
BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME	POSITION TITLE		
Marc Eugene Fey	Professor		
<i>EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</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

NOTE: The Biographical Sketch may not exceed four pages. Items A and B (together) may not exceed two of the four-page limit. Follow the formats and instructions on the attached sample.

A. Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

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.

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.

B. Selected peer-reviewed publications (in chronological order). Do not include publications submitted or in preparation.

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.

Fey, M. E., Cleave, P. L., Ravida, A. I., Dejmaj, 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.

Cleave, P. L., & **Fey, M. E.** (1997). Two approaches to the facilitation of grammar in children with language impairments: Rationale and description. *American Journal of Speech-Language Pathology*, *6*, 22-32.

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.

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.

Catts, H. W., **Fey, M. E.**, Zhang, X., & Tomblin, J. B. (1999). Language basis of reading and reading disabilities: Evidence from a longitudinal investigation. *Scientific Studies in Reading*, *3*, 331-361.

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.

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.

Catts, H. W., **Fey, M. E.**, Zhang, X., & Tomblin, J. B. (2001). Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical implementation. *Language, Speech, and Hearing Services in Schools*, *32*, 38-50.

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.

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.

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.

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.

Brackenbury, T., & **Fey, M. E.** (2003). Children's fast mapping of manner-of-motion verbs. *Journal of Speech-Language-Hearing Research*, 46, 313-327.

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.

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.

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.

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.

McCauley, R., & **Fey, M. E.** (Eds.) (2006). *Treatment of Language Disorders in Children*. Baltimore: Brookes Publishing.

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.

Johnson, B. W., & **Fey, M. E.** (2006). Interaction of lexical and grammatical aspect in toddlers' language production. *Journal of Child Language*, 33, 419-435.

Sokol, S. B., & **Fey, M. E.** (2006). Production of / [/ in trochaic and nontrochaic weak contexts. *Clinical Linguistics and Phonetics*, 1-13, online at <http://journalsonline.tandf.co.uk/>.

Fey, M. E., & Justice, L. M. (2007). Evidence-based decision making in communication intervention. (pp. 179-202). In R. Paul and P. W. Cascella (Eds.) *Introduction to clinical methods in communication disorders* (2nd Edition). Baltimore: Brookes Publishing.

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.

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.

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 responsiveness education/prelinguistic milieu teaching. *Journal of Speech, Language, & Hearing Research*, 51(2), 451-470.

Fey, M. E., & Finestack, L. H. (2008). Research and development in children's language intervention: A 5-phase model (pp. 513-532). In R. G. Schwartz (Ed.) *Handbook of Child Language Disorders*. New York: Psychology Press.

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.

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.

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..

van Kleeck, A., Schwarz, A. L., **Fey, M.**, 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.

C. Research Support. List selected ongoing or completed (during the last three years) research projects (federal and non-federal support). Begin with the projects that are most relevant to the research proposed in this application. Briefly indicate the overall goals of the projects and your role (e.g. PI, Co-Investigator, Consultant) in the research project. Do not list award amounts or percent effort in projects.

Fey, M. E. & Loeb, D. F. (1993-1998). Effects of Input Manipulation on Grammatical Acquisition (R01DC01817). National Institute on Deafness and Other Communicative Disorders. Direct costs - \$458,255. I was PI.

Catts, H. & **Fey, M. E.** (1995-2000). Written Language Outcomes in Children with Language Disorders. National Institute on Deafness and Other Communicative Disorders. Direct costs - \$265,833. I was co-PI.

Warren, S. H., & **Fey, M. E.** (2000-2004). Is prelinguistic communication intervention necessary? Office of Special Education Programs: United States Department of Education. In this project, we are evaluating 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. I was the co-PI. Direct costs, \$488,000.

Warren, S. F., **Fey, M. E.**, & Yoder, P. J. (August 1, 2005-July 31, 2010). Effects of intensity of early communication intervention. R01 DC007660, the National Institute on Deafness and other Communicative Disorders, 5 years, Direct costs - \$3,154,081. I am co-PI.

Fey, M. E., & Lewine, J. D. (September 1, 2005 – Feb 28, 2008). Effects of Fast ForWord on language processing. R21 DC007214 from the National Institute on Deafness and other Communicative Disorders, 2 years, Direct

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Principal Investigator/Program Director (Last, first, middle): Fey, Marc E.

costs - \$275,000. I was PI.

Leonard, L. B., & **Fey, M. E.** (April 06, 2009 – February 28, 2014). Input sources of grammatical deficits in specific language impairment. R01 DC009574. 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. Fey is one of two PIs.