16th MCI Symposium, Special Topic Workshop and Forum

Brain and Cognitive Reserve: Epidemiology, Imaging and Biological Mechanisms

Yaakov Stern Cognitive Neuroscience Division, Department of Neurology Columbia University

January 20-21, 2018 • Miami Beach, Florida

DISCLOSURES

- Supported by the National Institute on Aging
- Consulting: Eli Lilly, Axovant, Takeda, AbbVie
- Other funding: California Walnut Commission

What is reserve?



Reserve may explain the disjunction between the degree of brain damage and the clinical manifestation of that damage.

Mechanisms underlying reserve

- Brain reserve:
 - More neurons/synapses to lose
 - Brain maintenance: Direct effect of lifestyle/ activities on the brain
- Cognitive Reserve:
 - Resilience/plasticity of cognitive networks in the face of disruption

Passive, threshold model of reserve



Satz, Neuropsychology 1993

Brain reserve is not so simple

The literature suggests that exercise and environmental stimulation can activate brain plasticity mechanisms and remodel neuronal circuitry in the brain. They can increase:

- Vascularization (exercise)
- Neurogenesis in the dentate
- Brain volume/Cortical thickness
- Neuronal survival and resistance to brain insult
- Brain-derived neurotrophic factor (BDNF) -- benefits brain plasticity processes

Feature Review

Memory aging and brain maintenance

Lars Nyberg^{1,2,3,7}, Martin Lövdén^{4,5,6}, Katrine Riklund^{1,3}, Ulman Lindenberger⁵ and Lars Bäckman⁴

- Relative lack of brain pathology is the biggest contributor to heterogeneity of cognitive aging
- Various lifestyle factors contribute to resisting the advent of pathology
- Brain maintenance could account for the current level of brain reserve

Relationship between stair climbing and "brain maintenance"



Fig. 1. Scatter plot of chronological age versus brain age in years after adjusting for nuisance variables. The solid line is the regression fit between the 2 variables, and the dashed lines are 1 standard deviation away from the regression fit.



Fig. 2. Overlay of effect sizes for significant regions for education (A) and flights of stairs climbed (B).

Steffener et al, Neurobiology of Aging, 2016

Can lifetime cognitive engagement impact amyloid development?



Figure 1. Individuals with greater cognitive engagement show reduced amyloid burden. Carbon 11–labeled Pittsburgh Compound B ([¹¹C]PiB) in cognitively normal older participants (x-axis) is inversely associated with past cognitive activity (y-axis) (linear regression, $\beta = -1.73 \pm 0.47$; P < .001). Both variables are residual values after correcting for age, sex, and years of education.

Active model of reserve: Cognitive Reserve



Stern, JCEN 2002



Incident Dementia in The Washington Heights Study

Group	Ν	Incident Cases	Relative Risk	95% CI
Low Education	264	69	2.02	1.3-3.1
High Education	318	37	1	
Low Occupation	327	71	2.25	1.3-3.8
High Occupation	201	17	1	

.

Stern et al, JAMA 1994

Study	High activity	Low activity	OR	Weight	OR	
(first-named author)	(n/N)	(n/N)	(95% Cl random)	(%)	(95% Cl random)	
Education						
Hebert (1992)	34/362	42/149	_ 	2.6	0.26 (0.16-0.44)	
Paykel (1994)	13/376	36/783		1.8	0.74 (0.39-1.42)	
Bickel (1994)	7/84	27/230		1.1	0.68 (0.29-1.63)	
Stem (1994)	37/329	69/264	_ e	3.1	0.36 (0.23-0.56)	
Cobb (1995)	138/2033	37/267	_ - - -	3.5	0.45 (0.31-0.67)	
Person (1996)	8/86	30/236	e	1.2	0.70 (0.31-1.60)	
Schmand (1997)	59/949	93/1114		4.1	0.73 (0.52-1.02)	
Evans (1997)	24/312	70/326	_ _	2.7	0.30 (0.19-0.50)	
Elias (2000)	59/604	47/441	_ __	3-4	0.91 (0.61-1.36)	
Ott (1999)	32/2386	68/2601	_ 	3.2	0.51 (0.33-0.77)	
Ganguli (2000)	87/736	112/562	_ _	4.5	0.54 (0.40-0.73)	
Scarmeas (2001)	82/866	130/922	_ e _	4.6	0.64 (0.48-0.85)	
Qiu (2001)	37/536	110/760	_ _	3.5	0.44 (0.30-0.65)	
Fitzpatrick (2004)	323/2598	154/764	_ a _	5.7	0.56 (0.46-0.69)	
Tuokko (2003)	63/289	79/232	_ _	3.5	0.54 (0.37-0.80)	
Occupation					,	
Bickel (1994)	10/153	24/159	_	1.4	0.39 (0.18-0.85)	
Stem (1994)	17/201	71/327	_	2.2	0.33 (0.19-0.58)	
Paykel (1994)	20/454	28/683		2.1	1.08 (0.60-1.94)	
Evans (1997)	22/245	50/284		2.4	0.46 (0.27-0.79)	
Schmand (1997)	29/682	111/1206		3.2	0.44 (0.29-0.67)	
Schmand (1997)	36/668	110/1173	_	3.5	0.55 (0.37-0.81)	
Jorm (1998)	7/178	6/86		0.7	0.55 (0.18-1.68)	
Elias (2000)	46/467	63/607		3.4	0.94 (0.63-1.41)	
Scarmeas (2001)	37/425	126/1013		3.4	0.67 (0.46-0.99)	
Helmer (2001)	21/281	372/2669		2.9	0.50 (0.32-0.79)	
3 6					1 7	
Anttila (2004)	21/652	27/420		2·1 3·3	0.48 (0.27-0.87)	
Karp (2004)	52/574	49/339		3.3	0.59 (0.39-0.89)	
Premorbid IQ						
Schmand (1997)	62/1084	90/979		4.1	0.60 (0.43-0.84)	
Elias (2000)	23/271	40/271	_	2.2	0.54 (0.31-0.92)	
Leisure activity						Valenzue
Fratiglioni (2000)	129/964	47/239	— e —	3.7	0.63 (0.44-0.91)	Sachdev,
Scarmeas (2001)	77/891	130/881		4.5	0.55 (0.41-0.74)	Psycholo
Wang (2002)	37/338	86/394	— 	3.3	0.44 (0.29-0.67)	Medicine,
Verghese (2003)	84/382	40/87	e	2.2	0.33 (0.20-0.54)	2005
Total (95% Cl)	1733/21456	2574/21468	•	100-0	0.54 (0.49-0.59)	
Test for heterogeneity χ^2 Test for overall effect z=-		0.006				

Outcome: 01 Incident Dementia

Favours protective

Favours risk factor

Literacy and memory decline in nondemented elders



Manly et al, JCEN 2003

Association of Education With Cognitive Decline in the Washington Heights Study



Income B.0.17 (0.07) Linear: B=0.07 (0.03); Cognitive Education p=0.02 Quadratic: Change B=-0.01 (0.00); p=0.02 B. High Education 810.04 Income (60:03). 85.038 10 Cognitive Education Change

Model-estimated cognitive trajectories for 76-year-old, White, non-Hispanic Males born 1900-1909, recruited in 1992, with low (0-8 years) or high (9-20 years) education

Zahodne et al, Neuropsychology, 2015



More rapid memory decline in AD patients with higher educational attainment



Stern et al Neurology 1999;53:1942-1957

Reserve, AD Pathology, and Clinical Diagnosis



Stern, JINS 2002

Education and rCBF, a proxy for AD pathology



Controlling for clinical disease severity, there is an inverse relationship between education and a functional imaging proxy for AD pathology

Stern et al, Ann Neurol 1992

Interaction of AD Pathology and Education



Bennett DA et al, Neurology 2003

Conceptual research models



An approach to studying the neural correlates of reserve. Stern, Brain Imaging and Behavior (2017)

Effect of CR on activation in a set switching task differs by amyloid status



- For the dual-single contrast, brain regions demonstrating a relationship between task related activation and CR are presented.
- Among Aβ- older adults, task-related activation was reduced with CR.
- Among Aβ+ older adults, areas were noted where activation was increased in relation to CR. These areas differed from those typically activated in this task.

Task-invariant cognitive reserve network

- CR allows people to better maintain function in multiple activities and cognitive domains in the face of brain pathology.
- If a particular brain network subserves CR, it should be active across tasks with varying processing demands.
- Goal: Can we identify a pattern of CR-related brain activity :
 - that is common across 12 different tasks
 - whose expression correlates with a CR proxy
 - whose expression moderates the relationship between cortical thickness and cognition
 - whose expression in other tasks correlates with that proxy

Deriving a task-invariant CR network

- 255 subjects, age 20-80, with complete neuroimaging for 12 different tasks
- Randomly divide data into derivation and test samples
- In derivation sample, derive best-fit NART patterns
- Project derived pattern into test sample and estimate NART in all 12 tasks
- Repeat steps 500 times, each time storing the derived patterns and the test prediction quality
- Compute weighted Z-map of pattern loadings for the 500 patterns



Expression of the task-invariant CR network moderates between cortical thickness and fluid reasoning



Expression of the task-invariant CR network in a different fMRI activation task (in different people) correlates with NART IQ



Reserve-based Interventions



- Important for controlled testing of reserve ideas
- Exciting work pairing intervention with imaging
- Challenging and costly: collaborations will be key

CONCLUSIONS

- Epidemiologic and imaging evidence support the concept of reserve
- Reserve is malleable: it is influenced by aspects of experience in every stage of life
- Two forms of reserve:
 - Brain reserve: passive, supported by brain maintenance
 - Cognitive reserve: active
- Imaging studies can help clarify the neural implementation of reserve
 - Neural reserve: efficiency/capacity
 - Neural compensation
 - Task-invariant networks
- Influencing reserve may delay or reverse the effects of aging or brain pathology