

# Leesa Marante

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## **EDUCATION**

Ph.D. in Communication Science and Disorders; Florida State University (2017-2021)

*Certificate in Measurement and Statistics, December 2020*

*Advisor: Shannon Hall-Mills*

M.S. in Communication Science and Disorders, Florida State University (2014-2016)

B.S. in Communication Science and Disorders, Florida State University (2010-2014)

## **PROFESSIONAL CREDENTIALS**

2017- Present            Certification of Clinical Competence (CCC) in Speech Language Pathology, American  
Speech-Language-Hearing Association

2021- Present            License to Practice Speech Language Pathology in Texas

2017-2021                License to Practice Speech Language Pathology in Florida

## **PROFESSIONAL EXPERIENCE**

2021- Present            *Speech Language Pathologist*, Pflugerville Independent School District, Parmer Lane  
Elementary School, Pflugerville Middle School, Austin, TX

2017-2021                *Speech Language Pathologist*- Private Practice/Contract Schools, Southeastern Therapy  
Services, Tallahassee, FL

2016-2017                *Speech Language Pathologist- Clinical Fellow*, Cobb County School District, Riverside  
Primary School, Mableton, GA

2017-2020                *Undergraduate & Graduate Research Supervisor*, Florida State University, School of  
Communication Science and Disorders, Tallahassee, FL

## **SPECIALIZED TRAINING & AWARDS**

2022-2023                Selected Participant, ASHA Leadership Development Program (LDP), School's cohort

2020-2021                Office of Special Education Programs (OSEP) United States Department of Education  
Bilingual Oral Language and Literacy Development and Disorders Doctoral Leadership  
Traineeship, Florida State University

2018                        Irene Phillip Backus Endowed Scholarship (\$4,000), Florida State University

## **RESEARCH EXPERIENCE AND PROJECTS**

Primary Investigator, Dissertation, advised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University:  
School-Based Speech-Language Pathologists' Working Conditions: Effects of Social Support on Occupational  
Stress and Burnout in the School Setting; Fall 2020-December 2021; Successfully defended October 13th, 2021.

Doctoral Research Assistant, supervised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University: Teaching Expository Text Management and Proficiency Skills for Comprehension (TEXT-MAPS): Single Subject Design; Fall 2019-Spring 2020

Co-Investigator, Florida State University, Text Structure Intervention Supports Expository Text Comprehension of Adolescents with Learning Disabilities: A Systematic Review: Summer 2018-Spring 2019

Primary Investigator, Independent Study, Florida State University: Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction: Summer 2018- Spring 2019

Doctoral Research Assistant, supervised by Carla Wood, PhD, CCC-SLP, The Relationship Between Elementary Teachers' Language Use and Students' Language and Literacy Achievement. Institute of Education Sciences (IES) United States Department of Education, \$1.25 million Project ID: 039025-520; OMNI #30109: Fall 2017-Fall 2018

Primary Investigator, Master's Thesis, advised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University: The Semantic Complexity in Oral and Written narratives of Fourth Grade Students; Successfully defended Summer 2016

Primary Investigator, Undergraduate Thesis, advised by Richard Morris, Ph.D., CCC-SLP, Florida State University: The Effect of Menstrual Cycle Phase on Voice Production and Auditory Perception: Women using Oral Contraceptives compared to Women not using Oral contraceptives; Successfully defended Spring 2014

## **TEACHING EXPERIENCE**

### Courses Taught as Instructor of Record:

Language Disorders in School-Aged Children (SHS532), University of Illinois at Urbana-Champaign, Fall 2021, Fall 2022, Spring 2023. Online Course

Undergraduate Seminar: Observation of Communication Disorders (SPA4930), Florida State University, Fall 2019

Introduction to Communication Science Disorder (SPA2001), Florida State University.  
Supervisor: Shannon Hall-Mills, Ph.D., CCC-SLP, Summer 2019

Practicum in Developmental Disabilities (SPA4556), Florida State University.  
Supervisor: Juliann Woods, PhD, CCC-SLP, Spring 2019-Summer 2019

Undergraduate Seminar: Observation of Communication Disorders (SPA4930), Florida State University.  
Supervisor: Linda Sasser, M.Ed., CCC-SLP, Fall 2018

### Invited/Guest Lectures:

Invited Panelist entitled "Supporting Your Well-Being: ASHA Virtual Town Hall for Assistants, Audiologists, and Speech-Language Pathologists", ASHA Town Hall, March 2023

Invited Lecture entitled "Practical Tips for Managing Overwhelm and Burnout in the School Setting", ASHA SIG 16 Open House, May 2022.

Guest Lecture entitled “Collaboration in the School Setting: Consistency and Connection Matter”, SHS 586: Language Essentials for Teaching Reading!; Arizona State University, Instructor: Kristina Calvin, Ph.D., April 2022.

Guest Lecture entitled “Working in Public Schools”. Language Disorders 2, Duquesne University. Instructor: Abigail Delehanty, Ph.D., February 2020.

Guest Lecture entitled “Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction: Implications for Practice” Developmental Language Disorders: School-ages Issues (SPA5462), Florida State University. Instructor: Shannon Hall-Mills, Ph.D., October 2019.

Invited Lecture for FL Department of Education Webinar on School Based Content entitled “Working with Adolescents: Connection, Collaboration, & Consistency”. September 2019.

Guest Lecture entitled “Articulation and Phonological Disorders” Introduction to Communication Science and Disorders (SPA2001), Florida State University. Instructor: Shannon Hall-Mills, Ph.D., February 2019.

## **PUBLICATIONS**

### Peer-Reviewed Publications

**Marante, L.**, Hall-Mills, S., Farquharson, K. (2023). School-based speech-language pathologists’ stress and burnout: A cross-sectional survey at the height of the COVID-19 pandemic. *Language, Speech and Hearing Services in Schools*, 1-16. [https://doi.org/10.1044/2022\\_LSHSS-22-00047](https://doi.org/10.1044/2022_LSHSS-22-00047)

Hall-Mills, S. & **Marante, L.** (2023, online). Teaching expository text management and proficiency skills for comprehension for students with language/learning disabilities (LLD). *Learning Disability Quarterly*, 0(0). <https://doi.org/10.1177/07319487221145689>

Hall-Mills, S., **Marante, L.**, Tonello, B., Johnson, L. (2021). Improving reading comprehension for adolescents with language and learning disorders. *Communications Disorders Quarterly*, 1-10. <https://doi.org/10.1177/15257401211031463>

Hall-Mills, S. & **Marante, L.** (2021). Text structure strategy for expository reading comprehension: Pilot case study with adolescent with Noonan syndrome. *Perspectives of the ASHA Special Interest Groups (SIG 1)*, 6(3), 520-530. [https://doi.org/10.1044/2021\\_PERSP-20-00272](https://doi.org/10.1044/2021_PERSP-20-00272)

**Marante, L.** & Farquharson, K. (2021). Tackling burnout in the school setting: Practical tips for school-based speech- language pathologists. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 6(3), 665-675. [https://doi.org/10.1044/2021\\_PERSP-20-00262](https://doi.org/10.1044/2021_PERSP-20-00262)

Hall-Mills, S. & **Marante, L.**, (2020). Text Structure Intervention Supports Expository Text Comprehension of Adolescents with Learning Disabilities: A Systematic Review. *Learning Disabilities Quarterly*. <https://doi.org/10.1177/0731948720906490>.

**Marante, L.** & Hall-Mills, S. (2019). Today's Graduate Students, Tomorrow's SLPs: Enhancing School Practicum Experiences. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 1-8. [https://doi.org/10.1044/2019\\_PERS-SIG16-2019-0003](https://doi.org/10.1044/2019_PERS-SIG16-2019-0003)

Gabas, C., **Marante, L.**, & Cabell, S.Q. (2019). Fostering preschoolers’ emergent literacy: Recommendations

for enhanced literacy experiences and collaborative instruction. *Perspectives of the ASHA Special Interest Groups (SIG 16)*. <https://doi.org/10.1044/PERS-SIG16-2018-0012>

## **PRESENTATIONS**

\* Denotes mentored student

- Marante, L. & Hall-Mills, S. (2022, November). Peer Support Groups for Resilient SLPs: Can They Help Us Manage Stress and Avoid Burnout? 1-hour Virtual Oral Seminar at the Annual Convention of the American Speech-Language Hearing Association Convention, New Orleans, LA (National).
- Marante, L.** & Hall-Mills, S. (2021, November). PSSST! Let's Talk: The Effect of Social Support on School-based SLPs' Stress and Burnout Symptoms. 1-hour In Person Oral Seminar at the Annual Convention of the American Speech-Language Hearing Association Convention, Washington, D.C. (National).
- Hall-Mills, S. & **Marante, L.** (2021, November). Expository Text Structure Intervention for Adolescents with Language Learning Disability. Virtual Poster presentation at the Annual Convention of the American Speech-Language Hearing Association Convention, Washington, D.C. (National).
- Farquharson, K. & **Marante, L.** (2021, July). Evidence-Based Strategies to Alleviate Occupational Stress Related to Caseload and Caseload Factors. Invited 1-hour presentation at American Speech-Language Hearing Association Schools Connect Conference (National; Online).
- Marante, L.** & Hall-Mills, S. (2021, July). School-based SLPs' Working Conditions in Florida Compared to the Nation. Technical Session at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL (Regional).
- Marante, L.** (2021, July). Working with Adolescents: Collaboration, Connection and Consistency. Technical Session at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL (Regional).
- Hall-Mills, S., **Marante, L.**, Tonello, B. & Johnson, L. (2020, November). 11200: Teaching Expository Text Management and Proficiency Skills for Comprehension. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Convention canceled).
- Marante, L.** (2020, June). Gauging school-based speech language pathologist' perceptions: Implications for Professional development on vocabulary instruction. Proposal accepted at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL. (Convention canceled).
- Hall-Mills, S. & **Marante, L.** (2020, April). Changes in Specific Learning Disability and Language Impairment Prevalence Before and After Implementation of Response to Intervention Mandate [Symposium]. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA <http://tinyurl.com/t5g2ggq> (Conference Canceled)
- \*Shivers, G., \*Stevens, L., **Marante, L.** & Gabas, C. (2020, April). Developing language and literacy training modules for early childhood classrooms. Research poster presented to the FSU Undergraduate Research Opportunity Program. (Local)
- Marante, L.**, & Hall-Mills, S. (2019, November). Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction. Technical Session at the Annual Convention of the American Speech-Language Hearing Association Convention, Orlando, FL (National)

- Marante, L.** & Wood, C. (2018, November). Examining Change in Lexical Diversity of Second Grade Written Language Samples Over an Academic Year. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention, Boston, MA (National)
- Hall-Mills, S. & **Marante, L.** (2018, November). The Value of Text Structure: Key Features for Language Intervention. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention, Boston, MA (National)
- Hall-Mills, S. & **Marante, L.** (2018, July). A systematic review of text structure interventions for adolescents with Language Learning Disabilities. Poster presentation at the Annual Convention of Society for the Scientific Study of Reading Conference. Brighton, England, UK (International)
- Marante, L.**, Hall-Mills, S., Smith, C., Sumner, K., & Stockton, M. (2016, November). Semantic Complexity in Fourth Graders' Oral & Written Narratives. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention. Philadelphia, PA (National)

## **PROFESSIONAL & COMMUNITY SERVICE**

### Professional Membership

American Speech-Language-Hearing Association (ASHA)  
American Speech-Language- Hearing Association Special Interest Group 16, School-based Issues  
Providing Opportunities for Women in Education Research (POWER)  
Florida Association for Speech-Language Pathologists and Audiologists (FLASHA)  
Texas Speech-Language-Hearing Association (TSHA)  
Society for the Scientific Study of Reading (SSSR)  
American Educational Research Association (AERA)

### Service to the Field

*Contributing Member*, Texas Speech and Hearing Association Public Schools Committee (2023-Present)  
*Contributing Member*, ASHA Special Interest Group 16 (School-based Issues) Professional Development Committee (2020-Present)  
*Reviewer*, Honors Committee for Florida Association for Speech-Language Pathologists and Audiologists (2022)  
*Reviewer*, ASHA Convention Program Committee (CPC); Literacy Assessment and Intervention (2021, 2022)