

Amanda Lash, Ph.D.

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Education

2010-2014	Ph.D. , Psychology concentration in Cognitive Neuroscience	Brandeis University Waltham, Massachusetts
2009-2010	M.A. , Psychology	Brandeis University Waltham, Massachusetts
2005-2009	B.A. , Psychology <i>Summa cum Laude Distinction</i>	University of North Carolina Wilmington, North Carolina

Employment and Research Experience

2014-present	Postdoctoral Fellow , Rotman Research Institute at Baycrest and <i>University of Toronto</i> Principle Investigator: Dr. Nicole D. Anderson
2009-2014	Graduate Research Assistant , <i>Brandeis University</i> Principle Investigator: Dr. Arthur Wingfield
2007-2009	Research Assistant , <i>University of North Carolina Wilmington</i> Principle Investigator: Dr. Jeffrey P. Toth

Research Interests

My long-term research objective is to eliminate chronological age from the underlying factors that affect speech perception and memory. Specifically, my goal is to elucidate the age-related changes in brain, behavior, and cognition, in order to ameliorate the negative effects of age and promote a higher quality of life in adulthood. Over the course of my career, I aim to understand not only the processes that tend to decline with age, but also what is preserved with successful aging and how this can optimize the way people understand and remember daily interactions. I take an integrated approach with neurocognitive and behavioral techniques to study speech perception and memory across the lifespan, in order to have a better understanding of the processes most critical for effective communication in advanced age.

Teaching Interests

In addition to research, I consider teaching and mentoring the next generation an essential part of what I do. I have been a recipient of the *Verna Regan Award for Outstanding Teaching in Psychology* from Brandeis University for demonstrating exceptional abilities in teaching and mentoring students. I would be very comfortable teaching a range of courses in Psychology, particularly with topics related to Cognitive Psychology, Memory and Cognition, Sensation and Perception, but also Introductory Psychology, Research Methods, Psychological Statistics, Developmental Psychology and upper division courses in my area of specialization regarding Neuropsychology, Language and the Brain, and Cognitive Aging.

Publications

Wingfield, A. & **Lash, A.** (2016). Audition and language comprehension in adult aging: Stability in the face of change. In K. W. Schaie & S. L. Willis (Eds.), *Handbook of the Psychology of Aging* (8th edition; pp. 165-185). London: Elsevier.

Wingfield, A., Amichetti, N.M., & **Lash, A.** (2015) Cognitive aging and hearing acuity: Modeling spoken language comprehension. *Frontiers in Psychology*, 6:684.

Lash, A. & Wingfield, A. (2014). A Bruner-Potter effect in audition? Spoken word recognition in adult aging. *Psychology and Aging*, 29, 907-912.

Lash, A., Rogers, C.S., Zoller, A., & Wingfield, A. (2013). Expectation and entropy in spoken word recognition: Effects of age and hearing acuity. *Experimental Aging Research*, 39, 235-253.

Lash, A., Anderson, N.D., Pack, M., & Wingfield, A. (in prep). Top-down and bottom-up biases in spoken word recognition: Effects of context, age, executive function, and hearing.

Rogers, C.S., **Lash, A.**, & Morton, J.R. (in prep). Age-related changes in flexible listening: Evidence from the false hearing effect.

Presentations

Lash, A. (2016). Effects of episodic learning error processing on brain activity in younger and older adults. Toronto Area Memory Group (TAMeG), May 10, 2016.

Lash, A., Cyr, A-A., Craik, F., Grady, C., & Anderson, N.D. (2016). Effects of errors on memory performance and brain activity in healthy younger and older adults. Cognitive Aging Conference. Atlanta, Georgia.

Ayasse, N.D., **Lash, A.**, & Wingfield, A. (2016). The time course of older adults sentence comprehension revealed by eye movements. Cognitive Aging Conference. Atlanta, Georgia.

Ayasse, N.D., **Lash, A.**, & Wingfield, A. (2015). Eye movements as a measure of on-line spoken sentence comprehension: Are older adults truly slower? Workshop on Individual differences in language processing across the life span. Max Planck Institute for Psycholinguistics. Nijmegen, Netherlands, December 10-11, 2015

Lash, A. (2015). Spoken Word Recognition: A Window into the Aging Brain and Ear. Rotman Rounds, Baycrest Hospital

Lash, A., Anderson, N.D., & Wingfield, A. (2015). Top-down and bottom-up biases in spoken word recognition: Effects of context, age, inhibition, and hearing acuity. 25th Annual Rotman Research Institute Conference, Toronto, Ontario.

Lash, A., & Wingfield, A. (2014). Effects of age and hearing acuity on spoken word recognition in facilitative and misleading linguistic contexts. Cognitive Aging Conference, Atlanta, Georgia.

Lash, A. (2014). The effects of age and hearing acuity on spoken word recognition in facilitative and misleading linguistic contexts. Brandeis University, Psychology Department Brown Bag.

Lash, A. & Wingfield, A. (2013) The Bruner-Potter effect revisited: Effects of age, hearing acuity, and working memory on spoken word recognition. Aging and Speech Communication 5th Interdisciplinary International Research Conference, Bloomington, Indiana.

Lash, A. (2013). Working memory and word recognition: Effects of perceptual interference. Brandeis University Psychology Department Brown Bag.

Lash, A., Rogers, C., & Wingfield, A. (2012). Information vs. entropy: Word recognition in good-and poor-hearing older adults. Cognitive Aging Conference, Atlanta, Georgia.

Lash, A., Rogers, C., & Wingfield, A. (2011). A reciprocal relationship between sensory information and probabilistic expectation in spoken word recognition: Evidence from aging. The Society for Neuroscience 41st Annual Meeting, Washington, D.C.

Lash, A. (2011). Information vs. entropy: Spoken word recognition in good and poor hearing older adults. Brandeis University Psychology Department Brown Bag.

Piquado, T., **Lash, A.**, & Wingfield, A. (2010). Effects of hearing acuity and age on recall of spoken passages presented in a segment-by-segment fashion. Cognitive Aging Conference, Atlanta, Georgia.

Lash, A., Abbott, A., & Toth, J.P. (2008). Trivia Poker: A Computer Game for Measuring and Training Working Memory. Third Annual Center for the Support of Undergraduate Research and Fellowship, Wilmington, North Carolina.

Abbott, A., Hunt, J., **Lash, A.,** & Toth, J.P. (2007). Trivia Poker: A Computer Game for Measuring and Training Working Memory. Third Annual State of North Carolina Undergraduate Research and Creativity Symposium, Greensboro, North Carolina.

Scholarships, Fellowships, and Awards

Canadian Institutes of Health Research – Institute of Aging Travel Award 2016
Award for international travel to present at Cognitive Aging Conference
[\$1,000 Canadian dollars]

Katz Postdoctoral Fellowship 2015-present
Rotman Research Institute, Baycrest Centre for Geriatric Care, Toronto, Ontario
[\$45,000 Canadian dollars]

Verna Regan Award for Outstanding Teaching in Psychology 2014
Brandeis University Psychology department selects one recipient annually who demonstrates exceptional abilities in knowledge translation and who shows a high level of responsiveness in addressing the scholarly needs of students. [\$200.00 US dollars]

Travel Scholarship to the Aging & Speech Communication Conference 2013
Indiana University [\$500.00 US dollars]

The Abramson Family Fellowship 2011-2013
Brandeis University awards one graduate student for this fellowship based on outstanding academic performance and research productivity. [\$40,000.00 US dollars]

Chancellor's Achievement Award 2006-2009
University of North Carolina Wilmington's highest recognition of academic performance. Students must complete a minimum of 15 semester hours with no grade lower than an A
[\$200.00 US dollars]

Greatness Defined Student Award 2008
University of North Carolina Wilmington's recognition of exceptional students concurrently involved in research and scholarship.

Dean's List Award 2005-2006
University of North Carolina Wilmington. Students must carry 15 hours or more and earn a GPA of 3.20 or better, with no grade less than a B.

Teaching and Supervising

Teaching Fellow for *Human Neuropsychology* 2011-2013
Brandeis University, Waltham, MA

Teaching Fellow for *Introduction to Psychology* 2012-2014
Brandeis University, Waltham, MA

Teaching Fellow for *Developmental Psychology* 2011
Brandeis University, Waltham, MA

Teaching Fellow for *Advanced Psychological Statistics* 2010
Brandeis University, Waltham, MA

Student Supervision 2010-2011
Brandeis University, Waltham, MA 2013-2014

Supervised two undergraduate students completing their honor's theses at Brandeis University. One student was a co-author on a published manuscript and is currently enrolled in a medical program at Tufts University. Another student is a co-author on manuscripts currently in preparation.

Professional Activities

Coordinator for Rotman Research Institute Rounds 2015-present
Baycrest Centre for Geriatric Care, Toronto, Ontario

Plan and organize speakers for the Rotman Research Institute Rounds Series. Responsibilities include scheduling, and hosting scientists, as well as supervisory duties with travel arrangements and introductory proceedings. Rotman Rounds are held weekly for the academic year and provide a means for knowledge translation, scientific discussion, and fosters professional collaboration for trainees, research staff, and scientists.

Journal Reviews (ad hoc)

International Journal of Audiology

Experimental Aging Research