

Sarah Surrain

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Academic Positions

- 2023–present NIH/NIDCD Postdoctoral Research Fellow (K99DC021040), University of Texas Health Science Center at Houston; Mentors: Susan Landry, Anny Castilla-Earls, and Virginia Marchman
- 2021–2023 IES Postdoctoral Research Fellow, Training Program in Early Interventions Within Research-Practice Partnerships (R324B200018), University of Texas Health Science Center at Houston; Mentors: Susan Landry and Tricia Zucker

Languages English and Spanish (oral, reading, and written native-level fluency)

Education

- Ph.D. Harvard University
Human Development, Learning and Teaching, May 2021
Dissertation: *Dual Language Learners in Transition from Home to School: The Role of Parental Attitudes and Home Language Practices in Bilingual Development*
Committee: Meredith Rowe & Gigi Luk (advisors), Catherine Snow, Stephanie Curenton
- Ed.M. Harvard Graduate School of Education
Language and Literacy, May 2014
- B.A. Kalamazoo College/ Universidad San Francisco de Quito
Theatre Arts, June 2001, Magna Cum Laude, Departmental Honors

Honors and Awards

- 2023 NIH Pathway to Independence Award
- 2022 UTHealth Postdoc Travel Award
- 2022 IES Cluster Randomized Trials Summer Training Institute, Selected Applicant
- 2021 IES Postdoctoral Fellowship
- 2020 National Academy of Education/Spencer Dissertation Fellowship
- 2020 Harvard Graduate Student Council Summer Research Grant
- 2019 Cervantes Institute Research Grant
- 2019 Harvard Graduate School of Education Travel Grant
- 2019 Harvard Graduate School of Arts and Sciences Merit Fellowship
- 2019 George W. Goethals Teaching Award (Psychology Dept. at Harvard University)
- 2016 & 2017 Jeanne Chall Reading Lab Doctoral Research Travel Grant
- 2016 Harvard Summer School Tuition Fellowship
- 2014 Education Pioneers Summer Fellowship
- 2013-2014 Urban Scholars Full Tuition Scholarship (Harvard Graduate School of Education)

Current Grants

- 2023-2028 *Identifying Caregiver Behaviors that Promote Spanish Development in Preschool-aged Emergent Bilinguals at Risk for Developmental Language Disorder*
National Institutes of Health/NIDCD K99DC021040
Role: Principal Investigator
- 2022-2023 *Identifying Key Parenting Behaviors for Dual Language Learners' Spanish Development*
Pilot Research Grant, Department of Pediatrics, UTHealth
Role: Co-Principal Investigator with Kelly Vaughn
- 2020-2025 *Effects of Home and Classroom Practices on Language, Cognitive, and Social Development of Young Spanish-Speaking English Learners*
Institute of Education Sciences R305A200251
Principal Investigator: Tricia Zucker, UTHealth
Role: Co-Investigator

Publications

- Surrain, S.**, Mesa, M. P., Assel, M. A., Zucker, T. A. (2023 online). Does assessor masking affect kindergarteners' performance on oral language measures? A COVID-19-era experiment with children from diverse home language backgrounds. *Language, Speech, and Hearing Services in Schools*. https://doi.org/10.1044/2023_LSHSS-22-00197
- Surrain, S.** & Luk, G. (2023 online). The perceived value of bilingualism among U.S. parents: The role of language experience and local multilingualism. *Translational Issues in Psychological Science*. <https://doi.org/10.1037/tps0000352>
- Zucker, T. A., Yeomans-Maldonado, G., **Surrain, S.** & Landry, S. H. (2023). Together we can do so much: Aligned school and home efforts using an MTSS Framework. In S. Q. Cabell, S. B. Neuman, & N. Patton Terry (Eds.), *Handbook on the science of early literacy*. Guilford Press.
- Surrain, S.** Curenton, S. M., & Jarquín Tapia, C. (2022). Fostering dual language learners' participation in classroom conversations through code-switching in whole group and small group settings. *Early Education and Development*. <https://doi.org/10.1080/10409289.2022.2073749>
- Jarquín Tapia, C., **Surrain, S.**, & Curenton, S. M. (2022). The importance of dyadic classroom conversations for dual language learners. *The Reading Teacher*, 75(6), 777-781. <https://doi.org/10.1002/trtr.2089>
- Kirby, A., Dahbi, M., **Surrain, S.** Rowe, M. L., & Luk, G. (2022). Music uses in preschool classrooms in the U.S.: A multiple-methods study. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-022-01309-2>
- Surrain, S.** (2021). 'Spanish at home, English at school': How perceptions of bilingualism shape family language policies among Spanish-speaking parents of preschoolers. *International Journal of*

Bilingual Education and Bilingualism, 24(8), 1163-1177.
<https://doi.org/10.1080/13670050.2018.1546666>

Smith, S. A., Leon Guerrero, S., **Surrain, S.** & Luk, G. (2021). Phonemic discrimination, phonological awareness, and pre-literacy skills in Spanish-English dual language preschoolers. *Journal of Child Language*, 49(1), 80 – 113. <https://doi.org/10.1017/S0305000920000768>

Hanno, E. & **Surrain, S.** (2019). The direct and indirect relations between self-regulation and language development among monolinguals and dual language learners. *Clinical Child and Family Psychology Review*, 22(1), 75–89. <https://doi.org/10.1007/s10567-019-00283-3>

Surrain, S., Duhaylongsod, L., Selman, R. L., & Snow, C. E. (2019). Using narrative thinking in argumentative writing. In E. Veneziano & A. Nicolopoulou (Eds.), *Narrative, literacy and other skills: Studies in intervention* (pp. 151–170). John Benjamins, Philadelphia, PA.

Surrain, S. & Luk, G. (2017). Describing bilinguals: A systematic review of labels and descriptions used in the literature between 2005–2015. *Bilingualism: Language and Cognition*, 22(2), 401–415. <https://doi.org/10.1017/S1366728917000682>

Manuscripts Submitted and in Progress

Curenton, S. M., Ibekwe-Okafor, N., Harris, K., & **Surrain, S.** (forthcoming). How racism influences quality and access in early care and education. In L. Cohen-Vogel, J. Scott & P. Youngs (Eds.), *AERA Handbook of education policy research, 2nd edition*.

Luo, R., Song, L., Davis-Hilton, A., **Surrain, S.** (under review). Parental beliefs and Knowledge about Dual Language Learning and Education (KnDLLE) predict children’s English and Spanish experiences at home.

Surrain, S., Zucker, T., Yeomans-Maldonado, G., Leyva, D. (in preparation). The relation between parent questions and child skills in different activity contexts.

Surrain, S., Landry, S., Zucker, T., Oh, Y. (in preparation). Differential effects of Play and Learning Strategies for Spanish-speaking Latine families.

Surrain, S. & Luk, G. (preprint). The perceptions of bilingualism scales: development and validation using item response theory. *PsyArXiv*. <https://doi.org/10.31234/osf.io/s32zb>

Conference Presentations

Surrain, S. (2023, June 26-30). “Yo sé español, mom”: *Children’s reactions to parents’ discourse strategies in bilingual parent-child conversations* [Accepted paper presentation]. The International Symposium on Bilingualism, Sydney, Australia. <https://www.isb14.com/program>

- Surrain, S.** (2023, April 13-16). *Trajectories of child language use with Spanish-speaking caregivers spanning the first two years of school* [Accepted paper presentation]. Annual meeting of the American Educational Research Association, Chicago, IL. <https://www.aera.net/Events-Meetings/Annual-Meeting/2023-Annual-Meeting>
- Surrain, S.** (2023, March 23-25). “*Si le entiendo, le respondo*”: *Parents’ practices to support bilingual development during the transition to school* [Accepted paper presentation]. The Society for Research in Child Development Biennial Meeting, Salt Lake City, UT. <https://www.srcd.org/event/srcd-2023-biennial-meeting>
- Surrain, S., Landry, S., & Zucker, T.** (2022, September 21-24). *Play and Learning Strategies (PALS) for Spanish-speaking Latine families: Walking the line between standardization and adaptation in developing culturally and linguistically responsive parent-coaching interventions* [Panel presentation]. The Society for Research on Educational Effectiveness, Arlington, Virginia. <https://sree.confex.com/sree/2022/meetingapp.cgi>
- Surrain, S. & Luk, G.** (2022, August 4-5). *Continuity and stability in emergent bilinguals’ language development and code-switching practices spanning school entry* [Poster presentation]. Fourth International Symposium on Bilingual and L2 Processing in Adults and Children, Tromsø, Norway. <https://www.isbpac.org/program/>
- Surrain, S.** (2022, June 16-17). *Bilingual development during the pandemic: Were sibling effects amplified by COVID-19 confinement?* [Paper presentation]. The Fourth International Conference on Heritage/Community Languages, online. <https://international.ucla.edu/nhlrc/events>
- Surrain, S. & Luk, G.** (2021, July 10-14). *Child-initiated code-switches in parent-child interactions before and after the transition to preschool* [Paper presentation]. The International Symposium on Bilingualism, Warsaw, Poland. <https://isb13.wls.uw.edu.pl/>
- Surrain, S., Rowe, M. & Luk, G.** (2021, July 15-23). *Dual language learners in transition from home to school: Understanding apparent “delays” in the context of parent input and child usage* [Paper presentation]. The International Association for the Study of Child Language, online. <https://iascl2021.com/>
- Surrain, S.** (2021, April 8-12). *The role of parent-child interactions in dual language learners’ home language development* [Poster presentation]. Annual meeting of the American Educational Research Association, online. <https://convention2.allacademic.com/one/aera/aera21/>
- Surrain, S., Curenton, S. & Jarquín Tapia, C.** (2021, April 7-9). *Fostering dual language learners’ classroom conversations: Home language use and code-switching across instructional contexts* [Paper presentation]. The Society for Research in Child Development Virtual Biennial Meeting, online. <https://www.srcd.org/event/srcd-2021-biennial-meeting/>

- Surrain, S.** (2021, April 7-9). *Caregiver-child interactions in language-minority families: What can we learn from studies across three continents?* [Conversation Roundtable Panelist]. The Society for Research in Child Development Virtual Biennial Meeting. <https://www.srcd.org/event/srcd-2021-biennial-meeting/>
- Surrain, S.,** Curenton, S. & Jarquín Tapia, C. (2020, November 30 – December 3). *Describing bilingual preschool teachers' language practices with their dual language learner students: Micro-level analysis of code-switching between Spanish and English across small group and whole group settings* [Poster presentation]. The National Research Conference on Early Childhood hosted by the Administration for Children and Families in Washington, DC, online. <http://nrcec.net/downloads/VirtualNRCEC2020-full-agenda-11-25-20.pdf>
- Surrain, S.,** McAfee, A., Rowe, M. & Luk, G. (2020, October 22-23). *Parental responses to child code-switching in 3 and 4-year-old Spanish-speaking dual language learners* [Poster presentation]. Many Paths to Language Workshop hosted by the Max Planck Institute in Nijmegen, the Netherlands, online. <https://www.mpi.nl/events/many-paths-language-mpal>
- Surrain, S.,** Rowe, M., & Luk, G. (2020, September 22). *Features of parental input that predict home language skills in 3- and 4-year-old Spanish-speaking dual language learners* [Paper presentation]. Bilingualism Matters Research Symposium hosted by the University of Edinburgh, Scotland, online. <http://www.bilingualism-matters.ppls.ed.ac.uk/bilingualism-matters-research-symposium-2020/>
- Surrain, S. &** Luk, G. (2019, June 23-28). *Introducing a novel tool capturing parents' perceived social value of bilingualism* [Paper presentation]. The International Symposium on Bilingualism, Edmonton, Canada. <https://sites.psych.ualberta.ca/ISB12/>
- Surrain, S.,** Esposito, A. & Luk, G. (2019, March 21-23). *Who chooses dual-language education? The role of perceptions of bilingualism and caregiver background in a rural school district* [Paper presentation]. The Society for Research in Child Development, Baltimore, MD. <https://www.srcd.org/event/srcd-2019-biennial-meeting>
- Surrain, S. &** Luk, G. (2018, April 13-17). *Parents' perceptions of bilingualism: The role of language experience and local language diversity* [Paper presentation]. Annual meeting of the American Educational Research Association, New York, NY. <https://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-General-Information>
- Aguilar, G. & **Surrain, S.** (2017, July 12-15). *The effects of native language instruction on the language and literacy achievement of PreK-6th grade language minority students* [Poster presentation]. The Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada. <https://www.triplesr.org/twenty-fourth-annual-sssr-meeting>
- Surrain, S.,** Aguilar, G., Chen, A., Maghooli, D., Shin, S., Luk, G. (2017, June 11-15). *Language diversity in the United States and its relationship with perceived value of bilingualism* [Paper

presentation]. The International Symposium on Bilingualism, Limerick, Ireland.
<https://isbl1dotcom.wordpress.com/>

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S., Luk, G. (2017, April 6-8). *How do parents of toddlers exposed to Spanish and English perceive the value of bilingualism?* [Poster presentation]. The Society for Research in Child Development, Austin, TX.
<https://www.srcd.org/event/srcd-2017-biennial-meeting>

Surrain, S., Aguilar, G., Chen, A., Maghooli, D., Shin, S. & Luk, G. (2016, July 13-17). *Social perceptions of bilingualism and their impact on early language development* [Poster presentation]. The Society for the Scientific Study of Reading, Porto, Portugal.
<https://www.triplesr.org/twenty-third-annual-meeting>

Surrain, S., Leon Guerrero, S., Smith, S. A., & Luk, G. (2015, April 16-20). *Mixed dominance bilinguals on the Spanish-English continuum in Head Start classrooms* [Paper presentation]. Annual meeting of the American Educational Research Association, Chicago, IL.
<https://www.aera.net/Events-Meetings/Annual-Meeting/Previous-Annual-Meetings/2015-Annual-Meeting>

Invited and Practitioner/Community Presentations

- Texas Association for Bilingual Education (TABE) 51st Annual Conference, *How Can Early Childhood Home and Classroom Practices Develop Bilingualism for Students who Demonstrate Limited Vocabularies in Spanish and/or English at the Beginning of PreK?* Workshop to be presented in October, 2023
- Texas School Ready Early Childhood Summer Institute, *Teaching Together: Family Engagement that Empowers Diverse Learners*, workshop co-led with Keisey Fumero, June 2023
- University of California, Irvine, Department of Language Science, *Dual language learners in transition from home to school: The role of parental attitudes and home language practices in bilingual development*, lab presentation, March 2021
- University of Florida, Department of Linguistics, *Conducting research on child language development in-person and online*, guest lecture, October 2020
- University of California, Irvine, Department of Language Science, *Remotely collecting data from bilingual adults and families during the COVID-19 outbreak*, lab presentation, May 2020
- Harvard Graduate School of Education, *The transition to preschool for Spanish-speaking dual language learners: Exploring contextual factors that promote bilingual development*, doctoral colloquium, November 2019
- Parent Child Plus of Massachusetts, *Supporting bilingual development in young children*, workshop for home visitors, October 2019
- Somerville Public Schools, *Languages for literacy*, parent workshop, December 2018
- Tufts University, *Community forum on childhood trauma: Helping children who have been separated from their families at the border*, invited panelist, July 2018
- The Center on the Developing Child at Harvard University, *Parents' perceptions of bilingualism: The role of language experience and local language diversity*, invited speaker, April 2018
- Communities United (Non-profit Head Start Grantee), *Educators, families and researchers: Forging partnerships for enhanced early childhood education*, invited keynote speaker, April 2016
- Randolph Public Schools, *Celebrating many cultures through many languages*, invited speaker, April 2016

Research experience

- 2020 - 2021 **Research Consultant**, Center on the Ecology of Early Development, Boston University, to Stephanie Curenton, Ph.D.
- 2017 - 2021 **Research Assistant**, Language and Music Project, Harvard University, to Meredith Rowe, Ed.D.
- 2016 – 2018 **Research Assistant**, The Learning for All Project, to Sarah Dryden-Peterson, Ed.D. and Paola Uccelli, Ed.D.
- 2013 - 2016 **Research Assistant**, The Timing and Context of Linguistic Sensitivity in Young Children Project, Harvard University, to Gigi Luk, Ph.D.
- 2014 - 2015 **Assistant Data Analyst**, Catalyzing Comprehension through Discussion and Debate, to Catherine Snow, Ph.D.
- 2014 **Education Pioneers Summer Fellow**, Dual Language Learners in Early Childhood Classrooms: Current Practices in DCPS and Recommendations for Improvement, to Lori Chabay, Ph.D.

Research interests

- Language and literacy development in early childhood
- Bilingual development in children with or at-risk for disabilities
- Parent language practices and bilingual development
- Role of teacher and peer input in bilingual development
- Parent attitudes towards language development and bilingualism
- Role of code-switching in bilingual communication and development
- Research methods in child language and bilingualism research
- Instrument development using Item Response Theory
- Developing and evaluating home and school-based interventions to support child language development

Teaching experience

Faculty Instructor, Harvard Graduate School of Education

- Spring 2020 *Supporting Emergent Bilinguals in Early Childhood*
(new course co-designed and co-taught with Gladys Aguilar)

Instructor, Harvard College

- Spring 2019 *Contemporary Issues in Psychology: Intensive Cross-level Analyses*
Spring 2018 Independent study advisor to Samantha Berman, undergraduate linguistics concentrator

Teaching Fellow, Harvard Graduate School of Education

- Fall 2018 *From Language to Literacy*. Meredith Rowe
Spring 2018 *Applied Data Analysis*. Andrew Ho
Fall 2017 *Multimodal Learning Analytics*. Bertrand Schneider
Spring 2016 *Bilingualism: Language and Cognition*. Gigi Luk
Spring 2015 *Bilingualism: Language, Cognition, and the Brain*. Gigi Luk

Fall 2014 *Empirical Methods: Introduction to Statistics for Research.* Terrence Tivnan.

Teaching Assistant, Massachusetts General Hospital Institute of Health Professions

Spring, 2015 *Diagnostic Methods and Clinical Processes in Reading and Writing Disorders.* Joanna Christodoulou

Workshop Facilitator, Professional Education at the Harvard Graduate School of Education

June, 2018 *The Science of Early Learning & Adversity* (June 2018)

Dec, 2017 *Promoting Young Children's Language, Literacy and Social Emotional Competencies*

Curriculum Developer, Professional Education at the Harvard Graduate School of Education

Spring 2017 *Learning through Discussion and Disagreement (Online Workshop)*

Spanish Program Co-author, Manager and Literacy Coach, Reading In Motion, Chicago, IL

2006 – 2013 Co-authored Spanish literacy curriculum for K-1st grade bilingual classrooms; led 3-day summer institutes and supported teachers throughout the school year to ensure rigorous implementation and strong student reading outcomes; grew the Spanish program from 7 classrooms in 3 schools in 2008 to 45 classrooms in 12 schools in 2012, with results consistently above 80% at grade level in reading.

2006 – 2007 **Spanish Teacher**, grades PK-K, Frances Xavier Warde School, Chicago, IL

2002 - 2005 **Spanish Teacher**, grades 1-12, The Chicago Waldorf School, Chicago, IL

Professional affiliations

- Member, *Society for Research on Educational Effectiveness* (SREE), 2022-present
- Member, *International Association for the Study of Child Language* (IASCL), 2019-present
- Member, *Society for Research in Child Development* (SRCD), 2017-present
- Member, *Day-long Audio Recordings of Children's Linguistic Environments* (DARCLE) 2016-present
- Member, *American Educational Research Association* (AERA), 2014-present
- Member, *Society for the Scientific Study of Reading* (SSSR), 2014-present

Editorial reviews

- Special Issue Co-Editor, *Journal of Multilingual Theories and Practices*, 2023
- Ad hoc reviewer
 - *Child Development*, 2023
 - *Journal of Child Language*, 2023
 - *Teachers College Record*, 2023
 - *Journal of Family Psychology*, 2023
 - *Journal of Applied Developmental Psychology*, 2022
 - *Frontiers in Psychology*, 2022
 - *Applied Psycholinguistics*, 2022
 - *Early Education and Development*, 2022, 2023
 - *Journal of Educational Psychology*, 2022
 - *Developmental Science*, 2022
 - *Language Awareness*, 2021

Service and citizenship

- Co-Organizer, *DARCLE New Investigators Group*, 2022- present
- Chair of Proposals, *HGSE Student Research Conference*, 2018-2019; discussant, 2020
- Co-Chair, *HGSE Research Doctoral Advisory Committee*, 2017-2018; member, 2016
- Doctoral Student Facilitator, *Seminar Series at the Center on the Developing Child*, 2016-2019
- Interdisciplinary Students Representative, *Harvard Graduate School Council*, 2015-2016
- Member, *HGSE Language and Literacy Advisory Board*, 2013-2014

Certifications and Training

Research Training Institute on Cluster-Randomized Trials (Northwestern University, 2022)

What Works Clearinghouse (WWC) Group Design Standards

Standards for Excellence in Education Research (SEER) Principles

Raising a Resilient Scientist NIH training

Play and Learning Strategies (PALS) parent coach training

Upper Elementary CLASS Observer

CITI Research with Human Subjects

Software: Stata, R, Qualtrics, NVivo, Atlas.ti, CLAN, Rapidminer, Redcap

References available upon request