

Expediting Accessibility and Transparency in Research: Lessons in and Strategies for Making it Happen

Andrea Ford, Kirstin Kuchler, Lizbeth H. Finestack,
Marianne Elmquist, & Betül Çakır-Dilek

ASHA 2023

Handout →



Who are We?

Disclosures and Positionality to This Work

Handout →



SCAN ME



- ★ **Andrea Ford, Ph.D., CCC-SLP**, is an assistant professor in the Department of Communication Sciences and Disorders at the University of Cincinnati and receives a salary for her work. She also volunteers for [CSDisseminate](#), supporting the Research Ambassador team. She is dipping her feet into practices that promote transparency and accessibility!



- ★ **Kirstin Kuchler, CCC-SLP**, is a Ph.D. candidate researching dynamic assessments for multilingual children at risk for language disorders. She is funded through a research assistantship (NIDCD R01DC019374-01).



- ★ **Lizbeth H. Finestack, CCC-SLP**, is a paid, full-time tenured professor in the Department of Speech-Language-Hearing Science at the University of Minnesota-Twin Cities. She is the principal investigator on NIDCD R01DC019374-01 (2021-present).



- ★ **Marianne Elmquist, Ph.D.**, is a research scientist in the RIDDL lab (PI: Sterling) at the Waisman Center, UW-Madison. She is funded through two NIDCD grants (PI: Sterling; R21HD111807-01, R01DC019092-03)

TELEOUTREACH CENTER

- ★ **Betül Çakır-Dilek**, is a Ph.D. candidate in the Department of Educational Psychology at the University of Minnesota-Twin Cities. She works as a graduate research assistant at TeleOutreach Center at the Masonic Institute for the Developing Brain.

Find Us!

Andrea Ford



ford2ae@ucmail.uc.edu



<https://researchdirectory.uc.edu/p/ford2ae>



@AndreaLBFord

Marianne Elmquist



melmqvist@wisc.edu



@marianne_elm



@m-elmquist.bsky.social

Liza Finestack



finestack@umn.edu



<https://www.finestackclil.com/>



campsite.bio/finestackclil



@childlanguageinterventionlab



@lfinestack

Land Acknowledgement

- Honored to be on the land of the Massachusett, Pokanoket, Mashpee Wampanoag, Aquinnah Wampanoag, Nipmuc, and Abenaki where Boston resides.
- To learn more about the native lands you live on:
<https://native-land.ca/>



Early settlements in New England and distribution of Indian Tribes

Who are you??

Join at [menti.com](https://www.menti.com) use code 6890 4897

 Mentimeter

Instructions

Go to

www.menti.com

Enter the code

6890 4897



Or use QR code

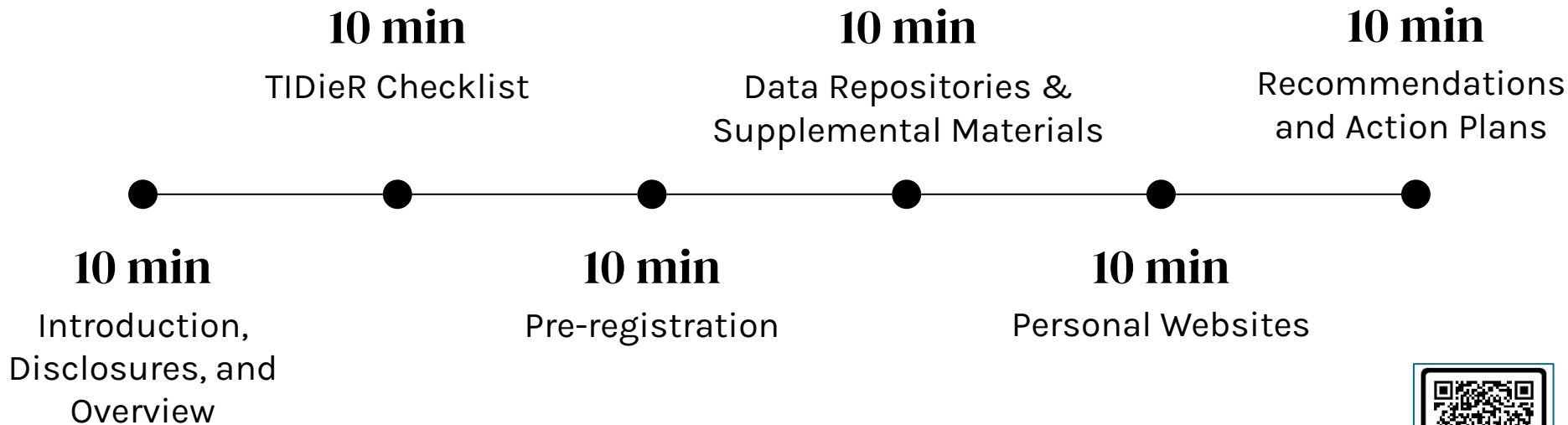
What's our objective for you??

1. Describe the purpose of the TIDieR checklist and the information it gathers
2. Differentiate between three options for sharing information about their research, including pre-registration, data repositories, and supplemental material
3. Summarize how a personal website can be used to promote accessibility to research

Handout →

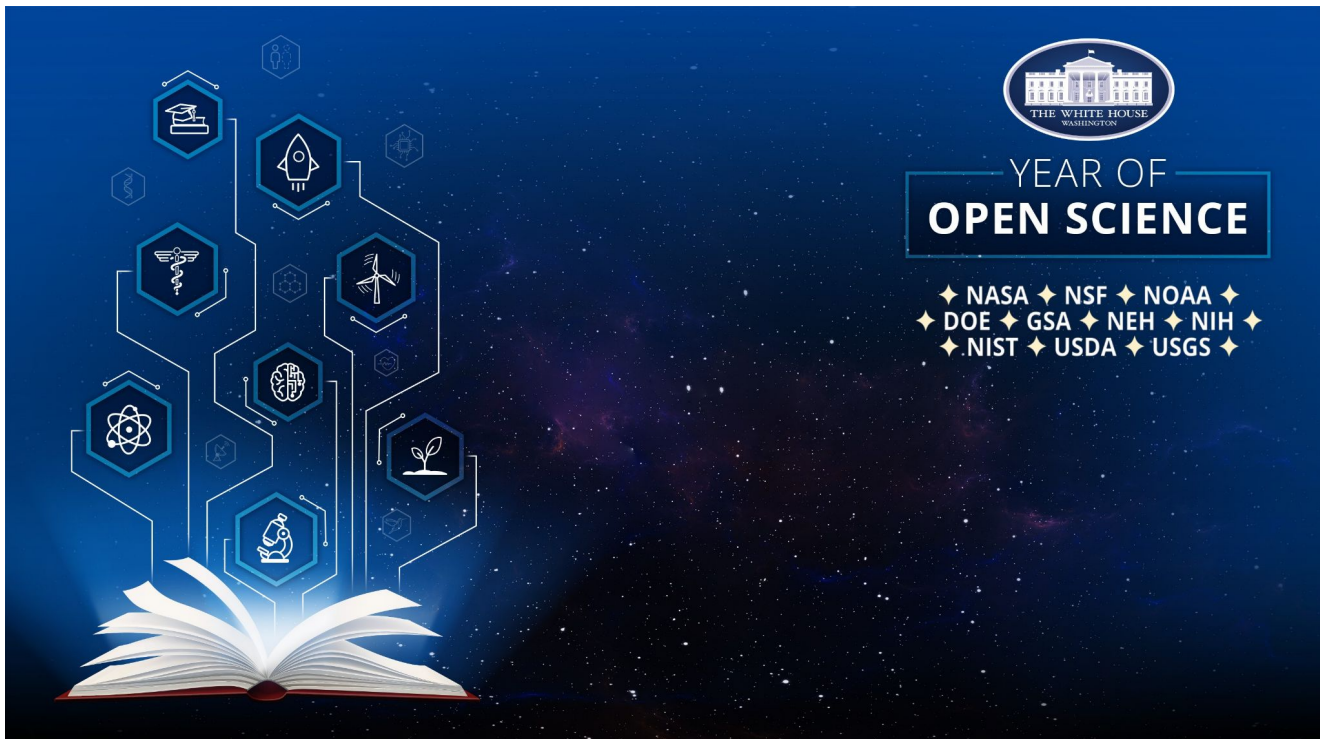


How are we going to get you there??



Handout →



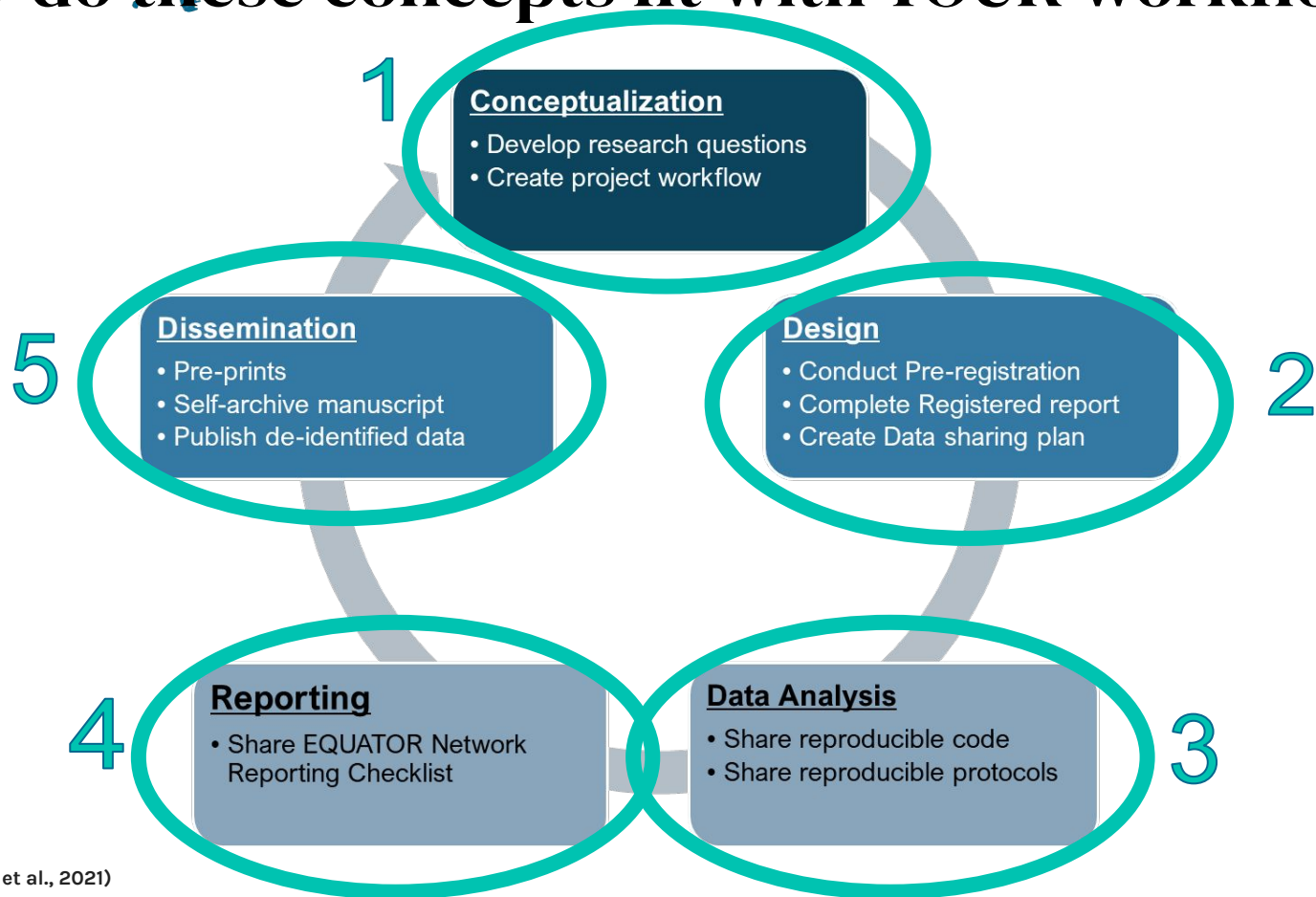


But, Andrea, why does transparency and accessibility matter?

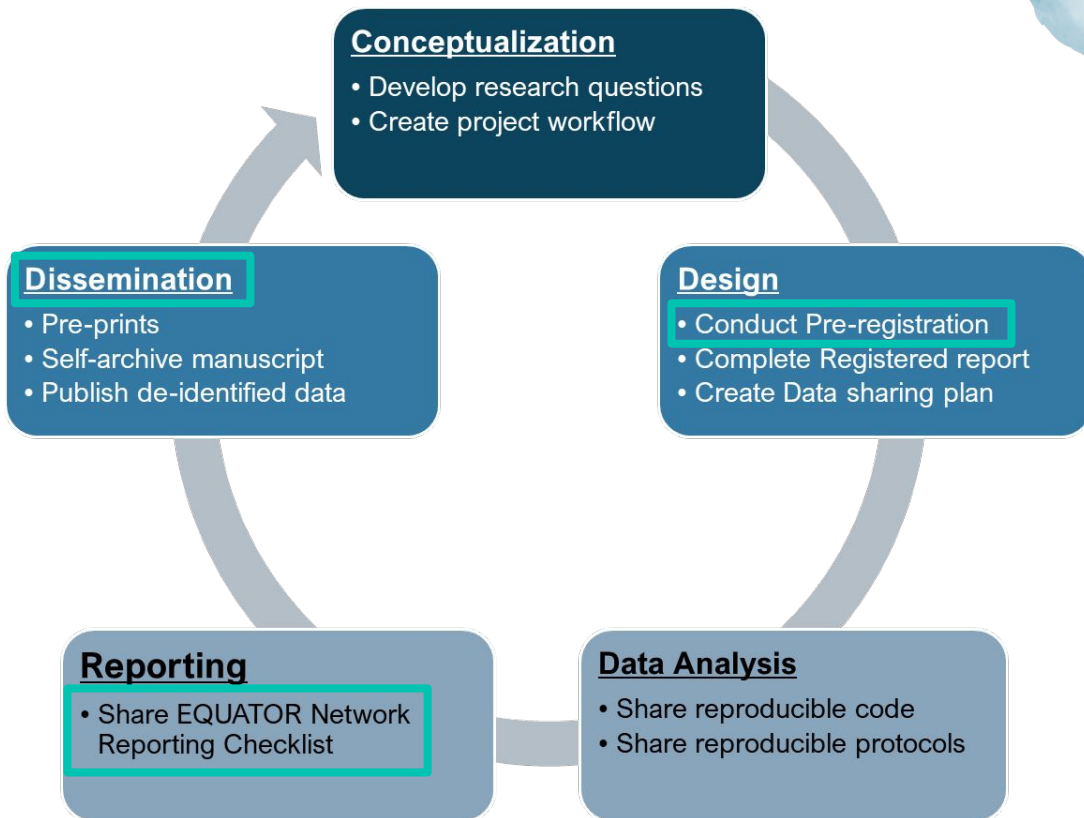
- ❑ Supports replication of interventions in both the research and clinical practice
- ❑ Increases the generalizability and impact of our findings
- ❑ Creates equitable, wide reaching access to knowledge
- ❑ Encourages ethical research practices
- ❑ Increased trust and credibility amongst researchers and broader public
- ❑ Foster collaboration across researchers, with the potential to spark innovation



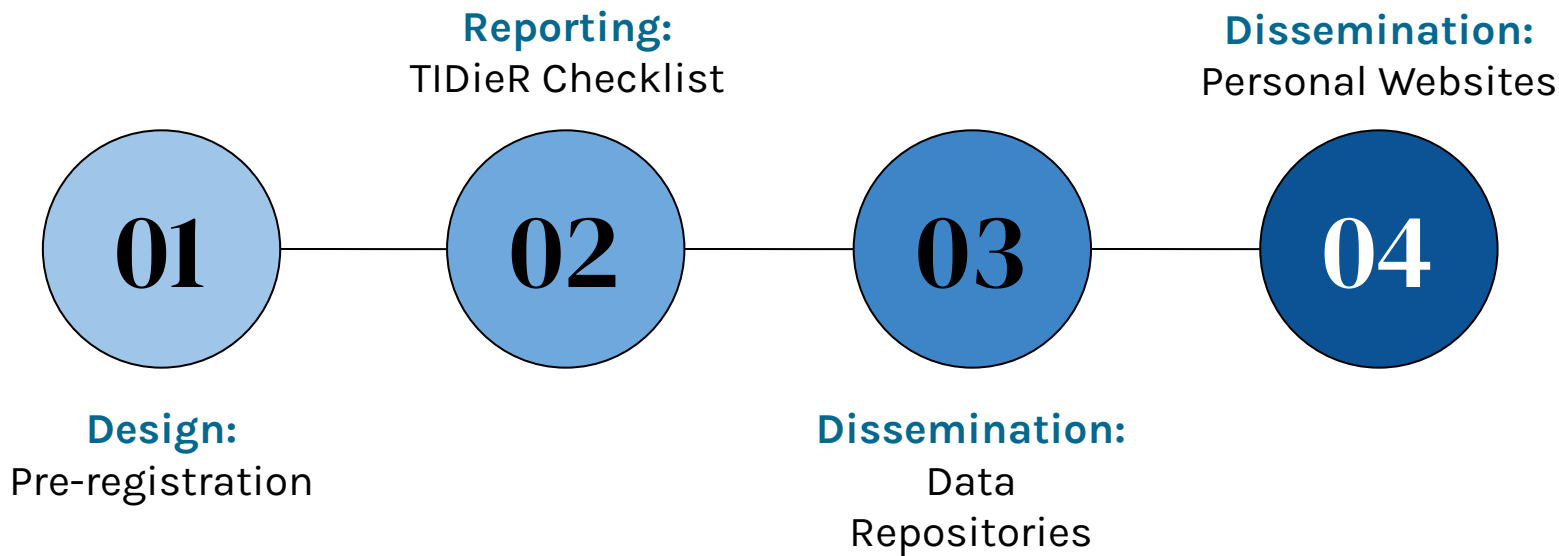
How do these concepts fit with YOUR workflow?!

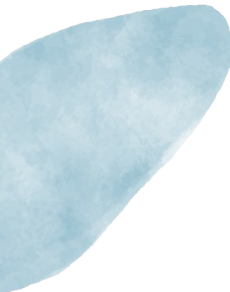


How did they fit with OUR workflow?!

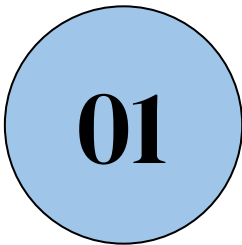


Let's dive in deeper to each part of our workflow.





Let's dive in deeper to each part of our workflow.



01

Design:

Pre-registration





Journal acceptance at the
concept stage

Improving scientific
reporting

Evidence of concept to
publication timeline



Pre-Registration Myth	Pre-Registration Reality
✗ Stifles creative or exploratory research	✓ Asks researchers to specify whether research is exploratory
✗ Guarantees quality and fully addresses questionable practices such as <i>p</i> -hacking	✓ Only improves quality and addresses questionable practices when done well
✗ Is irrelevant for certain types of research studies (e.g., qualitative research)	✓ Is relevant to many types of research studies and many study components
✗ Fully solves the file-drawer problem (i.e., publication bias)	✓ Only addresses publication bias if the pre-registered study is public and findable (i.e., located on a public platform or external registry)
✗ Is easy to do	✓ Is challenging to do well and requires collaboration within the broader research community
✗ Is time-consuming and expensive	✓ Can save time or add no additional time; may offset costs of errors

Three Aspects of Pre-registration

Places to pre-register

OSF
PsychArchives
Clinicaltrials.gov

Based on study design

Generalized
Systematic
Review

Qualitative
Preregistration

Pre-registered Report

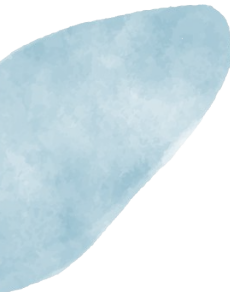
“In principle
acceptance”
journal

“Selfish” reasons for Pre-Registration

- Take credit for your predictions
- It's exciting to test a theory
- Don't let your data take you hostage
- Builds your reputation
- Manuscripts accepted “in principle” regardless of results
- Shield you from posthoc critique

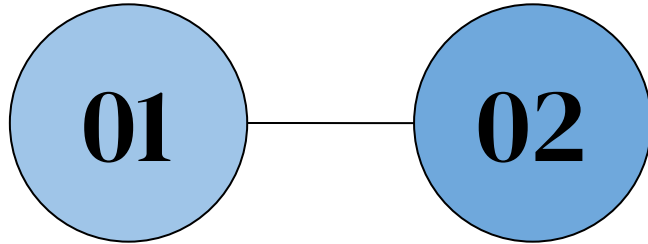
Preregistration Resources

- Center for Open Science Pre-Registration: <https://www.cos.io/initiatives/prereg>
- APA Question and Answers:
<https://www.apa.org/pubs/journals/resources/preregistration.pdf>
- Association for Psychological Science:
<https://www.psychologicalscience.org/observer/research-preregistration-101#.WR3GyFPyvOT>



Let's dive in deeper to each part of our workflow.

Reporting:
TIDieR Checklist



Design:
Pre-registration



The background features abstract blue watercolor splashes and strokes. On the left, a large, vertical, light blue watercolor stroke is accompanied by numerous small, dark blue dots. In the top right corner, there are several thin, parallel, dark blue lines. In the bottom right corner, there are two overlapping, soft-edged, light blue watercolor shapes.

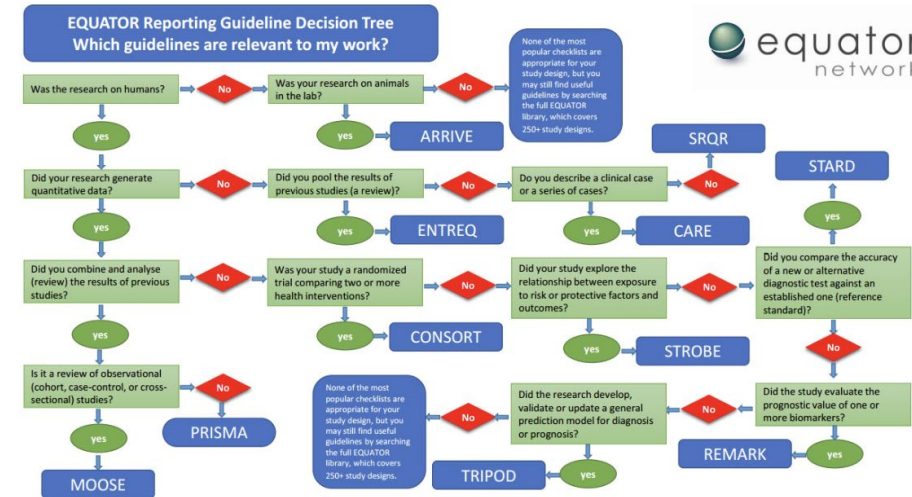
**Improve accuracy
intervention
reporting across
the field**

The Template for Intervention Description and Replication (TIDieR) Checklist

**EQUATOR network - resources
for many types of studies**

TIDieR

**Report relevant
intervention information**



[Home](#)[About us](#)[Library](#)[Toolkits](#)[Courses & events](#)[News](#)[Blog](#)[Librarian Network](#)[Contact](#)

Your one-stop-shop for writing and publishing high-impact health research

[find reporting guidelines](#) | [improve your writing](#) | [join our courses](#) | [run your own training course](#) | [enhance your peer review](#) | [implement guidelines](#)



Library for health research reporting

The Library contains a comprehensive searchable database of reporting guidelines and also links to other resources relevant to research reporting.



**Search for reporting
guidelines**



**Not sure which reporting
guideline to use?**



**Reporting guidelines
under development**



**Visit the library for
more resources**



Reporting guidelines for main study types

[Randomised trials](#)[Observational studies](#)[Systematic reviews](#)[Study protocols](#)[Diagnostic/prognostic studies](#)[Case reports](#)[Clinical practice guidelines](#)[Qualitative research](#)[Animal pre-clinical studies](#)[Quality improvement studies](#)[Economic evaluations](#)[CONSORT](#)[STROBE](#)[PRISMA](#)[SPIRIT](#)[STARD](#)[CARE](#)[AGREE](#)[SRQR](#)[ARRIVE](#)[SQUIRE](#)[CHEERS](#)[Extensions](#)[Extensions](#)[Extensions](#)[PRISMA-P](#)[TRIPOD](#)[Extensions](#)[RIGHT](#)[COREQ](#)[Extensions](#)[Extensions](#)

[See all 600 reporting guidelines](#)



**The CONSORT
website is
temporarily
unavailable**



Reporting guidelines for main study types

<u>Randomised trials</u>	<u>CONSORT</u>	<u>Extensions</u>
<u>Observational studies</u>	<u>STROBE</u>	<u>Extensions</u>
<u>Systematic reviews</u>	<u>PRISMA</u>	<u>Extensions</u>
<u>Study protocols</u>	<u>SPIRIT</u>	<u>PRISMA-P</u>
<u>Diagnostic/prognostic studies</u>	<u>STARD</u>	<u>TRIPOD</u>
<u>Case reports</u>	<u>CARE</u>	<u>Extensions</u>
<u>Clinical practice guidelines</u>	<u>AGREE</u>	<u>RIGHT</u>
<u>Qualitative research</u>	<u>SRQR</u>	<u>COREQ</u>
<u>Animal pre-clinical studies</u>	<u>ARRIVE</u>	
<u>Quality improvement studies</u>	<u>SQUIRE</u>	<u>Extensions</u>
<u>Economic evaluations</u>	<u>CHEERS</u>	<u>Extensions</u>

[See all 600 reporting guidelines](#)

Section & Topic	No	Item
TITLE OR ABSTRACT		
	1	Identification as a study of diagnostic accuracy using at least one measure of accuracy (such as sensitivity, specificity, predictive values, or AUC)
ABSTRACT		
	2	Structured summary of study design, methods, results, and conclusions (for specific guidance, see STARD for Abstracts)
INTRODUCTION		
	3	Scientific and clinical background, including the intended use and clinical role of the index test
	4	Study objectives and hypotheses
METHODS		
<i>Study design</i>	5	Whether data collection was planned before the index test and reference standard

TIDieR is specifically designed for intervention studies.

Identify

Name
Rational

Materials and personnel

What
materials
are used
Provider

Delivery

Dosage
Location

Changes

Individuation

How Well

Plan for
intervention
Actual
execution

TIDieR is specifically designed for intervention studies.

Identify Name Rational	Materials and personnel What materials are used Provider	Delivery Dosage Location	Changes Individuation	How Well Plan for intervention Actual execution
---	---	---	-------------------------------------	--

7

Where: Describe the type(s) of location(s) where the intervention occurred, including any necessary infrastructure or relevant features.

B

I

U

~~S~~

$\frac{1}{2}$ ≡

≡

🔗

🖼️

The intervention took place at the home (for individual consultation) and at a not reported location (for group sessions).

8

When and how much: Describe the number of times the intervention was delivered and over what period of time including the number of sessions, their schedule, and their duration, intensity or dose.

B

I

U

~~S~~

$\frac{1}{2}$ ≡

≡

🔗

🖼️

The intervention was delivered over 11 weeks and included eight weekly group sessions (lasting 2 hours and 15 minutes each) and 3 home visits (p. 405). The length of home visits and an explanation of when exactly the group sessions and home visits occurred within the 11-week program are not reported.

TIDieR is specifically designed for intervention studies.

Identify	Materials and personnel	Delivery	Changes	How Well
Name Rationale	What materials are used Provider	Dosage Location	Individuation	Plan for intervention Actual execution

11

How well (planned): Fidelity refers to the degree to which an intervention happened in the way the investigators intended it to. This item—and item 12—extends beyond simple receipt of the intervention (such as how many participants were issued with the intervention drug or exercises) and refers to “how well” the intervention was received or delivered (such as how many participants took the drug/did the exercises, how much they took/did, and for how long).

B I U     

Interventionist adherence:

Not reported.

Caregiver adherence:

Not reported.

12

How well (actual): For various reasons, an intervention, or parts of it, might not be delivered as intended, thus affecting the fidelity of the intervention. IF intervention adherence or fidelity was assessed, describe the extent to which the intervention was delivered as planned.

B I U     

Interventionist adherence:

Not reported.

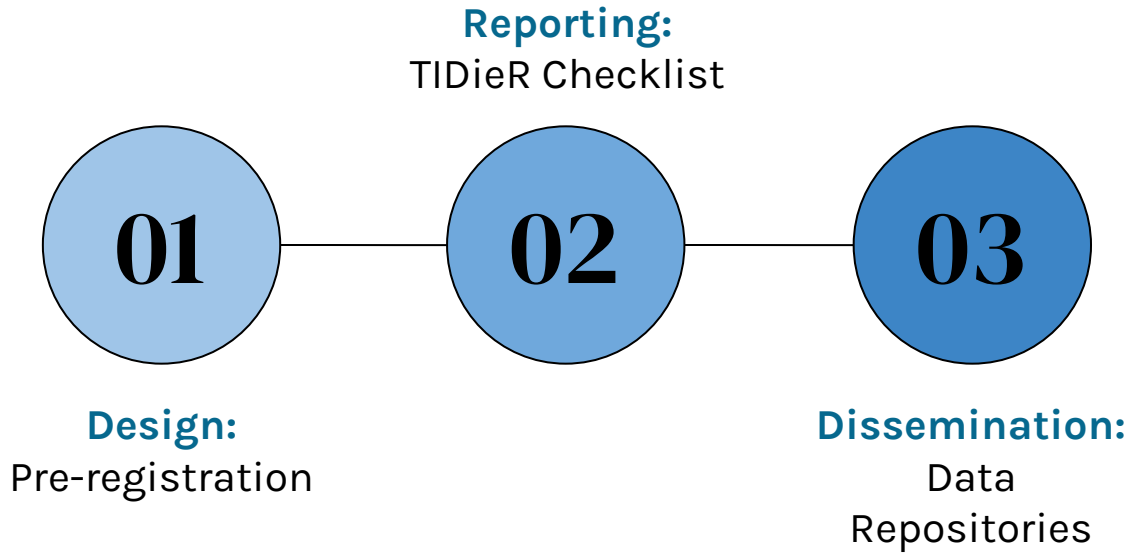
Caregiver adherence:

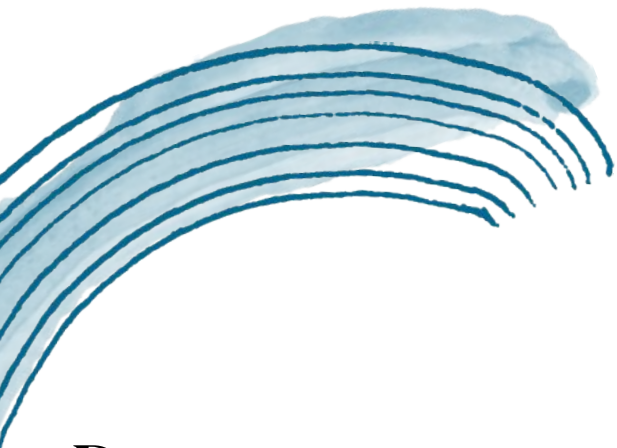
Not reported.

TIDieR Resources

- Hoffman et al., 2014: <https://www.bmj.com/content/348/bmj.g1687>
- EQUATOR Network Website:
<https://www.equator-network.org/reporting-guidelines/tidier/>
- TIDieR Checklist PDF:
<https://www.equator-network.org/wp-content/uploads/2014/03/TIDieR-Checklist-PDF.pdf>

Let's dive in deeper to each part of our workflow.





Data Repositories & Supplemental Materials



Data Repository: What is It??

**a digital platform
or database where
researchers can
store and share
research data and
associated
metadata**
(Baker & Yarmey, 2009)

**a central location
for storing,
accessing, and
sharing research
data, making it
easier for
researchers to
find and use data
relevant to their
research**

**an accessible
method to
interlink
databases**
(Ding et al., 2014)

Use of Repositories Promotes:



Sharing



Preservation



Discovery



Analysis

Features to Consider

<https://sharing.nih.gov/data-management-and-sharing-policy/sharing-scientific-data/selecting-a-data-repository>

All Repositories

- Unique Persistent Identifiers
- Long-Term Sustainability
- Metadata
- Curation and Quality Assurance
- Free and Easy Access
- Broad and Measured Reuse
- Clear Use Guidance
- Security and Integrity
- Confidentiality
- Common Format
- Provenance
- Retention Policy

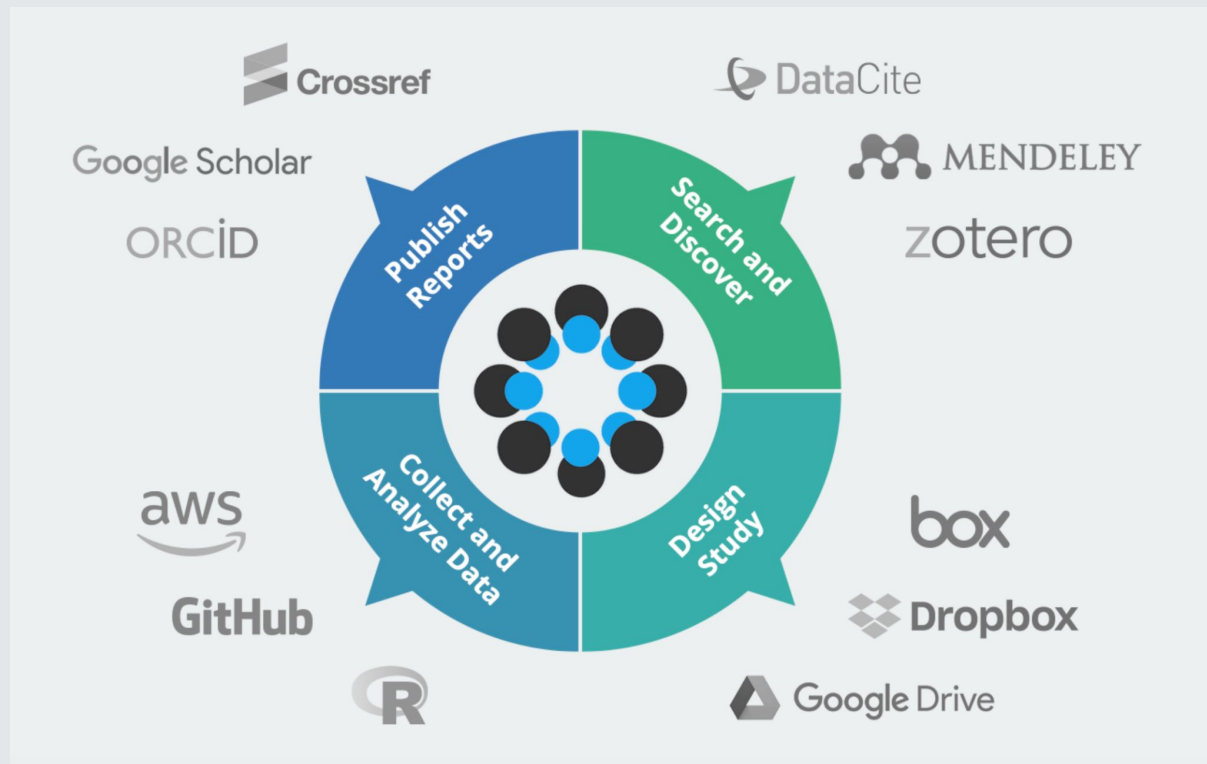
Human Participants

- Fidelity to Consent
- Restricted Use Compliant
- Privacy
- Plan for Breach
- Download Control
- Violations
- Request Review

OSF

https://www.cos.io/products/osf?_gl=1*1jnraat*_ga*MTkwMjAzMDAyNi4xNjk5MzYxMjU5*_ga_YE9BMGGWX8*MTY5OTM2MTI1OC4xLjEuMTY5OTM2MTQzOC4iMi4wLjA

OSF lets you connect the research tools you use to promote sharing in a manner that eliminates data silos and information gaps.



Other Options - General

<https://www.nature.com/sdata/policies/repositories#general>

Repository Name	Information on fees/costs	Size limits	Re3data / FAIRSharing entry
Dryad Digital Repository	\$120 USD for first 20 GB, and \$50 USD for each additional 10 GB	None stated	view FAIRsharing entry
figshare	100 GB free per <i>Scientific Data</i> manuscript.	1 TB per dataset	view FAIRsharing entry
Harvard Dataverse	Contact repository for datasets over 1 TB	2.5 GB per file, 10 GB per dataset	view re3data entry
Open Science Framework	Free of charge	5 GB per file, multiple files can be uploaded	view FAIRsharing entry
Zenodo	Donations towards sustainability encouraged	50 GB per dataset	view re3data entry
Science Data Bank	Free of charge	8 GB per file, no limit to dataset size	view FAIRsharing entry

NIDCD-Supported Repositories

<https://sharing.nih.gov/data-management-and-sharing-policy/sharing-scientific-data/repositories-for-sharing-scientific-data>

Repository Name	Description
INCLUDE Data Hub	The INCLUDE (INvestigation of Co-occurring conditions across the Lifespan to Understand Down syndromE) Project seeks to improve health and quality-of-life for people with DS. It is a centralized data resource that allows access to large-scale clinical and multi-omics datasets specific to DS.
International Mouse Phenotyping Consortium (IMPC)	Phenotype data on knockout mouse lines.
OpenNeuro	A free and open platform for validating and sharing BIDS-compliant MRI, PET, MEG, EEG, and iEEG data
The DANDI Archive	The BRAIN Initiative archive for publishing and sharing neurophysiology data including electrophysiology, optophysiology, and behavioral time-series, and images from immunostaining experiments.
The Neuroscience Multi-omic Archive	The Neuroscience Multi-omic Archive (NeMO Archive) is a data repository specifically focused on the storage and dissemination of omic data generated from the BRAIN Initiative and related brain research projects.
Brain Image Library (BIL)	The Brain Image Library (BIL) is a national public resource enabling researchers to deposit, analyze, mine, share and interact with large brain image datasets.
Brain Observatory Storage Service & Database (BossDB)	BossDB is a volumetric database for 3D and 4D neuroscience data.



Local Repositories

Data Repository for U of M (DRUM)

Run by the University Libraries, it is a place for University of Minnesota affiliates to share, publish, and preserve digital data for long-term access and future use.

Benefits include:

- **Access options:** Make your data immediately accessible to all, or restrict access for up to 2 years.
- **Long-term access:** Persistent links and identifiers (DOIs) make it easy for others to cite your data.
- **Download analytics:** Track how often your data are viewed and downloaded.
- **Meet sharing requirements:** Comply with funder or journal requirements for data management and sharing.
- **Digital preservation:** Data is protected from corruption and loss.
- **Maximize reusability:** Curation staff helps ensure that data are fit for reuse.



Data Repository for U of M



finestack

Go

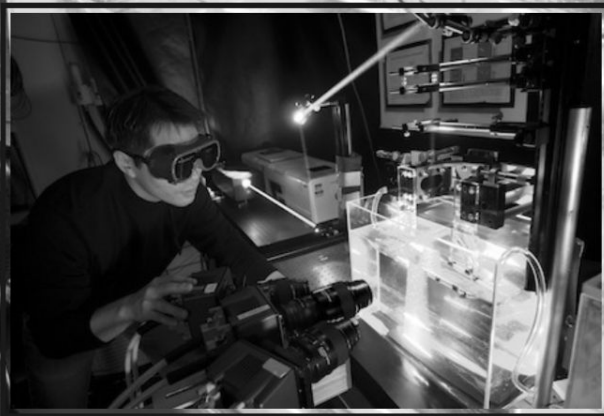
The Data Repository for University of Minnesota (DRUM)

DRUM is a publicly available collection of digital research data generated by U of M researchers, students, and staff. Anyone can search and download the data housed in the repository, instantly or by request.

The Data Repository accepts submissions from University affiliates for digital archiving and access. [Learn more](#) about depositing to the Data Repository and other services to manage your data.

Upload to the Data Repository >

*U of M affiliates only | [How to submit](#)



How to Upload

1. Prepare Data

Data should be free of identifying or sensitive information and include adequate documentation. Not sure? [Contact](#)

Features

Access Options

Choose to make your data immediately accessible to everyone, or restrict access to your data for up to two

Our Services

Data Management Plan Assistance

We offer personalized assistance for drafting your next grant's Data Management Plan. [Contact us](#) for



Data Repository for U of M

[University Digital Conservancy Home](#) / [University of Minnesota](#) / [Data Repository for U of M \(DRUM\)](#) / [Search](#)

Go

[Show Advanced Search](#)

Narrow your search

Now showing items 1-1 of 1 sorted by Relevance.

Results per page ▾

Sort by ▾

Type

Dataset (1)

Subject

frequency (1)

grammar (1)

morphosyntax (1)

phonological complexity (1)

verbs (1)

... [View More](#)



Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts

Finestack, Lizbeth H.; Linert, Jamie; Ancel, Elizabeth; Hilliard, Lisa; Kuchler, Kirstin; Matthys, Olivia (2022)

Research indicates that when teaching grammatical forms to children, the verbs used to model specific grammatical inflections matter. When learning grammatical forms, children have higher performance when they hear many ...



Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts

Finestack, Lizbeth H.; Linert, Jamie; Ancel, Elizabeth; Hilliard, Lisa; Kuchler, Kirstin; Matthys, Olivia (2022)



Persistent link to this item

<https://doi.org/10.13020/bvg4-n594>

<https://hdl.handle.net/11299/241882>

Services

[Full Metadata \(xml\)](#)

[View Usage Statistics](#)

Keywords

verbs

Title

Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts

Published Date

2022-10-06

Authors

Finestack, Lizbeth H.

Linert, Jamie

Ancel, Elizabeth

Hilliard, Lisa

Kuchler, Kirstin

Matthys, Olivia

Group

University of Minnesota Child Language Intervention Lab

Author Contact

Finestack, Lizbeth H. (finestack@umn.edu)

Type

Dataset

verbs
frequency
phonological complexity
grammar
morphosyntax

Collection period

2020-09-01 to 2021-12-31

Date completed

2022-10-01

Abstract

Research indicates that when teaching grammatical forms to children, the verbs used to model specific grammatical inflections matter. When learning grammatical forms, children have higher performance when they hear many unique verb forms that vary in their frequency and phonological complexity. This dataset includes verbs derived from the language samples of English-speaking children aged 5 to 8.9 years used in one of the following four contexts: regular past tense -ed, third person singular -s, is/are + verb+ing, and do/does questions. We ranked verbs based on frequency and phonological complexity using the Word Complexity Measure developed by Stoel-Gammon (2010). We used this data to identify verbs to use when assessing the grammatical skills of children and when providing interventions for the targeted forms.

Description

The file includes one excel document with eight tabs detailing verb frequencies and phonological complexity and the WCM calculations.

Funding information

Sponsorship: This study was supported by funding from the National Institute of Deafness and Other Communication Disorders, R01 DC019374-01 awarded to L. H. Finestack and the Leadership Education in Neurodevelopmental and Other Disorders Training Program (LEND) awarded by the US Department of Health and Human Services Health Resources and Services Administration, T73MC12835-03-00 to A. Hewitt.

Referenced by

Paper under development

License

Attribution-NonCommercial 3.0 United States

Suggested Citation

Finestack, Lizbeth H.; Linert, Jamie; Ancel, Elizabeth; Hilliard, Lisa; Kuchler, Kirstin; Matthys, Olivia. (2022). Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts. Retrieved from the Data Repository for the University of Minnesota, <https://doi.org/10.13020/bvg4-n594>.

View/Download file

File View/Open	Description	Size	Format
Readme_Finestack.txt	Readme file	21.13Kb	Text file
Finestack_VerbsMatter_TalkBankDB_Transcripts.csv	TalkBank transcripts used for analysis	67.57Kb	CSV file
Finestack_VerbsMatter_Verb_ed.csv	CLAN output for past tense -ed verbs	5.199Kb	CSV file

Finestack_VerbsMatter_Verb_ed.csv	CLAN output for past tense -ed verbs	5.199Kb	CSV file
Finestack_VerbsMatter_Verb_ed_Frequency.csv	Frequency of past tense -ed verbs	5.343Kb	CSV file
Finestack_VerbsMatter_WCM_ed.csv	Word Complexity Measure for past tense -ed verbs	5.380Kb	CSV file
Finestack_VerbsMatter_Verb_3S.csv	CLAN output for 3rd person singular verbs	4.142Kb	CSV file
Finestack_VerbsMatter_Verb_3S_Frequency.csv	Frequency of 3rd person singular verbs	4.151Kb	CSV file
Finestack_VerbsMatter_WCM_3s.csv	Word Complexity Measure for 3rd person singular verbs	4.019Kb	CSV file
Finestack_VerbsMatter_IsAre_Verb_ing.csv	CLAN output for is/are + verb-ing	4.091Kb	CSV file
Finestack_VerbsMatter_IsAre_Verb_ing_Frequency.csv	Frequency of is/are + verb-ing	5.333Kb	CSV file
Finestack_VerbsMatter_WCM_ing.csv	Word Complexity Measure for -ing verbs	3.371Kb	CSV file
Finestack_VerbsMatter_DoDoes_Verb.csv	CLAN output for do-does verbs	894bytes	CSV file
Finestack_VerbsMatter_DoDoes_Verb_Frequency.csv	Frequency of do-does verbs	1.647Kb	CSV file
Finestack_VerbsMatter_WCM_DoDoes.csv	Word Complexity Measure for do-does verbs	1.390Kb	CSV file

By using these files, users agree to the [Terms of Use](#). Content distributed via the University of Minnesota's Digital Conservancy may be subject to additional license and use restrictions applied by the depositor.

UDC Services

About the UDC
How to Deposit
Policies and Terms of Use
About DRUM

Related Services

University Archives
U of M Web Archive
UMedia Archive
Copyright Services

Libraries

Hours
News & Events
Staff Directory
Subject Librarians



Google Scholar

https://scholar.google.com/citations?hl=en&user=rfYD3BcAAAAJ&view_op=list_works&sortby=pubdate

Google Scholar



Review affiliation

Help colleagues find you.

REVIEW



Review public access

Certain articles should be publicly available.

REVIEW



Add co-authors

We have co-authors suggestions.

ADD



Lizbeth H. Finestack



FOLLOWING

Speech-Language-Hearing Sciences, [University of Minnesota, Twin Cities](#)

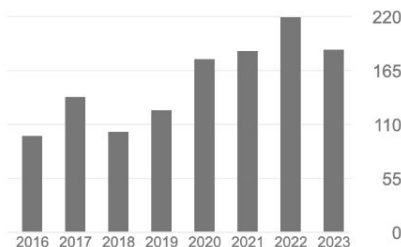
Verified email at umn.edu

[child language intervention](#) [developmental disabilities](#) [Down syndrome](#) [fragile X syndrome](#)

Cited by

[VIEW ALL](#)

	All	Since 2018
Citations	1922	993
h-index	21	17
i10-index	31	28



Public access

[VIEW ALL](#)

1 article

20 articles



TITLE



CITED BY

YEAR



[Verbs matter: A tutorial for determining verb difficulty](#)

LH Finestack, J Linert, E Ancel, L Hilliard, B Munson, K Kuchler, O Matthys
American journal of speech-language pathology 32 (5), 1961-1978

1

2023



[Five Additional Evidence-Based Principles to Facilitate Grammar Development for Children With Developmental Language Disorder](#)

LH Finestack, E Ancel, HJ Lee, K Kuchler, M Kornelis
American Journal of Speech-Language Pathology, 1-12

2023



[Virtual Post-Intervention Speech and Language Assessment of Toddler and Preschool Participants in Babble Boot Camp](#)

NL Potter, M VanDam, L Bruce, J Davis, L Eng, L Finestack, V Heinlen, ...
Journal of Speech, Language, and Hearing Research, 1-13

1

2023

☐	TITLE		CITED BY	YEAR
☐	Insights From Behavior Genomics Can Improve Outcomes in Communication Disorders B Peter, L Bruce, L Finestack, V Dinu, M Wilson, J Klein-Seetharaman, ... American Journal of Speech-Language Pathology, 1-16			
☐	Developmental Language Disorder Terminology: A Survey of Speech-Language Pathologists' Use and Knowledge E Steffes, LH Finestack Language, Speech, and Hearing Services in Schools, 1-15			2023
☐	Consistency and reliability of automated language measures across expressive language samples in autism H MacFarlane, AC Salem, S Bedrick, JK Dolata, J Wiedrick, GO Lawley, ... Autism Research 16 (4), 802-816	2		2023
☐	Acoustic variability of examiners' productions in language assessment E Ancel, L Finestack, B Munson The Journal of the Acoustical Society of America 153 (3_supplement), A292-A292			2023
☐	<u>Comprehension of indirect answers: Developmental trajectory for preschool-and early elementary school-aged children with typical development</u> T Huang, LH Finestack Journal of child language, 1-24			2023
☐	Feasibility of a proactive parent-implemented communication intervention delivered via telepractice for children with classic galactosemia LH Finestack, N Potter, M VanDam, J Davis, L Bruce, N Scherer, L Eng, ... American journal of speech-language pathology 31 (6), 2527-2538	4		2022
☐	Verbs Matter: Verb Frequency and Phonological Complexity in Four Morphosyntactic Contexts LH Finestack, J Linert, E Ancel, L Hilliard, K Kuchler, O Matthys			2022
☐	Caregiver-Implemented communication interventions for children identified as having language impairment 0 through 48 months of age: A scoping review LH Finestack, M Elmquist, K Kuchler, AB Ford, B Cakir-Dilek, ... Journal of Speech, Language, and Hearing Research 65 (8), 3004-3055	3		2022

Co-authors

[EDIT](#)


Nancy C. Brady
University of Kansas



Steven F. Warren
University Distinguished Profess...



Jeffrey Lewine



Mihai Popescu
National Institute of Materials Ph...



Sophie E. Ambrose
Boys Town National Research H...





Supplemental Materials

Journals may offer the option for supplemental materials

- ♥ Easy way to share material relevant to a particular manuscript
 - ✕ Unless open access, may not accessible by all
 - ✕ May be limited in space
- 

Caregiver-Implemented Communication Interventions for Children Identified as Having Language Impairment 0 Through 48 Months of Age: A Scoping Review

Lizabeth H. Finestack , Marianne Elmquist, Kirstin Kuchler, Andrea Boh Ford, Betul Cakir-Dilek,

Amy Riegelman, Sarah Jane Brown and Scott Marsalis

https://doi.org/10.1044/2022_JSLHR-21-00543

 Full Text |  PDF |  Tools |  Share

Abstract

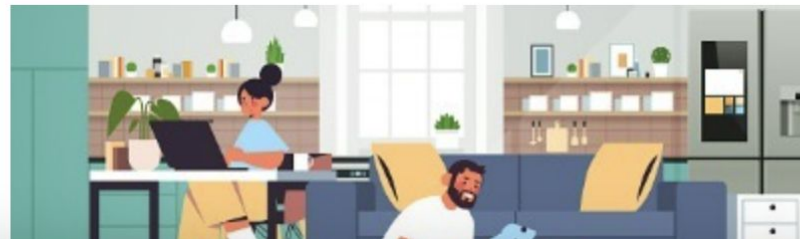
Purpose: Caregiver-implemented interventions are frequently used to support the early communication of young children with language impairment. Although there are numerous studies and meta-analyses supporting their use, there is a need to better understand the

caregiver implemented communication interventions and include at least one caregiver communication outcome measure. We extracted information related to the (a) study, child, and caregiver characteristics; (b) intervention components (e.g., strategies taught, delivery method and format, and dosage); and (c) caregiver and child outcome measures (e.g., type, quality, and level of evidence).

Results: We synthesized results by age group of the child participants. There were no studies with children in the prenatal through 11-month-old age range identified in our review that yielded a caregiver language outcome measure with promising or compelling evidence. For the 12- through 23-month group, there were seven studies, which included eight communication intervention groups; for the 24- through 35-month group, there were 21 studies, which included 26 intervention groups; and for the 36- through 48-month group, there were 21 studies, which included 23 intervention groups. Across studies and age groups, there was considerable variability in the reporting of study characteristics, intervention approaches, and outcome measures.

Conclusion: Our scoping review highlights important research gaps and inconsistencies in study reporting that should be addressed in future investigations.

 **Supplemental Material:** <https://doi.org/10.23641/asha.20289195>



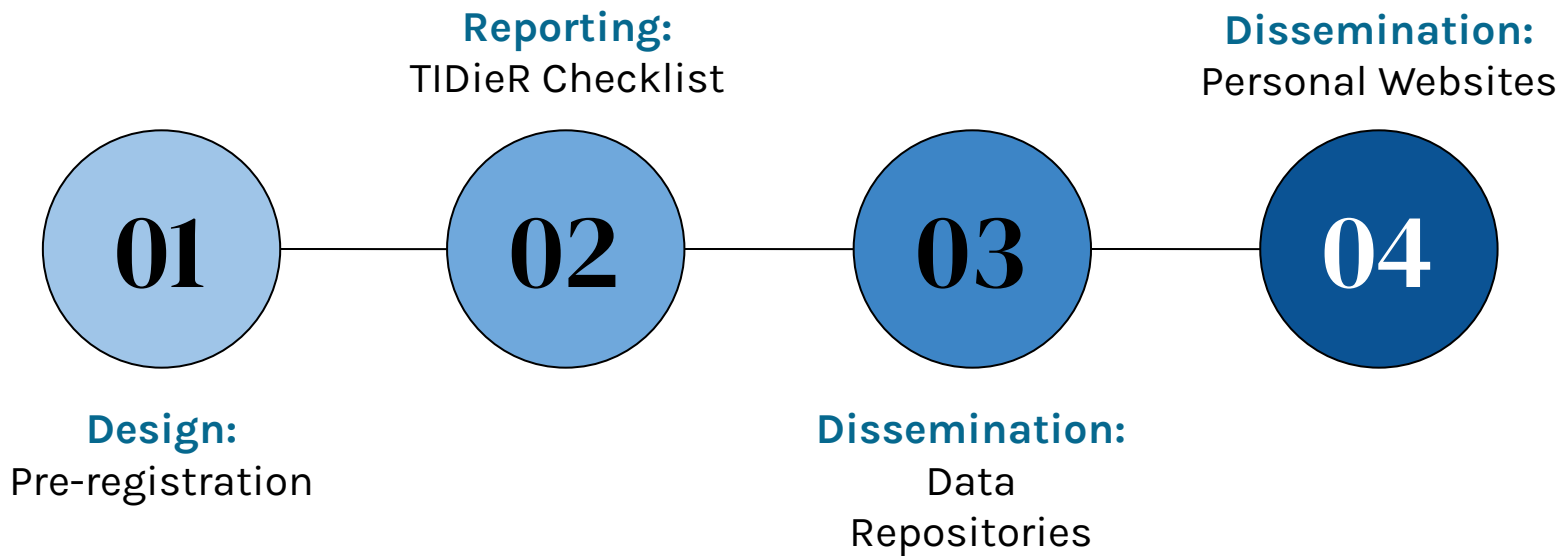
Date	Company Name	Investment Type	Amount (USD)	Currency	Exchange Rate	Value (USD)		Notes
						Original Value	Converted Value	
2023-01-15	ABC Corp.	Equity	100,000	USD	1.00	100,000	Initial Investment	
2023-02-01	XYZ Ltd.	Equity	50,000	GBP	1.30	65,000	Investment in UK	
2023-03-10	DEF Inc.	Equity	20,000	EUR	1.10	22,000	Investment in Germany	
2023-04-01	GHI Corp.	Equity	30,000	JPY	150.00	4,500,000	Investment in Japan	
2023-05-15	JKL Ltd.	Equity	15,000	AUD	1.50	22,500	Investment in Australia	
2023-06-01	MNO Inc.	Equity	25,000	CAD	1.35	33,750	Investment in Canada	
2023-07-10	PQR Corp.	Equity	10,000	CHF	0.90	9,000	Investment in Switzerland	
2023-08-01	STU Ltd.	Equity	5,000	SEK	10.00	50,000	Investment in Sweden	
2023-09-15	VWX Inc.	Equity	8,000	NOK	12.00	96,000	Investment in Norway	
2023-10-01	YZA Corp.	Equity	3,000	DKK	6.50	19,500	Investment in Denmark	
2023-11-10	BCD Ltd.	Equity	2,000	PLN	4.00	8,000	Investment in Poland	
2023-12-01	EFG Inc.	Equity	1,000	CZK	20.00	20,000	Investment in Czech Republic	
2023-12-15	HIJ Corp.	Equity	500	HUF	300.00	150,000	Investment in Hungary	
2023-12-31	Sum of all investments	Total	300,000	USD	-	300,000	Total Investment	

4

Data Repository Resources

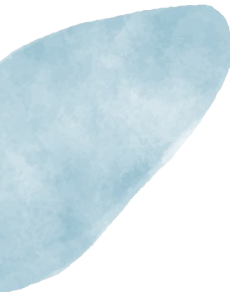
- Center for Open Science: <https://osf.io>
- Descriptions of Data Repositories:
<https://www.nature.com/sdata/policies/repositories#general>
- Selecting a Data Repository:
<https://sharing.nih.gov/data-management-and-sharing-policy/sharing-scientific-data/selecting-a-data-repository>
- FigShare: <https://figshare.com/>
- Zenodo: <https://zenodo.org/>

Let's dive in deeper to each part of our workflow.



Personal Websites





Why Use a Personal Website?

- ♡ Legal and FREE place for researchers to share their published manuscripts (El Amin et al., 2022).
 - ♡ Allows researchers can increase accessibility to their research for individuals impacted by paywalls.
- 



Open source tools for creating your own website

Trust us, it's easier than it sounds! While we've highlighted drag-and-drop website builders to [create your own website](#), there are other free, open-source options that have customizable academic templates. The most popular option among scientists is the Academic template on Wowchemy (used together with GitHub & Netlify).

Get started

Negotiating copyright agreements

For journals that don't allow self-archiving, addendums are a way to negotiate and potentially retain rights of your work. Check out these resources on navigating the negotiating process and tools to create your own author addendum.

View

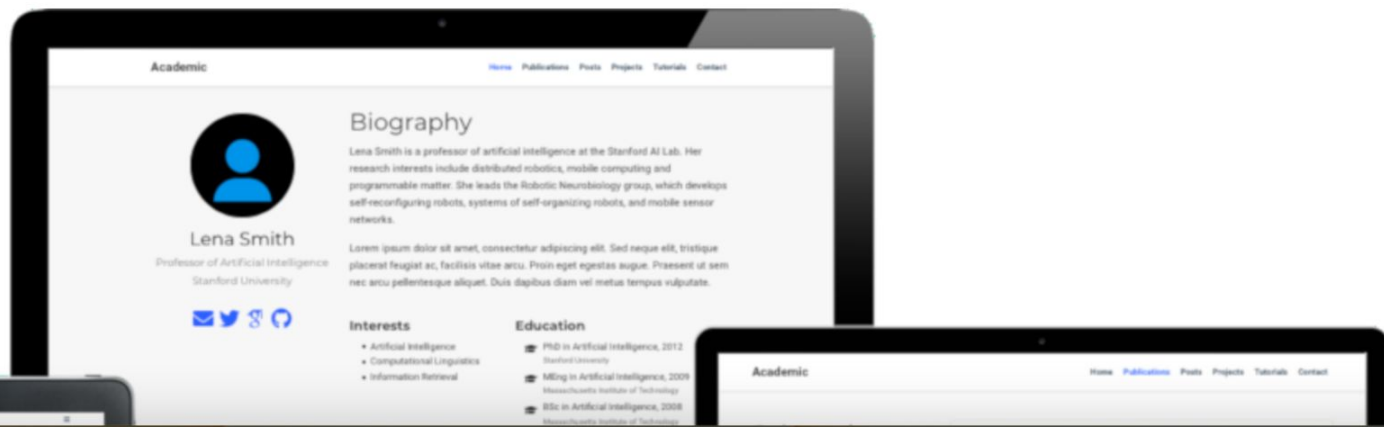
<https://georgecushen.com/create-your-website-with-hugo/>

How to Create a Minimal Personal Website for Free on GitHub

Choose a stunning template and customize anything with the open source Wowchemy website builder for Hugo - no coding skills needed

George Cushen

Last updated on 13 December 2020 · 6 min read





For scientists

A roadmap to self-archiving

To begin, we recommend that you **select one of your recently authored publications** to use as you move through the following steps.

**6 Step
Tutorial!!**



Step 1: Self-archiving 101



Open source tools for creating your own website

Trust us, it's easier than it sounds! While we've highlighted drag-and-drop website builders to [create your own website](#), there are other free, open-source options that have customizable academic templates. The most popular option among scientists is the Academic template on Wowchemy (used together with GitHub & Netlify).

Get started

Negotiating copyright agreements

For journals that don't allow self-archiving, addendums are a way to negotiate and potentially retain rights of your work. Check out these resources on navigating the negotiating process and tools to create your own author addendum.

View



Negotiating Copyrights

https://www.csdisseminate.com/_files/ugd/0caa24_414571f9caba4cda879dc6b57efbae5a.pdf



CSDisseminate

Negotiating Copyright with Journals

For journals that don't allow self-archiving, addendums are a way to negotiate and potentially retain rights of your work. Here are some resources on navigating the negotiating process and tools to create your own author addendum.

[Oregon University Library Website](#)

- Discusses the process of negotiating copyright transfer agreements
- Links to a site that [auto-generates a unique author addendum](#), based on information you input

[Berkley Library Website](#)

- Describes managing copyrights and negotiating agreements
- References SPARC (Scholarly Publishing and Academic Resources Coalition) – which also has a [sample author rights addendum](#)

[Columbia University Copyright Advisory Services](#)

- Comprehensive resource on all things copyright; includes information on journal articles, books, artwork, etc.
- Includes [a sample open access addendum](#)

For more information about self-archiving your research, check out our [website](#).

Finestack Personal Website

<https://www.finestackclil.com/>



CHILD LANGUAGE INTERVENTION LAB

Lizbeth H. Finestack, PhD, CCC-SLP • University of Minnesota - Twin Cities

[Home](#)

[Current Studies](#)

[Publications](#)

[Presentations](#)

[Resources](#)

[People](#)

The Child Language Intervention Lab



CHILD LANGUAGE INTERVENTION LAB

Lizbeth H. Finestack, PhD, CCC-SLP, University of Minnesota - Twin Cities

Home

Current Studies

Publications

Presentations

Resources

People

Peer Reviewed

(*Denotes student author)

2023

Finestack, L. H.^{1,4}, *Ancel, E., *Linert, J., *Kuchler, K., *Hilliard, L., & Matthys, O. (2023). Verbs Matter: A tutorial for Determining Verb Difficulty. *American Journal of Speech-Language Pathology*, 32(5), 1961-1978. (https://doi.org/10.1044/2023_AJSLP-22-00333) Free PDF

Finestack, L. H.^{1,4}, *Ancel, E., *Lee, HaeJi, *Kuchler, K., & *Kornelis, M. (2023). Five Additional Evidence-based Principles to Facilitate Grammar Development for Children with Developmental Language Disorder. *American Journal of Speech-Language Pathology*. (https://doi.org/10.1044/2023_AJSLP-23-00049) Free PDF

Zhang, J., Vock, D., Patrick, M., Finestack, L. H.¹, & Murray, T. (2023). Outcome Trajectory Estimation for Optimal Dynamic Treatment Regimes with Repeated Measures. *Journal of the Royal Statistical Society Series C: Applied Statistics*, 00, 1-16. (<https://doi.org/10.1093/jrssc/qlad037>)

Potter, N., VanDam, M., Bruce, L., Davis, L., Eng, L., Finestack, L. H.⁴, Heinlen, V., Scherer, N., Schrock, C., Seltzer, R., Stoel-Gammon, C., Thompson, L. & Peter, B. (2023). Virtual post-intervention speech and language assessment of toddler and preschool participants in babble boot camp. *Journal of Speech, Language, and Hearing Research*, 1-13. (https://doi.org/10.1044/2023_JSLHR-22-00687) Free PDF

Peter, B. Bruce, L., Finestack, L. H.⁴, Dinu, V., Wilson, M., Klein-Seetharaman, J., Lewis, C. R., Braden, B. B., Tang, Y., Scherer, N., VanDam, M., & Potter, N. (2023). Precision medicine as a new frontier in speech-language pathology: How applying insights from behavior genomics can improve outcomes in communication disorders, *American Journal of Speech-Language Pathology*. 1-16. (https://doi.org/10.1044/2023_AJSLP-22-00205) Free PDF



CHILD LANGUAGE INTERVENTION LAB

Lizbeth H. Finestack, PhD, CCC-SLP • University of Minnesota - Twin Cities

[Home](#)[Current Studies](#)[Publications](#)[Presentations](#)[Resources](#)[People](#)

Oral Presentations

2023

*Ancel, E., *Lee, H., *Kornelis, M., *Kuchler, K., *Matthys, O. A., & *Finestack, L. H. (2023). Five Principles to Consider When Targeting Grammatical Forms. Presentation at the annual meeting of the American Speech-Language Hearing Association, Boston, MA.

Ford, A., *Kuchler, K., Finestack, L. H., Elmquist, M., & *Çakır-Dilek, B. (2023). Expediting Accessibility and Transparency in Research: Lessons in and Strategies for Making it Happen. Presentation at the annual meeting of the American Speech-Language Hearing Association, Boston, MA.

*Lee, H., *Kornelis, M., *Ancel, E., Matthys, O., & Finestack, L. H. (April 2023). Intervention Approaches to Consider When Targeting Grammatical Forms. Presentation at the annual meeting of the Minnesota Speech-Language Hearing Association, virtual. [PDF](#)

Finestack, L. H. (2023, October, 13). Identifying Effective and Efficient Language Interventions for Children with Significant Language Impairments. Presentation for John D. Wiley Seminar Series at the Waisman Center, University of Wisconsin-Madison. [PDF](#)

Finestack, L. H. (2023, September, 28). Caregiver-implemented Interventions to Support Language Development: Let's Talk About the Essentials! *Gillette Children's Speech-Language Pathologists*, St. Paul, MN. [PDF](#)

2022



CHILD LANGUAGE INTERVENTION LAB

Lizbeth H. Finestack, PhD, CCC-SLP • University of Minnesota - Twin Cities

[Home](#)[Current Studies](#)[Publications](#)[Presentations](#)[Resources](#)[People](#)

Resources

Intervention Session Materials (SMART Explicit Study)

Go to our shared folder of intervention materials used in our SMART Explicit Grammatical Language Intervention Study. We developed these materials to target four grammatical forms: *regular past tense -ed*, *present tense third person -s*, *is/are + present progressive -ing*, and *do/does questions*. *Note:* The *Booklet Prompts* folder contains PDFs of prompts and target utterances for each grammatical form.

**AJSLP**

Clinical Focus

Five Additional Evidence-Based Principles to Facilitate Grammar Development for Children With Developmental Language Disorder

with Developmental Language Disorder

Lizbeth H. Finestack,^a Elizabeth Ancel,^a HaeJi Lee,^a Kirstin Kuchler,^a and Miriam Kornelis^a

^aDepartment of Speech-Language-Hearing Sciences, University of Minnesota, Twin Cities, Minneapolis

Verbs Matter!

Check out this dataset that includes verbs derived from the language samples of English-speaking children aged 5 to 8.9 years used in one of the following four contexts: regular past tense -ed, third person singular -s, is/are + verb+ing, and do/does questions. We ranked verbs based on frequency and phonological complexity.



AJSLP

Tutorial

Verbs Matter: A Tutorial for Determining Verb Difficulty

Lizbeth H. Finestack,^a Jamie Linert,^a Elizabeth Ancel,^a Lisa Hilliard,^a Benjamin Munson,^a Kirstin Kuchler,^a and Olivia Matthys^a

^aDepartment of Speech-Language-Hearing Sciences, University of Minnesota, Minneapolis

campsite.bio/finestackclil



@childlanguageinterventionlab



@lfinestack



CLIL

📍 Minneapolis, MN

Welcome to the Child Language Intervention Lab, University of Minnesota-Twin Cities, directed by Lizbeth H. Finestack, PhD, CCC-SLP.



CLIL Website

Instagram Post Links



2023 Sioris Camp for Kids Who Stutter: Keep Rowing



CLIL Research at the Fair

Publications

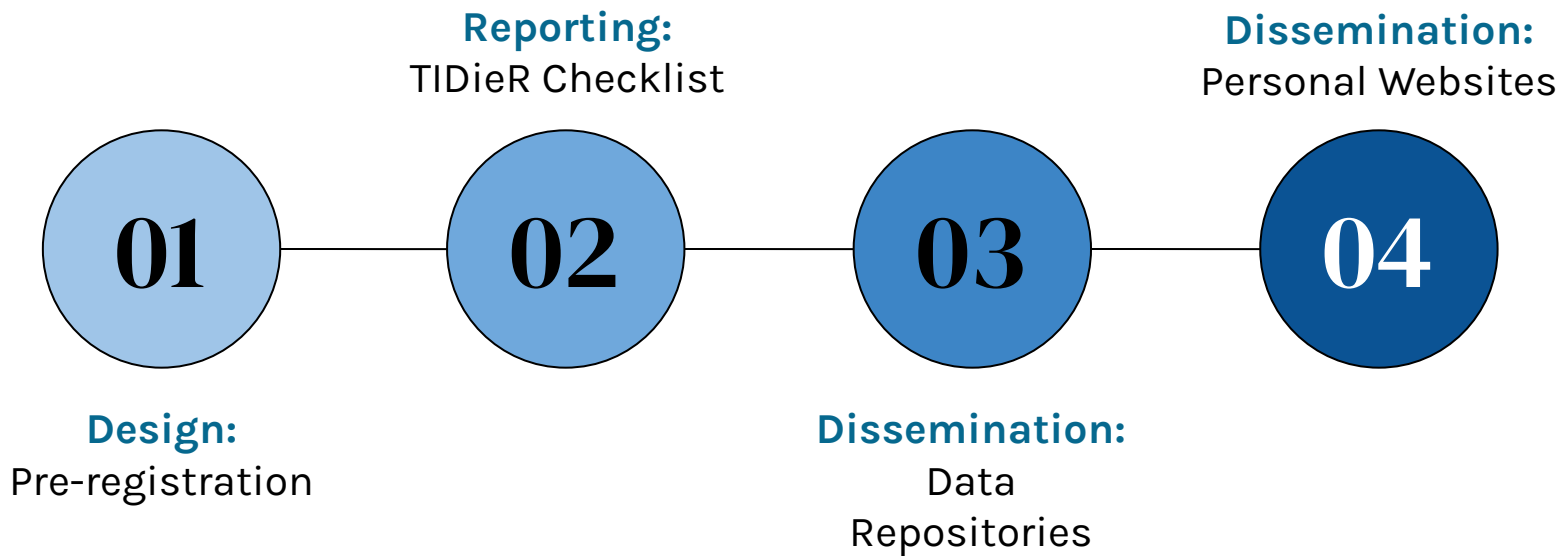


Finestack, Ancel, Lee, Kuchler, & Kornelis (2023). Five Additional...

Website Creation Resources

- CSDisseminate: <https://www.csdisseminate.com/advanced-options>
- GitHub Website: <https://georgecushen.com/create-your-website-with-hugo/>

Let's dive in deeper to each part of our workflow.



So, where do you go from here?

Step 1

You came here!
That's a great step.

Step 2

Find a logical
starting OR
continuing point.

Step 3

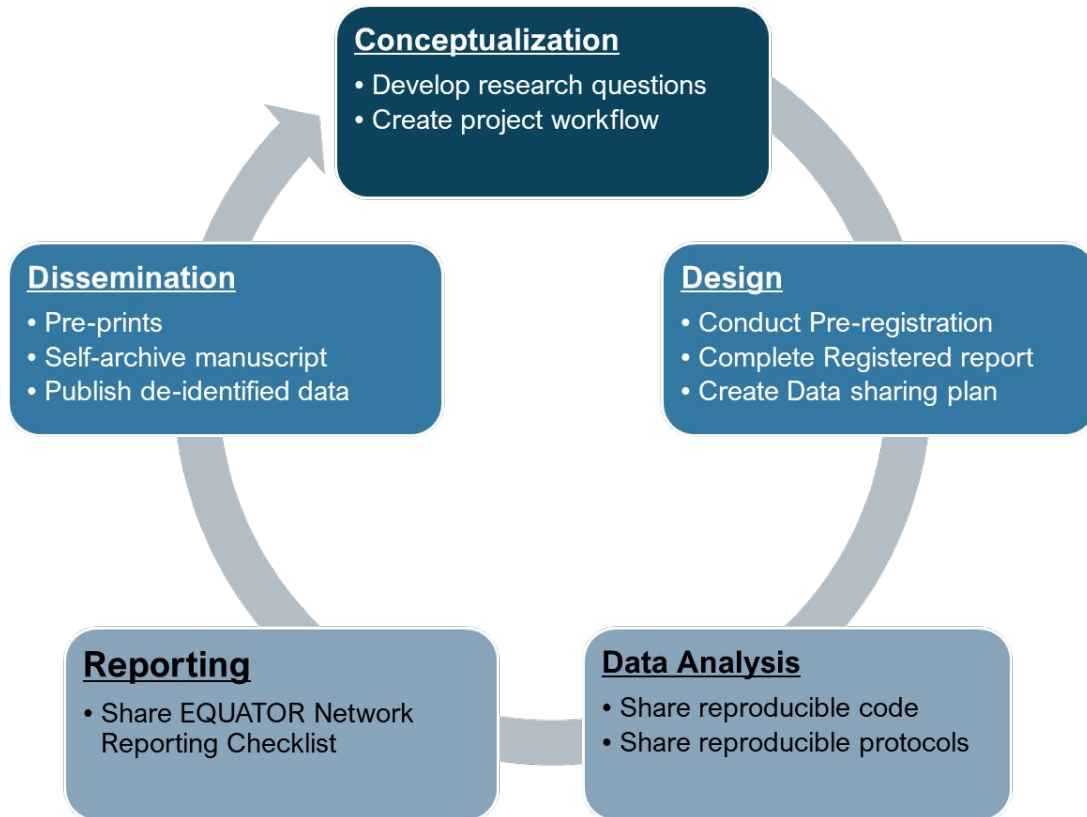
Identify resources,
trainings, or other
colleagues with
knowledge and
experience.

Step 4

Find a buddy or
learning community
to support you!

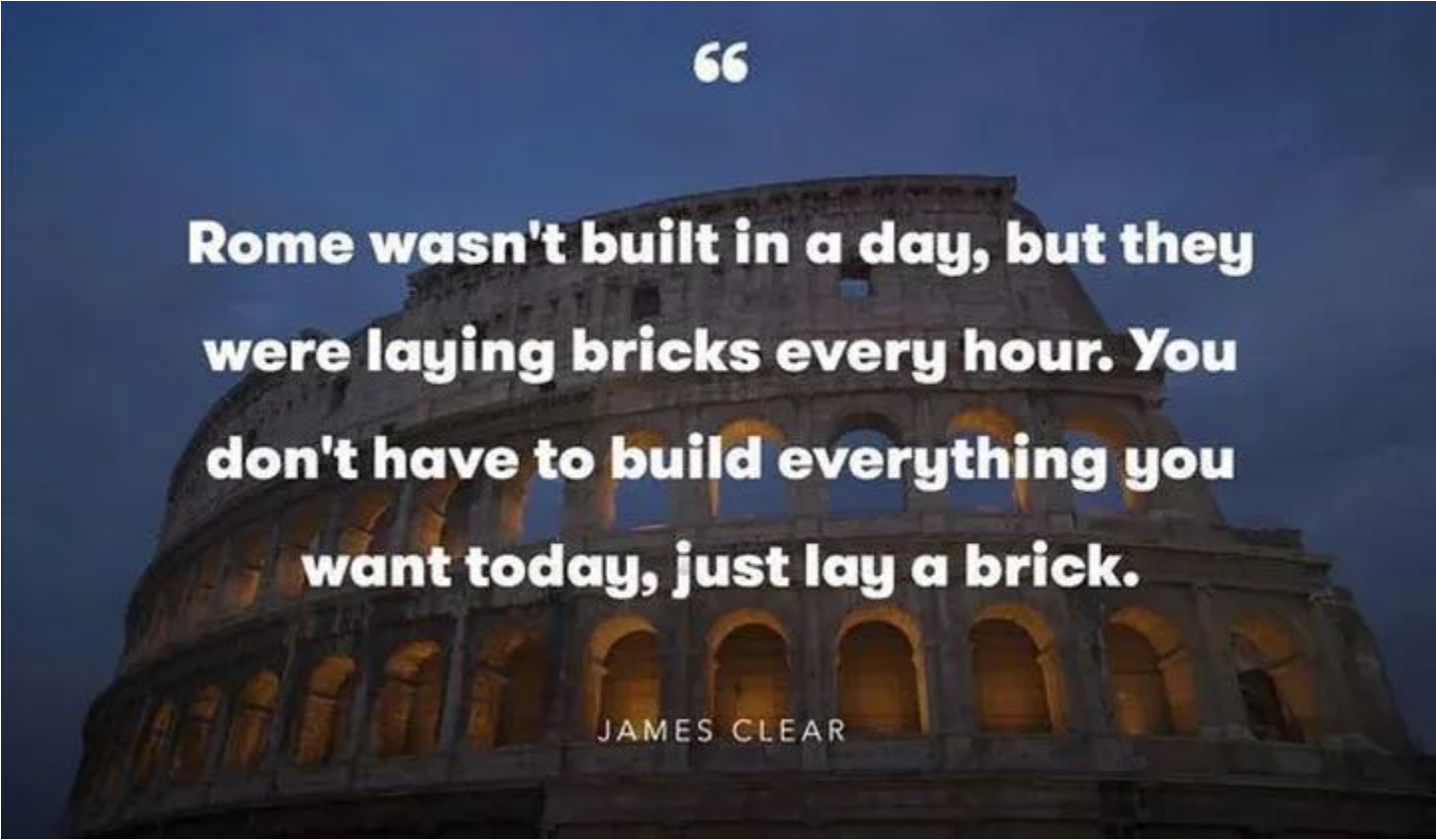
(Like, ahem,
CSDisseminate!)

Where will you start...or keep going?!





“



**Rome wasn't built in a day, but they
were laying bricks every hour. You
don't have to build everything you
want today, just lay a brick.**

JAMES CLEAR



Questions?!?

Email us! We're happy to find a time to chat!

Andrea Ford ford2ae@ucmail.uc.edu

Kirstin Kuchler kuchl001@umn.edu

Liza Finestack finestac@umn.edu

Marianne Elmquist melmqvist@wisc.edu

Betül Çakır-Dilek cakir003@umn.edu



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**

Resources to Get You Started!



**+ Institutional
Repositories**

References

- Baker, K.S., & Yarmey, L. (2009). Data stewardship: Environmental data curation and a web-of-repositories. *International Journal of Digital Curation*, 4(2). <https://doi.org/10.2218/ijdc.v4i2.90>
- Ding, C., Wald, M., & Wills, G.B. (2014). Open Accessibility Data Interlinking. *International Conference on Computers for Handicapped Persons*. https://link.springer.com/chapter/10.1007/978-3-319-08599-9_12
- El Amin, M., Borders, J. C., Long, H., L., Keller, M. A., & Kearney, E. (2022). Open science practices in communication sciences and disorders: A survey. *Journal of Speech, Language, and Hearing Research*. https://doi.org/10.1044/2022_JSLHR-22-00062
- Feuerstein, J. L., Douglas, N. F., & Olswang, L. B. (2022). Dissemination research in communication sciences and disorders: A tutorial. *Journal of Speech, Language, and Hearing Research*, 65(11), 4172-4180. https://doi.org/doi:10.1044/2022_JSLHR-22-00421
- Finestack, L. H., Elmquist, M., Kuchler, K., Ford, A. L. B., Cakir-Dilek, B., Riegelman, A., Brown Sarah, J., & Marsalis, S. (2022). Caregiver-implemented communication interventions for children identified as having language impairment 0 through 48 months of age: A scoping review. *Journal of Speech, Language, and Hearing Research*, 65(8), 3004-3055. https://doi.org/10.1044/2022_JSLHR-21-00543

References

- Girolamo, T., Castro, N., Hendricks, A. E., Ghali, S., & Eigsti, I.-M. (2022). Implementation of open science practices in communication sciences and disorders research with black, indigenous, and people of color. *Journal of Speech, Language, and Hearing Research*, 1-8. https://doi.org/doi:10.1044/2022_JSLHR-22-00272
- Hoffmann, T. C., Glasziou, P. P., Boutron, I., Milne, R., Perera, R., Moher, D., Altman, D. G., Barbour, V., Macdonald, H., Johnston, M., Lamb, S. E., Dixon-Woods, M., McCulloch, P., Wyatt, J. C., Chan, A. W., & Michie, S. (2014). Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide. *BMJ*, 348(mar07 3), g1687-g1687. <https://doi.org/10.1136/bmj.g1687>
- Kathawalla, U. K., Silverstein, P., & Syed, M. (2021). Easing into open science: A guide for graduate students and their advisors. *Collabra: Psychology*, 7(1), 1-14. <https://doi.org/10.1525/collabra.18684>
- Nosek, B. A., Alter, G., Banks, G. C., Borsboom, D., Bowman, S. D., Breckler, S. J., Buck, S., Chambers, C. D., Chin, G., Christensen, G., Contestabile, M., Dafoe, A., Eich, E., Freese, J., Glennerster, R., Goroff, D., Green, D. P., Hesse, B., Humphreys, M., . . . Yarkoni, T. (2015). Promoting an open research culture. *Science*, 348(6242), 1422-1425. <https://doi.org/10.1126/science.aab2374>
- Schroeder, S. R., Gaeta, L., Amin, M. E., Chow, J. C., & Borders, J. C. (2022). Evaluating research transparency and openness in communication sciences and disorders journals. *Journal of Speech, Language, and Hearing Research*, 1-9. https://doi.org/doi:10.1044/2022_JSLHR-22-00330



Thanks

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**

Please keep this slide for attribution