

**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  
 Graduate Faculty Appointment in Cognitive Science

**Education**

<b>Degree</b>	<b>Institution</b>	<b>Date Degree Granted</b>
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
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 with Alison Hessling American Speech-Language Hearing Association	2019
Research Mentoring-Pair Travel Award Mentor Recipient with Andrea Barton Hulsey American Speech-Language Hearing Association	2017
Research Mentoring-Pair Travel Award Mentor Recipient with Bitia Payesteh) 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

**RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

**Grants and Contracts**

**External Sources**

*Received at the University of Minnesota:*

*Evaluation of an Explicit Approach to Teach Grammatical Forms to Children with Language Impairment*, National Institutes of Deafness and Other Communication Disorders NIDCD, R01 (1R01DC019374-01, PI, \$ 3,542,158 (Funded August 1, 2021-July 31, 2026)

*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; July 2018-present)

*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)

*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)

*Consultant*

*The Role of Syntax in Reading Comprehension in Down Syndrome* – R15 NICHD (1 R15 HD096456-01A1), Grant PI: Susan Loveall – Consultant (2019-2022)

*Preventing Speech and Language Disorders in Infants with Classic Galactosemia*, R01 NICHD (1R01HD098253-01), Grant PI: Beate Peter – Consultant (2019-2021)

*Improving STEM Outcomes for Young Children with Language Learning Disabilities by Intervening at the Intersection of Language and Scientific Thought* – NSF Grant PIs: McGregor and van Horne Owen - Advisory Board Member (2018-2020)

***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**

*Identifying Language Impairment in Students with Diverse Home Languages*, Center for Urban and Regional Affairs (CURA) Faculty Interactive Research Program, Finestack PI, \$45,000 (July 2020-January 2022).

*Identifying Language Impairment in Students with Diverse Language Exposure*, Grant-in-Aid of Research, Artistry, and Scholarship Program, Multicultural Research Award, Finestack PI, \$32,000 (July 2020-January 2022).

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

*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-May 2018).

*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)

*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.

*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.

*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)

## 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*

\*Elmqvist, M., **Finestack, L. H.**<sup>1,4</sup>, \*Kriese, A., Lease, E., & McConnell, S. (2020). Parent Education to Improve Early Language Development: A Preliminary Evaluation of LENA Start™, *Journal of Child Language*, 1, 1-29.

\*Huang, T. & **Finestack, L. H.**<sup>1,4</sup> (2020). Comparing Morphosyntactic Profiles of Children with Developmental Language Disorder or Language Disorder associated with Autism Spectrum Disorder. *American Journal of Speech-Language Pathology*, 1-18.

**Finestack, L. H.**<sup>1,2,3,4</sup> \*Rohwer, B. L., \*Hilliard, L., & Abbeduto, L. A. (2020). Using Computerized Language Analysis (CLAN) to Evaluate Grammatical Skills. *Language, Speech, and Hearing in Schools*, 51(2), 184-204.

McGregor, K. K., Goffman, L., Van Horne, A., Hogan, T., & **Finestack, L. H.**<sup>4</sup> (2020). Developmental Language Disorder: Applications for Advocacy, Research, and Clinical Service. *Perspectives of the ASHA Special Interest Groups*, 5(1), 38-46.

Payesteh, B. & **Finestack, L. H.**<sup>1,4</sup> (2020). Influences of Language Input and Production on the Language Skills of Persian-English Bilingual Immersion Preschool Children. *Journal of Immersion and Content-Based Language Education*, 8(1), 80-106.

\*Bangert, K. & **Finestack, L. H.**<sup>1,4</sup> (2020). Linguistic Maze Production by Children and Adolescents with ADHD. *Journal of Speech, Language, and Hearing Research*, 1-12.

Peter, B., Potter, N., Davis, J., Donenfeld-Peled, I., **Finestack, L.**, Stoel-Gammon, C., Lien, K., Bruce, L., Vose, C., Eng, L., Yokoyama, H., Olds, D., & VanDam, M. (2020). Toward a paradigm shift from deficit-based to proactive speech and language treatment: Randomized pilot trial of the Babble Boot Camp in infants with classic galactosemia. *F1000*, 11 March 2019, [doi.org/10.12688/f1000research.18062](https://doi.org/10.12688/f1000research.18062). <https://f1000research.com/articles/8-271>

**Finestack, L. H.**<sup>1,3,4</sup>, \*Engman, J., \*Huang, T., \*Bangert, K. J., & \*Bader, K. (2020). Evaluation of a Combined Explicit-Implicit Approach to Teach Grammatical Forms to Children with Grammatical Weaknesses. *American Journal of Speech-Language Pathology*, 29, 63-79.

\*Julien, H. M., **Finestack, L. H.**<sup>1,4</sup>, & Reichle, J. (2019). Requests for Communication Repair Produced by Typically-Developing Preschool-Age Children. *Journal of Speech, Language, and Hearing Research*, 62, 1823-1838.

\*Bangert, K. J., \*Halverson, D. & **Finestack, L. H.**<sup>1,3,4</sup> (2019). Evaluation of an Explicit Intervention to Teach Grammatical Forms to Children with Low-Symptom Severity Autism Spectrum Disorder. *American Journal of Speech-Language Pathology*, 28(2), 650-663.

**Finestack, L. H.**<sup>1,3,4</sup> (2018). Evaluation of an Explicit Intervention to Teach Novel Grammatical Forms to Children with Developmental Language Disorder. *Journal of Speech, Language, and Hearing Research*, 61 (8), 2062-2075.

**Finestack, L. H.**<sup>1,2,3,4</sup> & \*Satterlund, K. E. (2018). Current practice of child grammar intervention: A survey of speech-language pathologists. *American Journal of Speech-Language Pathology*, 27 (4), 1329-1352.

**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*, 122(4), 310-332.

**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.** & \*Rowher, B. (2020). Language Development of School-Age Children and Adolescents with Down Syndrome and Pertinent Interventions That Integrate AAC. In K. Wilkinson and L. H. Finestack (Eds.), *Multimodal AAC for Individuals with Down Syndrome*. Brookes Publishing Co.

**Finestack, L. H.** & Brown, J. A. (2020). Communication Intervention Principles and Procedures. In R. Paul and E. Schoen Simmons (Eds.), *Introduction to Clinical Methods in Communication Disorders, 4<sup>th</sup> Edition*. Brookes Publishing Co.

**Finestack, L. H.**<sup>1,4</sup> & Betz, K. (2019). Applying evidence to clinical practice. In M. W. Hudson and M. DeRuiter (Eds.), *Professional Issues in Speech-Language Pathology and Audiology, 5<sup>th</sup> Edition*. San Diego: Plural.

**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.

### **Books**

Wilkinson, K. & **Finestack, L. H.** (2020). Multimodal AAC for Individuals with Down Syndrome. *Brookes Publishing Co.*

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

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

**Finestack, L. H.** (2021, January 15). Graduate Student Recruitment: Better Strategies - Holistic Admissions [synchronous, online]. James Madison University's College of Health and Behavioral Studies All-College Meeting organized by the Diversity, Equity, and Inclusion Council.

**Finestack, L. H.** (2020, April 9). Evidence-Based Approaches for Treating the Grammatical Weaknesses of Children. [webinar]. *Speechlanguagepathology.com*.  
<https://www.speechpathology.com/slp-ceus/live/> (300 in live online attendance)

**Finestack, L. H.** (2020, April 2). Mentoring Students on their Journey to Earning a Ph.D. [webinar]. *Council of Academic Programs in Communication Sciences and Disorders*. <https://www.capcsd.org/webinars/>

**Finestack, L. H.** (2019). Evaluation of Expressive Language Sampling Outcome Measures for Individuals with Autism Spectrum Disorder Keynote presentation at the 14<sup>th</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference, Temple University, Philadelphia, PA.

**Finestack, L. H.** (2019). Evidence-Based Assessment and Intervention Approaches for Treating the Grammatical Weaknesses of Children. Keynote presentation at the 14<sup>th</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference, Temple University, Philadelphia, PA.

**Finestack, L. H.** (2019). Assessing, Designing, and Implementing Interventions Targeting Children's Grammatical Language. Keynote presentation at the 2019 METRO Speech-Language Network Annual Symposium in Lone Tree, CO.

Billings, C. & **Finestack, L. H.** (2018). Developing a Five-Year Plan and Meeting Your Research Milestones. Presentation at the 2018 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

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.

***Oral Presentations at Professional Meetings and Conferences***

Beate Peter, B., Davis, J., Bruce, L., Potter, N., VanDam, M., Williams, D., **Finestack, L. H.**, & Stoel-Gammon, C. (2020, November). 11044: Babble Boot Camp for Babies at Risk for Motor Speech Disorders. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Bangert, K. J., \*Huang, T., & **Finestack, L. H.** (November 2019). Five Evidence-Based Intervention Techniques for SLPs Working With School-aged Children Targeting Grammatical Forms. Presentation at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

Donenfled-Peled, I., Peter, B., Potter, N., Davis, J., **Finestack, L. H.**, Stoel-Gammon, C., Lien, K., Bruce, L., Vose, C., Eng, L., Yokoyama, H., VanDam, M., Olds, D. (November 2019). Preventing Speech & Language Disorders: Piloting the Babble Boot Camp in Infants With Classic Galactosemia. Presentation at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

Owen Van Horne, A., Ebbels, S., Redmond, S., & **Finestack, L. H.** (November 2018). SLI, PLI, LLD, or DLD? A Debate on Terminology in Child Language Research Programs. Presentation at the annual meeting of the American Speech-Language, and Hearing Association, Boston, MA.

**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***

\*Kelly, R., \*Hukriede, E., \*Elmqvist, M., \*Kuchler, K., Lease, E., McConnell, S., & **Finestack, L. H.** (2020, November). 12380: Evaluation of a Standardized Parent Education Program to Promote Early Childhood Spanish & English Language Development. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Bangert, K. & **Finestack, L. H.** (2020, November). 13024: Physiological Response in Children Autism Spectrum Disorder Across Communicative and Cognitive Contexts. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Nygaard, S., \*Mitsch, A., Brown, J., & **Finestack, L. H.** (2020, November). 11317: Using Eye Tracking to Evaluate Language Learning in Children. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*McCabe, M., **Finestack, L. H.**, & Munson, B. (2020, November). 10865: The Relationship Between Children's Metalinguistic Skills and Language Learning With Implicit and Explicit Instruction. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Huang, T., Reese, B., & **Finestack, L. H.** (2020, November). 11552: Comparing Comprehension of Indirect Answers in Children with Autism Spectrum Disorder and Typical Development. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Hilliard, L., Abbeduto, L., & **Finestack, L. H.** (2020, November). 11861: Reliability of Computerized Language Analysis (CLAN) to Evaluate Grammar of Individuals with DS or FXS. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

\*Kuchler, K., \*Elmqvist, M., McConnell, S., & **Finestack, L. H.** (2020, May). PS3S25: Enriching the Home Language Environment of Children With Language Delay: Teaching Parents Strategies That Promote Language Development. Proposal accepted The Symposium on Research in Child Language Disorders, Madison, WI. (Convention canceled).

\*Hilliard, L., Abbeduto, L., & **Finestack, L. H.** (2020, April). PS-99: Reliability of Computerized Language Analysis (CLAN) to Evaluate Grammar of Individuals with DS or FXS. Proposal accepted at the 53<sup>rd</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA (Convention canceled).

\*Kuchler, K., \*Elmquist, M., McConnell, S., **Finestack, L. H.**, & Lease, E. (February 2020). A Community-based Preliminary Evaluation of LENA Start™: Promoting Responsive Parent-child Interactions. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

\*Kriese, A., \*Elmquist, M., \*Koritala, A., \*Kuchler, K., Lease, E., McConnell, S., & **Finestack, L. H.** (November 2019). Evaluation of a Standardized Parent Education Program to Promote Early Child Language Development. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

\*Kuchler, K. & **Finestack, L. H.** (November 2019). Anxiety & Immediate Feedback Assessment Technique in Communicative Disorders. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

\*Hilliard, L., \*Grochulska, M., Sterling, A., & **Finestack, L. H.** (November 2019). Comparing Conversational & Narrative Grammatical Abilities of Verbally Expressive School-Age Boys With Fragile X Syndrome. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

\*Kriese, A., \*Bangert, K., & **Finestack, L. H.** (November 2019) Examination of Metalinguistic Skills in Children With Low Language Ability Aged 3 to 8 Years. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

\*Huang, T., \*Bangert, K., Thurman John, A., Abbeduto, L., & **Finestack, L. H.** (November 2019). Comparing Metalinguistic Growth in Children With Autism Spectrum Disorder & Typical Development. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Orlando, FL.

Elmquist, M., **Finestack, L. H.**, Lease, E., Kriese, A., McConnell, S. (July 2019). Parent education to promote early language development: A community-based evaluation of LENA Start™, Poster presented at the International Society for Early Intervention, Sydney, Australia.

\*Bangert, K., \*Huang, T., Thurman John, A., Abbeduto, L., & **Finestack, L. H.** (June 2019). Metalinguistic Growth in Children and Adults with Autism Spectrum Disorder. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

**Finestack, L.H.**, Cassidy, T., & \*Walsh, H. (April 2019). Development of a Metalinguistic Awareness Intervention for Young Children. Poster presented at the 2019 MNSHA Convention, Bloomington, MN.

\*Hilliard, L., Sterling, A., & **Finestack, L. H.** (April 2019). A Comparison of the Conversational and Narrative Grammatical Abilities of Verbally Expressive Adolescents with Fragile X Syndrome. Poster presented at the 52<sup>nd</sup> Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

\*Elmquist, M., **Finestack, L. H.**, \*Kriese, A., McConnell, S. & Lease, E. (November 2018). Evaluating Effect of a Parent Education Intervention to Promote Language Development for Infants & Toddlers. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Boston, MA.

\*Huang, T., \*Bader, K., \*Bangert, K. & **Finestack, L. H.** (November 2018). Teaching Grammatical Forms with an Explicit Approach to Children with ASD. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Boston, MA.

\*Kriese, A., \*Bangert, K. J., & Finestack, L. H. (November 2018). Evaluation of an Explicit Approach to Teach Novel Grammatical Forms in Typically Developing Children. ePoster presented at the annual meeting of the American Speech-Language, and Hearing Association, Boston, MA.

\*Bangert, K. J., **Finestack, L. H.** & Hoch, J. (June 2018). Heart Rate and Heart Rate Variability of Physiologic Response During Language and Cognitive Tasks in Typically Developing Children. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

Payesteh, B. & **Finestack, L. H.** (June 2018). Examining the Narrative of Bilingual Children Attending an Immersion Preschool. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

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

\*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.

**Finestack, L. H.** & \*Bangert, K. J. (July 2017). Relationship between Metalinguistic Awareness, Nonverbal Problem-Solving, and Language Skills. Poster presented at the conference of the International Association for the Study of Child Language, Lyon, France.

\*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 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 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***

Mentoring Excellence Training Academy, Clinical and Translational Science Institute, University of Minnesota	2020
Career Readiness Faculty Fellows Program University of Minnesota	2017-2018
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**

- Lola DeFever (Undergraduate Research Opportunity Program Mentor, Spring 2021)
- Sakina Salemohamed (Mc Fadden Awardee and Undergraduate Research Opportunity Program Mentor, Fall 2020)
- Robin Kelly (Undergraduate Research Opportunity Program Mentor, Fall 2020)
- Ellie Hukriede (Undergraduate Research Opportunity Program Mentor, Summer 2020)
- Allison Kuntz (Dean’s First-Year Research and Creative Scholars Mentor, Spring 2020)
- Lisa Hilliard (Directed Research, Fall, 2017; Honor’s Thesis Advisor, Spring 2019)
- Asha Koritala (Undergraduate Research Opportunity Program Mentor, Spring 2018; Honor’s Thesis Advisor, Spring 2019)

Megan Larsen (Dean's First-Year Research and Creative Scholars Mentor, Spring 2019;  
Undergraduate Research Opportunity Program Mentor, Fall 2019)  
Alex Overman (Dean's First-Year Research and Creative Scholars Mentor, Spring 2019)  
Anne Mitsch (Undergraduate Research Opportunity Program Mentor, Summer 2018)  
Sarah Pinon (Undergraduate Research Opportunity Program Mentor, Summer 2018)  
Emily Hugo (Dean's First-Year Research and Creative Scholars Mentor, Spring 2018)  
Sumaya Noor (Dean's First-Year Research and Creative Scholars Mentor, Spring 2018)  
Asha Koritala (Undergraduate Research Opportunity Program Mentor, Spring 2018)  
Halley Walsh (Undergraduate Research Opportunity Program Mentor, Spring 2018; Honor's Thesis  
Advisor, Spring 2018)  
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 (Undergraduate Research Opportunity Program Mentor, Summer 2017 & Directed  
Research, Spring 2017)  
Marcelina Grochulska (CLA Freshman Research Mentor, Spring 2016)  
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*

Lisa Hilliard, *A Comparison of the Conversational and Narrative Grammatical Abilities of Verbally Expressive Adolescents with Fragile X Syndrome*, 2019

Asha Koritala, *Parent Language Sample Analyses Following the LENA Start Intervention*, 2019

Halley Walsh, *Development of a Metalinguistic Awareness Intervention for Young Children*, 2018

Ashlyn Kriegel, *Metalinguistic Skills of Children with Varying Language Abilities*, 2018

Andrea Jackola, *The Relationship Between Language Development, Metalinguistic Awareness, and Executive Functioning Abilities in Children with ASD*, 2018

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*

Michaela McCabe, *The Relationship Between Children's Metalinguistic Skills and Language Learning With Implicit and Explicit Instruction*, 2020

Amanda Kriese, *Examination of Metalinguistic Skills in 3- to 8-Year Old Children with Low Language Abilities*, 2019

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

***Doctoral Students Advised***

Bobbi Rowher, current

Kirstin Kuchler, current

Jamie Linert, Cognitive Sciences, current

Katherine Bangert, *A Comparison of Respiratory Sinus Arrhythmia in Children with Autism or Typical Development Across Communicative and Cognitive Contexts*, graduated July 2020

Timothy Huang, *Comparing Comprehension of Indirect Answers by Children with Autism Spectrum Disorder to Children with Typical Development*, graduated July 2020

Hannah Julien (co-advisor), *Communicative Repair Requests Produced by Typically-Developing Preschoolers and Preschoolers with Autism Spectrum Disorder*, graduated January 2018

Bitu Payetesh (co-advisor), *Language Development in Emerging Bilingual Children Attending a Persian Immersion Preschool*, graduated August 2015

***Doctoral Student Committee Member***

Andrea Boh Ford, Educational Psychology, *The Use of Generalizability Theory to Inform Sampling of Language Learning Environments for Young Children with Autism Spectrum Disorder*, Dissertation, 2020

Yuan Zhang, School of Public Health – Division of Biostatistics, *Modifications of Q-Learning to Optimize Dynamic Treatment Regimes*, Preliminary Dissertation Examination, 2020

Shriya Basu, Speech-Language-Hearing Sciences, *Influence of Cognitive Variables on Sentence Production in School-Age Children Who Stutter*, 2019

Brittany Pennington, Educational Psychology, *The Effect of Parent-Implemented Functional Communication Training on Challenging Behavior and Communication: A Meta-Analysis*, Dissertation, 2019

Kelsey Will, Educational Psychology, *Approaching an Understanding of Early Childhood Educators' Knowledge, Beliefs, and Practices Regarding Assessment and Data-Based Decision Making*, Oral Exam, 2019

Erin Lease, Educational Psychology, *Redefining the Word Gap from a Cumulative Risk Perspective*, Dissertation, 2018

Jill Rentmeester Disher, Speech-Language-Hearing Sciences, *Validity and Reliability Evidence for an Experimental Performance Evaluation Instrument for Educational Speech-Language Pathologists*, Dissertation, 2018

Anne Larson, Educational Psychology, *Exploring Early Childhood Language Environments: A Comparison of Language Exposure, Use and Interaction in the Home and Child Care Settings*, Dissertation, 2016

Katy O'Brien, Speech-Language-Hearing Sciences, *Remembering to Remember: Metamemory Judgments of Prospective Memory after Traumatic Brain Injury*, Dissertation, 2016

Xueqin Qian, Educational Psychology, *Examining Special Educators Verbal Responsiveness in Three Groups of Students with Autism Spectrum Disorder*, Dissertation, 2015

Christine Wing, Speech-Language-Hearing Sciences, *The Relationship between Expressive Language Skills, Internal State Words, and Classroom Behavior Problems in Young Children at Social Risk*, Dissertation, 2013

***Non University of Minnesota Examining Committee Member***

Tessa Rausch, University of Pretoria, *The effect of Methylphenidate-OROS<sup>®</sup> on the narrative ability of children with ADHD*, 2015

**SERVICE AND PUBLIC OUTREACH**

**Service To The Discipline**

***Editorships/Journal Reviewer Experience***

*Editor*

*Journal of Speech, Language, and Hearing Research, Language* 2017, 2018

*Associate Editor*

*American Journal of Intellectual and Developmental Disabilities* 2021-2023

*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-present

*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***

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, 2018, 2019, 2020)

Autism Spectrum Disorders Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2020)

American Speech-Language Hearing Association Pathways Mentoring Program – Leadership Committee Member & Mentor (2016-2020)

Academic and Models of Clinical Education Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2019)

PROMoting the next GENERation of Researchers (PROGENY) Program, American Speech-Language Hearing Association’s Annual Convention – Faculty Partner (2012, 2013, 2015, 2016, 2017, 2018, 2019)

American Speech-Language Hearing Association Mentoring Academic Research Careers (MARC) Mentoring Program – Mentor (2017, 2018, 2019)

Language in Infants, Toddlers, and Preschoolers Program Committee for the annual meeting of the American Speech-Language, and Hearing Association – Committee Member (2012, 2013, 2018)

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

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)

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

National Institutes of Health – LCOM Study Section Invited Grant Reviewer (February 2021)

American Speech-Language Hearing Association - Advancing Academic Research Careers Grant Reviewer (2020)

United Arab Emirates University – New Speech-Language Pathology Program Reviewer (2019)

CTSI of Southeast Wisconsin – Grant Reviewer (2018)

American Speech-Language-Hearing Foundation – Grant Reviewer (2012, 2013, 2015, 2016, 2018)

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

***Reviewer for Conferences***

International Association for the Study of Child Language – Proposal Reviewer for Atypical Populations (2019)

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

***University of Minnesota***

*Collegiate Service and Intercollegiate Service*

Member, College of Liberal Arts Assembly (2013-2014, 2017-2019, 2020-2022)

Graduate Executive Advisory Committee, Member (2019-present)

College of Liberal Arts Doctoral Dissertation Fellowship, Reviewer (2019, 2020)

CLA Dean's Freshman Research and Creative Scholar Mentor (2010-2021)

CLA Doctoral Dissertation Fellowship Review Committee (2019-2020)

Talle Faculty Research Awards Committee (2020, 2021)

College of Liberal Arts Motley Award Committee, Reviewer (2019)

CLA Curriculum Committee (2017-2019)

President's Postdoctoral Fellowship Program, Reviewer (2019)

College of Education and Human Development, Department of Educational Psychology Search Committee for Assistant Professor (2018)

Outstanding Community Service Awards Committee (2018)

Instructional Award Committee (2017, 2018)

Talle Undergraduate Scholarship Committee (2015-2018)



*Department/Unit Service*

Director of Graduate Studies (2017-present)  
Chair, Faculty Search Committee (2014-2015; 2017-2018; 2018-2019; 2019-2020)  
Member, Search Committee for Coordinator of Graduate Studies (2018)  
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, 2018, 2019)  
Member, Graduate Research Partnership Program Committee (2011)