

**Kai Jason Greene, Ph.D., CCC-SLP**

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**Assistant Professor** (August, 2018 to present)  
**California State University, Dominguez Hills**  
**College of Education: Department of Special Education**  
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## **Educational History**

**Ph.D. Communication Sciences and Disorders** (December 2012)  
*The University of Texas at Austin*

**M.A. Communication Sciences and Disorders** (August 2002)  
*The California State University at Los Angeles*

**B.A Latin American Studies** (September 1987)  
*The University of California at Los Angeles*

**Assistant Professor** (August 2018 to present)  
*California State University at Dominguez Hills*  
*College of Education: Department of Special Education*

- Instructor for freshman (LBS), preliminary-induction credential, and graduate courses:

*LBS 205: Child and Adolescent Development*  
*SPE 461: Typical and Atypical Development in Children*  
*SPE 462: Language and Communication Disorders*  
*SPE 522: Teaching Bilingual Learners in Inclusive Dual Settings*  
*SPE 582: Trends and Issues in Special Education*  
*SPE 584: Research and Inquiry I*  
*SPE 585: Research and Inquiry II*

- Courses address child-adolescent developmental milestones and applied theory
- Focus on language, literacy, and cognition for students in special education
- Expand graduate students' research knowledge-base and thesis project development
- Teach inclusionary practices for Spanish-English dual-language classrooms
- Clarify similarities and differences between typical and atypical child development
- Active and dedicated participation in scholarship, research, and university service

**Task Force Faculty Consultant** (June 2020 to present)  
*UC/CSU California Collaborative for Neurodiversity and Learning*

- Align curricular development on topics of dyslexia and neurological diversity
- Develop scholarship and research events on neurodiversity and literacy development
- Act a liaison between UCLA and other CSU campuses to coordinate scholarly events

**Editorial Board Member**, (March 2014 to present)

*American Speech Language Hearing Association Special Interest Group (SIG) 14: Perspectives on Communication Disorders in Culturally and Linguistically Diverse Populations*

- Read, edit, and offer suggestions to submitted manuscripts as peer reviewer
- Participate in yearly meetings for planning, review, and organizational matters
- Attend national conferences and events to advocate for issues linked to diversity issues

**Peer Reviewer**, (October 2019 to present)

- *International Journal of Research on Service-Learning & Community Engagement*
- *Teaching and Learning in Communication Sciences & Disorders*
- *Journal of Intellectual Disabilities*

Reviewed manuscripts for the above listed scholarly journals that focus on a range of issues such as special education, bilingualism, differentiated instruction, diversity, and language development

**Publications**

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**Book Chapter**

Greene, K., & Fiestas, C. (Spring, 2022). Oral narrative development in typical and atypical bilingual Spanish-English school-age children. In B. Goldstein (Eds). *Bilingual Language Development and Disorders in Spanish-English Speakers, 3<sup>rd</sup> Edition*. Brookes.

**Book Reviews**

Greene, K. (2022). [Review of the books, Dual language development and disorders: A handbook on bilingualism and second language learning – Third edition, by [Johanne Paradis, Fred Genesee, & Martha B. Crago] and Language disorders in bilingual children and adults – Third edition by Kathryn Kohnert, Kerry Danahy Ebert, & Gian Thuy Pham. *Journal of Monolingual and Bilingual Speech*, 4(2), 201-209.

Greene, K. (2020). [Review of the book, Translingual partners in early childhood elementary education: Pedagogies on linguistic and cognitive engagement, by María Guadalupe Arreguín-Anderson & Iliana Alanís ]. *Teachers College Record*, <https://www.tcrecord.org> ID Number: 23470.

**Peer Reviewed Publications**

- Osipova, A., Sear, S., Goodwin, V., Greene, K., Porter, S., Thornton, B., & Ziolkowska, R., & Gottlieb, V. (2022). UC/CSU California collaborative for neurodiversity and learning: Teaching about dyslexia using on-line modules. *CCTE Fall 2022 Research Monograph* 116-125.
- Porter, S. G., Greene, K., & Esposito, M. C. K. (2021). Access and inclusion of students with disabilities in virtual learning environments: Implications for post pandemic teaching. *International Journal of Multicultural Education*, 23(3), 43–61. <https://doi.org/10.18251/ijme.v23i3.3011>
- Greene, K., & Esposito, K. (2021). The intersection of dual language learners and special education. *The CCTE Fall 2021 Research Monograph*, 44 -51.
- Sears, S., Osipova, A., Greene, K., Ziolkowska, R., Goodwin, V., Porter, S., & Alpert, H. (2021). The UC/CSU California collaborative for neurodiversity and learning. *The CCTE Fall 2021 Research Monograph*, 89 - 99.
- Greene, K., & Fiestas, C. (2022). Oral narrative development in typical and atypical bilingual Spanish-English school-age children. In B. Goldstein, & B. Conboy (Eds). *Bilingual Language Development and Disorders in Spanish-English Speakers, 3<sup>rd</sup> Edition*. Brookes.
- Greene, K. & Blackhorn, K. (2019, December). Y'all means all: The provision of speech language-hearing clinical services to non-binary clients and families. *California Speech-Language-Hearing Association Magazine, Fall/Winter, 20*, 30-34.
- Greene, K., & Simon-Cereijido, G. (2019). The Los Angeles Diversity Project: The promotion of cultural and linguistic competence via a university community learning project. *Perspectives of the ASHA Special Interest Groups*, 4, 1531-1539. doi: 10.1044/2019\_PERSP-19-00048
- Taliancich-Klinger, C., Summers, C., & Greene, K. (2020). Mazes in Spanish-English dual language learners after language enrichment: A case study. *Speech, Language and Hearing, 24*(1).
- Osipova, A., Sear, S., Rhinehart, L., Greene, K., & Ziolkowska, R. (2020). UC/CSU California collaborative for neurodiversity and learning: Creating different models for including neurodiversity and learning in teacher education programs, *CCTE Fall 2020 Research Monograph*, 1-10.

### **Conference/Research Presentations**

- Greene, K., & Porter, S. (2022, October). *Preparing teachers to meet the needs of English-learners with disabilities: Responding to new teacher expectations*. Presentation at California Council of Teacher Education (CCTE): San Diego, CA

Greene, K., & Esposito, K. (2022, October). *Dual language learning for all: Effective teacher preparation for inclusive multilingual educational settings*. Presentation at a Critical Questions in Education Conference (CQiE): Denver, CO.

Greene, K. (2022, October). *Augmentative and alternative communication inclusionary practices: Interdisciplinary collaborations in alignment with new California teacher performance expectations*. Presentation at California Council Teacher Education (CCTE): San Diego, CA.

Greene, K. & Taliencich-Klinger C. (2022, March). *Real-time oral narrative screeners for Spanish English dual-language learners: A case study approach*. Presentation at California Speech-Language-Hearing Association Convergence (CSHA); Pasadena, CA.

Greene, K. & Taliencich-Klinger C. (2021, July). *Spanish-English Bilingual preschoolers' lexical strategy use across two different narrative tasks in both languages*. Presentation accepted at the First Annual Congress on Spanish-speakers with Developmental Language Disorders (CHITEL): Barcelona, Spain.

Greene, K., Fiestas, C., Taliencich-Klinger, C., Fiestas, C., Simon-Cereijido, G., & C., Gorman, B. (2021, March). *Strategic best practices for grammatical instructional intervention on for dual-language learners with developmental language disorders*. Presentation at the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.

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Greene, K. & Taliencich,-Klinger C. (2021, July). *Spanish-English Bilingualpreschoolers' lexical strategy use across two different narrative tasks in both languages*. Presentation accepted and presented at the First Annual Congress on Spanish-speakers with Developmental Language Disorders (CHITEL): Barcelona, Spain.

Greene, K. & Taliencich,-Klinger C. (2020, July). *Spanish-Englishvbilingualpreschoolers' code-mixing patterns according to ability, frequency and accuracy*. Presented at the Athens Institute for Education and Research (ATINER): Athens, Greece.

Greene, K., Rhinehart, L., Sears, S., Friedman Narr, R., & Osipova, A. (2021, March). *University of California/California State University California Collaborative forNeurodiversity and Learning: Better practices to support culturally and linguistically diverse children with learning differences*. Presentation accepted for the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.

Greene, K., Fiestas, C., Taliencich,-Klinger, Fiestas, C., Taliencich,-Klinger, C., Gorman, B. (2021, March). *Strategic best practices for grammatical instructional intervention on for dual-language learners with developmental language disorders*. Presentation accepted for the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.

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- Greene, K. & Vento-Wilson, M. (2021, March). The use of augmentative and alternative communication to connect inclusionary practices. Presentation submitted for the California State University, Dominguez Hills Untenured Faculty Organization Research Symposium: Connections, Connectivity, & Digital Spaces: Carson, CA.
- Greene, K. & Taliencich,-Klinger C. (2021, March). *A case study approach to examine clinical markers for developmental language disorders*. Presentation accepted for the California Speech-Language-Hearing Association Convergence Virtual Convention: San Francisco, CA.
- Greene, K. & Kinsey, M. (2021, March). *High integrity IEP meetings: Special education cases and the role of speech language pathologists, advocates, and families*. Presentation at the California Speech-Language-Hearing Association Convergence Virtual Convention: San Francisco, CA.
- Greene, K., Rhinehart, L., Sears, S., Friedman Narr, R., & Osipova, A. (2021, March). *University of California/California State University California Collaborative for Neurodiversity and Learning: Better practices to support culturally and linguistically diverse children with learning differences*. Presentation at the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.
- Greene, K., Fiestas, C., Taliencich,-Klinger, Fiestas, C., Taliencich,-Klinger, C., Gorman, B. (2021, March). *Strategic best practices for grammatical instructional intervention on for dual-language learners with developmental language disorders*. Presentation at the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.
- Porter, S., Wineinger, C. & Greene, K. (2021, March). *Crossing boundaries: Interdepartmental collaborations between special education and speech-language students and faculty to provide interventions to underserved students*. Presentation at the Speech-Language-Learning Intervention Virtual Symposium (SLLIVRS): Tempe, AZ.
- Greene, K. (2020, November). *Dynamic assessment: Lexical strategies under two oral Narrative conditions*. Presented at the Pro-seminar Speaker Series Development of Culturally and Linguistically Appropriate Assessments at Temple University: Philadelphia, PA.
- Greene, K. & Taliencich,-Klinger C. (2020, November) *Real-time oral narrative screening for Spanish-English typical and atypical dual- language learners: A case study approach*. Presentation accepted for the American Speech-LanguageHearing Association National Convention: San Diego, CA
- Greene, K., Vento-Wilson, M., & Palmer, S. (2020, November). *Augmentative and alternative communication inclusionary practices: Interdisciplinary collaboration between speech-pathologists and special education teachers*. Poster accepted for the American Speech-Language-Hearing Association National Convention: San Diego, CA.

Greene, K. & Esposito, K. (2020, February). *Letters from emerging teachers: Guiding factors to sustain fruitful practices in the field of special education*.

Presented at the Critical Questions in Education Conference: Seattle, WA.

Greene, K., Fiestas, C., Taliencich,-Klinger, Greene, K., Fiestas, C., Taliencich,-Klinger, C., Simon-Cereijido, G., Gorman, B., & Bedore, L. (2019, November). *Ten principles of grammatical language intervention for dual-language learners*.

Panel discussion presented at the American Speech-Language-Hearing Association National Convention: Orlando, FL

Greene, K. (2020, November). *Dynamic assessment: Lexical strategies under two oral Narrative conditions*. Presented at the Pro-seminar Speaker Series Development of Culturally and Linguistically Appropriate Assessments at Temple University: Philadelphia, PA.

Greene, K. & Taliencich,-Klinger C. (2020, November) *Real-time oral narrative screening for Spanish-English typical and atypical dual- language learners: A case study approach*. Presentation accepted for the American Speech-LanguageHearing Association National Convention: San Diego, CA

Greene, K., Vento-Wilson, M., & Palmer, S. (2020, November). *Augmentative and alternative communication inclusionary practices: Interdisciplinary collaboration between speech-pathologists and special education teachers*. Poster accepted for the American Speech-Language-Hearing Association National Convention: San Diego, CA.

Greene, K., & Simon-Cereijido, G. (2020, September). *The Los Angeles diversity project: The promotion of cultural and linguistic competence via a university community learning project*. Presentation accepted for the CSU Symposium on Teaching and Learning: Inclusion, Diversity, Equity, Accessibility, and Student Success: Fullerton, CA.

Greene, K. & Taliencich,-Klinger C. (2020, July). *Spanish-English bilingualpreschoolers' code-mixing patterns according to ability, frequency and accuracy*. Presented at the Athens Institute for Education and Research (ATINER): Athens, Greece.

Greene, K. & Lozano, C. (2020, June). *Emerging dual language learners and inclusionary settings: Identification of language differences vs. disorders*. Presented at the California Association for the Education of Young Children (CAAEYC) Conference: Pasadena, CA.

Greene, K. & Esposito, K. (2020, February). *Letters from emerging teachers: Guiding factors to sustain fruitful practices in the field of special education*. Presented at the Critical Questions in Education Conference: Seattle, WA.

Greene, K., Fiestas, C., Taliencich,-Klinger, Greene, K., Fiestas, C., Taliencich,-Klinger, C., Simon-Cereijido, G., Gorman, B., & Bedore, L. (2019, November). *Ten principles of grammatical language intervention for dual-language learners*. Panel discussion presented at the American Speech-Language-Hearing Association National Convention: Orlando, FL.

## **Scholarships/Fellowships**

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**California State University, Dominguez Hills: Research Scholarly and Creative Activity (RSCA) Research Project, 2020-2021 (\$5,907.00)**

**California State University, Dominguez Hills: Research Scholarly and Creative Activity (RSCA) Research Project, 2019-2020 (\$5,907.00)**

**Professional Affiliations**

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**State of California: California Commission on Teacher Credentialing:**

- Clinical Rehabilitation for Language, Speech, & Hearing (K-12)

**California Speech-Language-Hearing Association (CSHA)**

- Licensed Member

**American Speech-Language-Hearing Association (ASHA)**

- Licensed Member