

**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 Bitu 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

**Internal Competitive Fellowships**

Award for Outstanding Contributions to Graduate and Professional Education University of Minnesota Academy of Distinguished Teachers	2023
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**RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

**Grants and Contracts**

**External Sources**

***Received at the University of Minnesota:***

*Leveraging Technology to Identify Outcome Measures for Young Children with Down Syndrome*, National Institute of Child Health and Human Development (NICHD, 1 R21 HD111807-01), MPI, \$275,000 total (2023-2025)

*Reliability and Validity of Dynamic and Processing-based Assessments for Language in Diverse Bilingual School-age Children*, National Institute of Deafness and Other Communication Disorders (NIDCD, 1 R01 DC019895-01A1), Co-PI, UMN \$470,607 annually (Funded May 2023-April 2028)

*Evaluation of an Explicit Approach to Teach Grammatical Forms to Children with Language Impairment*, National Institute of Deafness and Other Communication Disorders (NIDCD, R01 DC019374-01), PI, UMN \$475,000 annually (Funded August 2021-July 2025)

*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)

*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 (2019-2022)

*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**

*Faculty and Students Working Together to Integrate Justice, Equity, Diversity, Anti-Racism, and Inclusion Principles into the SLHS Curriculum, Gopher Equity Project Microgrant, Finestack & Munson PIs, \$2,500 (2022-2023).*

*Measuring the Language of English- and/or Spanish-speaking Young Children with Down Syndrome Using Caregiver-Recorded Samples, College of Liberal Arts Seed Grant, Finestack PI, \$5,500 (2021-2022).*

*Recruiting and Retaining Graduate Students from Underrepresented Groups in Speech-Language-Hearing Sciences, College of Liberal Arts Seed Grant, Finestack PI, \$5,750 (2021-2022).*

*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).*

*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).*

*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.*

*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)*

*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**

**Finestack, L. H.**<sup>1-4</sup>, \*Ancel, E., \*Linert, J., \*Kuchler, K., \*Hilliard, L., & Matthys, O. (accepted). Verbs Matter: A tutorial for Determining Verb Difficulty. *American Journal of Speech-Language Pathology*.

**Finestack, L. H.**<sup>1,4</sup>, \*Ancel, E., \*Lee, HaeJi, \*Kuchler, K., & \*Kornelis, M. (accepted). Five Additional Evidence-based Principles to Facilitate Grammar Development for Children with Developmental Language Disorder. *American Journal of Speech-Language Pathology*.

Zhang, J., Vock, D., Patrick, M., **Finestack, L. H.**<sup>1</sup>, & 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/jrsssc/qlad037>

Potter, N., VanDam, M., Bruce, L., Davis, J., Eng, L., **Finestack, L. H.**<sup>4</sup>, 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/10.1093/jrsssc/qlad037>

Peter, B. Bruce, L., **Finestack, L. H.**<sup>4</sup>, 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](https://doi.org/10.1044/2023_AJSLP-22-00205)

MacFarlane, H., Salem, A. C., Bedrick, S., Dolata, J. K., Wiedrick, J., Lawley, G. O., **Finestack, L. H.**<sup>1,2</sup>, Kover, S. T., Thurman, A. J., Abbeduto, L., & Fombonne, E. (2023). Consistency and reliability of automated language measures across expressive language samples in autism. *Autism Research*, 16(4), 802-816. <https://doi.org/10.1002/aur.2897>

\*Steffes, E. & **Finestack, L. H.**<sup>1,3,4</sup> (2023). Developmental language disorder terminology: A survey of speech-language pathologists' use and knowledge. *Language, Speech, and Hearing Services in Schools*, 1-15. [https://pubs.asha.org/doi/10.1044/2023\\_LSHSS-22-00116](https://pubs.asha.org/doi/10.1044/2023_LSHSS-22-00116)

**Finestack, L. H.**<sup>1,3,4</sup>, Potter, N., VanDam, M., Davis, J., Bruce, L., Scherer, N., Eng, L., & Peter, B. (2022). Feasibility of a proactive parent-implemented communication intervention delivered via telepractice for children with classic galactosemia. *American Journal of Speech-Language Pathology*, 31(6), 2527-2538. [https://doi.org/10.1044/2022\\_AJSLP-22-00107](https://doi.org/10.1044/2022_AJSLP-22-00107)

**Finestack, L. H.**<sup>1,2,3,4</sup>, Elmquist, M. A., \*Kuchler, K., Ford, A. B., \*Cakir Dilek, B., Riegelman, A., Marsalis, S., & Brown, S. J. (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*, 1-52.  
[https://doi.org/10.1044/2022\\_JSLHR-21-00543](https://doi.org/10.1044/2022_JSLHR-21-00543)

Hoffmann, A., Thurman, A. J., Sterling, A., Kover, S. T., **Finestack, L. H.**<sup>1,2</sup>, Berry-Kravis, E., Edgin, J. O., Drayton, A., Fombonne, E. & Abbeduto, L. (2022). Analysis of a repetitive

language coding system: Comparisons between fragile X syndrome, autism, and Down syndrome. *Brain Sciences*, 12(5), 575. <https://doi.org/10.3390/brainsci12050575>

Peter, B., Davis, J., **Finestack, L. H.**<sup>1,4</sup>, Stoel-Gammon, C., VanDam, M., Bruce, L., Kim, Y., Eng, L., Cotter, S., Landis, E., Beames, S., Scherer, N., Knerr, I., Williams, D., Schrock, C., & Potter, N. (2022). Translating principles of precision medicine into speech-language pathology: Clinical trial of a proactive speech and language intervention for infants with classic galactosemia. *Human Genetics and Genomics Advances*, 3(3), 100119. <https://doi.org/10.1016/j.xhgg.2022.100119>

\*Kuchler, K. & **Finestack, L. H.**<sup>1,2,4</sup> (2022). Student Anxiety, Acceptance, and Experience Using the Immediate Feedback-Assessment Technique®, *Teaching and Learning in Communication Sciences & Disorders*, 6(1), Article 5. <https://ir.library.illinoisstate.edu/tlcsd/vol6/iss1/5>

Payesteh, B. & **Finestack, L. H.**<sup>1,4</sup> (2021). Narrative language development of Persian-English bilingual children attending an immersion preschool. *Clinical Archives of Communication Disorders* 6(3), 149-159. <https://doi.org/10.21849/cacd.2021.00479>

Peter, B., Davis, J., Cotter, S., Belter, A., Williams, E., Stumpf, M., Bruce, L., Eng, L., Kim, Y., **Finestack, L. H.**<sup>1,4</sup>, Stoel-Gammon, C., Williams, D., Scherer, N., VanDam, M., & Potter, N. (2021). Toward preventing speech and language disorders of known genetic origin: First post-intervention results of babble boot camp in children with classic galactosemia. *American Journal of Speech-language Pathology*, 30(6), 2616-2634. [https://doi.org/10.1044/2021\\_AJSLP-21-00098](https://doi.org/10.1044/2021_AJSLP-21-00098)

\*Elmqvist, M., **Finestack, L. H.**<sup>1,4</sup>, \*Kriese, A., Lease, E., & McConnell, S. (2021). Parent Education to Improve Early Language Development: A Preliminary Evaluation of LENA Start™, *Journal of Child Language*, 48, 670-698. <https://doi.org/10.1017/S0305000920000458>

\*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*, 29(2), 714-731. [https://doi.org/10.1044/2019\\_AJSLP-19-00207](https://doi.org/10.1044/2019_AJSLP-19-00207)

**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. [https://doi.org/10.1044/2019\\_LSHSS-19-00032](https://doi.org/10.1044/2019_LSHSS-19-00032)

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. [https://doi.org/10.1044/2019\\_PERSP-19-00083](https://doi.org/10.1044/2019_PERSP-19-00083)

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. <https://doi.org/10.1075/jicb.18032.pay>

\*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*, 63(1), 274-285. [https://doi.org/10.1044/2019\\_JSLHR-19-00187](https://doi.org/10.1044/2019_JSLHR-19-00187)

Peter, B., Potter, N., Davis, J., Donenfeld-Peled, I., **Finestack, L.**<sup>1,4</sup>, Stoel-Gammon, C., Lien, K., Bruce, L., Vose, C., Eng, L., Yokoyama, H., Olds, D., & VanDam, M. (2019). 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. *F1000Research*, 8, doi.org/10.12688/f1000research.18062.

**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. [https://doi.org/10.1044/2019\\_AJSLP-19-0056](https://doi.org/10.1044/2019_AJSLP-19-0056)

\*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. [https://doi.org/10.1044/2019\\_JSLHR-L-18-0402](https://doi.org/10.1044/2019_JSLHR-L-18-0402)

\*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. [https://doi.org/10.1044/2018\\_AJSLP-18-0016](https://doi.org/10.1044/2018_AJSLP-18-0016)

**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. [https://doi.org/10.1044/2018\\_JSLHR-L-17-0339](https://doi.org/10.1044/2018_JSLHR-L-17-0339)

**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. [https://doi.org/10.1044/2018\\_AJSLP-17-0168](https://doi.org/10.1044/2018_AJSLP-17-0168)

**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. <https://doi.org/10.1352/1944-7558-122.4.310>

**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. [https://doi.org/10.1044/2014\\_JSLHR-L-14-0093](https://doi.org/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. [https://doi.org/10.1044/2013\\_JSLHR-L-12-0408](https://doi.org/10.1044/2013_JSLHR-L-12-0408)

**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. 10.1017/S0305000912000207

**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. 10.1044/1058-0360(2011/10-0095)

**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. [https://doi.org/10.1044/1092-4388\(2010/09-0125\)](https://doi.org/10.1044/1092-4388(2010/09-0125))

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. [https://doi.org/10.1044/1092-4388\(2009/08-0225\)](https://doi.org/10.1044/1092-4388(2009/08-0225))

**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. [https://doi.org/10.1044/1058-0360\(2009/08-0041\)](https://doi.org/10.1044/1058-0360(2009/08-0041))

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*(12), 1104-1108. [10.1097/WNR.0b013e32832e9c97](https://doi.org/10.1097/WNR.0b013e32832e9c97)

**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. [10.1097/tld.0b013e3181a72016](https://doi.org/10.1097/tld.0b013e3181a72016)

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. [https://doi.org/10.1044/1092-4388\(2008/033\)](https://doi.org/10.1044/1092-4388(2008/033))

**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. <https://doi.org/10.1016/j.jcomdis.2005.12.003>

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. [https://doi.org/10.1044/1092-4388\(2006/039\)](https://doi.org/10.1044/1092-4388(2006/039))

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. [https://doi.org/10.1044/1058-0360\(2003/048\)](https://doi.org/10.1044/1058-0360(2003/048))

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

**Finestack, L. H.** (in press). A Board of Mentors to Support Clinical Education Research. In M. DeRuiter and S. M. Ginsberg (Eds.), *Applying, Conducting, and Disseminating Research: A Workbook for Clinical Educators*. SLACK.

**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.** (2022, March, 4). Dynamic Language Assessment Options for School-Based Practice. [virtual conference]. *The School Association for Special Education in DuPage County Spring Conference* (50 in live online attendance).

**Finestack, L. H. & Knopp, A.** (2021, January 15). Graduate Student Recruitment: Better Strategies – Holistic Admissions. [virtual conference]. *James Madison University's College of Health and Behavior Sciences Diversity, Equity, and Inclusion Conference*. (12 in live online attendance).

**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***

\*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.

\*Ancel, E., \*Kuchler, K., \*Linert, J., Matthys, O., & **Finestack, L.H.** (November 2022). *Verbs Matter! Intervention Approaches to Consider When Targeting Grammatical Forms*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

Potapova, I., Heilmann, J., Pruitt-Lord, S., & **Finestack, L.H.** (November 2022). *A Masterclass in Language Sample Analysis – Enhancing Clinical Decision-Making*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

Ebert, K. & **Finestack, L. H.** (November 2022). *Reducing Bias in the Assessment of Multilingual Learners: Dynamic and Processing-Based Assessments*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

Elmqvist, M., **Finestack, L. H.**, & Peter, B. (November 2022). *Improving Child Language Outcomes Through Caregiver-Mediated Communication Focused Intervention: Who, Why, and How*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

**Finestack, L. H.** & Brown, J. (November 2022). *Sharing Your Clinical Work: A Guideline to the ASHA Convention Presentation Process*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

**Finestack, L.H.**, Abel, A., Tighe, J., & RADLD-USA (November 2022). *Developmental Language Disorders for Speech-Language Pathologists*. Presentation at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

**Finestack, L. H.**, Ebert, K., & \*Kuchler, K. (April 2022). A Narrative Dynamic Assessment for School-based Practice. Presentation at the annual meeting of the Minnesota Speech-Language Hearing Association, Mankato, MN.

\*Steffes, E., Cassidy, T., & **Finestack, L. H.** (April 2022). Developmental Language Disorder for Speech-Language Pathologists. Presentation at the annual meeting of the Minnesota Speech-Language Hearing Association, Mankato, MN.

Ebert, K. D., **Finestack, L. H.**, & \*Kuchler, K. (November, 2021). Narrative Dynamic Assessment in School-Based Practice: Can We Make It Work? Presentation at the annual meeting of the American Speech-Language Hearing Association, Washington, DC.

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***

\*Linert, J., **Finestack, L. H.**, & Abbeduto, L. (June 2023). Syntactic Growth in Adolescent Boys with Fragile X Syndrome and Down Syndrome: A Longitudinal Study. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Ancel, E., Munson, B., **Finestack, L. H.** (May 2023). Acoustic Variability of Examiners' Productions in Language Assessments. Poster presented at the 184<sup>th</sup> Meeting of the Acoustical Society of America, Chicago, IL.

\*Linert, J., \*Kornelis, M., & **Finestack, L. H.** (April 2023). Language and Smith-Magenis Syndrome: A Scoping Review. Poster presented at the Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Kansas City, KS.

\*Steffes, E. & **Finestack, L. H.** (November 2022). Developmental Language Disorder for Speech-Language Pathologists: A Survey of Understanding. Poster presented at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

\*Kuchler, K., Elmquist, M., Ford, A., \*Cakir-Dilek, B., & **Finestack, L. H.** (November 2022). A Scoping Review on Intervention Characteristics I Caregiver-Implemented Communication Intervention. Poster presented at the annual meeting of the American Speech-Language Hearing Association, New Orleans, LA.

Elmquist, M., Ford, A., \*Kuchler, K., \*Cakir-Dilek, B., Brown, S. J., & **Finestack, L. H.** (June 2022). How We Measure Change Matters: Considering Proximity and Boundness of Outcomes when Evaluating the Effectiveness of Caregiver-Implemented Communication Interventions. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Linert, J., Abbeduto, L., & **Finestack, L. H.** (June 2022). Syntactic Growth in Adolescent Boys with Fragile X Syndrome and Down Syndrome: A Longitudinal Study. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

\*Cakir Dilek, B., Elmquist, M., Ford, A., Kuchler, K., Brown, S. J., Riegelman, A., Marsalis, S. & **Finestack, L. H.** (June 2022). Sharing the Characteristics of Caregiver-Child Interactions. Poster presented at The Symposium on Research in Child Language Disorders, Madison, WI.

Peter, B., Davis, J., VanDam, M., Potter, N., Kim, Y., Eng, L., Scherer, N., Williams, D., Schrock, C., **Finestack, L. H.**, Stoel-Gammon, C., Armstrong-Heimsoth, A., Monroe, A. & Cupp, C. (April 2022). Babble Boot Camp©: Clinical trial of a proactive intervention for infants at genetic risk for speech and language disorders. Poster presented at the Maternal Child Health Conference, College of Health Solutions, Arizona State University.

\*Kuchler, K., **Finestack, L. H.**, Elmquist, M., Riegleman, A., Marsalis, S., Ford, A., & \*Cakir Dilek, B. (February 2022). Caregiver-implemented Communication Interventions for Children At Risk for Language Impairment: A Scoping Review. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

\*Kuchler, K., **Finestack, L. H.**, Elmquist, M., Riegleman, A., Marsalis, S., Ford, A., & \*Cakir Dilek, B. (November 2021). Caregiver-implemented Communication Interventions for Children 18 through 48 Months of Age: A Scoping Review. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Washington, DC.

\*Kelly, R., \*Hukriede, E., Elmquist, M., \*Kuchler, K., Lease, L., McConnell, S., & **Finestack, L. H.** (November 2021). Evaluation of a Standardized Parent Education Program to Promote Early Childhood Spanish & English Language Development. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Washington, DC.

\*McCabe, M., Munson, B., Bangert, K., & **Finestack, L. H.** (November 2021). The Relationship between Children's Metalinguistic Skills and Language Learning With Implicit and Explicit Instruction. Poster presented at the annual meeting of the American Speech-Language Hearing Association, Washington, DC.

\*Hilliard, L., Abbeduto, L., & **Finestack, L. H.** (April 2021). Reliability of Computerized Language Analysis (CLAN) to Evaluate Grammatical Skills of Individuals with DS or FXS. Poster presented at the Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, virtual.

\*Rohwer, B. L. & **Finestack, L. H.** (April 2021). An Explicit-Visual Syntax Intervention for Minimally-Verbal Autistic Children. Poster presented at the Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, virtual.

Bangert, K. J. & **Finestack, L. H.** (April 2021). A Comparison of Respiratory Sinus Arrhythmia in Children with Autism or Typical Development Across Communicative and Cognitive Contexts: A Pilot Study. Poster presented at the Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, virtual.

\*Kelly, R., \*Hukriede, E., \*Elmquist, 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., \*Elmquist, 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.

DeRuijter, 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  
 HCOL 3101H Thesis: Writing

#### ***Collaborative Efforts and Activities***

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

#### ***Faculty Development Activities Regarding Teaching***

Courageous Conversations About Race Practitioner (45 hr training)	2022
Courageous Conversations About Race	
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**

#### ***Undergraduate Honor's Program***

NEXUS One Cohort Leader (Spring 2021, Fall 2021)

#### ***Undergraduate Research Activities***

Mia Tortomasi (Undergraduate Research Opportunity Program Mentor, Summer 2022)

Natalie Xiong (Dean's First-Year Research and Creative Scholars Mentor, Spring 2022)

Nakeema Ray (Dean's First-Year Research and Creative Scholars Mentor, Spring 2022)

Muna Musse (Directed Research, Spring 2022)

Jennifer Meraz Barrera (Directed Research, Fall 2021)

Lola DeFever (Undergraduate Research Opportunity Program Mentor, Spring 2021)

Jennifer Radermacher (Dean's First-Year Research and Creative Scholars Mentor, Spring 2021)

Sakina Salemhamed (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)  
Bogyong 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***

Lola DeFever, *Index of Caregiver-Implemented Child Language Interventions: Using the TIDieR Checklist to Enhance the Usability of Evidence in Primary Evaluative Studies*, 2021

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***

Erin Steffes, *Developmental Language Disorder Terminology: A Survey of Speech-Language Pathologists' Use and Knowledge*, 2022

Kai Preto, *Efficacy of Explicit Instruction to Teach Novel Morphological Forms to Children with Autism*, 2021

Sydney Nygaard, *Using Eye-tracking to Better Understand Child Language Learning*, 2021

Lisa Hilliard, *Reliability of Computerized Language Analysis (CLAN) to Evaluate Grammatical Skills in Individuals with DS or FXS*, 2021

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

***Master's Student Advisees***

2023 Khadara Ahmed, Zoha Aman, Carmen Backes, Emma Lutzke, Laura Santos Rodriguez, Abigail Speller

2022 Megan Larsen, Nkauj-Huab Lo

2021 Callie Adams, Caryn Donahue, Jennifer Gibson, Jin-An Ho, Erin Steffes

2020 Rachel Eaton, Meridith Henke, Michaela McCabe, Kimberli Ng, Jocelyn Yu

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

- 2018 Elizabeth Pittman, Elise Schoch, Kari Sherburne, Claire Wiechman, Jennifer Engman, Bryce Palm  
2017 Casey Englund-Helmeke, Stephanie Johnson, Katelyn Kippes, Yasmin Abdi  
2016 Erin Lawrence, Ericka Shores, Darcy McLinden, Brooke Rood, Abby Bogatz, Mary Fernandes  
2015 Zuleika Billington, Molly Prairie, Emma Richie, Kyle Spurlock  
2014 Leah Ashburn, Christianna Johnson, Kimberly Lee, Laura Nathan, Claire Sunderland, Asimina Syrika  
2013 Jill Stein, Rachel Weaver  
2012 Megan Raby, Janae Stotesbery, Jenny Zitzke

***AuD's Student Committee Member***

- 2020 Aly Leman, Emily Tobkin, Jennifer Tryon, Jasmine Hookom, Leigh Rohren  
2018 Bailey Bjerke, Maureen Stormont, Kaylee Frederickson, Andrea Wilson

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

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

***Doctoral Students Advised***

- Miriam Kornelis, current  
Jamie Linert, current  
Kirstin Kuchler, 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***

- Emma Shanahan, Special Education. *Effects of Early Writing Interventions on Reading Outcomes*. Preliminary Oral Exam, 2022.  
Bess Casey Wilke, Special Education, *A Review of the Effects and Characteristics of Reading and Language Comprehension Interventions*, Preliminary Oral Exam, 2022.  
Betul Cakir-Dilek, Special Education, *Caregiver-Child Interactions as a Measurement Context in Caregiver-Implemented Communication Interventions: A Scoping Review*, Preliminary Oral Exam, 2022.

Stacey Christopherson Brandjord, Special Education, *“What Should We Do Now?”: Family Service Use and Decision-Making in Autism*, Dissertation, 2022

Kelsey Will, Special Education, *Data-Based Decision Making in Early Childhood: Teachers’ Competencies, Beliefs, and Practices*, Dissertation, 2022

Min-Kyoung Choi, Speech-Language-Hearing Sciences, *Evaluating the Mnemonic Value of Written Cues for the Phonological Memory in Late Bilinguals*, Dissertation, 2021.

Yuan Zhang, Division of Biostatistics, *School of Public Health, Modifications of Q-learning to Optimize Dynamic Treatment Regimes*, Dissertation, 2021

Chieh Kao, Speech-Language-Hearing Sciences, *Emotional Speech Processing in Infants and Adults: A Behavioral and Electrophysiological Investigation*, Dissertation, 2021

Marianne Elmquist, Educational Psychology, *A Cross-Validated Approach Towards Identifying the Unique and Cumulative Contributions of Child and Family Factors Predictive of Speech-Language Therapy Start Time*, Dissertation, 2021

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*, Dissertation, 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***

Samuel Calder, Curtin University, *Theoretically motivated explicit grammar intervention for early school-aged children with Developmental Language Disorder*, 2021

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-  
*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  
*Infant and Child Development* 2021  
*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***

Spoken Language and Learning in School Age Individuals Committee for the annual meeting of the American Speech-Language, and Hearing Association – Co-Chair (2022)

International Raising Awareness of Developmental Language Disorders – Board Member  
(2022-present)

US Raising Awareness of Developmental Language Disorders – Member of Founding Committee  
(2021-present)

American Speech-Language Hearing Association Mentoring Academic Research Careers (MARC)  
Mentoring Program – Mentor (2017, 2018, 2019, 2021, 2022)

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

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, 2021)

American Speech-Language Hearing Association Pathways Mentoring Program – Reviewer &  
Mentor (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)

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 Language and Communication Study Section (LCOM), Biobehavioral  
and Behavioral Processes Integrated Review Group (BBBP), CENTER FOR SCIENTIFIC  
REVIEW (CSR) – Member (07/01/2022-06/30/2026)

Council of Academic Programs in Communication Sciences and Disorders – Reviewer for PhD  
Scholarship Applications (2017, 2018, 2019, 2020, 2021, 2022)

National Institutes of Health 202105 Language and Communication Study Section (LCOM) –  
Ad-hoc Reviewer (02/2021)

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

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***

*University*

Graduate School Advisory Board (2022-2025)  
Judge, Undergraduate Research Symposium (2021)

*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, 2023)  
CLA Dean's Freshman Research and Creative Scholar Mentor (2010-2023)  
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, Search Committee for Director of Clinical Programs in Audiology (2021)  
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 (2016-2018)  
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)