Cognition and Executive Function:

Evidence-Based Assessment & Intervention Tools to Improve Participation

Jeryl Benson, OTR/L, EdD, FAOTA

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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.

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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?

- 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

- 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**

- Top-Down Evaluation
- Assessment Tools: Standardized Assessments
  - 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
  - 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**

- Person focused strategies: Sensory Strategies, Internal motivation, Mental & Verbal Strategies, Scaffolding
  - 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**

- How to choose the right intervention strategy—person vs. context focused strategies

1:15-1:45 **Intervention Strategies: Skill Acquisition**

- How to choose the right strategy—skill acquisitional approach
  - 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**

- Choosing the right assessment tools based on the case.
- Determine goal areas based on assessment data.

2:40-3:20 **Case #2 Application: Intervention**

- 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**

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In-Person Information:

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