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The Exceptional Brain | Neurology
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THE EXCEPTIONAL BRAIN touches on the principle lines of investigation in this new area, giving the reader an excellent sense of what has been accomplished and what remains to be done. The contributors, who represent a broad range of theoretical orientations and disciplinary perspectives, lead us closer to a full description of human talents.

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abilities the exceptional brain arises from a
renewed interest in neural representation
and from efforts to gain insight into

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behavior by studying exceptional as well
as the exceptional brain touches

The Exceptional Brain Neuropsychology
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Welcome, and thank you for your interest
in neuropsychology (the science and study
of brain-behavior relationships). I have
been a practitioner of the healing arts since
1992, when I first opened the doors to my
family natural health practice in Central
Florida.

THE EXCEPTIONAL BRAIN touches on
the principle lines of investigation in this
new area, giving the reader an excellent
sense of what has been accomplished and
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who represent a broad range of theoretical
orientations and disciplinary perspectives.

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lead us closer to a full description of human talents. Opler and Fein have compiled, and contributed their own research to, a broad and varied collection that will serve psychologists, neuropsychologists, neurologists, psychiatrists, linguists, educators (especially those working with the gifted) and speech/language pathologists.

In the recent literature, the most influential case study books in neuropsychology are in the adult realm. Pediatric neuropsychology is a rapidly developing field with increasingly greater influence in the assessment, diagnosis, early identification, and treatment of childhood illnesses. This book will provide the first centralized, comprehensive resource for case studies in pediatric neuropsychology. Not only will this supply a valuable compilation for the growing numbers of

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professionals in this field, but will also serve as an innovative and appealing resource for therapists, teachers, and others interested in child development.

This book will be structured in such a way that readers can easily access individual cases of interest, as well as related areas of dysfunction. Section breakdowns will be provided in order to highlight the combined focus of case presentations in acquired neuropsychological dysfunction as well as developmental disorders. Each section will begin with an introductory chapter, highlighting the salient feature of the concept and providing brief, up to date reviews of the current research and theories. Within each global section, individual case studies will serve as stand-alone chapters. Contributing authors will be provided extensive guidance and coaching with regards to the standard format and information to be included in

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each chapter. The first section of this book will present cases involving neurological disorders. The intention of this section is to provide not only “classic” examples of neurological dysfunction in children, but also to provide interesting cases of unique or remarkable presentations. The second section will present an accumulation of cases representing both common and progressive conceptualizations of developmental disabilities. Section three has been designed to highlight cases which often present complex issues to neuropsychologists. The case examples in this section will highlight the use of alternative treatments, pathologies that are often a source of inquiry, and situations that lack the more rigorous scientific data often utilized in other diagnostic procedures. Additionally, this section may include chapters on common differential diagnosis dilemmas in clinical practice.

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Often multifaceted and even contradictory evidence can arise during evaluations, resulting in complex or problematic situations for the clinician. Such examples are difficult, by their nature, to forecast, but rather would be added during the book's development, as they occur.

While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development, present knowledge of levels of ultimate attainment that are equal or close to that of native speakers has so far not been presented in a coherent manner. This is what the present volume aims to achieve. In addition to chapters that summarize what is currently known about the grammatical, lexical, and discourse features that continue to exhibit

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instability at the most advanced levels of second language development, the volume presents overviews of the incipient research on two unique learner populations, polyglots and employees in international call centres. Polyglots, defined as language users who are proficient in six or more second languages, may be considered second language learners par excellence. Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job. In conclusion, this book is relevant for all readers - both professionals and students - interested in the development of second language theory. For language teachers, the book provides insights that are profitable in classrooms for advanced learners.

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This volume has been composed as an appreciation of Martin L. Albert in the year of his 60th birthday. At least one contributor to each paper in this volume has been touched by Marty in some way; he has mentored some, been a fellow student with some, and been a colleague to most. These contributors, as well as many others, view Marty as a gifted scientist and a wonderful human being. The breadth of his interests and intellectual pursuits is truly impressive; this breadth is reflected, only in part, by the diversity of the papers in this volume. His interests have ranged from psychopharmacology to cross-cultural understanding of dementia, through the aphasias, to the history of the fields that touch on behavioral neurology, especially neurology per se, cognitive psychology, speech-language pathology, and linguistics. Throughout his scholarly work, Martha Taylor Sarno notes, Marty

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never loses the human perspective, e. g., the “powerfully disabling effect on the individual person” with aphasia or other neurological disorder. For those readers who only know a portion of his work, we thought that we should describe him here. Many of the people whom Marty has influenced have been able to contribute to this volume. We have invited some others who were unable to contribute to express their appreciation for him, as well.

An introduction to neurolinguistics showing how language is organized in the brain.

An anthology of core readings on cognitive psychology.

Is normal language acquisition possible in

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spite of serious intellectual impairment?
The answer, it would appear, is positive.
This book summarizes and discusses
recent evidence in this respect.

This handbook provides a comprehensive review of new developments in the study of the relationship between the brain and language, from the perspectives of both basic research and clinical neuroscience. Includes contributions from an international team of leading figures in brain–language research Features a novel emphasis on state–of–the–art methodologies and their application to the central questions in the brain–language relationship Incorporates research on all parts of language, from syntax and semantics to spoken and written language Covers a wide range of issues, including basic level and high level linguistic functions, individual differences, and

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neurologically intact and different clinical
populations

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