The Montessori Method in Dementia Care

- Creating an environment specific to the person
- Ensure progression from activities that are simple to complex and concrete to abstract
- Separate an activity into smaller parts provide training on one element at a time
- Provide sequential learning individuals with dementia progress through stages by observation and recognition, ultimately followed by recall and demonstration
- Utilize tangible, functional, and aesthetically pleasing materials that are from real life
- Use of activities that emphasize auditory, visual, and tactile discrimination multi-sensorial

12 Principles in Montessori for Dementia

- 1. The activity should have a sense of purpose capture the customer's interest
- 2. Invite the customer to participate
- 3. Offer choice whenever possible
- 4. Talk less demonstrate more
- 5. Physical skills focus on what the person CAN do
- 6. Match your speed to theirs slow down
- 7. Use visual hints, cues, or templates
- 8. Give the person something to hold
- 9. Go from simple to complex
- 10. Break a task down into steps
- 11. To end, ask: 'Did you enjoy doing this?' and 'Would you like to do this again?'
- 12. There is no right and wrong think engagement!

General Method of Working with a Person and Montessori Materials

- Greet the person by name
- Explain you would like to spend some time
- Offer a choice or "I would like to show you something"
- Name the materials
- Demonstrate
- Ask the person to take a turn
- Repeat
- Thank the person
- Pick another

Develop Template for Each Activity

Tone Bars

Purpose:

- Sensory skills (Auditory discrimination)

Materials:

- Eight color-coded tone bars (an octave beginning and ending in 'C')
- Eight mallets
- (Optional) Color-coded music sheets

Procedure:

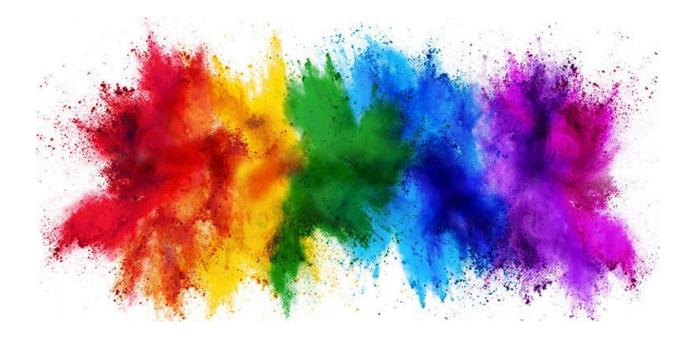
- This activity has two main procedures. The first one involves engaging in a music-playing activity with multiple residents. Multiple players are not necessarily needed, but it is suggested as a group activity.
 - a. With multiple players, distribute the tone bars among them, making sure everyone has a mallet. The number of bars and the colors distributed doesn't matter.
 - b. Identify what notes and colors each player has.
 - c. Using a color-coded music sheet, call out the notes/colors of the song and have each resident pound on their respective tone bar(s) when their color/note name appears on the sheet.
- 2. The second activity can also be done with multiple players, but can also be done one on one.
 - a. Lay the Tone Bars out in a non-sequential order.
 - b. One by one, use a mallet to pound the bars. Identify which bar has the lowest pitch, and set it aside.
 - c. Repeat this process finding the lowest of the remaining bars until they are all categorized.

Extensions:

- Play songs by using color-coded music sheets.
- Identify pitches from lowest to highest.

Source: ABF Consulting LLC

Color Meanings



Source: https://www.color-meanings.com

Best practices for engaging patients with dementia

The Montessori method structures the environment and learning in an individualized way. Some principles include:

- · observing the individual to determine needs and interests
- · respecting and encouraging an absorbent mind
- allowing freedom to explore within a safe environment in a positive manner (where independence and self-directed learning are important)
- providing opportunities for hands-on education whenever possible for learning abstract concepts and engaging with the environment
- emphasizing practical life activities that promote sensory stimulation, control of movement, concentration, and coordination
- providing choices in the selection of activities with the ability to repeat the action as often as needed
- developing a sense of satisfaction for work well done without interruption, competition, tests, rewards, or punishments
- · creating an orderly and attractive work environment
- demonstrating how to do activities before assuming an individual knows the appropriate behavior
- isolating qualities of an activity (for example, separating the element of shape from color, if shape is the focus of the activity).

Helpful Resources

https://www.hillcresthealth.com/dementia-programming/

- •Understanding Mental Health
- •Intellectual and Developmental Disabilities
- •Understanding Parkinson's Disease
- •Behavioral Health Care
- •Understanding Brain Trauma
- •Ounce of Prevention
- •Defining the 3 D's: Dementia, Delirium, & Depression
- •Alzheimer's, Down Syndrome, & Other Disorders
- •Clinical Research & Trials
- •Understanding the Brain & Behaviors
- •Approaches in Elder & Dementia Care
- •Dementia Types & Diagnosis
- •Rural Health in Aging Populations
- •Eldercare and Dementia
- •The Caregiver
- •A Holistic Approach to Care
- •The Dementia Journey
- •Living with Dementia

https://www.wowt.com/news/now-what/

- •Brain Health
- •Mental Health Connections
- •Mental and Behavioral Health

https://www.zivli.com/blog/dementiacaregiver-tips-dr-anna-fisher

Educational Programs



