

AVYANNA

Professional Resume · English

# Resume USA

Executive resume for universities, partners, programs and international organizations interested in neurodevelopment, psychopedagogy and therapeutic innovation.

Neurodesarrollo

Lenguaje

Familias

Escuela

Innovación

## Diana Patricia Coronado

Founder & CEO de Avyanna Espacio Psicopedagógico · Hermosillo, Sonora · Psicopedagogía, lenguaje, neurodesarrollo, gestión de calidad e innovación terapéutica.

# Professional Summary

Diana Patricia Coronado is the Founder & CEO of Avyanna Espacio Psicopedagógico, a neurodevelopment and psychopedagogical intervention center based in Hermosillo, Sonora, Mexico. Her work connects child development, language, learning, school inclusion, family guidance, team leadership and digital systems for therapeutic follow-up.

She is currently pursuing a Master's degree in Applied Linguistics for Language Disorders at the University of Sonora, started in 2025. Her background also includes Psychopedagogy, Human Resources, ISO 9001 quality management, school counseling and educational coordination.

## Core Strengths

### Neurodevelopment & child intervention

Individualized support for language, learning, attention, behavior, social communication, autonomy and functional skills.

### Language & learning

Applied lens on oral language, comprehension, communication, literacy, reading and writing processes.

### Family-centered care

Clear guidance for parents so therapeutic strategies can become practical tools at home.

### School collaboration

Bridges between therapy, school and family through recommendations, teacher training and inclusive strategies.

### Operations & quality systems

Process design, internal structure, documentation, quality culture and continuous improvement.

### Digital therapeutic follow-up

Development of Avyanna System: reports, milestones, documentation, communication and progress tracking.

## Professional Experience

### Founder & CEO - Avyanna Espacio Psicopedagógico | 2022 - Present

Leads the strategic direction of a specialized center focused on neurodevelopment, psychopedagogy, language, learning support, family guidance, school collaboration, staff development and internal innovation.

### **Human Resources Leadership - GLS Forwarding Group | 2019 - 2021**

Managed talent processes, team culture, internal communication, organizational development and quality-oriented structure.

### **School Coordinator & School Counselor | 2018 - 2020**

Supported students, families and teachers through academic follow-up, counseling, school-family communication and educational coordination.

### **Teacher Training & Family Consulting | Ongoing**

Designs workshops, school recommendations and practical tools for inclusion, neurodevelopment, parent education and learning support.

## **Education & Certifications**

### **2025 M.A. in Applied Linguistics for Language Disorders - University of Sonora**

Graduate studies in progress, focused on language, communication, language disorders, learning and intervention processes.

### **2019 Certification in Human Resources and ISO 9001 Quality Management**

Training in talent management, organizational structure, process design, documentation and continuous improvement.

### **2017 Bachelor's Degree in Psychopedagogy**

Professional foundation in learning, child development, psychopedagogical intervention, language and educational support.

## **Selected Initiatives**

- Avyanna Bloom: specialized intervention in neurodevelopment, language, social communication, behavior and functional skills.
- Avyanna Academic: psychopedagogical support for learning, literacy, attention, autonomy and school confidence.
- Art & Movement: visual supports, pictograms, drawing, illustrations and movement-based activities to support neurodivergent learning.
- Avyanna System: internal digital platform for therapeutic documentation, reports, milestones, scheduling and family communication.
- School consulting: teacher training, inclusive strategies and school-family-therapy coordination.

# Leadership Statement

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*“Therapy should not stay inside the clinic. It should become clear guidance for the family, a practical tool for the school and a real progress-tracking system for every child.”*

## Referencias científicas y fuentes

Fuentes utilizadas para cifras, definiciones y enfoque de prácticas basadas en evidencia.

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Centers for Disease Control and Prevention (CDC). (2025). Data and Statistics on Autism Spectrum Disorder. Reporta que aproximadamente 1 de cada 31 niños de 8 años ha sido identificado con TEA en sitios ADDM.  
<https://www.cdc.gov/autism/data-research/index.html>

Centers for Disease Control and Prevention (CDC). (2024). Developmental Disabilities - Tracking Program. Señala que aproximadamente 1 de cada 6 niños en Estados Unidos tiene una discapacidad del desarrollo.  
<https://www.cdc.gov/environmental-health-tracking/php/data-research/developmental-disabilities.html>

Centers for Disease Control and Prevention (CDC). (2026). Developmental Disability Basics. Define las discapacidades del desarrollo como condiciones relacionadas con áreas físicas, aprendizaje, lenguaje o conducta que inician durante el periodo del desarrollo.  
<https://www.cdc.gov/child-development/about/developmental-disability-basics.html>

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., et al. (2020). Evidence-Based Practices for Children, Youth, and Young Adults with Autism. National Clearinghouse on Autism Evidence and Practice, UNC Frank Porter Graham Child Development Institute. <https://ncaep.fpg.unc.edu/wp-content/uploads/EBP-Report-2020.pdf>

CDC. Learn the Signs. Act Early. Material de monitoreo del desarrollo y acción temprana para familias y profesionales.  
<https://www.cdc.gov/ncbddd/actearly/>