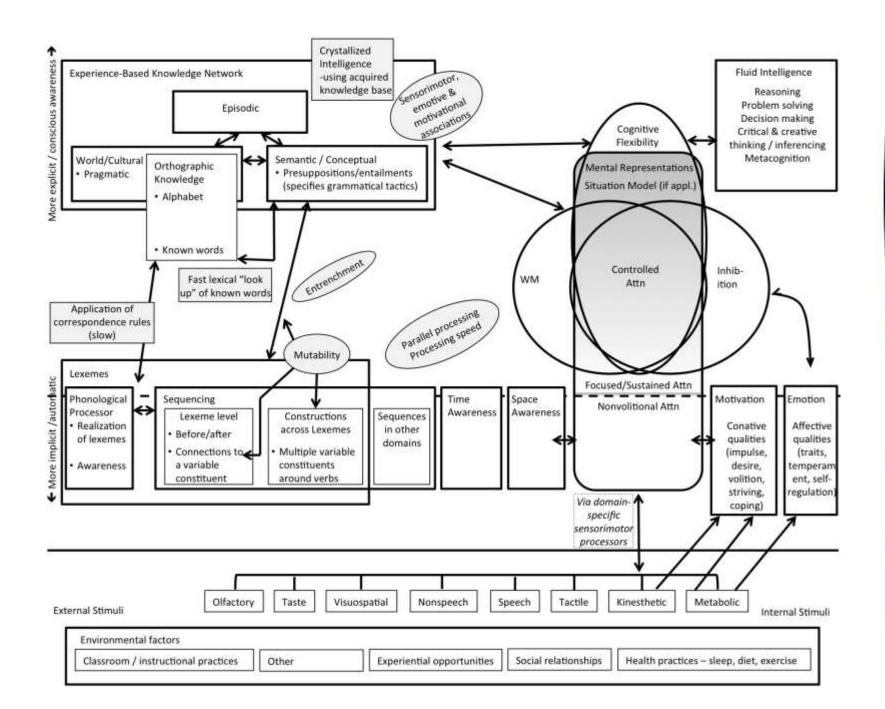


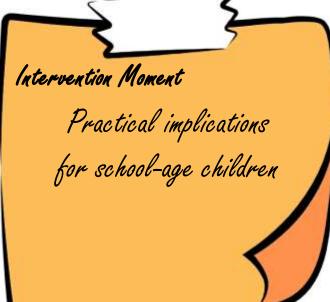


# The Neurocognitive Model of Language & Executive Functions

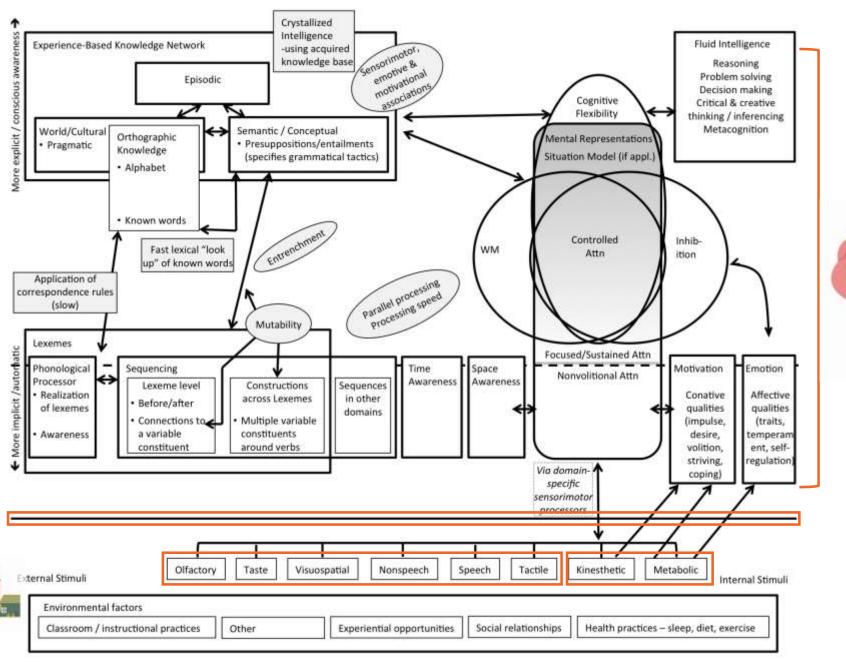
A summary for clinicians & teachers











The Outside

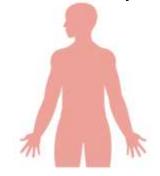
World





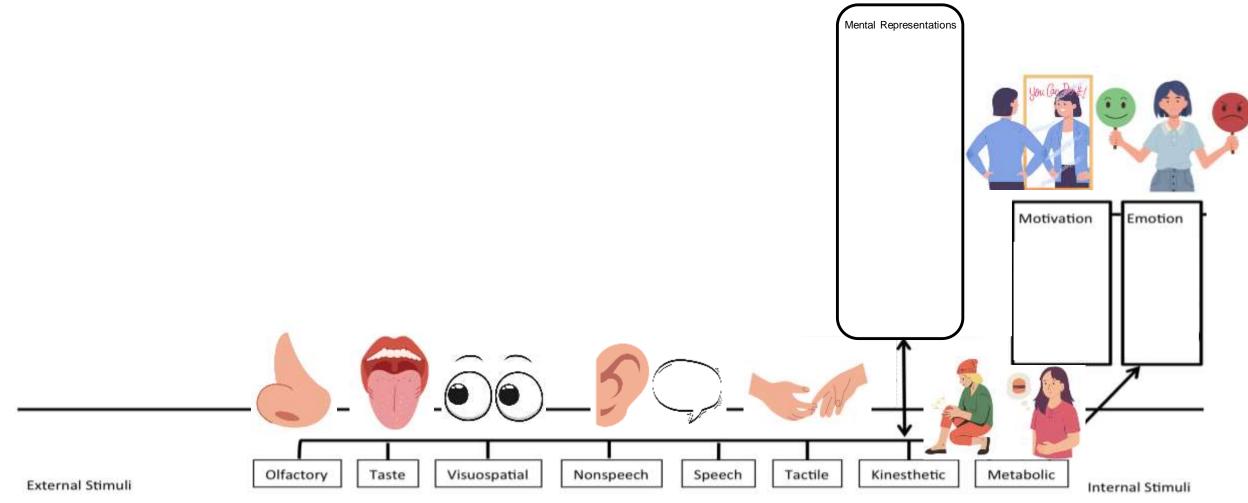


The Body



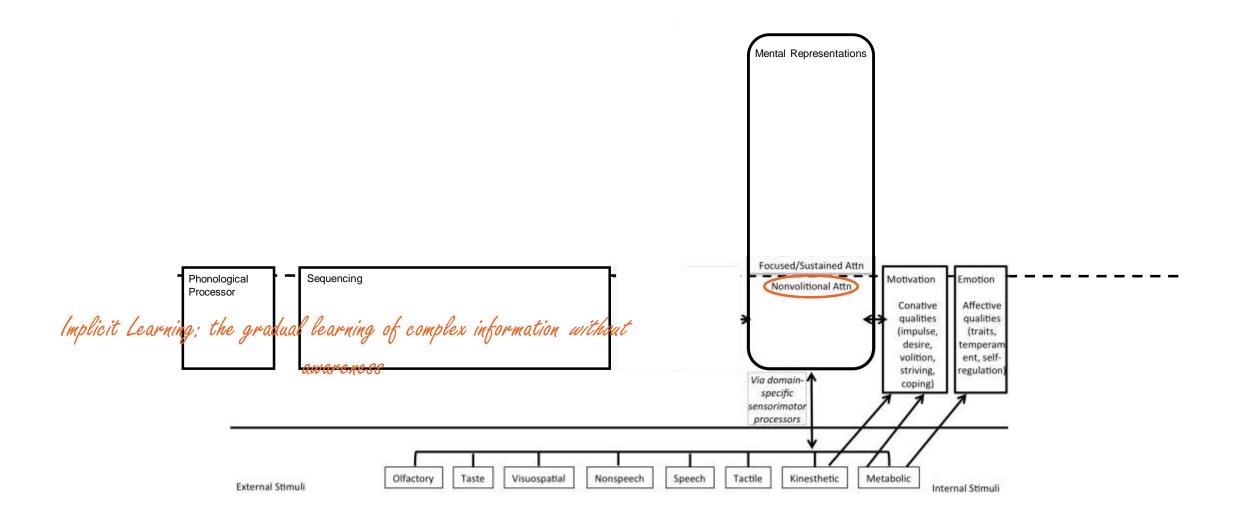
#### Stop One: Information Input





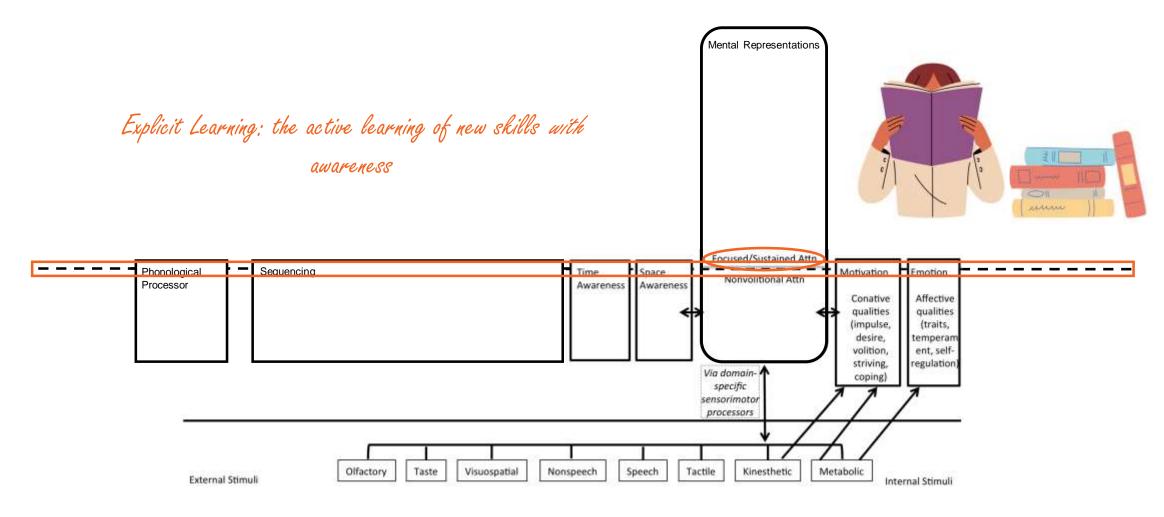
#### Stop Two: Implicit Learning







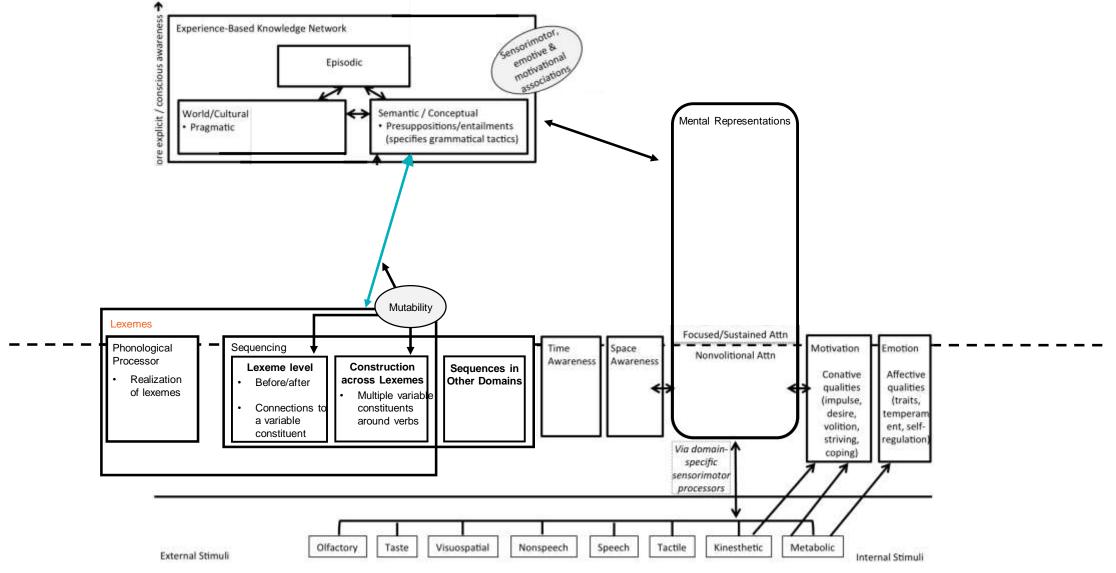
## Stop Three: Explicit Learning



Stop Three: Explicit Sensorimotor emotive & emotive and earning Experience-Based Knowledge Network Episodic World/Cultural Semantic / Conceptual Mental Representations Presuppositions/entailments Pragmatic (specifies grammatical tactics) Intervention Moment
Intervention for children with DLD should capitalize on their intact explicit Focused/Sustained Attn Phonological Space Motivation Emotion learning! Nonvolitional Attn Processor Awareness Conative Affective qualities qualities (impulse (traits, desire, temperar volition, ent, selfstriving, regulation Via domaincoping) specific sensorimotor processors Olfactory Taste Visuospatial Nonspeech Speech Tactile Kinesthetic Metabolic External Stimuli Internal Stimuli

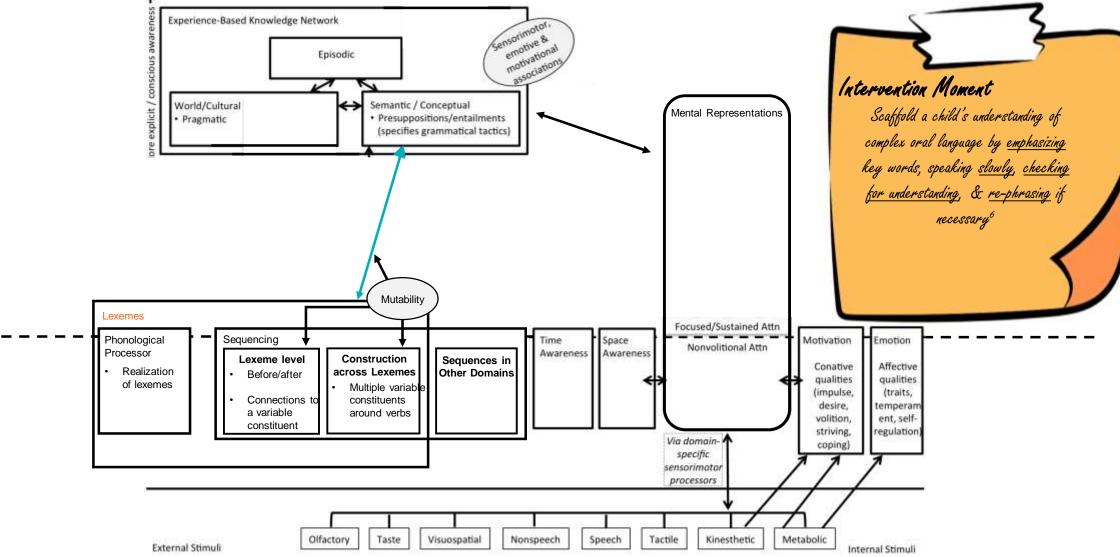


#### Stop Four: Oral Language



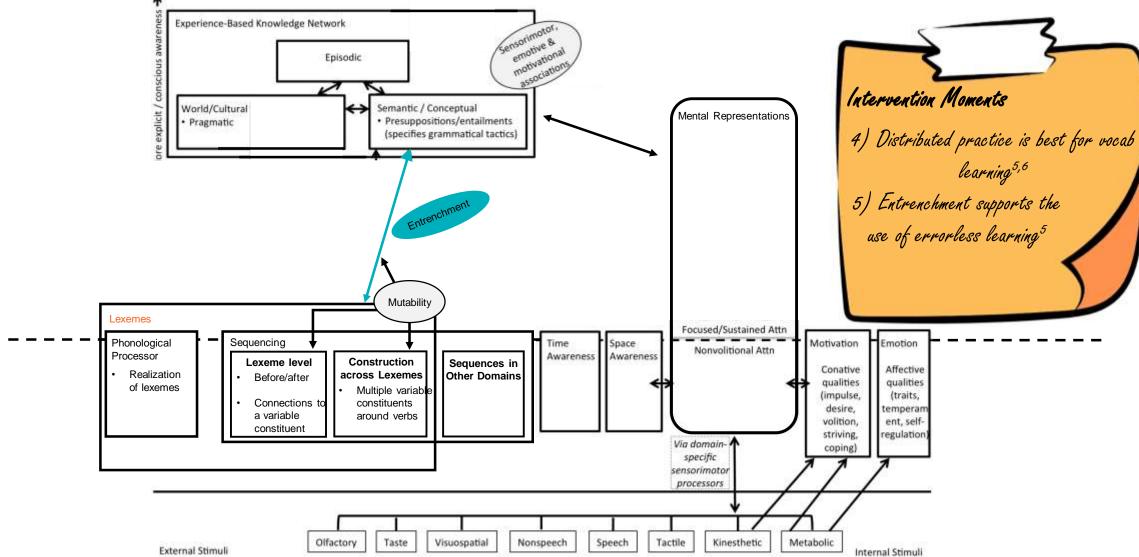


#### Stop Four: Oral Language



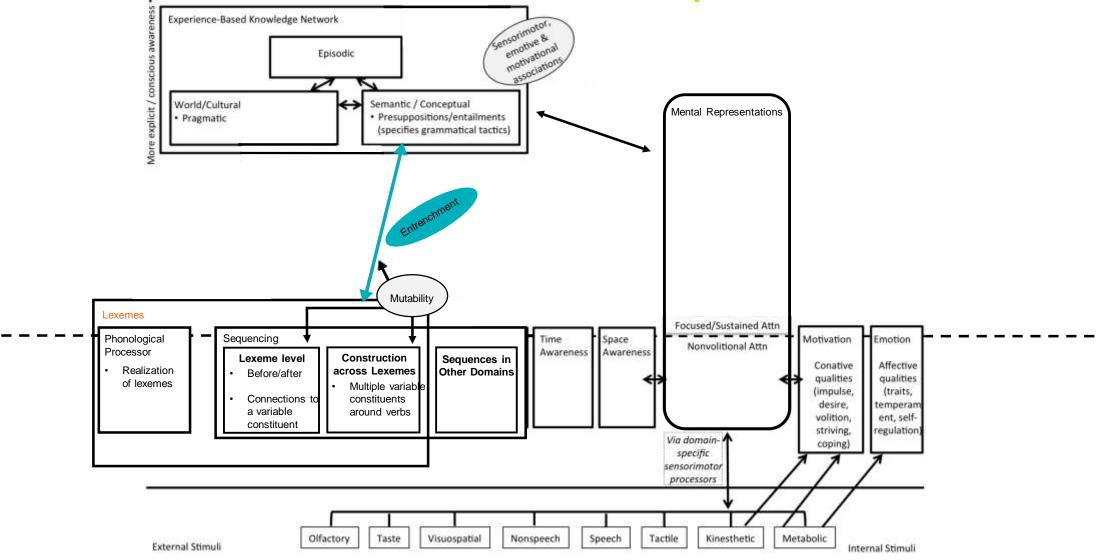


#### Stop Four: Oral Language



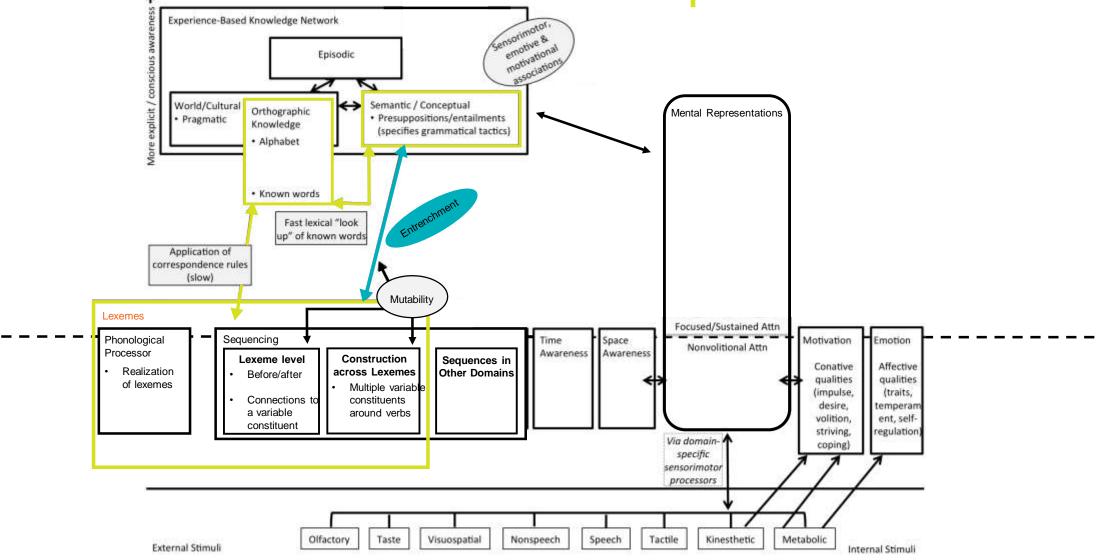


#### Stop Five: Word Reading



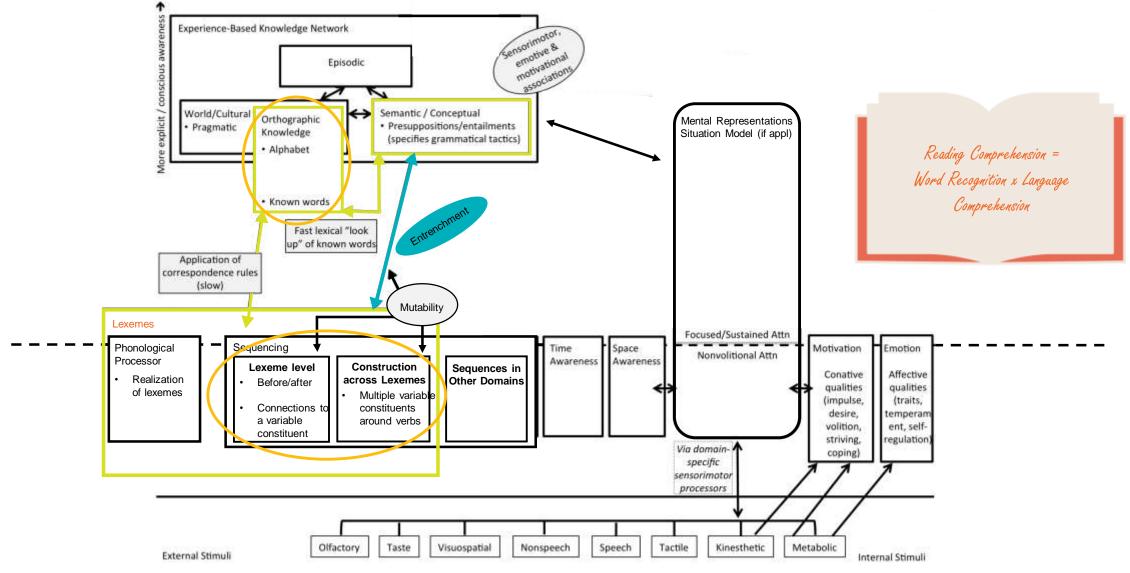


### Stop Five: Word Reading

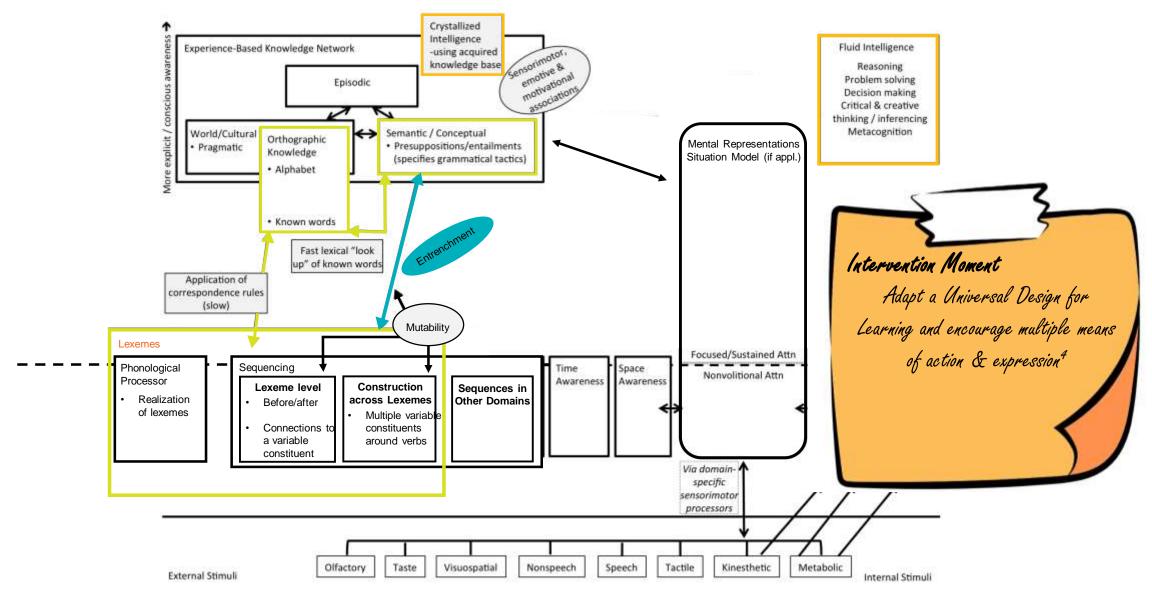




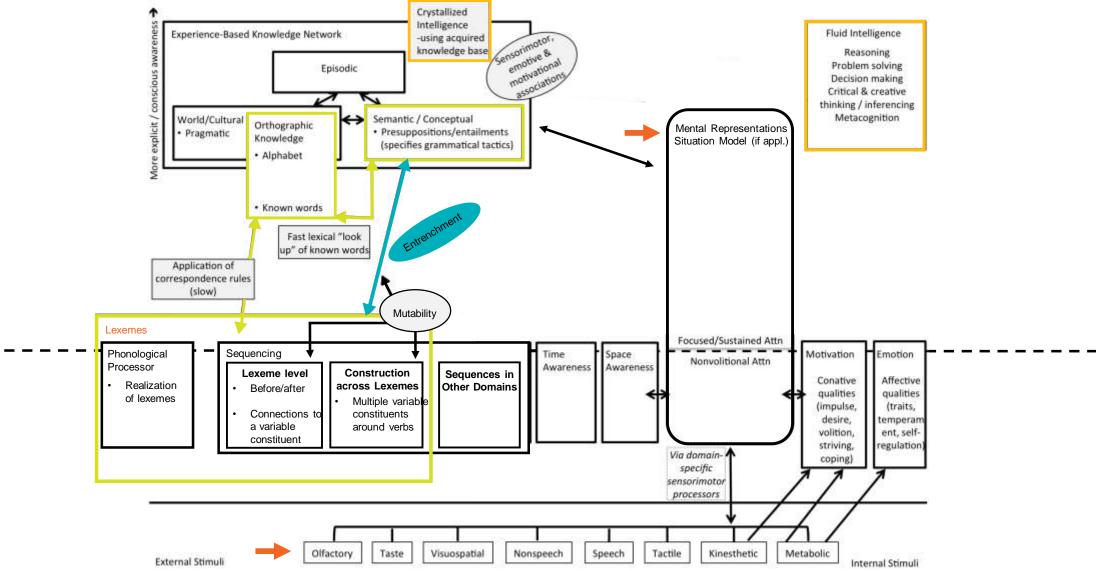
#### Stop Six: Reading Comprehension



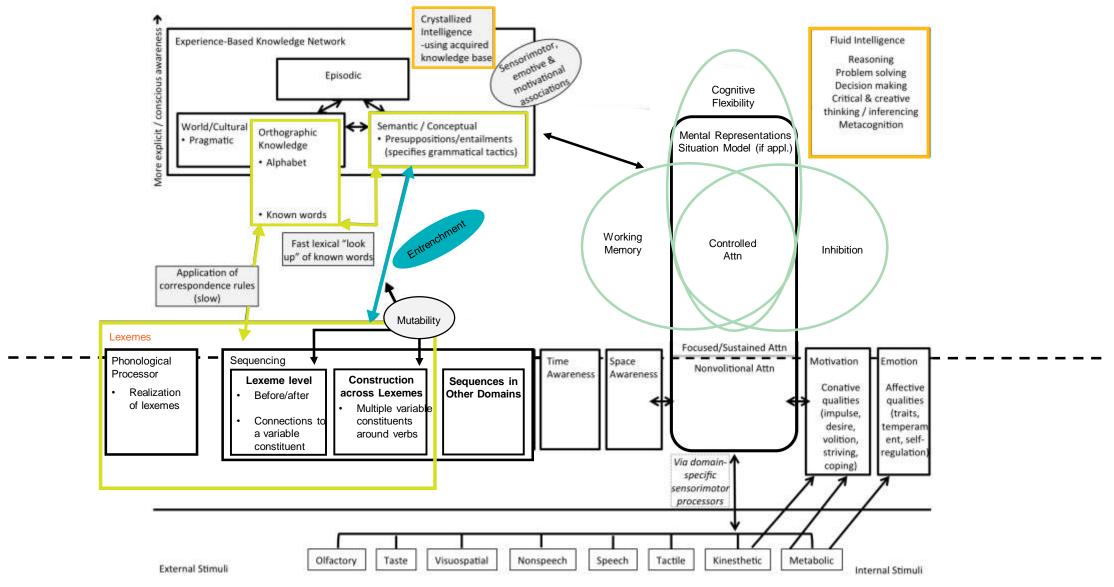




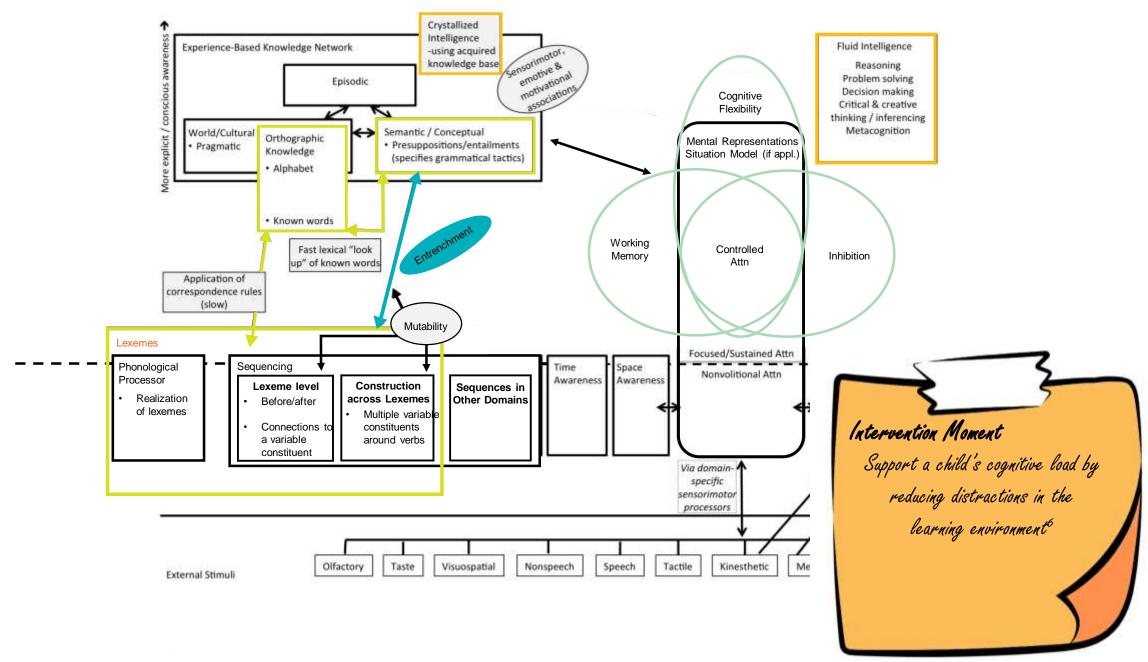


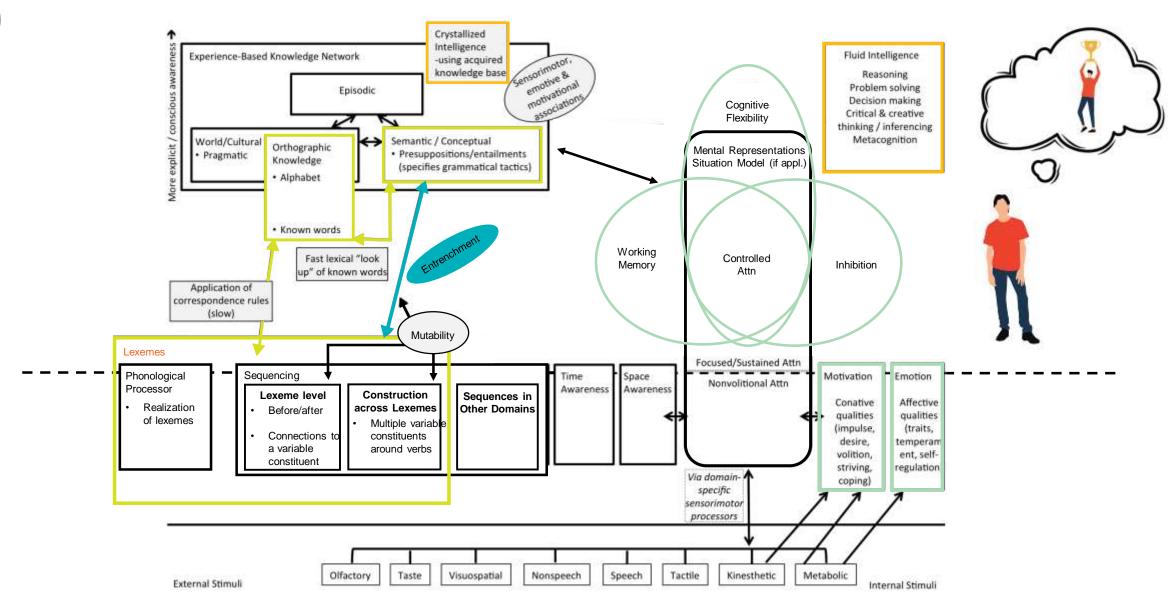


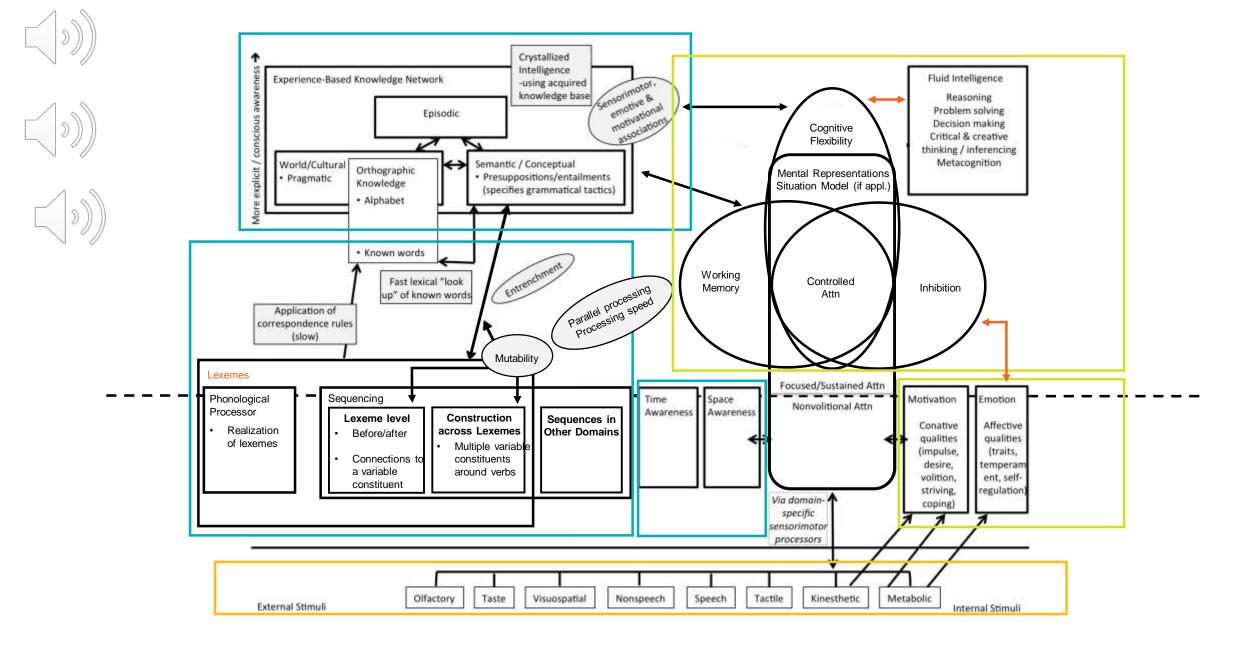












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