

**THE ACADEMY OF NEUROLOGIC COMMUNICATION  
DISORDERS AND SCIENCES  
1995 SCIENTIFIC AND BUSINESS MEETING**

December 6, 1995  
Clairon Plaza Hotel Salons 3 and 4  
Orlando, Florida

**AGENDA**

- 7:30-8:30      Registration
- 8:30-10:00     Business Meeting
- 10:00-10:30    Break
- 10:30-12:00    *"Functional Treatment Outcomes for Young Children  
with Neurogenic Communication Disorders"*  
Speaker:      Thomas F. Campbell, Ph.D., B.C.N.C.D.  
Discussants: Audrey L. Holland, Ph.D., B.C.N.C.D.  
                 Michael A. Crary, Ph.D., B.C.N.C.D.
- 12:30-1:30     ANCDS Luncheon, Salons 5 & 6  
Presentation, Academy Honors  
Address:      *"How I Spent my Sabbatical"*  
Speaker:      Leonard L. LaPointe, Ph.D., B.C.N.C.D.
- 1:30-2:45      *"What Bilingual Aphasia Tells Us About the Brain"*  
Speaker:      Michel Paradis, Ph.D.  
                 Professor, Department of Linguistics  
                 McGill University  
                 Montreal, Canada
- 2:45-3:00      Break
- 3:00-4:30      *"What Bilingual Aphasia Tells Us About the Brain"*  
(con't)
- 4:30-6:00      Certification Board Forum (No Host Bar)  
Audrey L. Holland, Ph.D., B.C.N.C.D., Joseph R.  
Duffy Ph.D., B.C.N.C.D., Joan C. Arvedson, Ph.D.,  
B.C.N.C.D., Thomas F. Campbell, Ph.D., B.C.N.C.D.  
Craig W. Linebaugh, Ph.D., B.C.N.C.D.

**ANCDS 1995 SCIENTIFIC MEETING  
INVITED PRESENTATIONS  
December 6, 1995**

Thomas F. Campbell, Ph.D., B.C.N.C.D.  
Associate Professor of Neurology and Communication Disorders  
University of Pittsburgh  
Director of Audiology and Communication Disorders  
Children's Hospital of Pittsburgh  
10:30-12:00

*Functional Treatment Outcomes For Young Children  
With Neurogenic Communication Disorders*

Intervention programs for children with communication disorders are now being evaluated on their ability to achieve the greatest functional outcome in the shortest period of time at the least cost. For many intervention programs faced with increased caseloads and decreased resources, reliable and valid measurement of functional communication gains in children with severe speech and language deficits is a formidable task. This presentation will provide examples on how to develop measures of functional treatment outcomes in a service delivery setting. Specifically, the presentation will address the following questions: What are functional treatment outcomes? Why do we need them? How are they developed? What are the benefits? Following the presentation, Drs. Audrey L. Holland and Michael L. Crary will respond.

Michel Paradis, Ph.D.  
Professor, Department of Linguistics  
McGill University  
Montreal, Canada  
1:30-4:30

*What Bilingual Aphasia Tells Us About the Brain*

An attempt to account for the bilingual aphasic patients' various recovery patterns has led to the notion of inhibition/disinhibition in the use of languages, and of activation threshold of the various language subsystems in unilinguals. It has also led to an investigation of the roles of implicit and explicit memory and of the participation of the right hemisphere in language processing. The evidence points to a neurofunctional modular system for language representation, with specific neuroanatomical substrates, irrespective of the number of languages stored in the brain. Differences between cerebral processes involved in language representation and use in unilinguals and different types of bilinguals prove to be only quantitative, as speakers of a second, weaker language may rely to a greater extent on explicit metalinguistic knowledge and pragmatics to compensate for lacunae in their implicit linguistic competence.

What is represented may differ; how it is processed does not. Sociolinguistic registers in unilinguals have come to be viewed as neurofunctionally independent in the same ways as two languages in the brain of bilinguals. Borrowing, mixing, switching and translating have their unilingual counterpart. There is no clinical evidence of right hemisphere involvement in the processing of implicit linguistic competence either in bilinguals or in unilingual children between the ages of 2 and 5 years.

## BIOGRAPHICAL SKETCH

Michel Paradis

Michel Paradis is a Professor in the Department of Linguistics, McGill University, Montreal, Canada. Professor Paradis received his B.A. degree from the Université de Montreal and an M.A. in Philosophy from McGill University, as well as a Ph.D. in Philosophy and a Ph.D. in Linguistics, both from McGill University. He has been awarded a Gold Medal from L'Association des Médecins de langue française du Canada, a Certificate of Appreciation from the American Speech-Language-Hearing Association and a Medal from the University of Aman (Jordan). He is a Fellow of the Royal Society of Canada.

Professor Paradis chairs the Aphasia Committee for the International Association of Logopedics and Phoniatrics. He is a member of the Editorial Board for five international journals, and he reviews for an additional 15 journals. In over 150 publications, he has explained the theoretical and clinical aspects of bilingual aphasia. His publications include The Assessment of Bilingual Aphasia, the Bilingual Aphasia Test, Foundations of Aphasia Rehabilitation and Aspects of Bilingual Aphasia. He has presented invited papers throughout the world. Recently, Professor Paradis has been an invited speaker in the Netherlands, Haifa, Australia, Italy, Cairo and Albuquerque.