

CURRICULUM VITA

Alaine Ocampo, Ph.D., CCC-SLP

Assistant Professor

Department of Speech-Language Pathology

California State University, Long Beach

[Contact info redacted for online publication]

EDUCATION

Ph.D. Education, Emphasis in Disability Studies, 2011

Chapman University, Orange, CA

M. A. Communicative Disorders, 1998

California State University, Long Beach

B.A. Communicative Disorders, 1996

California State University, Long Beach

PROFESSIONAL and CLINICAL EXPERIENCE

Department of Speech-Language Pathology, California State University, Long Beach

Assistant Professor, August 2015 to present

Ocean View School District, Huntington Beach, CA

Lead Speech-Language Pathologist, 2010-2015

Ocampo Speech and Language, LLC, Huntington Beach, CA

Owner/Operator, 2014-2015

Los Nietos School District, Whittier, CA

Consultant, 2014

Hacienda La Puente Unified School District, City of Industry, CA

Invited Independent Evaluator/Individual Contractor, 2012

Providence Speech and Hearing Center, Orange, CA

Director of Therapy Services, 2009-2010

Cypress School District, Cypress, CA

Speech-Language Specialist, 2004-2009

El Rancho Unified School District, Pico Rivera, CA

Speech-Language Specialist/Special Day Class Teacher, 2000-2004

Harbor Regional Center, Torrance, CA

Speech-Language Service Vendor/Home-based Early Intervention Therapist 2002-2003

Rancho Los Amigos National Rehabilitation Center, Downey, CA
Speech-Language Pathologist I, 1998-2000

AREAS OF SPECIAL COMPETENCE

School-Age Language Disorders
School-Based Issues
Autism
Cultural and Linguistic Diversity
Collaboration

TEACHING ASSIGNMENTS

SLP 464 Cultural Competence in Behavior Management and Counseling
SLP 483 Assessment of Monolingual and Bilingual Clients
SLP 485 Introduction to Autism for Speech-Language Pathologists
SLP 481A School-Age Language Disorders
SLP 662 Graduate Seminar in School-Age Language Disorders
SLP 667 Graduate Seminar in Autism
SLP 575 Educational Topics in Speech-Language Pathology
SLP 686A Public School Practicum in Speech-Language Pathology

PEER REVIED PUBLICATIONS (student co-authors underlined)

Bittner, M., Daughrity, B., Ocampo, A., Lavay, B., & Le, A. (2021). Are adapted physical education teachers facilitating peer engagement and social communication? *Palaestra*, 35(1), xxx-xxx

Daughrity, B., Bittner, M., Ocampo, A., Lavay, B., Chevalier, S., Jimenez, S., & Le, A. (2020). Interprofessional Collaboration: Training Preservice Adapted Physical Education Teachers to Facilitate Peer Engagement Among Children with Disabilities, Perspectives of ASHA SIG 16 School-Based Issues, 1-11.
https://pubs.asha.org/doi/pdf/10.1044/2020_PERSP-19-00180

Ocampo, A. & Kennedy, K. (2019). The Relationship of Collaboration and Job Satisfaction between Speech-Language Pathologists and School Psychologists. SIG 16 School-Based Issues, 1-16. <https://doi.org/10.1044/PERS-SIG16-2018-0003>

Wallach, G.P., & Ocampo, A. (2017). Comprehending comprehension: Selecting possibilities within a multidimensional model. *Language, Speech, and Hearing Services in Schools*, 48(2), 98-103.

Dodd, J. L, Ocampo, A., & Kennedy, K. (2011). Perspective-taking through narratives: An intervention for students with ASD. *Communication Disorders Quarterly*, 33(1), 23-33.

Ocampo, A. (2010). Case study of a cancer survivor: Beating the odds. *Communication Disorders Quarterly*, 31(3), 1-5

Textbook

Wallach, G. P., & Ocampo, A. (November 2020). *Language and Literacy Connections: Intervention for School-Age Children and Adolescents*. Plural Publishing, Inc. San Diego, CA.

PEER REVIEWED PRESENTATIONS (Student co-authors are underlined)

Ocampo, A., & Wallach, G. P. (2020). Super Literacy Power (SLP) in Schools: Intervention Targets Go Beyond Magical Thinking. Oral Presentation for the annual *California Speech-Language-Hearing Association Convention (CSHA)* Anaheim, CA. (Accepted but convention cancelled due to COVID-19)

Daugherty, B., Ocampo, A., Bittner, M., Lavay, B., Jimenez, S., Chevalier, S. (2020). Promoting Peer-to-Peer Engagement through Collaborative Practices Among SLPs & APE Teachers. Oral Presentation for the annual *California Speech- Language-Hearing Association Convention (CSHA)* Anaheim, CA. (Accepted but convention cancelled due to COVID-19)

Chevalier, S., & Ocampo, A. (2020, November). Proposal Number 11758: Inter-Domain Connectivity: Can Social Interventions within Natural Contexts Bootstrap Form and Content? Oral presentation for the annual convention of the *Speech-Language-Hearing Association (ASHA)* Convention, San Diego, CA. (Convention canceled due to COVID-19)

Daugherty, B., Ocampo, A., Bittner, M., Lavay, B., Jimenez, S., & Chevalier, S. (2020, November). Proposal Number 11387: SLP and APE Collaboration to Facilitate Peer Engagement Among Children with Autism and Other Disabilities. Oral Presentation for the annual convention of the American Speech-Language-Hearing Association (ASHA), San Diego, CA (Convention canceled due to COVID-19).

Wallach, G.P., & Ocampo, A. (2019). Speech-Language Pathologists & Diagnosis of Auditory Processing Disorders: Where does Intervention Go from There? Oral Presentation for the annual *American Speech-Language-Hearing Association (ASHA)* Convention, Orlando, FL.

Bittner, M., Lavay, B., Daugherty, B., Ocampo, A., Gonzalez, T., Morales, A., Ramos, A., Chevalier, S., and Jimenez, S. (2019). Encouraging Peer Engagement when teaching children with

disabilities. Oral Presentation for the 48th *National Adapted Physical Education Conference (NAPEC)*, Garden Grove, CA.

Ocampo, A. & Wallach, G.P. (2019). Comprehending Comprehension: Receptive language as an Outdated and Inaccurate Concept. Oral Presentation for the annual *California Speech-Language-Hearing Association Convention (CSHA)* Pasadena, CA.

Garcia, E. & Ocampo, A. (2019). The Perils of Using Untrained Interpreters in Clinical Settings/ Oral Presentation for the annual *California Speech-Language-Hearing Association Convention (CSHA)* Pasadena, CA.

Manlapaz, N. & Ocampo, A. (2019). Speech-Language Pathologists and Behavior Analysts: How Is Collaboration Viewed Among Their Professions? Poster Presentation for the annual *California Speech-Language-Hearing Association Convention (CSHA)* Pasadena, CA

Ocampo, A. & Wallach, G.P. (2018). Comprehending Comprehension: Practical Applications Across School-age Populations from Autism to Language Learning Disabilities. Oral Presentation for the annual *American Speech-Language-Hearing Association (ASHA)* Convention, Boston, MA.

Perez, R. & Ocampo, A. (2018). Perspectives of Bilingual Speech-Language Pathology Assistants (SLPAs): Are They Prepared to Assist with Non-Biased Assessments? Poster Presentation for the annual *American Speech-Language-Hearing Association (ASHA)* Convention, Boston, MA.

Ocampo, A. & Wallach, G. (2017). *Top Ten Tips for Developing Student-Centered Goals: Find the Evidence & Break the Myths*. Oral presentation at the annual convention of the American Speech-Language-Hearing Association, held in Los Angeles, California.

Ocampo, A., Mendez, L., Moncayo, L. & Shore, D. (2017). *Inter-professional Collaborative Practices Among School-Based Professionals: Benefits, Barriers & Job Satisfaction*. Poster presentation at the annual convention of the American Speech-Language-Hearing Association, held in Los Angeles, California.

Ocampo, A. & Wallach, G. (2017). *What School-Age Language Intervention Looks Like: Rating Selected Sessions*. Presentation at the annual convention of the California Speech-Language-Hearing Association, held in Pasadena, California.

Garcia, E. & Ocampo, A. (2017). *How is the Shortage of Audiologists Impacting the Quality of Patient Care in California?* Presentation at the annual convention of the California Speech-Language-Hearing Association, held in Pasadena, California.

Shore, D. & Ocampo, A. (2017). *Collaboration Among Professionals in the Educational Setting: A Multi-Disciplinary Team Perspective*. Presentation at the annual convention of the California Speech-Language-Hearing Association, held in Pasadena, California.

Ocampo, A. & Wallach, G. (2016). *Myths, Legends & Happy Endings: School-Age Language Intervention*. Presentation at the annual convention of the American Speech-Language-Hearing Association held in Philadelphia, Pennsylvania.

Ocampo, A. & Uranga-Hernandez, Y. (2016). *Current Practices in Bilingual Assessment*. Presentation at the annual convention of the California Speech-Language-Hearing Association, held in Anaheim, California.

Ocampo, A. & Nishimura, T. (2013). *Academic Social Skills for Students with Autism: A Common Core Approach*. Presentation at the annual convention of the California Speech-Language-Hearing Association, held in Anaheim, California.

Ocampo, A. (2013). *Feeling burned out? Collaborating may increase your job satisfaction*. Presentation at the annual meeting of the California Speech-Language-Hearing Association, Long Beach, California.

Shubin, J. & Ocampo, A. (2013). *New perspectives on language and labels*. Presentation at the annual meeting of the California Speech-Language-Hearing Association, Long Beach, California.

Ocampo, A., & Belisle, V. (2011). *Collaboration between school psychologists and speech-language pathologists: Does it predict job satisfaction?* Paper presentation at the annual meeting of the California Association of School Psychologists, Costa Mesa, California.

Ocampo, A., Sell, M., & Willis, T. (2010). *Social skills training for students with autism spectrum disorders: The multi-disciplinary way*. Presentation at the annual meeting of the California Speech-Language-Hearing Association, Monterey, California.

Maroonroge, S., & Ocampo, A. (2010). *Outcome measurement: What it is and count me in!* Presentation at the annual meeting of the California Speech-Language-Hearing Association, Monterey, California.

Sell, M., Ocampo, A., & Willis, T. (2010). *Social skills training for students with autism spectrum disorders: The multi-disciplinary way*. Workshop presented at the annual meeting of the California Association of School Psychologists, Santa Clara, California.

Ocampo, A., & Sell, M. (2009). *Social skills training for students with autism spectrum disorders: The multi-disciplinary way*. Presentation at the annual meeting of the California Speech-Language-Hearing Association, Long Beach, California.

Kamae, M., Ocampo, A., & Shubin, J. (2008). *Current Practices in Response to Intervention (RtI)*. Poster presentation at the California Council on Teacher Education conference, San Jose, California.

Madding, C.C., & Ocampo, A., (1999). *Culturally and Linguistically Diverse Clients? How to Survive & Thrive*. Panel presentation at the annual meeting of the California Speech-Language-Hearing Association, Pasadena, California

INVITED TALKS

Ocampo, A. & Wallach, G.P. (May, 2021). *Comprehending Comprehension*

Invited Speaker for ASHA Special Interest Group (SIG 1 Language Learning & Education) Virtual Open House

INVITED WORKSHOPS

Ocampo, A. (2020). *Cultural and Linguistic Considerations: Overview of Assessment Procedures of Students considered English Language Learners or At-Risk*. Invited Speaker for a Professional Development Workshop for speech-language pathologists and school psychologists. Rowland Unified School District, Rowland Heights, CA.

Ocampo, A. (2019). Current Practices in Bilingual Assessment. Invited Speaker for 3-hour CE Workshop for *California Speech-Language Hearing Association (CSHA)*, Sacramento, CA.

MEDIA

Blog – Newsletter

Wallach, Geraldine and Ocampo, Alaine. Plural Publishing. “What more can we say about Central Auditory Processing?” February 25, 2021.

<https://www.pluralpublishing.com/blog/what-more-can-we-say-about-central-auditory-processing-cap>

Podcast

What’s New in Adapted Physical Education. “Speech and Language Pathologists Collaborating with APE”. February, 19, 2020. <https://soundcloud.com/scott-mcnamara-12/speech-and-language-pathologists-collaborating-with-ape>

SERVICE ACTIVITIES

University-Level

- President's Equity and Change Commission Network: (inaugural) AY 2020-present
- Data Fellows (for GenExcel/Undergraduate Center for Undergraduate Advising (UCUA) unit) - AY 2020-2021
- University Honors Faculty: 2017-present
- GenExcel Faculty Mentor: 2019 -2021
- Students for No Barriers Committee: AY 2019-2021

College-Level

- Educational Policies Committee: AY 2019-2020; AY 2020-2021
- Academic Senate (alternate): AY 2019-2020
- Mental Health Advisory Board Member: 2019-2020
- Research Committee: AY 2020-2022
- Faculty Council Chair: AY 2017-2018

Department-Level

- Faculty Council Representative: AY 2016-2017
- Department Curriculum Committee: 2020- present
- Scholarship Committee: 2015-2019
- Grade Appeals Committee: 2015-2019
- Search Committee: 2016-present
- Department Administrative Review Committee for ASHA Certification and CA Credential Eligibility: AY 2017-2018
- Department Coordinator for Course Equivalencies: AY 2016 - present
- Department Program Coordinator for College of Education (CED) Assessment Team: AY 2016-present
- Department "plus one" Representative for CHHS Culture & Climate Training: AY 2019-present

Profession/Community-Level

- Peer Reviewer – American Speech-Language Hearing Association (ASHA)
Autism Topic Committee for Annual Conventions
- Guest Reviewer for Manuscript (invited)- American Journal of Speech-Language Pathology
- January 2021
- Member (invited): Editorial Review Board for Perspectives of the ASHA Special Interest
Groups – SIG 16 School-Based Issues, January 2021 - present

PROFESSIONAL ORGANIZATIONS AND CERTIFICATION/LICENSURE

- American Speech-Language Hearing Associations (ASHA) Certificate of Clinical Competence
- California Speech-Language Hearing Association (CSHA) member; Editor-in-Chief for magazine, 2011-2013
- Licensure Speech-Language Pathology & Audiology Board Speech Pathologist, State of California #SP11211
- Credential Clear Clinical or Rehabilitative Services from California Commission on Teacher Credentialing
- NPI Approval Number

OTHER PROFESSIONAL-RELATED / EDUCATIONAL ACTIVITIES

- Member of CHHS Community Action Poverty Simulation Committee, 2019
- CSULB UndocuAlly, 2019
- Ad hoc Journal Article Peer Reviewer: Communication Disorders Quarterly
- Participant for bias review-test development of the new Auditory Skills Assessment (ASA) published by Pearson, 2007
- ASHA – Peer Reviewer for self-study program entitled Collaboration & Inclusion: Multiple Perspectives, One Focus, 2008

REFERENCES

Kelly Kennedy, Ph.D.

Associate Dean of Graduate Programs in the Attallah College of Educational Studies
Chapman University, Orange, CA

[Redacted]

Melanie Kamae, Ph.D.

Program Specialist, Curriculum & Instruction
Ocean View School District
Huntington Beach, CA

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Department of Speech-Language Pathology
California State University, Long Beach

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Coordinator of Special Education Programs in the Attallah College of Educational Studies
Chapman University, Orange, CA

