

Curriculum Vita
Lillian K. Durán, PhD
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RESEARCH INTERESTS

Evidence-based practices with Dual Language Learners (DLLs) in early childhood education; the development of language and literacy assessments and interventions for Spanish-speaking preschoolers; and the development of appropriate evaluation and intervention practices with culturally and linguistically diverse populations receiving Early Childhood Special Education services.

EDUCATION

- 2008 Ph.D., Educational Psychology, University of Minnesota, Minneapolis, MN
 Dissertation: An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program
 (Scott R. McConnell, PhD, Committee Chair)
- 1999 M.A., Early Childhood Special Education, The George Washington University, Washington D.C.
- 1995 B.A., Elementary Education, Antioch College, Yellow Springs, OH

PROFESSIONAL EXPERIENCE

- August 2009- present **Assistant Professor**, Department of Special Education and Rehabilitation, *Utah State University*, Logan, UT
- September 2006- June 2009 **Assistant Professor**, Department of Elementary and Early Childhood Education, *Minnesota State University Mankato*, Mankato, MN
- September 2003-June 2006 **Graduate Research Assistant**, The Center for Early Education and Development, *University of Minnesota*, Minneapolis, MN
- January 2004-August 2006 **Adjunct Instructor**, Department of Elementary and Early Childhood Education, *Minnesota State University Mankato*, Mankato, MN
- June 2004-August 2004 **Early Childhood Special Education Student Teacher Supervisor**, Department of Special Education, *University of Minnesota*, Minneapolis, MN

HONORS/AWARDS

- 2014 Special Education and Rehabilitation Department Researcher of the Year Award at USU
- 2013 Special Education and Rehabilitation Department Teacher of the Year Award at USU

- 2012 Women and Gender Research Institute Faculty Travel Grant, USU (\$500)
- 2010 Women and Gender Research Institute Faculty Travel Grant, USU (\$500)
- 2009 American Speech and Hearing Association Multicultural Award
- 2009 New Faculty Initiative Award at Minnesota State University, Mankato
- 2009 The Douglas R. Moore Lectureship from Minnesota State University, Mankato for exemplary research and scholarship (\$4,000)
- 2006 Bush Leadership Fellowship from the Bush Foundation of Minnesota for outstanding leadership potential (\$80,000)
- 1999 “Shifting Paradigms” 95% scholarship at The George Washington University for three years of study

RESEARCH

PEER-REVIEWED PUBLICATIONS – PUBLISHED AND IN PRESS *student authors

- Durán, L. K., Gorman, B., Kohlmeier, T.,* & Callard, C.* (accepted). The development of a Spanish-English early language and literacy curriculum. *Early Childhood Education Journal*
- Pratt, A.,* Justice, L., Durán, L. K., & Perez, A. (in press). Impacts of parent-implemented early-literacy intervention for Spanish-speaking children with language impairment. *International Journal of Language and Communication Disorders*
- Brodhead, M.*, Durán, L., & Bloom, S. E. (2014). Cultural and linguistic diversity in recent language acquisition research. *The Analysis of Verbal Behavior*, 30 (1), 75-86.
- Durán, L. K., Roseth, C., & Hoffman, P. (2014). An experimental study comparing predominantly English and transitional bilingual education on Spanish-speaking preschoolers’ early literacy development: Year two results. *Applied Psycholinguistics*. Advance online publication. doi: 10.1017/S014271641300056.
- Southwick, J.,* Durán, L.K., & Schultz, J. (2013). A Pragmatic Approach to Cultural Competency in Vocational Rehabilitation: The Case of Hmong Americans. *A Journal of Applied Rehabilitation Counseling*, 44 (3), 23-31
- Wolfe, K.,* & Durán, L.K. (2013). Culturally and linguistically diverse parents’ perceptions of the IEP process: A review of current research. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2), 4-18.
- Durán, L. K., Roseth, C., Hoffman, P., Robertshaw, M. B.* (2013). An experimental study comparing predominantly English and transitional bilingual education on Spanish-speaking preschoolers’ early literacy development: Year three results. *The Bilingual Research Journal*, 36 (1), 6-34
- Durán, L. K., Innocenti, M., Robertshaw, M. B.,* Shea, K.* (2013). The psychometric properties of the Bilingual Early Language Assessment. *National Head Start Association Dialog*, 16 (3), 1-15.

- Durán, L. K., Bloom, S.E., & Samaha, A.L. (2013). Adaptations to a functional behavior assessment with a Spanish-speaking preschooler. *Education and Treatment of Children*, 36 (1), 73-95.
- Durán, L., Cheatham, G., Santos, A. (2011). Evaluating young dual language learners: Gathering and interpreting multiple sources of data to make informed decisions. *Young Exceptional Children Thirteenth Monograph: Gathering Information to Make Informed Childhood Special Education*. Missoula, MT: Division of Early Childhood
- Anthony, J.L., Williams, J.M., Durán, L.K., Gillam, S., Liang, L., Aghara, R., Swank, P., Assel, M., & Landry, S. (2011). Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. *Journal of Educational Psychology*, 103 (4), 857-876.
- Durán, L., Cheatham, G., Darling, S., Moore, S., Preciado, J., Sánchez, S., Thorp, E., Valle-Riestra, D., & Watson, A. (2010) *DEC Position Paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Missoula, MT: Division of Early Childhood
- Durán, L. K., Roseth, C., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, 25 (2), 207-217.
- Kohnert, K., Yim, D., Nett, K., Kan, P.F., Durán, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech and Hearing Services in the Schools*, 36 (3), 251-263.
- EDITOR-REVIEWED PUBLICATIONS *student authors**
- Cheatham, G., Durán, L.K., & Hong, J.* (2012). Voices of Families of Young Dual Language Learners with Disabilities. *Young Exceptional Children Fourteenth Monograph: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*. Missoula, MT: Division of Early Childhood
- Romero-Little, E., Durán, L.K. & Santos, A. (2012). Supporting the Maintenance and Revitalization of Indigenous Languages and Cultures through Early Childhood Practice. *Young Exceptional Children Fourteenth Monograph: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*. Missoula, MT: Division of Early Childhood
- Durán, L. (2011). Harnessing the potential of children who are culturally and linguistically diverse in Early Childhood Special Education. *Utah Special Educator*. Salt Lake City, UT: Utah State Office of Education
- Durán, L. (2009). Do you speak my language? Reframing the potential of children who are culturally and linguistically diverse in Early Childhood Special Education. *Impact*, Summer/Fall Edition, Minneapolis, MN: Institute of Community Integration, University of Minnesota. 22 (1), pp. 18-19
- Derr, A., Durán, L., Christians, K., Fairchild, M., Griebel, S., Mann, D., Paz, C., Pionkowski, A. (2009) *Talk with me manual: Screening, assessment, and intervention with culturally and*

linguistically diverse children in early childhood special education. Minnesota Department of Education: Roseville, MN.

BOOK CHAPTERS

Durán, L., Grisham-Brown, J., & Hemmeter, M. L. (in press). Promoting the language and literacy skills of dual language learners. In J. Grisham-Brown, M.L. Hemmeter, & K. Pretti-Frontzak (Eds.), *Blended Practices for Teaching Young Children in Inclusive Settings*. Baltimore, MD: Brookes Publishing.

Santos, R. M. & Durán, L. (in press). When Good Intentions are Not Enough: Essentials for Effective Leaders and Educators in Building and Leading Culturally Responsive Schools and Programs. In C. Zhang, C. R. McCray, & S. Cho (Eds.), *Using Positive Behavioral Supports for Promoting School Success from Early Childhood to High School for Culturally and Linguistically Diverse Students: Practices and Policies*. New York: Peter Lang Publishing Group.

PEER-REVIEWED PUBLICATIONS – MANUSCRIPTS UNDER REVIEW *student authors

Durán, L. K., Hartzheim, D.*, Simonsmeier, V.*, Kohlmeier, T.*, Lund, E.* (under review). Language interventions with young dual language learners: A research synthesis. *Language, Speech, and Hearing Services in Schools*.

Durán, L.K., Wackerle-Hollman, A., Kohlmeier, T.*, & Brunner, S.* (under review). Bilingualism and the development and validation process of the Spanish- Individual Growth and Development Indicators. *Bilingual Research Journal*.

Durán, L. K., Schalla, L.*, & Pratt, A.* (under review). Home language and literacy environments of young children in Mexico. *Journal of Research in Childhood Education*

Gerencser, N.*, Durán, L. K., Callard, C.*, Kohlmeier, T.*, & Lignugaris-Kraft, B. (under review). Using contextual fit to design a Picture Communication System training program for special education teachers in Mexico. *Journal of Research in Special Educational Needs*.

Wackerle-Hollman, A., Durán, L. K., Brunner, S.*, Kohlmeier, T.*, Callard, C. & Palma, J. (under review). Spanish Individual Growth and Development Indicators: Phonological awareness measures. *Early Childhood Research Quarterly*

MANUSCRIPTS IN PREPARATION *student authors

Durán, L. K., & Wackerle- Hollman, A., Callard, C.*, Kohlmeier, T.*, Brunner, S.*, & Palma, J.* (in preparation). Spanish Individual Growth and Development Indicators: The development of the oral language measures.

Durán, L. K. Wackerle-Hollman, A. Kohlmeier, T.*, Brunner, S.*, Palma, J.* (in preparation). Beyond picture naming: A comparison of four Spanish oral language tasks designed for universal screening

Harris, S.* Lignugaris-Kraft, B, & Durán, L. (in preparation). Reading comprehension for English language learners: A literature review.

Rodriguez, M., Wackerle-Hollman, A., Palma, J.*, Durán, L., & Brunner, S.* (in preparation). Multimethod-multisite standard setting for Spanish language development measures.

Pyle, D.*, Pyle, N., Lignugaris-Kraft, B., & Durán, L. (in preparation). Academic effects of peer-mediated interventions with English language learners: A research synthesis.

GRANTS

EXTERNAL GRANTS/AWARDS

- 2014 \$4,436,706 Principal Investigator (Mark Innocenti and Vonda Jump, Co-PIs with Centro de la Familia) *Migrant and Seasonal Head Start Grantee Application-Utah*. Administration for Children and Families, Head Start Bureau (subcontract \$830,812)
- 2014 \$9,960 Principal Investigator. *Preparing Read it Again-Dual Language for on-line dissemination*. American Speech, Language, and Hearing Association Multicultural Grant.
- 2013 \$18,500 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2012 \$1,598,000 Co-Principal Investigator (Scott McConnell, PI; Alisha Wackerle-Hollman, Michael Rodriguez, Co-PIs) *Research and development of Spanish individual growth and development indicators (S-IGDIs): Early literacy identification and progress monitoring in Spanish-English bilingual children*, Institute of Education Sciences, Early Learning Services, Goal 5 (CDFA: 83.305A Award: R305A120449)
- 2012 \$35,000 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2012 \$9,000 Principal Investigator. *Training on the Bilingual Early Language Assessment*. Utah State Office of Education.
- 2011 \$30,475 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2010 \$ 8,244 Principal Investigator. *Improving Assessment and Intervention with Culturally and Linguistically Diverse Populations*. Utah State Office of Education
- 2009 \$672,632 Co-Investigator and Content Area Director: Cultural and Linguistic Diversity (with Ron Gillam, PI, and Karl White, Co-PI). *Future Leaders in Speech-Language Pathology and Audiology: Training Program for Pediatric Communication Disorders*. Department of Health and Human Services – Maternal and Child Health Bureau. (T83MCO9650)

EXTERNAL RESEARCH AWARDS –UNDER REVIEW

- 2015 \$1,243,291 Co-Principal Investigator (Timothy Slocum, PI & Ronald Gillam, Co-PI). *Interdisciplinary leadership program to enhance language and literacy outcomes of learners with disabilities*. U.S. Department of Education (CFDA 84.325 D)

- 2014 \$1,499,607 Principal Investigator (Brenda Gorman and Laura Reynolds, Co-PIs) *Developing a dual language version of the Read it Again-PreK curriculum*. Institute of Education Sciences, Early Learning Programs and Policies, Goal 2 Development
- 2014 1,498,997 Co-Principal Investigator (Alisha Wackerle-Hollman, PI, Scott McConnell and Michael Rodriguez, Co-PIs) *Expanding Early Language and Literacy Spanish Individual Growth and Development Indicators to Monitor Progress: PM-S-IGDIs*. Institute of Education Sciences, Early Learning Program and Policies, Goal 5 Measurement

INTERNAL GRANTS/AWARDS

- 2011 \$4,990 Principal Investigator, *Drafting a Spanish Early Literacy Curriculum*, Utah State University, GEM Grant: Grant-writing Experience through Mentorship
- 2010 \$4,750 Principal Investigator, *Developing a disabilities studies program in Puerto Vallarta, Mexico for students pursuing licensure in Special Education*, Utah State University, Global Engagement Faculty Study Abroad Seed Grant
- 2007 \$4,830 Principal Investigator, *An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program*, Minnesota State University, Mankato Faculty Research Grant

EXTERNAL AWARDS – UNFUNDED

- 2014 \$1,242,730 Co-Principal Investigator (Timothy Slocum, PI & Ronald Gillam, Co-PI). Multidisciplinary leadership preparation to enhance language and literacy outcomes for learners with disabilities. U.S. Department of Education (CFDA 84.325 D)
- 2013 \$1,043,055 Principal Investigator (Brenda Gorman and Laura Reynolds, Co-PIs) *Developing a dual language version of the Read it Again-PreK curriculum*. Institute of Education Sciences, Early Learning Programs and Policies, Goal 2 Development
- 2010 \$15,000,000 (\$1,014,975 sub-award) Co-Investigator and Content Area Director: Dual Language Learners (Amy Santos, PI, Gregory Cheatham, Susan Fowler, Tawara Goode, Diane Perry, and Sylvia Sánchez, Co-PIs). *National Center on Cultural and Linguistic Responsiveness (NCCLR)*. Administration for Children and Families, Head Start Bureau
- 2009 \$189,000 Principal Investigator, *Supporting early literacy and language development in Spanish-speaking preschoolers in Migrant Head Start*, Foundation for Child Development Young Scholars Grant Competition
- 2008 \$165,800 Principal Investigator, *National Survey of Services provided to English Language Learners in Early Childhood Special Education*, Foundation for Child Development Young Scholars grant Competition
- 2006 \$15,800 Principal Investigator, *An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program*, Head Start Graduate Student Research Grant, No. HHS-2006-ACF-OPRE-YD-0068

PRESENTATIONS

JURIED PRESENTATIONS *student presenters

- Durán, L. K., Gorman, B., Kohlmeier, T.*, Callard, C.* (October, 2014). Promoting the early literacy and language development of dual language learners. National Division for Early Childhood Pre-Conference, St. Louis, MO.
- Durán, L. K., Wackerle-Hollman, A. (October, 2014). The importance of measuring home language in universal screening. National Division for Early Childhood, St. Louis, MO.
- Cheatham, G., & Durán, L. K. (October, 2014). Selections from Young Exceptional Children Monograph # 14: A focus on home language and differentiating language difference from disability. National Division for Early Childhood. St. Louis, MO.
- Durán, L. K., (July, 2014). Read it Again–Dual Language: A Spanish-English curriculum innovation. Society for the Scientific Study of Reading. Santa Fe, NM.
- Durán, L. K., Wackerle-Hollman, A., Peña, E., LaForrett, D. (February, 2014). Examining the challenges and current innovations of assessing Spanish-speaking preschoolers. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Durán, L. K., Wackerle-Hollman, A., Rodriguez, M., McConnell, S. Kohlmeier, T*., Callard, C*., (October, 2013). Development of Spanish individual growth and development indicators: Pioneering new assessment methodology. National Division for Early Childhood Conference. San Francisco, CA.
- Knoche, L., Durán, L., La Forrett, D., & Carta, J. (October, 2012). Using Data to make Instructional Decisions for Dual Language Learners. National Division for Early Childhood Conference. Minneapolis, MN.
- Santos, R., Cheatham, G., & Durán, L. (October, 2012). Introducing the 14th Young Exceptional Children Monograph: Serving Dual Language Learners with or at-risk for Disabilities. National Division for Early Childhood Conference. Minneapolis, MN.
- Durán, L., Pandit, S. Brandt, H., & Kohlmeier, T.* (October, 2012). A Statewide model of training focused on Culturally and Linguistically Diverse Populations. National Division for Early Childhood Conference. Minneapolis, MN.
- Durán, L., & Santos, R. (2012). Making the Ideal Real: Effective classroom Strategies for Dual Language Learners. National Division for Early Childhood Pre-Conference. Minneapolis, MN.
- Durán, L. (February, 2011). An Experimental Study Comparing English-only and Transitional Bilingual Education in Head Start: Year Three Results. Edward Zigler Western Research Institute, California Head Start Association: San Francisco, CA.
- Durán, L. (October, 2010). Practical strategies for home visiting culturally and linguistically diverse families. National Division for Early Childhood Conference. Kansas City, MO
- Durán, L. (October, 2010) Evidence-based practices with Dual Language Learners: Assessment and intervention. National Division for Early Childhood Pre-Conference. Kansas City, MO

- Durán, L., & Hoffman, P. (February, 2010). An Experimental Study Comparing English-Only and Transitional Bilingual Education on Spanish Speaking Preschoolers' Early Literacy Development. National Association of Bilingual Education: Denver, CO
- Durán, L., & Mann, D. (October, 2009). Talk with me: An on-line resource manual to support evidence-based practices with culturally and linguistically diverse children and families in ECSE, National Division for Early Childhood Conference: Albuquerque, NM
- Romero, E., & Durán, L. (October, 2009). Part I: Early Learning and Literacy Experiences of Young Indigenous Children, National Division for Early Childhood Conference: Albuquerque, NM.
- Durán, L., Moore, S., Little, E. & Moquino, T. (October, 2009). Part II: ECSE Practice in Indigenous Communities: Supporting Language and Culture, National Division for Early Childhood Conference: Albuquerque, NM
- Durán, L, Mendoza, I., Wolf, S., Rezac, S. (October, 2008) Evidence-based Practices with Spanish Speakers in Head Start. The National Dual Language Head Start Institute, Washington D.C.
- Durán, L., Mendoza, I., Wolf, S., Dykstra, K. (October, 2008) ¡Adelante! Strategies for supporting Spanish Language Development in Young Spanish Speakers. National Division for Early Childhood Conference, Minneapolis, MN
- Durán, L. & Moore, S. (October, 2008) Revitalization of Native American Languages and Culture: Implications for Early Childhood Special Education Practice. National Division for Early Childhood Conference, Minneapolis, MN
- Moore, S., Durán, L., & Perez-Mendez, C. (October, 2008). Early Recognition and Response equals Prevention: Evidence-based Practices for meeting the Educational Needs of Children and Families from Cultural, Linguistic, and Ability-diverse Backgrounds in Early Care and Education. National Division for Early Childhood Pre-Conference, Minneapolis, MN
- Durán, L. (March, 2008). Supporting Early Literacy in Young English Language Learners: Language of the Heart at your Library. National Public Library Conference, Minneapolis, MN
- Durán, L. (October, 2006) Appropriate Services in ECSE for Young English LanguageLearners: Language, Culture, and Practice. National Division for Early Childhood Conference. Little Rock, AK
- Durán, L. (March, 2006) Appropriate Services for Young Children Learning English as Second Language: Current Research, Best Practices and Policy Issues. Center for Early Education and Development Symposium. Minneapolis, MN
- Durán, L. (December, 2005) Can Children with Developmental Delays learn more than Language? Current Research, Policy Issues, and Best Practices for serving Children who are learning English as a Second Language in Early Childhood Special Education. National Early Childhood Technical Assistance Center Conference. Washington D.C.

- Watson, C., Neilsen-Gatti, S. & Durán, L. (October, 2005). Bridging Education and Mental Health. National Division for Early Childhood Conference. Portland, OR
- Durán, L., Fisher, C., Swanson, J. (April, 2002) Behavior Assistance Teams and Positive Behavioral Support in Early Childhood Settings. Minnesota Children's Mental Health Association. Duluth, MN
- Durán, L., Fisher, C. (February, 2002) Conducting Functional Behavioral Assessments in Early Childhood Settings: The Behavior Team Model. Minnesota Division for Early Childhood Conference. Minneapolis, MN
- JURIED POSTER PRESENTATIONS *student presenters**
- Durán, L., Kohlmeier, T.*, Callard, C.*, Wackerle-Hollman, A. "An analysis of English-influenced Spanish Responses on the S-IGDIs. Poster Presentation at the National Division for Early Childhood Conference, St. Louis, MO, October 7-9, 2014.
- Durán, L., Gorman, B., Kohlmeier, T.*, Callard, C.*. "Considerations In The Development Of A Dual Language Early Language And Literacy Curriculum." Poster Presentation at the 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, February 20-22, 2014.
- Durán, L., Hollman, A., Kohlmeier, T.*, & Callard, C.*. "Evaluating English-Influenced Spanish." Poster Presentation at the 9th Biennial Conference On Research Innovations in Early Intervention, San Diego, CA, February 20-22, 2014.
- Hollman, A., Durán, L. K., Rodriguez, M. & McConnell, S. "Development of Spanish individual growth and development indicators: Pioneering new assessment methodology." Poster Presentation at the Bilingual Research Conference, Houston, TX, May 16-17, 2013.
- Durán, L., Robertshaw, B.*, & Shea, K.*, & Gorman, B. "Implementing the Read it Again Pre-K curriculum with Dual Language Learners." Poster Presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 23-25, 2012.
- Durán, L., Innocenti, M., Robertshaw, B.*, & Shea, K.* "Psychometric properties of the Bilingual Early Language Assessment." Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 23-25, 2012.
- Durán, L., Innocenti, M., Robertshaw, B.*, & Shea, K.* "Psychometric properties of the Bilingual Early Language Assessment." Poster presented at the National Division for Early Childhood Conference. National Harbor, MD, November 15-18, 2011.
- Durán, L. "An Experimental Study Comparing English-Only and Transitional Bilingual Education on Spanish Speaking Preschoolers' Early Literacy Development." Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 21-24, 2010.
- Durán, L. "An Analysis of Verbal Interactions during Dialogic Reading with Spanish-speaking Children enrolled in a Head Start Home Visiting Program." Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA, February 20-23, 2008.

INVITED PRESENTATIONS

- Durán, L. (August, 2013). Special education law and serving dual language learners in ECSE. Utah Institute on Special Education Law, Ogden, UT
- Durán, L. (June, 2013). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L. (June, 2013). Effective classroom strategies for young dual language learners. Texas NAEYC 3rd Annual School Readiness Summit, San Antonio, TX
- Durán, L., Wackerle-Hollman, A., & McConnell, S. (September, 2012). The Development of the Spanish Version of the Individual Growth and Development Indicators. National Center for Response to Intervention in Early Childhood Annual Summit. Santa Ana Pueblo, NM.
- Durán, L., (June, 2012) Effective Practices for young Dual Language Learners. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2012). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L., & Santos, A. (September, 2011). Evidence-based and recommended tier one strategies for dual language learners: What should I do tomorrow? National Center for Response to Intervention in Early Childhood Annual Summit. Santa Ana Pueblo, NM.
- Durán, L. (August, 2011). Legal requirements and recommended practices in the Special Education Evaluation of English Language Learners: Distinguishing disability from difference Utah Special Education Law Conference: Ogden, UT.
- Bloom, S. & Durán, L. (June, 2011). Adaptations to a functional behavior assessment with a Spanish-speaking preschooler. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2011). Determining language proficiency in young dual language learners. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2011). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L. (June, 2011). Evidence-based practices with Dual Language Learners. National Head Start Management Academy: San Antonio, TX.
- Durán, L. (October, 2010). Chair of a panel on Dual Language Learners: Quality Tier One Environments for young Dual Language Learners: Where are we and where are we going? National Center for Response to Intervention in Early Childhood Annual Summit. Kansas City, MO
- Durán, L. (June, 2010). Literacy and language development of dual language learners. University of Kentucky, Lexington, KY
- Durán, L. (June, 2010). Literacy development of dual language learners. Early Reading First grant training. University of Illinois, Champaign, IL

- Durán, L. (June, 2010). Evidence-based practices with dual language learners. Minnesota Early Intervention Institute. Collegeville, MN
- Durán, L. (February, 2010). Screening and evaluating young dual language learners to determine eligibility for Special Education. Utah State Department of Education: Salt Lake City, UT
- Durán, L. (June, 2009). Routines-based Intervention with culturally and linguistically diverse families. Minnesota Early Intervention Institute. Collegeville, MN
- Durán, L. (June, 2009) Evidence-based Practices for young English Language Learners. Utah State University: Effective Practices Conference. Logan, UT
- Durán, L. (June, 2009) The ABCs of Early Literacy. Utah State University: Effective Practices Conference: Logan, UT
- Durán, L. (June, 2008) Appropriate Services for Culturally and Linguistically Diverse Populations in ECSE: Language Culture, and Practice. Minnesota Early Intervention Institute, St. Cloud, MN
- Durán, L. & Reichle, J. (May, 2004) Addressing the Needs of Preschoolers who engage in Challenging Behavior. Center for Early Education and Development Symposium. Minneapolis, MN
- Watson, C., Swanson, J. & Durán, L. (May, 2004) Bridging Education and Mental Health in Early Childhood. Center for Early Education and Development Symposium. Minneapolis, MN

SELECTED PROFESSIONAL DEVELOPMENT PRESENTATIONS

- Durán, L. (August, 2014). Head Start policy and practice recommendations with young dual language learners. Salt Lake City Head Start. Salt Lake City, UT.
- Durán, L. (August, 2014). Effective practices with young dual language learners. El Centro Inc. Dual Language Academy. Kansas City, KS
- Durán, L. (July, 2014). Early Intervention with dual language learners: Language, culture, and practice. DDI Vantage Early Head Start, Taylorsville, UT.
- Durán, L. (April, 2014). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN
- Durán, L. (October, 2012). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN
- Durán, L. (July, 2011). Family literacy night: ¡Vamos a leer! Centro de la Familia, Migrant Head Start. Providence, UT
- Durán, L. (May, 2011). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN

- Durán, L. (April, 2011). Early Childhood Special Education and Head Start: What you need to know? Centro de la Familia, Migrant Head Start. Honeyville, UT
- Durán, L. (April, 2011). Dual Language and Literacy Development. Centro de la Familia, Migrant Head Start. Providence, UT
- Durán, L. (November, 2010) Do you speak my language? Appropriate evaluation procedures for culturally and linguistically diverse students referred to Special Education. Southwest Service Cooperative. Marshall, MN
- Durán, L. (November, 2010). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN
- Durán, L. (October, 2007) Appropriate services for young ELLs in Early Childhood Special Education. Statewide Early Childhood Special Education Leadership Conference. Brainerd, MN
- Durán, L. (January, 2007) *Appropriate Services for Young Spanish-speaking Children: Research and Practice*. Spanish Language and Literacy Conference. The Minnesota Humanities Commission. Owatonna, MN
- Durán, L. (December, 2006) *Bilingual Language Learners*. State Early Childhood Resource Center (SERC). Cromwell, CT
- Durán, L. (March, 2006) *Supporting Early Literacy in Young English Language Learners*. Hennepin County Public Library System. Minneapolis, MN
- Durán, L. & Neilsen-Gatti, S. (February, 2006) *Bridging Education and Mental Health*. Josephine County Early Intervention Services. Medford, OR
- Watson, C. & Durán, L. (October, 2004) *Bridging Education and Mental Health*. Center for Disabilities at the University of South Dakota. Sioux Falls, SD
- Durán, L. (January, 2004) *Cultural Competence in Early Childhood Special Education. Screening, Assessment, and Intervention*. Chanhassen Public Schools. Chanhassen, MN

WEBINARS

- 2010- 2014 *Minnesota Department of Education*, Monthly webinars delivered to a statewide master cadre to provide ongoing technical assistance on best practices in serving culturally and linguistically diverse populations in early intervention.
- 2011 *University of Central Florida*, A series of four synchronous webinars to provide content on dual language development and screening, assessment, and intervention that could be accessed by all professionals involved in delivering services in early childhood special education statewide.

CONSULTATION EXPERIENCE

- 2013 –present *University of Kansas, Juniper Gardens*, contracted to consult on an IES

- grant focused on developing on-line support for the Early Communication Indicator and the best approaches to screening and progress monitoring with infants and toddlers who are dual language learners.
- 2013-present *El Centro*, El Centro is an organization in Kansas City, KS dedicated to Latino empowerment and it operates a bilingual preschool program with 5 classrooms to serve the community. Consulted to help them improve their bilingual instructional model.
- 2011-present *Head Start National Center for Quality in Teaching and Learning*, contracted to write screening guidelines and recommended instructional practices with preschool-aged dual language learners and develop an on-line training module on these topics.
- 2010-present *Utah State Office of Education*, contracted to deliver trainings throughout the state on assessment and intervention with young dual language learners in Early Childhood Special Education.
- 2010-present *Minnesota Department of Education*, led a statewide effort to provide training and technical assistance to a cadre of early intervention professionals who will serve as regional experts in cultural and linguistic diversity and early intervention.
- 2009-2015 *Centro de la Familia, Migrant Head Start in Utah*, Disabilities consultant throughout programs in Utah
- 2009-2010 *Minneapolis Public Schools*, led a year-long Professional Learning Community on the topic of cultural and linguistic responsiveness for Early Childhood Special Education professionals
- 2007- 2009 *Minnesota Department of Health*, conducted child assessments as the Educational Specialist on a regional Development and Behavior Learning Clinic
- 2008-2009 *Minnesota Valley Action Council Head Start*, provided technical assistance to Head Start programs in six counties in rural south central Minnesota to address concerns regarding practices with dual language learners noted during a federal review of their programs.
- 2006-2007 *Hennepin County Library*, co-authored “World Language Story Times”, a document that detailed best practices during story time at public libraries with dual language learners. Practices have been adopted by many of the largest libraries in the state.

UNIVERSITY INSTRUCTION

Utah State University, Logan

SPED 7820 Doctoral Seminar: English Language Learners and Literacy (new course)

SPED 7400 Doctoral Seminar: Cultural and Linguistic Diversity and Disability

SPED 5710 Teaching Infants and Young Children with Disabilities

SPED 5730 Strategies for Teaching Young Children with Disabilities

SPED 6300 Effective Practices with Culturally and Linguistically Diverse Students with Disabilities (new course)

Minnesota State University, Mankato**SPED 440** Assessing Young Children with Special Needs**SPED 421** Partnering with Parents and Professionals**SPED 409** Learning and Human Development**SPED 413** Professional Growth and Development**EEC 424** Students with Special Educational and Behavioral Needs in the Regular Education Classroom**EEC 682** Appropriate Services for Culturally and Linguistically Diverse Populations in ECSE: Language, Culture, and Practice**EEC 674** Etiology, Symptomatology of Disabilities and Intervention**EEC 680** Formal Assessment of Young Children and Ongoing Progress Monitoring in Special Education**EEC 681** Supporting Language, Literacy, and Cognitive Development**EEC 678** Supporting Gross and Fine Motor Development in Young Children with Special Needs**EEC 679** Interdisciplinary Teaming in Early Childhood Special Education**EEC 683** Curriculum and Methods for Young Children with Special Needs**EEC 684** Preschool/Primary Field Experience**EEC 687** Social/Emotional Development, Mental Health, and Positive Behavior Support**EEC 691** Curriculum and Methods for Home Visiting Infants with Special Needs**EEC 692** Infant Home Visiting Field Experience**EEC 697** ECSE Student Teaching**EEC 698** ECSE Student Teaching Seminar**Teaching Experience**

September 2003-2005

Early Childhood Special Education 0-3 Home Visitor,
Mankato Public Schools, Mankato MN

July 2000-August 2003

Early Childhood Special Education Lead Teacher and 0-3 Home Visitor,
River Bend Education District, New Ulm, MN

Sept. 1996-June 2000

Early Childhood Special Education Preschool Teacher, *Fort Foote Elementary School, Fort Washington, MD*

Feb. 1995-June 1995

4th Grade Teacher, *Seabrook Elementary School, Lanham, MD***SERVICE****PUBLICATIONS****Editorial Responsibilities**Co-Editor, *Young Exceptional Children Monograph No. 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*, 2012Associate Editor, *Education and Treatment of Children***Editorial Boards***Young Exceptional Children*, 2011-present**Reviewer***Reading and Writing*, 2014-present*Bilingual Research Journal*, 2013-present*NHSA Dialog: A research-to-practice journal for the early childhood field*, 2012

International Journal of Bilingual Education and Bilingualism, 2012
American Journal of Speech and Language Pathology, 2012- present
Journal of Speech, Language, and Hearing Services in the Schools, 2012
Early Childhood Research Quarterly, 2011- present
Educational Psychology, 2011
Journal of Early Intervention, 2010
Education and Treatment of Children, 2010
Young Exceptional Children, 2007-present

CONFERENCES

Reviewer, Proposals in the Policy and Research Strand for the National Division of Early Childhood Conference, 2014
 Reviewer, Proposals in the Policy Strand for the National Division of Early Childhood Conference, 2013
 Chair of the Research Strand for the National Division of Early Childhood Conference, 2011
 Reviewer, Proposals in the Cultural Diversity Strand for the National Division of Early Childhood Conference, 2007- 2009
 Guest Reviewer of presentation proposals in the Early Childhood Strand for The National Council of Exceptional Children Conference, 2009

UNIVERSITY

Utah State University

2009-present Supporting faculty in infusing content related to cultural and linguistic diversity throughout undergraduate and graduate courses in the Special Education Department at USU and developing specialized courses as needed in this content area

2010 University Latino Day Organizing Committee

Graduate Thesis Committees (Chair)

Emily Cavanaugh
 Jessica Flenniken
 Micah Jessup
 Kerry Shea (Completed)

Graduate Thesis Committees (Member)

Melody Andreasen
 Jessica Dalton
 Teresa Fish
 Julia Goepel
 Shalee Thompson

Doctoral Dissertation Committees (Chair)

Teresa Kohlmeier
 Chase Callard

Doctoral Dissertation Committees (Member)

Carmen Romo
 Dan Kelsey
 Casey Clay

Minnesota State University, Mankato

2008-2009 Graduate Research Committee, Member

2007-2009 College of Education Diversity Committee, Chair,

2006-2008 Undergraduate Research Conference Committee, Member

2006-2007 Developed a graduate level Early Childhood Special Education licensure program
in the Department of Elementary and Early Childhood Education

PROFESSIONAL ORGANIZATION MEMBERSHIP

Society for the Scientific Study of Reading

National Association for the Education of Young Children 2011- present

Society for Research on Child Development 2011- present

National Association of Bilingual Education (NABE) 2010-2011

Council for Exceptional Children (CEC) 2009-present,

Division for Early Childhood

Division for Research

Division for Culturally and Linguistically Diverse Exceptional Learners

OTHER COMMITTEE MEMBERSHIPS

2006-2008 Minnesota State Diversity Advisory Council, Minnesota State Department of
Education