

Toolbox Sort

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This is a sorting activity designed primarily for men, though women could also use these materials.

BENEFITS: Provide practice identifying and conceptualizing objects; Access long-term memories; Practice grasping objects; Enhance range-of-motion; Foster decision-making skills



MATERIALS

- One tray
- A toolbox that holds all the objects that belong in a toolbox
- A second container, such as a cigar box, to collect objects judged not to belong in a toolbox
- Two 2" x 6" card labels that read "IN TOOLBOX" and "NOT IN TOOLBOX". Labels should be printed in 48- or 100-point size type, using Helvetica or Arial font.
- Four common objects found in a toolbox (i.e. screwdrivers, adjustable wrenches, tape measure, sockets)
- Four common objects that are not found in a toolbox (i.e. tie, shoehorn, plastic flower, dog collar).

SETUP

1. Place the labels on the table in front of the participants one at a time and ask them to read the labels to you.
2. Place the opened toolbox above the "IN TOOLBOX" label.
3. Place the opened second container above the "NOT IN TOOLBOX" label.
4. Have the items on a tray by your side ready to show the participants.

INSTRUCTIONS

1. Ask the participants to read each label.
2. Tell the participants that you will be showing some objects that belong in a toolbox and some items that don't belong in a toolbox.
3. Hand an item to the participants and ask them if they think it belongs in a toolbox.
4. Instruct the participants to place the item into the toolbox if they think the object is an item that belongs in a toolbox.
5. Direct the participants to put the item in the container labeled "NOT IN TOOLBOX" if they think that it is not an item that belongs in a toolbox.
6. participants to place them in their proper place until all the objects have been put away.
7. Ask the participants to close the toolbox and the other container (demonstrating with one, if necessary).
8. Ask them to hand you the toolbox and the other "NOT IN TOOLBOX" container.

EXTENSIONS

Use more than four objects of each type, e.g., have six items in each category. Alternatively, create 8 item sets.

For female participants, use a purse and have them sort between items that belong or don't belong in a purse. Use the same procedure as above.

HORIZONTAL PROGRAMMING

Use similar object sorts that do or do not belong in certain types of containers, such as fishing tackle boxes, or briefcases. You can use objects, labels, and appropriate containers for each category, but remember to have a separate container for the items that do not go in the target container.

VERTICAL PROGRAMMING

DOWNWARD EXTENSION: For participants who can't recognize the objects, tell them what the object is and have them tell you which container it belongs in. Or the participants could place the object in the right category once you announce what the object is.

UPWARD EXTENSION: Try sorting more abstract items when participants master the initial activities. For instance, ask the participants to sort pictures of important/not important or valuable/not valuable items.

PROBLEMS AND SOLUTIONS

P: The participants can't sort into categories.

S: Present fewer items to the participants or focus on one category at a time. If this is unsuccessful, eliminate choice in the activity and talk with the participants about an item and how it belongs in a toolbox or not. It is more important for the participants to experience successfully following directions than to make correct choices.

P: The participants can't hold the objects.

S: Have participants point to where the objects belong.

P: The participants are distracted by the toolbox or its contents.

S: Work with only one item at a time. After the object is sorted into its category, put the item out of sight and introduce the next object.

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