

# Empowering Function: Integrating Analysis, Goals, and Neuroplasticity to Support Children Across Settings

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## Faculty

**Bethanne N. Mazurczak, MS, CCC-SLP, C/NDT** has been a practicing clinician since 1990, specializing in the pediatric rehabilitation of infants, children and adolescents. Bethanne has a wide range of experience in working with children of all ages with neurological and developmental disabilities. She is certified in Neuro-Developmental Treatment, SOS Feeding and is currently completing the process as an NDT Candidate Instructor for the NDTA. Bethanne continues to serve the pediatric population with oral- motor/feeding and swallowing as well as communication disorders through her practice as a Speech Pathologist and is a Clinical Assistant Professor in the Department of Communication Sciences and Disorders at the University of Wisconsin – Milwaukee.

**Leslie Paparsenos, PT, MS, C/NDT** is an independent, pediatric therapy provider, licensed Physiotherapist in Australia, and licensed Physical Therapist in the United States of America. She specializes in evidenced based, pediatric rehabilitation, serving babies, children and adolescents across a spectrum of neurological and developmental disabilities, and their families. Leslie is a certified Pediatric NDTATM (USA) Instructor, certified in NeuroDevelopmental Treatment (NDTATM (USA), and a certified clinical instructor by the APTA (USA). She has been teaching both internationally and nationally since 2007.

## About this Live Webinar

This comprehensive, three-part series provides pediatric therapists (OT, PT, SLP) with a unified, evidence-informed approach to supporting children with complex needs from infancy through the school years. Centered on interdisciplinary collaboration, this course bridges task analysis, functional goal setting, and task-specific intervention to promote meaningful participation in daily life. Participants will learn to analyze complex activities—including mobility, communication, ADLs, and iADLs—to identify performance barriers and inform collaborative, child- and family-centered goals. Evidence-based frameworks such as the ICF, the F-words for Child Development, and Goal Attainment Scaling (GAS) guide the development of goals that are functional, measurable, and relevant across settings. Building on these foundations, the course translates planning into practice by incorporating principles of neuroplasticity, motor learning, and task-specific training. Through lecture, clinical photos, videos, and case-based discussion, participants gain practical strategies to design purposeful, coordinated interventions that promote function, autonomy, and participation in real-world environments.

## Learning Objectives

At the completion of this webinar participants will be able to:

- Apply principles of task analysis to identify the motor, sensory, and communication demands of daily activities such as walking, feeding, and expressive/receptive language tasks in pediatric populations.
- Analyze clinical case examples to determine how specific impairments contribute to atypical movement or communication patterns observed during functional tasks.
- Evaluate the potential role of AI-assisted tools in supporting task analysis of ADLs (including feeding), iADLs, and functional communication while maintaining the therapist's responsibility for clinical reasoning and individualized decision-making.
- Analyze case studies and video scenarios to identify key functional needs and interdisciplinary considerations for children with complex medical conditions.
- Develop measurable Goal Attainment Scaling (GAS) goals tailored to provided clinical cases that focus on ADLs (including feeding), iADLs and/or functional communication.
- Apply evidence-based frameworks such as the ICF and F-words to guide the creation of meaningful, participation-focused goals that align with family priorities and clinical expertise.
- Apply motor learning principles and concepts of neuroplasticity to design interdisciplinary, task-specific interventions that support functional mobility and communication in early intervention and school-aged children.
- Analyze real-world case studies to identify how ADLs, iADLs, and daily routines can be used as meaningful contexts for collaborative intervention strategies across PT, OT, and SLP disciplines.
- Evaluate the effectiveness of interdisciplinary intervention plans by integrating task analysis and goal alignment to ensure outcomes that promote participation, peer interaction, functional communication and progress.

Help your patients achieve better outcomes.

## Schedule – Day 1 8:40 am - 3:45 pm EST (US)

8:40-9:00	<b>Webinar Registration/Zoom Course Opens</b>
9:00-9:30	Foundations of task analysis (Purpose & role in PT, OT, SLP/interdisciplinary collaboration), key components: motor, sensory, cognitive, and communication demands).
9:30-9:50	<b>Case-Based Application: Mobility, Feeding, and Communication:</b> Introduction to case studies; Step-by-step task analysis demonstration; Discussion: linking impairments to function and participation.
9:50-10:10	<b>Video Using AI to Support Task Analysis:</b> Overview of AI tools (e.g., for organizing observations, writing, brainstorming); Hypothetical example of how AI might assist in task breakdown; Ethical considerations: maintaining clinical reasoning and judgment.
10:10-10:50	<b>Photo Observation &amp; Interactive Group Discussion:</b> Guided analysis of clinical video/photo examples across multiple ages. Whole-group dialogue: What are the task demands? How does the task change across the ages? Cross-discipline reflections (PT/OT/SLP integration).
10:50-11:00	<b>Key Takeaways</b> & facilitated discussion to support learning consolidation.
11:00-11:15	Break
11:15-11:45	<b>Interdisciplinary Goal-Setting:</b> Importance of collaborative goal-setting for children with complex needs; Evidence-based frameworks: ICF and the F-words for Child Development; Defining functional, participation-based goals and their impact across settings and ages.
11:45-12:05	<b>Incorporating iADLs into Meaningful Goal Development:</b> Understanding instrumental activities of daily living (iADLs) and their role in autonomy, communication and participation; Examples relevant to children with medical complexity; Linking iADLs to identity, self-determination, and family/community engagement.
12:05-12:30	<b>Case Study Presentation &amp; Group Discussion:</b> Presentation of a clinical case with video scenario; Facilitated group discussion: Identifying key functional needs and interdisciplinary considerations; Interactive Q&A to deepen understanding.
12:30-12:50	<b>Video Collaborative Goal Development Using GAS:</b> Introduction to Goal Attainment Scaling (GAS) as a practical tool, examples of measurable GAS (PT/OT and SLP) goals based on provided case examples.

12:50-1:05	<b>Applying Frameworks to Guide Meaningful Goal Setting:</b> Hands-on review: Applying ICF and F-words to refine goals ensuring alignment with family priorities and clinical expertise, Discussion of strategies to balance professional input with family-centered values
1:05 - 1:15	<b>Key Takeaways</b> & facilitated discussion to support learning consolidation
1:15-1:45	<b>LUNCH</b>
1:45 - 2:05	<b>Foundations: Neuroplasticity and Motor Learning Principles:</b> neuroplasticity concepts relevant to pediatric therapy; Key motor learning principles that underpin task-specific training; How these concepts apply across PT, OT, and SLP disciplines.
2:05 -2:15	<b>Linking Task Analysis and Interdisciplinary Goal Setting to Intervention;</b> foundational concepts (task analysis & goal setting); Translating goals into purposeful, meaningful intervention strategies; Emphasizing functional improvements in mobility, communication, ADLs, and iADLs
2:15 - 2:35	<b>Case Studies:</b> Collaborative Task-Specific Intervention: Presentation of real-world pediatric case examples across disciplines. Analysis of how interventions address daily routines, communication and participation. Discussion on interdisciplinary.
2:35 - 3:15	<b>Intervention Strategies in Action:</b> Videos and Clinical Photos; Viewing and discussion of intervention session videos and photos; Demonstrating purposeful, mindful session design incorporating motor learning; Highlighting PT, OT, and SLP roles and collaborative techniques
3:15-3:35	<b>Interactive Discussion: Applying Evidence-Based Strategies:</b> Facilitated dialogue encouraging participant reflections and shared experiences, Problem-solving around barriers to implementation and interdisciplinary communication, integrating intervention plans that promote peer interaction and functional progress
3:35-3:45	<b>Key Takeaways &amp; Facilitated</b> discussion to support learning consolidation

## Audience

Designed for pediatric OTs, PTs and SLPs working across settings.

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## Credits

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## Webinar Dates and Times

November 20, 2026

8:40 am EST • 7:40 am CST • 6:40 am MST • 5:40 am PST (US)

Registration is for the one session. Zoom log-in instructions and course materials will be emailed/added to your ERI account 5-7 days prior to the first date of the webinar.



\$229 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. We encourage you to register online!

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**☐ November 20, 2026**

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