Contents

eface	xi
roduction and Text Organization	xiii
viewers	xv
knowledgments	xvii
The Human Brain—Neuroscience Overview and Update A. Introductory Neurodevelopmental and	1
Acquired Neurocognitive Case Studies	1
B. How We Got Here—The Historical Perspective	1
a. Introduction	1
b. Early Studies of Brain and Language	4
c. Brain Science Localization Merges With Connectionism	8
d. The Technology Era Broadens the Scientific Landscape e. Network Theory Advances Through Enhanced	11
Imaging Techniques	12
f. Summary	17
C. Network Neuroscience—An Introduction	17
a. Size, Scope, and Clinical Relevance	18
b. Network Organization	18
c. Summary and Proposed Clinical Applications	21
Oral, Gestural, and Written Language Networks	23
A. Overview of Neuroanatomical Structure:	
The Triune Brain	23
a. Lower Triune Brain Levels: Automatic Biological	
Functions and the "Emotional Brain"	23
b. The Highest Triune Brain Level: The Neocortex	25
c. Clinical Applications of the Triune Brain Model	26
B. Network Neuroscience of Language and Communication	28
a. Top-Down and Bottom-up Language Network Componer	
b. Ventral and Dorsal Stream	31
c. Phonology	34
d. Syntax	39
e Semantics	$\Delta \Delta$

	f. Prosody	45
	g. Gestural Communication	46
	h. Pragmatics	46
	i. Written Language	49
	j. Summary	50
3	Cognitive Neuroscience and Connectomics Applications to	51
	Neurological Disorders	
	A. Network Neuroscience of Cognitive Functions	51
	a. Overview of Cognitive Functions	51
	b. Network Neuroscience of Memory	53
	c. Network Neuroscience of Executive Functions	55
	B. Human Connectomics: Tying Architecture and Biological	
	Mechanisms to Brain Disorders	58
	a. Connectomics—Detailed Wiring Diagrams of Brain and	
	Biological Mechanisms	58
	b. Connectomic Features Relevant to Neurological Disorders:	
	Hubs, Edges, Directionality, Weight, and Network	
	Segregation/Integration	60
	c. Chemistry: Brain Modulation	61
	C. Summary	66
4	How the Human Brain Changes: Neurogenetics, Neuroplasticity	67
	in Maturation, Recovery, and Environment	
	A. Introduction	67
	B. Neurogenetics	68
	a. Introduction	68
	b. DNA and RNA Basics	68
	c. Genetic Variation and Human Brain Differences	68
	d. Epigenetics	71
	e. Genetic Variations and Disorders of Speech,	
	Language, and Cognition	73
	f. Summary	78
	C. Neuromaturation and Neuroplasticity	79
	a. Fetal Brain Development	79
	b. Neonatal Brain Development—Birth to 5 Years—Brain	
	Volume Measures	81
	c. Neonatal Brain Development—Birth to 5 Years—White	
	Matter Measures	83
	d. The Adolescent Brain—A Second Sensitive Period	85
	e. Variability in Development	89
	f Personalized Medicine Adaptations	91

	CONTENTS	vii
	D. Neuroplasticity	92
	E. Interactional Synchrony: Brain-to-Brain Functions	94
5	Environmental Factors in Brain Maturation of Language and	97
	Cognitive Functions	
	A. Introduction	97
	B. Socioeconomic Status	98
	a. Introduction	98
	b. Socioeconomic Status Effects on Brain Maturation:	00
	Structure and Function c. Socioeconomic Status Effects Associated With Malnutrition	99
	d. Interaction of Socioeconomic Status and Genetics	103 103
		103
	e. Socioeconomic Status Effects on Language, Working	104
	Memory, and Processing Speed f. Socioeconomic Status Differences in Parent Language	104
	and Other Parent-Child Interactions	106
	g. Other Executive Functions: Attention and Self-Regulation	108
	h. Individual Differences	110
	i. Socioeconomic Status Reading	111
	j. Socioeconomic Status and Academic Outcomes	113
	C. Stress	113
	a. Introduction	113
	b. From Positive to Adverse Effects of Stress	114
	c. Educational Implications	115
	d. Effects on Cognitive Development	116
	D. Adverse Childhood Experiences and Toxic Substance Exposure	117
	a. Adverse Childhood Experiences	117
	b. Toxic Substance Exposures	118
	c. Summary	121
	E. Summary and Clinical/Educational Applications	121
6	Connectomics and Genetics of Neurodevelopmental Cognitive	123
	and Communication Disorders	
	A. Introduction	123
	B. Autism Spectrum Disorders	125
	a. Introduction	125
	b. Genetics	126
	c. Underlying Brain Mechanisms	130
	d. Environmental Factors	135
	C. Developmental Language Disorders	137
	a. Introduction	137
	b. Phonological Deficit Hypothesis	139

	c. Cognitive Systems: Learning and Memory	140
	d. Statistical Learning	144
	D. Developmental Dyslexia	146
	a. Introduction	146
	b. Genetics	147
	c. Underlying Brain Mechanisms	148
	d. Perceptual and Cognitive Factors	149
	e. Environmental Factors	150
	E. Childhood Apraxia of Speech (Developmental Dyspraxia	
	Affecting Speech)	151
7	Connectomics and Genetics of Acquired Cognitive and	153
	Communication Disorders	
	A. Introduction	153
	B. Concussion and Traumatic Brain Injury—	
	Mechanisms and Clinical Features	155
	a. Introduction	155
	b. Brain Mechanisms and Related Symptomatology	155
	C. Aphasia—Status of Neuroscience Research	161
	a. Introduction	161
	b. Brain Mechanisms and Related Symptomatology	162
	D. Right Hemisphere Disorder—Status of Neuroscience Research	168
	a. Introduction	168
	b. Brain Mechanisms and Related Symptomatology	169
	E. Progressive Neurological Diseases (Alzheimer's Disease,	
	Lewy Body Dementia, Other Dementias)	174
	a. Introduction	174
	b. Lewy Body Dementias	174
	c. Alzheimer's Dementia, Mild Cognitive Impairment,	176
	and Primary Age-Related Tauopathy	176
	d. Other Dementias	178
	e. Summary	178
8	How Therapy Changes Brains	181
	A. Introduction and Overview of Effects of Intervention	181
	B. The "What" of Therapy—How to Select	
	Effective Task-Specific Activities	184
	a. Introduction	184
	b. Evidence-Based Practice in Neurodevelopmental	
	Disorders—State of the Science	185

ix

		c. Evidence-Based Practice in Acquired Neurological	
	_	Disorders—State of the Science	191
	C.	The "How" of Therapy	196
		a. Introduction	196
		b. How Therapy Upregulates Excitatory Neuromodulators	
		Associated With Neuroplasticity: Dopamine, Norepinephrine,	105
		and Acetylcholine	197
		c. Regulatory Neuromodulator of Serotonin	198
		d. Balancing Top-Down Executive/Regulatory Intervention With	100
		Task-Specific Activities	199
	_	e. Summary	200
	D.	The "When" of Therapy	200
		a. Issues Related to Neuroplastic Periods: Early	
		"Sensitive Period"—Birth to Five Years and the Later	200
		Sensitive Period, The Adolescent Brain	200
		b. Issues Related to Recovery Periods Following Brain Injury	203
		c. Intensity of Therapy—Recent Research	204
		d. Summary	205
9		her Considerations: Maximizing Therapeutic Outcomes	207
	A.	Individualizing Therapy to the Unique Needs of Each	
		Client or Patient	207
	В.	Maximizing Therapeutic Commitment: Promoting	
		a Safe, Trusting Therapeutic Alliance	208
	C.	Teacher, Parent, Family, and Interprofessional Collaboration	209
		a. Teacher Collaboration	209
		b. Parent Collaboration	209
		c. Family Collaboration With Acquired Neurocognitive	
		Disorders	213
		d. Interprofessional Collaboration	214
		e. Summary	214
	D.	Behavioral Academic and Vocational Adaptations: Building	
		Goal-Directed Behavior in Adolescents and Adults	214
	E.	Technological Adjunctive Approaches That Are Evidence	
		Based to Increase Therapeutic Dosage	217
	F.	Summary	220
Ιрр	end	ix I. A Brief Overview of Traditional English Syntax Terminology	221
1 1			
ħπ	end	ix II. ICD-11 Language Disorders	225

x COGNITIVE AND COMMUNICATION INTERVENTIONS

Appendix III. Dementia Codes from the International Classification of Diseases, 11th Revision	231
Appendix IV. Recent Clinical Resources for Task Selection With Strong Evidence Base	237
Appendix V. Evidence-Based Technological Cognitive and Communication Interventions	239
References	243
Index	299