

## CURRICULUM VITAE

**Lizbeth H. Finestack**

### IDENTIFYING INFORMATION

#### Academic Rank

Associate Professor in Department of Speech-Language-Hearing Sciences  
Graduate Faculty Appointment in Speech-Language-Hearing Sciences

#### Education

Degree	Institution	Date Degree Granted
B.A.	University of Kansas Speech-Language-Hearing	1997
M.A.	University of Minnesota Speech-Language Pathology	1999
Ph.D.	University of Kansas Speech-Language Pathology with Honors <i>A Comparison of Explicit and Implicit Interventions to Teach a Novel Grammatical Marking to Children with Language Impairment</i> Advisor: Marc E. Fey	2007

#### Licenses, certifications, certificates

American Speech-Language Hearing Association Certificate of Clinical Competency in Speech-Language Pathology

State of Minnesota Speech-Language Pathology License

#### Positions/Employment

University of Minnesota, Twin Cities Associate Professor	2016-present
University of Minnesota, Twin Cities Assistant Professor	2009-2016
University of Wisconsin-Madison Post-Doctoral Fellow	2007-2009
University of Kansas Medical Center, Kansas City Graduate Research Assistant	2001-2007
The Cove School, Inc., Northbrook, IL Speech-Language Pathologist	1999-2001

#### Current Membership in Professional Organizations

American Speech-Language-Hearing Association (ASHA)	2000-present
ASHA Language Learning and Education Special Interest Division	2004-present
Down Syndrome Association of Minnesota	2010-present
Minnesota Speech-Language-Hearing Association (MSHA)	2015-present

**HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE**

**External Competitive Fellowships**

Research Mentoring-Pair Travel Award Mentor Recipient American Speech-Language Hearing Association	2017
Research Mentoring-Pair Travel Award Mentor Recipient American Speech-Language Hearing Association	2014
Advancing Academic-Research Career (AARC) Award Recipient (\$5,000) American Speech-Language Hearing Association	2014
Clinical Practice Research Institute Awardee American Speech-Language Hearing Association	2014
Lessons for Success Participant American Speech-Language-Hearing Association	2012
Summer Research Training Institute: Single Case Design Research Trainee National Center for Special Education Research (NCSER)	2012
Grant Review and Reviewer Training Participant American Speech-Language-Hearing Association	2012
Interdisciplinary Training Conference in Developmental Disabilities Participant National Institutes of Health	2011
Clinical Practice Research Institute Awardee American Speech-Language Hearing Association	2009

**Internal Competitive Fellowships**

GPS Alliance International Travel Grant (\$1,100)	2017
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**RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

**Grants and Contracts**

**External Sources**

*Received at the University of Minnesota:*

*An Alternative Grammatical Treatment for Children with Language Impairment*, National Institutes of Deafness and Other Communication Disorders NIDCD, R03 (1R03DC011365-01A1), PI, \$300,000 (Funded June 2011-May 2015)

*Leadership Education in Neurodevelopmental and Other Disorders Training Program (LEND)*, US Department of Health and Human Services Health Resources and Services Administration, (T73MC12835-03-00), .025 FTE, \$627,616 (July 2011-June 2016)

*Expressive Language Sampling as an Outcome Measure in ASD*, Simons Foundation 2015 Novel Outcome Measures for ASD Clinical Trials Request for Applications, Co-PI, UMN \$75,000 annually (Funded September 2015-August 2017)

*Expressive Language Sampling as an Outcome Measure*, National Institutes of Child Health and Human Development NIDCD, R01Revision (R01 HD 074346), Co-PI, UMN \$90,000 annually (Funded December 2015-February 2018)

***Received at another institution:***

*A Comparison of Explicit and Implicit Interventions to Teach a Novel Grammatical Marking to Children with Language Impairment*, The American Speech-Language-Hearing Foundation, New Century Doctoral Scholarship, PI, \$10,000 (2005)

*A Comparison of Explicit and Implicit Interventions to Teach a Novel Grammatical Marking to Children with Language Impairment*, Bamford-Lahey Children's Foundation, Bamford-Lahey Scholar, PI, \$10,000 (2005)

**University Sources**

*Deductive Teaching and the Impact of Attention, Cognition, and Language on Learning*, University of Minnesota, Grant-in-Aid of Research, Artistry, and Scholarship Program, \$30,516 (2010-2011)

*Evaluation of an Explicit Approach to Teach Grammatical Forms to Children with Language Impairment*, Grant-in-Aid of Research, Artistry, and Scholarship Program, \$31,912 (July 2016-January 2018)

*Reducing Early Language Disparities: A Key to Lifelong Academic, Socioeconomic, and Health Success*, Exploratory Grand Challenge Grant, Finestack, L. H. & McConnell, S., \$60,000 (September 2016-August 2018).

*Metalinguistic Awareness and Language Development in Children*, Talle Faculty Research Award, \$40,000; January 1, 2017- December 31, 2019

*Development of a Metalinguistic Awareness Program for Young Children*, Department of Speech-Language Hearing Sciences Community Engagement Mini-grant, Finestack, L. H. & Cassidy, T., \$500; Spring 2017-Fall 2018.

*An Evaluation of a Clinician-Designed Children Language Intervention Approach*, Department of Speech-Language Hearing Sciences Community Engagement Mini-grant, Finestack, L. H. & Rohwer, B., \$500; Spring 2017-Fall 2018.

## Publications

\*Denotes student author

Number superscripts denote my contribution to the manuscript as follows:

<sup>1</sup>Initial research design

<sup>2</sup>Data collection

<sup>3</sup>Data analysis

<sup>4</sup>Manuscript drafting

### *Refereed Journal Articles*

**Finestack, L. H.**<sup>1,3,4</sup> \*O'Brien, K. H., \*Hyppa Martin, J., & \*Lyrek, K. A. (2017). The evaluation of a personal narrative language intervention for school-age children with Down syndrome. *American Journal on Intellectual and Developmental Disabilities*.

**Finestack, L. H.**<sup>1,2,3,4</sup> Payesteh, B., Rentmeester Disher, J. & Julien, H. M. (2014). Reporting child language sampling procedures. *Journal of Speech, Language, and Hearing Research*, 57(6), 2274-2279. doi:10.1044/2014\_JSLHR-L-14-0093

**Finestack, L. H.**<sup>1,2,3,4</sup> (2014). Language learning of children with typical development using a deductive metalinguistic procedure, *Journal of Speech, Language, and Hearing Research*, 57(2), 509-523.

**Finestack, L. H.**<sup>3,4</sup> Sterling, A. M., & Abbeduto, L. (2012). Discriminating Down syndrome from fragile X syndrome based on language ability. *Journal of Child Language*, 40(1), 244-265.

**Finestack, L. H.**<sup>2,3,4</sup> \*Palmer, M., & Abbeduto, L. (2012). Macrostructural narrative language of adolescents and young adults with Down syndrome or fragile X syndrome. *American Journal of Speech Language Pathology*, 21, 29-46.

**Finestack, L. H.**<sup>2,3,4</sup> & Abbeduto, L. (2010). Expressive language profiles of verbally expressive adolescents and young adults with Down syndrome or fragile X syndrome. *Journal of Speech, Language, and Hearing Research*, 53, 1334-1348.

Fey, M. E., **Finestack, L. H.**<sup>2,4</sup> Gajewski, B. J., Popescu, M., & Lewine, J. D. (2010). A preliminary evaluation of Fast-ForWord Language as an adjuvant to conventional language intervention. *Journal of Speech, Language, and Hearing Research*, 53, 430-449.

**Finestack, L. H.**<sup>1,2,3,4</sup> & Fey, M. E. (2009). Evaluation of a deductive approach to teach grammatical inflections to children with language impairment. *American Journal of Speech-Language Pathology*, 18, 1-14.

Popescu, M., Fey, M. E., Lewine, J. D. **Finestack, L. H.**<sup>2</sup> & Popescu, E. A. (2009). N400 responses of children with primary language disorder: Intervention effects. *NeuroReport*, 20, 1104-1108.

**Finestack, L. H.**<sup>1,4</sup> Richmond, E. K., & Abbeduto, L. J. (2009). Language development in individuals with fragile X syndrome. *Topics in Language Disorders*, 29(2), 133-148.

Warren, S. F., Fey, M. E., **Finestack, L. H.**<sup>2,3</sup>, Brady, N. C., Bredin-Oja, S. L., & Fleming, K. K. (2008). A randomized trial of low-intensity responsivity education/prelinguistic milieu teaching. *Journal of Speech, Language, and Hearing Research*, 51(2), 451-470.

**Finestack, L. H.**<sup>1,2,3,4</sup>, Fey, M. E., Catts, H. W. (2006). Pronominal reference skills of second and fourth grade children with language impairment. *Journal of Communication Disorders*, 39, 232-248.

Fey, M. E., Warren, S. F., Brady, N., **Finestack, L. H.**<sup>2</sup>, Bredin-Oja, S. L., Fairchild, M. L., Sokol, S. B., & Yoder, P. J. (2006). Early effects of prelinguistic milieu teaching and responsivity education for children with developmental delays and their parents. *Journal of Speech, Language, and Hearing Research*, 49, 526-547.

Fey, M. E., Long, S. H., & **Finestack, L. H.**<sup>4</sup>, (2003). Ten principles of grammar facilitation for children with specific language impairment. *American Journal of Speech-Language Pathology*, 12, 3-15.

***Non-refereed Journal Articles, Essays, or Book Chapters***

**Finestack, L. H.**<sup>1,4</sup> & Fey, M. (2017). Translation and implementation research in the Development of evidence-based child language intervention. In R. G. Schwartz (Ed.), *Handbook of Child Language Disorders, 2<sup>nd</sup> Edition*. New York: Psychology Press.

**Finestack, L. H.**<sup>1,4</sup> (2015). Vocabulary, grammar, and syntactic language profiles of adolescents with Down syndrome and relevant interventions. In R. H. Bahr & E. R. Silliman (Eds.), *Routledge Handbook of Communication Disorders*. Taylor and Francis.

DeRuiter, M. & **Finestack, L. H.**<sup>1,4</sup>, (2014). Clinical practice research: Savvy or suicide for an assistant professor?, *Access Academic and Research E-newsletter*.

**Finestack, L. H.**<sup>1,4</sup>, & Fey, M. E. (2013). Evidence-based language intervention approaches for young late talkers, In L. A. Rescorla & P. S. Dale (Eds.), *Late Talkers: Language Development, Interventions, and Outcomes*. Baltimore: Brookes Publishing.

**Finestack, L. H.**<sup>1,4</sup> (2012). Five principles to consider when providing narrative language intervention to children and adolescents with developmental disabilities. *Perspectives on Language Learning and Education*, 19, 147-154; doi:10.1044/lle19.4.147.

Fey, M. E., & **Finestack, L. H.**<sup>4</sup> (2009). Research and development in children's language intervention: A 5-phase model. In R. G. Schwartz (Ed.), *Handbook of Child Language Disorders*. New York: Psychology Press.

**Finestack, L. H.**<sup>1,4</sup>, Fey, M. E., Sokol, S. B., Ambrose, S. & Swanson, L. A. (2006). Fostering narrative and grammatical skills with "syntax stories." In A. van Kleeck (Ed.), *Sharing Books and Stories to Promote Language Literacy* (pp.319-346). San Diego: Plural Publishing.

Warren, S. F., Bredin-Oja, S. L., Fairchild, M., **Finestack, L. H.**<sup>4</sup>, Fey, M. E., & Brady, N. C. (2006). Responsivity education/prelinguistic milieu teaching. In R.J. McCauley & M.E. Fey (Eds.) *Treatment of Language Disorders in Children* (pp. 47-75). Baltimore: Brookes Publishing.

## **Presentations, Posters, and Exhibits**

### *Invited Presentations at Professional Meetings, Conferences, etc.*

**Finestack, L. H.** (May 2017). Exploring Grammatical Interventions for Children and Adolescents with Language Impairment. Presentation at the 2017 Speech-Language Awareness and Information Day, San Diego State University, San Diego, CA

**Preston, J. L. & Finestack, L. H.** (2017). Developing a Five-Year Plan and Meeting Your Research Milestones. Presentation at the 2017 American Speech-Language Hearing Associations Pathways Program in Rockville, MD.

**Finestack, L. H.** (May 2017). Exploring Grammatical Interventions for Children and Adolescents with Language Impairment. Presentation at the 2017 Speech-Language Awareness and Information Day, San Diego State University, San Diego, CA

**Finestack, L. H.** (April 2016). Outcome Measures, Sampling, & Preliminary Findings. Presentation at the Minnesota Autism Initiative Day, Minneapolis, MN.

**Binger, C. & Finestack, L. H.** (2015). Developing a Five-Year Plan and Meeting Your Research Milestones. Presentation at the 2015 American Speech-Language Hearing Associations Pathways Program in Rockville, MD.

**Finestack, L. H., Silverman, J., & Taylor, J. L.** (2014). Becoming Independent and Interdisciplinary. Presentation at the Interdisciplinary Training Conference on Developmental Disabilities in Chicago, IL.

**Finestack, L. H., Wu Nordahl, C., Sterling, A. Visootsak, J.** (2013). How to Begin Developing an Interdisciplinary Program of Research. Presentation at the Interdisciplinary Training Conference on Developmental Disabilities in San Antonio, TX.

**Finestack, L. H., Petersen, D. B., & Dodd, J.** (2012). Narrative Assessment and Intervention Webinar, American Speech-Language Hearing Association's Special Interest Group 1, Language Learning and Education.

**Finestack, L. H., Bauman, M., & Sterling, A.** (2012). How to Begin an Interdisciplinary Program of Research. Presentation at the Interdisciplinary Training Conference on Developmental Disabilities in Annapolis, MD.

**Finestack, L. H., & Fey, M. E.** (April 2007). Explicit vs. implicit grammar intervention techniques for children with language impairment. Presentation at the 40th Anniversary Celebration for the Kansas Mental Retardation and Developmental Disabilities Research Center and at the Sigma Xi Research Seminar, Kansas City, KS.

### *Presentations at Professional Meetings and Conferences*

**Finestack, L. H., \*Bangert, K. J., \*Huang, T.** (November 2017). Using Language Samples to Develop Grammatical Goals. Presentation at the annual meeting of the American Speech-Language Hearing Association, Los Angeles, CA.

Sterling, A. & **Finestack, L. H.** (November 2016). Clinical Profiles of Children With Fragile X Syndrome Plus ASD. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

**Finestack, L. H.**, Sterling, A., Hoover, J. R., & Betz, S. K. (November 2015). Current Research Focused on Assessing and Treating Children's Grammatical Weaknesses. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

Sterling, A. & **Finestack, L. H.** (November 2015). Clinical Profiles of Children with Fragile X Syndrome plus ASD. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

**Finestack, L. H.**, \*Bangert, K. J. & Bishop, S. L. (April 2015). A Comparison of the Use of Linguistic Mazes by Children with ASD or ADHD. Presentation at the 48<sup>th</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

**Finestack, L. H.** & Abbeduto, L. (November 2014). Conversational and Narrative Grammatical Abilities of Adolescents and Young Adults with Developmental Disabilities. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Orlando, FL.

Pruitt-Lord, S. & **Finestack, L. H.** (November 2014). Lessons Learned from Community-Based Child Language Research. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Orlando, FL.

Rescorla, L., Dollaghan, C., Dale, P., **Finestack, L. H.**, & Leonard, L. (November 2013). Late Talkers: What Do We Know Now? Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Chicago, IL.

Hoover, J. R., Adlof, S. M., **Finestack, L. H.**, Finneran, D. A., & Sterling, A. (November 2012). Comparing Grammar Assessments across Clinical and At-Risk Populations of Children. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Atlanta, GA.

**Finestack, L. H.** & Abbeduto, L. (March 2010). Longitudinal Language Outcomes of Children and Adolescents with Fragile X Syndrome. Paper presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.

**Finestack, L. H.** & Sterling, A. (November 2009). Understanding fragile X syndrome for language intervention purposes. Seminar at the annual meeting of the American Speech-Language, and Hearing Association, New Orleans, LA.

Betz, S. K., **Finestack, L. H.**, Hogan, T. P., Silkes, J. P., Hoover, J. R., & Thorne, J. C. (November 2007). What to consider when considering a PhD: A peer perspective. Seminar at the annual meeting of the American Speech-Language, and Hearing Association, Boston, MA.

**Finestack, L. H.**, & Fey, M. E. (April 2007). Explicit vs. implicit grammar intervention techniques for children with language impairment. Presentation at the University of Kansas Medical Center Student Research Forum, Kansas City, KS.

Betz, S. K., **Finestack, L. H.**, Hogan, T. P., Hammer, M., Jackson, C. W., & Proctor-Williams, K. (November 2006). What to consider when considering a PhD: A peer perspective. Seminar at The annual meeting of the American Speech-Language, and Hearing Association, Miami, FL.

Betz, S. K., **Finestack, L. H.**, Hogan, T. P., Brackenbury, T., Jackson, C. W., & Proctor-Williams, K. (November 2005). What to consider when considering a PhD: A peer perspective. Seminar at the annual meeting of the American Speech-Language, and Hearing Association, San Diego, CA.

Bredin-Oja, S. L. & **Finestack, L. H.** (September 2005). Including parents in intervention – Some evidence based caveats. Seminar at The Kansas Speech Language Hearing Annual Convention, Overland Park, KS.

**Finestack, L. H.**, Fey, M. E., & Catts, H. W. (April 2005). Pronominal referencing skills in 2nd and 4th grade children with language impairment. Presentation at the University of Kansas Medical Center Student Research Forum, Kansas City, KS.

**Finestack, L. H.**, Fey, M. E., Catts, H. W., & Stanfield, K. (November 2004). Pronominal referencing skills in 2nd grade children with language impairment. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

**Finestack, L. H.** & Bredin-Oja, S. L. (October 2004). Prelinguistic milieu teaching: An intervention for young children. Seminar at The Kansas Speech Language Hearing Annual Convention, Topeka, KS.

#### *Poster Presentations at Professional Meetings and Conferences*

\*Huang, T., \*Engman, J., \*Bangert, K., \*Donohue, C., & **Finestack, L. H.** (November 2017). Evaluation of an Explicit Approach to Teach Grammatical Forms to Children with ASD. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Los Angeles, CA.

\*Kriese, A., \*Bangert, K., & **Finestack, L. H.** (November 2017). Examination of the Impact of Bilingualism on the Metalinguistic Skills of 3- to 8-Year-Old Children. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Los Angeles, CA.

\*Bangert, K. J. & **Finestack, L. H.** (June 2017). Metalinguistic Growth of Typically Developing Children. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Bangert, K. J., **Finestack, L. H.**, & Hoch, J. (June 2017). Heart Rate Variability During Cognitive, Language, and Metalinguistic Tasks in Typically Developing Children. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L. H.**, McDuffie, A., Banasik, A., Nelson, S., Bullard, L., & Abbeduto, L. (March 2017). A Comparison of Language Measures to Evaluate Treatment Outcomes for School-age Boys with Fragile X Syndrome. Poster presented at the 50<sup>th</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

DeRuiter, M., \*Haller, K., & **Finestack, L. H.** (November 2016). Development of a Questionnaire Assessing Attention, Language, and Social Behaviors in Young Children: Year



Two. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

\*Huang, T., & **Finestack, L. H.** (November 2016). Comparing Language Structure of Children with PLI or ASD Using SPELT-3 & Conversational Language Sampling. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

\*Satterlund, K., & **Finestack, L. H.** (November 2016). Approaches to Grammar Intervention by SLPs: A National Survey. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

\*Olivier, M., **Finestack, L. H.**, & Brown, J. (November 2016). Using Eye Tracking to Evaluate Language Learning. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

\*Potapova, I., **Finestack, L. H.**, & Pruitt-Lord, S. (November 2016). Exploring Cross-Language Interactions & Inhibitory Control in Preschool-Age Spanish-Speaking English Language Learners. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

\*Kriese, A., \*Bangert, K., & **Finestack, L. H.** (November 2016). An Examination of the Metalinguistic Skills of Three- to Eight-Year-Old Twins. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA. (Earned ASHA Meritorious Award)

\*Julien, H. & **Finestack, L. H.** (June 2016). The Impact of Context on the Language Samples of Children with PLI or ASD. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Bangert, K. J., **Finestack, L. H.**, & Bishop, S. L. (June 2016). A Comparison of the Use of Linguistic Mazes by Children with ASD or ADHD. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Huang, T. & **Finestack, L. H.** (June 2016). Morphology and Syntax in Children with PLI or ASD: Group Comparison and Item Analysis Using the Structured Photographic Expressive Language Test (SPELT-3). Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Bangert, K. J. & **Finestack, L. H.** (March 2016). A Comparison of the Efficacy of an Explicit Approach for Teaching Grammatical Forms to Children with ASD or Primary Language Impairment. Poster presented at the 49<sup>th</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

**Finestack, L. H.**, & \*Bangert, K. (November 2015). Metalinguistic Awareness Skills of 3- to 7-year-old Typically Developing Children. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

\*Basu, S., **Finestack, L. H.**, & Sasisekaran, J. (November 2015). Language Profiles of Younger and Older School-age Children who Stutter. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

DeRuiter, M., \*Haller, K., & **Finestack, L. H.** (November 2015). Development of a Questionnaire to Assess Attention, Language, and Social Behaviors in Young Children. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

\*Payesteh, B., \*Safinia, L., & **Finestack, L. H.** (November 2015). Metalinguistic Awareness in Persian-English Bilingual Children. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Denver, CO.

**Finestack, L. H.** (June 2015). Evaluation of a Deductive Approach to Teach Grammatical Forms to Children with Primary Language Impairment. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Payesteh, B. & **Finestack, L. H.** (June 2015). Language Development of Persian-English Bilingual Preschoolers for Speech-Language Pathologists. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Julien, H., **Finestack, L. H.**, & Miller, D. (November 2014). The Impact of Context on the Language Samples of Children with Autism Spectrum Disorders. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Orlando, FL.

\*Schellinger, S. K. & **Finestack, L. H.** (November 2014). Conducting Speech-Language Research Studies at the State Fair. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Orlando, FL.

\*Yares, E., \*McLinden, D., & **Finestack, L. H.**, (June 2014). Grammatical Metalinguistic Learning of Emerging Bilingual Children. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L. H.** & \*Schmidt, V. (March 2014). Perspectives of Parents of Children with Down Syndrome on Their Child's Language Development and Speech-Language Services. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.

\*Miller, D. & **Finestack, L. H.** (March 2014). An Evaluation of Grammatical Language Interventions for Children with Autism Spectrum Disorders. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.

\*Julien, H., **Finestack, L. H.**, Munson, B., & Bishop, S. L. (November 2013). Discriminating Clinical Groups Based on Nonword Repetition Accuracy. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Chicago, IL.

\*O'Brien, K., \*Hyppa Martin, J., \*Andrew, K., & **Finestack, L. H.** (November 2013). Microstructure Outcomes of a Personal Narrative Language Intervention for Adolescents With Down Syndrome. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Chicago, IL.

\*Payesteh, B., \*Rentmeester Disher, J., \*Julien, H. & **Finestack, L. H.** (November 2013). Reporting Child Language-Sampling Procedures. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Chicago, IL.

**Finestack, L. H., \*Hesse, Z., \*Julien, H., \*Yares, E., & Bishop, S. L.** (June 2013). Grammatical Language Learning of Children with Developmental Disabilities Using Deductive and Inductive Teaching Approaches. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*O'Brien, K., \*Hyppa Martin, J., \*Andrew, K., & **Finestack, L. H.** (March 2013). The Development and Evaluation of a Personal Narrative Language Intervention for Adolescents With Down Syndrome. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

**Finestack, L. H.** & \*Burkitt, C. (November 2012). Speech-Language Abilities and Services Related to Children with Batten Disease. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Atlanta, GA.

**Finestack, L. H.** & Sterling, A. (June 2012). The Relationship between Characteristics of Autism and Syntactic Language Abilities in Boys with Fragile X Syndrome. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L. H.** (November 2011) Using the Immediate Feedback Assessment Technique in Communicative Disorders. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, San Diego, CA.

\*Schmidt, V. & **Finestack, L. H.** (November 2011). Parent Perspectives of Language Services for Children with Down Syndrome. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, San Diego, CA.

\*Wennblom, J. & **Finestack, L. H.** (November 2011). The Evaluation of a Narrative Intervention for Adolescents with Down Syndrome. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, San Diego, CA.

**Finestack, L. H.** & Bishop, S. L. (June 2011). A Comparison of Inductive and Deductive Language Instructions for Children with ADHD. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L. H.** (March 2011). A Comparison of Inductive and Deductive Language Instructions for 4- to 7-year-old Children with Typical Language Development. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal.

**Finestack, L. H., \*Palmer, M. & Abbeduto, L.** (March 2011). Macrostructural Narrative Language of Adolescents and Young Adults with Down Syndrome or Fragile X Syndrome. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

**Finestack, L. H., & Abbeduto, L.** (November 2010). Grammatical Abilities of Adolescents and Young Adults with Developmental Disabilities. Poster presented at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

**Finestack, L. H., & Abbeduto, L.** (June 2010). Grammatical Abilities of Verbally Expressive Adolescents and Young Adults with Down Syndrome or Fragile X Syndrome. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

Fey, M. E., Popescu, M., **Finestack, L. H.**, Popescu, E. A., Lewine, J. D. (November 2009). N400 responses of children with language impairment: Intervention effects. Poster presentation at the annual meeting of the American Speech-Language, and Hearing Association, New Orleans, LA.

**Finestack, L. H.** & Abbeduto, L. (June 2009). Expressive language abilities of boys with Down syndrome or fragile X syndrome. Poster presentation at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L. H.** & Abbeduto, L. (March 2009). Discriminating Down syndrome and fragile X syndrome based on language ability. Poster presentation at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

**Finestack, L. H.** & Fey, M. E. (March 2008). Explicit vs. implicit language intervention for early elementary school children with language impairment. Poster presentation at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

**Finestack, L. H.** & Fey, M. E. (March 2007). Explicit vs. implicit grammar intervention techniques for children with language impairment. Poster presentation at The Fourth Annual Graduate Student Research Summit, Topeka, KS.

Warren, S. F., Fey, M. E., **Finestack, L. H.**, Brady, N. C., & Bredin-Oja, S. L. (November 2006). Longitudinal effects of low intensity early communication intervention. Poster presentation at the annual meeting of the American Speech-Language, and Hearing Association, Miami, FL.

Fey, M. E., Warren, S. F., Brady, N., **Finestack, L. H.**, Bredin-Oja, S. L., & Sokol, S. B. (November 2004). Early effects of (parent) responsive education/prelinguistic milieu teaching. Poster presentation at the annual meeting of the American Speech-Language, and Hearing Association, Philadelphia, PA.

Fey, M. E., Warren, S. F., Brady, N., Bredin-Oja, S. L., Fairchild, M. L., **Finestack, L. H.**, & Sokol, S. B. (June 2004). The effects of parent responsivity education and prelinguistic milieu teaching on children with Down syndrome. Poster presentation at The Symposium on Research in Child Language Disorders, Madison, WI.

## **TEACHING AND CURRICULUM DEVELOPMENT**

### **University of Minnesota**

#### *Courses, Seminars, and Instructional Units Taught*

SLHS 1402 The Talking Brain (3 credits)

SLHS 3303 Language Acquisition and Science (3 credits)

SLHS 3555H Honors Thesis

SLHS 3994 Directed Research (Honors)

SLHS 4402 Assessment and Treatment in Speech-Language Pathology (3 credits)

SLHS 5603 Language and Cognitive Disorders in Children (3 credits)

SLHS 5993 Directed Study

SLHS 8410 Research Seminar (3 credits)  
SLHS 8444 Thesis  
SLHS 8530 Seminar: Speech (3 credits)  
SLHS 8630 Seminar: Language (3 credits)  
SLHS 8994 Directed Research

***Collaborative Efforts and Activities***

Co-Teaching: SLHS 4402 Assessment and Treatment in Speech-Language Pathology

***Faculty Development Activities Regarding Teaching***

University of New Mexico Mentoring Institute Annual Mentoring Conference Attendee	2014
Strengths Educator for Higher Education Seminar	2014
Research Ethics Training Workshop: Graduate Student Advising	2012
Center for Teaching and Learning and Office of Equity and Diversity Workshop: Diversity in the Curriculum: Transforming Your Syllabus	2012
Center for Teaching and Learning Early Career Teaching Program Participant	2010-2011
Center for Teaching and Learning Workshop: Low Prep Active Learning	2009

**University of Wisconsin-Madison**

***Courses, Seminars, and Instructional Units Taught***

CDS 440 Language Disorders (3 credits)

**ADVISING AND MENTORING**

**Undergraduate Student Activities**

Laura Schultz (Undergraduate Research Opportunity Program Mentor, Fall 2017)  
Hannah Lee (Undergraduate Research Opportunity Program Mentor, Fall 2017)  
Sydney Nygaard (Undergraduate Research Opportunity Program Mentor, Summer 2017)  
Lisa Hilliard (Directed Research, Fall, 2017)  
Andrea Jackola (Honors Thesis, Fall 2017)  
Meridith Henke (CLA Freshman Research Mentor, Spring 2017)  
Ashlyn Krigel (Directed Research, Spring 2017; Undergraduate Research Opportunity Program  
Mentor, Summer 2017; Honors Thesis, Fall 2017)  
Marcelina Grochulska (CLA Freshman Research Mentor, Spring 2016; Daniel L. McFadden and  
Beverlee T. Simboli Lab Research Award Mentor, Spring 2017)

Manasa Uppili (CLA Freshman Research Mentor, Spring 2016)  
Veera Vasandani (Directed Research, Fall 2016)  
Morgan Settle (Directed Research, Fall 2016)  
Katherine Reinholz (Directed Research, Spring 2016, Fall 2016, Spring 2017)  
Ann Joslyn (Directed Research, Spring 2016)  
Rachel Bartelt (Directed Research, Spring 2016)  
Alana Sullivan (Directed Research, Fall 2015, Spring 2016, Fall 2016)  
Ann Joslyn (Directed Research, Fall 2015)  
Rebecca Hendrickson (Directed Research, Fall 2015)  
Janice Fung (Directed Research, Fall 2015)  
Hannah Eldridge (Directed Research, Fall 2015, Fall 2016, Spring 2017)  
Monica Olivier (CLA Freshman Scholar Mentor, Spring 2013, Undergraduate Research Opportunity Program Mentor, Fall 2015, Honor's Project Mentor 2015-16)  
Amanda Kriese (Undergraduate Research Opportunity Program Mentor, Fall 2015; Directed Research, Spring 2016)  
Asher Crawley (Multicultural Summer Research Opportunity Program Mentor, Summer 2015; Directed Research, Fall 2015, Spring 2016)  
Molly Smith (Undergraduate Research Opportunity Program Mentor, Summer 2015)  
Grace Berke (CLA Freshman Scholar Mentor, Spring 2015; Daniel L. McFadden and Beverlee T. Simboli Lab Research Award Mentor, 2016)  
Katherine Koss (CLA Freshman Scholar Mentor, Spring 2015)  
Andrea Gjerde (Undergraduate Research Opportunity Program Mentor, Spring 2015)  
Sereena Lowe (Directed Research, Fall 2014)  
Athara Ibrahim (Directed Research, Fall 2014)  
Layla Safinia (Undergraduate Research Opportunity Program Mentor, Summer-Fall 2014)  
Sahaam Abdi (Multicultural Summer Research Opportunity Program Mentor, Summer 2014)  
Angela Brown (Directed Research, Spring 2014, Fall 2014)  
Alicia Aho (CLA Freshman Scholar Mentor, Spring 2014)  
Charlotte Huffaker (CLA Freshman Scholar Mentor, Spring 2014)  
UMN Autism Speaks U Faculty Sponsor (2012-2013)  
Emma Richie (Directed Research, 2012-13)  
Dawn Pope (Directed Research, 2012-13)  
Alyssa Wilt (CLA Freshman Scholar Mentor, Spring 2013)  
Bogyeong Cheon (Directed Research, Fall 2012)  
Clarinesha Davis (CLA Freshman Scholar Mentor, Spring 2012)  
Nathan Omdalen (CLA Freshman Scholar Mentor, Spring 2012)  
Alissa Berthiaume (Directed Research, Fall 2011)  
Matalyn Romenesko (Directed Research, Fall 2011)  
Jennifer Johnston (Directed Study, Summer 2011)  
Chandler Taylor (CLA Freshman Scholar Mentor, Spring 2011)  
Megan Odom (CLA Freshman Scholar Mentor, Spring 2011)  
Morgan Bobo (CLA Freshman Scholar Mentor, Spring 2010)  
Meghan Palmer (CLA Freshman Scholar Mentor, Spring 2010)

*Undergraduate summa theses or honors projects directed*

Monica Olivier, *Using Eye Tracking to Evaluate Language Learning*, 2016

Andrea Gjerde, *Explicit Instructional Approach to Grammar Intervention for Children with Autism Spectrum Disorder*, 2015

Darcy McLinden, *Re-evaluating the Grammatical Metalinguistic Skills of Emerging Bilingual Children*, 2013

Mary Hanson, *Evaluation of Narrative Language Intervention for Adolescents with Down Syndrome*, 2013

## **Graduate Student Activities**

### ***Master's Theses Directed***

Bryce Palm, *Metalinguistic Skills in Children with ADHD*, 2017

Jennifer Engman, *Evaluation of an Explicit Approach to Teach Grammatical Forms to Children with Developmental Language Disorders*, 2017

Kayla Satterlund, *Approaches to Grammar Intervention by Speech-Language Pathologists*, 2016

Danneka Miller, *An Evaluation of Grammatical Language Interventions for Children with Autism Spectrum Disorders*, 2014

Elizabeth Yares, *Grammatical Metalinguistic Skills of Emerging Bilingual Children*, 2013

Valerie Schmidt, *Parent Perspectives of the Language Development and Services Offered to their Children with Down Syndrome*, 2011

Jamie Wennblom, *Evaluation of a Narrative Language Intervention for Adolescents with Down Syndrome*, 2011

### ***Master's Student Advisees***

2019 Timothy DeYoung, Meghan Kujawa, Timothy McCarren, Alison Elwell, Kaylee Frederickson, Katie Reinholz, Morgan Settle, Taryn Stevenson, Amanda Kriese, Sahaam Abdi, Maren Kind, Allison Sheldon

2018 Elizabeth Pittman, Elise Schoch, Kari Sherburne, Claire Wiechman, Jennifer Engman, Bryce Palm, Alexander Westenbroek, Cecilia Burke, Abbie Hagan,

2017 Casey Englund-Helmeke, Stephanie Johnson, Katelyn Kippes, Yasmin Abdi

2016 Erin Lawrence, Ericka Shores, Darcy McLinden, Brooke Rood, Abby Bogatz, Mary Fernandes

2015 Zuleika Billington, Molly Prairie, Emma Richie, Kyle Spurlock

2014 Leah Ashburn, Christianna Johnson, Kimberly Lee, Laura Nathan, Claire Sunderland,  
Asimina Syrika  
2013 Jill Stein, Rachel Weaver  
2012 Megan Raby, Janae Stotesbery, Jenny Zitzke

***Master's Student Committee Member***

Tri Nguyen, Statistics, 2017  
Chaitali Phadke, Statistics, 2016

***Doctoral Students Advised***

Timothy Huang, current  
Katherine Bangert (co-advisor), current  
Hannah Julien (co-advisor), current  
Bita Payetesh (co-advisor), graduated August 2015

***Doctoral Student Committee Member***

Jill Rentmeester Disher, Speech-Language-Hearing Sciences, current  
Anne Larson, Educational Psychology, 2016  
Katy O'Brien, Speech-Language-Hearing Sciences, 2016  
Xueqin Qian, Special Education, 2015  
Christine Wing, Speech-Language-Hearing Sciences, 2013

**SERVICE AND PUBLIC OUTREACH**

**Service To The Discipline**

***Editorships/Journal Reviewer Experience***

*Editor*

*Journal of Speech, Language, and Hearing Research*, Language 2017-present

*Associate Editor*

*Journal of Speech, Language, and Hearing Research*, Language 2013-2016

*Reviewer*

*American Journal of Speech Language Pathology* 2009-present

*American Journal on Intellectual and Developmental Disabilities* 2008-2012

*Child Language Teaching and Therapy* 2012

*Frontiers in Developmental Psychology* 2012

*Journal of Autism and Developmental Disorders* 2009

*Journal of Child Language* 2016

*Journal of Early Intervention* 2015, 2016

*Journal of Special Education* 2008



*Journal of Speech, Language, and Hearing Research* 2007-present  
*Language, Speech and Hearing Services in Schools* 2009-present

Brookes Publishing Book Proposal (2009)

***Committee memberships***

American Speech-Language Hearing Association Pathways Mentoring Program – Leadership Committee Member & Mentor (2016-present)

Waisman Center Postdoctoral Training Program in Intellectual & Developmental Disabilities Research (PI: M.Seltzer) - Advisory Board Member (2012-present)

Council of Academic Programs in Communication Sciences and Disorders – Reviewer for PhD Scholarship Applications (2017)

Implementation Science Summit hosted by the American Speech-Language-Hearing Foundation - Participant (March, 2014)

Language in Infants, Toddlers, and Preschoolers Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2012, 2013)

Language and Learning in School-age Children and Adolescents Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2013)

Language Science Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2013)

PROMoting the next GENERation of Researchers (PROGENY) Program, American Speech-Language Hearing Association’s Annual Convention – Faculty Partner (2012, 2013, 2015, 2016, 2017)

***Review panels for external funding agencies, foundations, etc.***

American Speech-Language-Hearing Foundation – Grant Reviewer (2012, 2013, 2015, 2016)

Students Preparing for Academic & Research Careers (SPARC) Award, American Speech-Language-Hearing Association – Reviewer (2012, 2014)

**Service To The University/College/Department**

***University of Minnesota***

*Collegiate Service and Intercollegiate Service*

Member, College of Liberal Arts Assembly (2013-2014, 2017-2018)

Member CLA Course Review Committee (2017)

Faculty Fellow, CLA Career Readiness Program (2017)

Member, Instructional Award Committee (2017)

Member, Talle Undergraduate Scholarship Committee (2015-2017)

*Department/Unit Service*

Director of Graduate Studies (2017-2018)

Chair, Faculty Search Committee (2014-2015, 2017-2018)

Member, Director of Clinical Programs – Speech-Language Pathology Search Committee (2017)

Member, Director of Clinical Programs – Audiology Search Committee (2017)

Member, Undergraduate Curriculum Committee (2016-present)

Member, PhD Curriculum Committee (2012, 2013)

Member, Graduate Curriculum Committee (2011, 2012, 2013)

Member, Merit Committee (2011, 2012, 2017)

Member, Graduate Admissions Committee (2012, 2013, 2016, 2017)

Member, Graduate Research Partnership Program Committee (2011)