

# ADED 2019: Apply Cognitive Assessments to Improve Driving Rehabilitation Interventions & Outcomes

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## ADED 2019 Conference

Lexington, Kentucky

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## Speakers

### ***Erin Knoepfel MS, CCC-SLP***

Director of Strategic Integration

Mansbach Health Tools, LLC

Cell: 443-545-6806

[eknoepfel@thebcat.com](mailto:eknoepfel@thebcat.com)

[www.thebcat.com](http://www.thebcat.com)

[www.ENRICHvisits.com](http://www.ENRICHvisits.com)

### ***Susan Touchinsky, OTR/L, SCDCM, CDRS***

Adaptive Mobility Services, LLC.

Specialty Certification in Driving & Community Mobility

Certified Driver Rehabilitation Specialist

484-650-2280

[susie@adaptivemobility.com](mailto:susie@adaptivemobility.com)

[www.adaptivemobility.com](http://www.adaptivemobility.com)

<http://adaptivemobility.thinkific.com>

## Abstract Synopsis:

Cognition is a critical vital sign when evaluating overall health. Like physical well-being, cognitive health is essential for maintaining an independent lifestyle and is at the center of all experiences. Occupational therapy practitioners play a critical role in assessing and addressing cognition to guide safe discharge plans, continued IADL participation, and to make appropriate referrals to driver rehabilitation specialists. This course will review a standardized, evidence-based, cognitive assessment approach that is predictive of IADL performance and a referral pathway between the occupational therapy practitioner and driver rehabilitation specialist.

### **Why are we here? Presentation Focus & Key Points**

- Cognition and the use of cognition while driving is complex
- Finding the right cognitive test can be a challenge
- Explore the role of cognition with driving and more specifically look at the role of higher-level cognitive skills & executive functioning skills with driving
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## Learning Objectives:

1. Understand the importance of cognition in the evaluation of performance skills needed for the task of driving
2. Understand occupational therapy practitioner's role with cognitive assessment and potential for referral relationship with a driver rehabilitation specialist.
3. Learn the key components of the Brief Cognitive Assessment Tool (BCAT) Approach in the assessment and intervention of address cognitive and memory impairments impacting driving performance.
4. Learn how to utilize results of standardized assessments completed by the referring occupational therapist to provide mentorship, guide appropriate referrals, and to predict safety in driving.
5. Understand the outcomes and potential risks when using various cognitive screening and assessment tools to determine safety in driving in the adult.

## EXPLORING COGNITION

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|                |   |
|----------------|---|
| ATTENTION      | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| WORKING MEMORY | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |

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|                                |   |
|--------------------------------|---|
| EXECUTIVE FUNCTION             | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| EMOTIONAL<br>REGULATION        | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| PROCESSING SPEED               | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| VISUAL-PERCEPTUAL<br>ABILITIES | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |

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**Key Point:** know & understand YOUR role as a DRS/CDRS, OT, practitioner, etc. with screening & assessing cognition

## COMMON MEDICAL CONDITIONS & COGNITIVE CONSIDERATIONS FOR DRIVING

|  |  |
|--|--|
| TIA & STROKE                               |  |
| TRAUMATICU BRAIN<br>INJURY &<br>CONCUSSION |  |
| BRAIN TUMOR                                |  |
| MULTIPLE SCLEROSIS                         |  |
| PARKINSON'S DISEASE                        |  |

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|                           |  |
|---------------------------|--|
| MENTAL ILLNESS            |  |
| AGING                     |  |
| MILD COGNITIVE IMPAIRMENT |  |
| DEMENTIA                  |  |
| AUSTISM                   |  |
| CEREBRAL PALSY            |  |



**Key Point:** Cognition is more than alert & oriented x3 and more than just memory. A range of medical conditions can impact cognitive performance.

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## ACTIVITY: SUPPLEMENTAL HANDOUT



**Key Point:** The medical diagnosis & our clinical testing is imperative of gaining an understanding of the client's cognitive performance skills in order to understand driving behaviors.



**Key Point:** Accurate & thorough cognitive testing is imperative for understanding specific performance skill deficits & guiding our evaluations, interventions, & treatment.

## COGNITIVE ASSESSMENTS COMPARISON

|   |  |
|---|--|
| TRAILS MAKNG TEST A<br>& B (TMT)                      |  |
| SNELLGROVE MAZE<br>TEST                               |  |
| ST. LOUIS UNIVERSITY<br>MENTAL STATUS<br>EXAM (SLUMS) |  |
| SHORT BLESSED TEST<br>(SBT)                           |  |

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|  |  |
|--|--|
| MINI MENTAL STATUS<br>EXAMINATION<br>(MMSE)  |  |
| MONTREAL<br>COGNITIVE<br>ASSESSMENT (MoCA)   |  |
| BRIEF COGNITIVE<br>ASSESSMENT TEST<br>(BCAT) |  |
| BCAT – SHORT FORM<br>(BCAT SF)               |  |

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BCAT – VERBAL TESTS  
OF JUDGEMENT (VPJ)

BCAT – KITCHEN  
PERFORMANCE TEST  
(KPT)

BRIEF ANXIETY AND  
DEPRESSION SCALE  
(BADS)



**Key Point:** Thorough cognitive assessment includes the use of standardized tests & occupation or functional based assessment.



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## ACTIVITY: SUPPLEMENTAL HANDOUT

### RESEARCH & TRENDS

#### BCAT Research & Trends

#### Cognition & Intervention Considerations

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## Collaboration with Referral Sources

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## References:

*References continue to be developed at this time. Please email speakers after presentation for full list of references.*

- American Occupational Therapy Association. (2017). Occupational therapy's role in adult cognitive disorders. Doi: <https://www.aota.org/-/media/Corporate/Files/AboutOT/Professionals/WhatIsOT/PA/Facts/Cognition%20fact%20sheet.pdf>
- Mansbach, W.E., MacDougall, E.E., & Rosenzweig, A.S. (2011, November). The BCAT: A new cognitive test emphasizing contextual memory and executive functions. Presented at the Gerontological Society of America annual meeting, Boston, MA.
- Mansbach, W.E., & MacDougall, E.E. "Development and validation of the short form of the brief cognitive assessment tool (the BCAT-SF). *Aging & Mental Health*, 16.8, 1065-1071. 2012.