**Cognitive Activity List**

Creative Expression through Art 2

Memory Books 3

Writing Groups 4

Traveling with\_\_\_\_\_\_\_\_ 5

100 Words 6

Slide Show 7

Book Club/Poetry/Literary Corner 8

Remember When 9

Matching 10

Group Trivia Tic Tac Toe 11

Build a Story 12

Brain Fitness Program 13

Activity: Creative Expression Through Art

Domain: Cognitive

Objective: An opportunity for clients to express feelings and emotions through art. To provide clients a chance to learn basic art skills or improve on skills not used.

Group Size:

5-10

Materials:

Watercolors

Art Pencils

Charcoal

Oil Paints

Sculpting clay

Canvas

Description

A creative art series that allows clients to experiment with various art mediums. Clients become students as they learn the basics of each medium. This series continues for 6 weeks to learn 6 different types of medium. After the series is complete, students are encouraged to take on individual projects that they keep or give as gifts.

Art Mediums:

Sketching – still life with pencils

Watercolor painting – drawing, shading and blending

Black Charcoal – shading projects

Oil Paintings – acrylics

Colored Pencils – drawing, shading and blending

Clay – sculpting

Variation:

Plan visits to different museums

Invite a youth group to participate

Activity: Memory Books

Domain: Cognitive

Objective: An opportunity for families and clients to reminisce about their lives. To share memories that may have been forgotten.

Group Size:

4 – 10 plus family members if possible

Great 1:1 activity

Materials:

¼” binder

Paper

Photos or scanned copies

Sheet protectors

Memories and information provided by family members

Description

Assign at time with family members to assist clients with books. This could be a great family night activity.

Clients and family members sit at individual tables with supplies.

Family members can either video tape or write down memories has the client remembers them.

Pictures can spark memories for clients to tell stories.

Once pictures and words are on paper place in binder

Variation:

Video taping

Recording

**Activity Category:** Cognitive Stimulation

**Name activity:** Writing Groups

**Group Size:** 6-10

**Activity Duration:** 30-45 min

**Setting Consideration:** Large enough table to set all residents at the same table or enough staff to help at each table.

**Purpose/Goal:** To enhance self-esteem and sense of achievement. To create stories about self and one’s life by answering questions and reminiscing. Create fictitious poems or story through imagery (guided or independent) and “group think”.

**Supplies Needed:**  Pencil, paper, pens. Wipe board, chalk board or large easel pad

**Set up:** Seat residents at a table close enough to one another to encourage socialization, but far enough to allow privacy if necessary and in view of the board.

**Intervention Description:** Activity Director should prompt residents’ thought process by asking questions or suggesting a topic. Can choose free writing or guided imagery where the director takes residents’ through a story and they must finish it.

**Special Consideration or Risks:** Know your residents’ and pick topics that are of interest to them but also be careful and be sensitive to your residents’ and their past.

Activity: Traveling with (name of client)

Domain: Cognitive/Social

Objective:

An opportunity for clients to share their traveling experiences with others. This activity empowers the clients to facilitate and encourage others to ask questions or to comment.

Group Size:

10 +

Materials

Pictures

Slide show

Objects from the place they traveled

Food from the place they travel if possible

Music from the place they traveled

Description

Clients who have traveled around the country or the world love to share their special memories with peers. A resident can bring slide or director can assist client in making a power point presentation. The client narrates about the place they traveled to reminiscing about special memories.

At the end of presentation play music from the place they traveled and serve food. Allow time for socialization, comments and questions.

**Activity Category:** Cognitive Stimulation

**Name activity:** 100 Words

**Group Size:** 10 - 25

**Activity Duration:** 30-45 min

**Setting Consideration:** Large enough table to set all residents at the same table or enough staff to help at each table.

**Purpose/Goal:**  A word game where residents are asked to view chosen words ro phrase and use the letters in that word to form other words. The object is to form 100 words. Cognition. Reading skills. Short term memory. Renew old interests. Following directions. Socialization. Listening skills. Sense of accomplishment

**Supplies Needed:**  Writing board. Easel pad, or chalk board, markers, write on wipe off markers, or chalk.

**Set up:** Seat residents in semi-circle in order to see board. Seat the residents near enough to the facilitator and other resident o hear responses.

**Intervention Description:** Choose a word or phrase and write it on the top of the board. Ask residents to view the word and form additional words using only those letters. List responses vertically underneath the chosen work or phrase.

**Special Consideration or Risks:**  May prompt with describing other words that may be formed.

**Activity Category:** Cognitive Stimulation Activities

**Name activity:** Slide Show

**Group Size:** 20

**Activity Duration:** 20-30 min

**Setting Consideration:** Indoors, small or large room such as recreation room or common room

**Purpose/Goal:**  This program is designed to provide education and cognitive stimulation to residents in a group atmosphere enhancing self-esteem.

**Supplies Needed:**  Lecturer, topic, slide, film projector, screen, handouts, and refreshments

**Set up:** Residents should be seated in theater style seating facing the lecturer. Listeners should sit within hearing distance from the lecturer and their peers in order to promote conversation and discussion.

**Intervention Description**: Escort residents to activity. Introduce lecturer and topic. Welcome opinions and encourage participation. Welcome opinions and encourage participation. Offer residents the opportunity for discussion.

**Special Consideration or Risks:** Request specific topics from residents.

**Activity Category:** Cognitive Stimulation Activities

**Name activity:** Book Club/Poetry Group/Literary Corner

**Group Size:** 20

**Activity Duration:** 45 – 60 min

**Setting Consideration:** Indoors, small room such as recreation room or common room

**Purpose/Goal:**  This program is designed to provide education to residents in a group atmosphere enhancing self-esteem. Promotes relaxation. Promotes auditory stimulation. Encourages socialization and cognitive stimulation.

**Supplies Needed:**  Select type of literature appropriate to range of abilities of participants. May use large print reading materials for residents.

**Set up:** Gather residents in a circle around reader. Area must be quiet and have minimal interruptions.

**Intervention Description**: Gather residents who would benefit from the activity. Seat residents near enough to hear. Speak slowly and steadily, allowing all to process words.

**Special Consideration or Risks:** Encourage discussion and reminiscence. If able, encourage residents to read sections.

**Activity Category:** Cognitive Stimulation Activities

**Name activity:** Remember When

**Group Size:** 20

**Activity Duration:** 45 – 60 min

**Setting Consideration:** Indoors, recreation room or common room

**Purpose/Goal:**  This program is designed to promote normalization. Encourages positive emotion by engaging in in familiar activity. Promotes sensory stimulation. Promotes relaxation. Provide an activity that will be flexible to meet the various needs of the residents.

**Supplies Needed:**  Dependent on topic for reminiscence. May choose supplies to support theme like music, fragrances, movies, reading materials, pictures, objects, ect…

**Set up:** Gather residents in a circle around reader. Area must be quiet and have minimal interruptions.

**Intervention Description**: Gather residents who would benefit from the activity. Seat residents near enough to hear. Speak slowly and steadily, allowing all to process words. Describe topic in simple sentences, varied according to level of residents. Engage residents in talking about related memories.

**Special Consideration or Risks:** Know your residents. Avoid topics which are upsetting.

Activity: Matching

Category: Cognitive

Objective:

Increase cognition. Socialization.

Group Size

6 or more

Materials

Matching Cards

Poster Puddy

How to make matching cards: Get two of the same calendars. Calendars with pictures of animals, nature scenes work the best. Don’t use more than a total of 10 matches. Cut the pictures out of the calendars and clue to card stock paper. Number the back of the card stock pictures 1-20. Make sure you have mixed up the pictures.

Description

Place the pictures on the wall with numbers facing up with poster puddy. Position residents in a semi circle facing a wall. Have the residents take turns picking numbers two at a time to try and get matches. Once a number is called turn the picture over to show everyone then turn back over to show number. Once a match is made give praise to resident and leave match facing up.

# GROUP TRIVIA TIC TAC TOE

(GROUP- COGNITIVE & TEAM BUILDING)

GOAL FOR THIS ACTIVITY IS TO HAVE CLIENTS WORK TOGETHER IN A TEAM TO ANSWER TRIVIA QUESTIONS WHILE PLAYING TIC TAC TOE IN TEAMS. THIS ACTIVITY IS GREAT FOR GETTING CLIENTS TO USE THEIR COGNITIVE “JUICES” TO ANSWER TRIVIA AND TO INTERACT WITH THEIR PEERS.

*SUPPLIES*: DRY ERASE BOARD AND MARKER OR LARGE PAPER AND MARKER, TRIVIA QUESTIONS, GROUP OF WILLING PARTICIPANTS.

*SKILL/LIMITATIONS OF PARTICIPANTS*: ALL YOU NEED IS SOME EXCITEMENT, CREATIVITY, AND DESIRE TO PARTICIPATE.

*PROCEDURES*: HAND OUT SOME TRIVIA HANDOUTS EARLIER IN THE DAY AND GATHER CLIENTS LATER INTO TWO TEAMS DETERMINING WHO WILL PLAY “X’S” AND WHO WILL PLAY “O’S”. DECIDE WHICH TEAM WILL GO FIRST, AND ASK THAT TEAM A TRIVIA QUESTION. IF TEAM IS UNABLE TO ANSWER, ALLOW ENTIRE GROUP TO HAVE A CHANCE AT IT. WHETHER CORRECT ANSWER IS OBTAINED OR NOT, ORIGINAL GROUP PLACES THEIR MARK. FIRST GROUP WITH 3 MARKS IN A ROW WINS.

LENGTH OF ACTIVITY: 15 TO 30 MINUTES (VARIES).

PRECAUTIONS: NONE.

BODY POSITION REQUIREMENTS:

* ABILITY TO SIT OR STAND FOR PERIOD OF TIME.

SENSE REQUIREMENTS:

* SIGHT
* HEARING

SOCIAL ASPECTS:

* SMALL GROUP
* REQUIRES ONGOING CONVERSATION
* ABILITY TO SHARE/COOPERATE
* ABILITY TO LISTEN
* INDEPENDENT WORK WITHIN A GROUP
* REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

COGNITIVE ASPECTS:

* ATTENTION SPAN
* SHORT &/OR LONG-TERM MEMORY
* ABSTRACT AND CONCRETE THINKING
* SEQUENCING SKILLS
* TIME GIVEN FOR RESPONSE
* OBJECT IDENTIFICATION
* DIRECTIONALITY
* MID TO MODERATE CONCENTRATION NEEDED

EMOTIONAL ASPECTS:

* USE OF PAST SKILLS
* USE OF PAST MEMORIES
* HIGHLIGHTS INDIVIDUALITY
* FOSTERS SENSE OF BELONGING
* EXPERIENCES SENSE OF SUCCESS
* ANTICIPATION/ANXIETY

**BUILD A STORY**

(COGNITIVE GAME: INDIVIDUAL OR GROUP)

IDEA OBTAINED FROM ACTIVITY THAT WAS DONE IN TRT CLASS.

GOAL FOR THIS ACTIVITY IS TO HAVE CLIENTS EXERCISE THEIR CONCENTRATION LEVELS,

CREATIVITY, AND SEQUENCING ABILITIES BY BUILDING A STORY AS A GROUP.

SUPPLIES: SLIPS OF PAPER WITH RANDOM EMOTIONS, ACTIONS, TIME OF DAY, ETC PRINTED

INDIVIDUALLY ON THEM AND *I* OR RANDOM ITEMS (CHEWING GUM PACKAGE, MCDONALD TOY,

PAPERCLIP ETC).

SKILL/LIMITATIONS OF PARTICIPANTS: WILLINGNESS TO PARTICIPATE.

PROCEDURES: HAVE CLIENTS GATHER IN A CIRCLE AND PICK UP RANDOM SLIP OF PAPER OR ITEM THAT CATCHES THEIR EYE. ONCE EVERYONE HAS A WORD OR ITEM, DECIDE ON WHO WILL GO FIRST AND HAVE THEM START THE STORY ENSURING THEY WORK THEIR ITEM OR WORD INTO THEIR PORTION. THE NEXT PERSON WOULD ADD TO THE STORY INCORPORATING THEIR PARTICULAR ITEM OR WORD AND SO ON.

LENGTH OF ACTIVITY: 30 TO 60 MINUTES (VARIES).

PRECAUTIONS: NONE.

BODY POSITION REQUIREMENTS:

• ABILITY TO SIT FOR PERIOD OF TIME.

• USE OF ONE HAND

SENSE REQUIREMENTS:

• SIGHT

• HEARING

• Touch

PHYSICAL REQUIREMENTS:

• ABILITY TO VOCALIZE.

SOCIAL ASPECTS:

• SMALL GROUP OR 1:1 ACTIVITY

• REQUIRES ONGOING CONVERSATION

• ABILITY TO SHARE/COOPERA TE

• ABILITY TO LISTEN

• INDEPENDENT WORK WITHIN A GROUP

• REQUIRES TOLERANCE FOR POSSIBLE CLOSE PROXIMITY

COGNITIVE ASPECTS:

• ATTENTION SPAN

• SHORT -TERM AND LONG TERM MEMORY

• CONCRETE THINKING

• SEQUENCING SKILLS

• PROBLEM SOLVING SKILLS NEEDED

• OBJECT IDENTIFICATION

• Directionality

• MID TO MODERATE CONCENTRATION NEEDED

EMOTIONAL ASPECTS:

• USE OF NEW AND *I* OR PAST SKILLS

• INCREASES SENSE OF SELF

• EXPERIENCES SENSE OF SUCCESS

• ANTICIPATION/ANXIETY

***Intervention:*** Brain Fitness Program

Note: This program engages the brain's neuroplasticity to target the root causes of changes in brain function that occur with age, rather than teaching how to compensate for those changes. Posit Science programs are designed to be easy-to-use and to fit into any lifestyle. Regular use can range from a few minutes a day to as much time as a user prefers. However, our science team has created recommended schedules to guide users and ensure that they experience the best program benefits. One session in these schedules averages between 40 and 60 minutes. Whatever schedule you choose, keep in mind that as with physical fitness, brain fitness requires some time to achieve. You cannot expect great results without putting in some effort!

*Goal*: To improve memory and concentration skills in adults.

* Objective 1: Upon completion of the program, client will show an increase in brain speed functioning. In every program exercise, the sensory stimuli begin at a slower pace and gradually speed up with the aim of retraining the brain to process information at high speeds.
* Objective 2: Upon completion of the program, client will show improvements in accuracy. This program incorporates patented technology that algorithmically processes and adjusts the stimuli based on user responses with the goal of helping the brain refine its accuracy.
* Objective 3: Upon completion of the program, client will exhibit strengthened recording. This program is specifically designed to exercise the brain machinery that accounts for recording strength.

***Additional Resources that may be strengthened:***

-Build psychological resources by instilling competency, strengthening self-esteem, and maintaining independence.

 -Builds social resources by empowering adults to engage more in social situations.

***Enhancing the Leisure Experience****:*

*Savoring Leisure:* Provide opportunities to reminisce and reflect upon the program experiences, and allow the client to reflect on positive moods while engaged in the activity.

*Authentic Leisure:* Allow for autonomy in the activity and support the client's strengths and competencies.

*Leisure Gratification:* This program continuously evaluates the skill level of the client to ensure the activity isn't too simple or exceeds the client's skills.

*Mindful Leisure:* Theme the intervention differently to introduce novelty, and provide opportunities to reflect on the present moment.

**The Brain Fitness Procedures:
The Brain Fitness Program features six computer-based exercises. These exercises are designed to be very easy to use, even for computer novices. The exercises adapt to individual level, and give constant feedback about progress. Follow the prompts and directions of the program.**

**The Brain Fitness Program strengthens the brain’s auditory system in many ways. This improvement has a widespread ripple effect, enhancing overall brain function.**

*Specific auditory targets include:*

**Speeding up auditory processing.** As people grow older, their speed of auditory processing gradually slows—but speech coming in does not! Speeding up auditory processing helps you keep up with rapid-fire speech you might hear when participating in an important meeting, talking to your grandchildren, or listening to a comedian.

**Clarifying sound discrimination.** When you are able to hear each sound in each word with more clarity, you can store clearer, more detailed memories of what you heard. You can then recall these memories with clearer detail later, helping you be more fluid in conversation and find words “on the tip of your tongue” more easily.

**Sharpening sound precision.** Training your brain to hear sounds with similar structures (such as /d/ and /t/ or /s/ and /st/) with greater precision helps you encode memories more accurately. This is what helps you remember if your new co-worker is named Don or Tom or Tim or John, whether your friend said to meet at 3:15 or 3:50, and much more.

**Improving sound sequencing.** Sound sequencing describes the brain’s ability to remember what you hear in order. Being able to hold strings of information in mind long enough to use them can help you stay on top of daily tasks. For example, many people have said that they remember what to buy at the store even when they leave their list at home.

**Strengthening auditory working memory.** Working memory is what enables you to keep information in mind long enough to act on it or transfer it to long-term memory. Improving your auditory working memory helps you remember and follow information that comes in through sound—from a list of assigned to-do items to how to care for an exotic plant.

**Enhancing narrative memory.** Much of what we hear each day comes in through narratives—from our children, teachers, tour guides, friends, co-workers, favorite actors. As memory for narrative details improves, people often feel willing to take on new activities or tasks with the confidence that they will be able to succeed with ease. Traveling to new places, joining a new class, and accepting more responsibility at work are a few examples.

Taken together, these changes help people feel better equipped to communicate in every setting, making them more confident and more willing to engage in new experiences.

**The Benefits of Using More Than One Program:
Each Posit Science program is effective independently, but they are designed to complement one another. Each program focuses attention on a specific domain of the brain—the auditory cortex for the Brain Fitness Program and the visual cortex for InSight—while still giving the brain a widespread workout. We believe that doing both will amplify positive effects and help users feel as sharp as possible.**

**The Brain Fitness Program includes six exercises:**

|  |  |  |
| --- | --- | --- |
| **Screen Shot**  | **Exercise Name**  | **Goal** |
| bfp1_ex_ss  | **High or Low?** | Encourages faster sound processing to help the brain respond to even the quickest speech. Your task is to identify two auditory “sweeps” (sounds that sweep up or down across frequencies). The sweeps speed up as you improve, so that the exercise is always pushing your brain to speed up too. Primary focus: Auditory processing speed. |
| bfp2_ex_ss  | **Tell Us Apart** | Gives the brain practice distinguishing similar sounds to help it interpret speech and store clear memories of it.Choose which of the two similar syllables you heard. It's harder than you think—the sounds are synthesized by the computer to focus your neural processing. Primary focus: Discriminating sounds. |
| bfp3_ex_ss  | **Match It!** | Aims to improve the clarity of memory by sharpening the precision with which the brain processes sound.In this game of Memory (also called Concentration), you click “cards” to match sounds together. Processed speech and similar sounds make this exercise a serious workout! Primary focus: sound precision. |
| bfp4_ex_ss  | **Sound Replay** | Pushes the brain to remember information in order, which affects the ability to engage in and remember conversation.Try to remember a series of syllables, then click the button representing those syllables in order. As in Match It!, the speech is specially processed and the syllables are similar to one another. To challenge your brain even more, the exercise adds syllables as you improve. Primary focus: sound sequencing |
| bfp5_ex_ss  | **Listen and Do** | Works out working memory, the short-term memory that is critical in almost all cognitive tasks related to thinking.In this exercise, you listen to a series of instructions, then follow them in order. The exercise begins with two fairly simple instructions and works you up to as many as six highly detailed instructions. Primary focus: working memory. |
| bfp6_ex_ss  | **Story Teller** | Promotes stronger memory for details to strengthen communication abilities.After listening to a story segment, you answer details about what you heard. The story segments grow longer as your memory gets stronger! Primary focus: narrative memory. |
|  |

InSight
InSight includes five exercises:

|  |  |  |
| --- | --- | --- |
| **Screen Shot**  | **Exercise Name**  | **Goal** |
| insight1_ex_ss  | **Bird Safari**  | Sharpens your visual precision and expands your useful field of view so you capture more visual information, more accurately |
| insight2_ex_ss  | **Jewel Diver**  | Exercises divided attention so you can track multiple moving objects at the same time  |
| insight3_ex_ss  | **Sweep Seeker**  | Speeds up visual processing so you can spot and react to things more quickly  |
| insight4_ex_ss  | **Road Tour**  | Expands your useful field of view and speeds up processing for safer navigation and faster reaction |
| insight5_ex_ss  | **Master Gardener**  | Works out your working memory so you can recall visual details |
|  |