
BIOGRAPHICAL SKETCH

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NAME Fey, Marc Eugene	POSITION TITLE Professor of Hearing and Speech		
eRA COMMONS USER NAME (credential, e.g., agency login) NIDCDCrime3Dog\$3\$			
<i>EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Wichita State University, Wichita, KS	B.A. in Ed.	1970-1974	Communicative Disorders
University of Georgia, Athens, GA	M.Ed.	1974-1975	Communicative Disorders
Purdue University, West Lafayette, IN	Ph.D.	1978-1981	Communicative Disorders

A. Personal Statement

My 30 years of experience in language intervention research with children with language delays and developmental disorders make me well-qualified to mentor students interested in intervention research with young children. The Language Intervention Lab I direct at the University of Kansas Medical Center is a state-of-the-art facility for planning, implementing, and studying the effects, efficacy, and effectiveness of speech and language interventions for young children. With NIDCD funding, we have studied the effects of sentence recasts, pre-linguistic milieu teaching, Fast ForWord, and narrative-based language intervention with children aged 2 to 9. My lab also serves as a training ground for students working to become evidence-based speech-language pathologists and clinical researchers in speech-language pathology.

B. Positions and Honors

Positions

- 1981-1985 Assistant Professor Department of Communicative Disorders, The University of Western Ontario, London
- 1985-1990 Associate Professor Department of Communicative Disorders, The University of Western Ontario, London
- 1990-1996 Associate Professor Department of Hearing and Speech, The University of Kansas Medical Center, K.C., KS
- 1996-present Professor Department of Hearing and Speech, The University of Kansas Medical Center, K.C., KS

Honors and Awards

- Fellow, American Speech-Language-Hearing Association, 1999.
- University of Georgia College of Education Distinguished Alumni Award for Lifetime Achievement, April 28, 2005.
- Distinguished Alumnus, Wichita State University Department of Communicative Disorders, 2010.
- Kawana Award for Lifetime Achievement in Publications, American Speech-Language-Hearing Association, 2010.
- American Speech-Language-Hearing Association Honors of the Association, November, 2, 2011.

Other Awards

- The 1992 Editor's Award for the article of highest merit in *Language, Speech, and Hearing Services in Schools*, cited for two articles appearing in *Clinical Forum: Phonological Assessment and Treatment, Language, Speech, and Hearing Services in Schools*, 23, 225-232 and 277-282.
- The 1993 Editor's Award for the article of highest merit in Language for the *Journal of Speech and Hearing Research* for the article, "Two approaches to the facilitation of grammar in language-impaired children: An Experimental Evaluation" by **Fey, M. E.**, Cleave, P. L., Long, S. H., & Hughes, D. L., pp. 141-157.
- The 2001 Editor's Award for the article of highest merit in *Language, Speech, and Hearing Services in Schools* for the article, "Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation" by Catts, H. W., **Fey, M. E.**, Zhang, X., & Tomblin, J. B., pp. 38-50.

C. Selected peer-reviewed publications since 1993 (in chronological order).

1. **Fey, M. E.**, Cleave, P.L., Long, S.H., & Hughes, D.L. (1993). Two approaches to the facilitation of grammar in language-impaired children: An Experimental Evaluation. *Journal of Speech and Hearing Research*, 36, 141-157.
2. **Fey, M. E.**, Cleave, P. L., Ravida, A. I., Dejmal, A. R., Easton, D., & Long, S. H. (1994). Effects of grammar facilitation on the phonological performance of children with speech and language impairments. *Journal of Speech and Hearing Research*, 37, 594-607.
3. **Fey, M. E.**, Cleave, P. L., & Long, S. H. (1997). Two approaches to grammar facilitation in children with language impairments: Phase 2. *Journal of Speech and Hearing Research*, 40, 5-19.
4. **Fey, M. E.**, Krulik, T., Loeb, D. F., & Proctor-Williams, K. (1999). Sentence recast use by parents of children with typical language and children with specific language impairment. *American Journal of Speech-Language Pathology*, 8, 273-286. .
5. Proctor-Williams, K., **Fey, M. E.**, & Loeb, D. F. (2001). Parental recasts and production of copulas and articles by children with specific language impairment and typical language. *American Journal of Speech-Language Pathology*, 10, 155-168.
6. Frome Loeb, D., Stoke, C., & **Fey, M. E.** (2001). Language changes associated with fast forward™: evidence from case studies. *American Journal of Speech-Language Pathology*, 10, 216-230.
7. Eadie, P. A., **Fey, M. E.**, Douglas, J. M., Parsons, C. L. (2002). Profiles of grammatical morphology and sentence imitation in children with specific language impairment and Down syndrome. *Journal of Speech- Language-Hearing-Research*, 45, 720-732.
8. Catts, H. W., **Fey, M. E.**, Zhang, X., & Tomblin, J. B. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech-Language-Hearing Research*, 45, 1142-1157.
9. Eadie, P. A., **Fey, M. E.**, Douglas, J. M., Parsons, C. L. (2002). Profiles of Grammatical Morphology and Sentence Imitation in Children with Specific Language Impairment and Down Syndrome. *Journal of Speech- Language-Hearing-Research*, 45, 720-732.
10. **Fey, M. E.**, and Loeb, D. F. (2002). An evaluation of the facilitative effects of inverted yes-no questions on the acquisition of auxiliary verbs. *Journal of Speech-Language-Hearing Research*, 45, 160-174.
11. **Fey, M. E.**, Long, S. H., & Finestack, L. H. (2003). Ten principles of grammatical intervention for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-15.
12. Brackenbury, T., & **Fey, M. E.** (2003). Children's fast mapping of manner-of-motion verbs. *Journal of Speech-Language-Hearing Research*, 46, 313-327.
13. Catts, H., Hogan, T., & **Fey, M. E.** (2003). Sub-grouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities*, 36, 151-164.
14. **Fey, M. E.**, Catts, H. W., Proctor-Williams, K., Tomblin, J. B., & Zhang, X. (2004). Oral and written story composition skills of children with language impairment: a longitudinal investigation. *Journal of Speech-Language-Hearing Research*, 47, 1301-1318.

15. Swanson, L. A., **Fey, M. E.**, Mills, C. E., & Hood, L. S. (2005). Use of story retelling and story generation to facilitate the syntactic and narrative skills of children with specific language impairment. *American Journal of Speech-Language Pathology*, 14, 131-143.
16. Finestack, L. H., **Fey, M. E.**, & Catts, H. W. (2006). Pronominal reference skills of second and fourth grade children with language impairment. *Journal of Communication Disorders*. 39, (3), 232-248.
17. Johnson, B. W., & **Fey, M. E.** (2006). Interaction of lexical and grammatical aspect in toddlers' language production. *Journal of Child Language*, 33, 419-435.
18. **Fey, M. E.**, Warren, S. F., Brady, N., Finestack, L., Bredin-Oja, S. L., Fairchild, M., Sokol, S., & Yoder, P. J. (2006). Early effects of responsivity education/ prelinguistic milieu teaching for children with developmental delays and their parents. *Journal of Speech, Language, & Hearing Research*, 49, (3), 526-547.
19. Warren, S. F., **Fey, M. E.**, & Yoder, P. J. (2007). Differential treatment intensity research: A missing link to creating optimally effective communication interventions. *Mental Retardation and Developmental Disabilities Research Reviews*, 13(1), 70-77.
20. Proctor-Williams, K., & **Fey, M. E.** (2007). Recast density and acquisition of novel irregular past tense verbs. *Journal of Speech, Language, & Hearing Research*, 50, 1029-1047.
21. Warren, S. F., **Fey, M. E.**, Finestack, L. H., Brady, N. C., Bredin-Oja, S. L., & Fleming, K. K. (2008). A randomized trial of longitudinal effects of low-intensity responsivity education/prelinguistic milieu teaching. *Journal of Speech, Language, & Hearing Research*, 51(2), 451-470.
22. Finestack, L. H., & **Fey, M.E.** (2009). A comparison of explicit and implicit interventions to teach a novel grammatical inflection to children with language impairment. *American Journal of Speech-Language Pathology*, 18, 289 - 302.
23. **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 treatment in language intervention. *Journal of Speech, Language & Hearing Research*, 53(2), 430-449..
24. van Kleeck, A., Schwarz, A. L., **Fey, M.E**, Kaiser, A., Miller, J., & Weitzman, E., (2010). Should we use telegraphic or grammatical input in the early stages of language development with children who have language impairments? A meta-analysis of the research and expert opinion. *American Journal of Speech-Language Pathology*, 19, 3-21.
25. Fey, M. E., Richard, G. J., Geffner, D., Kamhi, A. G., Medwetsky, L., Paul, D., & Schooling, T. (2011). Auditory Processing Disorder and Auditory/Language Interventions: An Evidence-Based Systematic Review. *Lang Speech Hear Serv Sch*, 42(3), 246-264.

D. Research Support

1 R01 DC009574-01A1Leonard (PI) 04/06/2009 – 02/28/2014

NIDCD

Input sources of grammatical deficits in specific language impairment. The project is designed to test a hypothesis that attributes weak tense and agreement morpheme use by children with SLI to two factors, a deficit in sentence interpretation that leads them to focus on material at the ends of sentences and the availability of nonfinite subject-verb sequences at the ends of utterances found in the English-speaking child's input.

Role: Fey is one of two PIs.

1 R01 DC007660-01 Warren (PI) 08/01/2005-07/31/2011

NIDCD

Effects of intensity of early communication intervention.

We are testing the hypothesis that more intensive application of prelinguistic and linguistic milieu intervention (PLMT) will have dramatically more positive outcomes. This study proposes an experimental investigation of the effects of PLMT delivered at two different levels of intensity to young children with general communication delays randomly assigned to either a "high" or "low" intensity group.

Role: co-PI.

1 R21 DC007214-01A1 Fey (PI) 09/01/2005 – 02/28/2008.

NIDCD

Effects of Fast ForWord on language processing.

In this project, we examined the effects of an intensive, computerized, commercially available language intervention as an adjuvant to a conventional language intervention designed to facilitate children's narrative and grammatical abilities.

Role: PI

H324C990040 Warren (PI) 2000-2005

Office of Special Education Programs: United States Department of Education.

Is prelinguistic communication intervention necessary? In this project, we evaluated the immediate and longer-term effects of pre-linguistic milieu intervention, which targets increases in the frequency and complexity of the intentional communication efforts of preverbal children with developmental delays.

Role: co-PI.

P50 DC007246 Catts (PI) 7/01/95-6/30/00

NIDCD

Written Language Outcomes in Children with Language Disorders.

We studied the effects of kindergarten language, phonological, and other moderators on reading skills in the second and fourth grade. We also monitored development of narrative language skills of children with and without language impairment at kindergarten.

Role: co-PI.