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## BIOGRAPHICAL SKETCH

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NAME Lizabeth H. Finestack	POSITION TITLE Assistant Professor of Speech-Language-Hearing Sciences
eRA COMMONS USER NAME: Finestack	

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### EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
University of Kansas, Lawrence, KS	B.A.	05/97	Speech-Language-Hearing
University of Minnesota, Minneapolis, MN	M.A.	08/99	Speech-Language Pathology
University of Kansas, Lawrence, KS	Ph.D.	08/07	Speech-Language Pathology
University of Wisconsin, Madison, WI	Post-Doc	08/07 - 7/09	Developmental Disabilities

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### A. Personal Statement

The long-term goal of my research is to identify effective and efficient interventions for children with significant language learning weaknesses. As part of my graduate program at the University of Kansas, I was involved in two projects aimed to evaluate interventions for children with language learning difficulties. The first project, directed by Drs. Steve Warren and Marc Fey (Department of Education H324CC990091) examined the facilitating effects of a prelinguistic communication intervention on later word learning. The second project, directed by Marc Fey (NIH R21DC007214), investigated the effects of combining a neurologically-based intervention, Fast ForWord, with a traditional narrative-based intervention for children with language impairment aged 6 to 8 years. As a lead assistant on both projects, I contributed to all aspects of the projects and acquired the skills necessary to implement empirically-sound treatment research. Results from both studies have been published in peer review journals, presented at national conferences, and published in book chapters. With this training, I was able to successfully complete and publish my dissertation study, which serves as one of the preliminary studies for the proposed project.

As a post-doctoral fellow in developmental disabilities at the University of Wisconsin-Madison's Waisman Center, I worked under the mentorship of Dr. Leonard Abbeduto, a leading investigator of fragile X syndrome (FXS). I took a lead role in expanding the scope of Dr. Abbeduto's longitudinal study focused on the language and cognitive development of adolescents with FXS or Down syndrome (DS) (NIH R01HD024356) to include the examination of the morphologic and syntactic language abilities. I have presented and published results of identified grammatical language strengths and weaknesses of individuals with FXS or DS. As part of my post-doctoral training, I gained an expertise in the grammatical abilities of individuals with FXS or DS. Additionally, I completed a follow-up study to my dissertation, which evaluated the language learning of children with typical development when taught a novel grammatical marker using a deductive or inductive approach. This study provided preliminary data to support the application of a deductive language teaching approach to young children (4 through 6 years) with immature language and cognitive abilities.

In my current academic research position at the University of Minnesota, I have successfully gained internal funding to support the examination of factors influencing learning using a deductive approach. This study will involve children with ADHD, intellectual disability, and language impairment. This study is projected to be completed in December of 2011. Results of this study on contributing factors coupled with results from the proposed study will guide the development and implementation of a large-scale grammatical intervention focused on children with significant language weaknesses. I am confident that my comprehensive training and expertise in deductive instruction, child language interventions, and grammatical language will allow me to successfully complete the proposed study and move closer to accomplishing my long-term goal of improving the effectiveness and efficiency of child language interventions.

## **B. Positions and Honors**

### **Positions and Employment**

1999-2001	Speech-Language Pathologist, Cove School for Children with Learning Disabilities, Northbrook, IL
2001-2007	Graduate Research Assistant, University of Kansas, Lawrence, KS
2002-2006	Speech-Language Pathologist, Private Practice, Kansas City, KS
2007-2009	NICHD Post-doctoral Trainee, University of Wisconsin, Madison, WI
2008	Lecturer, Department of Communicative Disorders, University of Wisconsin, Madison, WI
2009-Present	Assistant Professor, Speech-Language-Hearing Sciences, University of Minnesota, Minneapolis, MN

### **Professional Affiliations**

1998-Present	Certified Member, American Speech-Language Hearing Association
2002-Present	Member, ASHA Special Interest Division #1: Language Learning and Education
2010-Present	Member, Down Syndrome Association of Minnesota
2010-Present	Member, Society for Research in Child Development

### **Honors**

1996	Nancy Miller Martin Memorial Scholarship – The University of Kansas
1997	Phi Beta Kappa Honor Society – The University of Kansas
1997	Margaret C. Byrne Saricks Research Award – The University of Kansas
1998	Merit-based Departmental Tuition Award – University of Minnesota
1999	Honors in the National Student Speech Language Hearing Association
2003	Schiefelbusch Child Language Scholarship – The University of Kansas
2003-06	Neuroimaging Graduate Fellowship – The University of Kansas
2004-06	President SPLH/CLP Graduate Student Organization – The University of Kansas
2004	Student Research Travel Award – American Speech-Language Hearing Association
2005	Bamford-Lahey Scholar – Bamford-Lahey Children's Foundation
2005	New Century Doctoral Scholarship – The American Speech-Language-Hearing Foundation
2005-06	Preparing Future Faculty Fellow – The University of Kansas Graduate School
2006	Research Conference Travel Awardee – The American Speech-Language Hearing Association
2007	Outstanding Poster Presentation – The University of Kansas Graduate and Professional Association's Graduate Student Research Competition
2007	Overall First Place Medal for School of Allied Health and First Place Award for Behavior and Social Science – The University of Kansas Medical Center Student Research Forum
2008	Theodore Tjossem Postdoctoral Travel Award – Gatlinburg Conference on Research & Theory in Intellectual & Developmental Disabilities
2009	Clinical Practice Research Institute Awardee – American Speech-Language Hearing Association
2011	Interdisciplinary Training Conference in Developmental Disabilities Fellow – NIH funded
2012	Grant Review and Reviewer Training Participant - American Speech-Language Hearing Association
2012	Lessons for Success Participant - American Speech-Language Hearing Association
2014	Clinical Practice Research Institute Awardee - American Speech-Language Hearing Association
2014	Advancing Academic-Research Career (AARC) Award Recipient - American Speech-Language Hearing Association
2014	Research Mentoring-Pair Travel Award Mentor Recipient - American Speech-Language Hearing Association

## **C. Peer-reviewed Publications**

1. **Finestack, L. H.**, Payesteh, B., Rentmeester Disher, J. & Julien, H. M. (accepted). Reporting language sampling procedures. *Journal of Speech, Language, and Hearing Research*.
2. **Finestack, L. H.** (2014). Language learning of children with typical development using a deductive metalinguistic procedure. *Journal of Speech, Language, and Hearing Research*, 57(2), 509-523.
3. **Finestack, L. H.**, 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.
4. **Finestack, L. H.**, 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.

5. **Finestack, L. H.**, & 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.
6. Fey, M. E., **Finestack, L. H.**, 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.
7. **Finestack, L. H.**, & 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.
8. Popescu, M., Fey, M. E., Lewine, J. D. **Finestack, L. H.**, & Popescu, E. A. (2009). N400 responses of children with primary language disorder: Intervention effects. *NeuroReport*, 20, 1104-1108.
9. **Finestack, L. H.**, Richmond, E. K., & Abbeduto, L. J. (2009). Language development in individuals with fragile X syndrome. *Topics in Language Disorders*, 29(2), 133-148.
10. Warren, S. F., Fey, M. E., **Finestack, L. H.**, 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.
11. **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.
12. 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.
13. Fey, M. E., Long, S. H., & **Finestack, L. H.**<sup>4</sup>, (2003). Ten principles of grammar facilitation for children with specific language impairment. *American Journal of Speech-Language Pathology*, 12, 3-15.

### Non Peer-reviewed Publications

1. **Finestack, L. H.** (submitted). 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.
2. **Finestack, L. H.** (submitted). Vocabulary, grammar, and syntactic language profiles of adolescents with Down syndrome and relevant interventions. In R. H. Bahr & E. R. Silliman (Eds.), *Handbook of Communication Disorders*. Taylor and Francis.
3. DeRuijter, M. & **Finestack, L. H.**, (2014). Clinical practice research: Savvy or suicide for an assistant professor?, *Access Academic and Research E-newsletter*.
4. **Finestack, L. H.**, & 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.
5. **Finestack, L. H.** (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.
6. Fey, M. E., & **Finestack, L. H.** (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.
7. **Finestack, L. H.**, 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.
8. Warren, S. F., Bredin-Oja, S. L., Fairchild, M., **Finestack, L. H.**, 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.

### Recent Presentations

1. **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.

2. 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.
3. 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.
4. 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.
5. 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.
6. **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.
7. 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.
8. **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.
9. 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.
10. **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.
11. 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.
12. 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.
13. 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.
14. 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.
15. **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.

## D. Research Support

### Ongoing Extramural Research Support

1R03DC011365-01A1 Finestack (PI) 06/07/11-05/31/14  
NIDCD

“An Alternative Grammatical Treatment for Children with Language Impairment”

This study is an integral component of a *program of research* focused on identifying effective and efficient interventions for children with language impairment by examining the use of deductive and inductive approaches to teaching novel grammatical forms.

Role: PI

### Completed Extramural Research Support

T32HD007489 Abbeduto (PI) 09/29/95-04/30/10  
NICHD

“Postdoctoral Training in Mental Retardation Research”

This program provides interdisciplinary training in behavioral, biobehavioral, and social sciences research on intellectual and developmental disabilities with an emphasis on communication, social-affective, and family processes.

Role: Trainee

### Intramural Research Support

Grant-in-Aid of Research, Artistry, and Scholarship Program Finestack (PI) 01/15/10-12/31/11  
University of Minnesota

“Deductive Teaching and the Impact of Attention, Cognition, and Language on Learning”

The purpose of this study is to identify critical attention, cognitive, and language factors that affect language learning when children are taught grammatical forms using a deductive teaching approach. A total of 120 children between the ages of 5 and 12 years with intellectual disability, attention deficit hyperactivity disorder, or specific language impairment will be enrolled in this study.

Role: PI

Departmental Start-Up Grant Finestack (PI) 08/17/09-06/30/12  
University of Minnesota  
Research Initiation Funds

The purpose of this grant is to set up the PI's laboratory and fund preliminary studies needed to be competitive for extramural research support.

Role: PI

Dissertation Fellowship Finestack (PI) 08/01/06-07/31/07  
The University of Kansas

“A comparison of explicit and implicit interventions to teach a novel grammatical marking to children with language impairment”

The purpose of this study was to compare the language learning effects of explicit and implicit techniques when teaching a novel gender agreement verb inflection to children with language impairment. Thirty-two children, 6-8 years old, with language impairment were randomly assigned to either an implicit or explicit treatment group. A significant advantage was identified for the explicit language teaching approach over the implicit approach.

Role: PI