


Slide 1

Montessori Home Engagement Course

Module 3: Prepared Environment



NCCAP © 2019. All Rights Reserved.

---

---

---

---

---


---

---

---

Slide 2

Practice Debrief



NCCAP © 2019. All Rights Reserved.

---

---

---

---

---

---

---

---

Slide 3

Recap:

You fill the **GAP**:

- Grace and Courtesy
- Activities that engage the client and promote independence
- Preparing the Environment

NCCAP © 2019. All Rights Reserved.

---

---

---

---

---

---

---

---

Slide 4

### Recap: Grace and Courtesy

- The Goal: Respectful, engaging communication
- The Zone: Touch, level, tone
- Listening: Patiently and openly



© 2015 All Rights Reserved

---

---

---

---

---

---


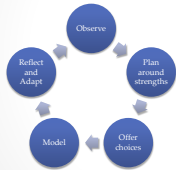
---

---

Slide 5

### Recap: Activities

As a Montessori Engagement Professional, you... To develop activities that are...



As purposeful, independent and engaging as possible

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

Slide 6

### Dr. Maria Montessori

"Everything you do for me, you take away from me."

"What the hand does, the mind remembers."



© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

Slide 7

### A Prepared Environment: The Montessori Lab

Take The Tour



© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 8

### Preparing the Environment

Imagine you are the lucky caretaker asked to accompany a client on a cruise! Even better: your client has reservations for both of you in a fancy restaurant on-board. Consider the environment as you enter the restaurant in this video:



© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 9

### Preparing for What?

- Safety
- Maximizing Independence



© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 10



---

---

---

---

---

---

---

---

---

---

Slide 11



---

---

---

---

---

---

---

---

---

---

Slide 12

Engagement Professionals use...	...to prepare for safety and engagement by...
<ul style="list-style-type: none"><li>• Space and stuff</li><li>• Sights</li><li>• Sounds</li><li>• Smells</li><li>• Touch</li><li>• Tastes</li><li>• Time</li><li>• Emotions</li></ul>	<ul style="list-style-type: none"><li>• <b>C</b>alm-creating</li><li>• <b>O</b>rganizing for</li><li>• <b>I</b>ndependence</li><li>• <b>L</b>abeling stuff, time and people</li><li>• <b>L</b>ighting and contrasting</li><li>• <b>D</b>istracton-reducing</li></ul>

---

---

---

---

---

---

---

---

---

---

Slide 13




---



---



---



---



---



---



---



---

Slide 14




---



---



---



---



---



---



---



---

Slide 15




---



---



---



---



---



---



---



---

Slide 16




---

---

---

---

---

---

---

---

---

---

Slide 17




---

---

---

---

---

---

---

---

---

---

Slide 18




---

---

---

---

---

---

---

---

---

---

Slide 19

**Preparing the Environment for Calm**  
Practice 1

It has been snowing, so your client has not been outside in several days, and you are running late because of icy roads. You have turned on a favorite TV show, but the client is not paying attention to it and has been spiteful to you since you arrived. You turned up the volume, thinking maybe the client couldn't hear it.

NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 20

**Preparing the Environment for Calm**  
Practice 2

CLIENT PROFILE: A 78-year-old man, widower, with physical limitations related to knee and hip problems. Had a hip replacement and may need another one. Retired engineer with no extensive social network. No children or grandchildren living nearby. Likes to read and has hundreds of books throughout his 2-bedroom apartment on shelves, most surfaces, and stacked beside his living room sofa and chair. Does not cook much for himself. Orders meals or relies on frozen foods which he orders directly from markets. His clothing often has food stains which he does not notice. He has a cleaning woman once a week but she is not allowed to move anything or throw anything away. He wears thick glasses which he often misplaces. He can be grumpy and doesn't respond well to humor.

NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 21

**Organizing for Independence**



NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 22

## Organizing for Independence

- Safety maximized
- Distractions reduced
- Labels for items, spaces, people and time
- Items prepped in advance of an activity
- Items returned to the same location (by clients, if possible!)



© 2014 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 23

## Organizing for Independence



© 2014 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 24

## Organizing for Independence

### Practice 1

Scenario:

Your client has relatively good mobility and a family willing to try different activities.

How would you organize the activity of cutting cheese and putting crackers on a plate to maximize independence?

© 2014 All Rights Reserved

---

---

---

---

---

---

---

---

---

---



Slide 25

**Organizing for Independence**  
Practice 2

You have a client who likes to clean her apartment.

How could you maximize her independence in cleaning activities?

NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 26

**Labeling People, Items, Places and Times**



NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 27

**Labeling People, Items, Places and Times**

- Name Tag -100% of the time!
- Clear, plain, large text on a plain background
- Use is based on observations of client's reading strengths
- Consider signs about the day: weather, day of the week, regular appointments or things to anticipate, etc.

NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

---

---

Slide 28



---

---

---

---

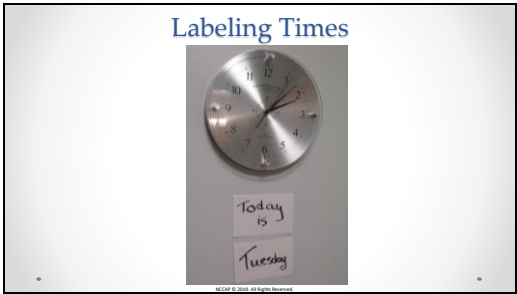
---

---

---

---

Slide 29



---

---

---

---

---

---

---

---

Slide 30



---

---

---

---

---

---

---

---

Slide 31

### Lighting and Contrast

- Most of us lose some ability to see contrast as we age
- Lighting things well
- Color contrasts in both spaces and items



NCAP © 2015. All Rights Reserved.

---

---

---

---

---


---


---

---

Slide 32

### Lighting and Contrast

- Observe 
- Grace and Courtesy



NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

Slide 33

### Reducing Distractions



NCAP © 2015. All Rights Reserved.

---

---

---

---

---

---

---

---

Slide 34

### Reducing Distractions



- Space/Stuff
- Sights
- Sounds
- Smells
- Touch
- Tastes
- Time
- Emotions

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 35

### Reducing Distractions

1. What situations have you faced where it has been difficult to reduce distractions?
2. What ideas have you used where someone has 'too much stuff,' and may even be a hoarder?
3. How can you create an oasis of calm amidst an atmosphere of clutter, noise, poor lighting, and possibly lack of cleanliness?

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 36

### Recap:

<b>Engagement Professionals Use...</b>	<b>...and modify them for independence through...</b>
<ul style="list-style-type: none"><li>• Space and stuff</li><li>• Sights</li><li>• Sounds</li><li>• Smells</li><li>• Touch</li><li>• Tastes</li><li>• Time</li><li>• Emotions</li></ul>	<ul style="list-style-type: none"><li>• Calm-creating</li><li>• Organizing for Independence</li><li>• Labeling stuff, time and people</li><li>• Lighting and contrasting</li><li>• Distraction-reducing</li></ul>

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

---

---

Slide 37

**Refine It**

An advanced prepared environment...

- Structured for independent repetition
- Structures an activity to move from concrete to abstract
- Controls error and provides a client opportunities for self-correction
- Activities have cognitive impact

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---

Slide 38

**Practice for next class:**

Choose 2 ways of preparing the environment:

- Creating Calm
- Organizing for Independence
- Labeling Stuff, Time and People
- Lighting and Contrasts
- Reducing Distractions

Try an experiment based on observation for both ways.

Be ready to share what worked and what didn't work.

© 2015 All Rights Reserved

---

---

---

---

---

---

---

---