobility issues, none of the games looks wheelchair-accessible

Are there any judgments you find yourself making about the person who lives here—things you may like or not like? *Possible answers could include liking/disliking basketball, U. of Tennessee, pool; might make judgments based on wealth of this person.*

Note: This is the game room of an Alzheimer's patient--Pat Summitt, the most successful women's basketball coach in U.S. history, who died of Alzheimer's in 2016 at the age of 64.

Slide 16

Observe: Ask 


Ask the client, family and other caregivers questions that...

- Are engaging themselves
- Can give you insights into what might engage them the most

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Name It

Slide 17

Observe: SEE 

- **S**trengths the client has
- **W**ith **E**ach sense
 - Sights
 - Sounds
 - Touch/Textures
 - Smell
 - Taste
- **E**ngagement *on or off* cues: verbal and non-verbal
 - Making eye contact, or falling asleep
 - Hand or foot movements, or wandering off
 - Participating, or disrupting

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Voice over:

So when you observe a client, it is important you really **SEE** them. In Montessori, that means:

- Look for strengths. It is so easy to focus on what a client can't do. Try observing strengths—even if it is something as small as the client being able to feel different textures.
- Don't just *see* them; observe with all of your senses. True, taste might be a little hard—but observe what responses your client has to different tastes, particularly when a client may not be able to say what they like or don't like to eat.
- Observe for engagement. If a client taps their toes when a particular song comes on, chances are they are engaged by it. If they wander off, that could mean their current activity doesn't engage them.

Slide 18

Observe: Practice 1

Highly Verbal Person:

1. Were you born in this area?
2. How long have you lived here?
3. How big was your family? Brothers? Sisters?
4. What do you like to do when you have time?
 1. Do you like to read magazines or books?
 2. Do you like sports?
 3. I like baseball.
5. Do you have children or grandchildren?
6. What do you like to do with your children?

What might these answers tell you about activities that could engage your client?

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Perhaps a whole group Round 1 focuses on asking a relatively high-functioning client and relatives about interests, previous work, and then watches some of the client reactions. The Instructor plays the client in a 3-minute role play and exhibits some signs of disengagement at some questions:

Options:

-Client is distracted during #3 but answers #5, a yes/no question, with details about what she likes to do with her children/ grandchildren before #6 gets asked

-Client looks confused and doesn't answer #4, but answers #4.1. Doesn't answer #4.2 on the follow up, but does agree with #4.3.

Look-fors: Trainees pick up on key elements of the answers to questions that could be the basis of choosing activities to offer, and will pick up on important cues, such as whether a client responds better to yes/no or open-ended questions.

Slide 19

Observe: Practice 2

- May I ask you about yourself?
- Do you like to go outside? Taking walks?
- Do you like flowers? Cats? Dogs?
- Do you like to read or have stories?
- Do you like tea? Coffee? Cookies?

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This could be a powerful grace and courtesy practice too, and it might be worth prompting the trainees to remember those principals as they practice with a partner.

Consider how you want to partner people up and determine who goes first.

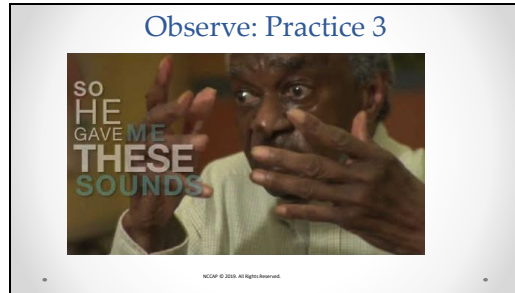
You'll have one minute to practice observation-oriented conversation with each other. You will each have

one minute to play each role. If you are the person who is answering the question, just play yourself—don't worry about role playing a particular kind of client.

After a minute, you'll hear this sound (*trainer models tone or alarm or clap to end practice round*), and the second partner will go.

After both partners go, the trainer prompts for a debrief, where trainees share with each other what non-verbals they observed—did the trainer's facial expressions, body language or tone of voice tell you anything that helped you understand what they were saying? Also, did the partner explain more than the question, or just answer the questions with "yes" or "no"? How many of the trainees added follow-up questions or responses?

Trainer might make the point that some clients do better starting with a yes/no question and can start talking from there—they just need a more straightforward start that a yes/no answer can help them with—while some people don't respond to yes/no questions in a really thorough way. It takes observation to figure out what works!



Trainer sets the stage: We are going to watch a video of a caregiver offering an activity to a client who has very limited verbal communication. We'll watch the video twice—once with the sound off, so that we can concentrate our observation on non-verbal communication. Be ready to provide feedback—remember, specifics, positives first, then “she might try” or other improvements, and deliver your feedback with grace and courtesy.

Whole group watches video with the sound off from 2:03 to 2:47, and then watches with the sound on a second time.

Trainer asks: What do you observe?

Look-fors:

- posture, eye contact changes when headphones on*
- Other possible look-fors—caregiver doesn't exactly get in his zone before touching him, but touches him in the zone (outside old lady bathing suit range) to get attention before she talks;*
- he is alone in the middle of the room—good time to practice observing without judgment—maybe a bad move on the part of caregiver, or it could be that she is limiting distractions so that he can hear the music better*

Slide 21

Observation: Debrief

- Questions?
- What do you like about this way of approaching care?
- What do you think will be challenging?

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Trainer look-fors and responses:

All answers are valid for this—and really worth talking through challenges.

Slide 22

Plan Purposeful and Meaningful Activities Around Strengths



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See it—

What do you observe about the activity planning this man's son has done?

-Based on his knowledge of his dad's interests


-Also involves movement (in the car, with the window partly down)

Would this work for every client? No!

Remember the caveat, though: Gladys Wilson and Naomi Feil—the observation-based activity selection is clearly a home run. The dilemma: Naomi's zone of touch gets really, really intimate with the patient, in a way that might not be appropriate to suggest for novice caregivers. So instructor discretion is advised.

Plan

- Purposeful and meaningful to the client!
- Independent as possible
- Engaging



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Name it:

Voice Over:


- You may notice our PIE has lost its “Mmm.” That’s only temporary. We’re not going to worry about maximizing movement and manipulation yet; we’ll do that in a later session. For now, let’s just make the PIE: (click for purposeful and meaningful).
- Once you’ve observed, brainstorm activities that might be purposeful and meaningful to the client. You can probably guess that we can’t tell you what activities to plan, because what is purposeful and meaningful is different to every client. Some categories of activity to consider include household tasks, such as preparing food, serving food, and cleaning. They may be able to set the table, help bake cookies, garden, listen to a child read a book, or even chop vegetables—with the right safety equipment, such as a cut-resistant glove.
- Remember that meaningful work makes all of us feel like we matter. You can give your client food, and they are fed; give them something meaningful to do, and you give them a sense of self-worth. Whenever possible, avoid busy work. Consider activities that contribute to the quality of the client’s environment. Think about how the activity’s purpose could contribute to the client’s motivation to do the activity.
- Purposeful, meaningful activity is important, but you should also certainly consider activities that may seem like they are just fun.

Playing cards, doing a puzzle, playing bingo—they may not feel as purposeful as setting the table, but they all can have a positive impact on a client's thinking and motor skills, and they can be fun—for the client, and for you.

- Activities should play to client's strengths. This means supporting and planning around their skills. For example, a client with tremors may be able to help rinse vegetables, even if she shouldn't cut them. The goal is as much independence as possible.
- We also support clients so that they can do as much of an activity as independently as possible. We will talk in the next session about ways to prepare the environment for independence, such as labeling and listing reminders of steps for tasks.
- Finally, it can be so easy when we are trying to accomplish a purpose, such as setting the table, to think "this would happen faster or better if I did it myself." Remember that your #1 purpose is engagement; if it takes the client longer but still engages them, let the client do or take part in purposeful activity, without rushing them unnecessarily.

Slide 24

Activity Adaptation



Adaptation:

- Adjust the activity
- Adjust the approach
- Adjust the materials

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One way to ensure success and more active engagement is to become effective at adapting individualized approaches.

Adaptation is a technique which focuses on adjusting or changing the activity in some way so the participant has greater success in participation.

The adaptation can be applied to the caregiver's approach or the materials so the individual can participate more independently or fully to complete the task at hand.

Slide 25

Activity Adaptation



Change:

- Materials
- Equipment
- Supplies
- Rules
- Procedures

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There are a few ways we can adapt our approach.

The most common way to adapt is by changing the materials, equipment or supplies in some way.

For example, larger print items are an example of this approach.

Another way to adapt is by changing the rules or procedures.

Giving a person multiple chances to throw the ball at the bowling pins rather than only two - as the

traditional rules state - is an example of adapting the procedures.

Simplifying the rules or steps to complete the activity is also a common example of procedural adaptation.

Slide 26



Let's discuss some specific adaptation techniques.

When introducing tasks, there are a few tools we can introduce.

One approach that is effective with individual tasks such as crafts or cooking is the “tray approach”.

In the “tray approach”, all the items for the tasks of the activity are placed on a tray in front of the person.

This provides the person with everything they need for the task within arms reach of the boundaries of their seat.

Slide 27



Another effective adaptive tool when working with puzzles or items on a table that might slip is to use a Dycem mat or a rubber placement.

Such rubber mats can usually be found in a dollar store.

This mat will prevent puzzle pieces and flat-bottomed items from slipping on or off the table.

Slide 28



Holding multiple playing cards or shuffling the cards is often difficult for residents with arthritis or lack of sensation in their hands or fingers.

There are many adaptive devices for individuals who like to play cards.

For example, you can purchase commercial card holders and shufflers from various catalogues that offer adaptive equipment.

Slide 29

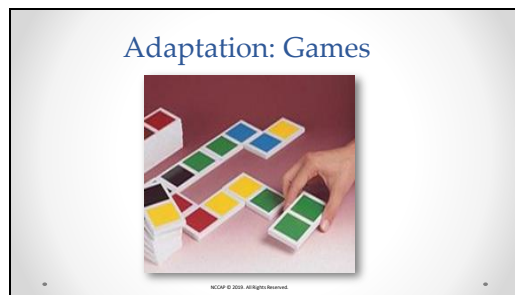


A resourceful care giver can even create adaptive playing card holders from swimming pool noodles or old CDs.

You are encouraged to visit the Official NCCAP Pinterest page for more ideas.

There is a page devoted to adaptive equipment for all sorts of activities.

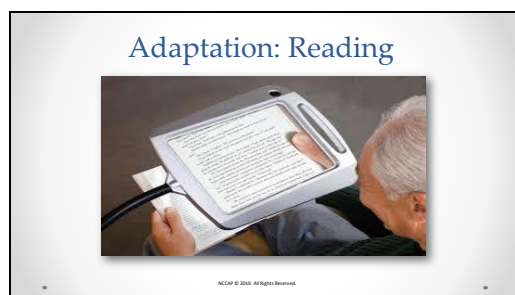
Slide 30



Here is another example of how the traditional method of playing dominos is changed to focus on recognizable colors or textures.

This enables the person to practice a familiar game by utilizing remaining skills.

Slide 31



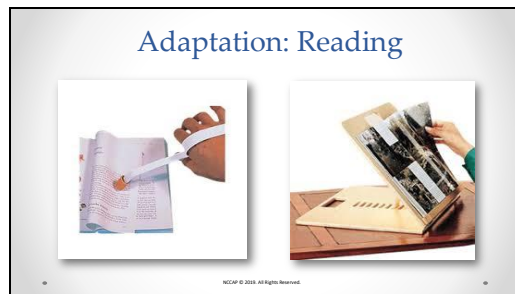
There are a number of adaptive devices which address reduced vision.

Magnifiers are the most common way to enlarge visual items for the person who is visually-impaired.

Sheet magnifiers can sometimes be found in the dollar store.

Craft stores also sell a variety of magnifiers that can assist individuals in seeing smaller objects.

Slide 32



Being able to hold a book and turn the pages is something many of us take for granted.

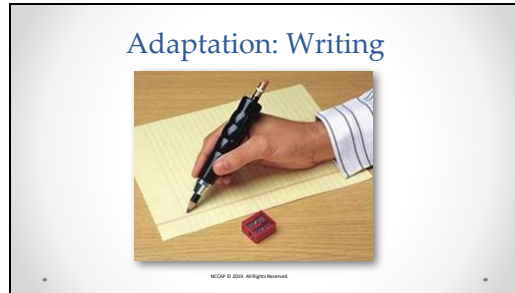
Some residents may no longer have the strength in their hands to hold a book.

Or, they may no longer have the dexterity in their fingers to turn the pages of a book.

There are a variety of book holders and page-turning adaptive tools available.

Check a catalogue with adaptive items for this and related needs.

Slide 33



There are some conditions that affect the ability of a resident to hold an object such as a pen, paintbrush or marker.

There are a variety of adaptive items that enable success.

This is an example of a weighted pen holder.

It eases some of the need to press down on the paper and gives the person better grip on the pen so they can write or draw more easily.

Slide 34



Referring again to the online resource called Pinterest, there are many examples of self-made solutions to deal with gripping thin objects.

For example, here you can see a simple solution that uses foam curlers over the handle of a fork and toothbrush.

This would also work with drawing pens, markers and pencils, as well as paint brushes and other thin items.

Slide 35



For individuals who may not have the ability grip even a built-up handle, here is an example of a resourceful way to create a holding device using a tennis ball.

A person who may have had a stroke or no longer has fine motor grip may be able to place their hand on the ball and move the writing object by moving their whole arm.

Slide 36



Gardening is a popular activity and there are countless ways to adapt approaches for gardening.

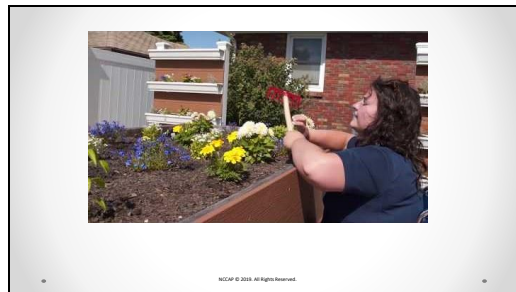
Using the tray approach with various tasks associated with seeding and planting is effective.

Building up the grips on garden tools can be helpful.

Related, introducing plants that are sturdy enough to be touched can provide tactile stimulation.

And, aromatic plants can provide a sensory experience through smell for those with cognitive loss or for those who have visual impairments.

Slide 37



Let's watch this short video demonstrating the use of adaptive gardening tools.

Please press the play button in the center of the video.

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

Slide 38



Cooking and baking is a familiar activity for many individuals.

There is nothing better than making some familiar baked goods.

The aromas from baking fresh bread or chocolate chip cookies are wonderful for creating positive interaction among anyone who likes to bake.

Such baking can also stimulate positive memories for individuals who can smell the baked goods.

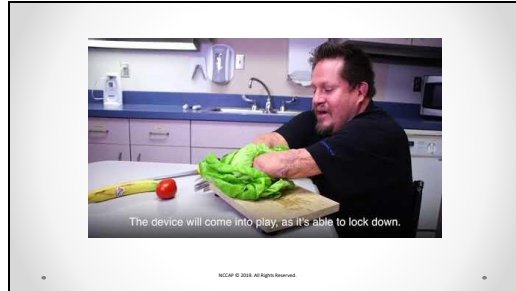
Using the tray approach and rubber mats as suggested previously are also effective with the tasks of baking and cooking activities.

There are a number of adaptive tools available through the adaptive catalogues such as weighted bowls, adaptive knives, and spreaders.

Building up the grips on spoons and some of the tools can be helpful for those with poor grip strength.

As addressed in the “assembly line” adaptation explanation, the “assembly line” approach works well with cooking tasks.

Slide 39



We now invite you watch a video that demonstrates the difficulty experienced by a person using only one arm when working on kitchen tasks.

It also illustrates some solutions through the use of adaptive equipment.

<https://www.youtube.com/watch?v=1nPq0pKwb24>

Slide 40

Practice 1

Plan for Strengths, Independence and Purpose

CLIENT 1

- Interested in the outdoors, plants, animals
- Is mobile with light support
- Can manage getting water from sink, maneuver in the kitchen
- Has always had dog/cat and had a garden

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Whole group: have group suggest 3-6 possible activities based on what they observe in this profile

If a few trainees tend to be quiet, you might have everyone think of two-three activities to suggest to this client, and then do a whip-around—everyone offers one activity, in the order in which they appear on the instructor's screen. Everyone has to suggest something in the first round; you could do a second round where someone could say "pass" if all their activities have been taken, or offer an additional activity.

Look-fors:

Meaningful to the client

Purposeful

Tailored to strengths

With minimal supports to foster independence

Involving some movement or manipulation

Drive discussion with following suggestions: Back up activities: watering plants, helping with pets in the building, walking outdoors, assisting with community garden, cooking together.

Slide 41

Practice 2:

Plan for Strengths, Independence and Purpose

CLIENT 2: SPORTS ENTHUSIAST

- Played baseball/basketball, etc., as a child and student
- Liked attending sports events with family
- Has some mobility limitations: cane or walker
- Has several children and/or grandchildren

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Partner practice: have everyone see if they can come up with a big number of possible activities—15-20!—written down on scrap paper, and then share with partner, who crosses out any they already had and adds more.

Then in whole-group debrief, trainer could prompt for 4-5 activities that people heard which they thought were the best or most creative.

Look-fors:

Meaningful to the client

Purposeful

Tailored to strengths

With minimal supports to foster independence

Involving some movement or manipulation

Slide 42

Practice 3:

Plan for Strengths, Independence and Purpose

Client 3: A "collector" and is attached to his/her possessions. Client does not go out of the home frequently so there's little "new information" coming in to assist with defining interests.

How would you:

- Introduce new ideas and activities to this client?
- Be respectful of a disorganized home?
- Elicit skill level when person has limited activity?

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Trainer gives whole group a moment to brainstorm, and then role plays the client while 2-3 volunteers in a row try offering activities. Might be good to hold off feedback until all 2-3 have tried it.

Look-fors:
Meaningful to the client
Purposeful
Tailored to strengths
With minimal supports to foster independence
Involving some movement or manipulation
Grade and courtesy in offering

Slide 43

Plan for Strengths

Client 4

Is not highly verbal but has good mobility, and always follows you into the kitchen when you go to prepare a meal or snack.

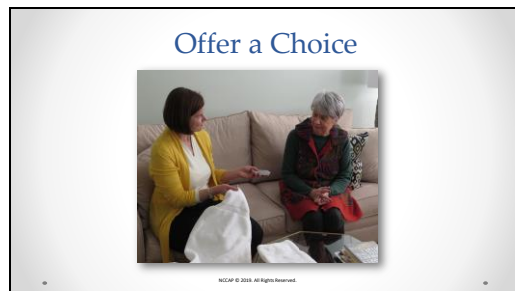
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Trainer gives whole group a moment to brainstorm 10-12 activities, and partners share, with the same practice—first partner goes, second partner crosses off any not-mentioned activities, then whole group shares “greatest hits”—most promising activities they heard. This could lead into a “prepare the environment” conversation, which might be good to let go on for a couple of minutes, and then bring to a conclusion with an acknowledgement that kitchen activities have some extra plans involved to ensure client safety, and we’ll talk about those in the next module on preparing the environment.

Look-fors:
Meaningful to the client
Purposeful
Tailored to strengths

With minimal supports to foster independence
Involving some movement or manipulation
Grade and courtesy in offering

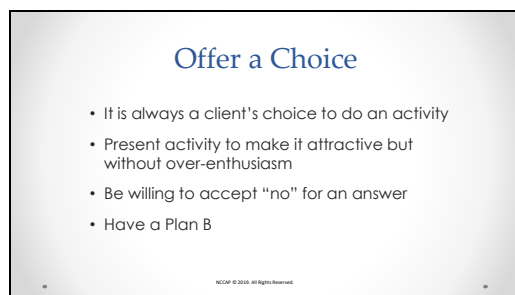
Slide 44



See It

No two people are the same. They are individuals who absorb experiences in their own way. When we allow people to make choices for themselves we allow them, as individuals, to meet their needs. We show respect for the individual and their choices. Their thoughts, preferences, experiences and reasons are truly valued.

Slide 45



Name it:

- When we offer the choice of an activity, it has to truly be a choice.
- We can make it appealing—"If I remember correctly, you love cookies; would you like to make some together?"—but calm works better than too much emotion
- And we always have to be ready for the answer to be "no"
- Having multiple activities to choose from is something we all like. "Would you like to play cards or go for a walk?" May get a more definitive response than just

offering one of those activities at a time.

Slide 46

Practice 1: Offering

Remember:

- It is always a client's choice to do an activity
- Present activity to make it attractive but without over-enthusiasm
- Be willing to accept "no" for an answer
- Have a Plan B

Client 1:

- Interested in the outdoors, plants, animals
- Is mobile with light support
- Has always had dog/cat and had a garden

Offer a walk outside.

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Do It:

Whole group practice:

Trainer plays client, asks for a volunteer to do the offer; reviews key points on last slide first, gives the volunteer a few seconds to plan

Look-fors:

Grace and courtesy—respectful language; zone of touch, tone and elevation; real listening

Trainer models good feedback—one positive, one “consider next time”; then plays client with a second volunteer; gives the volunteer a few seconds to plan, and then responds to the offer with a few complaints—about weather, feet hurting, etc.—and see if volunteer comes up with a good Plan B offer

Slide 47



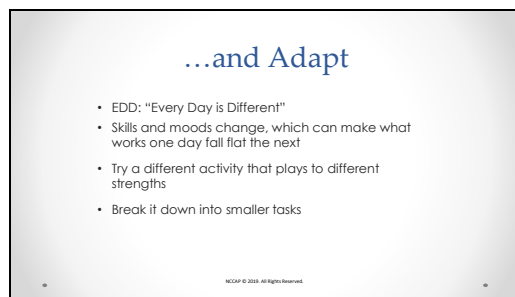
See it

Voice over:

Every Montessori caregiver is experimenting with ideas. Sometimes, those ideas go awry! You may try ideas that do not engage your client, or are not practical given your client's skills and yours.

So let's reflect on this picture: Why might the activity not have gone well? What does it teach us for next time? Reflection is essential in improving our practice.

Slide 48



Voice Over:

- Montessori believes that everyone is developing and changing. One challenge you may have encountered with clients is that their skills and interests are changing every day. That's why it takes a person with the right mindset—planning, reflecting and adapting every day—to meet their needs.
- If an activity does not engage your client, consider a different strength when you propose an alternative. (*Trainer offers example*)
- If an activity frustrates your client or doesn't engage them, consider breaking it down into smaller tasks. (*Trainer offers example*)

Slide 49

Reflect and Adapt: Practice

You know your client is a sports fan. He has a whole collection of baseball cards. You know there is a game on TV, but when you turn it on, the client keeps getting up and wandering around.

Reflect: possible causes of disengagement?

...and Adapt: What instead?

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Whole-Group practice or partner practice—trainer picks

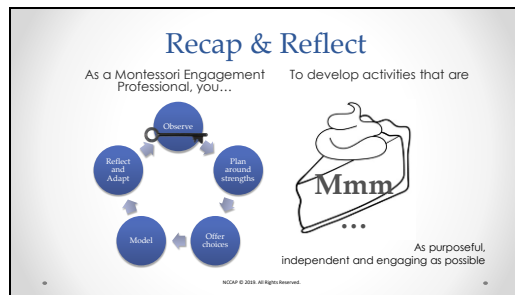
Look-fors:

Participants gamely assert hypotheses; we want to validate that hypotheses can be wrong—that's OK! You can try another one!

Hypotheses are focused on interests and skills; they may identify deficits, but they don't get stuck on them

Adaptations take into account preserving independence

Slide 50



Trainer leads the group through recap, having fun quizzing them in a low-stress way.

Then the trainer leads the group in discussion:

What do you think is going to be the most enjoyable part about caring for and engaging your clients this way?

What do you think is going to be the most challenging?

Look fors:

-If no one admits a challenge with this, might be valuable to have the trainer provide examples. Doing engaging activities with an elder—particularly one who has memory problems – can be difficult!

-Continue to reinforce Montessori language and concepts in feedback.

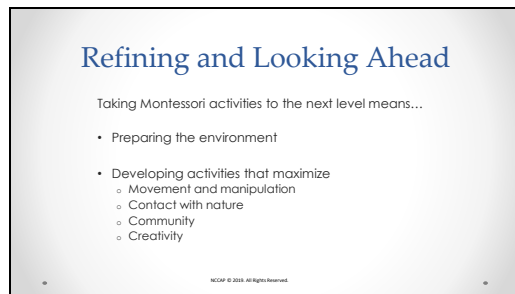
Slide 51



Voice over:

Before next week, try planning an activity for a client that will have purpose or meaning for them, gives them some independence, and engages them. Then reflect, adapt, and be ready to share with us at the next session—even if it doesn't go well!

Slide 52



Voice Over:

- As you can imagine, maximizing a client's independence *safely* can present some challenges. I'm confident that you can do activities this week that use good old common sense; next week, we'll work together on specific strategies to prepare the environment, so that clients can be as independent as possible for as long as possible.
- The final week of the course, we'll add a few layers to our activities, so that we are using a few frameworks that can help you target your activity choices, and developing activities that maximize movement, contact with nature, community and creativity.