



Using Card Games for Enjoyable One-on-One Dementia Cognitive Care

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Activities for naming, sorting, sequencing, counting, memory, concentration, manual dexterity, mathematics, logic, improving response times and building self-esteem

Equipment: Deck of playing cards, paper and pencil/pen.

LEVEL ONE: Simple game for naming, sequencing and counting

- Adjust activity to the individual's ability
- Hand the person two or more face cards of one suit.
 - a) Ask them to name them, then put them on the table in numerical order.
 - b) Have them name all the cards aloud in the order in which they have placed them. If correct celebrate.
 - c) Hand them additional cards to name and add to the sequence.

Note: If they make a mistake anytime in this process, support their success by asking them if that sounds right. If necessary ask them to identify a card that is out of order and move it. You can also point and say, "I think this card is out of order. Where should I move it to?" You can also have them print this range of numbers separately and then return to the challenge.

LEVEL ONE: Memory Game for manual dexterity, memory, and building self-esteem

- Select and shuffle a small number of paired playing cards and turn them face down on the table in two rows in random order.
 - Take turns turning up two cards at a time to find matching numbers. Remind the individual to try to remember the face and position of each card as they turn it up and turn it down again. Successfully paired cards compose a trick and are removed to the player's side of the table.
 - Winner has the most tricks at the end of the game. Ensure the individual needing help wins the game by adjusting your play and coaching them when necessary. Celebrate!

LEVEL TWO: Elemental Bridge for sorting, sequencing, naming, counting, and building self-esteem.

- Shuffle the deck of cards. Hand the person half of a deck. You work with the other half.
 - Ask the individual to sort their half of the deck into suits. Demonstrate with the other half of the deck putting all the hearts in one pile, the clubs in another, etc. as they work beside you. Coach as necessary, providing clues so they can succeed.
 - Ask them to sort each suit/pile of cards into a column in numerical order from highest to lowest. Ace is low. Demonstrate as they work beside you. Coach as necessary, providing clues so they can succeed.
 - One player leads by placing one of their Aces on the table as they name the card. The rest of the cards in that suit are played out in sequence from two to King on top of the Ace and called out by the players in turn. The player who finally places the King wins the trick.

The cards are collected and inverted in a stack on the table near the winner.

- The game continues with the winner of the trick playing an Ace of another suit until all suits are played.
- Ensure the individual needing support wins the game and celebrate! Winner can be the person with the most tricks **or** who is first out.

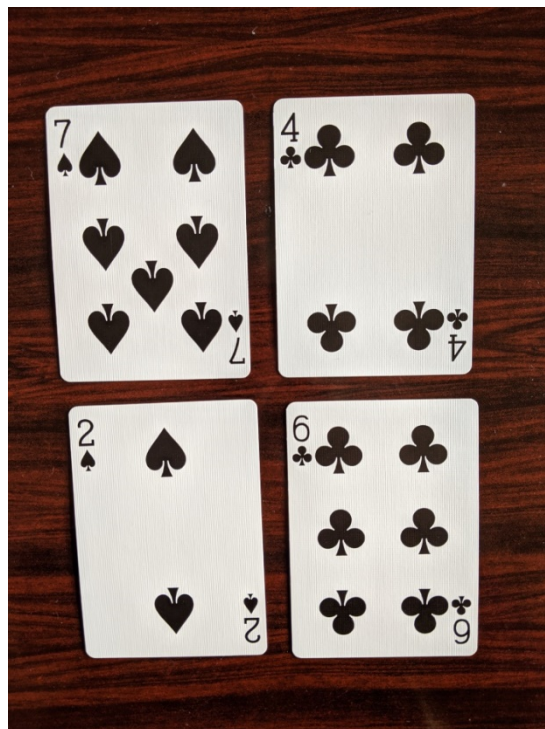
LEVEL TWO: Snap for concentration, building self-esteem, memory, and improving response time

- Two players should sit on opposite sides of a small table. A half deck of cards is placed upside down in a pile in front of each player. Players, at the same time, turn over the top card in their own pile placing it right side up in a new pile in front of their upside down pile.
 - Coach the person to turn over their own card slowly in time with you
 - When two cards of the same value are turned up simultaneously, the players shout “Snap”! The first player to shout out wins the cards face up on the table. To support the individual with cognitive impairment, hesitate, and ask “What should you say?” , wave your arms... until they respond. Then help them collect all the right side up cards in the center of the table, turn them upside down and put them on the bottom of their pile that is face down.
 - The winner is the person who collects all the cards. Continue as long as the individual is having fun. Occasionally beat them at yelling out “Snap” and put the cards under your own pile just to add an element of surprise and make it feel more like a genuine game.
 - For variation; Ask the person to remember and shout out a new word each time you play.

LEVEL TWO PLUS: Math for focus, speed of proceeding, and computational skills

- Place 4 face cards in a square on the table.
 - Have the person read each number to ensure they can see clearly.
 - Ask the person to find/pick up two cards that when added together equal x.
 - If difficult, pick up one of the cards and put beside each of the cards in turn, repeating the question. Celebrate successes! Remove those two cards, then add two more cards, and give them a different addition question.

For more challenge: Repeat with subtraction, and multiplication questions.
Finish the game while the person is still having fun and successful.



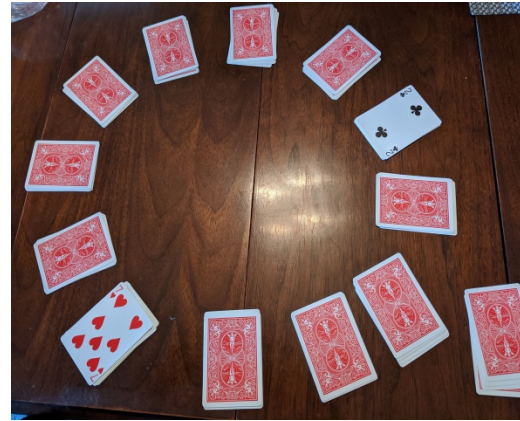
LEVEL THREE: Solitaire/Patience for sequencing, manual dexterity, self esteem

See YouTube for Video on “How to Play Solitaire for Beginners”

- *Adjust the level of support to the person’s needs*
 - Place the cards in rows of 7, 6, 5, 4, 3, 2, 1 on the table with the first card in each row turned up.
 - Manage the remaining cards so every third card is turned up and given to the person one at a time.
 - Provide slow, clear, oral instructions for each step.
 - *If necessary*, coach them on what individual cards are looking for (by color and number) eg. If you have handed them a red Jack, tell them the red Jack is looking for a black Queen. Can they find a black Queen? When they find it on the table have them place the red Jack below the black Queen. If you have handed them a red seven, tell them the red seven is looking for a black eight. Can they find the black eight? When they find it on the table have them place the red seven under the black eight.
 - Celebrate with them when they correctly place and remove cards and especially when they beat the deck!



LEVEL THREE: Clock Solitaire for sequencing, manual dexterity, reinforcing the positions of hours on a clock face, self-esteem



- Thirteen face-down stacks of four cards are dealt out with 12 arranged in a circle like the numbers on a clock and the remaining stack put to one side of the “face”. On this stack, the top card is turned up and placed on the stack in the position of its number on the clock face. For example, a 6 would be put at the bottom of the circle, where the six is on a clock. The Ace represents 1 o'clock, the Jack 11 o'clock and the Queen is midday. When a card is placed on a stack, the bottom card from that stack is taken out, turned over and then put in its correct place from where the bottom card is taken and moved on to its correct place, and so on. If a King is turned up, it must be put into a row in the center of the “clock” and the next card is taken from the pile that has been put aside. The idea is to turn all the cards in the clock face over before the fourth King is turned up and there are no more reserve cards to draw upon.
 - Assistance can be provided by helping the individual remove and place cards appropriately until the rules of the game are understood. Celebrate when they successfully move the cards on their own and especially when they beat the deck! They may learn the game faster if they watch you play the game first.