

**ANNUAL REPORT**

**2006-2007**

**SCHOOL OF COMMUNICATION SCIENCES & DISORDERS**

**FACULTY OF MEDICINE**

**Submitted by:**

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**Director**

**23 July 2007**

## **Section I – Description of Unit**

### ***Mission statement***

The mission of the School of Communication Sciences and Disorders is to advance our understanding of human communication and its disorders and to promote excellence in scholarship as well as in professional service. This is achieved by providing a challenging multidisciplinary learning environment and engaging in scholarly activities that not only advance basic and applied knowledge, but that will ensure our place among the international leaders of the field.

### ***Activities***

The School provides both professional and research training in communication sciences and disorders through its M.Sc. (Applied), M.Sc., and Ph.D. degrees. The goal of the M.Sc. (A) program is to educate the next generation of well-prepared and innovative Speech-language pathology professionals by providing enriched classroom training, clinical laboratory activities that enhance the transition from theory to practice, and outstanding clinical practicum experiences.

We are also committed to providing continuing education activities for speech and hearing professionals in the community and to working together with the Ordre des Orthophonistes et Audiologistes du Québec (OOAQ) to maintain the quality and integrity of the professions in Québec.

The objective of our research degrees is to develop leading researchers and scholars who will go on to train future investigators in the field of communication sciences and disorders and who, through their research, will advance our understanding of the processes of human communication and its breakdown. Interdisciplinary interactions are at the core of our research training approach, which includes preparation to conduct both fundamental and clinically-applied investigations.

## **Section II – Past Year's Activities**

### **Academic Staff**

- ♦ After a two-year search, the School successfully recruited two faculty members to replace individuals who left McGill. Dr. Laura Gonnerman, a psycholinguist who specializes in morphological processing in a range of populations, and Dr. Aparna Nadig, a specialist in language processing in autism, will be joining the School in September 2007.
- ♦ Dr. Shari Baum was named a James McGill Professor.
- ♦ Dr. Marc Pell was granted a Chercheur Boursier Award from the Fonds de la Recherche en Santé du Québec.
- ♦ Dr. Susan Rvachew won the Canadian Journal of Speech-Language Pathology Editor's Award for one of her papers; she also won the Dr. Noni MacDonald Award, awarded by the Canadian Pediatric Society for the article: Rvachew, S., & Savage, R. (2006). Preschool foundations of early reading acquisition. *Pediatrics and Child Health, 11*, 589-

593. This article has been recommended as critical reading for all literacy professionals in several provinces.

- ♦ Ms. Shelley Surkis, a Professional Associate, won the School's Award for Excellence in Clinical Education.
- ♦ Ms. Beatrice Devroye, a Professional Associate, won the Canadian Association of Speech-Language Pathology & Audiology's (CASLPA) Mentorship Award.

### **Research**

- ♦ The faculty continue to publish in internationally well-recognized venues, with 28 articles and chapters published in 2006 and another 17 published in the first few months of 2007 or currently in press; among the leading journals, faculty published in *NeuroImage*, *Cognition*, *Cognitive Brain Research*, and the *Journal of Speech, Language, & Hearing Research*
- ♦ Our graduate students and post-docs have a number of papers published or in press, and have presented their work at numerous international conferences.
- ♦ Dr. Shari Baum continues to serve as Director of the Centre for Research on Language, Mind and Brain; all faculty members are Principal Investigators within the interdisciplinary Centre.
- ♦ Dr. Marc Pell continues his collaboration with leading investigators at the Max Planck Institute of Human Cognitive and Brain Sciences (Leipzig).
- ♦ Dr. Karsten Steinhauer continues his ongoing collaborations with researchers at Georgetown University, as well as at the Max Planck Institute (Leipzig).
- ♦ Dr. Vince Gracco continues his extensive collaborations with colleagues at Haskins Laboratories and the University of Connecticut.
- ♦ Dr. Linda Polka has launched a collaboration with Dr. Robin Panneton at Virginia Tech.
- ♦ Dr. Elin Thordardottir continues her collaborations with colleagues in Iceland.
- ♦ A brief submitted to the CIHR Institute of Neurosciences, Mental Health & Addiction by Shari Baum on behalf of the School and the CRLMB was selected to be included in the INMHA's Strategic Plan for 2007-2011.
- ♦ Whereas our research equipment is state-of-the-art thanks to several CFI grants received by faculty members over the past few years, our lab facilities (i.e., the physical plant) are less than ideal. Space is extremely constrained and we are unable to accommodate additional equipment or the establishment of novel procedures in certain domains that require dedicated facilities. Space is currently shared by several investigators, accommodating multiple procedures and technologies, and requiring frequent rearrangement of the lab space; this undoubtedly reduces our productivity unnecessarily and has influenced our ability to recruit new faculty and doctoral students in the past several years.

### **Teaching and Learning**

- ♦ Students from the School were active in organizing the Fourth Annual Interdisciplinary Health Sciences Conference at McGill.
- ♦ The School is actively participating in new initiatives in Interprofessional Education within the health sciences.

- ♦ Our Curriculum Committee is in the process of developing three new courses for our graduate students, two of which will be offered in the upcoming year: one focused on French language assessment tools for communication impairments and the second (intended for our research students) focused on surveying research paradigms in the field. The third course, focused on the incorporation of technology into clinical practice, is still under development and will be offered in the 2008-09 academic year.
- ♦ Ms. Gabrielle Pharand-Rancourt, a second year student in the M.Sc. (A) program, was awarded the CASLPA Isabel Richard Student Paper Award; Mr. Ben Adaman, another second year student in that program, was awarded the CASLPA Student Excellence Award for McGill.
- ♦ A special workshop on graduate student supervision and policies was provided to the School by Dr. Jane Everett, Associate Dean (Graduate & Postdoctoral Studies).
- ♦ The School continues to collaborate with the departments of Linguistics, Psychology, and Integrated Studies in Education in the inter-disciplinary doctoral program in Language Acquisition (LAP).
- ♦ The School continues to rely on a number of sessional lecturers, generally specialist clinicians from the community, who are in the best position to educate our M.Sc.(A) students in numerous practically-oriented courses. Because of back-to-back and overlapping sabbaticals in the next few years, the number of sessional lecturers we employ is likely to increase.

#### **Involvement in the Community**

- ♦ Dr. Shari Baum serves on the editorial board of the journal *Applied Psycholinguistics*; Dr. Linda Polka serves on the editorial board of *Canadian Acoustics*; Dr. Susan Rvachew serves as Associate Editor of *American Journal of Speech Language Pathology*, Dr. Elin Thordardottir served as Guest Associate Editor for the *Journal of Speech, Language, & Hearing Research*.
- ♦ Drs. Linda Polka, Susan Rvachew and Elin Thordardottir participate in the Canadian Language and Literacy Network (NCE); Dr. Susan Rvachew serves as a member of its Knowledge Mobilization Committee.
- ♦ A bi-annual electronic newsletter continues to be published by our M.Sc.(Applied) students under the guidance of Dr. Susan Rvachew, in an effort to inform our professional associates and the community at large about the latest developments in research and teaching at the School.
- ♦ Dr. Vincent Gracco and Dr. Karsten Steinhauer served on review committees for NIH; Dr. Shari Baum served on a review committee for CIHR.
- ♦ Dr. Shari Baum serves on the Board of Directors of the Douglas Mental Health University Institute, as well as a member of its Comité de Vérification.
- ♦ Dr. Marc Pell serves on the Membership Committee of the Academy of Aphasia.
- ♦ Dr. Susan Rvachew serves as a member of the Directing Committee, Early Childhood Learning Knowledge Centre, Canadian Council on Learning.
- ♦ The School's M.Sc.(A) students provided over 10,000 hours of professional service, including over 500 hours of hearing, speech-language, and phonological awareness screenings for kindergarten children in the Montreal area.

- ♦ Several faculty members have presented workshops for professionals in the community to provide them with state-of-the-art knowledge of recent advances in the field.

## **APPENDIX I**

### **HONOURS, AWARDS and PRIZES**

Dr. Susan Rvachew won the Canadian Journal of Speech-Language Pathology Editor's Award for one of her papers; she also won the Dr. Noni MacDonald Award, awarded by the Canadian Pediatric Society for the article: Rvachew, S., & Savage, R. (2006). Preschool foundations of early reading acquisition. *Pediatrics and Child Health, 11*, 589-593.

**Appendix II****PUBLICATIONS – 2006**url: <http://www.mcgill.ca/scsd/research/>

**Shari Baum, Ph.D., Professor**  
**Vincent Gracco, Ph.D., Associate Professor**  
**Marc Pell, Ph.D., Associate Professor**  
**Linda Polka, Ph.D., Associate Professor**  
**Susan Rvachew, Ph.D., Associate Professor**  
**Karsten Steinhauer, Ph.D., Assistant Professor**  
**Elin Thordardottir, Ph.D., Associate Professor**

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**BAUM, S.** (Aasland, W., Baum, S., & McFarland, D.) (2006). Electropalatographic, acoustic, and perceptual data on adaptation to a palatal perturbation. Journal of the Acoustical Society of America, 119, 2372-2381.

--(Dwivedi, V., Philips, N., Lague-Beauvais, M., & Baum, S.) (2006). An electrophysiological study of mood, modal context, and anaphora. Brain Research, 1117, 135-153.

--(Shah, A. & Baum, S.) (2006). Perception of lexical stress by brain-damaged individuals: Effects on lexical-semantic activation. Applied Psycholinguistics, 27, 143-156.

--(Shah, A., Baum, S., & Dwivedi, V.) (2006). Neural substrates of linguistic prosody: Evidence from syntactic disambiguation in the productions of brain-damaged patients. Brain & Language, 96, 78-89.

--(Sundara, M., Polka, L., & Baum, S.) (2006). Production of coronal stops by simultaneous bilingual adults. Bilingualism: Language & Cognition, 9, 97-114.

**GRACCO, V.** (Tremblay, P. & Gracco, V. L.) (2006). Contribution of the frontal lobe to externally and internally specified verbal responses: fMRI evidence. NeuroImage, 33, 947-957.

**PELL, M.** (Cheang, H.S. & Pell, M.D.) (2006). A study of humour and communicative intention following right hemisphere stroke. Clinical Linguistics & Phonetics, 20(6), 447-462.

--(Pell, M.D.) (2006). Judging emotion and attitudes from prosody following brain damage. Progress in Brain Research, 156, 307-321.

--(Pell, M.D. Cheang, H.S., & Leonard, C.L.) (2006). The impact of Parkinson's disease on vocal prosodic communication from the perspective of listeners. Brain and Language, 97 (2), 123-134.

--(Pell, M.D.) (2006). Implicit recognition of vocal emotions in native and non-native speech. In R. Hoffman and H. Mixdorff (Eds.), Speech Prosody 3<sup>rd</sup> International Conference Proceedings (pp. 62-64).

--(Pell, M.D.) (2006). Cerebral mechanisms for understanding emotional prosody in speech. Brain and Language, 96 (2), 221-234.

--(Monetta, L. & Pell, M.D.) (2006). La maladie de Parkinson et les déficits pragmatiques et prosodiques du langage. Fréquences: revue de l'ordre des orthophonistes et audiologistes du Québec, 18, 27-29.

**POLKA, L.** (Rvachew, S., Mattock, K., Polka, L. & Menard, L.) (2006). Developmental and cross-linguistic variation in the infant vowel space: The case of Canadian English and Canadian French. Journal of the Acoustical Society of America, 120, 2250-2259.

--(Sundara, M., Polka, L., & Baum, S.) (2006) Production of coronal stops by simultaneous bilingual adults. Bilingualism, Language and Cognition, 9, 97-114.

--(Ilari, B., & Polka, L.) (2006). Music cognition in early infancy: Infant's preferences and long-term memory for Ravel. International Journal of Music Education, 24, 7-20.

--(Sundara, M. Polka, L. & Genesee, F.) (2006). Language experience facilitates discrimination of /d – ð/ in monolingual and bilingual acquisition of English. Cognition, 100, 369-388.

**RVACHEW, S.** (Rvachew, S., Mattock, K., Polka, L., & Menard, L.) (2006). Developmental and cross-linguistic variation in the infant vowel space: The case of Canadian English and Canadian French. Journal of the Acoustical Society of America, 120 (4), 2250-2259.

--(Rvachew, S. & Savage, R.) (2006). Preschool foundations of early reading acquisition. Pediatrics and Child Health, 11, 589-593.

--(Rvachew, S.) (2006). Longitudinal prediction of implicit phonological awareness skills. American Journal of Speech-Language Pathology, 15, 165-176.

--(Savage, R., Blair, R., & Rvachew, S.) (2006). Rimes are not necessarily favored by prereaders: Evidence from meta- and epilinguistic phonological tasks. Journal of Experimental Child Psychology, 94, 183-205.

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--(Rvachew, S. & Grawburg, M.) (2006). Correlates of phonological awareness in preschoolers with speech sound disorders. Journal of Speech, Language, and Hearing Research, 49, 74-87.

--(Rvachew, S.) (2006). Effective interventions for the treatment of speech sound disorders. In Language and Literacy Encyclopedia. Canadian Language and Literacy Research Network. <http://www.softwaregroup.ca/encyclopedia/>

**STEINHAEUER, K.** (Steinhauer, K.) (2006) How dynamic is second language acquisition? Applied Psycholinguistics, 27 (1), 92-95.

--(Mah, J., Steinhauer, K. & Goad, H. (2006). The Trouble with /h/: Evidence from ERPs. In M. Grantham O'Brien, C. Shea, and J. Archibald (Eds.), Proceedings of the 8th Generative Approaches to Second Language Acquisition Conference (pp. 80-87). Somerville, MA: Cascadilla Proceedings Project.

**THORDARDOTTIR, E.** (Thordardottir, E., Rothenberg, A., Rivard, M.-E., & Naves, R.) (2006). Bilingual assessment: Can overall proficiency be estimated from separate measurement of two languages? Journal of Multilingual Communication Disorders, 4 (1), 1-21.

--(Thordardottir, E.) (2006). Language intervention from a bilingual mindset. The ASHA Leader, 11 (10), 6-7, 20-21.

--(Webster, R., Erdos, C., Evans, K., Majnemer, A., Kehayia, E., Elin Thordardottir, Evans, A., & Shevell, M.) (2006). The clinical spectrum of developmental language impairment in school-age children: Language, cognitive and motor findings. Pediatrics, 118 (5), 1541-1549.

