

Cognition and Executive Function: Evidence-Based Assessment & Intervention Tools to Improve Participation

Jeryl Benson, OTR/L, EdD, FAOTA

Faculty

Dr. Benson has over 30 years working in pediatrics with extensive experience in school-based practice and as an educational consultant for schools and families. She is certified to administer the Sensory Integration and Praxis Test, is a certified infant massage instructor and is trained in Neurodevelopmental Treatment for children with cerebral palsy. As a full Professor at Duquesne University, she teaches both undergraduate and graduate coursework in the areas of lifespan occupational performance, neurological and sensorimotor function, occupation-based theory, and advanced practice. Her research interests include school-based practice, sensory processing and occupation. Her goal is to make an impact by researching best practices in an educational setting ensuring that children have the tools to fully participate in their educational, social, and community environments. Dr. Benson is currently the Editor of AOTA Children & Youth SIS Quarterly Practice Connections.

Disclosures: Financial: Dr. Benson receives an honorarium from Education Resources, Inc.. Non-Financial: Dr. Benson has no relevant non-financial relationships to disclose.

About this Course

Cognition and executive function skills: learn how to assess the various components of each and choose evidence-based interventions/strategies that positively impact a child's participation goals. Case analysis and discussion will be used to help you to think critically about children with attention/focus, behavior/emotional/ self-regulation, memory, organization/action, generalization, transfer and motivation problems. Learn sensory, mental, verbal and task modification strategies, scaffolding, discovery learning, behavioral and skill acquisition approaches and more!

Objectives

- Identify how cognitive theory influences development.
- Relate an element of the cognitive domains to a child's daily function.
- Relate an element of executive function to daily life.
- Choose an evidence-based assessment method used to evaluate cognitive dysfunction in children.
- Choose two intervention strategies that best address a child's participation goal based on the case study provided.
- Determine which intervention plan best addresses a child's participation goal based on the case study provided.

Audience

This course is appropriate for OTs, OTAs, PTs, PTAs, SLPs and Educators working in school, home care, outpatient or rehab facilities with children aged 3-21.

Schedule—Day 1 7:30 am - 3:30 pm EST (US)

7:30-8:00	Registration
8:00-8:30	Cognition vs Executive Function
8:30-9:30	Theory....why does it matter? <ul style="list-style-type: none"> • How/Why Cognitive Theories Impact your Clinical Decision-Making Process
9:30-9:45	Break
9:45-10:45	Theory....why does it matter? continued.
10:45-11:15	Pulling it all together: Using theory to inform your daily practice
11:15-12:15	Lunch
12:15-1:45	Key Elements of the Cognitive System and their influence on performance <ul style="list-style-type: none"> • 6 Key Domains: Attention, Learning & Memory, Perceptual Motor Function, Language, Social Cognition, and Executive Function
1:45-2:00	Break
2:00-3:00	Functional Limitations related to the Key Elements of Executive Function
3:00-3:30	Pulling it all together: The Impact of Cognition and EF on daily life

Schedule – Day 2 9:40 am - 5:00 pm EST (US)

7:30-8:00	Registration
8:00-9:15	Cognition, Executive Function, & Participation Impact of Core Executive Functions and Higher-Level Executive Function on participation in daily life, school performance, self-esteem, ADL's/iADLs, social participation
9:15-9:30	Break
9:30-10:45	The Assessment Process <ul style="list-style-type: none"> • Top-Down Evaluation • Assessment Tools: Standardized Assessments<ul style="list-style-type: none"> ◦ Dynamic Occupational Therapy Cognitive Assessment (DOTCA-Ch), Behavior Rating Inventory of Executive Function (BRIEF), Berry-Buktenica Developmental Test of Visual Motor Integration (VMI), Motor-Free Test of Visual Perception (MVPT-4), Pediatric Evaluation of Disability Inventory (PEDI), Canadian Occupational Performance Measure (COPM), School Function Assessment (SFA) ◦ Child/Parent/Teacher Interview ◦ Clinical Observations<ul style="list-style-type: none"> ◦ Attention, Memory, Self-Regulation, Cognitive Flexibility • Using assessment data to plan intervention

Day 2 - Continued

10:45-11:15	Pulling it all together: The Big Picture of the Assessment Process
11:15-12:15	Lunch
12:15-12:45	Intervention Strategies: Person & Context Focused <ul style="list-style-type: none"> • Person focused strategies: Sensory Strategies, Internal motivation, Mental & Verbal Strategies, Scaffolding<ul style="list-style-type: none"> ◦ Context Focused strategies: Task Modification Strategies, Scaffolding, Environmental Strategies, Behavioral Approaches ◦ Intervention format for goal attainment ◦ How to progress a child using scaffolding
12:45-1:15	Intervention Sequence Development: Person & Context <ul style="list-style-type: none"> • How to choose the right intervention strategy—person vs. context focused strategies
1:15-1:45	Intervention Strategies: Skill Acquisition <ul style="list-style-type: none"> • How to choose the right strategy—skill acquisitional approach<ul style="list-style-type: none"> ◦ Cognitive Orientation to Occupational Performance (CO-OP) ◦ CO-OP Features ◦ Goal-Plan-Do-Check • Child not making progress? Data informed decision making to support intervention planning. ◦ Learn how to assess progress and ways to change the intervention focus to lead to goal attainment.
1:45-2:00	Break
2:00-2:40	Case #1 Application: Assessment <ul style="list-style-type: none"> • Choosing the right assessment tools based on the case. • Determine goal areas based on assessment data.
2:40-3:20	Case #2 Application: Intervention <ul style="list-style-type: none"> • Develop person and context focused intervention to address goal. • Develop skill acquisitional intervention to address goal.
3:20-3:30	Pulling it all together: Assessment to Intervention

ERI: Life-changing learning

You love what you do. Our courses remind you why. As a therapist, you change lives every day – and have your life changed in return. ERI is life-changing learning, for therapists by therapists.

The ERI Advantage:

- Techniques you'll use the next day
- Peers who share your passion
- Renowned faculty
- Evidence-based courses that improve outcomes
- 30 years of life-changing learning

Specialty Tracks throughout the lifespan – Neonatal, Pediatric, Adult, Geriatric

Each ERI specialty track is designed to make the most of your continuing education time, budget, and goals. Start your search with us and plan every course you'll take in 2026.

Visit educationresourcesinc.com for all of your 2026 courses.

ERI Rewards

Your ERI experience is more rewarding than ever.

- First Course Discount
- Group Discounts
- \$100 off your 4th Multi-day Course
- And more

Subject to availability. Exclusions may apply. Visit our website for details and coupon codes.

Credits

This course meets the criteria for 12 contact hours (1.2 CEUs) Intermediate Level. To receive a certificate of completion all registered attendees are required to attend and participate fully in all applicable course activities (i.e., labs, discussions, group work, polls, post-tests with passing grade of 80% or greater etc.) and complete the evaluation form.



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID# 07210. This Live Course is offered at 12 contact hours, 1.2 CEUs. (Intermediate level, OT Service Delivery). AOTA does not endorse specific course content, products or clinical procedures.

This course can be used toward your NBCOT renewal requirements for 12 units. Approved provider of the FL Board of Occupational Therapy-CE Broker. This course meets the approval of the TX Board of OT Examiners.



Education Resources Inc.
Intermediate Level
1.2ASHA CEUs.

ASHA CE Provider approval and use of the Brand Block does not imply endorsement of course content, specific products, or clinical procedures. SLPs that require ASHA must submit your [ASHA participant form to ERI](#).

Application has been made to the FL Physical Therapy Association. Accreditation of this course does not necessarily imply the FPTA supports the views of the presenter or the sponsors.

Approved by the MD Board of Physical Therapy Examiners. Application has been made to the MN Board of Physical Therapy. Application has been made to the NJ Board of Physical Therapy Examiners.

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy. Application has been made to Illinois EI Training Program. Approved provider by the NY State Board of Physical Therapy. Education Resources, Inc. is an approved provider for Physical Therapy CEUs in the following states: CA, NM, OK, and TX; the assignment does not imply endorsement of specific course content, products, or clinical procedures for these. The following state boards of physical therapy accept other states' approval: AK, AR, AZ, DC, DE, GA, HI, ID, IN, KS, KY, MA, MI, MO, MS, NC, OR, PA, RI, SC, UT, VA, VT, WI, WY. The following state boards of physical therapy either do not require course pre-approval or do not require CEUs for re-licensure: AL, CO, CT, IA, ME, MT, NE, ND, NH, SD, WA.

For special needs requests, please contact info@educationresourcesinc.com or 800-487-6530. Education Resources Inc. 266 Main St #12, Medfield, MA 02052

COURSE INFORMATION

August 21 and 22, 2026 7:30 am

Children's Healthcare of Atlanta Support Center, Classrooms 148-156

1575 Northeast Expy

Atlanta, GA 30329

Register at educationresourcesinc.com



\$389 fee. **LIMITED ENROLLMENT** Cancellation will be accepted until 14 days prior to the start date of the course, minus a \$75 Administration Fee. There will be NO REFUNDS after this 14-day deadline. Registration will be accepted after deadline on a space available basis. We encourage you to register online!

Cognition and Executive Function: Evidence-Based Assessment & Intervention Tools to Improve Participation /Jeryl Benson

August 29 and 31, 2026

Course Registration Form

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____

Needed in the event of an emergency scheduling change

Email: _____

Please clearly print your email address for course confirmation

Employer: _____

Discipline: _____ Specialty: _____

How did you learn of this course? _____

Education Resources reserves the right to cancel any course due to insufficient registration or extenuating circumstances. We are not responsible for any expenses incurred by participants if the course must be cancelled.

I have read your refund policy above and understand.

Cardholder's name & billing address with zip code if different from above:

Signature _____

Amount charged _____

I hereby authorize you to charge my: VISA MC DISCOVER# _____

Exp. Date _____ CVV2 Code _____