**Quizzing the quizzes: Inclusion and exclusion in games for people with dementia**

Research has long highlighted how social environments, relational aspects of care and engagement in meaningful activity are central to the quality of life of people with dementia (Morgan & Stewart, 1997; Chatwin, 2014). Academics have called for more thorough analysis of this issue through closer attention being paid to communication in the care context (Ward et al., 2008). In our current research we have found that people with early-to-mid stage dementia often attend ‘social activity groups’, ‘memory café’s and day-groups run by organisations to provide a chance for people with dementia (and sometimes their carers) to receive support, talk to other people, and to engage in social activities. Social interaction is often encouraged through participation in organised games, such as quizzes. This paper examines recordings of quiz interactions between people with dementia and their conversation partners (e.g., staff members, family, friends) in order to explore the strategies used by both staff and people with dementia to ‘do quizzes’ in practice. The data are taken from an ongoing ESRC study (ESRC ES/M008339/1) in which we have collected recordings of people with dementia with the people who support them. The extracts presented here are taken from observations made from a corpus of 7 video recorded quizzes. The notion of a quiz nominally is a test of cognitive skill and memory; therefore enacting this activity with people with dementia, whilst potentially having positive affects in encouraging/supporting use of recall, also carries with it inherent difficulties. For example, previous conversation analysis research has outlined issues with question design for people with dementia (Jones et al., 2016). This presentation looks at how the activity of a ‘quiz’ can shape the interactional space, and how the organisation of the delivery of the activity affects participation. It is suggested that certain practices, and formulations, within quizzes may work against facilitating social interaction by delimiting the scope of what are treated as acceptable contributions, and by providing a narrow framework for participation. Equally, social activities which are not designed as quizzes can become structurally and interactionally indistinguishable from quizzes, as memory testing overrides informal day-to-day talk. This study responds to a gap in the literature by using Conversation Analysis to examine how social activities are facilitated specifically for people with dementia in the community.

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