Figure 1 - Pediatric Neurocognitive Interventions Model

	Level	Cognitive Impairments	Intervention Aim	Examples of Interventions
Level D Skills & Interventions	D	Specific cognitive skills e.g. episodic memory, visual processing, language skills	Compensatory strategies to be used independently	Training in the use of e.g.; elaborative encoding, retrieval strategies, visual compensations
Level C Skills & Interventions	С	Evaluative skills e.g. metacognition, supervisory processes, and reasoning	Training to support general cognitive functioning	Training of e.g. goal management skills, prospective reminding, "stop and think"
Level B Skills & Interventions	В	Core skills e.g. working memory, inhibitory control, processing speed, and sequencing	Remediation of skills	Intensive practice e.g. working memory, attention process , and speed training
Level A Skills & Interventions	A	Semantic knowledge, adaptive functioning and specific cognitive skills (e.g. episodic memory)	Compensatory strategies, cued and supported by others	Providing techniques such as precision teaching, errorless learning, elaborative encoding and rehearsal
Psychosocial and Systemic	Psychosocial and Systemic Foundations - Supporting health needs, sensory impairments, pragmatic and social care issues (e.g. visual processing, diet, exercise, financial, and practical resources). Addressing systemic factors (e.g. family chaos). Ensuring positive behavioral support for challenging behavior.			