

MAURA K. O'FALLON, M.A., CCC-SLP

Department of Communication Sciences and Disorders
College of Public Health
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EDUCATION

Temple University, Philadelphia, PA

Doctoral Candidate, Communication Sciences and Disorders, August 2019 – present

Advisor: Rebecca M. Alper, Ph.D., CCC-SLP

Current GPA 4.0

University of Maryland, College Park, MD

M.A., Speech-Language Pathology, August 2014

Cumulative GPA 3.92

University of Virginia, Charlottesville, VA

B.A., Psychology and Spanish, May 2011

Awarded High Distinction in Psychology

Cumulative GPA 3.68

ACADEMIC AWARDS

University Fellowship, Temple University, August 2019

Psychology Department Award for Research Excellence, University of Virginia, May 2011

RESEARCH SUPPORT

F31 Ruth L. Kirschstein National Research Service Award (NRSA; NIDCD/NIH)

Relationship between Child Behavior and Early Language Interaction Quality (1F31DC019864-01)

July 2021 – July 2023, Role: PI

This predoctoral project will evaluate the relationship between children's behavioral profiles and early language interaction quality with a caregiver. Specifically, we aim to assess the association between severity of children's behavior and their communicative responsiveness during interactions, after controlling for language ability. We will also examine how interaction context and parent use of communication repair strategies may moderate the impact of child behavior on interaction quality.

Total Award Amount: \$70, 237

PUBLICATIONS & PRESENTATIONS

**indicates peer-reviewed publication and/or presentation*

*O'Fallon, M. K., Alper, R. M., Beiting, M., & Luo, R. (in press). Assessing shared reading in families at risk: Does quantity predict quality?. *American Journal of Speech-Language Pathology*.

*O'Fallon, M. K., Alper, R. M., & Luo, R. Assessing shared reading in families at risk: Does quantity predict quality?. American Speech Language Hearing Association Convention; 2020 November; San Diego, CA, United States. (Convention canceled).

O'Fallon, M. K., Alper, R. M., & Luo, R. Assessing reading in families at risk: Does quantity predict quality?. Temple University CSD Proseminar; 2020 October 16; Philadelphia, PA, United States.

O'Fallon, M. K., Alper, R. M., & Luo, R. Predicting Quality of Reading Interactions from Parent-Reported Quantity of Reading. Temple University College of Public Health Research Day; 2020 April 03; Philadelphia, PA, United States.

*O'Fallon, M. K., Von Holzen, K., & Newman, R. S. (2020). Preschoolers' Word-Learning During Storybook Reading Interactions: Comparing Repeated and Elaborated Input. *Journal of Speech, Language, and Hearing Research*, 63(3), 814–826. https://doi.org/10.1044/2019_JSLHR-19-00189

O'Fallon, M. K., Palmquist, C. M., & Jaswal, V. K. (2011, April 22). *Say it like you mean it: How children and adults interpret an intonation indicative of sarcasm and child-directed speech*. Poster presented at the University of Virginia's L. Starling Reid Undergraduate Psychology Conference.

MANUSCRIPTS UNDER REVIEW

O'Fallon, M.K. & Garcia, F. (2022). Using active learning strategies to strengthen cultural and linguistic diversity training in communication sciences and disorders programs. *Perspectives of the ASHA Special Interest Groups*.

RESEARCH EXPERIENCE

Temple University, Language, Learning, and Literacy Lab

PI: Rebecca M. Alper, Ph.D., CCC-SLP

Independent Study (August 2019 – December 2019)

Research Assistant (August 2020 – present)

University of Maryland, Language Development Lab

PI: Rochelle Newman, Ph.D.

Graduate Assistant (Summer 2012-Summer 2014)

Master's Thesis in Speech-Language Pathology (Fall 2013-Summer 2014)

University of Virginia, Child Language and Learning Lab

PI: Vikram K. Jaswal, Ph.D.

Research Assistant (Fall 2009-Spring 2010)

Distinguished Major in Psychology (Fall 2010-Spring 2011)

TEACHING EXPERIENCE

Temple University

Teaching Assistant – CSCD 0815: Language in Society (Fall 2020)

Teaching Assistant – CSCD 1107: Introduction to Communication Disorders (Fall 2020)

Guest Lecture – “Child Language Development” (CSCD 1107, Fall 2020, Fall 2021)

REVIEWING & EDITORIAL EXPERIENCE

Co-Editor-in-Chief (March 2021 – present)

CommonHealth: A Journal of the College of Public Health at Temple University

Ad-Hoc Reviewer

CommonHealth: A Journal of the College of Public Health at Temple University

Language, Speech, and Hearing Services in Schools

Language and Speech

Perspectives of the ASHA Special Interest Groups

CLINICAL EXPERIENCE

New Story Schools and Services, Harrisburg, PA

Speech-Language Therapy Supervisor (January 2018-June 2019)

Provided clinical guidance and consultation for SLPs working within the region. Completed formal observations and performance evaluations, edited and revised documentation.

Speech-Language Pathologist (August 2016-June 2019)

Provide diagnostic and therapeutic speech-language services to identified students ages six through twenty-one with severe behavioral challenges secondary to Autism Spectrum Disorders, Emotional Disturbances, or other health impairments.

The Lab School of Washington, Washington, DC

Speech-Language Pathologist (August 2014-June 2016)

Provided diagnostic and therapeutic speech-language services to identified elementary students with learning disabilities.

Reading Tutor (Summer 2015)

Completed diagnostic testing, developed goals and daily lesson plans for elementary students identified with learning challenges. Worked in small-group setting to address reading skills.

LICENSES & CERTIFICATIONS

Certificate of Clinical Competence, administered through ASHA, June 2015-present

Speech-Language Pathology License, administered through PA Dept. of Health, August 2016-present

PROFESSIONAL AFFILIATIONS & TRAININGS

American Speech-Language Hearing Association, member

Orton-Gillingham Associate Level Training, 60-hour training completed

PROMPT Introductory Training, 18-hour training completed