

### Role of Occupational Therapy in Cognition

Occupational therapists focus on **functional cognition** or cognition that is necessary within the scope of **performing his/her roles**, daily occupations **within the contexts** performed.

### Functional Cognition

The interaction of cognitive skills, self-care, and community living skills.

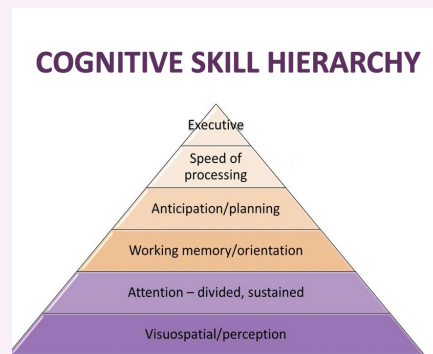
Refers to the thinking and processing skills needed to accomplish complex everyday tasks.

### What are Cognitive Skills?

Foundational abilities that make up how we assess functional cognition:

- Attention
- Memory
- Problem Solving
- Decision making
- Judgement
- Executive Function & Abstract Reasoning

### Cognitive Skill Hierarchy



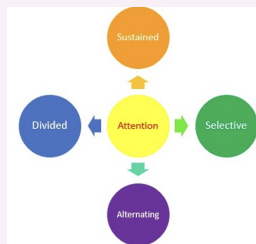
### Attention

Important for learning and the first step in forming memories

Without attention memories cannot be formed

Affected by level of consciousness, arousal, awareness, and motivation

### Attention image



### Definition for image above

<b>Sustained</b>	Ability to focus on one specific task for a continuous amount of time without being distracted
<b>Selective</b>	Ability to select from many factors or stimuli and to focus on only the one that you want while filtering out other distractions (attention to details)
<b>Alternating</b>	Ability to switch your focus back and forth between task that require cognitive demand
<b>Divided</b>	Ability to process two or more responses or react to two or more different demands simultaneously (multi-tasking)

### Memory

#### Explicit Memory (declarative memory)

Retention and retrieval of facts, event, or steps to complete a task

Prospective Memory ability to remember to follow-up and anticipate upcoming events, dates, deadlines, etc.

\*Explicit memory is more notably affected by neurological changes

\*Ability to use or access implicit memory for learning can be affected due to perceptual and motor disorders as a result of the neurological changes

#### Implicit Memory (procedural memory)

Learned through movement or perception

"It's like riding a bike!"

### Frontal Cortex and Cognition

#### Three Main Functions:

Restraint	Includes judgement, foresight, delay of gratification, inhibiting inappropriate behavior, and self-governance
Initiative	Includes curiosity, drive, creativity, mental flexibility, and personality
Order	Includes planning, abstract reasoning, working memory, sequencing, and organization

### Frontal Cortex and Cognition (cont)

**Reasoning** involves logical thinking to understand and formulate judgements based on all available information

Restraint, initiative and order are required for **executive function**

**Prefrontal Cortex:** Recall long-term memories, planning, and hypothesis generation; supports working memory (attention) by storing information a brief time before getting stored to long-term memory

### Executive Function

Encompasses a set of interrelated cognitive abilities that are critical to control coordination, and regulation of thoughts, emotions, and goal-directed actions (cognitive control)

Important for adaptive responses to novel, unfamiliar, unpredictable, or unstructured situations (skill acquisition, learning, task challenges, adjusting to change or coping with the unexpected)



### Most Common Subcomponents of EF

Initiation

Inhibition

Cognitive Flexibility/Shifting Set

Working Memory/Planning/Organization

Self-monitoring/Self-Regulation

### Subcomponents of EF



### Executive Control

Multiple Networks

Highly Distributed

### Metacognition

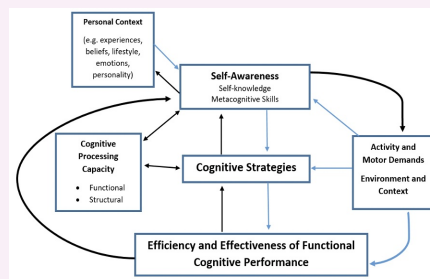
#### Dynamic Interaction Model (DIM)

*Promote strategies for self-monitoring and self-evaluation of occupational performance*

Must have the capacity for:

- Information processing (organize and assimilate new information)
- Adaptation (using previously acquired information to plan, monitor, structure, and evaluate behavior for reaching goals)
- Generalization (apply what had been learned to a variety of different situations)

### Metacognition



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