



D-KEFS Advanced Overview Live Webinar

Presented by: Alexander Quiros, PhD, MBA

Date: Thursday, November 5, 2026

Time: 12:00 p.m. – 3:45 p.m. ET

Delivery method: Live webinar

Instructional level: Intermediate

Sponsored by: NCS Pearson, Inc.

Course Description

Join us for a half-day training session that provides an in-depth overview of the Delis-Kaplan Executive Function System (D-KEFS) Advanced. This session covers the theoretical foundations, practical applications, and basic interpretation of five key tests for school-age populations: Trail Making Test, Verbal Fluency Test, Social Sorting Test, Color-Word Interference Test, and Tower Test. Participants will gain hands-on experience with the digital platform and learn how to administer, score, and describe results effectively. Additionally, we will discuss how these assessments fit within a broader executive functions evaluation framework.

Learner Outcomes

After completing this learning track, the participants will be able to:

1. Describe the components of the D-KEFS
2. List the D-KEFS subtests and composites
3. Discuss the step-by-step approach for interpretation of D-KEFS results

Time-ordered Agenda

5 minutes	Case study introduction
35 minutes	History and Foundation
10 minutes	Subtest administration & scoring
10 minutes	General Scoring and Reporting Guidelines
150 minutes	Interpretation • Trail Making test • Verbal Fluency Test • Color-Word Interference Test • Tower Test • Social Sort Test • Q&A



About the Presenter

A graduate of Texas A&M University, Dr. Alexander Quiros specialized in clinical assessment with an emphasis on forensic evaluations and bilingual assessments/ psychotherapy with all age groups before earning his PhD in Clinical Psychology. For two years he worked as a staff psychologist at the San Antonio State Hospital, a psychiatric hospital treating and assessing severe mental illness, before accepting a position as clinical director of a psychosocial rehabilitation clinic at Audie L. Murphy VA Hospital in San Antonio, TX. Throughout his career, he also taught graduate and undergraduate level courses at Texas A&M University, St. Mary's University, Our Lady of the Lake University, and University of Phoenix. He completed his MBA in Corporate Finance while working as a Healthcare Assessment Consultant for Pearson where he trained and provided consultation services globally to professionals who use Pearson assessment tools. Currently, Dr. Quiros is a Clinical Scientist at WCG-VeraSci where he reviews data, provides scientific consultations to investigators, and assists with the translation and cultural adaptation of measures. Most recently, he has started to pursue a certification in Data Analysis. Why? Because, as he likes to say, "I'm Always Learning."

Disclosure

Financial

Alexander Quiros is an employee of Pearson Clinical Assessment.

Nonfinancial disclosure:

There are no relevant nonfinancial relationships to disclose.

NCS Pearson, Inc., the sponsor of this learning track, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. This offering will include information that pertains to the effective and appropriate use of the Delis-Kaplan Executive Function System Advanced (D-KEFS™ Advanced) published by NCS Pearson. No other assessments will be discussed during this presentation.

References

- Anderson, L.B., Jaroh, R., Smith, H., Strong, C.-A.H., & Donders, J.(2017).Criterion validity of the DKEFS color-word and verbal fluency switching paradigms following traumatic brain injury.*Journal of Clinical and Experimental Neuropsychology*, 39(9), 890–899.<https://doi.org/10.1080/13803395.2016.1277513>
- Bilder, R.M., Widaman, K.F., Bauer, R.M., Drane, D., Loring, D.W., Umfleet, L.G., Reise, S.P., Vannier, L.C., Wahlstrom, D., Fossum, J.L., Wong, E., Enriquez, K., Whelan, F., & Shih, S.(2023).Construct identification in the neuropsychological battery: What are we measuring? *Neuropsychology*, 37(4), 351–372.<https://doi.org/10.1037/neu0000832>
- Cichocki, A., Kirsch, A., & Nicholson, L. (2024). A – 38 impact of working memory and processing speed on executive function performances in youth with attentiondeficit/hyperactivity disorder and learning disorder. *Archives of Clinical Neuropsychology*, 39(7), 973.

- Delis, D. C., Kaplan, E., & Kramer, J. H. (2001). *Delis-Kaplan Executive Function System*. NCS Pearson.
- Delis, D.C.(2021). *Delis Rating of Executive Functions, Adult*. NCS Pearson.
- Furey, R. T., Bowden, S. C., Jewsbury, P. A., Sudarshan, N. J., & Connolly, M. L. (2024). Investigating the latent structure of executive function in the Delis–Kaplan Executive Function System using Cattell–Horn–Carroll Theory. *Assessment*, 31(2), 363–376.
- Hacker, D., Jones, C. A., Chan, Y. M., Yasin, E., Clowes, Z., Belli, A., Cooper, J., Bose, D., Hawkins, A., Davies, H., & Paton, E. (2024). Examining the validity of the Delis–Kaplan Executive Function System (DKEFS) in traumatic brain injury. *Journal of Neuropsychology*, 18(1), 81–99.
- Iverson, G.L., Karr, J.E., Terry, D.P., Garcia-Barrera, M.A., Holdnack, J.A., Ivins, B.J., & Silverberg, N.D.(2020).Developing an executive functioning composite score for research and clinical trials.*Archives of Clinical Neuropsychology*, 35(3), 312–325.<https://doi.org/10.1093/arclin/acz070>
- Karr, J.E., Hofer, S.M., Iverson, G.L., & Garcia-Barrera, M.A.(2019).Examining the latent structure of the Delis-Kaplan Executive Function System.*Archives of Clinical Neuropsychology*, 34(3), 381–394.<https://doi.org/10.1093/arclin/acy043>
- Kavé, G., & Sapir-Yogev, S.(2023).Differences between semantic and phonemic verbal fluency in adolescents with reading disorders.*Archives of Clinical Neuropsychology*, 38(1), 126–130.<https://doi.org/10.1093/arclin/acac062>
- Lai, C.L.E., Lau, Z., Lui, S.S.Y., Lok, E., Tam, V., Chan, Q., Cheng, K.M., Lam, S.M., & Cheung, E.F.C.(2017).Meta-analysis of neuropsychological measures of executive functioning in children and adolescents with high-functioning autism spectrum disorder.*Autism Research*, 10(5), 911–939.<https://doi.org/10.1002/aur.1723>
- Liu, C., Townes, P., Panesar, P., Lee, S.Y., Devoe, D., Arnold, P., Crosbie, J., & Schachar, R.(2024).Executive function in ADHD and ASD: A scoping review. *Review Journal of Autism and Developmental Disorders*. Advance online publication.<https://doi.org/10.1007/s40489-024-00444-3>
- Salehinejad, M.A., Ghanavati, E., Rashid, M.H.A., & Nitsche, M.A.(2021).Hot and cold executive functions in the brain: A prefrontal-cingular network. *Brain and Neuroscience Advances*, 5, 1–19.<https://doi.org/10.1177/23982128211007769>
- Sherman, E.M.S., Tan, J.E., & Hrabok, M.(2022).*A compendium of neuropsychological tests: Fundamentals of neuropsychological assessment and test reviews for clinical practice* (4th ed.).Oxford University Press.
- Souissi, S., Chamari, K., & Bellaj, T.(2022).Assessment of executive functions in school-aged children: A narrative review. *Frontiers in Psychology*, 13, Article 991699.<https://doi.org/10.3389/fpsyg.2022.991699>
- Trakoshis, S., Ioannou, M., & Fanti, K. (2022). The factorial structure of the Tower Test from the Delis–Kaplan Executive Function System: A confirmatory factor analysis study. *Assessment*, 29(2), 317–331.



Zelazo, P. D. (2020). Executive function and psychopathology: A neurodevelopmental perspective. *Annual Review of Clinical Psychology*, 16, 431–454.

Earn 3.5 CE Credits



Pearson is approved by the American Psychological Association to sponsor continuing education for psychologists. Pearson maintains responsibility for this program and its content.

Earn 3.5 CPD Credits



"Pearson is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Pearson maintains responsibility for the program."

NASP Approved Provider # 1010

Qualified Professional Enrollment | Per person price \$113.50 USD

Participants need to meet our [Level B qualification](#). Attendees who are not seeking continuing education credit may receive a certificate of attendance.

Registration Link

To be provided upon payment.

Completion Requirements

Pearson is responsible for this program and its content. To earn a Continuing Education certificate, participants must meet all completion requirements, including full attendance, submission of an evaluation, and submission of all required information. Partial credit is not available.

**CE Contact Information**

NCS Pearson, Inc.
927 E. Sonterra Blvd., Suite 119
San Antonio, TX 78258
ClinicalTraining@Pearson.com

Accommodation

Pearson will make accommodations in accordance with the Americans with Disabilities Act (ADA). If you require specific accommodations because of a disability, please email ClinicalTraining@Pearson.com at least five (5) calendar days before the session date so that appropriate arrangements may be made.

Complaint Resolution

If a registrant feels that a session was unsatisfactory for any reason, please email ClinicalTraining@Pearson.com.

About Pearson

Pearson is the foremost provider of assessments for psychologists and other mental health professionals. Our reliable, well-validated tools assess child and adult personality, behavior, neuropsychology, ability/intelligence, speech and language, development, sensory, motor, vocations, and biopsychosocial issues, leading to better insights and successful outcomes.